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| **Essential Understandings** | * Music is a science.
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| **Essential****Questions** | * How do acoustics such as size and pitch ratio, tension, and thickness contribute to sound?
* Where do instruments come from?
* How are instruments categorized?
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| **Essential Knowledge** | * Instruments have developed through natural resources.
* Instruments are categorized according to how the sound is produced.
* Science directly impacts music.
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| **Vocabulary** | * Terms:
	+ Acoustics, idiophone, membranophone, chordophone, aerophone, electronophone, pitch, tension, timbre, listen, composition, analyze, phonics
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| **Essential****Skills** | * Describe the origin of instruments.
* Classify instruments into the appropriate group.
* Analyze the cause and effect of acoustics in sound production.
* Recognize the role of science in the affective part of music.
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| **Standards:****Maine Learning****Results Standards****And Common Core** | A Disciplinary Literacy: Students show literacy in the discipline by understanding and demonstrating concepts, skills, terminology, and processes A3. Students listen to and compare elements of music including pitch, and timbreC Creative Problem Solving: Students approach artistic problem-solving using multiple solutions and the creative process C1. Students describe and apply creative-thinking skills that are part of the creative problem-solving process a. Fluency b. Flexibility c. Elaboration d. Originality e. AnalysisD Aesthetics and Criticism: Students describe, analyze, interpret, and evaluate art (dance, music, theatre, and visual arts.) D1. Students compare and analyze art forms a. Compare and analyze arts forms by applying grade span appropriate concepts, vocabulary, skills and processes b. Compare the quality of art works using multiple criteria from observations, print and/or non-print resources c. Compare the effectiveness of selected media, techniques, and processes in communicating ideas d. Explain and compare different purposes of artists and art work in the context of time and placeE. Visual and Performing Arts Connections: Students understand the relationship among the arts, history and world culture; and they make connections among the arts and other disciplines, to goal-setting, and to interpersonal interaction. E1. Students compare products of the visual/performing arts to understand history and/or world cultures E2. Students explain skills that are similar across disciplines E3. Students set goals related to time management, interpersonal interactions, or skill development that will lead to success in the arts E4. Students explain the impact of artistic and career choices on self, others, and the natural and man-made environment E5. 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 |
| **Sample****Lessons****And****Activities** | * Create sounds and instruments from common materials
* Use models and pictures of instruments to discuss the origin and development of instruments
* Listen to compositions from diverse genres of music and determine how acoustics impacted the performance
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| **Sample****Classroom****Assessment****Methods** | * Worksheets
* Instrument family quiz
* Instrument creation rubric and final product
* Observable engagement in classroom learning activities
* Landfill Harmonic Orchestra
* Virtual field trip analysis
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| **Sample****Resources** | * Other Resources:
* You-Tube: Landfill Harmonic Orchestra
* Andre Previn’s Guide to Music: Posters
* Common, nontraditional materials including fishing line, PVC pipe, garden hoses, string, consumables, etc.
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