

2022-2023-Seventh Grade-Instrumental Music-Quarter 1

Big Ideas/Key Concepts:

Exploration of Musical Concepts

Enduring Understandings:

Performers make decisions based on musical concepts.

Essential Questions:

How do performers use musical concepts to develop musicianship?

Standards	Student Friendly “I Can” Statements	Notes/Scales/Keys; Rhythm/Meter; Musicality/Vocabulary
<p style="text-align: center;">PERFORM</p> <p>7.IM.P1.B Demonstrate, using music reading skills, how the setting and form of musical works contribute to understanding the context of the music in prepared and/or improvised performances.</p> <p>7.IM.P2.A Demonstrate the ability to read and notate music individually and in ensemble settings.</p> <p>7.IM.P2.B Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music individually and in ensemble settings.</p> <p>7.IM.P2.C Demonstrate musical literacy on the instrument, individually and in ensemble</p>	<p style="text-align: center;">PERFORM</p> <p>I can recognize form in my music and demonstrate how it informs a performance.</p> <p>I can read and notate pitches and rhythm within the practical performance range of my instrument.</p> <p>I can demonstrate proper instrument care and maintenance.</p> <p>I can demonstrate characteristic tone in several keys.</p> <p>I can adjust my intonation to a given tone.</p> <p>I can perform a variety of musical styles as an individual and with an ensemble.</p>	<p><u>BAND</u></p> <p>Notes/Scales/Keys: MTSBOA Ranges; Review and Refine Bb, Eb, F, Ab, and chromatic Introduce Db, G, C, D,</p> <p>Rhythm/Meter: Review and Refine</p> <p>Musicality/Vocabulary: Tenuto; Ritardando; Allegretto; Review and Refine</p> <p>Additional Percussion Techniques: Review and Refine</p> <p><u>ORCHESTRA</u></p> <p>Notes/Scales/Keys: Review and reinforce D, G, and C major; C# and G# (notes); extensions and “High 3” fingerings, Bass shifting to ½ position; A major and lower octave of D major (viola and cello)</p>

Standards	Student Friendly “I Can” Statements	Notes/Scales/Keys; Rhythm/Meter; Musicality/Vocabulary
<p>settings, by adequately sight-reading a varied repertoire of music.</p> <p>7.IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music.</p> <p style="text-align: center;">CREATE</p> <p>7.IM.Cr1.A Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s).</p> <p style="text-align: center;">RESPOND</p> <p>7.IM.R1.B Through visual and aural examples, analyze how context and musical elements inform student response to music.</p> <p style="text-align: center;">CONNECT</p> <p>7.IM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>I can sight-read intermediate musical examples alone and with an ensemble.</p> <p>I can apply practice strategies to improve my performance.</p> <p style="text-align: center;">CREATE</p> <p>I can describe the characteristics of the music I am rehearsing.</p> <p style="text-align: center;">RESPOND</p> <p>I can describe how musical elements impact a person’s response to music (e.g., form, rhythm, dynamics, melody, etc.).</p> <p style="text-align: center;">CONNECT</p> <p>I can discuss relationships between music and my life or someone else’s life (context).</p>	<p>Rhythm/Meter: Dotted notes (dotted quarter and review dotted half); eighth note and rest combinations (off beats)</p> <p>Musicality/Vocabulary: arpeggio, interval, ritardando, extensions, finger patterns, subdivision</p>

2022-2023-Seventh Grade-Instrumental 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 Questions:

How do musicians improve the quality of their performance?

Standards	Student Friendly "I Can" Statements	Notes/Scales/Keys; Rhythm/Meter; Musicality/Vocabulary
<p style="text-align: center;">PERFORM</p> <p>7.IM.P1.A Select a varied repertoire to study, based on music reading skills and an understanding of form, context, and the technical skill of the individual or ensemble.</p> <p>7.IM.P1.B Demonstrate, using music reading skills, how the setting and form of musical works contribute to understanding the context of the music in prepared and/or improvised performances.</p> <p>7.IM.P1.C Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and/or improvised performances.</p>	<p style="text-align: center;">PERFORM</p> <p>I can select, with teacher guidance, music to study based on the theoretical and structural characteristics of the music (e.g. recognizing where patterns are repeated, finding scales and arpeggios, etc.).</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 produce a fundamental tone with varying dynamics and length of pitch throughout the practice range of my instrument.</p>	<p><u>BAND</u></p> <p>Notes/Scales/Keys: MTSBOA Ranges; Review and refine the Bb, Eb, Ab, Db, D, G, C, F, and Chromatic scales.</p> <p>Rhythm/Meter: Cut Time, sixteenths; review and refine</p> <p>Musicality/Vocabulary: D.S. al Fine, Rallentando, Enharmonics</p> <p>Additional Percussion Techniques: Drag</p> <p><u>ORCHESTRA</u></p> <p>Notes/Scales/Keys: Review and refine all keys though 3 sharps; Bb and Eb (notes); F major scale; Bb major scale</p>

Standards	Student Friendly “I Can” Statements	Notes/Scales/Keys; Rhythm/Meter; Musicality/Vocabulary
<p>7.IM.P2.A Demonstrate the ability to read and notate music individually and in ensemble settings.</p> <p>7.IM.P2.B Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music individually and in ensemble settings.</p> <p>7.IM.P2.C Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music.</p> <p>7.IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music.</p> <p>7.IM.P3.A Demonstrate attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures and styles.</p> <p>7.IM.P3.B Demonstrate an understanding of the context of music through prepared and/or improvised performances.</p> <p style="text-align: center;">CREATE</p> <p>7.IM.Cr1.A Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s).</p> <p>7.IM.Cr1.A Compose and improvise ideas for melodies, rhythmic passages, and</p>	<p>I can demonstrate proper technique to produce contrasting articulations.</p> <p>I can implement a consistent method for sight-reading intermediate musical examples. I can identify expressive technical challenges in my music.</p> <p>I can apply practice strategies to improve my technique. I can play with accurate tempo and dynamic markings as indicated by the music and conductor cues. I can demonstrate an understanding of musical context through my stage presence.</p> <p style="text-align: center;">CREATE</p> <p>I can create an original musical example using intermediate pitches and rhythms.</p> <p>I can create a variation (improvised or composed) of a rhythmic pattern.</p> <p>I can demonstrate transposition when appropriate.</p> <p style="text-align: center;">RESPOND</p> <p>I can analyze how musical elements impact a person’s response to music (e.g., form, rhythm, dynamics, melody, etc.).</p>	<p>Rhythm/Meter: Sixteenth notes, dotted eighth and sixteenth patterns, syncopated rhythms</p> <p>Musicality/Vocabulary: syncopation, flat, extensions</p>

Standards	Student Friendly "I Can" Statements	Notes/Scales/Keys; Rhythm/Meter; Musicality/Vocabulary
<p>arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods.</p> <p style="text-align: center;">RESPOND</p> <p>7.IM.R1.B Through visual and aural examples, analyze how context and musical elements inform student response to music.</p> <p style="text-align: center;">CONNECT</p> <p>7.IM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p style="text-align: center;">CONNECT</p> <p>I can analyze the relationship between music and the other arts.</p> <p>I can analyze how music is impacted by the historical time period in which it was written.</p>	

2022-2023-Seventh Grade-Instrumental Music-Quarter 3

Big Ideas/Key Concepts:

Refine and complete artistic works by interpreting intent and meaning.

Enduring Understandings:

Creators and performers demonstrate expressive intent.

Essential Question:

How do performers and audiences discern expressive content and performances?

Standards	Student Friendly "I Can" Statements	Notes/Scales/Keys; Rhythm/Meter; Musicality/Vocabulary
<p style="text-align: center;">PERFORM</p> <p>7.IM.P1.A Select a varied repertoire to study, based on music reading skills and an understanding of form, context, and the technical skill of the individual or ensemble.</p> <p>7.IM.P1.B Demonstrate, using music reading skills, how the setting and form of musical works contribute to understanding the context of the music in prepared and/or improvised performances.</p> <p>7.IM.P1.C Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and/or improvised performances.</p>	<p style="text-align: center;">PERFORM</p> <p>I select musical passages to rehearse based on the challenges in the music versus my ability to play to play it.</p> <p>I can demonstrate how the setting and form of a piece informs a performance (e.g. playing repeated sections at a different dynamic level, different tone qualities for minuet versus chorale).</p> <p>I can identify expressive markings and apply them to my performance.</p> <p>I can read and notate music in Grade II music.</p>	<p style="text-align: center;"><u>BAND</u></p> <p>Notes/Scales/Keys: MTSBOA Ranges; Review and refine.</p> <p>Rhythm/Meter: 6/8 Time, Eighth/Sixteenth Note Combinations</p> <p>Musicality/Vocabulary: Accelerando, Andantino, Legato</p> <p>Additional Percussion Techniques: Flamacue</p> <p style="text-align: center;"><u>ORCHESTRA</u></p> <p>Notes/Scales/Keys: Review and refine flat scales; d minor and g minor scales</p> <p>Rhythm/Meter: review syncopation, 6/8, cut time, triplets</p>

Standards	Student Friendly “I Can” Statements	Notes/Scales/Keys; Rhythm/Meter; Musicality/Vocabulary
<p>7.IM.P2.A Demonstrate the ability to read and notate music individually and in ensemble settings.</p> <p>7.IM.P2.B Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music individually and in ensemble settings.</p> <p>7.IM.P2.C Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music.</p> <p>7.IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music.</p> <p>7.IM.P3.A Demonstrate attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures and styles.</p> <p>7.IM.P3.B Demonstrate an understanding of the context of music through prepared and/or improvised performances.</p> <p style="text-align: center;">CREATE</p> <p>8.IM.Cr2.A Select and develop draft melodic and rhythmic ideas or motives that</p>	<p>I can demonstrate a characteristic tone throughout a moderate range of my instrument.</p> <p>I adjust my intonation to others when performing.</p> <p>I can use a systematic approach to sight-reading independently.</p> <p>I can sight-read example from selected Grade I ensemble music.</p> <p>I can identify expressive challenges in my music.</p> <p>I can apply practice strategies to address expressive challenges.</p> <p>I can demonstrate dynamic and tempo control, even when they change.</p> <p>I can perform as an effective member of an ensemble by listening to the entire ensemble.</p> <p>I can use various performance techniques appropriate to the context of the music and/or performance.</p> <p style="text-align: center;">CREATE</p> <p>I can create and refine a four-measure melody.</p>	<p>Musicality/Vocabulary: minor, cantabile, syncopation, off beat</p>

Standards	Student Friendly “I Can” Statements	Notes/Scales/Keys; Rhythm/Meter; Musicality/Vocabulary
<p>demonstrate understanding of characteristic(s) of music or text(s).</p> <p>7.IM.Cr2.B Preserve draft compositions and/or improvisations through standard notation and/or recording technology.</p> <p style="text-align: center;">RESPOND</p> <p>7.IM.R1.A Identify and justify reasons for selecting music based on characteristics found in music, context, and student interest.</p> <p>7.IM.R1.B Through visual and aural examples, analyze how context and musical elements inform student response to music.</p> <p>7.IM.R2.A Interpret and describe the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance.</p> <p style="text-align: center;">CONNECT</p> <p>7.IM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>I can notate and/or record an original musical example.</p> <p style="text-align: center;">RESPOND</p> <p>I can justify the selection of a piece of music for a performance based on the musical characteristics and/or context.</p> <p>I can explain my personal interests in music.</p> <p>I can analyze how context impacts a person’s response to music (e.g. performance space, culture, historical time periods, personal knowledge of music, etc.).</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 citing musical elements, context, and historical significance.</p> <p style="text-align: center;">CONNECT</p> <p>I can synthesize meaningful connections between music and other disciplines.</p>	

2022-2023-Seventh Grade-Instrumental Music-Quarter 4

Big Ideas/Key Concepts:

Synthesize knowledge and personal experiences to artistic endeavors.

Enduring Understandings:

Musicians connect themselves to creating, performing and responding.

Essential Question:

How do musicians connect to creating, performing, and responding?

Standards	Student Friendly “I Can” Statements	Notes/Scales/Keys; Rhythm/Meter; Musicality/Vocabulary
<p style="text-align: center;">PERFORM</p> <p>7.IM.P1.A Select a varied repertoire to study, based on music reading skills and an understanding of form, context, and the technical skill of the individual or ensemble.</p> <p>7.IM.P1.B Demonstrate, using music reading skills, how the setting and form of musical works contribute to understanding the context of the music in prepared and/or improvised performances.</p> <p>7.IM.P1.C Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and/or improvised performances.</p>	<p style="text-align: center;">PERFORM</p> <p>I can choose, with guidance from my teacher, appropriate musical examples to perform in a variety of settings.</p> <p>I can demonstrate how the setting and form of music help me understand its context and how to perform it.</p> <p>I use articulations, dynamics and phrasing as a means of expression for a given style.</p> <p>I can read my part in Grade II/III music.</p> <p>I can demonstrate a consistent tone throughout various ranges of my instrument (string crossings, register changes, etc.).</p> <p>I can adjust my intonation when performing alone.</p>	<p><u>BAND</u></p> <p>Notes/Scales/Keys: MTSBOA Ranges; Review and Refine.</p> <p>Rhythm/Meter: Triplets, Dotted Eighth Sixteenth Notes</p> <p>Musicality/Vocabulary: D.S. al Coda, Grace Notes</p> <p>Additional Percussion Techniques: 7 and 13 stroke rolls, Ratamacue</p> <p><u>ORCHESTRA</u></p> <p>Notes/Scales/Keys: Review and refine; 2 octave scales as appropriate</p> <p>Rhythm/Meter: Review and refine</p>

Standards	Student Friendly “I Can” Statements	Notes/Scales/Keys; Rhythm/Meter; Musicality/Vocabulary
<p>7.IM.P2.A Demonstrate the ability to read and notate music individually and in ensemble settings.</p> <p>7.IM.P2.B Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music individually and in ensemble settings.</p> <p>7.IM.P2.C Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music.</p> <p>7.IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music.</p> <p>7.IM.P3.A Demonstrate attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures and styles.</p> <p style="text-align: center;">CREATE</p> <p>7.IM.Cr3.A Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on musically and developmentally appropriate criteria.</p>	<p>I can demonstrate technique that allows for a variety of styles, articulations and dynamics in Grade II literature.</p> <p>I can sight-read Grade I music with an ensemble.</p> <p>I can develop and apply practice strategies to improve my performance.</p> <p>I can use articulations, dynamics and phrasing as a means of expression within a given style.</p> <p style="text-align: center;">CREATE</p> <p>I can evaluate and refine an original musical example.</p> <p>I can share a fully developed original musical example.</p> <p style="text-align: center;">RESPOND</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;">CONNECT</p> <p>I can connect my interests, knowledge, and skills with my musical creations, performances and responses.</p>	<p>Musicality/Vocabulary: Review and refine different finger patterns on all 4 strings</p>

Standards	Student Friendly "I Can" Statements	Notes/Scales/Keys; Rhythm/Meter; Musicality/Vocabulary
<p>7.IM.Cr3.B Share personally developed melodies and rhythmic passages, individually or as an ensemble, that demonstrate understanding of characteristics of music or texts.</p> <p style="text-align: center;">RESPOND</p> <p>7.IM.R3.A Describe and evaluate the influence of experiences performances, context, and analysis on the artistic process.</p> <p style="text-align: center;">CONNECT</p> <p>7.IM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>		