

## 2021-2022-Seventh Grade-Vocal Music-Quarter 1

### Big Ideas/Key Concepts:

Exploration of Music Concepts

### Enduring Understandings:

Performers make musical decisions based on their understanding of music concepts.

### Essential Question:

How do performers use music concepts to develop musicianship?

Standards	Student Friendly “I Can” Statements	Repertoire, Rhythm/Meter, Tessitura, Vocabulary
<p style="text-align: center;"><b>Perform</b></p> <p><b>7.VM.P2.A</b> Demonstrate the ability to read and notate music individually and/or in ensemble settings.</p> <p><b>7.VM.P2.B</b> Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of : Posture, Breath Management, Tone Production with freedom, Resonance, control, and energy, Pitch matching, accuracy, and intonation, Balance of blend, Sense of ensemble.</p> <p><b>7.VM.P2.C</b> Demonstrate technical accuracy through appropriate use of: Tonal center/key relations, Scale Construction, Rhythm Work including pulse, steady beat,</p>	<p style="text-align: center;"><b>Perform</b></p> <p>I can read and notate intermediate rhythms and pitches.</p> <p>I can apply solfege to melodic phrases.</p> <p>I can perform with appropriate posture, breath management, and voice control.</p> <p>I can perform with accurate pitches and rhythms and correct intonation.</p> <p>I can produce an age appropriate tone.</p> <p>I can identify the tonal center of a musical example.</p>	<p><b>Repertoire:</b> Two-, Three-Part Literature in Major/Minor Keys; Grade 2 (easy; may include changes of tempo, key, and meter; modest ranges)</p> <p><b>Rhythm/Meter:</b> Can include combinations of Whole, Half, Quarter, Eighth, Sixteenth, Ties, Dots, Syncopation, 2/4, 3/4, 4/4, 6/8</p> <p><b>Tessitura:</b> Unchanged voices still are present; even though the voice may sound more like an unchanged voice, the lower tones will begin to be stronger; <a href="#">Selecting Age Appropriate Choral Music</a></p>

Standards	Student Friendly “I Can” Statements	Repertoire, Rhythm/Meter, Tessitura, Vocabulary
<p>note, and rest values, Range Development, Diction, pronunciation, and vowel formation, Expressive elements including dynamics, phrasing, and stylistic characteristics.</p> <p><b>7.VM.P3.A</b> Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p> <p style="text-align: center;"><b>Create</b></p> <p><b>7.VM.Cr1.A</b> Compose and improvise melodic and rhythmic ideas or motives that reflect characteristics of music or text studied in rehearsal.</p> <p style="text-align: center;"><b>Respond</b></p> <p><b>7.VM.R1.B</b> Through written and aural examples, analyze how context and musical elements inform student response to music.</p> <p style="text-align: center;"><b>Connect</b></p> <p><b>7.VM.Cn2.A</b> Demonstrate understanding of relationships between music and other disciplines, history, varied contexts, and daily life.</p>	<p>I can identify the key signature of a musical example.</p> <p>I can sing a major/minor scale using solfege.</p> <p>I can perform with rhythmic accuracy while keeping a steady beat.</p> <p>I can sing with pure vowels and articulated consonants.</p> <p>I can read and notate intermediate rhythmic patterns with non-standard notation.</p> <p>I can sing an assigned vocal part with accuracy and musical expression.</p> <p style="text-align: center;"><b>Create</b></p> <p>I can describe the characteristics of the music I am rehearsing.</p> <p>I can use my voice or body to create musical ideas like the music I am rehearsing.</p> <p style="text-align: center;"><b>Respond</b></p> <p>I can analyze how musical elements impact a person’s response to music (for example, rhythm, dynamics, melody, etc.).</p> <p style="text-align: center;"><b>Connect</b></p>	

<b>Standards</b>	<b>Student Friendly "I Can" Statements</b>	<b>Repertoire, Rhythm/Meter, Tessitura, Vocabulary</b>
	I can relate the music I am learning to my daily life.	

## 2019-2020, Seventh Grade, Vocal Music, Quarter 2

### Big Ideas/Key Concepts:

Development and Refinement of Musical Concepts and Artistic Techniques

### Enduring Understandings:

Performers express musical ideas, analyze, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate content.

### Essential Question:

How do musicians improve the quality of their performance?

Standards	Student Friendly “I Can” Statements	Repertoire, Rhythm/Meter, Tessitura, Vocabulary
<p style="text-align: center;"><b>Perform</b></p> <p><b>7.VM.P1.A</b> Select a varied repertoire to study, based on music reading skills and an understanding of the structure, context, and technical skill of the individual or the ensemble.</p> <p><b>7.VM.P1.B</b> Use music reading skills to demonstrate how compositional devices and theoretical and structural characteristics in musical works inform prepared and/or improvised performances.</p> <p><b>7.VM.P1.C</b> Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.</p>	<p style="text-align: center;"><b>Perform</b></p> <p>I can choose, with guidance from my teacher, appropriate musical examples to perform in a variety of settings.</p> <p>I can identify markings related to form and structure in musical examples.</p> <p>I can identify expressive markings and apply them to my performance.</p> <p>I can read and notate intermediate rhythms and pitches.</p> <p>I can sight-read intermediate musical examples, alone and with others, using solfege.</p>	<p><b>Repertoire:</b> Two-, Three-Part Literature in Major/Minor Keys; Grade 2</p> <p><b>Rhythm/Meter:</b> Can include combinations of Whole, Half, Quarter, Eighth, Sixteenth, Ties, Dots, Syncopation, 2/4, 3/4, 4/4, 6/8</p> <p><b>Tessitura:</b> Unchanged voices still are present; even though the voice may sound more like an unchanged voice, the lower tones will begin to be stronger; <a href="#">Selecting Age Appropriate Choral Music</a></p> <p><b>Vocabulary:</b> Choral terms</p>

Standards	Student Friendly “I Can” Statements	Repertoire, Rhythm/Meter, Tessitura, Vocabulary
<p><b>7.VM.P2.A</b> Demonstrate the ability to read and notate music individually and/or in ensemble settings.</p> <p><b>7.VM.P2.B</b> Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of : Posture, Breath Management, Tone Production with freedom, Resonance, control, and energy, Pitch matching, accuracy, and intonation, Balance of blend, Sense of ensemble.</p> <p><b>7.VM.P3.C</b> Demonstrate performance decorum (such as stage presence, facial expression, memorization, and appropriate artistic delivery) and audience etiquette appropriate for venue and purpose.</p> <p style="text-align: center;"><b>Create</b></p> <p><b>7.VM.CR1.A</b> Compose and improvise melodic and rhythmic ideas or motives that reflect characteristics of music or text studied in rehearsal.</p> <p><b>7.VM.Cr2.A</b> Select, draft, and develop melodic and rhythmic ideas or motives that demonstrate understanding of characteristics of music or text studied in rehearsal.</p>	<p>I can demonstrate proper vocal care.</p> <p>I can demonstrate age-appropriate tone, range and technique.</p> <p>I can perform a variety of musical styles as an individual and with an ensemble.</p> <p>I can perform with balance and blend within an ensemble.</p> <p>I can demonstrate appropriate performance etiquette.</p> <p>I can demonstrate appropriate audience etiquette.</p> <p style="text-align: center;"><b>Create</b></p> <p>I can compose or improvise ideas for rhythms that reflect the characteristics of my music.</p> <p>I can develop rhythmic ideas that demonstrate the characteristics of my music.</p> <p>I can document my rhythmic ideas.</p> <p>I can evaluate and improve an original musical example based on criteria given by the teacher.</p>	

Standards	Student Friendly “I Can” Statements	Repertoire, Rhythm/Meter, Tessitura, Vocabulary
<p><b>7.VM.Cr2.B</b> Document compositions and/or improvisations through notation and/or recording.</p> <p><b>7.VM.Cr3.A</b> Evaluate and refine compositions and/or improvisations based on teacher-provided criteria.</p> <p style="text-align: center;"><b>Respond</b></p> <p><b>7.VM.R1.B</b> Through written and aural examples, analyze how context and musical elements inform student response to music.</p> <p style="text-align: center;"><b>Connect</b></p> <p><b>7.VM.Cn2.A</b> Demonstrate understanding of relationships between music and other disciplines, history, varied contexts, and daily life.</p>	<p style="text-align: center;"><b>Respond</b></p> <p>I can demonstrate how musical elements impact a person’s response to music (for example, rhythm, dynamics, melody, etc.).</p> <p style="text-align: center;"><b>Connect</b></p> <p>I can discuss the relationship between music and other arts.</p> <p>I can analyze how music is impacted by the historical time period in which it was written.</p>	

## 2019-2020, Seventh Grade, Vocal Music, Quarter 3

### Big Ideas/Key Concepts:

Refine and complete artistic works by interpreting intent and meaning.

### Enduring Understandings:

Through their use of elements and structures of music, creators and performers demonstrate their expressive intent.

### Essential Question:

How do performers and audiences discern expressive content, and how to do evaluate performances?

Standards	Student Friendly “I Can” Statements	Repertoire, Rhythm/Meter, Tessitura, Vocabulary
<p style="text-align: center;"><b>Perform</b></p> <p><b>7.VM.P1.A</b> Select varied repertoire to study, based on music reading skills and an understanding of the structure, context, and technical skill of the individual or the ensemble.</p> <p><b>7.VM.P1.B</b> Use music reading skills to demonstrate how knowledge of compositional devices in musical works informs prepared and/or improvised performances.</p> <p><b>7.VM.P1.C</b> Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and/or improvised performances.</p>	<p style="text-align: center;"><b>Perform</b></p> <p>I can choose appropriate musical examples to perform in a variety of settings (e.g. warm-ups, in-class performances, etc.).</p> <p>I can demonstrate, through performance, how musical techniques and markings impact my performance.</p> <p>I can identify expressive markings and apply them to my performance.</p> <p>I can read and notate beginning music.</p> <p>I can sight-read basic rhythm and pitches using solfege.</p>	<p><b>Repertoire:</b> Two-, Three-Part Literature in Major/Minor Keys; Grade 2</p> <p><b>Rhythm/Meter:</b> Can include combinations of Whole, Half, Quarter, Eighth, Ties, Dots, 2/4, 3/4, 4/4,</p> <p><b>Tessitura:</b> Unchanged voices still are present; even though the voice may sound more like an unchanged voice, the lower tones will begin to be stronger; <a href="#">Selecting Age Appropriate Choral Music</a></p>

Standards	Student Friendly “I Can” Statements	Repertoire, Rhythm/Meter, Tessitura, Vocabulary
<p><b>6.VM.P2.A</b> Demonstrate the ability to read and notate music individually and/or in ensemble settings.</p> <p><b>7.VM.P2.D</b> Use self-reflection and peer feedback to refine individual and ensemble performance of a varied repertoire of music.</p> <p><b>7.VM.P3.B</b> Perform music with technical accuracy to demonstrate the creators intent.</p> <p style="text-align: center;"><b>Create</b></p> <p><b>7.VM.Cr2.A</b> Select, draft, and develop melodic and rhythmic ideas or motives that demonstrate understanding of characteristics of music or text studied in rehearsal.</p> <p><b>7.VM.Cr3.A</b> Evaluate and refine compositions and/or improvisations based on teacher-provided criteria.</p> <p><b>7.VM.Cr3.A</b> Present finalized composition and/or improvisation individually or as an ensemble.</p> <p style="text-align: center;"><b>Respond</b></p> <p><b>7.VM.R1.A</b> Identify and justify reasons for selecting music based on characteristics found in music, context, and student interest.</p> <p><b>7.VM.R1.B</b> Through written and aural examples, analyze how context and musical elements inform student response to music.</p>	<p>I can apply self- or peer-evaluation to improve my performance.</p> <p>I can apply appropriate technique, tone and music devices to convey the meaning of a piece of music.</p> <p style="text-align: center;"><b>Create</b></p> <p>I can develop melodic ideas that demonstrate the characteristics of my music.</p> <p>I can evaluate and improve an original musical example based on criteria given by the teacher.</p> <p>I can present an original musical example.</p> <p style="text-align: center;"><b>Respond</b></p> <p>I can explain my personal interests in music.</p> <p>I can justify the selection of a piece of music for a performance based on the musical characteristics and/or context (when/where it was written or intended to be performed).</p> <p>I can demonstrate how context impacts a person’s response to music (for example, performance space, culture, historical time periods, personal knowledge of music, etc.).</p>	



Standards	Student Friendly "I Can" Statements	Repertoire, Rhythm/Meter, Tessitura, Vocabulary
<p><b>7.VM.R2.A</b> Interpret and describe the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, historical significance, and the setting of the text.</p> <p style="text-align: center;"><b>Connect</b></p> <p><b>7.VM.Cn2.A</b> Demonstrate understanding of relationships between music and other disciplines, history, varied contexts, and daily life.</p>	<p>I can interpret how a musical creator expresses an idea through an original musical work.</p> <p>I can support my interpretation of how a musical creator expresses an idea through musical elements, context, historical significance, and text.</p> <p style="text-align: center;"><b>Connect</b></p> <p>I can synthesize meaningful connections between music and other disciplines.</p>	

## 2019-2020, Seventh Grade, Vocal Music, Quarter 4

### Big Ideas/Key Concepts:

Synthesize and relate knowledge and personal experiences to artistic endeavors.

### Enduring Understandings:

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

### Essential Question:

How do musicians make meaningful connections to creating, performing, and responding?

Standards	Student Friendly “I Can” Statements	Repertoire, Rhythm/Meter, Tessitura, Vocabulary
<p style="text-align: center;"><b>Perform</b></p> <p><b>7.VM.P1.A</b> Select varied repertoire to study, based on music reading skills and an understanding of the structure, context, and technical skill of the individual or the ensemble.</p> <p><b>7.VM.P1.B</b> Use music reading skills to demonstrate how knowledge of compositional devices in musical works informs prepared and/or improvised performances.</p> <p><b>7.VM.P1.C</b> Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and/or improvised performances.</p> <p><b>7.VM.P3.A</b> Demonstration attention to musical literacy, fundamental control, technical</p>	<p style="text-align: center;"><b>Perform</b></p> <p>I can select music to perform based on my personal abilities.</p> <p>I can select warm-ups that develop my skills.</p> <p>I can demonstrate how musical techniques and markings impact my performance.</p> <p>I can identify expressive markings and apply them to my performance.</p> <p>I can sing my individual voice part in two-part music with instrumental accompaniment or a capella.</p> <p>I can notate melodic patterns using non-standard notation.</p>	<p><b>Repertoire:</b> Two-, Three-Part Literature in Major/Minor Keys; Grade 2</p> <p><b>Rhythm/Meter:</b> Can include combinations of Whole, Half, Quarter, Eighth, Sixteenth, Ties, Dots, Syncopation, 2/4, 3/4, 4/4,</p> <p><b>Tessitura:</b> Unchanged voices still are present; even though the voice may sound more like an unchanged voice, the lower tones will begin to be stronger; <a href="#">Selecting Age Appropriate Choral Music</a></p>

Standards	Student Friendly “I Can” Statements	Repertoire, Rhythm/Meter, Tessitura, Vocabulary
<p>accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p> <p><b>7.PM.P3.B</b> Demonstrate understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.</p> <p><b>7.VM.P3.C</b> Demonstrate performance decorum (such as stage presence, facial expression, memorization, and appropriate artistic delivery) and audience etiquette appropriate for venue and purpose.</p> <p style="text-align: center;"><b>Create</b></p> <p><b>7.VM.Cr2.B</b> Document compositions and/or improvisations through notation and/or recording.</p> <p><b>7.VM.Cr3.A</b> Evaluate and refine compositions and/or improvisations based on teacher-provided criteria.</p> <p><b>7.VM.Cr3.B</b> Present finalized composition and/or improvisation individually or as an ensemble.</p> <p style="text-align: center;"><b>Respond</b></p>	<p>I can sight-read music at a beginning level.</p> <p>I can demonstrate proper posture, breathing, tone production, pitch matching and intonation.</p> <p>I can sing with appropriate diction.</p> <p>I can sing with a free and relaxed tone appropriate to my age.</p> <p>I can identify and demonstrate basic music terminology found in my music.</p> <p>I can use engaging stage presence to demonstrate the expressive intent of a piece of music.</p> <p>I can demonstrate appropriate performance/audience decorum appropriate for the venue and purpose.</p> <p style="text-align: center;"><b>Create</b></p> <p>I can use standard and non-standard notation to document original musical examples.</p> <p>I can use audio/video recording to document original musical examples.</p> <p>I can evaluate and improve an original musical example for use in an arrangement.</p>	

Standards	Student Friendly "I Can" Statements	Repertoire, Rhythm/Meter, Tessitura, Vocabulary
<p><b>7.VM.R3.A</b> Describe the influence of experiences, performances, context and analysis on the artistic process.</p> <p style="text-align: center;"><b>Connect</b></p> <p><b>7.VM.Cn1.A</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	<p>I can present a fully completed original musical example.</p> <p style="text-align: center;"><b>Respond</b></p> <p>I can evaluate how personal experiences (both in and out of class), knowledge and context influence my personal artistic process.</p> <p style="text-align: center;"><b>Connect</b></p> <p>I can connect my interests, knowledge, and skills with my musical creations, performances and responses.</p>	