

## 2022-2023-Seventh Grade-General Music-All Quarters

### Big Ideas/Key Concepts:

Students will evaluate and understand the structure and context of music to inform a response and to improve the quality of their own creative work.

### Enduring Understandings:

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate elements of music.

### Essential Question:

How do musicians improve the quality of their creative work? How does understanding the structure and context of music inform a response?

Standards	Student Friendly "I Can" Statements
<p style="text-align: center;"><b>PERFORM</b></p> <p><b>7.GM.P1.A</b> Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.</p> <p><b>7.GM.P1.B</b> Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.</p>	<p style="text-align: center;"><b>PERFORM</b></p> <p>I can use collaboratively-developed criteria to select music appropriate for a given performance.</p> <p>I can engage in collaborative discussion to identify technical and expressive challenges in a piece of music.</p> <p>I can demonstrate how structure and elements of music are used in the music selected for a performance.</p>

Standards	Student Friendly "I Can" Statements
<p><b>7.GM.P1.C</b> When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, dynamics, tempo and form.</p> <p><b>7.GM.P1.D</b> Identify how cultural and historical context inform performances and result in different music interpretations.</p> <p><b>7.GM.P1.E</b> Perform contrasting pieces of music demonstrating how interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.</p> <p><b>7.GM.P2.A</b> Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotion impact, and interest) to rehearse, refine, and determine when music is ready to perform.</p> <p><b>7.GM.P3.A</b> Perform music with technical accuracy and stylistic expression to convey the creator's intent.</p> <p><b>7.GM.P3.B</b> Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.</p> <p style="text-align: center;"><b>CREATE</b></p> <p><b>7.GM.Cr1.A</b> Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.</p> <p><b>7.GM.Cr2.A</b> Select, organize, develop, and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or</p>	<p>I can read standard symbols for rhythm.</p> <p>I can read standard symbols for pitch.</p> <p>I can read standard symbols for articulation.</p> <p>I can read standard symbols for dynamics.</p> <p>I can read standard symbols for tempo.</p> <p>I can read standard symbols for form.</p> <p>I can identify how cultural context shapes performance.</p> <p>I can identify how historical context shapes performance.</p> <p>I can perform contrasting pieces of music with expressive qualities.</p> <p>I can collaboratively develop and apply criteria to rehearse a piece in order to improve it.</p> <p>I can work with my classmates to determine when a piece is ready to perform.</p> <p>I can convey the creator's intent through technically accurate performance.</p> <p>I can perform with stylistic expression.</p> <p>I can demonstrate appropriate performance etiquette.</p> <p>I can demonstrate appropriate audience etiquette.</p>

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<p>theme and variation forms that demonstrate unity and variety and convey expressive intent.</p> <p><b>7.GM.Cr2.B</b> Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrase, melodic phrases, and harmonic sequences.</p> <p><b>7.GM.Cr3.A</b> Self-evaluate one's work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.</p> <p><b>7.GM.Cr3.B</b> Describe the rationale for making revisions to music, based on evaluation criteria and feedback from others (teachers and peers).</p> <p><b>7.GM.Cr3.C</b> Present the final version of a documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety and convey expressive intent.</p> <p style="text-align: center;"><b>RESPOND</b></p> <p><b>7.GM.R1.A</b> Select or choose contrasting music to listen to, and compare the connections to specific interests or experiences for a specific purpose.</p> <p><b>7.GM.R1.B</b> Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.</p> <p><b>7.GM.R1.C</b> Identify and compare the context of music from a variety of genres, cultures, and historical periods.</p> <p><b>7.GM.R2.A</b> Describe a personal interpretation of contrasting works, and explain how creators' and performers' application of the elements of</p>	<p style="text-align: center;"><b>CREATE</b></p> <p>I can create simple rhythmic phrases.</p> <p>I can create simple melodic phrases.</p> <p>I can create simple harmonic phrases.</p> <p>I can express meaning through musical composition.</p> <p>I can select and organize musical ideas for arrangements and compositions.</p> <p>I can create an arrangement or composition that demonstrates unity and variety.</p> <p>I can document musical ideas through recordings or traditional notation.</p> <p>I can apply selected criteria to evaluate my work.</p> <p>I can defend my reasons for editing musical ideas, based upon teacher and peer feedback.</p> <p>I can present an original composition or arrangement.</p> <p style="text-align: center;"><b>RESPOND</b></p> <p>I can select music based on personal experiences.</p> <p>I can explain how the elements of music relate to the structure of contrasting pieces.</p>

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<p>music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent.</p> <p><b>7.GM.R3.A</b> Select from teacher-provided criteria to evaluate musical works or performances.</p> <p style="text-align: center;"><b>CONNECT</b></p> <p><b>7.GM.Cn1.A</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>7.GM.Cn2.A</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>I can identify and compare music from a variety of genres, cultures, and historical periods.</p> <p>I can interpret how a musical creator expresses an idea through music.</p> <p>I can interpret how a performer expresses an idea through music.</p> <p>I can evaluate musical works or performances based upon teacher-provided criteria.</p> <p style="text-align: center;"><b>CONNECT</b></p> <p>I can connect my interests, knowledge, and skills with my musical creation and performance.</p> <p>I can explain how interests, knowledge, and skills affect my response to music differently.</p> <p>I can make meaningful connections between and other arts.</p> <p>I can make meaningful connections between music and other disciplines.</p> <p>I can explain how music is part of daily life (personally and in varied contexts).</p>