

**7<sup>th</sup> Grade  
General Music**

**25. Know the language of the arts**

25A. Understand and demonstrate knowledge of the sensory elements, organizational principles, and expressive qualities of the arts.

Objectives	Sample Activities	Assessment
<b>Focal Point: Rhythm</b>		
1. Distinguish between the beat and the rhythm(s) of a given musical example.	1. Listen to "Eine Kleine Nachtmusik" and clap to the beat and then clap the rhythm. 1b. Clap along with Holst's "Jupiter" and ask the students to determine whether it is the rhythm or beat that is being clapped.	1. Class discussion Teacher observation
<b>Focal Point: Melody</b>		
2. Identify early American folk songs.	2a. Study the works of Stephen Foster. 2b. Listen to a variety of aural examples. 2c. Sing simple folk songs. 2d. Listen to aural examples of larger works that incorporate folk songs (Aaron Copland "Appalachian Spring")	2a. Written assessment of worksheets. 2a. Written assessment of posters. 2b-d. Teacher observation, classroom discussion
3. Identify early American folk songs.	3a. Study the works of Stephen Foster. 3b. Listen to a variety of aural examples. 3c. Sing simple folk songs. 3d. Listen to aural examples of larger works that incorporate folk songs (Aaron Copland "Appalachian Spring")	3a. Written assessment of worksheets. 3a. Written assessment of posters. 3b-d. Teacher observation, classroom discussion
<b>Focal Point: Form</b>		
4. Distinguish between duple and triple meter in a musical example.	4a. Listen to "Oh! Susanna" by Stephen Foster and "Morning" by Grieg and conduct the meter. 4b. Listen to a variety of musical selections and identify the meter.	4. Teacher observation
<b>Focal Point: Expressive Qualities</b>		
5. Translate common Italian tempos, dynamics, and articulation markings into English.	5a. Complete a worksheet with fill-in-the blank, matching, and multiple choice questions. 5b. Play Bingo using the Italian and English terms. 5c. Analyze "Go Down Moses" (pg. 70-71). Describe it by translating common Italian	5. Written assessment Teacher observation

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	<p>tempo(s) (e.g. andante, presto), dynamic (e.g., piano, forte), and articulation(s) (e.g. , staccato, legato) markings into English.</p> <p>5d. Create a musical map of “Journey by Camel” (pg 77) by describing the musical elements in English as they occur.</p>	
6. Describe tempos, dynamics, and articulations in an aural example using appropriate terminology.	<p>6a. Listen to an aural example. Describe the music using appropriate terms. Discuss observations as a class.</p> <p>6b. Listen to a variety of musical examples and in daily journals describe tempo(s), dynamic(s), and articulation(s) using appropriate terminology.</p>	6. Teacher observation
7. Compare and contrast the use of expressive qualities in two performances of the same musical example	7. Listen to a high school performance and a professional performance of the same piece. Write a critique of each performance.	7. Written assessment
8. Analyze changes in tempo(s), dynamic(s), and articulation (s) in an aural example using appropriate terminology	<p>8a. Listen to an aural example. Describe the changes in the music using appropriate terms. Discuss observations as a class.</p> <p>8b. Listen to Eric Whitacre’s “Godzilla Eats Las Vegas” and “Ghost Train”. In daily journals analyze changes in tempo(s), dynamic(s), and articulation(s) using appropriate terminology. Explain why these changes were used.</p>	8. Teacher observation Classroom discussion Written evaluation
<b>Focal Point: Harmony</b>		
9. Distinguish major and minor tonalities in aural musical examples.	<p>9a. Listen to a musical example. Describe the mood of the music and how it relates to the tonality.</p> <p>9b. Listen to modern musical forms (rock, rap, metal) and map the changes in tonality as it relates to the mood and message of the music.</p>	9. Teacher observation
10. Describe harmony of a given aural example.	10. Listen to a variety of musical selections and describe the harmony of each.	10. Teacher observation Class discussion

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<b>Focal Point: Texture</b>		
11. Describe the texture of a given aural example.	11a. Listen to George Gershwin's "Piano Concerto in F" and describe the changes in texture between the sections with full ensemble, soloist, and soloist with accompaniment. 11b. Create a map of Aaron Copland's "Appalachian Spring", illustrating the texture changes as they occur.	11a. Teacher observation 11b. Written evaluation of Musical Maps
12. Identify the texture (e.g., polyphonic, homophonic, monophonic) in a given aural example.	12. Map the layers of sound created in a given piece of music.	12. Written assessment Teacher observation
<b>Focal Point: History/Culture</b>		
13. Identify modern musical genres from aural examples.	13. Describe the major characteristics of a variety of modern musical styles. Listen to excerpts and match each one with the list of characteristics.	13. Written assessment Teacher observation
<b>Focal Point: Tone Color</b>		
14. Identify modern instruments through aural examples	14. Listen to a variety of modern musical styles and describe the instruments involved in each style.	14. Written assessment Teacher observation

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**25. Know the language of the arts**

25B. Understand the similarities, distinctions, and connections in and among the arts.

Objectives	Sample Activities	Assessment
<b>Focal Point: Expressive Qualities</b>		
1. Explain why specific elements, principles, and tools were used in a work of art created by the student or another artist.	1. Listen to Eric Whitacre’s “Ghost Train” and “Godzilla Eats Las Vegas” and list the untraditional musical elements used in the composition. Explain why and how these elements were used to depict an image.	1. Teacher observation
2. Compare and contrast two works in one art form that share similar themes or subject matter examining artistic components (elements, principles, expressive ideas; tools, processes, technologies; creative processes)	2a. Watch a scene from “Romeo and Juliet” and a similar scene from “West Side Story” and discuss how artistic components are used in each. 2b. Listen to a country western love song and a rap or rock love song and compare and contrast the artistic components used in each. 2c. Examine two art forms, one from Pablo Picasso and one from Leonardo da Vinci. Compare and contrast and components used in each art form. Describe the musical components that could be used to “illustrate” the artistic styles. 2d. Compare and contrast “Minuet” (pg 27) and “French Minuet” (pg 37) by Jean-Philippe Rameau. Discuss the artistic components (elements, principles, expressive ideas; tools, processes, technologies; creative processes). 2e. Listen to the main theme from “Star Wars” by John Williams and Holst’s “The Planets”. Write a brief response comparing and contrasting the artistic components (elements, principles, expressive ideas; tools, processes, technologies; creative	2a-c. Teacher observation Written evaluation of quiz 2d. Class discussion 2e. Written evaluation of response

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	processes) and how they influence the effectiveness of the music.	
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**26. Through creating and performing, understand how works of art are produced.**

26 A. Understand processes, traditional tools, and modern technologies used in the arts.

Objectives	Sample Activities	Assessment
<b>Focal Point: Rhythm</b>		
1. Sight-read simple rhythms.	1a. Prior to learning a new song, sight-read the rhythms by clapping them. 1b. Sight-read simple rhythms including whole notes, half notes, quarter notes and eighth notes and their corresponding rests.	1a. Teacher observation 1b. Teacher observation Written assessment
2. Use standard notation to record simple musical ideas	2. In groups, compose simple rhythms to accompany a poem, story, or sentence (rap).	2. Written evaluation of performance. 2. Self-assessment by students
<b>Focal Point: Melody</b>		
3. Write accurately melodies with rhythm patterns in whole, half, quarter, and dotted half notes and rests in 4/4 or 3/4 meters.	3. Write a short piece of piano music using specified guidelines.	3. Written evaluation of the original music. Peer evaluation of the written work Self-evaluation of the written work
4. Play melodies accurately and expressively from a written score in at least one clef.	4. Play melodies accurately and expressively from a written score in at least one clef using songs from the "Accelerated Piano Adventures" book by Nancy and Randall Faber.	4. Written evaluation using a specified rubric. Self-evaluation of the written work Peer evaluation of the written work
5. Sight-read simple melodies.	5a. Prior to learning a new song, sight-read the rhythms by clapping them. 5b. Sight-read simple melodies including whole notes, half notes, quarter notes and eighth notes and their corresponding rests.	5. Teacher observation
<b>Focal Point: Form</b>		
6. Compose simple melodies in specific musical forms.	6. Compose simple melodies including whole notes, half notes, quarter notes and eighth notes and their corresponding rests in binary form.	6. Written assessment
<b>Focal Point: Expressive Qualities</b>		
7. Identify and accurately interpret symbols for dynamics, tempo, expression, and articulation.	7a. Describe the notation in a simple symphonic work. Predict what the piece will sound like. 7b. Analyze "Go Down Moses" (pg. 70-71).	7. Class discussion Teacher observation

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	Describe it by translating common Italian tempo(s) (e.g. andante, presto), dynamic (e.g., piano, forte), and articulation(s) (e.g., staccato, legato) markings into English. 4b. Create a musical map of “Journey by Camel” (pg 77) by describing the musical elements in English as they occur.	
<b>Focal Point: Instrumental Techniques</b>		
8. Demonstrate instrumental production techniques (posture, hand position, fingering)	8. Play “The Piano Tuner” with proper right hand and left hand technique.	8. Teacher observation
9. Describe basic sound production theory.	9. Examine the inside of a piano. Describe in detail how the piano creates sound.	9. Classroom discussion Teacher observation Written evaluation
10. Demonstrate or describe efficient practice procedures.	10. Practice assigned songs in class and describe the step by step procedures for successfully mastering a piece from the book.	10. Teacher observation 10. Written evaluation
11. Critique the effectiveness of a performer (e.g., style, interpretation, rhythmic accuracy)	11. Complete a performance evaluation of students in the classroom.	11. Written observation Classroom discussion
<b>Focal Point: Roles in music</b>		
12. Explain the interaction of performers and conductors	12. Watch a video of a concert band performance and discuss the performers’ reactions to the conductor’s actions.	12. Class discussion

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**26. Through creating and performing, understand how works of art are produced.**

26 B. Apply skills and knowledge necessary to create and perform in one or more of the arts

Objectives	Sample Activities	Assessment
<b>Focal Point: Rhythm</b>		
1. Improvise rhythmic variations on given melodies.	1a. Create percussion accompaniment to simple folk songs. 1b. Improvise variations on previously learned rhythmic patterns.	1a. Written assessment 1b. Teacher observation 1b. Student self-assessment
<b>Focal Point: Melody</b>		
2. Improvise original melodies over given chord progressions.	2. Improvise simple melodies while the rest of the class plays "Bus Stop Boogie".	2. Teacher observation
3. Compose/arrange music within specific guidelines.	3. Using a rubric and guidelines, compose a simple 8-12 measure song.	3. Written evaluation Teacher observation Peer evaluation
<b>Focal Point: Form</b>		
4. Create or arrange short songs or instrumental pieces within specified guidelines.	4a. Compose a short piece of music for classroom instruments based on a popular children's song. 4b. Compose a piece of music to accompany a poem or story. Use classroom or student owned instruments.	4. Written assessment
<b>Focal Point: Expressive Qualities</b>		
5. Perform simple melodies and rhythms using accurate tempos, dynamics, and articulations	5a. Using exercises from the "Winning Rhythm" book, perform simple rhythms on classroom percussion instruments. 5b. Perform songs from "Boomwhacker Movie Classics" with and without the accompaniment CD.	5. Written evaluation Teacher observation Peer evaluation
<b>Focal Point: Instrumental Techniques</b>		
6. Play music that has a difficulty level of 1-3 (on a scale of 1 to 6) on pitch; in rhythm; with appropriate timbre; with a steady tempo; with fingering control, and good posture.	6. Select a challenging song from the text book and perform it for the class as part of a class recital.	6. Teacher observation Peer evaluation Self-evaluation



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**27. Understand the role of the arts in civilizations past and present.**

27 A. Analyze how the arts function in history, society, and everyday life.

Objectives	Sample Activities	Assessment
<b>Focal Points: History/Culture</b>		
1. Explain how works of art relate to the environment where they are performed or displayed and how the space affects the art works	1. Watch a clip from a symphony orchestra concert, a rock concert, and a marching band festival. Analyze the environment in which each concert is performed. Compare and contrast each environment and how it affects the art works.	1. Written evaluation on written analysis of the performances Class discussion
2. Explain ways dance, drama, music, and visual art play a part in everyday life	2a. Brainstorm as a class, how music, art, drama, and dance are incorporated into everyday life. 2b. Record every way in which dance, drama, music, and visual arts are presented over the course of a single day. 2c. Discuss findings as a class.	2. Class discussion Evaluation of daily journal entries
3. Compare and contrast how the arts function in two different types of ceremonies	3a. Describe how music is used at a graduation ceremony and at a wedding. Compare and contrast the purpose and style of the music involved in each ceremony. 3b. Students will write a short description of music that was used in a ceremony in their lives. In groups of three to four, share, discuss, and compare and contrast the ways in which music was used in the ceremonies.	3. Class discussion Teacher observation
4. List technology used in the arts	4. Identify the different forms of modern arts. Describe how technology is used in each form. Discuss how technology has altered each form of art.	4. Class discussion Written evaluation of student work (project/poster/essay)
<b>Focal Points: Music Appreciation</b>		
5. Describe how the performance site influences who the audience is and the way the audience responds	5. Compare and contrast the settings at the first Woodstock concert, a Hannah Montana concert, and Sesame Street Live. Describe	5. Teacher observation of group work Class discussion Written assessment of discussion

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	the audience makeup and how each responds to the environment. Predict how each would change if the location changed.	summary
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**27. Understand the role of the arts in civilizations past and present.**

27 B. Understand how the arts shape and reflect history, society, and everyday life.

Objectives	Sample Activities	Assessment
<b>Focal Points: Instrumental Techniques</b>		
1. Explain how society has influenced the development of untraditional instruments.	1. Observe excerpts from “Stomp” and “Blue Man Group” and discuss how untraditional materials have become instruments. In groups, design new instruments and explain how each instrument would be played and in what setting it would be used.	1. Class discussion Written evaluation of new instrument design and description.
<b>Focal Points: History/Culture</b>		
2. Compare the ways different cultures, times, or places use materials to produce works of art (e.g., musical instruments, masks, puppets, pottery, textiles).	2a. Watch “Stomp” and compare and contrast how Western culture has influenced the creation of new forms of musical and physical arts. 2b. Research art of non-Western world cultures and analyze how native materials have influenced the creation the arts within that culture.	2. Written assessment Class discussion
3. List artists who have made significant contributions and describe their ideas.	3. Discuss modern musicians and list ways in which they have contributed to the evolution of new musical styles.	3. Class discussion
4. Describe the influences of at least two artists on their times.	4. Learn about Rogers and Hammerstein and how they influenced the development of musical drama.	4. Class discussion
5. Investigate how the arts reflect different cultures, times, and places.	5. Compare and contrast how music like “Minuet” (page 27), “Camptown Races” (page 31), and “Halftime Show” (page 51) reflect different times and cultures.	5. Classroom discussion