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| **Essential Understandings** | * Music contains both technical and aesthetic qualities. |
| **Essential**  **Questions** | * How is music written down, preserved, and shared? * How can music express emotion? * How can music be connected to other art forms? |
| **Essential Knowledge** | * There are rules to follow when writing music. * Music is used to express ideas and emotions. * Specific criteria can be used to judge the quality and effectiveness of music. |
| **Vocabulary** | * Terms:   + Accelerando, accent, alto, articulation, bar line, bass, bass clef, coda, composer, composition, da capo, del segno, double bar line, dynamics, fermata, fine, improvisation, introduction, lyrics, measure, melody, meter signature, percussion, performances, pitch, ritardando, repeat, slur, staccato, staff, steady beat, style, syncopation, tempo, tied notes, treble clef, vocal, largo, adagio, andante, allegro, presto, fortissimo, forte, mezzo forte, mezzo piano, piano, pianissimo |
| **Essential**  **Skills** | * Identify, aurally, technically accurate excerpts of music in a variety of genres. * Listen to and distinguish form in excerpts of music in a variety of genres. * Create a composition through the use of Garage Band loops. * Create a technically accurate piece of music using traditional notation. * Demonstrate the use of harmony through keyboard skills. * Critique music for technical and musical accuracy. * Relate a composition to another art form. |

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| **Standards:**  **Maine Learning**  **Results Standards**  **And Common Core** | A Disciplinary Literacy: Students show literacy in the discipline through understanding and demonstrating concepts, skills, terminology, and processes.  A2. 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. 3/4, 4/4 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  A3. Listening and Describing  Students listen to and compare elements of music including pitch, rhythm, tempo, dynamics, form, timbre, texture, harmony, and style.  B Creation, Performance, and Expression: Students create, perform, and express through the art discipline.  B2. Students compare musical ideas expressed in their own compositions  C 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. Analysis  D 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 art form by applying grade span appropraite concepts, vocabulary, skills, and processes  b. Compare the quality and effectiveness 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 place  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.  E2. Students explain skills and concepts 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  E5. Students demonstrate positive interpersonal skills and analyze how interpersonal skills affect participation in the arts  b. Respecting difference  d. Managing conflict  e. Accepting/giving/using constructive feedback  f. Accepting responsibility for personal behavior  g. Demonstrating ethical behavior  h. Following established rules/etiquette  i. Demonstrating safe behavior |

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| **Sample**  **Lessons**  **And**  **Activities** | * Complete technical skills worksheets * Use i-pad apps – Garage Band, Bongos, Kanon Drums, Virtuoso Piano, iWritemusic, Beatwave, Music Tutor, and Touch Band to support learning * Draft and edit a Garage Band composition using Garage Band loops * Draft and edit an original composition * Create a connection between a personal composition and another art form * Listen to and discuss compositions, both self-written and from an established repertoire |
| **Sample**  **Classroom**  **Assessment**  **Methods** | * Graded worksheets for formative assessment * Rubrics defining composition parameters * Visual formative assessment of student work * Final edited compositions |
| **Sample**  **Resources** | * Other Resources: * Andre Previn’s Guide to Music * I-Pad apps – Garage Band, Bongos, Kanon Drums, Virtuoso piano, iWrite music, Beatwave, Music Tutor, Touch Band * Listening selections that may include:   *Fur Elise* Beethoven  *Steps* Secret Garden  *The Entertainer* Joplin  *Wake Up, Little Susie* Everly Brothers  *Theme and Variations on “America”* Ives  *Rockin’ Robin* Bobby Day |