



# **GRADE 7 GENERAL MUSIC**

CURRICULUM

CARLISLE AREA SCHOOL DISTRICT

DATE OF BOARD APPROVAL: **November 17, 2022**

## COURSE OVERVIEW

<b>Title:</b>	Grade 7 General Music
<b>Grade Level:</b>	Grade 7
<b>Level:</b>	N/A
<b>Length:</b>	Electives Rotation (21 or 22 classes)
<b>Duration:</b>	83 minutes
<b>Frequency:</b>	5 classes per week
<b>Pre-Requisites:</b>	None
<b>Credit:</b>	N/A
<b>Description:</b>	The 7 <sup>th</sup> grade general music course focuses on the exploration of rhythmic and melodic motives, connections to the elements of music, and performance of world music. Students will read, write, and improvise music within traditional forms and create and perform both new and known works of music.

## COURSE TIMELINE

UNIT	TITLE	KEY CONCEPTS	DURATION (DAYS)
1	Creating: Rhythmic and Melodic Form	<ul style="list-style-type: none"> <li>• Form</li> <li>• Analysis</li> <li>• Improvisation</li> </ul>	4-5 Days
2	Creating: Notation	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Notation</li> <li>• Performance</li> </ul>	Ongoing
3	Creating: Composition	<ul style="list-style-type: none"> <li>• Composition</li> <li>• Form</li> <li>• Chord Progressions</li> </ul>	4-5 Days
4	Performing: Melodic Content	<ul style="list-style-type: none"> <li>• Meter</li> <li>• Form</li> <li>• Major and minor scales</li> <li>• Intervals</li> <li>• Ostinato</li> </ul>	Ongoing
5	Performing: Elements of Music	<ul style="list-style-type: none"> <li>• Dynamics</li> <li>• Articulation</li> </ul>	Ongoing
6	Performing and Responding: World Music	<ul style="list-style-type: none"> <li>• World Music</li> <li>• East Asia</li> <li>• Middle East</li> <li>• Africa</li> <li>• East Europe</li> </ul>	5-10 Days

## DISCIPLINARY SKILLS and PRACTICES

DISCIPLINARY PRACTICE	DESCRIPTION
Creative Ideas	The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
Expression	Musicians' creative choices are influenced by their expertise, context, and expressive intent.
Analysis	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
Performance	Performers make interpretive decisions based on their understanding of context and expressive intent.
Context and Response	Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

## UNIT 1

<b>Unit Title</b>	Creating: Rhythmic and Melodic Form		
<b>Unit Description</b>	Students will label, analyze, and improvise expanded rhythmic and melodic forms.		
<b>Unit Assessment</b>	Ongoing aural and written assessments		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
<p>How do musicians generate creative ideas and decisions?</p> <p><b>4-5 Days</b></p>	<input type="checkbox"/> Students will label and analyze rhythmic and melodic form with phrasing and letter labels, including: AB, ABA, ABAC, A', and Av. <input type="checkbox"/> Students will identify notes on the treble and bass clefs up to one sharp and one flat. <input type="checkbox"/> Students will improvise four-measure melodic and/or rhythmic phrases, using aural, oral, and/or notation skills.	<p><b>Vocabulary:</b> bar, double bar, repeat, phrase, measure, clef, prime form, variant form</p> <p><b>Concepts:</b> -form -analysis -improvisation -staff</p>	<p>MU:Cr1.1.7a Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.</p> <p>9.1.8.I Know where arts events, performances, and exhibitions occur and how to gain admission.</p> <p>9.1.8.B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.</p> <p>9.1.8.C Identify and use comprehensive vocabulary within each of the arts forms.</p>

## UNIT 2

<b>Unit Title</b>	Creating: Notation		
<b>Unit Description</b>	Students will read, perform, and create both known and unknown examples using uneven divisions of the beat.		
<b>Unit Assessment</b>	Ongoing aural and written assessments		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
<p>How do musicians represent sounds using notation?</p> <p><b>Ongoing</b></p>	<input type="checkbox"/> Students will read and notate the following rhythms using rhythm syllables (takadimi) and traditional notation: beamed dotted-eighth note and sixteenth note, beamed sixteenth note and dotted-eighth note, eighth-quarter-eighth note (over two beats). <input type="checkbox"/> Students will notate melodies on the treble clef using known scales. <input type="checkbox"/> Students will read and identify time signatures in simple duple and quadruple meters. <input type="checkbox"/> Students will label and analyze rhythmic and melodic form with prime and variation labels.	<p><b>Vocabulary:</b>  <i>tami, taka, tadi-di</i>, major pentatonic, octave, dot, flag, tie, syncopation, upbeat, downbeat, fermata</p> <p><b>Concepts:</b>            -reading            -notation            -performance            -rhythm syllables            -meter</p>	<p>MU:Cr2.16b            Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas.</p> <p>MU:Pr4.2.7b            When analyzing selected music, read and identify by name or function, standard symbols for rhythm, pitch, articulation, dynamics, tempo, and form.</p> <p>9.1.8.B            Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.</p> <p>9.1.8.J            Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing, and exhibiting works in the arts or the works of others.</p>

## UNIT 3

<b>Unit Title</b>	Creating: Composition		
<b>Unit Description</b>	Students compose increasingly complex compositions that feature both rhythmic and melodic ideas, including accompaniment.		
<b>Unit Assessment</b>	Composition using known elements		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>

<p>How do musicians make creative decisions?</p> <p><b>4-5 Days</b></p>	<p><input type="checkbox"/> Students will compose 8-16 measures using known form, rhythmic, and melodic content.</p> <p><input type="checkbox"/> Students will sing, play, and notate three-chord harmonic progressions in major.</p>	<p><b>Vocabulary:</b>  harmony, chord, tonic, dominant, subdominant, chord progression, consonance, major scale degree, meter, improvise, compose, canon, ostinato, timbre, motive</p> <p><b>Concepts:</b>  -composition  -form  -chord progressions</p>	<p>MU:Cr2.1.7a  Select, organize, develop, and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.</p> <p>MU:Cr2.1.7b  Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.</p> <p>9.1.8.A  Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p>9.1.8.B  Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.</p> <p>9.1.8.C  Identify and use comprehensive vocabulary within each of the arts forms.</p>
---	---	--	--



## UNIT 4

<b>Unit Title</b>	Performing: Melodic Content		
<b>Unit Description</b>	Students use both vocal and instrumental techniques to expressive intent and artistry in the form. Students work in small forms, such as intervals, and large forms, such as extended scales and major and minor scales.		
<b>Unit Assessment</b>	Ongoing aural and written assessments		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>

<p>How does understanding the structure and context of musical works inform performance?</p> <p><b>Ongoing</b></p>	<p><input type="checkbox"/> Students will aurally and visually identify and label melodic patterns, including subsets of the major pentatonic, major pentachord, and major hexachord, using solfège.</p> <p><input type="checkbox"/> Students will aurally and visually identify and label melodic patterns, including major pentatonic, extended pentatonic scales, and minor pentatonic using solfège.</p> <p><input type="checkbox"/> Students will sing and play unison, two-part, and three-part melodies on the treble clef.</p> <p><input type="checkbox"/> Students will sing and play ostinato and chordal accompaniments on pitched and non-pitched instruments.</p>	<p><b>Vocabulary:</b> pitch, note, scale, major pentatonic, extended scale, minor pentatonic, solfège syllables, unison, contour, leap, flat, sharp, natural, skip, step, interval, major, minor, chord</p> <p><b>Concepts:</b> -meter -form -major scales -intervals -ostinato</p>	<p>MU:Pr4.2.7b When analyzing selected music, read and identify by name or function, standard symbols for rhythm, pitch, articulation, dynamics, tempo, and form.</p> <p>9.1.8.B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.</p> <p>9.1.8.C Identify and use comprehensive vocabulary within each of the arts forms.</p> <p>9.3.8.B Analyze and interpret specific characteristics of works in the arts within each art form.</p> <p>9.2.8.E Analyze how historical events and culture impact forms, techniques, and purposes of works in the arts.</p>
--	--	---	--

## UNIT 5

<b>Unit Title</b>	Performing: Elements of Music		
<b>Unit Description</b>	Students create interpretations of music, using more complex elements of music.		
<b>Unit Assessment</b>	Ongoing aural and written assessments		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>

<p>How do performers interpret musical works?</p> <p><b>Ongoing</b></p>	<p><input type="checkbox"/> Students will read and follow dynamic and tempo markings, including: piano, mezzo piano, mezzo forte, forte, fortissimo, lento, andante, moderato, and allegro.</p> <p><input type="checkbox"/> Students will use aural analysis skills and music terminology to describe sound.</p>	<p><b>Vocabulary:</b> dynamics, form, harmony, melody, rhythm, tempo, tone color, texture, articulation</p> <p><b>Concepts:</b> -dynamics -articulation</p>	<p>MU:Re7.2.7a Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.</p> <p>MU:Pr4.3.7a Perform contrasting pieces of music demonstrating how their interpretations of the elements of music and the expressive qualities.</p> <p>9.1.8.A Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p>9.1.8.B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.</p> <p>9.2.8.E Analyze how historical events and culture impact forms, techniques, and purposes of works in the arts.</p> <p>9.3.8.A Know and use the critical process of the examination of works in the arts and humanities.</p>
---	--	---	---

## UNIT 6

<b>Unit Title</b>	Performing and Responding: World Music		
<b>Unit Description</b>	Students study their relationship to the music of East Asia, the Middle East, Africa, and Eastern Europe, creating social and musical links and context to events, people, and other art forms.		
<b>Unit Assessment</b>	Ongoing written and aural assignments		
<b>Essential Question</b>	<b>Learning Goals</b>	<b>Content and Vocabulary</b>	<b>Standards</b>
<p>How does understanding the structure and context of music inform a response?</p> <p><b>5-10 Days</b></p>	<input type="checkbox"/> Students will identify representative composers and compositions from world and non-Western music. <input type="checkbox"/> Students will compare and contrast musical works using music terminology. <input type="checkbox"/> Students will place styles of music into their appropriate category/genre, including: African music, Middle Eastern music, East Asian music, and Eastern European music, including sub-genres.	<p><b>Vocabulary:</b>            culture, context, taiko, bachi, alternating sticking, festival, dombek, iku, maqam, Gahu, kidi, kagan, axatse, Yiddish, pogrom</p> <p><b>Concepts:</b>            -world music            -East Asia            -Middle East            -Africa            -Eastern Europe</p>	<p>MU:Pr4.2.7c            Identify how cultural and historical context inform performances and result in different music interpretations.</p> <p>MU:Re7.2.7b            Identify and compare the context of music form a variety of genres, cultures, and historical periods.</p> <p>9.2.8.A            Explain the historical, cultural, and social context of an individual work in the arts.</p> <p>9.2.8.C            Relate works in the arts to varying styles and genre and to the periods in which they were created.</p> <p>9.2.8.J            Identify, explain, and analyze historical and cultural differences as they relate to works in the arts.</p>

# ACCOMMODATIONS AND MODIFICATIONS

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

## **INSTRUCTION CONTENT**

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

## **SETTING**

- Preferential seating

## **METHODS**

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

## **MATERIALS**

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)