

**Visual and Performing Arts:
Music**

Unit 2: American History Through Music

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

**Visual and Performing Arts:
Music
Unit 2: American History Through Music**

<p style="text-align: center;">Standards: Maine Learning Results Standards And Common Core</p>	<ul style="list-style-type: none"> ▪ 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. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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">a. Getting along with othersb. Respecting differencesc. Working as a team/ensembled. Managing conflicte. Accepting/giving/using constructive feedbackf. Accepting responsibility for personal behaviorg. Demonstrating ethical behaviorh. Following established rules/etiquette for observing/listening to arti. Demonstrating safe behavior
--	--

Visual and Performing Arts:
Music
Unit 2: American History Through Music

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