

MSAD #54 Music Curriculum

Content Area: Music
Unit: Disciplinary Literacy

Grade: Grade 4
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

Disciplinary Literacy	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Music Difficulty	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: demonstrate their knowledge of basic music skills by performing instrumentally and vocally.	Music textbooks Music K-8 Various song collections
Notation and Terminology	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: demonstrate their knowledge of note names, values, symbols, and meters through a variety of strategies.	Music textbooks Music K-8 Various song collections Music theory games and worksheets Recorders

<p>Listening and Describing</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 taught how to listen and what to listen for.</p> <p>use repeated listening of identified elements of music.</p> <p>use listening skills to improve performance skills.</p> <p>identify simple musical forms; call/response, theme and variations, interlude, coda, rondo, AB and ABA.</p> <p>be able to use correct terminology in describing form, voices, instruments, rhythm.</p> <p>be able to discriminate between major and minor modes.</p>	<p>Expose students to a variety of music.</p> <p>Discuss appropriate audience etiquette.</p> <p>Listening maps</p> <p>Textbooks</p> <p>DVDs of composers and styles</p> <p>Listen to a variety of programmatic music</p>
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Content Area: Music
Unit: Creation/Expression

Grade: Grade 4
MLR Span: 3 - 5

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 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: be able to identify a variety of musical styles. be exposed to a variety of instruments from around the world. play simple melodies and rhythms on classroom instruments, recorder, and violin. play/sing with expression. be able to sing/play while following printed music. do simple improvisation.	Music textbooks CD's & DVD's Listening maps Listening examples Use classroom instruments, recorders, violins, and Orff instruments Simple scores Performance
Composition	2.Students create their own compositions by applying the knowledge and skills of notation, symbols, and terminology of dynamics.	Students will: use previously learned skills to create simple compositions both written and improvised.	Music Textbooks Theory worksheets White board

MSAD #54 Music Curriculum

Content Area: Music
Unit: Problem Solving

Grade: Grade 4
MLR Span: 3 - 5

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 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: apply previously learned concepts and skills towards problem solving.	Encourage individual as well as group evaluation. Encourage all input.

MSAD #54 Music Curriculum

Content Area: Music
Unit: Aesthetics

Grade: Grade 4
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

	MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Aesthetics and Criticism	<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:</p> <p>use previously learned concepts and skills to describe, analyze, interpret, and evaluate musical experiences.</p>	<p>Collaborate with art teacher whenever possible.</p> <p>Use of textbooks</p> <p>Use of videos</p> <p>Relate periods in music to periods in art</p> <p>Games and activities</p> <p>Music K-8 magazine</p>

MSAD #54 Music Curriculum

Content Area: Music
Unit: Connections

Grade: Grade 4
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
The Arts and History and World Culture	1. Students explain that the visual/performing arts help people understand history and/or world cultures.	Students will: demonstrate their understanding through dance, folk songs, patriotic songs, world music, and instruments.	Square/folk dances. World music instruments. Music K-8 magazine Textbooks and videos
The Arts and Other Disciplines	2. Students describe characteristics shared between and among the arts and other disciplines.	Students will: make connections between the arts and other disciplines through interdisciplinary projects and units.	Collaborate with art and P.E. teachers on units. Use music class to support English, math, social studies, science and writing. Textbooks Music K-8 magazines
Goal Setting	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: use previously learned skills and concepts to make and attain goals.	Playing instruments Movement activities

<p>Impact of the Arts on Lifestyle and Career</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>be able to name a variety of music careers.</p> <p>know what training is needed.</p> <p>be able to explain the benefits of enjoying music.</p>	<p>Encourage students to be lifelong learners.</p> <p>Use examples of community musicians.</p> <p>Videos of famous performers and musicians</p>
<p>Interpersonal Skills</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 the positive social skills and teamwork necessary to participate in the arts.</p>	<p>Dancing and movement</p> <p>Games</p> <p>Playing instruments</p> <p>4th grade quest</p> <p>Artist Residency</p>

	<p>rules/etiquette for observing to art</p> <p>i.Demonstrating safe behavior</p>		
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