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| **Essential Understandings** | * Musicians judge performance based on criteria that vary across time, place and cultures. * The context and how a work is presented influences the audience response. |
| **Essential**  **Questions** | When is a performance judged ready to present?  How do context and the manner in which a musical work is presented influence audience response? |
| **Essential Knowledge** | * Musicians perform to convey the composers intent * Performances reflect the interpretation of the artist/ensemble * Performances exhibit qualities of style, genre, culture and history * Quality performances demonstrate technical accuracy and expression. * Musicians perform appropriately for the nature of the audience and the context (venue and purpose) of the performance * Quality performance includes effective stage presence (etiquette, attire, behavior) and staging (sound, seating, etc.) |
| **Vocabulary** | * Terms:   Concert, engage, respond, genre, style, culture, concert etiquette, concert attire |
| **Essential**  **Skills** | * Develop appropriate outcomes and techniques specific to the instrument * Convey composer’s intent * Interpret symbols as an individual and to support the ensemble * Exhibit standards of accurate and appropriate style, genre, culture and history * Refine technical skills as needed to perform music with expression and accuracy * Demonstrate expressive and technical accuracy * Include effective stage presence and staging * Engage the audience in the performance * Respond to the audience through performance * Demonstrate performance decorum appropriate for the context |

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| **Standards:**  **Maine Learning**  **Results Standards**  **And National Core Arts Standards** | A. Disciplinary Literacy – Music: Students show literacy in the discipline by understanding and demonstrating concepts, skills, terminology, and processes.  A1. Music Difficulty: Students accurately perform music that includes changes of tempo, key, and meter in modest ranges with moderate technical demands, modeling proper posture and technique, alone or with others.  A2. Notation and Terminology: Students apply accumulated knowledge of musical notation, symbols, and terminology to a music performance.  a. Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, ¾,4/4, 6/8 and3/8 meter signatures.  b. Read simple melodies in both the treble and bass clef.  c. Apply notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.  B. Creation, Performance, and Expression – Students create, perform, and express through the art discipline.  B1. Style/Genre: Students perform music of various styles and genres that includes changes of tempo, key, and meter in modest ranges with moderate technical demands accurately applying the accumulated knowledge and skills of: proper posture and technique; musical notation; symbols; and terminology.  B2. Composition: Students compare musical ideas expressed in their own compositions or the compositions of others.  E. Visual and Performing Arts Connections – Students understand the relationship among the arts, history and world culture; and they make connections among the arts to other disciplines, to goal-setting, and to interpersonal interaction.  E1. The Arts and History and World Cultures: Students compare products of the visual/performing arts to understand history and/or world cultures.  E2. The Arts and Other Disciplines: Students explain skills and concepts that are similar across disciplines.  E3. Setting: Students set goals related to time management, interpersonal interactions, or skill development that will lead to success in the arts.  E4. Impact of the Arts on Lifestyle and Career: Students explain the impact of artistic and career choices on self, others, and the natural and man-made environment.  E5. Interpersonal Skills: Students demonstrate positive interpersonal skills and analyze how interpersonal skills affect participation in the arts.  a. Getting along with others.  b. Respecting differences.  c. Working as a team/ensemble.  d. Managing conflict.  e. Accepting/giving/using constructive feedback.  f. Accepting responsibility for personal behavior.  g. Demonstrating ethical behavior.  h. Following established rules/etiquette for observing/listening to art.  i. Demonstrating safe behavior.  **MU.Pr6.1.E.5a** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music  **MU.Pr6.1.E.8a** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing different cultures  **MU.Pr6.1.E.la** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres  **MU.Pr6.1.E.lla** Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods  **MU.Cr6.1.E.lla** Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles  **MU:Pr6.1.E.5b** Demonstrate an awareness of the context of the music through prepared and improvised performances  **MU:Pr6.1.E.5b** Demonstrate an understanding of the context of the music through prepared and improvised performances  **MU:Pr6.1.E.lb** Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances  **MU:Pr6.1.E.llb** Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances  **MU:Pr6.1.E.lllb** Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances |

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| **Sample**  **Lessons**  **And**  **Activities** | * Concerts * Festivals * Residencies * Field Trips * Assemblies * Solo/small group opportunities – husky howl, community events * Technology communication – Skype, Facetime, and other collaboration |
| **Sample**  **Classroom**  **Assessment**  **Methods** | Rehearsal Observation, Rehearsal Part Checks, Performances, Performance Recordings, Performance evaluations by students and teacher |
| **Sample**  **Resources** | Varied repertoire of music  Varied repertoire of music  Festival opportunities (MMEA District III, MBDA, others as appropriate)  Technology – Skype, Facetime  Residency opportunity  Community connections  Field trips |