

MSAD #54 Music Curriculum

Content Area: Music-Chorus
Unit: Disciplinary Literacy

Grade: 9-12 Chorus
MLR Span: 9 - 12

MLR Content Standard: **A: Disciplinary Literacy – Music**
Students show literacy in the discipline by understanding and demonstrating concepts, skills, terminology, and processes.

Disciplinary Literacy	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Music Difficulty	1.Students perform music that requires well-developed technical skills, attention to phrasing and interpretation, and the ability to perform various meters and rhythms in a variety of keys while modeling proper posture and techniques, alone or with others.	Students will: a1.demonstrate technical skills, phrasing, interpretation, performance of various meters and rhythms in a variety of keys while modeling proper posture during their choral rehearsals and performances.	a1.Level appropriate repertoire a2. <i>One Minute Theory</i> Slabbinick & Slabbinick
Notation and Terminology	2.Students apply accumulated knowledge of musical notation, symbols, and terminology to perform music with greater complexity and variation including sudden dynamic contrasts.	Students will: a2.demonstrate the ability to read basic music notation, symbols, terminology, and dynamic contrasts through performing age/ability appropriate musical repertoire in the concert choir setting.	a2.Level appropriate choral octavos which include music in a variety of periods, styles, and genres. a2. <i>One Minute Theory</i> Slabbinick & Slabbinick

<p>Listening and Describing</p>	<p>3.Students listen to, analyze, and evaluate music using their understanding of pitch, rhythm, tempo, dynamics, form, timbre, texture, harmony, style, and compound meter.</p>	<p>Students will:</p> <p>a3.listen to recordings of choral music and use appropriate terminology to describe the music.</p> <p>b3.listen to recordings of themselves in performance.</p> <p>c3.attend professional concerts and performances gaining exposure to high levels of musicianship.</p>	<p>a3.Utilize itunes for audio samples of various choral recordings.</p> <p>a3.videotape concerts and/or rehearsals for students to analyze and evaluate their performances.</p> <p>c3.Students will attend performances whenever possible and report to the ensemble.</p>
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MSAD #54 Music Curriculum

Content Area: Music-Chorus
Unit: Creation/Expression

Grade: 9-12 Chorus
MLR Span: 9 - 12

MLR Content Standard: **B: Creation, Performance, and Expression**
Students create, perform, and express through the art discipline.

Creation/ Expression	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Style/Genre	1.Students perform music of various styles and genres that requires well-developed technical skills, attention to phrasing and interpretation and various meters and rhythms in a variety of keys, accurately applying the accumulated knowledge and skills of: proper posture and technique; musical notation; symbols; and terminology.	<p>Students will:</p> <p>a1.sing with expression and technical accuracy a varied repertoire of vocal literature with the level of 4-5 (scale 1-6) including songs performed from memory.</p> <p>b1.rehearse vocal exercises to develop proper posture, breathing, articulation, intonation, range, flexibility, and tone color.</p> <p>c1.perform music written in four parts (or more).</p> <p>d1.perform music representing diverse genres and culture with expression appropriate for the music being performed.</p> <p>e1.perform music in foreign languages including Latin, German, Italian, and French.</p> <p>f1.adhere to etiquette principles as they apply to a concert situation.</p>	<p>a1.Grade level appropriate repertoire</p> <p>b1.vocal warm-ups; <i>Building a Pyramid of Musicianship</i>, Sally Herman <i>Building Beautiful Voices</i> Nesheim & Noble</p> <p>c1.Grade level/age appropriate choral octavos and repertoire</p> <p>d1. Grade level/age appropriate choral octavos and repertoire</p> <p>e1. Grade level/age appropriate choral octavos and repertoire</p> <p>f1.Focus on concert etiquette during rehearsals</p>
Composition	2.Students analyze and evaluate musical ideas expressed in their own compositions or the compositions of	<p>Students will:</p> <p>a2.compose a vocal piece utilizing knowledge of music notation, various meters, key signatures, and terminology.</p>	<p>a2.Assign students a music composition on the Finale music writing program.</p>

	others.	b2.analyze compositions of peers. c2.analyze compositions of great composers.	b2.Students will share their compositions with the class. c2.Excerpts of great choral literature for students to analyze.
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MSAD #54 Music Curriculum

Content Area: Music-Chorus
Unit: Problem Solving

Grade: 9-12 Chorus
MLR Span: 9 - 12

MLR Content Standard: C: Creative Problem Solving
Students approach artistic problem-solving using multiple solutions and the creative process.

*Assessment

	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Application of Creative Process	1.Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others.	Students will: a1.sing in four-part harmony, a capella, or with an accompaniment. b1.continue to respond to conductor's cues for phrasing, sustaining, cut-offs, dynamics, tempo changes, articulation, and style. c1.continue to listen to each other for balance, blend, and tone quality.	a1.Level appropriate repertoire b1.Reinforce students' habit of watching the conductor with various warm-up exercises. c1.Record the ensemble at various stages of preparation throughout the year.

MSAD #54 Music Curriculum

Content Area: Music-Chorus
Unit: Aesthetics

Grade: 9-12 Chorus
MLR Span: 9 - 12

MLR Content Standard: D: Aesthetics and Criticism
Students describe, analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).

*Assessment

	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Aesthetics and Criticism	<p>1.Students analyze and evaluate art forms.</p> <p>a.Describe, analyze, interpret, and evaluate art forms by applying grade span appropriate arts concepts, vocabulary, skills and processes as referenced in <u>Standard A: Disciplinary Literacy</u>.</p> <p>b.Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/non-print sources.</p> <p>c.Demonstrate an understanding of the difference between a personal opinion and an informed judgment.</p> <p>d.Research and explain how art and artists reflect and shape their time and culture.</p>	<p>Students will:</p> <p>a1.sing a variety of styles of music from all periods and cultures.</p> <p>b1.recognize aurally and describe musical forms and genres. Listen and evaluate performances by other ensembles. Study scores of vocal masterworks.</p> <p>c1.describe vocal works using appropriate musical terminology to express an informed judgment.</p> <p>d1.be assigned a composer of one of the current repertoire selections to research.</p>	<p>a1.Multicultural and varied repertoire</p> <p>b1.CDs or itunes samples of choral masterworks; scores of choral masterworks</p> <p>c1.Allow students time to express opinions on the current repertoire.</p> <p>d1.Laptops and books for student research</p>

MSAD #54 Music Curriculum

Content Area: Music-Chorus
Unit: Connections

Grade: 9-12 Chorus
MLR Span: 9 - 12

MLR Content Standard: E: Visual and Performing Arts Connections
Students understand the relationship among the arts, history, and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

*Assessment

Connections	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
The Arts and History and World Culture	1.Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures.	Students will: a1.sing and listen to a variety of multicultural music and genres.	a1.Varied and multicultural repertoire
The Arts and Other Disciplines	2.Students analyze skills and concepts that are similar across disciplines.	Students will: a2.attend performances or watch DVDs of drama and musical theater. Students analyze masterworks of art. Students attend dance performances.	a2.Provide opportunities for students to attend performances in other performing/visual arts disciplines; show DVDs of great performances.
Goal Setting	3.Students make short-term and long-term goals related time management, interpersonal interactions, or skill development that will lead to success in the arts.	Students will: a3.participate in planning music repertoire for performances. b3.participate in planning for exchange concerts, which allow interactions with choral students from area schools. c3.perform for school functions.	a3.Students will be given input on the concert and performance repertoire. b3.Students will be consulted in the long range planning for exchange concerts and performances. c3.Using a calendar, students will learn time management. Students will

<p>Impact of the Arts on Lifestyle and Career</p>	<p>4. Students explain how their knowledge of the arts relates to school-to-school and school-to-work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation.</p>	<p>Students will:</p> <p>a4.transition from elementary to middle school and from middle school to high school.</p> <p>b4.benefit from their experiences in a musical ensemble by gaining skills in:</p> <ul style="list-style-type: none"> a.Getting along with others b.Respecting differences c.Working as a team/ensemble d.Managing conflict e.Accepting/giving/using constructive feedback f.Accepting responsibility for personal behavior g.Demonstrating ethical behavior h.Following established rules/etiquette for observing/listening to art i.Demonstrating safe behavior <p>c4.Music is a skill that can be enjoyed throughout life. Through college and beyond, participation in community choirs or volunteering in school to assist choral ensembles can be a fun and rewarding way to</p>	<p>be given input on performance dates for school and community functions.</p> <p>a4.Students should explain how participation in chorus in their previous school helped them transition to their new school. Middle school students should speak to the elementary students and explain how music helped their transition from elementary schools to middle school. High school students will speak to the middle school students.</p> <p>b4.Students will demonstrate these concepts through active participation in choral rehearsals and concert and festival performances.</p> <p>c4.Throughout the school year, community musicians will be invited to attend and/or participate in choral rehearsals and performances.</p>
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		<p>contribute to the school and municipal communities and stay involved in music.</p>	
<p>Interpersonal Skills</p>	<p>5. Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts.</p> <p>a. Getting along with others</p> <p>b. Respecting differences</p> <p>c. Working as a team/ensemble</p> <p>d. Managing conflict</p> <p>e. Accepting/giving/using constructive feedback</p> <p>f. Accepting responsibility for personal behavior</p> <p>g. Demonstrating ethical behavior</p> <p>h. Following established rules/etiquette for observing/listening to art</p> <p>i. Demonstrating safe behavior</p>	<p>Students will:</p> <p>5. practice/demonstrate these skills as productive members of one or more vocal ensembles.</p>	<p>a5. during choral rehearsals, performances and activities students will demonstrate all of the qualities of good citizenship.</p> <p>b5. Learning music from many difficult cultures.</p> <p>c5. Rehearsing as an ensemble towards a common goal.</p> <p>d5. As conflicts arise, use these times to demonstrate to students strategies for conflict resolution.</p> <p>e5. Provide students with opportunities to perform for each other and to offer constructive critiques.</p> <p>f5. The director will hold individuals accountable for their actions by issuing appropriate consequences.</p> <p>g5. Director will lead by example.</p> <p>h5. Concert etiquette should be a focus for all performing ensembles.</p> <p>i5. Safe behavior will be modeled/expected at all school functions and field trips.</p>