



Diocese of Greensburg Curriculum
Music Grade 7

Unit	Standards	Content	Skills
<p>Rhythm</p>	<p>NCCAS: Music NCCAS: Grade 7</p> <hr/> <p>Creating Plan and Make Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>MU:Cr2.1.7 b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences .</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p>	<ul style="list-style-type: none"> • Steady beat (Fast/Slow) • Long/short sounds • Beat Patterns • Bar line, Measure, Unpitched Symbols • Quarter note, quarter rest, eighth note, half note, half rest, dotted half, whole notes, and whole rests, sixteenth notes, eighth Rest, dotted Quarter/eighth, triplet, syncopated rhythm-eighth/quarter/eighth, Paired eight/sixteenth, sixteenth/eighth and dotted eighth/sixteenth notes • Time signatures <ul style="list-style-type: none"> ○ duple meter ○ triple meter ○ compound time signatures • Tied and Slurred patterns 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Duplicate and generate a steady beat • Differentiate between long and short sounds • Perform beat patterns in groups of 2s (1, 2, 1, 2...) and 3s (1, 2, 3, 1, 2, 3...) • Echo rhythms as an ensemble and individually • Visually identify: <ul style="list-style-type: none"> ○ bar line ○ measure ○ unpitched symbols ○ time signatures <ul style="list-style-type: none"> ▪ 4/4, 2/4, 3/4 ▪ duple meter ▪ triple meter ▪ compound time signatures • Visually and aurally identify, demonstrate, and notate: <ul style="list-style-type: none"> ○ quarter note ○ eighth note ○ quarter rest ○ half note ○ half rest ○ dotted half ○ whole notes ○ whole rests ○ sixteenth notes ○ eighth rest ○ dotted quarter/eighth ○ Tied and Slurred patterns ○ Triplet, Syncopated Rhythm-eighth/quarter/eighth

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			<ul style="list-style-type: none"> ○ Paired eighth/sixteenth, sixteenth/eighth and dotted eighth/sixteenth notes
<p>Melody</p>	<p>NCCAS: Music NCCAS: Grade 7</p> <hr/> <p>Creating Plan and Make Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>MU:Cr2.1.7 b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences .</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p>	<ul style="list-style-type: none"> • High/low sounds • Pitch • Melodic patterns • Staff • Treble clef notes • Bass clef notes • Major and minor • Accidentals • Major scales • Key signatures • Minor Scales • Minor Key Signatures 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Differentiate between high and low sounds. • Sing matching pitch individually and as a group. • Visually identify, perform, and notate melodic patterns individually and in a variety of groups: <ul style="list-style-type: none"> ○ SO MI LA DO RE ○ Octave DO SO LA ○ FA TI • Visually identify: <ul style="list-style-type: none"> ○ staff ○ treble clef notes on the staff ○ bass clef notes on the staff ○ accidentals ○ key signatures • Differentiate between major and minor tonalities • Perform: <ul style="list-style-type: none"> ○ music in major key signatures ○ major scales ○ minor scales ○ music in minor key signatures

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<p>Expression</p>	<p>NCCAS: Music NCCAS: Grade 7</p> <hr/> <p>Responding Interpret Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>MU:Re8.1.7 a Describe a personal interpretation of contrasting works and explain how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent.</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p>	<ul style="list-style-type: none"> • Loud/soft sounds • Fast/slow sounds • Forte and piano • Crescendo and decrescendo • Accents • Cues • Mood • Accelerando • Ritardando • Mezzo piano • Mezzo forte • Pianissimo • Fortissimo • Articulation • Expressive Italian terms • Music of various cultures 	<ul style="list-style-type: none"> • Identify and demonstrate musical contrasts <ul style="list-style-type: none"> ○ loud/soft ○ fast/slow ○ forte/piano ○ crescendo/decrescendo ○ accents ○ expressive Italian terms (adagio, presto, etc.) • Respond to a conductor • Perform in an ensemble and individually • Interpret mood or emotion through listening or singing • Visually and Aurally identify and demonstrate: <ul style="list-style-type: none"> ○ accelerando ○ ritardando ○ mezzo piano ○ mezzo forte ○ pianissimo ○ fortissimo ○ articulation (staccato, legato, etc.) • Recognize and identify the music of various cultures

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<p>Harmony/Timbre</p>	<p>NCCAS: Music NCCAS: Grade 7</p> <hr/> <p>Performing Present Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>MU:Pr6.1.7 a Perform the music with technical accuracy and stylistic expression to convey the creator's intent.</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p>	<ul style="list-style-type: none"> • Different uses of the voice • Classroom instruments • Instrument families • Environmental sounds • Relationships between music and science • CFG triads • Music with three independent parts 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Differentiate between and use different voices: sing, speak, whisper, shout • Play and explore various classroom instruments • Recognize sounds produced from environmental sounds, vocal projection, and musical instruments • Explore and distinguish sounds produced by the body and rhythm instruments • Visually and aurally identify the families of: <ul style="list-style-type: none"> ○ classroom instruments <ul style="list-style-type: none"> ▪ wood ▪ metal ▪ drum ▪ shaker ○ orchestra <ul style="list-style-type: none"> ▪ strings ▪ woodwinds ▪ brass ▪ percussion • Discover the relationships between music and science • Create and perform: <ul style="list-style-type: none"> ○ triads in CFG ○ optional: music with three independent parts

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<p>Form</p>	<p>NCCAS: Music NCCAS: Grade 7</p> <hr/> <p>Responding Analyze Anchor Standard 7: Perceive and analyze artistic work</p> <p>MU:Re7.2.7 a Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p>	<ul style="list-style-type: none"> • Echo songs • Phrases • AB form • Same/different musical phrases • ABA form • Repeat sign • Double bar line • D.C. al Fine • Fine • First and second endings • Canon • Theme and variation • Rondo 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Sing echo songs • Identify musical phrases that are the same and different • Experience songs in AB form • Visually and/or Aurally demonstrate: <ul style="list-style-type: none"> ○ Same/different musical phrases ○ Song in AB form ○ Songs in ABA form ○ Repeat sign ○ Double bar line ○ D.C. al Fine ○ Fine ○ First and second endings ○ Canon ○ Theme and variation ○ Rondo • Perform phrases with 8-10 measures
<p>History/Liturgy</p>	<p>NCCAS: Music NCCAS: Grade 7</p> <hr/> <p>Connecting Anchor Standard 10: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p> <p>MU:Cn10.1.7a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>Anchor Standard 11: Synthesize and relate</p>	<ul style="list-style-type: none"> • Music from diverse cultures and historical periods • Catholic liturgical and traditional music • Audience and performance etiquette • Composers 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Experience music from diverse cultures and historical periods • Sing a repertoire of Catholic liturgical and traditional music • Practice audience and performance etiquette • Identify composers in conjunction with history class

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	<p>knowledge and personal experiences to make art.</p> <p>MU:Cn11.1.7a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p>		

