MSAD #54 Music Curriculum

Content Area: Music-Chorus
Unit: Disciplinary Literacy

Grade: 7-8 Chorus
MLR Span: 6 - 8

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

*Assessment

Disciplinary Literacy	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Music Difficulty	1.Students accurately perform music that includes changes of tempo, key, and meter in modest ranges with moderate technical demands, modeling proper posture and technique, 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/age appropriate repertoire A1. Excerpts from level/age appropriate repertoire
Notation and Terminology	2.Students apply accumulated knowledge of musical notation, symbols, and terminology to a music performance.	Students will:	
	a. Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, and 3/8 meter signatures.	A2.demonstrate the ability to read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, and 3/8 meter signatures.	A2. Level/age appropriate choral octavos, which include music in a variety of periods, styles and genres.
	b. Read simple melodies in both the treble and bass clefs.	B2.demonstrate the ability to read simple melodies by sight singing exercises.	b2.Exerpts from level/age appropriate repertoire
	c. Apply notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.	C2.demonstrate knowledge of pitch, rhythm, dynamics, tempo, articulation, and expression during rehearsals and performances.	c2. Level/age appropriate choral octavos and repertoire.

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Listening and Describing	3.Students listen to and compare elements of music, including pitch, rhythm, tempo, dynamics, form, timbre, texture, harmony, style, and compound meter.	Students will: A3.listen to recordings of choral music and use appropriate terminology to describe the music. B3.listen to recordings of themselves in performance. C3.attend professional concerts and performances, gaining exposure to high levels of musicianship.	A3. Utilize iTunes and CDs of various choral recordings B3. Videotape concerts and/or rehearsals for students to analyze and evaluate their performance. c3. Students will attend performances whenever possible and report to the ensemble.

MSAD #54 Music Curriculum

Content Area: Music-Chorus
Unit: Creation/Expression

Grade: 7 - 8 Chorus
MLR Span: 6 - 8

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

*Assessment

Creation/ Expression	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Style/Genre	1.Students perform music of various styles and genres that includes changes of tempo, key, and meter in modest ranges with moderate technical demands accurately applying the accumulated knowledge and skills of: proper posture and technique; musical notation; symbols; and terminology.	Students will: A1.sing with expression and technical accuracy a varied repertoire of vocal literature with the level of difficulty of 2-4 (scale 1-6), including songs performed from memory. B1.rehearse vocal exercises to develop proper posture, breathing, articulation, intonation, range, flexibility and tone color. C1.perform music written in 2, 3 or more parts. D1.perform music representing diverse genres and cultures with expression appropriate for the music being performed. E1.perform music in foreign languages including Latin, German, Italian, and French. F1.adhere to etiquette principles as they apply to a concert situation.	A1. Grade level/age appropriate repertoire. b1.*Building Beautiful Voices* Nesheim & Noble; various vocal warm-ups; *Building a Pyramid of Musicianship* by Sally Herman c1.Grade level/age appropriate choral octavos and repertoire d1. Grade level/age appropriate choral octavos and repertoire e1. Grade level/age appropriate choral octavos and repertoire F1. Focus on appropriate concert etiquette during rehearsals and performances.

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Composition	2.Students compare musical ideas expressed in their own compositions or the compositions of others.	Students will: A2.compose a vocal piece utilizing knowledge of music notation, various meters, key signatures and terminology.	A2. Assign students a music composition on the Finale music-writing program.
		b2. Analyze compositions of their peers.	B2. Students will share their compositions with the class.
		C2.analyze compositions of great composers.	c2. Excerpts of great choral literature for students to analyze.

MSAD #54 Music Curriculum

Content Area: Music-Chorus
Unit: Problem Solving

Grade: 7 - 8 Chorus
MLR Span: 6 - 8

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 describe and apply creative – thinking skills that are a part of the creative problem-solving process.	Students will:	
	a. Fluency	A1.sing music in 2,3, or more parts a capella or with an accompaniment.	a1.Grade level/age appropriate repertoire
	b.Flexibility		b1.Reinforce students habit of watching the conductor with various warm-up exercises
	c.Elaboration	B1.understand different interpretations of music along with rehearsal techniques.	
	d.Originality		c1.Model/instruct students in applying concepts and terminology creatively.
	e.Analysis	C1.explain pertinent musical concepts and terminology creatively.	
		D1.creatively apply solutions to musical dilemmas.	d1.Model/instruct students in applying creativity to musical dilemmas.
		E1.analyze great choral literature.	E1. Excerpts from great choral literature.

MSAD #54 Music Curriculum

Content Area: Music-Chorus
Unit: Aesthetics

Grade: 7 - 8Chorus
MLR Span: 6 - 8

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	1.Students compare and analyze art forms.	Students will:	
	a.Compare and analyze art forms by applying grade span appropriate arts concepts, vocabulary, skills and processes as referenced in Standard A: Disciplinary Literacy.	A1.sing a variety of styles of music from all periods and cultures.	A1. Multicultural age appropriate varied repertoire.
	b. Compare the quality and effectiveness of art works using multiple criteria from observation, print and/non-print resources.	B1.recognize aurally and describe musical form and genres. Listen and evaluate performances by other ensembles. Study scores of vocal master works.	B1. CDs or iTunes samples of choral masterworks. Scores of choral masterworks.
	c. Compare the effectiveness of selected media, techniques, and processes in communicating ideas.		
	d. Explain and compare different purposes of artists and art work in the context of time and place	D1.assign students a composer of one of the current repertoire selections to rehearse.	d1.Laptops and research materials from the library

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MSAD #54 Music Curriculum

Content Area: Music-Chorus
Unit: Connections

Grade: 7 - 8 Chorus
MLR Span: 6 - 8

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 compare 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 explain 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 set 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 and community 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. Using a calendar, students will learn time management and long-range planning. c3. Students will be given input on deciding performance dates for school and community functions.

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Impact of the Arts on Lifestyle and Career	4. Students explain the impact of artistic and career choices on self, others, and the natural and man-made environment.	Students will:	
Interpersonal Skills	5. Students demonstrate positive interpersonal skills and analyze how interpersonal skills affect participation in the arts. 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	Students will: a5.practice/demonstrate these skills as productive members of one or more vocal ensembles,	A5. During choral rehearsals, performances and activities students will demonstrate all of the qualities of good citizenship.

	h.Following established rules/etiquette for observing/listening to art I. Demonstrating safe behavior		