

## **Rationale for Curriculum Document Modification**

The Davison Instrumental Music Department felt the need to modify the instrumental music curriculum document in the following ways:

- 1) Repetitive language within the Michigan Arts Education Content Standards were omitted to create a more concise curriculum.
- 2) The units were also made more concise by reorganizing and consolidating the previous four categories into three units.
- 3) Each unit now includes the following language, **“Units are spiraled, not sequential and time is not equally distributed on each topic as the majority of instruction time is spent on performance.”** This was done as a clarification to assist with properly understanding the weighting and timing of Instrumental Music units.

The Davison Instrumental Music Department feels that these changes more accurately reflect the outstanding music education that Davison students have received in the past and will continue to receive in the future.

Submitted by: John Marttila

**Davison Community Schools  
ADVISORY CURRICULUM COUNCIL  
PHASE II**

School: DHS, DMS, Hahn Grade Level: 5-12

## Instrumental Music

### Course Essential Questions:

How can we apply music skills and knowledge to perform in the arts?

How can we apply music skills and knowledge to create in the arts?

How can we use analysis to describe and evaluate works of art?

What role do historical, social, and cultural contexts play in understanding works of art?

In what ways does music connect with other arts, disciplines, and everyday life?

**Unit Aural Skills & Vocabulary:** Units are spiraled, not sequential and time is not equally distributed on each topic as the majority of instruction time is spent on performance

### Unit Essential Question(s):

What elements of a music performance can be evaluated by a listener?

What vocabulary is best suited to describe elements of music performances?

### Unit Essential Understanding(s):

A discerning listener will use standard music terminology in concert with simple English descriptions to creatively and accurately describe a music performance or listening example.

### Curriculum Standards:

#### SKILLS/BENCHMARKS:

ART.III.M.M.1 Describe specific music events in a given aural example, using appropriate terminology.

ART.III.M.M.2 Analyze the uses of elements of music in aural examples representing diverse genres and cultures.

ART.III.M.M.3 Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music.

ART.III.M.M.5 Evaluate the quality and effectiveness of one's own and others' performances, compositions, arrangements, and improvisations by applying specific and appropriate criteria and offering

### Knowledge/Content

#### Students will know ...

Appropriate vocabulary for describing the quality of a performance.

Categories of effective analysis of a musical performance.

The characteristics of music from diverse genres and cultures.

### Skills/Processes

#### Students will be able to...

Describe a performance using an extensive vocabulary of music terms that encompass (but are not limited to) the varieties of words related to pitch, intonation, rhythm, ensemble, tone quality, articulation, style, interpretation and presentation.

Appropriately and constructively criticize their own performance and the performance of others.

Adjust & correct their own performances through the process of critiquing and being critiqued.

constructive suggestions for improvement.		
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\* Include Estimated Budget Form

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**Unit - Performance: Units are spiraled, not sequential and time is not equally distributed on each topic as the majority of instruction time is spent on performance**

### Unit Essential Question(s):

How is music created, communicated, and artistically executed by musicians?

### Unit Essential Understanding(s):

Music is communicated by rote and by the use of standard music notation. Proper performance of musical ideas requires a combination of reading, hearing, and understanding along with a mastery of essential motor skills on a given instrument.

Curriculum Standards: SKILLS/BENCHMARKS:	Knowledge/Content Students will know ...	Skills/Processes Students will be able to...
<p>ART.I.M.M.1 Sing and play with expression and technical accuracy a repertoire of vocal and instrumental literature, including some songs performed from memory.</p> <p>ART.I.M.M.2 Sing and play music representing diverse genres and cultures, with expression appropriate for the work being performed.</p> <p>ART.I.M.M.3 Sing [play] accurately with good breath [bow] control throughout singing [instrument] ranges.</p> <p>ART.I.M.M.4 Sing [play] music written in two and three [or</p>	<p>The technical details of effective sound production on a primary instrument.</p> <p>The stylistic performance implications for music from diverse genres, eras and regions.</p> <p>The mechanics of proper sound production on an instrument.</p> <p>The meaning of balance and ensemble in group performance.</p> <p>The note relationships that are most likely to work well as harmonizations in most circumstances.</p>	<p>Translate musical instructions into accurate performances of various works.</p> <p>Use an instrument to produce music as directed by either rote repetition or printed music.</p> <p>Perform music with appropriate style.</p> <p>Perform on an instrument with sufficient breath/bow control and distribution.</p> <p>Perform as part of a polyphonic work with appropriate balance and ensemble.</p> <p>Perform solos, chamber music,</p>

<p>more] parts.</p> <p>ART.I.M.M.5 Perform accurately, with appropriate technique, on at least one instrument —solo, in small and large ensembles.</p> <p>ART.I.M.M.6 Use electronic instruments in a variety of ways as a performance medium.</p> <p>ART.I.M.M.7 Play simple melodies and harmonic accompaniments by ear.</p> <p>ART.I.M.M.8 Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests; simple, compound, and alla breve meters.</p> <p>ART.I.M.M.9 Sight read simple melodies in treble and bass clefs.</p> <p>ART.I.M.M.10 Use standard notation to record personal musical ideas and the musical ideas of others.</p>	<p>The identity of note values in terms of pitch and length.</p> <p>The definition of various words and symbols used in standard musical notation.</p> <p>A variety of strategies and techniques for practicing and mastering challenging music.</p> <p>Organizational techniques for finding and using practice time to improve on an instrument.</p>	<p>and large ensemble works.</p> <p>Use a computer to produce an electronic accompaniment and to detect errors in performance.</p> <p>Play simple melodies and harmonic accompaniments by ear.</p> <p>Perform notes of various pitch and rhythmic values.</p> <p>Correctly apply key signatures, time signatures, clefs, and tempo markings, along with many other signs &amp; vocabulary terms used in standard music notation.</p> <p>Sight read simple melodies in treble, alto and bass clefs.</p> <p>Use standard notation to record personal musical ideas and the musical ideas of others.</p> <p>Use knowledge of music notation to transcribe simple musical ideas.</p> <p>Use practice time to build motor skills required for proper and consistent performance.</p>
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<h2 style="margin: 0;">Instrumental Music</h2>		
<b>Course Essential Questions:</b>		
<p><b>How can we apply music skills and knowledge to perform in the arts?</b></p> <p><b>How can we apply music skills and knowledge to create in the arts?</b></p> <p><b>How can we use analysis to describe and evaluate works of art?</b></p> <p><b>What role do historical, social, and cultural contexts play in understanding works of art?</b></p> <p><b>In what ways does music connect with other arts, disciplines, and everyday life?</b></p>		
<b>Unit Composition, Connections, Context:</b> Units are spiraled, not sequential and time is not equally distributed on each topic as the majority of instruction time is spent on performance		
<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>Why and in what ways has music varied through history?</li> <li>Why and in what way does music vary through world cultures?</li> <li>What is musical composition?</li> <li>How are harmonies and melodies composed?</li> <li>What is improvisation and what are appropriate varieties of improvisation?</li> </ul>	<p><b>Unit Essential Understanding(s):</b></p> <p>Western art music is categorized into unique but related historical eras.</p> <p>There is a rich tapestry of musical traditions currently being practiced throughout the world. Composing music is a creative endeavor in which a composer uses pitches, rhythms, dynamics and various musical idioms and styles to express musical ideas.</p> <p>Improvisation ranges from simple ornamentation using existing musical material and it can extend to the composition of brand new melodic or harmonic material.</p>	
<b>Curriculum Standards:</b> <b>SKILLS/BENCHMARKS:</b>	<b>Knowledge/Content</b> Students will know ...	<b>Skills/Processes</b> Students will be able to...
<p>ART.IV.M.M.1 Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.</p> <p>ART.IV.M.M.2 Classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary musical works and explain the characteristics that cause each work to be considered exemplary.</p>	<p>The name, chronological order, and compositional characteristics of major musical eras.</p> <p>Significant historical events that influenced music development.</p> <p>The names and significant musical contributions made by major composers in various eras and styles.</p> <p>The role of music and musicians in a variety of cultures and time</p>	<p>Correctly identify the era and/or genre of characteristic examples of music.</p> <p>Explain the historical context that influenced certain musical eras and genres.</p> <p>Identify a repertoire of important compositions including the title, composer, historical significance and musical significance.</p> <p>Compare and contrast music with</p>

<p>ART.V.M.M.1 Compare how the characteristic materials of each art can be used to transform similar events, scenes, emotions, or ideas into works of art.</p> <p>ART.V.M.M.2 Describe ways in which the principles and subject matter of other disciplines are related to music.</p> <p>ART.II.M.M.2 Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.</p> <p>ART.II.M.M.4 Compose short pieces within specified guidelines.</p> <p>ART.II.M.M.6 Use a variety of traditional and nontraditional sound sources and electronic media when composing, arranging, and improvising.</p>	<p>periods.</p> <p>The basic elements of other arts and how they are different or similar to music as an art form.</p> <p>Historical parallels between music and other art forms.</p> <p>The intervals and rhythms most likely to result in a successful accompaniment or melodic-rhythmic variation.</p> <p>Standard music notation with a proficiency that allows for the communication of original music ideas.</p>	<p>other art forms.</p> <p>Use embellishments and rhythmic/melodic variations when improvising.</p> <p>Create short original compositions.</p>
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