# General Music
# Grade 7

**Course Overview:**
The 7th grade general music class is designed to develop students' music abilities, skills, artistic literacy and appreciation. Students participate in a variety of musical and creative experiences including: playing instruments (drums, guitar, piano, and ukulele), music theory, music history, world music and its role in various cultures, music careers, composing and listening.

**Vocabulary:**
Beat, Clef, Composer, Eighth note, Eighth rest, Form, Genre, Guitar, Half note, Half rest, Harmony, Keyboard, Key Signature, Measure, Melody, Music Industry, Quarter note, Quarter rest, Repeat, Rhythm, Staff, Technique, Time Signature, Ukulele, Whole note, Whole rest.

**CREATING**
**Anchor Standard 1:** Generate and conceptualize artistic ideas and work.

- Generate musical ideas for various purposes and contexts.
- **Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Question:** How do musicians generate creative ideas?

**MU:Cr1.1.7a** Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.

- I can perform a musical idea using call and response on my instrument.
- I can compose a short (2-4 measure) melodic phrase within a given key on my instrument.
- I can perform rhythmic variations of my own creation on a simple melody on my instrument.
- I can improvise and notate a 4 beat rhythm.

**Anchor Standard 2:** Select and develop musical ideas for defined purposes and contexts.

- **Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- **Essential Question:** How do musicians make creative decisions?

**MU:Cr2.1.7a** 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.

- I can create a rhythm or melody on more than one instrument used in our class.

**MU:Cr2.1.7b** Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.

- I can create a 2-measure original melody, using the first five notes of one clef.
- I can say the note names for my melody.

- I can speak the rhythm of my composition using a designated counting system or syllables.
- I can write a 2-measure melody of my creation correctly using standard notation.

**Anchor Standard 3:** Refine and complete artistic work.

- Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.
- **Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their creative work?

**MU:Cr3.1.7a** Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.

- I can identify the form and style of music that I perform.
- I can demonstrate knowledge of rhythm and meter in music I compose.
- I can listen to and evaluate a variety of musical offerings.

**MU:Cr3.1.7b** Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).

- I can explain my choices of sounds/instruments in a piece of music I have composed.
- I can evaluate the quality and effectiveness of my own and other's performances and compositions by applying specific criteria.

- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- **Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication.
- **Enduring Question:** When is creative work ready to share?

**MU:Cr3.2.7a** Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.

- I can explain my choices for style, form and instrument/sound choices in my composition.
- I can perform my work for peers and my teacher.
- I can explain the mood and expressive intent for my composition.

**PERFORMING**

**Anchor Standard 4:** Select, analyze, and interpret artistic work for presentation.

- Select varied musical works to present based on interest, knowledge, technical skill, and context.
- **Enduring Understanding:** Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

- **Essential Question:** How do performers select repertoire?

**MU:Pr4.1.7a** 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.

- I can choose appropriate music for my skill level.
- I can choose music appropriate for an audience.
- I can describe the expressive qualities and mood of a piece of music.

- Analyze the structure and context of varied musical works and their implications for performance.
- **Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question:** How does understanding the structure and context of musical works inform performance?

**MU:Pr4.2.7a** Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.

- I can listen to a piece of music and describe what I hear (e.g. families of instruments, form, repetition, dynamics, etc.).

**MU:Pr4.2.7b** When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.

- I can play and understand the steady beat in all music I perform.
- I can understand differences in time signatures.
- I can recognize, understand, and play basic notation in treble and bass clef.
- I can use basic expression marks, such as loud (f) and quiet (p).
- I can identify high and low sounds and differentiate between different timbres I hear in musical recordings/performances.
- I can identify and understand different instruments and groups, such as orchestra, band, and choir.
- I can describe the difference between unison and harmony.

**MU:Pr4.2.7c** Identify how cultural and historical context inform performances and result in different music interpretations.

- I can identify the different roles of music in various cultures and countries.
- I can identify different eras of music in history.
- I can identify different styles that developed during certain eras in history.

- Develop personal interpretations that consider creators' intent.
- **Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.
- **Essential Question:** How do performers interpret musical works?

**MU:Pr4.3.7a** Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style,

and phrasing) convey intent.

- I can choose two pieces of music within my repertoire that demonstrate different styles or mood.

**Anchor Standard 5:** Develop and refine artistic techniques and work for presentation.

- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- **Enduring Understanding:** To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their performance?

**MU:Pr5.1.7a.** Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.

- I can read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4.
- I can demonstrate a steady beat when playing music on my instrument.
- I can demonstrate my knowledge of standard notation by playing what is written on my instrument.
- I can demonstrate my knowledge of standard notation by writing music for my instrument.
- I can sight read new music that matches my playing ability.
- I can demonstrate proper playing posture and technique for my instrument.
- I can demonstrate ability to play fast and slow.
- I can demonstrate ability to play with dynamic contrasts.

**Anchor Standard 6:** Convey meaning through the presentation of artistic work.

- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures.
- **Essential Question(s):** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

**MU:Pr6.1.7a.** Perform the music with technical accuracy and stylistic expression to convey the creator's intent.

- I can perform music at an appropriate skill level with technical accuracy.
- I can perform music correctly and expressively according to its written notation.

**MU:Pr6.1.7b.** Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.

- I can demonstrate appropriate audience behavior.
- I can demonstrate appropriate performance etiquette.

**RESPONDING**

**Anchor Standard 7:** Perceive and analyze artistic work.

- Choose music appropriate for a specific purpose or context.
- **Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- **Essential Question:** How do individuals choose music to experience?

**MU:Re7.1.7a** Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose.

- I can listen to various recordings of music and appropriately express its cultural function or purpose.
- I can chose music to listen to that reflects a certain culture or a personal interest.

- Analyze how the structure and context of varied musical works inform the response.
- **Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- **Essential Question:** How does understanding the structure and context of music inform a response?

**MU:Re7.2.7a** Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.

- I can explain why two pieces of music that I listen to are different or similar.

**MU:Re7.2.7b** Identify and compare the context of music from a variety of genres, cultures, and historical periods.

- I can explain why two pieces of music that I listen to are from different musical eras.
- I can say what instruments or sounds I hear in music of various styles and eras.

**Anchor Standard 8:** Interpret intent and meaning in artistic work.

- Support interpretations of musical works that reflect creators'/performers' expressive intent.
- **Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- **Essential Question:** How do we discern the musical creators' and performers' expressive intent?

**MU:Re8.1.7a** 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.

- I can choose appropriate music that I prefer to listen to and share it with the class.
- I can say why I chose music and know its genre.
- I can say why I chose music and understand its mood.

**Anchor Standard 9:** Apply criteria to evaluate artistic works.

- Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.
- **Enduring Understanding:** The personal evaluation of musical work(s) and performances(s) is informed by analysis, interpretation, and established criteria.
- **Essential Question:** How do we judge the quality of musical work(s) and performances(s)?

**MU:Re9.1.7a** Select from teacher-provided criteria to evaluate musical works or performances.

- I can give constructive comments to my peers regarding their performances.

**CONNECTING**

**Anchor Standard 10:** Synthesize and relate knowledge and personal experiences to make art.

- Synthesize and relate knowledge and personal experiences to make music.
- **Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- **Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

**MU:Cn10.0.7a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- I can explain the intended emotion or event portrayed in my musical compositions and performances.
- I can explain my own personal musical preferences including genre, instruments or sounds and eras of music.

**Anchor Standard 11:** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- Relate musical ideas and works with varied context to deepen understanding.
- **Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.
- **Essential Question:** How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

**MU:Cn11.0.7a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- I can describe a connection between music I hear or perform and experiences in my life.
- I can find similarities between music and other arts, such as visual art, media art, drama, and dance.
- I can list various jobs or careers in music, art, dance, and drama.
- I can describe the connection between music I hear or perform and experiences in my life.