



The music standards in the middle school years focus on specialized musical knowledge and skills for participating in musical ensembles or classes that might include but are not limited to band, choir, orchestra, theory, music appreciation, guitar, or piano. In each middle school grade, students perform various music styles and genres (patriotic, blues, classical, country), examine the language of music through identifying and writing simple music notation, consider simple musical composition processes (such as developing a basic melody and creating lyrics or choosing various sound samples using music software programs to assemble various musical phrases), expand their ability to describe personal musical preferences, and strengthen their ability to constructively critique the music of others.

#### Expectations for 7th Grade Students:

- **Creation of Music (Create):** Explore ways to write music that includes both rhythmic and melodic elements using current technology that may include appropriate accompaniments (ways to play along with soloists or ensembles); demonstrate instrumental or vocal improvisation (ways to modify/create music).
- **Theory of Music (Know/Comprehend):** Apply knowledge about the language of music (music notation) by reading, performing, and describing music appropriate to an instrument or voice part; apply understanding of rhythmic structures (note values), meter (time signature), clef (itches) for their voice or instrument, expressive elements (loud/soft, fast/slow), and chord analysis.
- **Aesthetic Valuation of Music (Critique/Evaluate/Refine):** Apply understanding of musical vocabulary to evaluate musical performances through compare and contrast; describe possible ways to categorize a list of musical selections using appropriate musical vocabulary; articulate types of instruments and performance techniques of a variety of cultural music (guitars-American music, sitars-Indian music); explain reasoning for musical preferences.

#### Throughout 7th Grade You May Find Students:

- Singing in large choirs or small vocal ensembles within a specific voice type (soprano, alto, tenor/baritone, bass) and/or playing instruments while exploring different musical styles (folk, classical, jazz, rock); following a leader or conductor; reading newly introduced music.
- Writing a short musical phrase combining melodic and rhythmic structures with or without accompaniment using available technology; practicing improvisation using traditional musical structures; creating their own music based on a learned style of music.
- Demonstrating comprehension of the language of music (music notation) by reading, performing, and analyzing musical notation appropriate to their voice or instrument; executing a variety of more complex meters (time signatures), major and minor tonalities, appropriate dynamics (loud/soft), tempo markings (fast/slow), articulations (connected/detached); analyzing and identifying chords (harmonies) found in the music being performed.
- Evaluating musical performances using compare and contrast based on a set of self-developed criteria and music terminology; connecting their own musical preferences to a variety musical genres (rock, country, jazz, folk) based upon particular musical elements within and across cultures; identifying the importance of particular instruments or voice tone to a culture's music.