

Mount Pleasant Central School District

7th Grade Chorus, Performing Arts



We believe music education should provide all students with a love and appreciation for music, an aesthetic form of expression and a standard of excellence achieved through musical performance; an education in music should develop the lifelong learning abilities necessary to contribute to a more cultured, educated society.

How does understanding foundational music theory expand our ability to prepare and perform complex vocal music at a high level? In this class, students will continue to build on the healthy vocal techniques, music literacy, aural skills, and music aesthetics, expression, and excellence previously established in 6th grade as we prepare for two-season concerts with high-level repertoire sung in both 2 and 3 parts. Our main goals are to expand students' ranges and vocal capabilities, establish a foundation of sight reading capabilities, develop the ability to learn challenging music sung in 3-part harmony, and develop the ability to analyze pieces' meanings and musical content. We continue to emphasize a wide array of musical styles and origins, understanding written music, dynamics, and form, and their repertoire's meaning while encouraging student leadership, choice, discussion, and creation of music. We also introduce a music exploration unit where students learn the origin and evolution of musical genres that are relevant to them and the greater musical world.

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|-----------------------|-----------|---|---|--|--|--|---|
| General/Sight Reading | Year Long | <p><u>Review:</u></p> <ul style="list-style-type: none"> - Solfege (Do, Re, Mi, Fa, Sol, La, Ti, Do) - Major Scale - Step, Skip, Jump - Gordon Patterns - Pitch - Rhythm - Dynamics <p><u>New Concepts:</u></p> <ul style="list-style-type: none"> - Standard Notation for sight reading pitches - Dynamics in sight reading - Time Signatures (4/4 and 3/4) - Key Signature (C, F, | <ul style="list-style-type: none"> - Standard Notation for sight reading pitches - Dynamics in sight reading - Time Signatures (4/4 and 3/4) - Key Signature (C, F, G) - 16th Notes, Half/Whole Rests | <ul style="list-style-type: none"> - MU: Cr.3.1.E.8 - Evaluate and refine musical patterns that demonstrate particular content of music or texts studied in rehearsals, based on collaboratively selected criteria. - MU: Pr4.1.E.5 & 8 - Select varied repertoire to study (from teacher- or student-provided options) based on interest, music literacy, an understanding of the | <ul style="list-style-type: none"> - Audiating and performing Gordon patterns (Do Mi Sol, Do Fa La, Ti Re Fa Sol) accurately after hearing them sung or played. - Students can identify dynamics (p, mp, mf, f) in sight reading. - Students can read familiar patterns using standard notation. - Students can read multi measure | <ul style="list-style-type: none"> - Sight Reading Standard Notation with support - Sight reading Do Mi Sol ascending and descending - Moveable Do - Dynamics in sight reading - Identifying sight reading patterns | <ul style="list-style-type: none"> - Students' participation and understanding of new general music and sight reading concepts is factored into weekly grades. |

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| | | G) - 16th Notes, Half/Whole Rests | | structure of the music, context and technical skill of the individual or ensemble - MU:Pr4.2.E. - Use standard notation and aural skills to identify how knowledge of simple forms, in varied styles, informs performance. - MU:Pr4.3.E.8. - Demonstrate understanding and application of expressive qualities in a varied repertoire of | rhythmic exercises with 16th notes, half and whole rests using standard notation and Gordon counting method. - By the end of the year, students can read multi measure exercises containing new melodic content combined with new rhythmic content using standard notation. - Students can identify C, F and G | | |

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| | | | | music through prepared and/or improvised performances. - MU:Pr5.1.E.8 - (a.) Use teacher and student feedback to develop strategies that address technical challenges to refine performances. (b.) Respond appropriately to specific aural and visual cues (such as phrasing, expression, and articulations). | major key signatures. | | |



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| Performance | Year long | <p><u>Review:</u></p> <ul style="list-style-type: none"> - Learn/perform extended pieces - Learn/perform 2 part music - Expand Range - Develop Dynamics - Develop Performance and Rehearsal Techniques - Learn pieces from <p><u>New Concepts:</u></p> <ul style="list-style-type: none"> - Learn/perform 3 part music - Continue to develop range, dynamics, high level rehearsal and performance | <ul style="list-style-type: none"> - 3 Part Music - crescendo, diminuendo - Accelerando, ritardando | <ul style="list-style-type: none"> - MU: Pr4.1.E.5 & 8 - Select varied repertoire to study (from teacher- or student-provided options) based on interest, music literacy, an understanding of the structure of the music, context and technical skill of the individual or ensemble - MU:Pr4.2.E. - Use standard notation and aural skills to identify how knowledge of simple forms, in | <ul style="list-style-type: none"> - Students learn complex 3 part music by listening and echoing back. - Students learn about types of 3 part music including compositional and arranging techniques and use that understanding to support faster learning, refined rehearsal techniques and more advanced music. - Students Develop their ranges and use the full capability of | <ul style="list-style-type: none"> - 3 Part singing - dynamics, - performance etiquette - analyzation - reflecting & responding - Rehearsing | <p>Students are graded weekly based on their attainment of the skills and participation in rehearsal and discussions.</p> <p>Students have two seasonal concerts with dress rehearsals that lead up to them the days before; these are their cumulative assessment for which they are graded on their demonstration of learned rehearsal/performance techniques,</p> |

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| | | techniques - Tone - Balance | | varied styles, informs performance. - MU:Pr4.3.E.8. - Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and/or improvised performances. - MU:Pr5.1.E.8 - (a.) Use teacher and student feedback to develop strategies that address technical | their voices. - Students perform dynamically based on the written music. | | attainment of skills and participation. |



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| | | | | challenges to refine performances. (b.) Respond appropriately to specific aural and visual cues (such as phrasing, expression, and articulations). - MU: Re7.1.E.8 - Explain reasons for selecting music (from teacher- or student-provided options) by citing characteristics found in the music and connections to interests, purpose and | | | |



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| | | | | context. - Mu: Re8.1.E.8 - Identify and support interpretations of expressive intent and meaning of musical works, citing as evidence the treatments of the elements of music, contexts and (when appropriate) the setting of the text MU:Cn10.1.E.8 - (a.) Describe effective strategies for reaching a musical goal that is | | | |



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| | | | | of importance to you. (b.) Design, implement, and reflect on a strategy for expanding one's knowledge of unfamiliar music (c.) With teacher guidance , identify the musical qualities that give persuasive music (such as soundtracks, commercials, protest songs) its effect on the perspectives and beliefs of the listener. | | | |

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| Connection/Interpretation | Year Long | <ul style="list-style-type: none"> - Thoroughly contextualized music (cultural, historical, societal). - Expressing/communicating music - interpretation - connecting musical concepts and meaning in the music - Analyzation of form, compositional techniques and their relation to the bigger | <ul style="list-style-type: none"> - Analyzation - Form - Structure - Message, Meaning, Purpose - Origin - Language - Culture - Tradition - Connection - Communication - Tone - Song Map, Song Arch | <ul style="list-style-type: none"> - MU: Re7.1.E.8 - Explain reasons for selecting music (from teacher- or student-provided options) by citing characteristics found in the music and connections to interests, purpose and context. - Mu: Re8.1.E.8 - Identify and support | <ul style="list-style-type: none"> - Students can discuss music and their repertoire in a variety of contexts including origins, meanings, musical content, difficulty, function, etc. and including interpretive, personal connections to music and its origins as opposed to factual, subjective knowledge. | <ul style="list-style-type: none"> - Musical Context - Communicating Music - Discussing Music and Repertoire - Music Appreciation - Fostering Curiosity and Open Mindedness - Analyzing music and repertoire - Interpreting music and repertoire | <ul style="list-style-type: none"> - Students' ability to reflect, analyze, interpret and discuss music and their repertoire appropriately is factored into weekly grades. Students complete written reflections on these concepts before/after performances. |

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| | | musical context | <ul style="list-style-type: none">- Exposition, Rising, Climax, Falling, Resolution- Composer/ Composition & Arranger/ Arrangement | <p>interpretations of expressive intent and meaning of musical works, citing as evidence the treatments of the elements of music, contexts and (when appropriate) the setting of the text</p> <p>MU:Cn10.1.E.8 - (a.) Describe effective strategies for reaching a musical goal that is of importance to you. (b.) Design, implement, and reflect on a strategy</p> | <ul style="list-style-type: none">- Students develop an appreciation for music and the contexts in which music is made including cultures, time periods, backgrounds, languages, traditions, etc.- Students develop an ability to identify and discuss aesthetic and expressive qualities and its importance/significance . | | |

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| | | | | <p>for expanding one's knowledge of unfamiliar music (c.) With teacher guidance, identify the musical qualities that give persuasive music (such as soundtracks, commercials, protest songs) its effect on the perspectives and beliefs of the listener.</p> <p>- MU:Cn11.1.E.8 - Identify the cultural, social, and political uses for music.</p> <p>- MU:Cn11.1.E.HSI - (a.) Describe the role of music</p> | | | |

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| | | | | in significant social and historical events. (b.) Investigate how cultural perspectives, community ideas, and individual beliefs affect a musical work. (c.) Identify and describe the contributions of community organizations that promote music. | | | |

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| Music Explorations | Spring | <ul style="list-style-type: none"> - Exploration of the origins and evolution of Jazz. - Look at and listen to various styles, techniques, landmark musicians and eras. - Learn, discuss, understand and appreciate cultural/societal roots and origins of Jazz. | <ul style="list-style-type: none"> - Jazz - New Orleans - Rag Time, Stride, Swing, Bebop, Hard Bop, Modal, Avant Garde, Experimental, Fusion, Big Band, Jazz Orchestra, Jam, Neo Soul - Tradition - Form - Jam - Harmony - Melody - Tune | <ul style="list-style-type: none"> - Mu: Re8.1.E.8 - Identify and support interpretations of expressive intent and meaning of musical works, citing as evidence the treatments of the elements of music, contexts and (when appropriate) the setting of the text MU:Cn10.1.E.8 - (a.) Describe effective | <ul style="list-style-type: none"> - Music Appreciation - Music History - Connecting and Responding to music - Understanding how to listen to instrumental music deeply - Developing an understanding of different jazz eras, styles and important musicians | <ul style="list-style-type: none"> - Jazz is "America's Classical Music" - Jazz is an inventive and constantly evolving music started in New Orleans and rooted in African, European and Latin Traditions. - Jazz is the foundation of many popular music styles today. - Basic sung jazz phrases/scatting | <ul style="list-style-type: none"> - Students are graded on their ability to participate in listening exercises, discussions and review sessions based on material taught in class. - Students will be graded based on their ability to represent a style of jazz or key artist and discuss their significance. |

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| | | | - Standard | strategies for reaching a musical goal that is of importance to you. (b.) Design, implement, and reflect on a strategy for expanding one's knowledge of unfamiliar music (c.) With teacher guidance , identify the musical qualities that give persuasive music (such as soundtracks, commercials, protest songs) its effect on the perspectives and beliefs of the listener. | | | |



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| | | | | <ul style="list-style-type: none">- MU:Cn11.1.E.8 - Identify the cultural, social, and political uses for music.- MU: Cr.1.1.E.HSI - Generate melodic, rhythmic and timbral ideas for contrasting phrases. | | | |