



Leonia School District

Music - Grade 7

Course Description

The arts contribute to the achievements of social, economic, and human growth by fostering creativity and providing opportunities for expression beyond the limits of language. In Grade 7 Music, the student will learn music from a variety of experiences, including exploration of influential figures in music from past and present.

Pacing Guide

Timeframe	Unit Title
1 Week	The Nine Elements of Music
2 Weeks	Dynamics, Style, and Tempo
5 Weeks	The Six Eras of the Cultural Arts
1 Weeks	Music of the Middle Ages
2 Weeks	Bach: His World and His Music

Unit 1 - The 9 Elements of Music

Goals/Objectives of Unit:

- Music is organized sound, and, as such, has distinct characteristics that separate it from other sounds.
- These characteristics are melody, harmony, rhythm, meter, tempo, timbre, dynamics, style, and form.

Core Instructional Resources/Materials:

- Google Classroom
- Digital Composition Tools
- Staff paper/white boards

	<ul style="list-style-type: none"> Teacher created handouts/worksheets (physical and digital, as well as modified appropriately as needed)
NJ-Student Learning Standards: <u>Standard 1: Visual and Performing Arts</u> 1.3A.8.Re7a: Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose. 1.3A.8.Re7b: Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance). 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods. 1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent. 1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. 1.3B.12prof.Pr4b: Analyze how the elements of music (including form) of selected works relate to style and mood and explain the implications for rehearsal or performance. 1.3B.12prof.Pr4c: Develop interpretations of works based on an understanding of the use of elements of music, style and mood, explaining how the interpretive choices reflect the creator's intent. 1.3B.12acc.Pr4c: Develop interpretations of works based on an understanding of the use of elements of music, style, mood, function, and context, explaining and supporting how the interpretive choices reflect the creator's intent.	

Unit 2 - Dynamics, Style, and Tempo

Goals/Objectives of Unit: <ul style="list-style-type: none"> Music is a complex language that can convey highly nuanced ideas with an economy of expression. Music has a language and terminology associated only with it. Specific words are used to describe characteristics of music of any genre, and many of these terms can and should be utilized by musicians and non-musicians alike. 	Core Instructional Resources/Materials: <ul style="list-style-type: none"> Google Classroom Smart Board Digital Composition Tools Staff paper/white boards Vocal warmups/Exercises Singing Repertoire Teacher created handouts/worksheets (physical and digital, as well as modified appropriately as needed)
NJ-Student Learning Standards: <u>Standard 1: Visual and Performing Arts</u> 1.3A.8.Pr4e: Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing). 1.3A.8.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent. 1.3A.8.Re7b: Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance)	

1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.

1.3B.12acc.Cr1a: Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts, or storylines.

1.3B.12prof.Pr4c: Develop interpretations of works based on an understanding of the use of elements of music, style and mood, explaining how the interpretive choices reflect the creator's intent.

1.3B.12prof.Pr6a: Share live or recorded performances of works (both personal and others') and explain how the elements of music are used to convey intent.

Unit 3 - The 6 Eras of the Cultural Arts

Goals/Objectives of Unit:

- The cultural arts are all interrelated and all follow a parallel history that can be sectioned into six eras: The Middle Ages, Renaissance, Baroque, Classical, Romantic, and Modern Eras.

Core Instructional Resources/Materials:

- Google Classroom
- Smart Board
- Digital Composition Tools
- Staff paper/white boards
- Vocal warmups/Exercises
- Singing Repertoire
- Teacher created handouts/worksheets (physical and digital, as well as modified appropriately as needed)

NJ-Student Learning Standards:

Standard 1: Visual and Performing Arts

1.3A.8.Pr4a: Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.

1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.

1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.

1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.

1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.

1.3B.12prof.Pr4c: Develop interpretations of works based on an understanding of the use of elements of music, style and mood, explaining how the interpretive choices reflect the creator's intent.

1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Unit 4 - Music of the Middle Ages

Goals/Objectives of Unit: <ul style="list-style-type: none"> • The Middle Ages, despite being an era when very little cultural growth occurred, was a time when music of great beauty was composed by anonymous clerics. • Much of this music still survives today in largely unchanged form, thanks to the record-keeping and preservation efforts of the clergy of many faiths. • Gregorian chant, among other art forms of the time, remains relevant today. 	Core Instructional Resources/Materials: <ul style="list-style-type: none"> • Google Classroom • Smart Board • Digital Composition Tools • Staff paper/white boards • Vocal warmups/Exercises • Singing Repertoire • Teacher created handouts/worksheets (physical and digital, as well as modified appropriately as needed)
NJ-Student Learning Standards: <u>Standard 1: Visual and Performing Arts</u> 1.3A.8.Pr4a: Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices. 1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each. 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects. 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods. 1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent. 1.3B.12prof.Pr4c: Develop interpretations of works based on an understanding of the use of elements of music, style and mood, explaining how the interpretive choices reflect the creator's intent. 1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	

Unit 5 - Bach: His World and His Music

Goals/Objectives of Unit: <ul style="list-style-type: none"> • Johann Sebastian Bach is justifiably regarded as one of the greatest composers who ever lived. His music, while firmly a part of the Baroque era, remains relevant and is part of the aural vocabulary of every person today 	Core Instructional Resources/Materials: <ul style="list-style-type: none"> • Google Classroom • Smart Board • Digital Composition Tools • Staff paper/white boards • Vocal warmups/Exercises • Singing Repertoire • Teacher created handouts/worksheets (physical and digital, as well as modified appropriately as needed)
NJ-Student Learning Standards: <u>Standard 1: Visual and Performing Arts</u> 1.3A.8.Pr4a: Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices. 1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each. 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.	

1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.

1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.

1.3B.12prof.Pr4c: Develop interpretations of works based on an understanding of the use of elements of music, style and mood, explaining how the interpretive choices reflect the creator's intent.

1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

General Assessments (may include but not limited to):

Possible Summative Assessment:

- Final draft of project
- Teacher Questioning
- Class/Small Group Discussions
- Peer Assessment
- Classroom presentation of project
- Worksheets
- 1-on-1 discussion with teacher
- Critical Listening Assessment
- Unit Assessment

Optional Daily Assessment:

- Exit ticket/survey (game/web-based: [Kahoot!](#), [Pear Deck](#), [EdPuzzle](#), [Plickers](#), [Quizizz](#), [FlipGrid](#), Google Suite)
- Reflection/self-assessment tool
- Graphic organizers
- Anecdotal notes/teacher observations