

# Cornwall-Lebanon School District Curriculum Overview

## General Music – 7<sup>th</sup> Grade

13 length of time in weeks	Concepts & Competencies	Common Assessments	Academic Standards (PA Core if applicable)
Unit 1: Music Note Reading <div style="border: 1px solid red; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin-left: 10px;">2</div>	<p style="text-align: center;"><b><u>Music Note Reading</u></b></p> <p>Intermediate concepts of melody. (E) Analyze melodies for range and contour. Sing and play melodies from notation (follow along in a score) Create melodies Rotate melodies. Intermediate concepts of rhythm. (E) Discern metered rhythms – simple, duple, triple, quadruple, compound duple. Performs rhythms from rotation. Perform syncopated and uneven rhythms. Create rhythms.</p> <p>Methods of critical performing and listening using electronic keyboards. (E) Perform, critique, analyze own music on the keyboards. Apply elements of music to student’s own performance. Apply timbres to own performances. Connect timbres to style periods.</p> <p>Students will identify elements of music.</p> <p>Recognize different between melody and harmony in a piece of music.</p> <p>Study pitch names on the treble and bass clef.</p> <p>Recognize different dynamic levels (loud/soft) and rhythms (fast/slow).</p>	<ul style="list-style-type: none"> <li>➤ Oral questioning</li> <li>➤ Constructed responses</li> <li>➤ Performance-based rubric used to evaluate application</li> <li>➤ Observation of playing instruments (tone chimes/boomwhackers)</li> <li>➤ Listening examples</li> <li>➤ Written test on pitch names</li> <li>➤ Written assignment on elements of music</li> </ul>	9.1.8A,B, C 9.1.8D,F,G 9.1.8H,J,K 9.2.8C,D,F 9.2.8L 9.3.8C,D,F 9.4.8C
Unit 2: Musical Theater <div style="border: 1px solid red; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin-left: 10px;">3</div>	<p style="text-align: center;"><b><u>Musical Theater</u></b></p> <p>Intermediate concepts of melody. (E)            Intermediate concepts of rhythm. (E)            Intermediate concepts of harmony(E)            Intermediate concepts of form (I)            Elementary critical analysis of the styles of Western music. (C)            Major composers and their works of Western music. (I)            The relationship between music and the rest of the humanities as well as other disciplines. (C)</p>	<ul style="list-style-type: none"> <li>➤ Oral questioning</li> <li>➤ Constructed responses</li> <li>➤ Listening examples</li> <li>➤ Written assignment to align with watching <i>West Side Story</i></li> <li>➤ Written assignment with listening examples</li> <li>➤ Respond to classroom discussion</li> <li>➤ Visual representation</li> <li>➤ Learning log</li> </ul>	9.1.8A,B,C 9.1.8F-K 9.2.8C,D,E,G 9.2.8H,I,J,KL 9.3.8A-G 9.4.8A,B,C,D

	<p>Students will identify elements of musical theater.          Watch <i>West Side Story</i> in its entirety and discuss elements of the musical.          Recognize the main parts of a musical.          Study a live musical theater performance and recognize elements such as intermission, pit orchestra, and a stage.</p>	<ul style="list-style-type: none"> <li>➤ Visual representation</li> </ul>	
<p>Unit 3:          Keyboarding</p>	<p style="text-align: center;"><b>Keyboarding</b></p> <p>5          Intermediate concepts of melody. (E) Analyze melodies for range and contour. Sing and play melodies from notation (follow along in a score). Create melodies. Rotate melodies.          Intermediate concepts of rhythm. (E) Discern metered rhythms – simple, duple, triple, quadruple, compound duple. Performs rhythms from notation. Perform syncopated and uneven rhythms. Create rhythms.          Intermediate concepts of harmony(E). Discern major, minor, chromatic, atonal harmonies. Discern textures: monophonic, homophonic, polyphonic, antiphonal. Follow a chord progression.          Write triads. Write a chord progression. Perform a 12 bar blues riff.          Intermediate concepts of form (I)Discern repetition, variation, and contrast. Identify sequence in music. Follow thematic development in music. Compare program and absolute music.          Understand thematic development in music. Discern A, B, ABA, rondo, theme and variations, sonata, cycle, and sonata allegro and tone forms of music. Create a rondo. Perform a rondo.          Methods of critical performing and listening using electronic keyboards. (E)Perform, critique, analyze own music on the keyboard. Apply elements of music to student’s own performance. Apply timbres to own performances. Connect timbres to style periods.          Methods of critical performing and listening using electronic keyboards.          Perform, critique, analyze own music on the keyboards.          Apply elements of music to student’s own performance.</p>	<ul style="list-style-type: none"> <li>➤ Online tools (<a href="http://www.musictheory.net">www.musictheory.net</a>)</li> <li>➤ Oral questioning</li> <li>➤ Performance-based rubric used to evaluate keyboard performance of Ode To Joy and student choice.</li> <li>➤ Constructed response</li> <li>➤ Performance-based rubric used to evaluate keyboard performance of Ode To Joy and student choice.</li> <li>➤ Process description</li> <li>➤ Performance-based rubric</li> <li>➤ Performance-based rubric for composing, music recital and arrangement of keys on electronic keyboard. (performance of “telephone melody”)</li> </ul>	<p>9.1.8A,B, C          9.1.8D,F,G          9.1.8H,J,K          9.2.8C,D,F          9.2.8L          9.3.8C,D,F          9.4.8C</p>

		<p>Apply timbres to own performances.</p> <p>Connect timbres to style periods.</p> <p>Students will identify pitch, melody, harmony, rhythm.</p> <p>Study pitch names on the treble and bass clef.</p> <p>Students will identify simple rhythms.</p> <p>Students will apply knowledge of the keyboard (white and black keys) into performance.</p> <p>Students will apply knowledge of rhythm/tone features on Casio keyboard.</p>		
Unit 4: Form	2	<p style="text-align: center;"><b>Form</b></p> <p>Intermediate concepts of form (I) Discern repetition, variation, and contrast. Identify sequence in music. Follow thematic development in music. Compare program and absolute music.</p> <p>Understand thematic development in music. Discern A, B, ABA, rondo, theme and variations, sonata, cycle, and sonata allegro and tone forms of music. Create a rondo. Perform a rondo.</p>	<ul style="list-style-type: none"> <li>➤ Process description</li> <li>➤ Constructed responses</li> <li>➤ Performance-based rubric</li> </ul>	<p>9.1.8A,B,C</p> <p>9.1.8F-K</p> <p>9.2.8A,C,D,E,F,G</p> <p>9.2.8I,J,K,L</p>
Unit 5: Popular Music	1	<p style="text-align: center;"><b>Popular Music</b></p> <p>Intermediate concepts of form (I)</p> <p>Elementary critical analysis of the styles of Western music. (C) Compare styles of music from different periods. Track the evolution of music from ancient to modern and in terms of vocal and instrumental music. Contrast current music to classical.</p> <p>The relationship between music and the rest of the humanities as well as other disciplines. (C) Associate music with painting, sculpture, literature, and drama by common characteristics. Link music/arts to social and natural sciences especially math, physics, etc. Connect music to the major historical events and philosophical trends in which the music arose from.</p>	<ul style="list-style-type: none"> <li>➤ Process description</li> <li>➤ Constructed responses</li> <li>➤ Performance-based rubric</li> <li>➤ Visual representation</li> <li>➤ Learning log</li> <li>➤ Visual representation</li> <li>➤ Process Description</li> </ul>	<p>9.1.8A,B,C</p> <p>9.1.8G, H</p> <p>9.1.8J, K</p> <p>9.2.8A,C,D,E,F,G</p> <p>9.2.8I,J,K,L</p> <p>9.3.8A,C,D</p> <p>9.3.8E,F,G</p> <p>9.4.8A,B,C,D</p>