

Music: Grade Seven

<p><b>Content Standard #6 Music</b> Each student will have acquired basic music understandings and proficiencies.</p>
<p><b>Standard #6.1 Expression of Music</b></p>
<p><b>Standard #6.2 Creation of Music</b></p>
<p><b>Standard #6.3 Theory of Music</b></p>
<p><b>Standard #6.4 Aesthetic Valuation of Music</b></p>

**Description**

The 7th grade music course is a quarter-long music class. Students will continue to learn the basics of singing technique and solfege from 6<sup>th</sup> Music. They will sing in 2 parts. Students will gain confidence by singing in class and at various performances. They will learn to appreciate music and singing with a group.

**Time Allocation**  
42 minutes per day for one quarter

**Assessments**  
Weekly Playing Tests  
Theory or Composer Tests  
Composition Project  
Performances

**Resources**  
Choral music  
Finale Notepad software  
Accompaniment tracks  
Dry-erase boards and markers  
Internet websites  
Performances: End of Quarter performance  
Holiday Extravaganza

**Grades and Achievement Levels**  
Grades are based on class participation, completion of assignments, and projects. Achievement rating is based mastery of content skills and processes. The rating is based upon the student's attainment of the grade level expectations.

## Essential Concepts: Music Grade Seven

<b>#6.1 Expression of Music</b>	<b>#6.2 Creation of Music</b>	<b>#6.3 Theory of Music</b>	<b>#6.4 Aesthetic Valuation of Music</b>
<ul style="list-style-type: none"><li>• Performing music in two or more parts accurately and expressively</li><li>• Performing music accurately and expressively at the first reading individually and as an ensemble member</li><li>• Demonstrating understanding of modalities</li><li>• Demonstrating ability to respond to conductor's cues</li></ul>	<ul style="list-style-type: none"><li>• Creating four to eight measures of music melodically and rhythmically</li><li>• Improvising short melodic phrases over accompaniment</li><li>• Completion of a one-page composition project each quarter</li><li>• Creating small compositions in computer lab</li></ul>	<ul style="list-style-type: none"><li>• Identifying and rhythmically demonstrating multiple and changing meter signatures in music</li><li>• Notating level 1 compositions using the appropriate clef for instrument and/or voice</li><li>• Analyzing musical elements in a simple level 1 composition or performance</li><li>• Knowing basic musical terms</li><li>• Active listening to and critiqued pieces of music</li></ul>	<ul style="list-style-type: none"><li>• Analyzing music performances and compositions through comparison and contrast using detailed criteria and vocabulary</li><li>• Articulating and analyzing individual experiences in music</li><li>• Composers from the Baroque, Classical, and Romantic eras, and 20<sup>th</sup>/21<sup>st</sup> Century</li></ul>

**Expectations: Music Grade Seven**

<p><b>#6.1</b> <b>Expression of Music</b></p>	<p><b>#6.2</b> <b>Creation of Music</b></p>	<p><b>#6.3</b> <b>Theory of Music</b></p>	<p><b>#6.4</b> <b>Aesthetic Valuation of Music</b></p>
<ol style="list-style-type: none"> <li>1. Sang in three or more parts and two minor scales in keys appropriate for their voice</li> <li>2. Responded to conductor's cues of tempo, phrasing, and expression</li> <li>3. Sang a vocal line with accompaniment and one additional harmonic or melodic line</li> <li>4. Incorporated all musical symbols, tempo indications, expressive indications, and technical indications while maintaining consistent tone quality, intonation, balance, blend, diction, and phrasing</li> <li>5. Sight-read, observing all musical symbols, tempo indications, expressive indications, and technical indications</li> <li>6. Maintained consistent tone quality, intonation, balance, blend, and phrasing while sight reading</li> <li>7. Sang at least three major and two minor scales in keys appropriate for voice</li> <li>8. Performed music literature that contain major and minor keys</li> </ol>	<p style="text-align: center;">a</p> <ol style="list-style-type: none"> <li>1. Notated a combination of melodic and rhythmic patterns of four to eight measures; may utilize current technology with or without tonal accompaniment</li> <li>2. Created new music in a given genre or style with melodic phrases or sentences of moderate length</li> <li>3. Improvised melodies vocally of 4-8 measures while accompanied by a two-chord progression</li> </ol>	<ol style="list-style-type: none"> <li>1. Transcribed or demonstrated rhythms within musical examples that incorporated triplet, eighth, and sixteenth rhythms and corresponding rests in 6/8 meter signatures</li> <li>2. Transcribed or demonstrated rhythms within musical examples that incorporated triplet, eighth, and sixteenth rhythms and corresponding rests in cut time meter signatures</li> <li>3. Identified notes in the alto, bass, or treble clef two to three ledger lines above or below the staff</li> <li>4. Notated and transferred chord progression of I, IV, V in a given key signature</li> <li>5. Described, using a minimum of three markings (articulation, dynamic and tempo), when analyzing a musical example</li> <li>6. Given prescribed criteria, identified the form of a composition</li> </ol>	<ol style="list-style-type: none"> <li>1. Applied prescribed criteria for evaluating musical performances and compositions</li> <li>2. Compared two performances of the same work and discussed the comparison</li> <li>3. Constructed a personal listening repertoire that represents various styles and cultures</li> <li>4. Articulated personal selection criteria</li> <li>5. Used a prescribed list of musical selections, considered and described in what ways the selections are important</li> <li>6. Described customary techniques of performance on guitar common to the traditional American musical experience</li> <li>7. Described the use, performance techniques, and cultural significance of instruments specific to local or regional culture</li> </ol>