

General Music - 7th grade State Standards

Prior/New Learning to meet each standard

Artistic Process - Creating

Anchor Standard #1 - Generate and conceptualize artistic ideas and work

MU.CR.1.7a

a. Improvise rhythmic, melodic, and harmonic phrases within a specified form (e.g. AB, ABA, rondo, theme and variations, etc).

1. Review the different music forms.
2. Learn sharps and flats.
3. Learn the different key signatures.
4. Learn about time signatures with 8 and 2 as the bottom number.
5. Improvise a harmony part vocally to pieces in different forms.
6. Improvise a melody or descant part to a performance piece.

MU.CR.1.7b

b. Generate coherent musical ideas (e.g. rhythms, melodies, and accompaniment patterns) within related tonalities, meters, and simple chord changes within a specified form.

1. Review basic chord accompaniment patterns.
2. Teach syllabication and basic lyric writing.
3. Write the lyrics for the song.
4. Write a piece of music in their chose form using chords to start and creating a melody on top using the lyrics as a guide for melodic and rhythmic choices.
5. Use chord accompaniments patterns a majority of the time.

Anchor Standard #2 - Organize and develop artistic ideas and work

MU.CR.2.7a

a. Demonstrate and document selected and developed ideas for improvisations, arrangements, or compositions (e.g. with unity and variety).

1. Share their improvisation with a small group OR whole group after practicing and perfecting it.
2. Notate their improvisation after performing it.
3. Review the IV and vii(7) chords.
4. Make an arrangement of a simple melody for 2 or more instruments using I, IV, V, V7 and vii(7) chords in a key other than C major.

MU.CR.2.7b								
b. Use notation to document personal or collective rhythmic phrases, melodic phrases, and harmonic sequences.	<ol style="list-style-type: none"> 1. Transcribe chord patterns using I, IV, V, V7, vii(7) chords. 2. Transcribe 5-6 measure rhythmic melodies. 3. Transcribe simple chord based short harmonies. 4. Write their own piece of music with a melody, harmony, and chord accompaniment part. 							
Anchor Standard #3 - Refine and complete artistic work								
MU.CR.3.7a								
a. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).	<ol style="list-style-type: none"> 1. Take the rough draft of their form piece and self-evaluate using the rubric. Make revisions and explain in a paragraph why they changed what they did. 2. Repeat the process using teacher and then peer provided feedback. 							
MU.CR.3.7b								
b. Present the final version of their documented personally or collectively created music to others and explain their creative process and intent.	<ol style="list-style-type: none"> 1. Introduce their piece and discuss the creative process and changes that they made (process statement). Read their composer statement. 2. Present/perform their final version of their composition. 							
Artistic Process - Performing								
Anchor Standard #4 - Select, analyze, and interpret artistic work for performance								
MU.PR.4.7a								
a. Select music to perform using teacher-provided criteria and explain reasons for choices.	<ol style="list-style-type: none"> 1. Have students go through the books to select a piece of music that highlights a concept or concepts covered for the year. 2. Have students provide a rationale for their selection. 							
MU.PR.4.7b								
b. Demonstrate understanding of the form in music selected for performance.	<ol style="list-style-type: none"> 1. Label the form in all performance pieces. 2. Have students signal where we are in the form during rehearsals. 							
MU.PR.4.7c								

c. Read and perform using notation (e.g. syncopation).	<ol style="list-style-type: none"> 1. Review basic rhythms, eighth notes, and 16th notes. Review treble and bass clef pitch reading 2. Review all chords from previous grade levels. 3. Use a variety of key signatures and time signatures. 4. Notate and perform music using these elements.
MU.PR.4.7d	
d. Explain how interpretation is connected to expressive intent in various musics.	1. Listen to live performances of singers and discuss why they make choices of how they perform based on the music and lyrics.
Anchor Standard #5 - Develop and refine artistic work for presentation	
MU.PR.5.7a	
a. Apply collaboratively-developed criteria and feedback to evaluate personal and ensemble performance.	<ol style="list-style-type: none"> 1. Have students create criteria to evaluate the school concert. 2. Have students evaluate their performance and the whole groups' performance after the whole school concert.
MU.PR.5.7b	
b. With an appropriate level of independence rehearse to refine technique, expression, and identified performance challenges.	1. Have students identify sections of the concert music to practice individually then find a partner and work together to refine that.
Anchor Standard #6 - Convey meaning through the presentation of artistic work	
MU.PR.6.7a	
a. Perform music with appropriate expression, technique, and interpretation.	<ol style="list-style-type: none"> 1. Perform school concert and class music following all tempo, dynamic, articulation and phrasing markings. 2. Discuss the mood and style considerations of what students perform and how to communicate that musically.
MU.PR.6.7b	
b. Demonstrate performance and audience decorum appropriate for the occasion.	<ol style="list-style-type: none"> 1. Perform in the school concert and class appropriately. 2. Discuss and demonstrate appropriate audience participation in the school concert. Have classroom teachers evaluate this at the school concert.
Artistic Process - Responding	

<p>a. Identify examples of how music helps to create a sense of identity, community, and solidarity.</p>	<ol style="list-style-type: none"> 1. Have students give an example of a song that explains who they are and why. 2. Discuss examples of music that bring people together in community through history.
<p>MU.CN.10.7b</p>	
<p>b. Reflect on and discuss the roles and impact various musics plays in one's life and the lives of others.</p>	<ol style="list-style-type: none"> 1. Have students discuss their favorite music, must they connect with a happy/sad event, music that makes them think of someone else, etc. and explain why. 2. On the home interview ask questions about why those songs matter to their families. 3. Have students write a reflection on this experience and what they learned through it.
<p>Anchor Standard #11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p>	
<p>MU.CN.11.7a</p>	
<p>a. Synthesize relationships between musics and other content areas (e.g. dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).</p>	<ol style="list-style-type: none"> 1. Have students explain how music can connect to other subject areas and present this to the class with specific examples.
<p>MU.CN.11.7b</p>	
<p>b. Identify and explain how context (e.g. social, cultural, and historical) can inform a performance.</p>	<ol style="list-style-type: none"> 1. Read about the culture, history, society and composer of pieces. 2. Students explain which elements and how these elements effect the way music is performed.