

**DIOCESE OF HARRISBURG
MUSIC CURRICULUM
GRADE 7**

Anchor: The student will sing/play an instrument using a varied repertoire of music.

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
<p>M.1.1. Sing and/or play a musical instrument accurately with correct fundamentals and techniques as developmentally appropriate.</p> <p>M.1.2. Sing and/or play music of varied genres and styles with appropriate expression, interpretation, and phrasing.</p> <p>M.1.3. Perform music at appropriate levels of difficulty (such as prescribed by the Pennsylvania Music Educators Association [PMEA], and Music Educators National Conference [MENC] in formal and/or informal concerts).</p>	<p>The student will: sing and/or play a musical instrument accurately using correct posture, breathing, diction with vowel sounds, consonants, blend, tone quality, range, style, and phrasing.</p> <p>sing and play music of varied genres and styles with appropriate expression, interpretation, and phrasing, emphasizing correct posture, breathing, diction with vowel sounds, consonants, blend, tone quality, range, and style.</p> <p>perform music after intensive rehearsal and understanding/identifying note rhythms, pitches, and formal structures.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Students perform music demonstrating correct posture, breathing procedures, primary vowel sounds (ah, ay, ee, oh, oo) beginning and ending of consonants, unison blend, correct pronunciation of words or embouchure, tone quality, vocal range dynamics, legato style, and correct phrasing. <input type="checkbox"/> Students read and play a rhythmic accompaniment with accents along with a recording. <input type="checkbox"/> Students perform and listen to varied style and genres of music. <input type="checkbox"/> Student will perform music by <ul style="list-style-type: none"> ◆ Reading through a piece of music ◆ Emphasizing Form sections ◆ Identifying repetition with imitation ◆ Rehearsing repeatedly and intensively with a teacher 	

Permission granted by Arkansas Department of Education to use Arkansas Music Framework.

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Anchor: The student will create, compose, arrange, and improvise music as developmentally appropriate.

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
<p>M.2.1. Improvise simple melodies and/or accompaniments and compose short pieces within specified guidelines.</p> <p>M.2.2. Create and arrange rhythmic and melodic phrases.</p> <p>M.2.3. Explore the role of technology in the creation/composition of music.</p>	<p>The student will: improvise simple melodies and/or accompaniments and compose short pieces using simple melodies and accompaniments in duple and triple meter with a minimum of eight measures and with various time signatures.</p> <p>create and arrange rhythmic and melodic phrases using common rhythms, syncopation, and phrasing.</p> <p>explore technology in the creation/composition of music by using a synthesizer or electronic keyboard.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The Student will learn simple melodies and/or accompaniments. <input type="checkbox"/> Be introduced to and understand duple and triple meter and any additional music element necessary to create/improvise original simple melodies. <input type="checkbox"/> Improvise a minimum of 8 measures in a time signature the students have been exposed to or taught. <input type="checkbox"/> Students learn common rhythms and syncopation as well as phrasing. <input type="checkbox"/> Have students model a demonstration and create/arrange an original rhythmic/melodic phrase. <input type="checkbox"/> Students and teacher discuss how the role/use of the synthesizer and other electronic keyboards have changed American popular music since the 1980's. <input type="checkbox"/> Students learn to use/sing with microphones. 	

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Anchor: The student will read and notate music.

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
<p>M.3.1. Read and notate simple and compound meters, rhythm, pitch, and dynamics using standard symbols and terminology.</p> <p>M.3.2. Use technology, when applicable, to develop reading and notating skills.</p> <p>M.3.3. Sight-read music in treble and/or other clefs in various keys and meters within specified guidelines.</p>	<p>The student will: read and notate on staff paper, treble clef melodic phrases in major keys.</p> <p>read and write ascending and descending scales.</p> <p>use music software to develop more complex reading and notating skills.</p> <p>sight-read music in treble and/or other clefs in various keys and meters by assigning pitch numbers or syllables to music and continuing to learn and review rhythms and note values.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Students notate on staff paper in treble clef various melodic phrases in major and minor keys. <input type="checkbox"/> Students snap, pat, or clap a steady beat while recognizing proper locations of “accents.” <input type="checkbox"/> Have students learn proper music terms and symbols that are recognized in rhythmic music. <input type="checkbox"/> Have students understand that Italian is the universal language for music. <input type="checkbox"/> Students recall notes with acronyms such as F-A-C-E. <input type="checkbox"/> Students use music software to notate music phrases with various rhythms. <input type="checkbox"/> Introduce MIDI if available. <input type="checkbox"/> Students will <ul style="list-style-type: none"> ◆ Learn the tone ladder (major scale). ◆ Develop pitch memory. ◆ Assign pitch numbers or syllables to music. ◆ Learn/review note values. ◆ Perform several sight-reading exercises on a regular basis. 	

**DIOCESE OF HARRISBURG
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Anchor: The student will listen to, analyze, describe, and evaluate music and musical performances.

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
<p>M.4.1. Evaluate performance through critical listening for the purpose of self-correction.</p> <p>M.4.2. Evaluate the elements and components of a musical composition using appropriate terminology (e.g., instrumental and vocal timbres, forms, textures, etc.).</p> <p>M.4.3. Compare and contrast two or more styles of music.</p>	<p>The student will: evaluate performance through critical listening for the purpose of self-correction to improve performance.</p> <p>evaluate a musical composition using explanations of timbre, form and texture.</p> <p>listen to, recognize, and compare various styles of music.</p>	<p><input type="checkbox"/> Students will critique a recorded rehearsal/performance and offer suggestions concerning how it (the rehearsal/performance) could be better/improved.</p> <p><input type="checkbox"/> Students add to a journal after listening to music composition (recorded or live) written explanations of timbre, form, and texture.</p> <p><input type="checkbox"/> Students will</p> <ul style="list-style-type: none"> ◆ Recognize styles of music. ◆ Discuss pictures of people moving to music. ◆ Listen to various styles of music. ◆ Use a Venn diagram or other graphic organizer to help organize thoughts about similarities and differences. 	

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Anchor: The student will listen to, analyze, describe, and evaluate music and musical performances. (continued)

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
<p>M.4.4. Respond to a musical performance as an informed, actively involved listener in a variety of settings.</p> <p>M.4.5. Utilize technology to listen to, analyze, describe, and evaluate music and musical performances.</p>	<p>The student will: respond to choral and instrumental musical performance and be able to discuss audience rapport, leading voices or instruments, combinations of parts, and dynamic levels.</p> <p>use computer technology and electronic instruments to listen to, analyze, describe, and evaluate music and musical performances.</p>	<p><input type="checkbox"/> Students listen to choral and instrumental (band, orchestra) performances and discuss proper audience rapport.</p> <p><input type="checkbox"/> Students</p> <ul style="list-style-type: none"> ◆ Identify and name the lead voice/instrument in a performance. ◆ Notice combination of voices/instruments. ◆ Notice dynamic levels. ◆ Notice meters. ◆ Identify the various sections. ◆ Listen for changing voices/instruments. <p><input type="checkbox"/> Use computer software and electronic instruments to perform and listen to music.</p> <p><input type="checkbox"/> Use the MIDI component if available.</p>	

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Anchor: The student will relate music to diverse cultures, society, history, and other arts and disciplines.

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
<p>M.5.1. Identify commonalities between music and the other fine arts (e.g., rhythm/movement, timbre/color, etc.).</p> <p>M.5.2. Recognize that musical development is a continuum influenced by historical and technological events.</p> <p>M.5.3. Recognize that events in society and music are interrelated.</p> <p>M.5.4. Demonstrate ways music and other disciplines are integrated.</p> <p>M.5.5. Incorporate technology to distinguish ways in which music relates to diverse cultures, societies, historical events, and the other arts and disciplines.</p> <p>M.5.6. Sacred Songs Liturgy/Mass</p>	<p>The student will: understand how rhythm affects movement and how music and art influence one another.</p> <p>recognize how music reflects and has reflected the social and historical events of an era.</p> <p>recognize that events in society and music are interrelated.</p> <p>demonstrate ways music and other disciplines are integrated by researching historical timelines.</p> <p>recognize ways in which music correlates to math and science.</p> <p>incorporate computer software and audio/visual technology to distinguish ways in which music relates to diverse cultures, societies, historical events, and the other arts and disciplines.</p> <p>sing these songs as appropriate to church service.</p>	<p><input type="checkbox"/> Introduce how rhythms affect movements.</p> <p><input type="checkbox"/> Show videos/other media that connect the arts/music.</p> <p><input type="checkbox"/> Use a musical timeline to show how music reflects/reflected the events of an era.</p> <p><input type="checkbox"/> Use a time capsule, etc.</p> <p><input type="checkbox"/> Use a music timeline to show how society and music are interrelated.</p> <p><input type="checkbox"/> Students compare music to science acoustics and math by constructing a flute(s) to check for tonal sound, length, and pitches.</p> <p><input type="checkbox"/> Utilize Curriculum Connection sections if available—if not available, research history behind song/music or utilize timelines or time capsules.</p> <p><input type="checkbox"/> Students use technology to research music of other cultures and societies.</p>	