

Greensburg Community School Corporation
7th Grade Curriculum

General Music

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Greensburg Community schools
7th Grade General Music

Mission Statement

The mission of the Greensburg Community School Corporation is to provide and promote lifelong learning through its commitment to quality educational programs that prepare the students to be effective, successful, and responsible citizens. This is to be accomplished in a financially prudent manner.

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Narrative Description

Quality Music Education: A Description

Quality music education in the schools integrates fundamental musical activities and presents them in a sequential, pedagogically sound curriculum. As identified in the 1997 National Assessment for Educational Progress (NAEP) in music, the processes of creating, performing, and responding to music are interwoven throughout a balanced and complete music program. The first of these processes, **creating**, involves composing, arranging or improvising music. Through these activities students engage their aural skills and prior knowledge of music to create a personal and original musical idea. By including creative activities from the earliest grades onward, teachers enrich students' abilities to construct new ideas and find satisfying means of self-expression.

Since music is a form of communication, performing is a vital and natural aspect of music study. **Performing**, the second musical process identified, promotes a sense of personal accomplishment, shared goals, community, and the joy of experiencing a musical work from the unique perspective of performing it. **Responding** to music completes the trio of fundamental musical processes, and includes activities rich in mental, physical, and emotional complexity. As students learn to read and interpret musical symbols, they learn a new sign system and a different approach to the world around them. As they study the historical and cultural aspects of music, students discover that music is a universal human activity. And as music study is connected to other disciplines, students discover the ways that one subject area can reinforce and inform another. Finally, as students learn to evaluate musical works they learn to discriminate, think independently, and develop their own views of musical meaning and beauty.

The nine national standards for music education align closely with these processes. The musical process of creating is addressed in the national standards of improvising, composing, and arranging. Performing is described in the national standards of singing and playing an instrument. Responding to music is expressed through reading music, listening to and analyzing music, evaluating music, understanding music's historical or cultural context, and integrating musical studies with other subjects. These activities are thoroughly addressed in the national standards, and because they do, they merit adoption as the standards for musical excellence in Indiana.

Course Concepts and Generalizations
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- 1: Singing alone and with others
- 2: Playing an instrument alone and with others
- 3: Reading, notating, and interpreting music
- 4: Improvising melodies and accompaniments
- 5: Composing and arranging music within specified guidelines
- 6: Listening to, analyzing, and describing music
- 7: Understanding relationships between music, the other arts, and disciplines outside the arts
- 8: Understanding music in relation to history and culture
- 9: Evaluating music and music performances

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Units of Study

	UNITS/AREA OF STUDY	LENGTH OF TIME
1.	Intro to Music / Listening	2 1/2 Weeks
2.	Music Theory	2 1/2 Weeks
3.	Composition / Creativity	1 1/2 Weeks
4.	Instruments	1 1/2 Weeks
5.	Musical Theater	1 Weeks

Unit numbers correspond to the Unit numbers on the State Standard Chart.

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Unit Plan

1. Intro to Music / Listening

Individual Learner Objectives

1. The student will learn listening skills.
2. The student will demonstrate their listening skills.
3. The student will experience new styles of music.

Subject Outline

- I. Styles of Listening
 - a. Background
 - b. Enjoyment
 - c. Critically
- II. Critical Listening
 - a. Instruments
 - b. Genre
 - c. Tempo
 - d. Dynamics
 - e. Lyrics
 - f. Expression
 - g. Pitch
 - h. Form
 - i. Timbre

Modifications

Modifications of instructional content in this course may include, but are not limited to, the following:

- Modified pace
- Modified homework assignments
- Modified tests
- Use of Resource Staff
- Other modifications as specified in a student's IEP

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Unit Plan

2. Music Theory

Individual Learner Objectives

1. The student will continue learning traditional music notation.
2. The student will demonstrate their knowledge of traditional music notation.
3. The student will learn basic forms used in music.

Subject Outline

- I. Pitch Notation
 - a. The Staff
 - b. Note Placement
 - c. Stem Placement
- II. Rhythm Notation
 - a. Measures
 - b. Note Types / Values
 - c. Counting
 - d. Performing Rhythm
- III. Forms
 - a. ab
 - b. aba
 - c. Theme and Variation
 - d. Song form

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Unit Plan

3. Composition / Creativity

Individual Learner Objectives

1. The student will use their theory knowledge to compose / arrange music.
2. The student will tap into their creativity to aid in the composition / arranging.
3. The student will demonstrate their knowledge of music theory through their composing.

Subject Outline

- I. Arranging
 - a. Moving sections of music
 - b. Changing instruments used
 - c. Changing dynamic and tempo
- II. Composing
 - a. Creating a melody
 - i. Primary notes used
 - ii. Leading notes
 - b. Creating an accompaniment
 - i. Chords
 - ii. Counterpoint
 - c. Orchestrating

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Unit Plan

4. Instruments

Individual Learner Objectives

1. The student will learn about traditional orchestral instruments.
2. The student will demonstrate their knowledge of musical instruments.

Subject Outline

- I. Woodwinds
 - a. Flute
 - b. Oboe
 - c. Clarinet
 - d. Saxophones
 - e. Bassoon
- II. Brass
 - a. Trumpet
 - b. French Horn
 - c. Trombone
 - d. Tuba
- III. Strings
 - a. Violin
 - b. Viola
 - c. Cello
 - d. Bass
- IV. Percussion
 - a. Pitched percussion
 - b. Non-pitched percussion

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- Modified homework assignments

Modified tests

Use of Resource Staff

Other modifications as specified in a student's IEP

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Unit Plan

5. Musical Theater

Individual Learner Objectives

1. The student will learn about Musical Theater and its history.
2. The student will demonstrate their knowledge of Musical Theater.

Subject Outline

- I. Music Theater
 - a. Definitions
 - b. History
- II. Music Theater in student's lives
 - a. What have they seen
 - b. Where have they seen
- III. Music Theater Examples
 - a. West Side Story
 - b. Classic

Modifications

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- Modified pace
- Modified homework assignments
- Modified tests
- Use of Resource Staff
- Other modifications as specified in a student's IEP

Standard	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
7.1.1 Sing a given melody on pitch and in tempo, with attention to dynamic contrasts and phrasing that appropriately express the lyrics.	X	X			
7.1.2 Sing a given melody clearly, with sustained breath support, proper pronunciation, and while standing or sitting up straight.		X			
7.2.1 Play a given rhythmic or melodic pattern on an instrument.			X	X	
7.2.2 Play a melody while other students play an accompaniment.			X		
7.2.3 Play an accompaniment while others play a melody.			X		
7.3.1 Demonstrate the ability to read music notation either verbally or through performing.		X			
7.3.2 Use appropriate musical terminology when discussing music.	X	X	X	X	X
7.4.1 Create a harmonic accompaniment.			X		
7.4.2 Improvise a melody to go with a given rhythmic accompaniment.			X		
7.5.1 Compose a simple piece of music that is in 2/4 or 4/4 meter, and utilizes traditional or non-traditional notation.			X		
7.6.1 Identify the form of a musical example.	X				
7.6.3 Identify soprano, alto, tenor, or bass voices when hearing an example of music.	X				
7.6.4 Identify prominent rhythm patterns heard in a musical example.	X	X			
7.6.5 Identify and discuss the melodic features and the tonal aspects of a musical example.	X	X			
7.6.6 Utilize simple music terminology.	X	X	X	X	X
7.7.1 Explain the importance of group participation, perseverance, and commitment in musical and non-musical settings.					X
7.7.2 Describe how universal themes such as that of tragedy can be communicated in music, art, dance, or theatre.					X
7.7.3 Describe the similarities between other subject areas and the arts.					X
7.8.1 Name the composer and the historical era of a familiar musical example.					X
7.8.2 Identify the role and importance of music in daily life.	X				
7.8.3 Compare and contrast the uses of music and musicians in world cultures.	X				
7.9.1 Develop a classroom evaluation tool to be used when evaluating musical performances.	X				
7.9.2 Evaluate the quality of musical works and performances.	X				X
7.9.3 As part of a class project, keep a journal of personal responses to musical works.	X				X