

General Music

Grade 7

The concepts and skills addressed in seventh grade will allow students to refine existing musical skills while preparing for more advanced study. Through collaboration with the teacher, students will engage in meaningful and purposeful music-making within the four Artistic Processes. In doing so, students will experience the following concepts of music: rhythm, melody, form, timbre, texture and harmony, style, and expression. These concepts will be experienced through the following skills: performing (singing and playing instruments), creating, reading/writing, and listening/responding/evaluating. The skill of connecting is embedded throughout all standards and grade levels. See Appendix F for Essential Questions and Enduring Understandings.

Students can:

CREATING

Imagine

1. Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.
2. Select, organize, develop, and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.

Plan and Make

3. Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic progressions with more than two chords.
4. Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style and form, and appropriate use of sound sources.

Evaluate and Refine

5. Describe the rationale for making revisions to music based on evaluation criteria and feedback from others, including teachers and peers.

Present

6. Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety while conveying expressive intent.

PERFORMING

Select

7. Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.

Analyze

8. Explain and demonstrate the structure of contrasting pieces of music selected for performance including how elements of music are used.
9. Read and identify by name or function standard symbols for rhythm, pitch, articulation, dynamics, tempo, and form.

10. Identify how cultural and historical contexts inform performances and result in musical intent and meaning.

Interpret

11. Perform contrasting pieces of music, demonstrating their interpretations of how the elements of music and expressive qualities convey intent.

Rehearse, Evaluate, and Refine

12. Identify and apply collaboratively-developed criteria to rehearse and refine music, and determine when it is ready to perform.

Present

13. Perform the music with technical accuracy and stylistic expression to convey the creator's intent.
14. Demonstrate performance decorum and audience etiquette appropriate for venue, purpose, and context.

RESPONDING

Select

15. Select contrasting music to listen to and compare the connections to interests or experiences for a specific purpose.

Analyze

16. Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.
17. Identify and compare the context of music from a variety of genres, cultures, and historical periods.

Interpret

18. 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, conveys expressive intent.

Evaluate

19. Select from teacher-provided criteria to evaluate musical works or performances.

CONNECTING

- A. Connecting standards 1 and 2 are to be embedded while teaching the Creating, Performing, and Responding standards. See page 86.