### Cornwall-Lebanon School District Curriculum Overview

#### General Music – 7th Grade

<table>
<thead>
<tr>
<th>Unit</th>
<th>Concepts &amp; Competencies</th>
<th>Common Assessments</th>
<th>Academic Standards (PA Core if applicable)</th>
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</table>
➢ Constructed responses  
➢ Performance-based rubric used to evaluate application  
➢ Observation of playing instruments (tone chimes/boomwhackers)  
➢ Listening examples  
➢ Written test on pitch names  
➢ Written assignment on elements of music | 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** | **Musical Theater** 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) | ➢ Oral questioning  
➢ Constructed responses  
➢ Listening examples  
➢ Written assignment to align with watching West Side Story  
➢ Written assignment with listening examples  
➢ Respond to classroom discussion  
➢ Visual representation  
➢ Learning log | 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 |
Students will identify elements of musical theater. Watch *West Side Story* 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.

### Unit 3: Keyboarding

**Keyboarding**


- Visual representation
- Online tools ([www.musictheory.net](http://www.musictheory.net))
- Oral questioning
- Performance-based rubric used to evaluate keyboard performance of Ode To Joy and student choice.
- Constructed response
- Performance-based rubric used to evaluate keyboard performance of Ode To Joy and student choice.
- Process description
- Performance-based rubric for composing, music recital and arrangement of keys on electronic keyboard. (performance of “telephone melody”)

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
<table>
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<tr>
<th>Unit 4: Form</th>
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</table>
➢ Constructed responses  
➢ Performance-based rubric  

9.1.8A,B,C  
9.1.8F-K  
9.2.8A,C,D,E,F,G  
9.2.8J,I,K,L |

<table>
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<tr>
<th>Unit 5: Popular Music</th>
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| **Popular Music** | Intermediate concepts of form (I) 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. 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. | ➢ Process description  
➢ Constructed responses  
➢ Performance-based rubric  
➢ Visual representation  
➢ Learning log  
➢ Visual representation  
➢ Process Description  

9.1.8A,B,C  
9.1.8G, H  
9.1.8J, K  
9.2.8A,C,D,E,F,G  
9.2.8J,I,K,L  
9.3.8A,C,D  
9.3.8E,F,G  
9.4.8A,B,C,D |