

7th grade General Music Pacing and Curriculum

Unit #	Week #	Resources	Learning Targets & Standards	Assessments	Vocabulary
1 Rhythm/Tempo	1-4	Unit Pre Composition Mini-Projects Prompt and Evaluation Performance Assessment Rubric Unit Post	MU:Cr1.1.7 -I can generate simple rhythmic phrases within AB, ABA, or theme and variation forms that convey expressive intent. (<i>Composition Projects</i>) MU:Cr2.1.7a -I can select musical ideas that convey expressive intent. (<i>Composition Projects, Post-Assessment</i>) -I can construct personal music ideas that convey expressive intent. (<i>Composition journals, Composition Projects</i>) -I can organize musical ideas within AB, ABA, or theme and variation form that demonstrate unity and variety. (<i>Composition Projects</i>) -I can document personal musical ideas within AB, ABA, or theme and variation form that demonstrate unity and variety. (<i>Composition Projects</i>) MU:Cr2.1.7b	-Unit Pre-assessment -Composition journals -Composition Mini-Projects -Composition Self-Evaluation -Rhythm Quiz -Vocabulary Quiz -Performance Assessment -Unit Post-Assessment	-Measures -Bar Lines -Beat -Quarter Note -Quarter Rest -Double Bar -Repeat Sign -Time Signature -Half Note -Half Rest -Whole Note -Whole Rest -Eighth Note -Eighth Rest -Pick-up Note -Dynamics -Forte -Mezzo Forte -Piano -Tempo -Allegro -Moderato -Andante -Crescendo -Decrescendo -AB Form -ABA Form

			<p>-I can create simple rhythmic phrases. (<i>Composition Journals</i>)</p> <p>-I can document personal musical ideas using standard/iconic notation and/or audio/video recording. (<i>Composition Journals, Composition Projects</i>)</p> <p>MU:Cr3.1.7a</p> <p>-I can evaluate my own work using a selected criteria. (<i>Composition Self-Evaluation</i>)</p> <p>MU:Cr3.1.7b</p> <p>-I can describe rationale for revisions to my music based on evaluation criteria and feedback from teacher and peers. (<i>Composition Self-Evaluation</i>)</p> <p>MU:Cr3.2.7</p> <p>-I can use craftsmanship and originality to demonstrate unity and variety. (<i>Composition Projects</i>)</p> <p>-I can use craftsmanship and originality to convey expressive intent. (<i>Composition Journals, Composition Projects</i>)</p> <p>MU:Pr4.2.7b</p> <p>-I can identify by name or function standard symbols for rhythm. (<i>Rhythm Quizzes, Vocabulary Quizzes</i>)</p>		<p>-Theme and Variations Form</p> <p>-Phrase</p> <p>-1st and 2nd ending</p> <p>-D.S. Al. Coda</p> <p>-Coda</p> <p>-Unity</p> <p>-Variety</p>
--	--	--	---	--	--

			<p>-I can identify by name or function standard symbols for dynamics. <i>(Rhythm Quizzes, Vocabulary Quizzes)</i></p> <p>-I can identify by name or function standard symbols for tempo. <i>(Vocabulary Quiz)</i></p> <p>-I can identify by name or function standard symbols for form. <i>(Vocabulary Quiz)</i></p> <p>-I can read standard symbols for dynamics. <i>(Performance Assessment)</i></p> <p>-I can read standard symbols for rhythm. <i>(Performance Assessment)</i></p> <p>-I can read standard symbols for tempo. <i>(Performance Assessment)</i></p> <p>-I can read standard symbols for form. <i>(Performance Assessment)</i></p>		
2 Melody	5-8	Unit Pre Composition Mini-Projects Prompt and Evaluation	<p>MU:Cr1.1.7 -I can generate simple melodic phrases within AB, ABA, or theme and variation forms that convey expressive intent. <i>(Composition Projects)</i></p> <p>MU:Cr2.1.7a -I can select musical ideas that</p>	<p>-Unit Pre-assessment -Composition journals -Composition Mini-Projects -Composition Self-Evaluation -Melody Quiz -Vocabulary Quiz -Performance Assessment</p>	<p>-Dynamics -Forte -Mezzo Forte -Piano -Crescendo -Decrescendo -Treble Clef -Bass Clef</p>

		<p>Performance Assessment Rubric</p> <p>Unit Post</p>	<p>convey expressive intent. (<i>Composition Projects, Post-Assessment</i>)</p> <p>-I can construct personal music ideas that convey expressive intent. (<i>Composition Journals, Composition Projects</i>)</p> <p>-I can organize musical ideas within AB, ABA, or <i>theme and variation</i> form that demonstrate <i>unity and variety</i>. (<i>Composition Projects</i>)</p> <p>-I can document personal musical ideas within AB, ABA, or <i>theme and variation</i> form that demonstrate <i>unity and variety</i>. (<i>Composition Projects</i>)</p> <p>MU:Cr2.1.7b -I can create simple melodic phrases. (<i>Composition Journals</i>)</p> <p>-I can document personal musical ideas using standard/iconic notation and/or audio/video recording. (<i>Composition Journals, Composition Projects</i>)</p> <p>MU:Cr3.1.7a -I can evaluate my own work using a teacher provided criteria. (<i>Composition Self-Evaluation</i>)</p>	-Unit Post-Assessment	<p>-Staff</p> <p>-Ledger Lines</p> <p>-Whole Step</p> <p>-Half-Step</p> <p>-Flat</p> <p>-Sharp</p> <p>-Natural</p> <p>-Accidental</p> <p>-Enharmonic</p> <p>-Pitch</p> <p>-Melody</p> <p>-Motif</p> <p>-Melodic interval</p> <p>-Major Scale</p> <p>-Minor Scale</p> <p>-Chromatic Scale</p> <p>-Pentatonic Scale</p> <p>-AB Form</p> <p>-ABA Form</p> <p>-Theme and Variations Form</p> <p>-Phrase</p> <p>-1st and 2nd ending</p> <p>-D.S. Al. Coda</p> <p>-Coda</p> <p>-Repeat Sign</p> <p>-Unity</p> <p>-Variety</p>
--	--	---	---	-----------------------	---

			<p>MU:Cr3.1.7b -I can describe rationale for revisions to my music based on evaluation criteria and feedback from teacher and peers. <i>(Composition Self-Evaluation)</i></p> <p>MU:Pr4.2.7b -I can identify by name or function standard symbols for pitch. <i>(Melody Quizzes)</i></p> <p>-I can identify by name or function standard symbols for dynamics. <i>(Melody Quizzes)</i></p> <p>-I can identify by name or function standard symbols for tempo. <i>(Vocabulary Quiz)</i></p> <p>-I can identify by name or function standard symbols for form. <i>(Vocabulary Quiz)</i></p> <p>-I can read standard symbols for pitch. <i>(Performance Assessment)</i></p> <p>-I can read standard symbols for dynamics. <i>(Performance Assessment)</i></p> <p>-I can read standard symbols for tempo. <i>(Performance Assessment)</i></p> <p>-I can read standard symbols for form. <i>(Performance Assessment)</i></p>		
--	--	--	--	--	--

3 Harm ony	9-12	Unit Pre Composition Mini-Projects Prompt and Evaluation Performance Assessment Peer Evaluation Criteria Unit Post	MU:Cr1.1.7 -I can generate simple harmonic phrases and variations within AB, ABA, or theme and variation forms that convey expressive intent. (<i>Composition Projects</i>) MU:Cr2.1.7a -I can select musical ideas that convey expressive intent. (<i>Composition Projects, Post-Assessment</i>) -I can develop personal music ideas that convey expressive intent. (<i>Composition Journals, Composition Projects</i>) -I can organize musical ideas within AB, ABA, or <i>theme and variation</i> form that demonstrate <i>unity and variety</i> . (<i>Composition Projects</i>) -I can document personal musical ideas within AB, ABA, or <i>theme and variation</i> form that demonstrate <i>unity and variety</i> . (<i>Composition Projects</i>) MU:Cr2.1.7b -I can create harmonic sequences. (<i>Composition Journals, Composition Projects</i>)	-Unit Pre-assessment -Composition journals -Composition Mini-Projects -Composition Self-Evaluation -Harmony Quiz -Articulations Quiz -Vocabulary Quiz -Performance Assessment -Peer Evaluation Criteria -Composition Self-Reflection -Unit Post-Assessment	-Whole Step -Half-Step -Flat -Sharp -Natural -Pitch -Harmony -Diatonic Chords -Chromatic Chords -Motif -Harmonic interval -Major Chord -Minor Chord -Cluster Chord -Pentatonic Scale -AB Form -ABA Form -Theme and Variations Form -Chord -Homophonic -Polyphonic -Key Signature -Lead Sheet -Modal -Phrase -Texture -Legato -Staccato -Accent -Slur

			<p>-I can document personal musical ideas using standard/iconic notation and/or audio/video recording. (<i>Composition Journals, Composition Projects</i>)</p> <p>MU:Cr3.1.7a -I can evaluate my own work using a teacher provided criteria. (<i>Composition Self-Evaluation</i>)</p> <p>MU:Cr3.1.7b -I can describe rationale for revisions to my music based on evaluation criteria and feedback from teacher and peers. (<i>Composition Self-Evaluation</i>)</p> <p>MU:Cr3.2.7 -I can use craftsmanship and originality to demonstrate unity and variety. (<i>Composition Projects</i>)</p> <p>-I can use craftsmanship and originality to convey expressive intent. (<i>Composition Journals, Composition Project</i>)</p> <p>MU:Pr4.2.7b -I can identify by name of function standard symbols for articulation. (<i>Articulation Quiz, Vocabulary Quiz</i>)</p> <p>-I can read standard symbols for articulation. (<i>Performance</i></p>		<p>-1st and 2nd ending -D.S. Al. Coda -Coda -Repeat Sign -Unity -Variety</p>
--	--	--	--	--	--

			<p><i>Assessment)</i></p> <p>MU:Re9.1.7 -I can evaluate musical works or performances using a teacher-provided criteria. (<i>Peer Evaluations</i>)</p> <p>MU:Cn10.1.7 -I can demonstrate how interests relate to personal choices and intent when creating, performing, and responding to music. (<i>Composition Self-Reflection</i>)</p> <p>-I can demonstrate how knowledge relate to personal choices and intent when creating, performing, and responding to music. (<i>Composition Self-Reflection</i>)</p> <p>-I can demonstrate how skills relate to personal choices and intent when creating, performing, and responding to music. (<i>Composition Self-Reflection</i>)</p>		
4 Genre /Style	13-15		<p>MU:Pr4.2.7c -I can identify how cultural context informs performances and result in different music interpretations. (<i>World Cultures Quiz</i>)</p> <p>-I can identify how historical context informs performances and result in different music interpretations. (<i>Historical Periods</i></p>	<p>-Unit Pre-assessment -Bellringers -Playlist Projects -Playlist Self-Reflection -American Genres Quiz -World Cultures Quiz -Historical Periods Quiz -Unit Post-Assessment</p>	<p>American Genres/Style Vocabulary: -Folk Music -Jazz -Ragtime -March -Spirituals -Big Band</p>

			<p><i>Quiz)</i></p> <p>MU:Re7.1.7 -I can select or choose music to listen to with connections to specific interests or experiences for a specific purpose. (<i>Playlist Projects</i>)</p> <p>-I can explain the connections of music to specific interests or experiences for a specific purpose. (<i>Playlist Projects</i>)</p> <p>MU:Re7.2.7a -I can classify the structure of contrasting pieces of music. (<i>Playlist Project</i>)</p> <p>-I can explain how the elements of music and expressive qualities relate to the structure of contrasting pieces. (<i>Genre/Styles Quiz, World Cultures Quiz, Historical Periods Quiz, Playlist Project</i>)</p> <p>MU:Re7.2.7b -I can identify the context of music from a variety of genres. (<i>Genres Quiz</i>)</p> <p>-I can identify the context of music from a variety of cultures. (<i>World Cultures Quiz</i>)</p>		<p>-Rock -Pop -Country -Rhythm and Blues</p> <p>World Cultures Vocabulary: -North American -South American -European -African -Asian -Russian -Australian</p> <p>Historical Periods Vocabulary: -Medieval -Renaissance -Baroque -Classical -Romantic -Modern -21st Century</p>
--	--	--	---	--	---

			<p>-I can identify the context of music from a variety of historical periods. <i>(Historical Periods Quiz)</i></p> <p>-I can compare the context of music from a variety of genres. <i>(Genres Quiz)</i></p> <p>-I can compare the context of music from a variety of cultures. <i>(World Cultures Quiz)</i></p> <p>-I can compare the context of music from a variety of historical periods. <i>(Historical Periods Quiz)</i></p> <p>MU:Re8.1.7</p> <p>-I can describe a personal interpretation of contrasting works. <i>(Playlist Project)</i></p> <p>-I can describe a personal interpretation of how application of the elements of music and expressive qualities convey intent, within genres and cultural and historical context. <i>(Playlist Project)</i></p> <p>MU:Cn10.1.7</p> <p>-I can demonstrate how interests relate to personal choices and intent when creating, performing, and responding to music. <i>(Playlist Self-Reflection)</i></p> <p>-I can demonstrate how knowledge relate to personal choices and</p>		
--	--	--	---	--	--

			<p>intent when creating, performing, and responding to music. (<i>Playlist Self-Reflection</i>)</p> <p>-I can demonstrate how skills relate to personal choices and intent when creating, performing, and responding to music. (<i>Playlist Self-Reflection</i>)</p> <p>MU:Cn11.1.7</p> <p>-I can demonstrate understanding of relationships between music and the other arts. (<i>Genre/Style Quiz, World Cultures Quiz, Historical Periods Quiz</i>)</p> <p>-I can demonstrate understanding of relationships between music and other disciplines. (<i>Genre/Style Quiz, World Cultures Quiz, Historical Periods Quiz</i>)</p> <p>-I can demonstrate understanding of relationships between music and varied contexts. (<i>Genre/Style Quiz, World Cultures Quiz, Historical Periods Quiz</i>)</p> <p>-I can demonstrate understanding of relationships between music and daily life. (<i>Genre/Style Quiz, World Cultures Quiz, Historical Periods Quiz</i>)</p>		
5	16-18	Set List Prompt	<p>MU:Pr4.1.7</p> <p>-I can select music of contrasting</p>	-Set List Project	<p>-Set List</p> <p>-Stage Presence</p>

Modern Band		<p>Performance Rubric</p> <p>Rehearsal Outline Prompt</p> <p>Peer Evaluations Criteria</p>	<p>styles for a program with a specific purpose and/or context by applying a collaboratively developed criteria. <i>(Set List Project)</i></p> <p>-I can explain the reasoning for my musical selections. <i>(Set List Project)</i></p> <p>-I can identify technical challenges of selected music of contrasting styles. <i>(Set List Project, Rehearsal Outline)</i></p> <p>-I can identify expressive qualities of selected music of contrasting styles. <i>(Set List Project, Rehearsal Outline)</i></p> <p>MU:Pr4.2.7a -I can explain how the structure of music is used in contrasting pieces of music selected for performance. <i>(Set List Project)</i></p> <p>-I can demonstrate the structure of contrasting pieces of music selected for performance. <i>(Performance Checklist/Assessment)</i></p> <p>MU:Pr4.3.7 -I can demonstrate how the elements of music and expressive qualities convey intent in contrasting pieces of music</p>	<p>-Performance Checklist/Assessment</p> <p>-Rehearsal Outline and Personal Practice Project.</p> <p>-Peer Evaluations</p> <p>-Guest Artist Performance?</p>	<p>-Audience Etiquette</p> <p>-Venue</p> <p>-Purpose</p>
----------------	--	--	---	--	--

			<p>through performance. (<i>Performance Checklist/Assessment</i>)</p> <p>MU:Pr5.1.7 -I can identify things to refine in my performance using collaboratively developed criteria. (<i>Rehearsal Outline Project</i>)</p> <p>-I can form a rehearsal/personal practice plan using collaboratively developed criteria. (<i>Rehearsal Outline Project</i>)</p> <p>-I can determine when a piece is ready to perform using a collaboratively developed criteria. (<i>Rehearsal Outline Project</i>)</p> <p>MU:Pr6.1.7a -I can perform the music with accuracy to convey the creator's intent. (<i>Performance Checklist/Assessment</i>)</p> <p>MU:Pr6.1.7b -I can demonstrate performance decorum appropriate for venue, purpose, and context. (<i>Performance Checklist/Assessment, Guest Artist?</i>)</p> <p>-I can demonstrate audience etiquette appropriate for venue,</p>		
--	--	--	--	--	--

			<p>purpose, and context. <i>(Performance checklist/Assessment, Guest Artist?)</i></p> <p>MU:Re9.1.7 -I can evaluate musical works or performances using a teacher-provided criteria. <i>(Peer Evaluations)</i></p>		
--	--	--	--	--	--