



# *Music* Grade Seven

## 1.0 ARTISTIC PERCEPTION

### **Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music**

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

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#### *Read and Notate Music*

- 1.1 Read, write, and perform intervals, chordal patterns, and harmonic progressions.
- 1.2 Read, write, and perform rhythmic and melodic notation in duple, triple, and mixed meters.
- 1.3 Transcribe simple aural examples into melodic notation.
- 1.4 Sight-read melodies in the treble or bass clef (level of difficulty: 1; scale: 1–6).

#### *Listen to, Analyze, and Describe Music*

- 1.5 Analyze and compare the use of musical elements representing various genres, styles and cultures, emphasizing tonality and intervals.
- 1.6 Describe larger musical forms (canon, fugue, suite, ballet, opera, and oratorio).

## 2.0 CREATIVE EXPRESSION

### **Creating, Performing, and Participating in Music**

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

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*Apply Vocal or Instrumental Skills*

- 2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation—written and memorized, by oneself and in ensembles (level of difficulty: 2; scale: 1–6).
- 2.2 Sing music written in two and three parts.
- 2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 2; scale: 1–6).

*Compose, Arrange, and Improvise*

- 2.4 Compose short pieces in duple, triple, and mixed meters.
- 2.5 Compose and arrange simple pieces for voice and instruments, using traditional and nontraditional sound sources, including digital/electronic media.
- 2.6 Improvise melodies and harmonic accompaniments.
- 2.7 Improvise melodic and rhythmic embellishments and variations on given pentatonic melodies.

### 3.0 HISTORICAL AND CULTURAL CONTEXT

#### Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

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*Role of Music*

- 3.1 Compare music from various cultures as to some of the functions music serves and the roles of musicians.
- 3.2 Identify and describe the development of music during medieval and early modern times in various cultures (e.g., African, Chinese, European, Islamic, Japanese, and South American).

*Diversity of Music*

- 3.3 Identify and describe distinguishing characteristics of musical genres and styles from a variety of cultures.
- 3.4 Perform music from diverse genres and cultures.
- 3.5 Identify instruments from a variety of cultures visually and aurally.
- 3.6 Classify by style and genre exemplary musical works and explain the characteristics that make each work exemplary.

## 4.0 AESTHETIC VALUING

### Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music, aesthetic qualities, and human responses.

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#### *Analyze and Critically Assess*

- 4.1 Use criteria to evaluate the quality and effectiveness of musical performances and compositions.
- 4.2 Apply criteria appropriate for the style or genre of music to evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations by oneself and others.

#### *Derive Meaning*

- 4.3 Compare and contrast the differences between one performance of a specific musical work and another performance of the same work.

## 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

### Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

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#### *Connections and Applications*

- 5.1 Identify similarities and differences in the meanings of common terms used in various arts and other subject areas.
- 5.2 Identify and describe how music functions in the media and entertainment industries.

#### *Careers and Career-Related Skills*

- 5.3 Identify various careers for musicians in the entertainment industry.