

Link Community School  
Grade 7 Music Scope and Sequence

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	Unit	Topic	Session	Objective/Essential Questions?	Standards: CCSS	Content: What will students know?	Skills: What will students be able to do?	Textbook/Materials/Resources	Technology Equipment	Activities/ Experiences	Assessment	Standard: Connecting	Standard: Creating	Standard: Performing	Standard: Responding
2	Listening and Reflecting	Listening Journal	1-32(one weekly)	How do we develop musical vocabulary to describe our reflections on a recorded piece of American Music?	CCSS ELA 7.1e, 7.10 and	New vocabulary to discuss and write about their reflections on a piece of music.	Gather vocabulary and listening skills to write reflections to listening examples using grade appropriate ELA skills.	Listening Journal		Students will listen to a recording of American music and spend 3-5 minutes reflecting on that piece of music using newly acquired vocabulary.	Students will receive a grade for their listening journal based on the grade appropriate ELA skills and usage of new vocabulary words.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music	Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.	<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.</b>	Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose.
3	Piano	Posture and Physical Playing	1,2,3,4		1.3.8.B.1	How posture effects health and technique	Demonstrate the ability to play correct posture, feet flat on the floor and correct hand position	Keyboard Method Book	Keyboard		Visual Observation and Demonstration w/ rubric	<b>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</b>	Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.	<b>Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.</b>	Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.
4	Piano	Listening Skills	5,6,7,8		1.3.8.B.1		Demonstrate the ability to play with accuracy notes in middle C position with individual notes in simple melodies	Keyboard Method Book	Keyboard		Playing Quiz w/ rubric		Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.	<b>When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.</b>	Identify and compare the context of music from a variety of genres, cultures, and historical periods
5	Piano	Listening Skills	5,6,7,8		1.3.8.B.1		Demonstrate ability to play a simple melody in either hand accompanied by root position triads in the key of C	Keyboard Method Book	Keyboard		Playing Quiz w/ rubric		Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.	<b>Identify how cultural and historical context inform performances and result in different music interpretations.</b>	Describe a personal interpretation of contrasting works and explain how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent

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6	Piano	Listening Skills	9,10,11,12		1.3.8.B.1		Demonstrate the ability to recognize Major and minor tonality	Keyboard Method Book					Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).	Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.	Select from teacher-provided criteria to evaluate musical works or performances.
7	Music History and Culture	Music from Across America	9,10,11,12	What can we learn from listening to music? What does music tell us about the instruments and people who create it? How does music make us feel?		Will Identify the families of instruments and sounds of each. Recognize several styles and genres of music. Begin to comprehend the rich diversity of american music and how music reflects community and culture. Understand how emotions are expressed through music and how music evokes emotion in the listener.		<a href="http://edsitement.neh.gov/lesson-plan/music-across-america#sect-objectives">http://edsitement.neh.gov/lesson-plan/music-across-america#sect-objectives</a>	Computer, internet and projector	1. Meet the instrument families 2. What sounds does each family make? 3. Exploring music and movement 4. Let's Listen to the music. 5. Sharing the joy of music.			Present the final version of their personal documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.	Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.	
8	Piano	Listening Skills	13,14,15,16		1.3.8.B.1		Demonstrate the ability to identify the difference between melodic and harmonic parts	Keyboard Method Book						Perform the music with technical accuracy and stylistic expression to convey the creator's intent.	
9	Music History and Culture	Justice	13,14,15,16	What are five political issues that deeply concern you?	1.2.8.A.2	The role of music in social justice and the civil rights movement	Describe the role of music in social justice and the civil rights movement	Music and the Movement Lesson Plan	Computer, internet and projector					Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.	
10	Music History and Culture	Justice	13,14,15,16	What lyrics can you write that represent your feelings on a social justice challenge	1.2.8.A.3	How to compose lyrics that represent the students feelings on social justice	How to compose lyrics that represent the students feelings on social justice	Music and the Movement Lesson Plan	Computer, internet and projector						
11	Piano	Listening Skills	17,18,19,20		1.3.8.B.4		Demonstrate the ability to play rhythms and pitches in call and response	Keyboard Method Book							
12	Music History and Culture	What is Jazz		How and when did jazz music come about?		The historical, social and cultural environment that contributed to the creation of jazz music.	Describe the events in world in which jazz music was created.	<a href="http://www.jazzinamerica.org/LessonPlan/5/1">http://www.jazzinamerica.org/LessonPlan/5/1</a>	Computer, internet and projector			Unit quiz			

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13	Music History and Culture	What is Jazz		What are the musical elements of jazz?		The musical elements that distinguish jazz music.	Describe and demonstrate the musical elements that contributed to the creation of jazz music	<a href="http://www.jazzinamerica.org/LessonPlan/5/1">http://www.jazzinamerica.org/LessonPlan/5/1</a>	Computer, internet and projector						
14	Piano	Music Reading Skills	21,22,23,24	What is meter and how is music performed in various meters?	1.3.8.B.1	The framework for performing and counting rhythms in 2/4, 3/4 and 4/4 meters.	Demonstration the ability to accurately perform music in 2/4, 3/4 and 4/4	Keyboard Method Book							
15	Piano	Musical Expression	25,26,27,28	What is tempo and dynamics in music? How do we know how to play a given piece of music?	1.3.8.B.3	The terminology used to dictate tempo and dynamics in written music.	demonstrate the ability to define and apply the following tempo and dynamic terms while playing: allegro, andante, largo, crescendo, decrescendo, p, mp, mf, and f.	Keyboard Method Book							
16	Piano	Music Reading Skills	29,30,31,32	How does music notation communicate rhythm?	1.3.8.B.1	How to translate notated rhythm and demonstrate on keyboard.	Demonstration ability to play on keyboard rhythms values of whole note, half note, quarter note, eighth note and corresponding rests	Keyboard Method Book							
17	Piano	Music Reading Skills	29,30,31,32	How does music notation communicate rhythm?	1.3.8.B.1	How to translate notated rhythm and demonstrate by clapping.	Demonstrate the ability to understand, clap, count and play easy rhythmic patterns using whole note, half note, quarter note, eighth note and corresponding rests	Keyboard Method Book							
18	Piano	Musical Expression	29,30,31,32	How do you play a musical phrase musically?	1.3.8.B.2	How to read all the written and unwritten notation and communicate it through performance.	Demonstration the skills to play a musical phrase	Keyboard Method Book							
19	Piano	Musical Expression	29,30,31,32	How do you present yourself professionally on stage?	1.3.8.B.1	How to dress, sit, and perform on stage in a professional manner.	I can demonstrate the appropriate stage presence for proper performance etiquette.	Keyboard Method Book							
20	Piano	Solo Playing	31,32		1.3.8.B.2		Demonstrate the ability to perform solo	Keyboard Method Book							
21	History and Culture	Purpose of Music in society	29,30,31,32	Why is music important to society and what functions does music provide society?	1.4.8.A.2	How music impacts society in a multitude of ways.	Describe how the artists fulfill a variety of purposes in society	Keyboard Method Book							