Grade 7 Visual & Performing Arts  
Music 7

Creating A

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 7 OH: English Language Arts 6-12

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others ideas and expressing their own clearly.

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OH Grade 7 OH: Fine Arts - Music (2012)

Music

Perceiving/Knowing/Creating (CE)

1CE Recognize, identify and demonstrate form in world music (e.g., Western and non-Western) and popular music.

2CE Identify the style and historical period of various music examples.

3CE Recognize and identify historical and cultural contexts (e.g., time and place of a music event) that have influenced music.

4CE Identify key signatures of major scales.

5CE Describe a varied repertoire of music with appropriate music vocabulary.

OH Grades 6-8 OH: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Writing

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

**Form**

* characteristics

**Performance Observation**

* elements of music

**Cross-Curricular Connections**

* various cultures and styles (social studies)
* historical periods and contexts (history)

Skills

1. Recognize form.
2. Identify form.
3. Demonstrate form.
4. Identify music styles and historical periods.
5. Recognize historical and cultural contexts that have influenced music.
6. Identify historical and cultural contexts that have influenced music.
7. Describe music.
8. Demonstrate independence.
9. Build knowledge of music.
10. Respond to demands of audience, task, purpose, and discipline.
11. Value evidence.
12. Understand different cultures and perspectives.
13. Engage in collaborative discussions.
14. Demonstrate command of written and spoken English.
15. Write informative/explanatory texts.
16. Conduct short research projects.

Essential Questions

1. How is music a symbolic system of communication?
2. How do composers use organization to create cohesive musical expression?

Standards Vocabulary

1. describe

Additional Vocabulary

1. Western music
2. non-Western music
3. popular music
4. Medieval
5. Renaissance
6. Baroque
7. Classical
8. Romantic
9. 20th Century

Stage 2: Assessment Evidence

Christmas Carol Project

Summative: Research Project

Teacher assesses students' final project.

Form Identification

Formative: Listening Task

Teacher assesses students' ability to accurately identify form.

Listening Journal

Formative: Response Journal

Teacher assesses students' accurate use of music vocabulary.

Program Notes

Summative: Cooperative Group Work

Each cooperative group of students writes program notes for one selection from one of the upcoming concerts. These program notes can actually be included in the upcoming program for the concert.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Research Project: Christmas Carol Project. Students research a Christmas carol, focusing on time period and musical elements, and create a visual representation of their chosen song (with or without the use of technology). See Links for a more detailed explanation of the assignment.
2. Guided and Shared: Form Identification. Students listen to a variety of world and popular music and, as a class, identify form using SMARTboard/ActivBoard technology.
3. Journal: Listening Journal. Students are provided a list of musical elements and terms. While listening to music of various genres, they are required to write a reflection using the vocabulary list. See Link under Assessments for a template of the journal.
4. Cooperative Learning Groups: Program Notes. Each cooperative group of students writes program notes for one selection from one of the upcoming concerts. These program notes can actually be included in the upcoming program for the concert.

Resources

Resources

1. **iPad Resources**
2. **Literature Connections**  
   *World Music Drumming* by Will Schmid  
   *World Rhythms* by John Higgins and Brad Shank

*Stories Behind the Best-Loved Songs of Christmas: Unabridged* by Ace Collins  
*Why was the Partridge in the Pear Tree?: The History of Christmas Carols by* Mark Lawson-Jones  
*The Spirit of Christmas: A History of Best-Loved Carols* by Virginia Reynolds and Lesley Ehlers  
*Peanut Butter Jam: An Introduction to World Music Drumming* by Tom Anderson  
*D.R.U.M.: Discipline, Respect, and Unity Through Music* by Jim Solomon  
*Hands On: A Rockin' Rhythmic Romp (30 pieces for hand percussion)* by Jim Solomon

Resources

* Classics for Kids (<http://www.classicsforkids.com/terms/>)

Grade 7 Visual & Performing Arts  
Music 7

Performing A

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 7 OH: English Language Arts 6-12

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others ideas and expressing their own clearly.

SL.7.1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.7.1d. Acknowledge new information expressed by others and, when warranted, modify their own views.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

OH Grade 7 OH: Fine Arts - Music (2012)

Music

Producing/Performing (PR)

1PR Independently or collaboratively, perform a varied repertoire of music, representing diverse genres and cultures and showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter.

2PR Perform accurately, independently or collaboratively, with good posture producing an appropriate tone quality.

3PR Improvise, compose and arrange music.

4PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.

5PR Notate concert pitch major scales (i.e., Band C, F, Bb, Eb, Ab; Strings: A, D, G, C, F).

OH Grades 6-8 OH: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Writing

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

The Rights of Children

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5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

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10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

**Pitch**

* pitch accuracy
* notation

**Rhythm**

* steady beat
* rhythm accuracy
* notation

**Performance Technique**

* appropriate posture
* pitch and rhythm accuracy
* technical accuracy
* expression
* tone quality

Skills

1. Perform music.
2. Perform accurately.
3. Improvise music.
4. Compose music.
5. Arrange music.
6. Read rhythmic and melodic patterns.
7. Write rhythmic and melodic patterns.
8. Perform rhythmic and melodic patterns.
9. Notate concert pitch major scales.
10. Demonstrate independence.
11. Build knowledge of music.
12. Respond to demands of audience, task, purpose, and discipline.
13. Value evidence.
14. Understand different cultures and perspectives.
15. Produce clear and coherent writing.
16. Engage effectively in collaborative discussions.
17. Follow rules for collegial discussions.
18. Acknowledge new information expressed by others.
19. Adapt speech to a variety of contexts and tasks.

Essential Questions

1. In what ways are arranging, composing, and improvising different?
2. How can the use of technology enhance personal musical experiences?
3. How can the cues of the conductor influence the performance of a piece?

Standards Vocabulary

1. collaborate
2. improvise
3. compose

Additional Vocabulary

1. genre
2. technical accuracy
3. range
4. tone quality
5. dotted rhythms

Stage 2: Assessment Evidence

Scales

Summative: Writing Assignment

Teacher provides worksheets that students complete to create treble and bass clef major scales using whole and half step pattern and correct clefs and key signatures. Teacher then assesses accuracy of finished scales.

Gregorian Chant

Summative: Music Comprehension

Teacher assesses students' chant composition in the style of Gregorian Chant, including appropriate musical elements. Teacher then assesses the students' performance accuracy and technique.

Vocal Performance

Formative: Performance

Teacher assesses students' ability to sing a medley in the style of Western History of Music with technical and performance accuracy.

Sound Effects

Summative: Cooperative Group Work

In cooperative groups, students write a short story associated with a holiday or other event, taking care to include sound effects. Students explore traditional or found sounds and choose sounds to fit each sound effect event. The group decides who is responsible for each sound effect and chooses a narrator or narrators. Student groups rehearse the story with sound effects. They then perform it and, if possible, record it. Students write a three-to-four sentence paragraph evaluating their own participation in the creative process and final product. Teacher uses a modified English language arts rubric for assessment.

Stage 3: Learning Plan

Learning Experiences

1. Drill and Practice: Scales. Students notate treble and bass clef major scales using whole and half step pattern and correct clefs and key signatures.
2. Demonstrating: Gregorian Chant. After listening to examples of Gregorian Chant, students compose a chant within that style, then perform for the class.
3. Demonstrating: Vocal Performance. Students sing a medley of music that encompasses the styles found in the history of Western music and includes modest ranges, changes of tempo, key and meter (e.g., "The Complete History of Western Music" Arr. Audrey Snyder).
4. Cooperative learning Groups: Sound Effects. In cooperative groups, students write a short story associated with a holiday or other event, taking care to include sound effects. Students explore traditional or found sounds and choose sounds to fit each sound effect event. The group decides who is responsible for each sound effect and chooses a narrator or narrators. Student groups rehearse the story with sound effects. They then perform it and, if possible, record it.

Resources

1. **iPad Resources**
2. **Literature Connections**  
   *World Music Drumming* by Will Schmid  
   *World Rhythms* by John Higgins and Brad Shank  
   *Peanut Butter Jam: An Introduction to World Music Drumming* by Tom Anderson  
   *D.R.U.M.: Discipline, Respect, and Unity Through Music* by Jim Solomon  
   *Hands On: A Rockin' Rhythmic Romp (30 pieces for hand percussion)* by Jim Solomon

Resources

* DSO Kids (<http://www.dsokids.com/listen/by-composer/.aspx>)

Grade 7 Visual & Performing Arts  
Music 7

Reflecting A

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 7 OH: English Language Arts 6-12

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others ideas and expressing their own clearly.

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OH Grade 7 OH: Fine Arts - Music (2012)

Music

Responding/Reflecting (RE)

2RE Compare and contrast a variety of live or recorded music performances using appropriate audience etiquette.

3RE Develop criteria based on elements of music to support personal preferences for specific music works.

5RE Compare and contrast the meaning of common terms and processes used in various arts disciplines.

OH Grades 6-8 OH: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

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Content

**Performance Observation**

* attendance
* etiquette
* performance critique

**Cross-Curricular Connections**

* self-expression (visual art, dance, drama)
* self-expression (language arts)
* connecting concepts (other disciplines)
* performance critique (language arts)

Skills

1. Compare and contrast music performances.
2. Use appropriate audience etiquette.
3. Develop criteria to support personal music preferences.
4. Compare and contrast the commonalities in various arts disciplines.
5. Demonstrate independence.
6. Build knowledge of music.
7. Respond to demands of audience, task, purpose and discipline.
8. Comprehend music.
9. Critique music.
10. Value evidence.
11. Understand different cultures and perspectives.
12. Engage in collaborative discussions.
13. Demonstrate command of written and spoken English.

Essential Questions

1. How does one judge the quality of a performance?
2. How do the form and style of a piece influence the audiences response?
3. How is music incorporated into everyday life, including our Catholic faith?
4. How does music both reflect and shape history and culture, especially in the Catholic faith?
5. How does music interrelate with other arts and disciplines?

Standards Vocabulary

1. compare
2. contrast
3. develop criteria
4. personal preference

Additional Vocabulary

*Continue to apply and develop prior vocabulary.*

Stage 2: Assessment Evidence

Listening Journal

Formative: Response Journal

Teacher guides students in class brainstorming session to develop criteria that relate to music elements. After listening to a recorded piece of music, students individually use the criteria to support their personal preference. Teacher assesses accuracy of music term use.

The Arts and Music

Formative: Graphic Organizer

Teacher accurately assesses student-created Venn diagrams comparing and contrasting how the terms and processes are used in other art disciplines and music.

Music Styles

Formative: Comparative Study

Teacher accurately assesses the lists created by student groups which compare and contrast characteristics of music from different periods.

Stage 3: Learning Plan

Learning Experiences

1. Brainstorming: Listening Journal. Students develop criteria during a class brainstorming session based on music elements. Students use the criteria individually to support their personal preference for a specific piece of music when writing in their listening journal.
2. Concept Mapping: The Arts and Music. Students discuss terms and processes that are common between music and another art discipline (i.e., visual art, dance, drama). The students create a Venn diagram comparing and contrasting how the terms and processes are used in these disciplines (i.e., music and drama: how the rehearsal process leads to performance).
3. Compare and Contrast: Music Styles. Students are divided into groups to compare and contrast two pieces of music from different periods (i.e., Medieval Gregorian chant vs. Eric Whitacre a cappella octavo). Students list similarities and differences between the two pieces.

Resources

1. **iPad Resources**
2. **Literature Connections**

*Stories of the Great Composers (Book CD)* by June Montgomery and Maurice Hinson  
*Meet the Great Composers: Book 1 (Learning Link)* by June Montgomery and Maurice Hison  
*Meet the Great Composers: Book 2 (Learning Link)* by Maurice Hinson  
*Accent on Composers (Book CD)* by Jay Althouse and Judy O'Reilly  
*One-Page Composer Bios: 50 Reproducible BIographies of Famous Composers (Teacher's Handbook)* by Alfred Publishing Staff

Resources

* Art and Music Terminology (<http://www.incredibleart.org/files/art-music.htm>)

Grade 7 Visual & Performing Arts  
Music 7

Creating B

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 7 OH: English Language Arts 6-12

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others ideas and expressing their own clearly.

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OH Grade 7 OH: Fine Arts - Music (2012)

Music

Perceiving/Knowing/Creating (CE)

1CE Recognize, identify and demonstrate form in world music (e.g., Western and non-Western) and popular music.

2CE Identify the style and historical period of various music examples.

3CE Recognize and identify historical and cultural contexts (e.g., time and place of a music event) that have influenced music.

5CE Describe a varied repertoire of music with appropriate music vocabulary.

6CE Identify various careers for musicians (e.g., in education, entertainment and technical support).

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

The Rights of Children

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Content

**Pitch**

* key signatures

**Form**

* characteristics

**Performance Observation**

* elements of music

**Cross-Curricular Connections**

* various cultures and styles (social studies)
* historical periods and contexts (history)
* careers (social studies)

Skills

1. Recognize form.
2. Identify form.
3. Demonstrate form.
4. Identify music styles and historical periods.
5. Recognize historical and cultural contexts that have influenced music.
6. Identify historical and cultural contexts that have influenced music.
7. Describe music.
8. Identify key signatures.
9. Identify careers for musicians.
10. Demonstrate independence.
11. Build knowledge of music.
12. Respond to demands of audience, task, purpose, and discipline.
13. Value evidence.
14. Understand different cultures and perspectives.
15. Engage in collaborative discussions.
16. Demonstrate command of written and spoken English.

Essential Questions

1. How is music a symbolic system of communication?
2. How do composers use organization to create cohesive musical expression?

Standards Vocabulary

1. describe

Additional Vocabulary

1. Western music
2. non-Western music
3. popular music
4. Medieval
5. Renaissance
6. Baroque
7. Classical
8. Romantic
9. 20th Century
10. key signature

Stage 2: Assessment Evidence

Social Justice

Summative: Research Project

Teacher assesses students' written projects about historical/cultural characters' social justice actions and their personal social justice actions.

Jazz History

Summative: Cooperative Group Work

Teacher assesses students' final brochure.

Form Quiz

Summative: Written Assessment

Teacher assesses students' ability to identify form.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Research Project: Social Justice. Students sing historical/cultural song (e.g., "Abraham, Martin, and John"). Students research historical/cultural characters mentioned in the song and write two paragraphs comparing and contrasting the characters' social justice actions and their own personal social justice actions.
2. Collaborative Learning: Jazz History. In groups, students are assigned a period in jazz history: Ragtime, Classic Jazz, Hot Jazz, Chicago Style, Swing, Bebop, Mainstream. Students research two jazz artists from the assigned period, as well as historical contexts, and create a brochure advertising these characteristics. For more detailed instructions, see description in Links.
3. Drill and Practice: Form. Students individually identify form in various world and popular music examples. (See Form Listening Quiz under Assessments.)

Resources

Resources

1. **iPad Resources**
2. **Literature Connections**  
   *World Music Drumming* by Will Schmid  
   *World Rhythms* by John Higgins and Brad Shank

*Jazz ABZ: An A to Z Collection of Jazz Portraits* by Wynton Marsalis  
*The Jazz Age: The 20s (Our American Century)* edited by Time-Life Books  
*Duke Ellington: His Life in Jazz with 21 Activities (For Kids series)* by Stephanie Stein Crease  
*Jazz* by Walter Dean Myers  
*Who Was Louis Armstrong? (Who Was...?)* by Yona Zeldis McDonough  
*Jazz: An American Saga* by James Lincoln Collier

Resources

* A Passion 4 Jazz (<http://www.apassion4jazz.net/>)

Grade 7 Visual & Performing Arts  
Music 7

Performing B

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 7 OH: Fine Arts - Music (2012)

Music

Producing/Performing (PR)

1PR Independently or collaboratively, perform a varied repertoire of music, representing diverse genres and cultures and showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter.

2PR Perform accurately, independently or collaboratively, with good posture producing an appropriate tone quality.

3PR Improvise, compose and arrange music.

4PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.

5PR Notate concert pitch major scales (i.e., Band C, F, Bb, Eb, Ab; Strings: A, D, G, C, F).

6PR Read and notate melodies in treble and bass clef using key signatures.

OH Grades 6-8 OH: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

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Content

**Pitch**

* pitch accuracy
* notation
* key signatures

**Rhythm**

* steady beat
* rhythm accuracy
* notation

**Performance Technique**

* appropriate posture
* pitch and rhythm accuracy
* technical accuracy
* expression
* tone quality

Skills

1. Perform music.
2. Perform accurately.
3. Improvise music.
4. Compose music.
5. Arrange music.
6. Read rhythmic and melodic patterns.
7. Write rhythmic and melodic patterns.
8. Perform rhythmic and melodic patterns.
9. Notate concert pitch major scales.
10. Read melodies in treble and bass clef.
11. Write melodies in treble and bass clef.
12. Demonstrate independence.
13. Build knowledge of music.
14. Respond to demands of audience, task, purpose, and discipline.
15. Value evidence.
16. Understand different cultures and perspectives.

Essential Questions

1. In what ways are arranging, composing, and improvising different?
2. How can the use of technology enhance personal musical experiences?
3. How can the cues of the conductor influence the performance of a piece?

Standards Vocabulary

1. collaborate
2. improvise
3. compose

Additional Vocabulary

1. genre
2. technical accuracy
3. range
4. tone quality
5. dotted rhythms
6. concert pitch
7. key signature
8. bass clef

Stage 2: Assessment Evidence

Reading and Performing

Formative: Performance

Teacher guides students in the reading of a print music selection. Teacher then assesses the accuracy of the students' performance of said selection.

Improvising, Arranging, Performing

Summative: Project

Teacher guides students as they create improvisations. Teacher then assesses the accuracy of the students' performance of said improvisations.

Composing, Performing

Summative: Writing Assignment

Teacher guides students as they create accompaniments. Teacher then assesses the accuracy of the students' performance of said improvisations.

Musical Theatre

Formative: Performance

Teacher assesses students' ability to sing a medley of musical theatre music with technical and performance accuracy.

Stage 3: Learning Plan

Learning Experiences

1. Drill and Practice/Demonstrating: Reading and Performing. Using a print music selection (ie, a chorus from Handel's oratorio *Messiah*), students read and identify music elements (ie, tempo, key, meter) and rhythmic and melodic patterns. Students then perform the selection accurately, showing expression and technical accuracy.
2. Drill and Practice/Demonstrating: Improvising, Arranging, Performing. Students sing a folk song (ie, American, English, etc.). Then in small groups they improvise melodic and rhythmic variations. Students then notate their improvisations and perform their new arrangements.
3. Drill and Practice/Demonstrating: Composing, Performing. Students sing an unaccompanied folk song (i.e., American, English, etc.). Then in small groups, students create and notate accompaniments and perform their accompaniments while singing.
4. Drill and Practice: Musical Theatre. Students learn and sing a medley of musical theatre music with technical and performance accuracy.

Resources

* YouTube: Handel's Messiah (<https://www.youtube.com/watch?v=76RrdwElnTU>)

Resources

1. **iPad Resources**
2. **Literature Connections**  
   *World Music Drumming* by Will Schmid  
   *World Rhythms* by John Higgins and Brad Shank

*George Frideric Handel, Composer of Messiah (Sowers)* by Charles Ludwig  
*150 American Folk Songs: To Sing, Read and Play* edited by Peter Erdei  
*Gonna Sing My Head Off! American Folk Songs for Children* by Kathleen Krull  
*Kids' Musical Theatre Collection - Volume 1* by Hal Leonard Corporation

*Kids' Musical Theatre Collection - Volume 2* by Hal Leonard Corporation

*Kids' Musical Theatre Anthology Book/CD (Broadway Presents!)* edited by Lisa DeSpain

Resources

* Handel's Messiah (<http://www.smithsonianmag.com/arts-culture/the-glorious-history-of-handels-messiah-148168540/?no-ist>)

Grade 7 Visual & Performing Arts  
Music 7

Reflecting B

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 7 OH: English Language Arts 6-12

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others ideas and expressing their own clearly.

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OH Grade 7 OH: Fine Arts - Music (2012)

Music

Responding/Reflecting (RE)

1RE Apply multiple criteria to evaluate the quality and effectiveness of music performance and composition including their own.

2RE Compare and contrast a variety of live or recorded music performances using appropriate audience etiquette.

3RE Develop criteria based on elements of music to support personal preferences for specific music works.

4RE Explain how and why people use and respond to music.

5RE Compare and contrast the meaning of common terms and processes used in various arts disciplines.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

**Performance Observation**

* attendance
* etiquette
* performance critique

**Cross-Curricular Connections**

* self-expression (visual art, dance, drama)
* self-expression (language arts)
* various cultures (social studies)
* connecting concepts (other disciplines)
* performance critique (language arts)

Skills

1. Compare and contrast music performances.
2. Use appropriate audience etiquette.
3. Develop criteria to support personal music preferences.
4. Explain how and why people use and respond to music.
5. Compare and contrast the commonalities in various arts disciplines.
6. Apply criteria to evaluate music.
7. Demonstrate independence.
8. Build knowledge of music.
9. Respond to demands of audience, task, purpose and discipline.
10. Comprehend music.
11. Critique music.
12. Value evidence.
13. Understand different cultures and perspectives.
14. Engage in collaborative discussions.
15. Demonstrate command of written and spoken English.

Essential Questions

1. How does one judge the quality of a performance?
2. How do the form and style of a piece influence the audiences response?
3. How is music incorporated into everyday life, including our Catholic faith?
4. How does music both reflect and shape history and culture, especially in the Catholic faith?
5. How does music interrelate with other arts and disciplines?

Standards Vocabulary

1. compare
2. contrast
3. develop criteria
4. personal preference
5. apply criteria

Additional Vocabulary

*Continue to apply and develop prior vocabulary.*

Stage 2: Assessment Evidence

Performance Critique

Summative: Written Assessment

Teacher accurately assesses student critique sheet which they used to individually evaluate the quality and effectiveness of a live music performance.

Music in Our Lives

Summative: Writing Assignment

Teacher accurately assesses students' response to writing prompt regarding how and why people use and respond to music.

Compare/Contrast Music Styles

Summative: Writing Assignment

Teacher accurately assesses the graphic organizers created by individual students which compare and contrast characteristics of music from different periods. Teacher also assesses descriptive paragraphs.

Form

Summative: Comparative Study

After the learning experience on form, students photograph or sketch a building or create a piece of art that demonstrates one of the forms taught, and they match it with a known musical selection of the same form. Students can identify strophic, binary, and ternary forms in musical selections, architectural structures, and visual art. Teacher assesses accuracy of match.

Stage 3: Learning Plan

Learning Experiences

1. Peer Partner Learning: Performance Critique. Students are provided a critique sheet which they use individually to apply music criteria as they evaluate the quality and effectiveness of a live music performance (i.e., school choir/band/orchestra, recorder performance, primary Christmas Concert).
2. Writing to Inform: Music in Our Lives. Students are given a writing prompt regarding how and why people use and respond to music (i.e., liturgical seasons, leisure, film, live performances, etc.).
3. Compare and Contrast: Music Styles. Students individually compare and contrast two pieces of music from different periods (i.e., "Surprise" Symphony No. 94 by Haydn and West Side Story Symphonic Dances by Bernstein). Using a graphic organizer, students list similarities and differences between the two pieces. They then write a description of the pieces using their lists.

Resources

1. **iPad Resources**
2. **Literature Connections**

*Hal Leonard Whacked on Classics for Boomwhackers Book* by Hal Leonard  
*The Life and Times of Franz Joseph Haydn (Musicmakers: World's Greatest Composers) (Masters of Music)* by Susan Zannos  
*Joseph Haydn (Composer's World)* by Wendy Thompson  
*Haydn (Masters of Music)* by Percy M. Young

Resources

* Dallas Symphony Orchestra Listening Resource (<http://www.dsokids.com/listen/by-composer.aspx>)