

## MSAD #54 Music Curriculum

Content Area: Music  
Unit: Disciplinary Literacy

Grade: Grade 5-6 Strings  
MLR Span: 3 - 5

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

\*Assessment

<b>Disciplinary Literacy</b>	<b>MLR Performance Indicators</b>	<b>MSAD #54 Objectives</b>	<b>Instructional Resources/Activities</b>
<b>Music Difficulty</b>	1. Students accurately perform music in easy keys, meters, and rhythms with limited ranges, both instrumentally and vocally, while modeling proper posture and technique, alone or with others.	Students will:  Develop acceptable instrument position, bow hand shape, and body posture without tension Learn to draw a straight bow with acceptable tone production Begin to shape the left hand, with correct finger placement in first position Learn to keep fingers of the left hand relaxed and down, in a curved shape	Tune-A-Day Bk 1 and supplementary literature Simple detaché and martelé strokes: bow parallel to bridge and acceptable tone  Basic string crossings Slur 2, 3, 4 Ties and Hooked bows 2/4, 3/4, 4/4 meters First position: D Major G Major A Major
<b>Notation and Terminology</b>	2. Students identify and read musical notation, symbols, and terminology of dynamics.  a. Read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.  b. Identify symbols and traditional terms referring to dynamics, tempo, and articulation.	Students will:  Identify dynamics of: p, mf, f Understand variables used to produce dynamics on a stringed instrument  Identify 3 basic tempos Andante Moderato Allegro  Develop basic bowing skills and understand notation for: Simple detaché and martelé Basic string crossings 2, 3, and 4-note Slurs Staccato and Hooked bows	Tune-A-Day Bk 1  Assessment: Quiz pg. 8  Pie Charts - Note and Rest values  Flash cards Note-reading stories  Remediation: writing letter names and fingerings for notes that are being learned See & Say, Read & Write

<p><b>Listening and Describing</b></p>	<p>3. Students listen to and describe simple examples of the elements of music including pitch, rhythm, tempo, dynamics, form, timbre, meter, phrases, style, and major/minor harmony.</p>	<p>Students will:</p> <p>Be able to play pizzicato with a good sound</p> <p>Be able to imitate simple 4-pitch patterns</p> <p>Be able to imitate simple rhythms using the basic note and rest values listed in 2a.</p> <p>Be able to play at the dynamic levels of piano, mezzo forte, and forte</p> <p>Learn to listen for the timbre of the octave (fingered) above the open strings and be able to describe the interval.</p> <p>Be able to recognize phrase endings; to remain on the string or execute bow lifts as appropriate to the bowing pattern.</p> <p>Recognize simple forms, signs and terms:</p> <ul style="list-style-type: none"> <li>Call and response</li> <li>Round</li> <li>Repeat sign</li> <li>1st and 2nd endings</li> <li>D.C. al Fine</li> </ul> <p>Develop awareness of major/minor harmony</p>	<p>Resonant pizzicato sound is demonstrated; students emulate</p> <p>Pitch Echoes</p> <p>Rhythm drills:</p> <ul style="list-style-type: none"> <li>Syllables</li> <li>Pizzicato</li> <li>Arco</li> <li>Tapping / claves</li> <li>Counting aloud</li> </ul> <p>Teacher provides listening examples of:</p> <ul style="list-style-type: none"> <li>Phrasing</li> <li>Tempo</li> <li>Simple forms</li> <li>Dynamic range</li> <li>Special string timbres and effects (ponticello, sul tasto, col legno, harmonics, etc.)</li> </ul> <p>Teacher describes structure of examples in the student repertoire, demonstrating phrasing, style, bowing patterns, etc.</p> <p>Teacher presents listening examples of major and minor intervals, scales and arpeggios</p>
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## MSAD #54 Music Curriculum

Content Area: Music  
Unit: Creation/Expression

Grade: Grade 5-6 Strings  
MLR Span: 3 - 5

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

\*Assessment

<b>Creation/ Expression</b>	<b>MLR Performance Indicators</b>	<b>MSAD #54 Objectives</b>	<b>Instructional Resources/Activities</b>
<b>Style/Genre</b>	1.Students create or perform music of various styles and genres in easy keys, meters, and rhythms with limited ranges accurately applying the knowledge and skills of: proper posture and technique; notation; symbols; and terminology of dynamics.	Students will:  Perform in some venue each semester for parents, teachers and peers Winter concert Spring concert Talent Shows School Board meetings Fundraisers, festivals, and outside groups	Concert performances
<b>Composition</b>	2.Students create their own compositions by applying the knowledge and skills of notation, symbols, and terminology of dynamics.	Students will:  Write a composition using open string notes, marking the time signature, dividing into measures, using half, quarter and eighth notes in 2/4 and 4/4 time.  Write and study additional fingered pitches, as they are learned in the successive lessons.  Write and study scales and key signatures: D Major G Major A Major Understand the concept of a tonal center	manuscript paper  Tune-A-Day Bk 1 pg. 7  pgs. 11-13  pg. 15-17  pg. 18

## MSAD #54 Music Curriculum

Content Area: Music  
Unit: Problem Solving

Grade: Grade 5-6 Strings  
MLR Span: 3 - 5

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

\*Assessment

	<b>MLR Performance Indicators</b>	<b>MSAD #54 Objectives</b>	<b>Instructional Resources/Activities</b>
<b>Application of Creative Process</b>	1. Students describe and apply steps of creative problem-solving.  a. Identify problem  b. Define problem  c. Generate a variety of solutions.  d. Implement solution(s).  e. Evaluate solution(s).	Students will: Learn how to apply the steps of problem-solving to develop basic mastery of their instrument	Rhythm drills Scales and exercises Concert repertoire

## MSAD #54 Music Curriculum

Content Area: Music  
Unit: Aesthetics

Grade: Grade 5-6 Strings  
MLR Span: 3 - 5

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

\*Assessment

	<b>MLR Performance Indicators</b>	<b>MSAD #54 Objectives</b>	<b>Instructional Resources/Activities</b>
<b>Aesthetics and Criticism</b>	<p>1. Students describe and compare art forms.</p> <p>a. Describe and compare art forms by applying grade span appropriate arts concepts, terminology, skills and processes as referenced in <u>Standard A: Disciplinary Literacy</u>.</p> <p>b. Ask questions about an art form to further understand the concepts, skills, and processes used to create/perform the work of art.</p> <p>c. Explain purposes for making art in different times and places, including cultural traditions, personal expressions, and communication of beliefs.</p>	<p>Students will: Begin to be able to aurally identify music by style or genre</p> <p>Be able to identify simple musical forms and describe various styles of music from different cultures, using correct terminology</p> <p>Students will be able to recognize same/different sections, as well as tempo changes, dynamic and articulation changes.</p>	<p>Phrases AB form ABA form Round Melody Harmony</p>

## MSAD #54 Music Curriculum

Content Area: Music  
Unit: Connections

Grade: Grade 5-6 Strings  
MLR Span: 3 - 5

### 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
<b>The Arts and History and World Culture</b>	1. Students explain that the visual/performing arts help people understand history and/or world cultures.	Students will: Identify the sounds of orchestral string instruments  Relate musical styles to a country of origin Relate musical styles to an era	Listen to live performances, CD's and/or DVD's Play simple examples of music from different eras and different parts of the world: Firalalera Jingli Nona Banana Boat Song Bonny Tammy, etc.  Demonstrations by teachers or guest clinician
<b>The Arts and Other Disciplines</b>	2. Students describe characteristics shared between and among the arts and other disciplines	Students will: Learn about terminology used by the various arts Identify connections between musical studies and other academic subjects a. Rhythm and math b. Music and history c. Sound and science	Show connections between music and disciplines other than music  Explain why music is often called the universal language: common notation Italian terms
<b>Goal Setting</b>	3. Students identify and demonstrate choices that will lead to success in the arts including time management, interpersonal interactions, skill development, and goal-setting.	Students will: Develop an appreciation of how music, as well as each art and profession, has a body of knowledge and skills to be mastered. Students will learn how to be good concert performers and good concert listeners as well as the correct posture and position	Instrumental lessons Beginning ensembles Rehearsals Performances

<p><b>Impact of the Arts on Lifestyle and Career</b></p>	<p>4. Students describe the contribution of the arts on lifestyle and career choices.</p> <p>a. Identify the various roles of, and requirements to become, artists.</p> <p>b. Describe the benefit of participation in the arts on a healthy lifestyle including the use of leisure time.</p>	<p>Students will:</p> <p>Identify and describe the role of musicians in today's society</p> <p>Begin to learn the role of musicians in other cultures and other time periods</p>	<p>Workshops with clinicians Videos CD's</p> <p>Participation in school and festival ensembles</p>
<p><b>Interpersonal Skills</b></p>	<p>5. Students identify and demonstrate the positive interpersonal skills necessary to get along with others and participate 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</p>	<p>Students will:</p> <p>Demonstrate appropriate audience behavior (for the context and style of music being performed)</p> <p>Demonstrate safe care for the instrument, oneself, and peers in a concert environment</p>	<p>Show and explain proper concert behavior (by the audience and by the musician)</p>

rules/etiquette for  
observing to art

i.Demonstrating safe  
behavior