

WILSON AREA SCHOOL DISTRICT PLANNED COURSE GUIDE

Title of planned course: 7th Grade Music

Subject Area: Music

Grade Level: 7th

Course Description: This course will build on the skills and knowledge learned in grade 6 and focus on various genres of music melody, Blues, Jazz, Swing, American Dance, Latin, and Opera.

Time/Credit for this Course: 7 weeks (36 classes)

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PLANNED COURSE MATERIALS

Course Title: 7th Grade Music

Textbook: Making Music 7 (2008)

Supplemental Books: Music Alive Magazine, About 80 Year of Jazz in About 80 Minutes

Teacher Resources:

- Internet
- Teacher Tube
- You Tube – Educational
- DVD and VHS – Suggested: The Story of the Blues, Louis Armstrong, Benny Goodman, Dizzy Gillespie, Amahl and the Night Visitors, The Phantom on the Opera (Live from the Royal Albert Theater)
- Teacher Generated Materials
- Teacher Music Samples
- Teacher Acquired Materials
- Bells, Piano and Percussion Instruments

CURRICULUM MAP

Week 1: Introduction to 7th Grade Music
Careers in Music

Week 2: Careers in Music

Week 3: Blues, Jazz and Swing

Week 4: Blues, Jazz and Swing

Week 5: American Dance Music/Latin Music

Week 6: Opera

Week 7: Opera

Curriculum Scope & Sequence

Planned Course: 7th Grade Music

Unit: Careers in Music

Time Frame: 10 Classes

State Standards: 9.1.8.C, 9.1.8.G, 9.1.8.I, 9.1.8.J, 9.2.8.C, 13.1.8.A-D

Essential Content/Objectives: At the end of the unit, students will be able to:

- Recognize various careers in music and the importance of each
- Understand the development of music production in history
- Describe the basics of music amplification and technology
- Define basic music terms
- Understand copyright and describe how it affects music

Core Activities: Students will complete/participate in the following:

- Discussion of careers and important music personalities
- Completion of student generated slide presentation on careers
- Demonstration of amplification and electronic manipulation of sound
- Composition of a student original work, using online software which emulates the work performed by various musical careers (Suggested software: Beepbox.co)

Extensions:

- Use of technology in current music
- Current development of music devices
- Copyright infringements

Remediation:

- Adaptations specific to students' needs
- Modeling
- Reinforce progress toward desired outcomes

Instructional Methods:

- Teacher Guided Discussion
- Student Guided Discussion
- Student Chromebooks
- Demonstrations and Presentations

Materials and Resources:

- Internet samples
- Book
- Piano
- Teacher's music resources

Assessment:

- Self assessment and peer assessment
- Teacher Observation
- End of the unit test

Curriculum Scope & Sequence

Planned Course: 7th Grade Music

Unit: Blues, Jazz and Swing

Time Frame: 9 Classes

State Standards: 9.1.8.A-D, 9.2.8.A, 9.2.8.C, 9.2.8.E, 9.2.8.F, 9.2.8.I-K, 9.3.8.A-C, 9.3.8.F

Essential Content/Objectives: At the end of the unit, students will be able to:

- Identify Blues music compared to Jazz and Swing
- Define basic terminology in Blues, Jazz and Swing
- Identify basic instrumentation in Blues and Jazz music
- Compare renditions of a standard Blues or Jazz song
- Identify important musicians in this genre of music
- Describe the basic form of a Jazz piece

Core Activities: Students will complete/participate in the following:

- Teacher and student discussion
- Group research and slide presentation of Artists
- Compare various renditions of a jazz standard
- Watch video examples of artists
- Compare and contrast a blues song with its future jazz rendition
- Identify different scatting syllables and perform them with a jazz backing track

Extensions:

- Identify improvisation, riffs and themes in current music – both vocal and instrumental
- Understand the development of Blues, Jazz and Swing into current music
- Identify and listen to current Jazz and Blues musicians

Remediation:

- Adaptations specific to students' needs
- Modeling
- Reinforce progress toward desired outcomes

Instructional Methods:

- Modeling
- Teacher Guided Discussions
- Student Created and Delivered presentations

Materials and Resources:

- Video examples
- Book
- About 80 Years of Jazz in About 80 Minutes
- Piano
- Teacher Resources and Music Samples

Assessment:

- Self assessment and peer assessment
- Teacher Observation
- Student Presentation

Curriculum Scope & Sequence

Planned Course: 7th Grade Music

Unit: American Dance Music

Time Frame: 5 Classes

State Standards: 9.1.8.A-D, 9.2.8.A, 9.2.8.C, 9.2.8.E, 9.2.8.F, 9.2.8.I-K, 9.3.8.A-C, 9.3.8.F

Essential Content/Objectives: At the end of the unit, students will be able to:

- Analyze music through components using appropriate terminology
- Identify basic instrumentation in dance music
- Recognize the various types of dance music
- Recognize important musicians in dance music

Core Activities: Students will complete/participate in the following:

- Listen, model, and sing dance songs
- Discuss the development of dance music
- Analyze music using the board and worksheets with music terminology
- Identify instrumentation in dance music
- Use a DAW to create an original dance song (suggested Soundtrap.com)

Extensions:

- Compare current dance music to music listened to in class
- Analyze current music
- Uses of technology in music

Remediation:

- Adaptations specific to students' needs
- Modeling
- Reinforce progress toward desired outcomes

Instructional Methods:

- Modeling
- Teacher Guided Performance
- Student Guided Performance
- Teacher and class discussion

Materials and Resources:

- CDs and Stereo
- Book
- Piano
- Teacher Resources and Music Samples
- Student Chromebooks

Assessment:

- Self assessment and peer assessment
- Teacher Observation
- Student generated project

Curriculum Scope & Sequence

Planned Course: 7th Grade Music

Unit: Latin American Music

Time Frame: 4 Classes

State Standards: 9.1.8.A, 9.1.8.B, 9.1.8.C, 9.1.8.D, 9.2.8.A, 9.2.8.C, 9.2.8.E, 9.2.8.F, 9.2.8.I, 9.2.8.J, 9.2.8.K, 9.3.8.A, 9.3.8.B, 9.3.8.C, 9.3.8.F

Essential Content/Objectives: At the end of the unit, students will be able to:

- Follow melodic and rhythmic notation and musical symbols
- Identify instrumentation both traditional and ethnic
- Identify important musicians from Latin American countries
- Identify styles of Latin music

Core Activities: Students will complete/participate in the following:

- Listen to various examples of Latin American Music (suggested artists: Carlos Santana, Selena, Gloria Estefan)
- Follow melodic and rhythmic notation of the song
- Identify instrumentation – both traditional and ethnic
- Recognize the role of music in other cultures through discussion

Extensions:

- Identify musicians from Latin America
- Compare music from other cultures
- Recognize cultural influences on current music

Remediation:

- Adaptations specific to students' needs
- Modeling
- Reinforce progress toward desired outcomes

Instructional Methods:

- Modeling
- Teacher Guided Performance
- Teacher and student discussion

Materials and Resources:

- CDs and Stereo
- Book
- Piano
- Student Chromebooks
- Teacher Resources and Music Samples

Assessment:

- Self assessment and peer assessment
- Teacher Observation

Curriculum Scope & Sequence

Planned Course: 7th Grade Music

Unit: Opera “Amahl and the Night Visitors”

Time Frame: 4 Classes

State Standards: 9.1.8.A-D, 9.2.8.A, 9.2.8.C, 9.2.8.E, 9.2.8.F, 9.2.8.I-K, 9.3.8.A-C, 9.3.8.F

Essential Content/Objectives: At the end of the unit, students will be able to:

- Describe an opera and define opera terminology
- Distinguish between arias and recitatives
- Follow melodic and rhythmic notation and musical symbols

Core Activities: Students will complete/participate in the following:

- Act out the opera in play form
- Listen to music examples
- Identify instrumentation in the opera
- Watch Video and follow the libretto of the opera

Extensions:

- Compare Broadway musicals to opera
- Compare Amahl to operas in foreign languages
- Study the history of opera

Remediation:

- Adaptations specific to students’ needs
- Modeling
- Reinforce progress toward desired outcomes

Instructional Methods:

- Modeling
- Teacher Guided Performance
- Teacher and student discussion

Materials and Resources:

- CDs and Stereo
- Book
- Piano
- Videos Amahl and the Night Visitors, Phantom of the Opera (Live from the Royal Albert Theatre)

Assessment:

- Self assessment and peer assessment
- Teacher Observation
- Oral Questioning
- End of unit assessment