



SMMUSD VAPA CURRICULUM for Seventh GRADE

 <p>MUSIC</p>	CONTENT GOAL	ACTIVITIES/ SKILLS	MATERIALS/ RESOURCES	ASSESSMENTS
STANDARD 1: ARTISTIC PERCEPTION: Processing, analyzing, and responding to sensory information through the language and skills unique to music				
ARTISTIC PERCEPTION	<p align="center">Read and Notate Music</p> <p>1.1 Students will read, write, and perform intervals, chordal patterns and progressions</p> <p>1.2 Students will understand music notation</p> <p>1.3 Students will transcribe aural examples into melodic notation</p> <p>1.4 Students will sight-read at difficulty level 1 (1 – 6) two or more clefs</p> <p><i>Listen to, Analyze, and Describe Music</i></p> <p>1.5 Analyze and compare the use of musical elements representing various cultures emphasizing tonality and intervals</p> <p>1.6 Describe larger music forms (i.e. canon, fugue, ballet suite, opera and oratorio</p>	<p>Participate in daily rehearsals using level-appropriate literature and warm-ups</p> <p>Perform in concerts/festivals/ performances</p> <p>Students will review the piano keyboard</p> <p>Rhythmic and melodic dictation</p> <p>Students will analyze/discuss the use of musical elements in the music they are learning in class</p> <p>Students will be asked to identify a particular form and be able to understand how that form is comprised</p> <p>Students will write and perform short musical examples demonstrating given intervals and triads.</p> <p>Students will listen to recordings of different types of musical form and discuss the elements of each example.</p>	<p><u>Essentials for Strings</u>, Gerald E. Anderson</p> <p><u>Standard of Excellence</u>, Bruce Pearson</p> <p><u>All for Strings</u>, Gerald E. Anderson</p> <p>Quality level appropriate music literature</p> <p>Music manuscript paper</p> <p>Music Theory Software (Keyboard)</p> <p>Compositional software</p> <p>Music scores for analyzation</p> <p>Recordings of different types of musical form.</p> <p>Rubrics to evaluate</p> <p>Standards of Excellence, Bruce Pearson</p> <p>Melodia, Cole-Lewis</p> <p>Introductory Musicianship, Lynn</p>	<p>Videotaped performance tests</p> <p>Video and audio recorded rehearsals and performances</p> <p>Adjudicated festivals</p> <p>School, district, and community concerts/ performances</p> <p>Take home written assignments</p> <p>Multiple choice tests</p> <p>Melodic and Rhythmic dictation tests in class</p> <p>In class discussions</p> <p>Group projects</p> <p>Essay exams</p> <p>Student self assessment</p>

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		Practice of Curwen Hand Signals and Kodaly Solfege syllables Students participate in clapping and counting exercises Students participate in melodic reading exercises	Hal Leonard’s Rhythm and Melody Flash cards, Hal Leonard A Choral Approach to Sight Singing by Eilers and Crocker Alfred’s Essentials of Music Theory, Alfred Publishing	


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STANDARD 2: CREATIVE EXPRESSION: Creating, performing, and participating in music

<p align="center">CREATIVE EXPRESSION</p>	<p><i>Apply Instrumental or Vocal Skills</i></p> <p>2.1 Students will be able to perform a repertoire of that represents various genres, cultures and styles, while demonstrating expression, technical accuracy, good posture, tone quality, and vowel shape and articulation – written and memorized by oneself and in ensembles (difficulty level 2 (1-6)</p> <p>2.2 Students will be able to perform music in two and three part harmony</p> <p>2.3 Students will be able to perform a repertoire of literature that represents various genres, cultures and styles, while demonstrating expression, technical accuracy, good posture, tone quality (difficulty level: 2 (1-6)</p> <p><i>Compose, Arrange, and Improvise</i></p> <p>2.4 Students will be able to compose short pieces in duple, triple and mixed meters</p>	<p>Participate in daily rehearsals using level-appropriate literature</p> <p>Perform in concerts/festivals/performances</p> <p>Students will break up into groups of two to perform duets for the class</p> <p>Students will write a short musical example of 12-24 measures and perform it for the class</p> <p>Students will rearrange an assigned song for voices and/ or instruments</p> <p>Students will be asked to improvise a new melody over existing chords found in a piece learned in class</p> <p>Guest arrangers/improvisers share their talent and expertise with students</p> <p>Students will review and practice daily technique exercises</p>	<p><u>Essentials for Strings</u>, Gerald E. Anderson</p> <p><u>Standard of Excellence</u>, Bruce Pearson</p> <p><u>All for Strings</u>, Gerald E. Anderson</p> <p>Quality, level appropriate music literature</p> <p>Compositional software</p> <p>White/Chalk board</p> <p>Music manuscript paper</p> <p>Recordings of improvisations</p> <p>Guest arrangers/improvisers</p> <p>Rubrics to evaluate</p> <p>Teaching Kids to Sing, K. Phillips</p> <p>Working with the Adolescent Voice, J. Cooksey</p> <p>The Structure of Singing, R. Miller</p>	<p>Videotaped performance tests</p> <p>Video and audio recorded rehearsals and performances</p> <p>Adjudicated festivals</p> <p>School, district, and community concerts/performances</p> <p>Take home written assignments</p> <p>Multiple choice tests</p> <p>Melodic and Rhythmic dictation tests in class</p> <p>In class discussions</p> <p>Group projects</p> <p>Essay exams</p> <p>Student self assessment</p>
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STANDARD 2: CREATIVE EXPRESSION: Creating, performing, and participating in music				
	<p>2.5 Students will be able to arrange simple pieces for voices or instruments using traditional sources of sound</p> <p>2.6 Students will be able to improvise simple melodies and harmonic accompaniments</p> <p>2.7 Students will be able to improvise melodic and rhythmic embellishments and variations on given pentatonic melodies</p>		<p>The complete Secondary Choral Music Guide, D. Roach</p>	


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STANDARD 3: HISTORICAL AND CULTURAL CONTEXT: Understanding the Historical Contributions and Cultural Dimensions of Music				
HISTORICAL AND CULTURAL CONTEXT	<p><i>Role of Music</i></p> <p>3.1 Compare music from various cultures as to some of the functions music serves and the roles of musicians</p> <p>3.2 Identify and describe the development of music during medieval and early modern times in various cultures (e.g. African, Chinese, European, Islamic, Japanese, and South American)</p> <p><i>Diversity of Music</i></p> <p>3.3 Identify and describe distinguishing characteristics of musical genres and styles from a variety of cultures</p> <p>3.4 Perform music from diverse genres and cultures</p> <p>3.5 Identify instruments from a variety of cultures visually and aurally</p>	<p>Participate in daily rehearsals using level-appropriate literature</p> <p>Perform in concerts/festivals/performances</p> <p>Students will write a one-page report companying and contrasting two or more cultures and the functions of music within that culture</p> <p>Students will listen to music from other cultures and describe similarities and differences with western music</p> <p>Students will listen to or perform music from different styles, genres and cultures and be able to classify the piece by understanding the characteristics found in each</p> <p>Guest speakers/ performers/ conductors will visit the classroom to discuss and exhibit music from various culture styles and genres</p>	<p><u>Essentials for Strings</u>, Gerald E. Anderson</p> <p><u>Standard of Excellence</u>, Bruce Pearson</p> <p><u>All for Strings</u>, Gerald E. Anderson</p> <p>Quality level appropriate music literature from a various number of cultures</p> <p>Recordings of numerous types of music from other cultures around the world.</p> <p>Guest speakers/ performers/ conductors</p> <p>Rubrics to evaluate</p> <p>Choral Insights, R. Whitlock</p> <p>Something to Sing About, G. Schirmer</p>	<p>Videotaped performance tests</p> <p>Video and audio recorded rehearsals and performances</p> <p>Adjudicated festivals</p> <p>School, district, and community concerts/performances</p> <p>Take home written assignments</p> <p>Multiple choice tests</p> <p>Melodic and Rhythmic dictation tests in class</p> <p>In class discussions</p> <p>Group projects</p> <p>Essay exams</p> <p>Student self assessment</p>


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STANDARD 3: HISTORICAL AND CULTURAL CONTEXT: Understanding the historical contributions and cultural dimensions of music				
	3.6 Classify by style and genre exemplary musical works and explain the characteristics that make each work exemplary	Students will perform pieces in various foreign languages Student sill attend live performances with their class	Funding/Transportation to attend live performances	

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 <p>MUSIC</p>	CONTENT GOAL	ACTIVITIES/ SKILLS	MATERIALS/ RESOURCES	ASSESSMENTS
STANDARD 4: AESTHETIC VALUING: Responding to, analyzing, and critiquing theatrical experiences.				
AESTHETIC VALUING	<p><i>Analyze and Critically Assess</i></p> <p>4.1 Use criteria to evaluate the quality and effectiveness of musical performances and compositions</p> <p>4.2 Apply criteria appropriate for the style or genre of music to evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations by oneself and others</p> <p><i>Derive Meaning</i></p> <p>4.3 Compare and contrast the differences between one performance of a specific musical work and another performance of the same work</p>	<p>Participate in daily rehearsals using level-appropriate literature</p> <p>Perform in concerts/festivals/ performances</p> <p>Students are asked to write and participate in class discussions about how to evaluate a quality performance</p> <p>Students are asked to change the aesthetic qualities of a piece of music to convey a different feeling or emotion</p> <p>Guest lecturers/ composers/ conductors will visit to share their knowledge about aesthetic qualities found in music and how they convey emotion and feeling</p> <p>Students must attend a concert other than their own and write a one page report evaluating the performance with specific criteria and discuss the aesthetic qualities observed as well</p> <p>Students will attend live performances with their class</p>	<p><u>Essentials for Strings</u>, Gerald E. Anderson</p> <p><u>Standard of Excellence</u>, Bruce Pearson</p> <p><u>All for Strings</u>, Gerald E. Anderson</p> <p>Quality level appropriate music literature from a various number of cultures</p> <p>Recordings of numerous types of music from other cultures around the world.</p> <p>Guest speakers/ performers/ conductors</p> <p>Rubrics to evaluate</p> <p>Music Journal Topics, McDonald</p> <p>Funding/Transportation to attend live performances</p>	<p>Videotaped performance tests</p> <p>Video and audio recorded rehearsals and performances</p> <p>Adjudicated festivals</p> <p>School, district, and community concerts/ performances</p> <p>Take home written assignments</p> <p>Multiple choice tests</p> <p>Melodic and Rhythmic dictation tests in class</p> <p>In class discussions</p> <p>Group projects</p> <p>Essay exams</p> <p>Student self assessment</p>

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STANDARD 5: CONNECTIONS, RELATIONSHIPS, APPLICATIONS: Connection and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers				
CONNECTIONS, RELATIONSHIPS, APPLICATIONS	<p>Connections and Applications</p> <p>5.1 Students will identify similarities and differences in the meanings of common terms used in various arts and other subject areas</p> <p>5.2 Students will identify and describe how music functions in the media and entertainment industries</p> <p>Careers and Career-Related Skills</p> <p>5.3 Students will identify various careers for musicians in the entertainment industry</p>	<p>Participate in daily rehearsals using level-appropriate literature</p> <p>Perform in concerts/festivals/performances</p> <p>Guest speakers will share their background/expertise with careers in music</p> <p>Students are given a packet with hundreds of music related jobs and they are asked to discuss the qualities/ skills needed to succeed in a chosen occupation</p>	<p>Rubrics to evaluate</p> <p>Guest speakers/ presenters</p> <p>Packet of music related jobs</p>	<p>Videotaped performance tests</p> <p>Video and audio recorded rehearsals and performances</p> <p>Adjudicated festivals</p> <p>School, district, and community concerts/performances</p> <p>Take home written assignments</p> <p>Multiple choice tests</p> <p>Melodic and Rhythmic dictation tests in class</p> <p>In class discussions</p> <p>Group projects</p> <p>Essay exams</p> <p>Student self assessment</p>