

MMS 7th Grade General Music Curriculum

CONCEPT	BENCHMARK	ASSESSMENT	SOUTH DAKOTA STANDARDS	NATIONAL STANDARDS
Music Review	<i>I will be able to identify music terminology and skills learned in previous grades.</i>	Music Review Quiz	3.1.A ~ read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures	5a. Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla
			3.1.C ~ read standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression	5c. Students identify and define standard notation symbols for pitch, rhythm,
			3.1.D ~ use standard notation to record their musical ideas and the musical ideas of others	5d. Students use standard notation to record their musical ideas and the musical
			4.1.A ~ describe specific music events in a given aural example, using appropriate terminology	6a. Students describe specific music events in a given aural example, using appropriate
			4.1.B ~ analyze the uses of elements of music in aural examples representing diverse genres and cultures	6b. Students analyze the uses of elements of music in aural examples representing diverse
			4.1.C ~ Demonstrate understanding of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music	6c. Students demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their
Listening Journal	<i>I will be able to describe the music using instrumentation, vocalization, form, tempo, dynamics and style.</i>	Listening Journal Worksheet	4.2.A ~ develop criteria including the basic elements of music for evaluating the quality and effectiveness of music	7a. Students develop criteria for evaluating the quality and effectiveness of music
	<i>I will be able to identify the style of music I have listened to.</i>		5.2.A ~ describe distinguishing characteristics of representative music genres and styles from a variety of cultures and ethnic groups	9a. Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures

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	<i>I will be able to express and explain my opinion of the music based on the musical qualities of the piece.</i>		<i>5.2.B ~ classify a variety of musical works by genre, style, and culture and explain the characteristics that cause each work to be considered exemplary</i>	<i>9b. Students classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary</i>
			<i>5.2.C ~ compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed</i>	<i>9c. Students compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed</i>
Performance Time	<i>I will be able to describe the music using instrumentation, vocalization, form, tempo, dynamics and style.</i>	Classroom Discussion	<i>1.1.A ~ sing with good vocal technique, pitch and rhythmic accuracy, and expression throughout their singing ranges</i>	<i>1a. Students sing accurately and with good vocal breath control throughout their singing ranges, alone and in small and large ensembles</i>
	<i>I will be able to express and explain my opinion of the music based on the musical qualities of the piece.</i>		<i>1.1.B ~ sing with expression and technical accuracy a repertoire of both read and memorized, age-appropriate vocal literature, which includes changes in tempo, key and meter</i>	<i>1b. Students sing with expression and technical accuracy a repertoire of vocal literature with a difficulty of 2, on a scale of 1 to 6, including some songs performed from memory</i>

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	<i>I will be able to demonstrate proper concert etiquette when listening to the music.</i>		<i>1.1.C ~ sing music representing diverse genres and cultures, with expression appropriate for the work being performed</i>	<i>1c. Students sing music representing diverse genres and cultures, with expression appropriate for the work being performed</i>
	<i>I will be able to identify the style of music I have listened to.</i>		<i>1.1.E ~ sing with expression and technical accuracy a varied repertoire of vocal literature, which includes moderate technical demands, ranges, and varied interpretive requirements, including some songs performed from memory</i>	<i>1b. Students sing with expression and technical accuracy a repertoire of vocal literature with a difficulty of 2, on a scale of 1 to 6, including some songs performed from memory</i>
	<i>I will be able to perform a musical piece for the class using proper concert etiquette.</i>		<i>1.2.A ~ perform on at least one instrument accurately and independently with proper instrumental technique.</i>	<i>2a. Student perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control</i>
			<i>1.2.B ~ perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument, a developmentally appropriate repertoire of instrumental literature</i>	<i>2b. Students perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6</i>

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			<i>1.2.C ~ perform music representing diverse genres and cultures, with expression appropriate for the work being performed</i>	<i>2c. Students perform music representing diverse genres and cultures, with expression appropriate for the work being performed</i>
			<i>1.2.D ~ perform with expression and technical accuracy a varied repertoire of instrumental literature, which includes moderate technical demands, ranges, and varied interpretive requirements</i>	<i>2e. Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory</i>
			<i>4.2.A ~ develop criteria including the basic elements of music for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing</i>	<i>7a. Students develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing</i>
			<i>4.2.B ~ evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement</i>	<i>7b. Students evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement</i>

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			<i>5.2.B ~ classify a variety of musical works by genre, style, and culture and explain the characteristics that cause each work to be considered exemplary</i>	<i>9b. Students classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary</i>
Notation	<i>I will be able to identify notes on the treble clef.</i>	Note names worksheets.	<i>3.1.C ~ read standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression</i>	<i>5c. Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression</i>
	<i>I will be able to identify notes on the bass clef.</i>			
Rhythm	<i>I can clap and perform on an instrument a rhythm using a variety of notes and rests in common time.</i>	Rhythm Performance	<i>1.2.A ~ perform on at least one instrument accurately and independently with proper instrumental technique.</i>	<i>2a. Student perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control</i>

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	<i>I can identify notes and rests by name and counting value.</i>	<i>Writing Rhythm Worksheet</i>	<i>2.2.B ~ compose or arrange simple pieces for voices or instruments using a variety of sound sources</i>	<i>4a. Students compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance</i>
	<i>I can write and perform four measures of rhythm in common time signature.</i>		<i>3.1.A ~ read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures</i>	<i>5a. Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures</i>
	<i>I can write four measures of rhythm in common time signature.</i>		<i>3.1.C ~ read standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression</i>	<i>5c. Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression</i>
Melodies	<i>I will be able to define a melody and its characteristics.</i>	<i>Melodies Worksheet</i>	<i>1.2.A ~ perform on at least one instrument accurately and independently with proper instrumental technique.</i>	<i>2a. Student perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control</i>

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	<i>I will be able to identify half steps and whole steps.</i>	<i>Major Scale Performance</i>	<i>2.1.B ~ improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys</i>	<i>3b. Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in</i>
	<i>I will be able to build and play a major scale.</i>		<i>2.1.C ~ improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality</i>	<i>3c. Students improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality</i>
	<i>I will be able to explain how a sharp, flat and natural changes a note.</i>		<i>2.2.A ~ compose short pieces which demonstrate the elements of unity and variety, tension and release, and balance</i>	<i>4a. Students compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance</i>
	<i>I will be able to compose a melody using simple guidelines.</i>		<i>3.1.B ~ read at sight simple melodies in treble and/or bass clefs</i>	<i>5b. Students read at sight simple melodies in treble and bass clefs</i>
			<i>3.1.C ~ read standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression</i>	<i>5c. Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression</i>
			<i>3.1.D ~ use standard notation to record their musical ideas and the musical ideas of others</i>	<i>5d. Students use standard notation to record their musical ideas and the musical ideas of others</i>

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Harmony	<i>I will be able to explain why the I, IV, and V7 chords harmonize major melodies.</i>	Harmony Worksheets	2.1.A ~ improvise simple harmonic accompaniments	3a. Students improvise simple harmonic accompaniments
	<i>I will be able to define harmony.</i>		2.1.C ~ improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality	3c. Students improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality
	<i>I will be able to define intervals and major and minor chords.</i>		3.1.C ~ read standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression	5c. Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
	<i>I will be able to write I, IV and V7 chords to harmonize a melody.</i>		3.1.D ~ use standard notation to record their musical ideas and the musical ideas of others	5d. Students use standard notation to record their musical ideas and the musical ideas of others
Guitar Parts	<i>I will be able to identify the parts of the guitar.</i>	Written Test	1.2.A ~ perform on at least one instrument accurately and independently with proper instrumental technique.	2a. Student perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control

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Guitar Performance	<i>I will be able to demonstrate how to hold and play the guitar properly.</i>	Playing Tests	1.1.A ~ sing with good vocal technique, pitch and rhythmic accuracy, and expression throughout their singing ranges	1a. Students sing accurately and with good vocal breath control throughout their singing ranges, alone and in small and large ensembles
	<i>I will be able to demonstrate various chords on the guitar including easy C, easy G7, C, G, D7, E, B7 and A.</i>		1.1.C ~ sing music representing diverse genres and cultures, with expression appropriate for the work being performed	1c. Students sing music representing diverse genres and cultures, with expression appropriate for the work being performed
	<i>I will be able to play the following songs: Three Blind Mice, Row Row Row Your Boat, Skip to My Lou, Rock a My Soul, Polly Wolly Doodle, Clementine, Zacchaeus, Skip to My Lou, This Land is Your Land and Happy Birthday.</i>		1.2.A ~ perform on at least one instrument accurately and independently with proper instrumental technique.	2a. Student perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control
	<i>I will be able to sing along while playing the guitar.</i>		1.2.B ~ perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument, a developmentally appropriate repertoire of instrumental literature	2b. Students perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6

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			<i>1.2.C ~ perform music representing diverse genres and cultures, with expression appropriate for the work being performed</i>	<i>2c. Students perform music representing diverse genres and cultures, with expression appropriate for the work being performed</i>
			<i>1.2.D ~ perform with expression and technical accuracy a varied repertoire of instrumental literature, which includes moderate technical demands, ranges, and varied interpretive requirements</i>	<i>2e. Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory</i>
			<i>3.1.A ~ read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures</i>	<i>5a. Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures</i>
			<i>3.1.B ~ read at sight simple melodies in treble and/or bass clefs</i>	<i>5b. Students read at sight simple melodies in treble and bass clefs</i>

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			<i>3.1.C ~ read standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression</i>	<i>5c. Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression</i>
			<i>4.1.C ~ Demonstrate understanding of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music</i>	<i>6c. Students demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music</i>
Classical Music History	<i>I will be able to identify a person from classical music history and explain their significance.</i>	Bibliography	<i>4.1.A ~ describe specific music events in a given aural example, using appropriate terminology</i>	<i>6a. Students describe specific music events in a given aural example, using appropriate terminology</i>
	<i>I will be able to identify the time period my person is from and how their music demonstrated music from that time.</i>	Note Cards	<i>4.1.B ~ analyze the uses of elements of music in aural examples representing diverse genres and cultures</i>	<i>6b. Students analyze the uses of elements of music in aural examples representing diverse genres and cultures</i>
	<i>I will be able to play a music sample and explain how it demonstrates the music style of this individual.</i>	Project - written, power point or poster	<i>5.1.B ~ describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music</i>	<i>8b. Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music</i>
	<i>I will be able to present my project to the class in a format that facilitates their learning on my person.</i>	Music Demonstration	<i>5.2.A ~ describe distinguishing characteristics of representative music genres and styles from a variety of cultures and ethnic groups</i>	<i>9a. Students describe distinguishing characteristics of representative music genres and styles from a variety of</i>

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	<i>I will be able to reference all information in my project in my bibliography.</i>	<i>Class Presentation</i>	<i>5.2.B ~ classify a variety of musical works by genre, style, and culture and explain the characteristics that cause each work to be considered exemplary</i>	<i>9b. Students classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary</i>
	<i>I will be able to support my project with all information present on notecards in note format and referenced to the bibliography source.</i>		<i>5.2.C ~ compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed</i>	<i>9c. Students compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed</i>
<i>Amadeus</i>	<i>I will be able to describe Mozart and Salieri's life as composers during their lifetime.</i>	<i>Amadeus Test</i>	<i>4.1.A ~ describe specific music events in a given aural example, using appropriate terminology</i>	<i>6a. Students describe specific music events in a given aural example, using appropriate terminology</i>
	<i>I will be able to describe what life was like during the classical period.</i>	<i>Notes taken during movie.</i>	<i>4.1.B ~ analyze the uses of elements of music in aural examples representing diverse genres and cultures</i>	<i>6b. Students analyze the uses of elements of music in aural examples representing diverse genres and cultures</i>

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	<p><i>I will be able to describe what role music served in the lives of people in the classical period.</i></p>		<p>4.2.A ~ develop criteria including the basic elements of music for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing</p>	<p>7a. Students develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing</p>
			<p>4.2.B ~ evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement</p>	<p>7b. Students evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement</p>
			<p>5.1.A ~ compare in two or more arts how the characteristic materials of each art can be used to transform similar events, scenes, emotions, or ideas into works of art</p>	<p>8a. Students compare in two or more arts how the characteristic materials of each art (that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art</p>

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			<i>5.2.A ~ describe distinguishing characteristics of representative music genres and styles from a variety of cultures and ethnic groups</i>	<i>9a. Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures</i>
Music Alive Magazine	<i>I will be able to identify current events in music from around the world.</i>	Classroom Discussion	<i>5.1.A ~ compare in two or more arts how the characteristic materials of each art can be used to transform similar events, scenes, emotions, or ideas into works of art</i>	<i>8a. Students compare in two or more arts how the characteristic materials of each art (that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art</i>
		Crossword Puzzle	<i>5.1.B ~ describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music</i>	<i>8b. Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music</i>
		Worksheet(s)	<i>5.2.A ~ describe distinguishing characteristics of representative music genres and styles from a variety of cultures and ethnic groups</i>	<i>9a. Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures</i>

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			<i>5.2.B ~ classify a variety of musical works by genre, style, and culture and explain the characteristics that cause each work to be considered exemplary</i>	<i>9b. Students classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary</i>
			<i>5.2.C ~ compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed</i>	<i>9c. Students compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed</i>