

**Visual and Performing Arts: Performing Arts**  
**Music**  
**Unit 1: Melody**

<b>Essential Understandings</b>	<ul style="list-style-type: none"><li>▪ Melody is an element of music.</li></ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"><li>▪ What is melody?</li><li>▪ How does melody move?</li><li>▪ How is melody interpreted?</li></ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"><li>▪ Melody moves.</li><li>▪ Melody has shape.</li><li>▪ Melody can be interpreted in many different ways.</li></ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"><li>▪ <u>Terms:</u><ul style="list-style-type: none"><li>○ High/low, up/down, tune, melody, shape, direction</li></ul></li></ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"><li>▪ Demonstrate the difference between high and low.</li><li>▪ Identify high and low.</li></ul>

**Visual and Performing Arts: Performing Arts**  
**Music**  
**Unit 1: Melody**

<p><b>Standards: Maine Learning Results Standards And Common Core</b></p>	<ul style="list-style-type: none"> <li>▪ A.3. Students listen to and identify elements of music including high/low.</li> <li>▪ E.5. Students identify positive interpersonal skills that impact the quality of their art and participation in the arts.             <ul style="list-style-type: none"> <li>a. getting along with others</li> <li>b. respecting differences</li> <li>c. working as a team/ensemble</li> <li>d. managing conflict</li> <li>e. accepting/giving/using constructive feedback</li> <li>f. accepting responsibility for personal behavior</li> <li>g. demonstrating ethical behavior</li> <li>h. following established rules/etiquette for observing/listening to art</li> <li>i. demonstrating safe behavior</li> </ul> </li> </ul>
<p><b>Sample Lessons And Activities</b></p>	<p>Use manipulatives to show high/low            Perform on xylophones for sound experimentation            Demonstrate direction through expressive body movement            Demonstrate direction through vocalization</p>
<p><b>Sample Resources</b></p>	<p><u>Other Resources:</u></p> <ul style="list-style-type: none"> <li>• Manipulatives</li> <li>• Magnetic board</li> <li>• Computer</li> <li>• Projector</li> <li>• xylophones</li> </ul>

**Visual and Performing Arts: Performing Arts**  
**Music**  
**Unit 2: Rhythm**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Rhythm is an element of music.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ What is rhythm?</li> <li>▪ What is steady beat?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Steady beat is the foundation of rhythm.</li> <li>▪ Rhythm is patterns of long and short sounds.</li> <li>▪ Rhythm is patterns of sound and silence.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ Rhythm, long, short, sound, silence, steady beat, rest, wood block, xylophone, hand drum, tambourine, guiro, rhythm sticks, cowbell</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Explore rhythmic contrasts.</li> <li>▪ Demonstrate steady beat.</li> <li>▪ Identify rhythms written with traditional and non-traditional notation.</li> </ul>

**Visual and Performing Arts: Performing Arts  
Music  
Unit 2: Rhythm**

<p><b>Standards: Maine Learning Results Standards And Common Core</b></p>	<ul style="list-style-type: none"> <li>▪ A.2. Students identify and read musical notation.             <ul style="list-style-type: none"> <li>a. Read quarter and eighth notes in 4/4 meter signatures.</li> </ul> </li> <li>▪ B.2. Students use knowledge and skills of standard and non-standard notation and symbols.</li> <li>▪ E.5. Students identify positive interpersonal skills that impact the quality of their art and participation in the arts.             <ul style="list-style-type: none"> <li>a. Getting along with others</li> <li>b. Respecting differences</li> <li>c. Working as a team/ensemble</li> <li>d. Managing conflict</li> <li>e. Accepting/giving/using constructive feedback</li> <li>f. Accepting responsibility for personal behavior</li> <li>g. Demonstrating ethical behavior</li> <li>h. Following established rules/etiquette for observing/listening to art</li> <li>i. Demonstrating safe behavior</li> </ul> </li> </ul>
<p><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>• Use manipulatives to show high/low</li> <li>• March to recordings</li> <li>• Demonstrate rhythm through movement</li> <li>• Play instruments</li> </ul>
<p><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Written sample</li> </ul>
<p><b>Sample Resources</b></p>	<p><u>Other Resources:</u></p> <ul style="list-style-type: none"> <li>• A wide variety of classroom instruments, enough for one instrument/child</li> <li>• Recordings</li> <li>• Computer</li> <li>• Projector</li> <li>• Sound system</li> </ul>

**Visual and Performing Arts: Performing Arts**  
**Music**  
**Unit 3: Timbre**

<b>Essential Understandings</b>	<ul style="list-style-type: none"><li>▪ Timbre is an element of music.</li></ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"><li>▪ What is timbre in instrumental music?</li><li>▪ What is timbre in vocal music?</li></ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"><li>▪ Timbre is created through types of materials used to produce sound.</li><li>▪ Vocal timbre is the color of tone being produced by the one vocalizing.</li></ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"><li>▪ <u>Terms:</u><ul style="list-style-type: none"><li>○ Metals, skins, woods, unpitched, pitched, loud, quiet, speak, sing, whisper</li></ul></li></ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"><li>▪ Identify, visually and aurally, a variety of classroom instruments.</li><li>▪ Explain the difference between speaking, singing, whispering.</li><li>▪ Demonstrate the contrast between speak, sing, whisper.</li></ul>

**Visual and Performing Arts: Performing Arts**  
**Music**  
**Unit 3: Timbre**

<p style="text-align: center;"><b>Standards: Maine Learning Results Standards And Common Core</b></p>	<ul style="list-style-type: none"> <li>▪ A.3. Students listen to and identify attributes of music.</li> <li>▪ E.5. Students identify positive interpersonal skills that impact the quality of their art and participation in the arts.             <ul style="list-style-type: none"> <li>a. Getting along with others</li> <li>b. Respecting differences</li> <li>c. Working as a team/ensemble</li> <li>d. Managing conflict</li> <li>e. Accepting/giving/using constructive feedback</li> <li>f. Accepting responsibility for personal behavior</li> <li>g. Demonstrating ethical behavior</li> <li>h. Following established rules/etiquette for observing/listening to art</li> <li>i. Demonstrating safe behavior</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>• Instrument identification games</li> <li>• Demonstrate speaking, singing, whispering</li> <li>• Classroom discussion</li> </ul>
<p style="text-align: center;"><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Anecdotal evidence</li> </ul>
<p style="text-align: center;"><b>Sample Resources</b></p>	<p><u>Other Resources:</u></p> <ul style="list-style-type: none"> <li>• Classroom instruments</li> <li>• Recordings of instruments, voices</li> <li>• Sound system</li> </ul>

**Visual and Performing Arts: Performing Arts**  
**Music**  
**Unit 1: Instrument Families**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Music is a science.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How are instruments classified?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Instruments are classified according to the way the sound is produced.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ Flute, clarinet, saxophone, oboe, bassoon, violin, viola, cello, double bass, trumpet, trombone, French horn, tuba, guitar, banjo, harp, mandolin, snare drum, bass drum, xylophone, cymbals, conga, bongos, tambourine, wood block, triangle, cowbell, woodwind, brass, percussion, strings, reed, mouthpiece, bell, keys, valves, slide, pizzicato, bow, pluck</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Identify by sight and/or sound many of the instruments used in an orchestra.</li> <li>▪ Identify by sight and/or sound many instruments used in folk and/or popular music.</li> </ul>

**Visual and Performing Arts: Performing Arts  
Music  
Unit 1: Instrument Families**

<p align="center"><b>Standards: Maine Learning Results Standards and Common Core</b></p>	<ul style="list-style-type: none"> <li>▪ E.2. Students identify connections between and among the arts and other disciplines.</li> <li>▪ E.5. Students identify positive interpersonal skills that impact the quality of their art and participation in the arts.             <ul style="list-style-type: none"> <li>a. Getting along with others</li> <li>b. Respecting differences</li> <li>c. Working as a team/ensemble</li> <li>d. Managing conflict</li> <li>e. Accepting/giving/using constructive feedback</li> <li>f. Accepting responsibility for personal behavior</li> <li>g. Demonstrating ethical behavior</li> <li>h. Following established rules/etiquette for observing/listening to art</li> <li>i. Demonstrating safe behavior</li> </ul> </li> </ul>
<p align="center"><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>• Watch instruments being played</li> <li>• Produce sound on a clarinet</li> <li>• Listen to a variety of types of ensembles</li> <li>• Play instrument-naming games</li> </ul>
<p align="center"><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Anecdotal evidence</li> </ul>
<p align="center"><b>Sample Resources</b></p>	<ul style="list-style-type: none"> <li>• <u>Other Resources:</u></li> <li>• Computer</li> <li>• Projector</li> <li>• Sound system</li> <li>• Videos “Disney’s Instrument Families”</li> </ul>



**Visual and Performing Arts: Performing Arts**  
**Music**  
**Unit 2: Listening to and Analyzing Music**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Music comes from different cultures.</li> <li>▪ Music has developed over time.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How does culture influence music?</li> <li>▪ How does music reflect historical cultural influences?</li> <li>▪ How does music evolve over time?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Culture influences music.</li> <li>▪ Historical events influence music.</li> <li>▪ Music evolves over time.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ World music, folk music, round, language, world map, country</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Experience world music.</li> <li>▪ Identify folk songs from many cultures.</li> <li>▪ Demonstrate an understanding of historical elements of music.</li> </ul>

**Visual and Performing Arts: Performing Arts  
Music  
Unit 2: Listening to and Analyzing Music**

<p><b>Standards: Maine Learning Results Standards And Common Core</b></p>	<ul style="list-style-type: none"> <li>▪ D.1. Students observe, listen to, describe and ask questions about art forms.             <ul style="list-style-type: none"> <li>a. Describe the art form by applying grade span appropriate arts concepts, terminology, skills, and processes as referenced in Standard A: Disciplinary Literacy.</li> <li>b. Ask questions about the art form to further understand how the artist created/performed the work of art.</li> <li>c. Recognize a variety of purposes for making/performing art works, including telling a story and communicating emotions and ideas.</li> </ul> </li> <li>▪ E.1. Students identify family or community symbols and celebrations in the visual/performing arts from different world cultures.</li> <li>▪ E.5. Students identify positive interpersonal skills that impact the quality of their art and participation in the arts.             <ul style="list-style-type: none"> <li>a. Getting along with others</li> <li>b. Respecting differences</li> <li>c. Working as a team/ensemble</li> <li>d. Managing conflict</li> <li>e. Accepting/giving/using constructive feedback</li> <li>f. Accepting responsibility for personal behavior</li> <li>g. Demonstrating ethical behavior</li> <li>h. Following established rules/etiquette for observing/listening to art</li> <li>i. Demonstrating safe behavior</li> </ul> </li> </ul>
<p><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Listen to a wide variety of musical styles and genres</li> <li>▪ Sing folk songs in English and other languages</li> <li>▪ Perform accompaniments on Orff instruments</li> </ul>
<p><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>▪ Observation</li> <li>▪ Discussion</li> </ul>
<p><b>Sample Resources</b></p>	<p><u>Other Resources:</u></p> <ul style="list-style-type: none"> <li>○ Repertoire</li> <li>○ Classroom instruments</li> <li>○ Sound system</li> </ul>

**Visual and Performing Arts: Performing Arts**  
**Music**  
**Unit 1: Form**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Understanding form can be demonstrated through active listening.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How can a listener actively demonstrate an understanding of form in music?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Understanding form in music can be demonstrated in a variety of ways.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ Form, coda, rhythm, steady beat, strain</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Identify form through aural examples.</li> <li>▪ Demonstrate an understanding of form.</li> </ul>

<b>Standards: Maine Learning Results Standards And Common Core</b>	<ul style="list-style-type: none"> <li>▪ A.3. Students listen to and identify elements of music.</li> <li>▪ D.1. Students observe, listen to, describe and ask questions about music.</li> <li>▪ E.5. Students identify positive interpersonal skills that impact the quality of their art and participation in the arts. <ul style="list-style-type: none"> <li>a. Getting along with others</li> <li>b. Respecting differences</li> <li>c. Working as a team/ensemble</li> <li>d. Managing conflict</li> <li>e. Accepting/giving/using constructive feedback</li> <li>f. Accepting responsibility for personal behavior</li> <li>g. Demonstrating ethical behavior</li> <li>h. Following established rules/etiquette for observing/listening to art</li> <li>i. Demonstrating safe behavior</li> </ul> </li> </ul>
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**Visual and Performing Arts: Performing Arts**  
**Music**  
**Unit 1: Form**

<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"> <li>▪ Discuss ABA form</li> <li>▪ Discuss ABACDABA form</li> <li>▪ Follow listening map</li> <li>▪ Use parachute to demonstrate form</li> <li>▪ Participate in flashlight activity to respond to form</li> <li>▪ Use scarves to demonstrate staccato and legato</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>▪ Observation</li> <li>▪ Demonstration of skill</li> <li>▪ Performance</li> </ul>
<b>Sample Resources</b>	<p><u>Other Resources:</u></p> <ul style="list-style-type: none"> <li>○ Recordings of a wide selection of instrumental and vocal music</li> <li>○ Listening maps</li> <li>○ Interactive White Board</li> <li>○ Sound system</li> <li>○ Props (flashlights, parachutes, stretchy band, hobby horses)</li> <li>○ Text "Parachutes and Ribbons and Scarves, Oh My!" by Artie Almeida</li> </ul>

**Visual and Performing Arts: Performing Arts**  
**Music**  
**Unit 2: Performing on Orff Instruments**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Musicians' presentation of creative work is the culmination of a process of creation and communication.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How do musicians make creative decisions?</li> <li>▪ When is creative work ready to be shared?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Creative decisions communicate expressive intent.</li> <li>▪ Creating music is a process.</li> <li>▪ Music is a form of communication.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ Glockenspiel, metallophone, xylophone, wood, fiberglass, metal, mallet, improvise, interpret</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Demonstrate creative problem solving skills to present an original musical idea.</li> <li>▪ Display the use of the creative process.</li> </ul>

**Visual and Performing Arts: Performing Arts  
Music  
Unit 2: Performing on Orff Instruments**

<p><b>Standards: Maine Learning Results Standards And Common Core</b></p>	<ul style="list-style-type: none"> <li>▪ C.1.Demonstrate creative problem solving skills to present an original musical idea.             <ul style="list-style-type: none"> <li>○ Display use of the creative process.</li> <li>a. Improvise to solve problems in the performing arts.</li> <li>b. Imagine and share possible solutions to apply to challenges in creating art.</li> </ul> </li> <li>▪ E.5. Students identify positive interpersonal skills that impact the quality of their art and participation in the arts.             <ul style="list-style-type: none"> <li>a. Getting along with others</li> <li>b. Respecting differences</li> <li>c. Working as a team/ensemble</li> <li>d. Managing conflict</li> <li>e. Accepting/giving/using constructive feedback</li> <li>f. Accepting responsibility for personal behavior</li> <li>g. Demonstrating ethical behavior</li> <li>h. Following established rules/etiquette for observing/listening to art</li> <li>i. Demonstrating safe behavior</li> </ul> </li> </ul>
<p><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Play a variety of patterns on Orff instruments</li> <li>▪ Work individually or in small groups to create sound stories</li> </ul>
<p><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>▪ Observation</li> <li>▪ Peer performance</li> </ul>
<p><b>Sample Resources</b></p>	<p><u>Other Resources:</u></p> <ul style="list-style-type: none"> <li>○ Text "Mallet Madness" by Artie Almeida</li> <li>○ Wide selection of children's books</li> <li>○ Music Express Magazines</li> <li>○ Sound system</li> <li>○ Enough Orff instruments for a full class</li> </ul>

**Visual and Performing Arts: Performing Arts**  
**Music**  
**Unit 3: Reading and Performing Music**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Music is a form of self-expression.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How are emotions and thoughts expressed in music?</li> <li>▪ How do experiences in our daily lives impact the creation of music?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Emotions and thoughts can be expressed by creating music.</li> <li>▪ There is a relationship between music and daily life.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ Handel, oratorio, soprano, harpsichord, glockenspiel, xylophone, metallophone, forte, piano, crescendo, decrescendo, presto, largo, lines, spaces, pitch, treble clef, staff, legato, staccato</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Interpret literature.</li> <li>▪ Create using expressive qualities identified through interpretation of literature.</li> <li>▪ Provide constructive feedback to a peer.</li> </ul>

**Visual and Performing Arts: Performing Arts  
Music  
Unit 3: Reading and Performing Music**

<p><b>Standards: Maine Learning Results Standards And Common Core</b></p>	<ul style="list-style-type: none"><li>▪ C.1. Students describe and apply steps of creative problem-solving.<ul style="list-style-type: none"><li>a. Identify problem.</li><li>b. Define problem.</li><li>c. Generate a variety of solutions.</li><li>d. Implement solution(s).</li><li>e. Evaluate solution(s).</li></ul></li><li>▪ D.1. Students describe and compare art forms.<ul style="list-style-type: none"><li>a. Describe and compare art forms by applying grade span appropriate arts concepts, terminology, skills, and processes as referenced in Standard A: Disciplinary Literacy.</li><li>b. Ask questions about an art form to further understand the concepts, skills, and processes used to create/perform the work of art.</li><li>c. Explain purposes for making art in different times and places, including cultural traditions, personal expression, and communication of beliefs.</li></ul></li><li>▪ E.2. Students describe characteristics shared between and among the arts and other disciplines.</li><li>▪ E.5. Students identify positive interpersonal skills that impact the quality of their art and participation in the arts.<ul style="list-style-type: none"><li>a. Getting along with others</li><li>b. Respecting differences</li><li>c. Working as a team/ensemble</li><li>d. Managing conflict</li><li>e. Accepting/giving/using constructive feedback</li><li>f. Accepting responsibility for personal behavior</li><li>g. Demonstrating ethical behavior</li><li>h. Following established rules/etiquette for observing/listening to art</li><li>i. Demonstrating safe behavior</li></ul></li></ul>
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**Visual and Performing Arts: Performing Arts  
Music  
Unit 3: Reading and Performing Music**

<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"> <li>▪ Watch video "Handel's Last Chance"</li> <li>▪ Read a short biography of Handel, answer questions about Handel's life and music</li> <li>▪ Sing and accompany peers using a variety of folk songs</li> <li>▪ Sing a variety of songs related to music theory</li> <li>▪ Play online note-naming games using IWB</li> <li>▪ Create sound stories based on children's books</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>▪ Observation</li> <li>▪ Discussion</li> </ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"> <li>▪ <u>Other Resources:</u> <ul style="list-style-type: none"> <li>○ Sound system</li> <li>○ Recording of performance versions of all music</li> <li>○ DVD "Handel's Last Chance"</li> <li>○ Method of watching DVD</li> <li>○ Barred classroom instruments</li> <li>○ Paper and pencil activity pages</li> <li>○ Interactive White Board</li> <li>○ Internet access</li> <li>○ Computer</li> <li>○ Variety of children's books</li> </ul> </li> </ul>

**Visual and Performing Arts: Performing Arts**  
**Music**  
**Unit 3: Reading and Performing Music**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Music is a form of self-expression.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How are emotions and thoughts expressed in music?</li> <li>▪ How do experiences in our daily lives impact the creation of music?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Emotions and thoughts can be expressed by creating music.</li> <li>▪ There is a relationship between music and daily life.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ Handel, oratorio, soprano, harpsichord, glockenspiel, xylophone, metallophone, forte, piano, crescendo, decrescendo, presto, largo, lines, spaces, pitch, treble clef, staff, legato, staccato</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Interpret literature.</li> <li>▪ Create using expressive qualities identified through interpretation of literature.</li> <li>▪ Provide constructive feedback to a peer.</li> </ul>

**Visual and Performing Arts: Performing Arts  
Music  
Unit 3: Reading and Performing Music**

<p><b>Standards: Maine Learning Results Standards And Common Core</b></p>	<ul style="list-style-type: none"><li>▪ C.1. Students describe and apply steps of creative problem-solving.<ul style="list-style-type: none"><li>a. Identify problem.</li><li>b. Define problem.</li><li>c. Generate a variety of solutions.</li><li>d. Implement solution(s).</li><li>e. Evaluate solution(s).</li></ul></li><li>▪ D.1. Students describe and compare art forms.<ul style="list-style-type: none"><li>a. Describe and compare art forms by applying grade span appropriate arts concepts, terminology, skills, and processes as referenced in Standard A: Disciplinary Literacy.</li><li>b. Ask questions about an art form to further understand the concepts, skills, and processes used to create/perform the work of art.</li><li>c. Explain purposes for making art in different times and places, including cultural traditions, personal expression, and communication of beliefs.</li></ul></li><li>▪ E.2. Students describe characteristics shared between and among the arts and other disciplines.</li><li>▪ E.5. Students identify positive interpersonal skills that impact the quality of their art and participation in the arts.<ul style="list-style-type: none"><li>a. Getting along with others</li><li>b. Respecting differences</li><li>c. Working as a team/ensemble</li><li>d. Managing conflict</li><li>e. Accepting/giving/using constructive feedback</li><li>f. Accepting responsibility for personal behavior</li><li>g. Demonstrating ethical behavior</li><li>h. Following established rules/etiquette for observing/listening to art</li><li>i. Demonstrating safe behavior</li></ul></li></ul>
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**Visual and Performing Arts: Performing Arts  
Music  
Unit 3: Reading and Performing Music**

<p align="center"><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Watch video "Handel's Last Chance"</li> <li>▪ Read a short biography of Handel, answer questions about Handel's life and music</li> <li>▪ Sing and accompany peers using a variety of folk songs</li> <li>▪ Sing a variety of songs related to music theory</li> <li>▪ Play online note-naming games using IWB</li> <li>▪ Create sound stories based on children's books</li> </ul>
<p align="center"><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>▪ Observation</li> <li>▪ Discussion</li> </ul>
<p align="center"><b>Sample Resources</b></p>	<ul style="list-style-type: none"> <li>▪ <u>Other Resources:</u> <ul style="list-style-type: none"> <li>○ Sound system</li> <li>○ Recording of performance versions of all music</li> <li>○ DVD "Handel's Last Chance"</li> <li>○ Method of watching DVD</li> <li>○ Barred classroom instruments</li> <li>○ Paper and pencil activity pages</li> <li>○ Interactive White Board</li> <li>○ Internet access</li> <li>○ Computer</li> <li>○ Variety of children's books</li> </ul> </li> </ul>

**Visual and Performing Arts: Performing Arts**  
**Music**  
**Unit 1: Folk Music**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Musicians' presentation of creative work is the culmination of a process of creation, rehearsal and communication.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How do musicians make creative decisions?</li> <li>▪ How do musicians improve the quality of their creative work?</li> <li>▪ When is creative work ready to share?</li> <li>▪ How do musicians improve the quality of their performance?</li> <li>▪ How is folk music different from composed music?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ There is a connection between performer and audience member.</li> <li>▪ Performers rehearse to improve over time.</li> <li>▪ Performance decorum changes based on context and venue.</li> <li>▪ Creative decisions impact performance.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ Melody, harmony, unison, 2 part, accompaniment, system, repeat sign, treble clef, D.C. al Coda, D.S. al Fine, verse, first ending, second ending, coda, conductor, phrase, breath control, posture</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Discuss a variety of musical works and their implications for performance.</li> <li>▪ Perform expressively with appropriate interpretation and technical accuracy.</li> <li>▪ Perform in a manner appropriate to the audience and context.</li> <li>▪ Demonstrate appropriate ensemble technique and skills.</li> </ul>

**Visual and Performing Arts: Performing Arts  
Music  
Unit 1: Folk Music**

<p align="center"><b>Standards: Maine Learning Results Standards And Common Core</b></p>	<ul style="list-style-type: none"> <li>▪ A.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.</li> <li>▪ A.2. Students identify and read musical notation, symbols, and terminology of dynamics.             <ul style="list-style-type: none"> <li>a. Read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.</li> <li>b. Identify symbols and traditional terms referring to dynamics, tempo, and articulation.</li> </ul> </li> <li>▪ D.1. Students describe and compare art forms.             <ul style="list-style-type: none"> <li>a. Describe and compare art forms by applying grade span appropriate arts concepts, terminology, skills, and processes as referenced in Standard A: Disciplinary Literacy.</li> <li>b. Ask questions about an art form to further understand the concepts, skills, and processes used to create/perform the work of art.</li> <li>c. Explain purposes for making art in different times and places, including cultural traditions, personal expression, and communication of beliefs.</li> </ul> </li> <li>▪ E.1. Students explain that the visual/performing arts help people understand history and/or world cultures.</li> <li>▪ E.5. Students identify positive interpersonal skills that impact the quality of their art and participation in the arts.             <ul style="list-style-type: none"> <li>a. Getting along with others</li> <li>b. Respecting differences</li> <li>c. Working as a team/ensemble</li> <li>d. Managing conflict</li> <li>e. Accepting/giving/using constructive feedback</li> <li>f. Accepting responsibility for personal behavior</li> <li>g. Demonstrating ethical behavior</li> <li>h. Following established rules/etiquette for observing/listening to art</li> <li>i. Demonstrating safe behavior</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>▪</li> </ul>

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**Visual and Performing Arts: Performing Arts**  
**Music**  
**Unit 1: Folk Music**

<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"><li>▪ Observation</li><li>▪ Work samples</li><li>▪ Concert performance</li></ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"><li>▪ <u>Other Resources:</u><ul style="list-style-type: none"><li>○ A variety of sheet music</li><li>○ Sound system</li><li>○ iPod</li><li>○ Supported time and space for ensemble development/dress rehearsal</li><li>○ Concert venue</li></ul></li></ul>

**Visual and Performing Arts: Performing Arts**  
**Music**  
**Unit 2: Introduction to Recorders**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Recorders are an accessible, age-appropriate instrument to foster music literacy.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How does playing a recorder demonstrate music literacy?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Playing a recorder requires a basic knowledge of music literacy.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ Recorder, melody, fingering, fingering chart, tonguing, breath control</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Perform music with technical accuracy.</li> <li>▪ Apply knowledge of a fingering chart to performance.</li> <li>▪ Read and perform rhythmic patterns and melodic phrases using standard notation.</li> </ul>



**Visual and Performing Arts: Performing Arts**  
**Music**  
**Unit 2: Introduction to Recorders**

**Standards:  
Maine Learning  
Results Standards  
And Common Core**

- A.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.
- A.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.
- 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.
- C.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).
- E.3. Students identify and demonstrate choices that will lead to success in the arts including time management, interpersonal interactions, skill development, and goal-setting.
- E.5. Students identify positive interpersonal skills that impact the quality of their art and 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
  - h. Following established rules/etiquette for observing/listening to art
  - i. Demonstrating safe behavior

**Visual and Performing Arts: Performing Arts**  
**Music**  
**Unit 2: Introduction to Recorders**

<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"> <li>▪ Watch DVD "Essential Elements Recorder Classroom Method"</li> <li>▪ Practice reading and interpreting musical symbols</li> <li>▪ Review note names and musical symbols</li> <li>▪ Play a recorder both as part of a group and individually</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>▪ Observation</li> <li>▪ Demonstration of skill</li> </ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"> <li>▪ <u>Other Resources:</u> <ul style="list-style-type: none"> <li>○ Text <u>Essential Elements Recorder Classroom</u> with accompanying DVD</li> <li>○ Recorders</li> <li>○ Sink with warm water available</li> <li>○ Dish detergent</li> <li>○ Mouthpiece sterilizer (Sterisol, alcohol)</li> <li>○ Music stands</li> <li>○ Sound system</li> <li>○ Computer/DVD player</li> <li>○ Projector</li> </ul> </li> </ul>

**Visual and Performing Arts: Performing Arts**  
**Music**  
**Unit 3: Creating Music**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Music is a form of self-expression.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How are emotions and thoughts expressed in music?</li> <li>▪ How do experiences in our daily lives impact the creation of music?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Emotions and thoughts can be expressed by creating music.</li> <li>▪ There is a relationship between music and daily life.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ Handel, oratorio, soprano, harpsichord, glockenspiel, xylophone, metallophone, forte, piano, crescendo, decrescendo, presto, largo, lines, spaces, pitch, treble clef, staff, legato, staccato</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Interpret literature.</li> <li>▪ Create using expressive qualities identified through interpretation of literature.</li> <li>▪ Provide constructive feedback to a peer.</li> </ul>

**Visual and Performing Arts: Performing Arts  
Music  
Unit 3: Creating Music**

<p><b>Standards: Maine Learning Results Standards And Common Core</b></p>	<ul style="list-style-type: none"><li>▪ C.1. Students describe and apply steps of creative problem-solving.<ul style="list-style-type: none"><li>a. Identify problem.</li><li>b. Define problem.</li><li>c. Generate a variety of solutions.</li><li>d. Implement solution(s).</li><li>e. Evaluate solution(s).</li></ul></li><li>▪ D.1. Students describe and compare art forms.<ul style="list-style-type: none"><li>a. Describe and compare art forms by applying grade span appropriate arts concepts, terminology, skills, and processes as referenced in Standard A: Disciplinary Literacy.</li><li>b. Ask questions about an art form to further understand the concepts, skills, and processes used to create/perform the work of art.</li><li>c. Explain purposes for making art in different times and places, including cultural traditions, personal expression, and communication of beliefs.</li></ul></li><li>▪ E.2. Students describe characteristics shared between and among the arts and other disciplines.</li><li>▪ E.5. Students identify positive interpersonal skills that impact the quality of their art and participation in the arts.<ul style="list-style-type: none"><li>a. Getting along with others</li><li>b. Respecting differences</li><li>c. Working as a team/ensemble</li><li>d. Managing conflict</li><li>e. Accepting/giving/using constructive feedback</li><li>f. Accepting responsibility for personal behavior</li><li>g. Demonstrating ethical behavior</li><li>h. Following established rules/etiquette for observing/listening to art</li><li>i. Demonstrating safe behavior</li></ul></li></ul>
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**Visual and Performing Arts: Performing Arts**  
**Music**  
**Unit 3: Creating Music**

<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"> <li>▪ Watch video "Handel's Last Chance"</li> <li>▪ Read a short biography of Handel, answer questions about Handel's life and music</li> <li>▪ Sing and accompany peers using a variety of folk songs</li> <li>▪ Sing a variety of songs related to music theory</li> <li>▪ Play online note-naming games using IWB</li> <li>▪ Create sound stories based on children's books</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>▪ Observation</li> <li>▪ Discussion</li> </ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"> <li>▪ <u>Other Resources:</u> <ul style="list-style-type: none"> <li>○ Sound system</li> <li>○ Recording of performance versions of all music</li> <li>○ DVD "Handel's Last Chance"</li> <li>○ Method of watching DVD</li> <li>○ Barred classroom instruments</li> <li>○ Paper and pencil activity pages</li> <li>○ Interactive White Board</li> <li>○ Internet access</li> <li>○ Computer</li> <li>○ Variety of children's books</li> </ul> </li> </ul>

**Visual and Performing Arts:  
Music  
Unit: Elementary Chorus**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ To express musical ideas musicians refine their performance over time.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ What is a chorus/choir?</li> <li>▪ How is performing in a chorus/choir different from singing in general music class?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ A chorus is a vocal ensemble.</li> <li>▪ Performing in a chorus is different from singing in general music class.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ Chorus, vocal, accompaniment, system, part 1, part 2, part 3, harmony, posture, head voice, chest voice, breath control, phrase, conductor</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Read and interpret a piece of music.</li> <li>▪ Sing in canon.</li> <li>▪ Demonstrate choral balance.</li> <li>▪ Demonstrate choral blend.</li> <li>▪ Demonstrate a variety of choral repertoire.</li> <li>▪ Respond, appropriately, to the cues of a conductor.</li> <li>▪ Perform a wide variety of repertoire, including folk music, traditional choral music, foreign language songs, and jazz.</li> </ul>

**Visual and Performing Arts:  
Music  
Unit: Elementary Chorus**

<p><b>Standards: Maine Learning Results Standards And Common Core</b></p>	<ul style="list-style-type: none"><li>▪ 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.</li><li>▪ E.3. Students identify and demonstrate choices that will lead to success in the arts including time management, interpersonal interactions, skill development, and goal-setting.</li><li>▪ E.5. Students identify positive interpersonal skills that impact the quality of their art and participation in the arts.<ul style="list-style-type: none"><li>a. Getting along with others</li><li>b. Respecting differences</li><li>c. Working as a team/ensemble</li><li>d. Managing conflict</li><li>e. Accepting/giving/using constructive feedback</li><li>f. Accepting responsibility for personal behavior</li><li>g. Demonstrating ethical behavior</li><li>h. Following established rules/etiquette for observing/listening to art</li><li>i. Demonstrating safe behavior</li></ul></li></ul>
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**Visual and Performing Arts:  
Music  
Unit: Elementary Chorus**

<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"><li>▪ Sing a variety of choral works in other languages, such as: Latin, French, Italian, and Swahili</li><li>▪ Rehearse as an ensemble</li><li>▪ Perform in a public concert</li></ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"><li>▪ Observation</li><li>▪ Public performance</li></ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"><li>▪ <u>Other Resources:</u><ul style="list-style-type: none"><li>○ Choral music</li><li>○ Accompaniment recordings/live accompanist</li><li>○ Sound system</li><li>○ Risers</li><li>○ Rehearsal space</li><li>○ Concert venue</li></ul></li></ul>



**Visual and Performing Arts:  
Music  
Unit 1: Musical Notation**

<b>Essential Understandings</b>	<ul style="list-style-type: none"><li>▪ Music is a language.</li></ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"><li>▪ How do musicians read and write musical ideas?</li></ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"><li>▪ Musicians notate their work to share with others.</li><li>▪ The symbols used to notate music have specific meanings.</li></ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"><li>▪ <u>Terms:</u><ul style="list-style-type: none"><li>○ Staff, quarter note, whole note, half note, line notes, space notes, step, leap, skip, dynamics, tempo, composer</li></ul></li></ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"><li>▪ Demonstrate how musical intent is conveyed with standard musical notation.</li></ul>

**Visual and Performing Arts:  
Music  
Unit 1: Musical Notation**

<p><b>Standards: Maine Learning Results Standards And Common Core</b></p>	<ul style="list-style-type: none"><li>▪ A.2. Students identify and read musical notation, symbols, and terminology of dynamics.<ul style="list-style-type: none"><li>a. Read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.</li><li>b. Identify symbols and traditional terms referring to dynamics, tempo, and articulation.</li></ul></li><li>▪ 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.</li><li>▪ B.2. Students create their own compositions by applying the knowledge and skills of notation, symbols, and terminology of dynamics.</li><li>▪ C.1. Students describe and apply steps of creative problem-solving.<ul style="list-style-type: none"><li>a. Identify problem.</li><li>b. Define problem.</li><li>c. Generate a variety of solutions.</li><li>d. Implement solution(s).</li><li>e. Evaluate solution(s).</li></ul></li><li>▪ E.3. Students identify and demonstrate choices that will lead to success in the arts including time management, interpersonal interactions, skill development, and goal-setting.</li><li>▪ E.5. Students identify positive interpersonal skills that impact the quality of their art and participation in the arts.<ul style="list-style-type: none"><li>a. Getting along with others</li><li>b. Respecting differences</li><li>c. Working as a team/ensemble</li><li>d. Managing conflict</li><li>e. Accepting/giving/using constructive feedback</li><li>f. Accepting responsibility for personal behavior</li><li>g. Demonstrating ethical behavior</li><li>h. Following established rules/etiquette for observing/listening to art</li><li>i. Demonstrating safe behavior</li></ul></li></ul>
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**Visual and Performing Arts:  
Music  
Unit 1: Musical Notation**

<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"> <li>▪ Sing a variety of songs</li> <li>▪ Highlight specific notation</li> <li>▪ Use computer software to compose an original musical piece using standard notation</li> <li>▪ Problem-solve to follow standard rules of composition</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>▪ Paper copy of an original composition</li> <li>▪ Observation</li> <li>▪ Work samples</li> </ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"> <li>▪ <u>Other Resources:</u> <ul style="list-style-type: none"> <li>○ Finale Notepad software (or other music notation software)</li> <li>○ Computers</li> <li>○ Wide variety of sheet music</li> <li>○ Staff paper</li> <li>○ Recordings</li> <li>○ Video "Beethoven Lives Upstairs"</li> <li>○ Sound system</li> <li>○ DVD player</li> <li>○ Projector/TV</li> </ul> </li> </ul>

**Visual and Performing Arts:  
Music  
Unit 2: Recorder Karate**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Musicians judge performance based on criteria that vary across time, place, and culture.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ When is a performance judged ready to present?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Recorder players read standard notation.</li> <li>▪ Learning to read standard notation is sequential.</li> <li>▪ Self-evaluation improves performance skills.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ Recorder, fingering chart, quarter note, half note, whole note, treble clef, staff, key signature, eighth notes, alternate fingering</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Read standard music notation.</li> <li>▪ Demonstrate self-discipline.</li> <li>▪ Self-evaluate personal progress.</li> </ul>

**Visual and Performing Arts:  
Music  
Unit 2: Recorder Karate**

**Standards:  
Maine Learning  
Results Standards  
And Common Core**

- A.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.
  - a. A.2. Students identify and read musical notation, symbols, and terminology of dynamics.
  - b. Read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.
  - c. Identify symbols and traditional terms referring to dynamics, tempo, and articulation.
- 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.
- C.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).
- E.3. Students identify and demonstrate choices that will lead to success in the arts including time management, interpersonal interactions, skill development, and goal-setting.
- E.5. Students identify positive interpersonal skills that impact the quality of their art and 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
  - h. Following established rules/etiquette for observing/listening to art
  - i. Demonstrating safe behavior

**Visual and Performing Arts:  
Music  
Unit 2: Recorder Karate**

<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"> <li>▪ Use manipulatives to show high/low</li> <li>▪ Perform on xylophones for sound experimentation</li> <li>▪ Play songs individually and discuss performance with instructor</li> <li>▪ Practice skills individually</li> <li>▪ Provide constructive criticism to a peer</li> <li>▪ Participate in a concert</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>▪ Playing a song when asked</li> <li>▪ Concert</li> <li>▪ Observation</li> <li>▪ Written exam</li> </ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"> <li>▪ <u>Other Resources:</u> <ul style="list-style-type: none"> <li>○ Recorder Karate 1 and Recorder Karate 2, Plank Road Publishing</li> <li>○ Recorder belts</li> <li>○ Play-along recordings</li> <li>○ Sound system</li> <li>○ Concert venue</li> <li>○ Time/space for dress rehearsal</li> </ul> </li> </ul>

**Visual and Performing Arts: Performing Arts**  
**Music**  
**Unit 3: Instruments of the Concert Band**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Their interests, experiences, understandings and purposes influence an individual’s selection of musical works and instrument.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How do individuals choose a musical instrument to play?</li> <li>▪ Where, and in what context, can different instruments be played?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ There are many reasons people choose to play different instruments.</li> <li>▪ Instruments are classified according to how sound is produced.</li> <li>▪ Different types of instrumental ensembles have different instrumentation.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ Flute, clarinet, alto saxophone, tenor saxophone, trumpet, trombone, baritone horn, French horn, tuba, concert bells, snare drum, triangle, tambourine, bass drum, xylophone, oboe, bassoon, reed, mouthpiece, ligature, tone hole, valve, slide, keys</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Produce a sound on four basic concert band instruments.</li> <li>▪ Identify personal preference for a concert band instrument.</li> <li>▪ Classify instruments.</li> </ul>

**Visual and Performing Arts: Performing Arts  
Music  
Unit 3: Instruments of the Concert Band**

<p><b>Standards: Maine Learning Results Standards And Common Core</b></p>	<ul style="list-style-type: none"><li>▪ E.3. Students identify and demonstrate choices that will lead to success in the arts including time management, interpersonal interactions, skill development, and goal-setting.</li><li>▪ E.4. Students describe the contribution of the arts on lifestyle and career choices.<ul style="list-style-type: none"><li>a. Identify the various roles of, and requirements to become, artists.</li><li>b. Describe the benefit of participation in the arts on a healthy lifestyle including the use of leisure time.</li></ul></li><li>▪ E.5. Students identify positive interpersonal skills that impact the quality of their art and participation in the arts.<ul style="list-style-type: none"><li>a. Getting along with others</li><li>b. Respecting differences</li><li>c. Working as a team/ensemble</li><li>d. Managing conflict</li><li>e. Accepting/giving/using constructive feedback</li><li>f. Accepting responsibility for personal behavior</li><li>g. Demonstrating ethical behavior</li><li>h. Following established rules/etiquette for observing/listening to art</li><li>i. Demonstrating safe behavior</li></ul></li></ul>
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**Visual and Performing Arts: Performing Arts  
Music  
Unit 3: Instruments of the Concert Band**

<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"><li>▪ Play a sound on a flute, clarinet, trumpet, trombone</li><li>▪ Assemble a basic percussion kit</li><li>▪ Watch video clips of students and adults playing band instruments</li></ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"><li>▪ Observation</li></ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"><li>▪ <u>Other Resources:</u><ul style="list-style-type: none"><li>○ Demonstration/test instruments borrowed from Music and Arts Company</li><li>○ Computer</li><li>○ Projector</li><li>○ Mouthpiece sterilizer (Sterisol, alcohol)</li><li>○ Mouthpiece visualizer</li></ul></li></ul>

**Visual and Performing Arts:  
Music  
Unit 1: American Composers**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</li> <li>▪ Response to music is informed by the analysis of content and how performers manipulate the elements of music.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How do musicians generate creative ideas?</li> <li>▪ How does understanding the structure and context of music inform a response?</li> <li>▪ How can music be "American"?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ There are many American composers who have made important contributions to music.</li> <li>▪ Some music is distinctly American.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ Patriotic, anthem, hoedown, composer, form, dance, fiddle, variation, key (of music), theme, symphony, Afro-American, blues, spiritual, Civil Rights, musical, contemporary, scherzo, concerto</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Sing American songs.</li> <li>▪ Follow listening maps.</li> <li>▪ Relate facts about American composers.</li> <li>▪ Recognize a variety of musical forms.</li> <li>▪ Identify (aurally) music written by several American composers.</li> </ul>

**Visual and Performing Arts:  
Music  
Unit 1: American Composers**

<p><b>Standards: Maine Learning Results Standards And Common Core</b></p>	<ul style="list-style-type: none"><li>▪ A.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.</li><li>▪ D.1. Students describe and compare art forms.<ul style="list-style-type: none"><li>a. Describe and compare art forms by applying grade span appropriate arts concepts, terminology, skills, and processes as referenced in Standard A: Disciplinary Literacy.</li><li>b. Ask questions about an art form to further understand the concepts, skills, and processes used to create/perform the work of art.</li><li>c. Explain purposes for making art in different times and places, including cultural traditions, personal expression, and communication of beliefs.</li></ul></li><li>▪ E.5. Students identify positive interpersonal skills that impact the quality of their art and participation in the arts.<ul style="list-style-type: none"><li>a. Getting along with others</li><li>b. Respecting differences</li><li>c. Working as a team/ensemble</li><li>d. Managing conflict</li><li>e. Accepting/giving/using constructive feedback</li><li>f. Accepting responsibility for personal behavior</li><li>g. Demonstrating ethical behavior</li><li>h. Following established rules/etiquette for observing/listening to art</li><li>i. Demonstrating safe behavior</li></ul></li></ul>
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**Visual and Performing Arts:  
Music  
Unit 1: American Composers**

<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"> <li>▪ Sing "Star-Spangled Banner"</li> <li>▪ Listen to "Liberty Fanfare"</li> <li>▪ Sing "Long, Long Journey To Heal"</li> <li>▪ Discuss 9/11</li> <li>▪ Learn "Star-Spangled Banner" using ASL (American Sign Language)</li> <li>▪ Listen to narrations about, and compositions by, several American composers such as: Aaron Copland, Charles Ives, Leroy Anderson, William Grant Still, Leonard Bernstein, Amy Beach</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>▪ Observation</li> <li>▪ Work samples</li> <li>▪ Written exam</li> </ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"> <li>▪ <u>Other Resources:</u> <ul style="list-style-type: none"> <li>○ <u>I Write the Music in America</u>, Hal Leonard Publications</li> <li>○ Computer</li> <li>○ Projector</li> <li>○ Sound system</li> <li>○ Listening maps</li> <li>○ Internet access</li> </ul> </li> </ul>

**Visual and Performing Arts:  
Music**

**Unit 2: American History Through Music**

<p><b>Essential Understandings</b></p>	<ul style="list-style-type: none"> <li>▪ Music is a reflection of social climate and history.</li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>▪ How does music reflect social climate and historical time periods?</li> </ul>
<p><b>Essential Knowledge</b></p>	<ul style="list-style-type: none"> <li>▪ Musical works have a connection to social climate and historical time periods.</li> </ul>
<p><b>Vocabulary</b></p>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ Pre-Columbian, plague, pentatonic scale, Revolutionary War, Civil War, folk song, propaganda, spiritual, context, add-on song, campaign, Dixie, rebel, Yankee, bugle, Taps, triumphant</li> </ul> </li> </ul>
<p><b>Essential Skills</b></p>	<ul style="list-style-type: none"> <li>▪ Sing a wide variety of American folk songs, work songs, and songs important in American history.</li> <li>▪ Explain the context in which a variety of songs were composed/developed.</li> </ul>

**Visual and Performing Arts:  
Music**

**Unit 2: American History Through Music**

**Standards:  
Maine Learning  
Results Standards  
And Common Core**

- A.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.
- A.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.
- 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.
- B.2. Students create their own compositions by applying the knowledge and skills of notation, symbols, and terminology of dynamics.
- C.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).
- D.1. Students describe and compare art forms.
  - a. Describe and compare art forms by applying grade span appropriate arts concepts, terminology, skills, and processes as referenced in Standard A: Disciplinary Literacy.
  - b. Ask questions about an art form to further understand the concepts, skills, and processes used to create/perform the work of art.
  - c. Explain purposes for making art in different times and places, including cultural traditions, personal expression, and communication of beliefs.
- E.1. Students explain that the visual/performing arts help people understand history and/or world cultures.
- E.2. Students describe characteristics shared between and among the arts and other disciplines.
- E.4. Students describe the contribution of the arts on lifestyle and career choices.
  - a. Identify the various roles of, and requirements to become, artists.
  - b. Describe the benefit of participation in the arts on a healthy lifestyle including the use of leisure time.
- E.5. Students identify positive interpersonal skills that impact the quality of their art and participation in the arts.

**Visual and Performing Arts:  
Music**

**Unit 2: American History Through Music**

	<ul style="list-style-type: none"><li>a. Getting along with others</li><li>b. Respecting differences</li><li>c. Working as a team/ensemble</li><li>d. Managing conflict</li><li>e. Accepting/giving/using constructive feedback</li><li>f. Accepting responsibility for personal behavior</li><li>g. Demonstrating ethical behavior</li><li>h. Following established rules/etiquette for observing/listening to art</li><li>i. Demonstrating safe behavior</li></ul>
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**Visual and Performing Arts:  
Music  
Unit 2: American History Through Music**

<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"> <li>▪ Sing "Lincoln and Liberty" and explain the origin</li> <li>▪ Explain the circumstances of the composition of "Battle Hymn of the Republic"</li> <li>▪ Discuss the use of the song "Bonnie Blue Flag" in the Civil War</li> <li>▪ Sing the song "When I First Came to This Land"</li> <li>▪ Watch and discuss a video explaining the wide variety of music that was popular during the Civil War</li> <li>▪ Compose a piece of music in the style of Northeastern Native American music</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>▪ Worksheets</li> <li>▪ Observation</li> <li>▪ Concert performance</li> </ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"> <li>▪ <u>Other Resources:</u> <ul style="list-style-type: none"> <li>○ Orff/percussion instruments</li> <li>○ Ken Burns "Songs of the Civil War" video;</li> <li>○ Children's books featuring American folk songs such as "Blowin' In the Wind";</li> <li>○ "Get America Singing Again" songbooks</li> <li>○ Sound system</li> <li>○ Internet access</li> <li>○ DVD player</li> <li>○ Projector/TV</li> </ul> </li> </ul>



**Visual and Performing Arts:  
Music  
Unit 3: Beginning Band**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Many people can learn to play a musical instrument.</li> <li>▪ Many people play musical instruments as members of the school band.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How does a person learn to play a musical instrument?</li> <li>▪ How is playing in a concert band different than playing alone?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Learning to play a musical instrument is a process.</li> <li>▪ Playing in an ensemble requires individual and group skills.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ Accent, accidental, allegro, andante, arpeggio, bass clef, bar lines, beat, breath mark, chord, common time, crescendo, D.C. al Fine, decrescendo, dotted half note, dotted quarter note, double bar, duet, dynamics, eighth note, eighth rest, embrochure, fermata, 1st &amp; 2nd endings, flat, forte, half note, half rest, harmony, interval, key signature, largo, ledger lines, measure, mezzo forte, moderato, multiple measure rest, music staff, natural sign, notes, phrase, piano, pick-up notes, quarter note, repeat sign, rests, round (canon), scale, sharp, slur, soli, solo, tempo, theme and variations, tie, time signature, treble clef, trio, whole note, whole rest</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Produce characteristic sound on a chosen instrument.</li> <li>▪ Perform whole, dotted half, half, dotted quarter, quarter, and eighth note rhythm patterns.</li> <li>▪ Demonstrate understanding of key signatures, accidentals, dynamic markings, repeat signs, first and second endings, and tempo markings.</li> <li>▪ Participate as a member of the school band.</li> </ul>

**Visual and Performing Arts:  
Music  
Unit 3: Beginning Band**

**Standards:  
Maine Learning  
Results Standards  
And Common Core**

- A.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.
- A.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.
- 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.
- C.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).
- E.3. Students identify and demonstrate choices that will lead to success in the arts including time management, interpersonal interactions, skill development, and goal-setting.
- E.5. Students identify positive interpersonal skills that impact the quality of their art and 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
  - h. Following established rules/etiquette for observing/listening to art
  - i. Demonstrating safe behavior

**Visual and Performing Arts:  
Music  
Unit 3: Beginning Band**

<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"> <li>▪ Like-instrument group lessons</li> <li>▪ Large group ensemble rehearsals</li> <li>▪ Individual tutorial sessions</li> <li>▪ Concert performances</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>▪ Observation</li> <li>▪ Performance for peers</li> <li>▪ Peer assessment and constructive feedback</li> <li>▪ Instructor feedback</li> <li>▪ Self-evaluation</li> <li>▪ Public performance</li> </ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"> <li>▪ <u>Other Resources:</u> <ul style="list-style-type: none"> <li>○ Student Book "Essential Elements 2000" for individual instruments</li> <li>○ Music stands</li> <li>○ Rehearsal space</li> <li>○ Concert venue</li> <li>○ Percussion equipment (snare drums, bass drum, suspended cymbal, crash cymbals, xylophone, etc.)</li> <li>○ Sound system</li> </ul> </li> </ul>