

MSAD #54 Music Curriculum

Content Area: Music
Unit: Disciplinary Literacy

Grade: Grade K
MLR Span: PreK-2

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 a short musical selection, both instrumentally and vocally, while modeling proper posture and technique, alone or with others.	Students will: -distinguish between and demonstrate use of speaking, singing and whispering voices. -demonstrate the ability to sing high and low sounds. -match pitch using echo songs and tonal games -demonstrate that melodies have direction (melodies group, down, or stay the same)	MacMillan K 1:5 Music K-8 MacMillan 2:1
Notation and Terminology	2.Students identify and read musical notation, symbols, and terminology of dynamics. a.Read whole and half notes in 4/4 meter signatures. b.Identify symbols and traditional terms referring to dynamics.	Students will: -demonstrate the ability to pat simple rhythmic word patterns. -play simple rhythm patterns using pitched and unpitched instrument and alone. -perform steady beat at varied tempo with others and alone. -play pitched and unpitched instrument to steady beat with others and alone. -play pitched and unpitched instrument as rhythmic accompaniment alone and with others.	Iconic Symbols Oversize Staff MacMillan K Music K-8 Percussion Instruments Listening map Notation

<p>Listening and Describing</p>	<p>3.Students listen to and identify elements of music including meter and simple form and attributes including loud/soft, fast/slow, high/low, and long/short beat and steady/strong beat.</p>	<p>Students will:</p> <ul style="list-style-type: none"> -differentiate loud/soft and fast/slow -demonstrate the ability to match the steady beat of a piece of music. -trace melodic contour in a variety of ways, physically, aurally, and visually. -develop an awareness of loud/soft and fast/slow. -compare two examples using appropriate criteria 	<p>Listening Maps Various Recordings Classroom Instruction</p> <p>Move it 1 & 2</p> <p>MacMillan K</p> <p>2:1</p> <p>K 1:2</p>
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MSAD #54 Music Curriculum

Content Area: Music
Unit: Creation/Expression

Grade: Grade K
MLR Span: PreK-2

MLR Content Standard: **B: Creation, Performance, and Expression-Music**
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 short musical selections of various styles and genres accurately applying selected knowledge and skills of: proper posture and technique; notation; symbols; and terminology of dynamics.	<p>Students will:</p> <ul style="list-style-type: none"> -demonstrate that melodies have direction (melodies go up, down, or stay the same) -sing or play an individual response in the context of a question/answer song. -be able to sing a variety of songs in various keys, meters, and genres alone and with other with increasingly accurate pitch and rhythm. -develop awareness of moving to a steady beat, locomotor and non-locomotor. -echo and play short rhythmic patterns -perform movements to a song, adding manipulatives and props as appropriate. -respond physically to changes in dynamics, tempo, and high and low. -reorganize tone color of unpitched instrument groups (skins, shakers and woods) -explore pitched and unpitched instruments alone and with others. -play bordun acc. On Orff instrument alone and with others. -play pitched and unpitched instruments to steady beat, 	<p>2:1</p> <p>MacMillan K 1:1, 2</p> <p>Rhythmic instruments</p> <p>2:1</p> <p>MacMillan K 1:6</p>

<p>Composition</p>	<p>2.Students use knowledge and skills of standard and non-standard notation, symbols, and terminology of dynamics.</p>	<p>alone and with others.</p> <p>Students will:</p> <ul style="list-style-type: none"> -be able to clap and play simple rhythms -echo and play short rhythmic patterns -use a variety of sound sources to express musical ideas: pitch, rhythm, tempo, timbre, and dynamics -invent systems to record their own and others' musical ideas: Melodies & Rhythms -i.d. simple music notations 	<p>Classroom percussion instruments</p> <p>Music K-8</p> <p>Various texts from Silver Burdett & MacMillan</p> <p>Orff instruments</p> <p>Plain and/or staff paper with pencils</p>
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MSAD #54 Music Curriculum

Content Area: Music
Unit: Problem Solving

Grade: Grade K
MLR Span: PreK-2

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	<p>1. Students identify and demonstrate creative problem-solving skills.</p> <p>a. Improvise to solve problems in the performing arts.</p> <p>b. Imagine and share possible solutions to apply to challenges in creating art.</p>	<p>Students will:</p> <ul style="list-style-type: none"> -improvise movement to various styles of music. -sing individual responses in context of a question/answer song. -play individual responses in context of a question/answer song. -improvise sound stories, vocally and instrumentally as well as improvise simple songs through singing and playing. -use a variety of sound sources to express musical ideas: pitch, rhythm, tempo, timbre, and dynamics -work in small groups to improvise sound stories. 	<p>MacMillan, Silver Burdett, MK8 Move it 1, 2</p> <p>Rhythmic instruments Orff instruments</p>

MSAD #54 Music Curriculum

Content Area: Music
Unit: Aesthetics

Grade: Grade K
MLR Span: PreK-2

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 observe, listen to, describe and ask questions about art forms.</p> <p>a. Describe the art form 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 the art form to further understand how the artist created/performed the work of art.</p> <p>c. Recognize a variety of purposes for making making/performing art works, including telling a story and communicating emotions and ideas.</p>	<p>Students will:</p> <ul style="list-style-type: none"> -listen attentively, describe or answer questions about a wide variety of musical examples. -respond or create through movement to express what they hear in music. -compare two examples using appropriate criteria -be able to tell how music can be used to enhance or alter a mood. -be able to identify instrument families used in a piece of music. -by the end of kindergarten, be able to use some words that describe feelings to tell how a specific musical composition makes them feel. -respond to various styles of music through movement, manipulation or props, storytelling, and drama. 	<p>MacMillan, Silver Burdett</p> <p>MK8</p> <p>Seasonal songs Multicultural</p> <p>Listening map</p> <p>Word/symbol wall</p> <p>Contrasting music – i.e., lullaby/march</p> <p>C of An. P & W The Queen, the Bea, etc.</p>

MSAD #54 Music Curriculum

Content Area: Music
Unit: Connections

Grade: Grade K
MLR Span: PreK-2

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 identify family or community symbols and celebrations in the visual/performing arts from different world cultures.	Students will: -sing and recite nursery rhymes -sing, play, listen, and move to music of varied cultures -participate in folk dance & singing games -use expressive & rhythmic elements in music to interpret reading, poems, chant, & folk tales. -sing songs in other languages.	Various books, songs, poems, & dance resources Songs in other languages Phyllis Weishirt
The Arts and Other Disciplines	2.Students identify connections between and among the arts and other disciplines.	Students will: -be able to demonstrate an awareness of music as a part of daily life. -be able to choose music that sounds like a painting looks. -recognize that music is found throughout the community. -id timbre of various musical sounds: voices, other cultures -id and explain at least two examples of elements shared by the arts.	Various song books Phyllis Weishirt Art prints Various musical examples
Goal Setting	3.Students identify choices that lead to success in the arts.	Students will: -use previously learned skills & concepts to make and attain goals. -become aware that skills learned earlier are built upon as tasks become more	Classroom rhythm instruments Orff instruments Movement activities

<p>Impact of the Arts on Lifestyle and Career</p>	<p>4. Students identify the arts in life experiences.</p> <p>a. Identify the activities and careers of a visual or performing artist.</p> <p>b. Describe common arts activities.</p> <p>c. Describe the way the arts can make people feel.</p>	<p>complicated.</p> <p>Students will:</p> <p>-be able to demonstrate an awareness of music as a part of daily life.</p> <p>-recognize that music is found throughout the community</p> <p>-listen to recordings of performers and musicians discussing their careers and how they worked to be musicians.</p> <p>-view performers in several different genres</p>	<p>Recordings Share the Music CD Various videos</p> <p>Guest artists</p> <p>From the Top</p> <p>District wide Art Enrichment</p>
<p>Interpersonal Skills</p>	<p>5. Students identify positive interpersonal skills that impact the quality of their art and participation 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</p>	<p>Students will:</p> <p>-demonstrate the positive skills and teamwork necessary to participate in the arts.</p> <p>-observe and critique other students' performances in an acceptable way.</p>	<p>Various dances and movement activities</p> <p>Classroom instruments</p> <p>Singing games</p>

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