



Wethersfield Public Schools

SDMS Curriculum: General Music A (2024)

Grade(s)	7th Grade	
Unit Title and Purpose	Music History In this unit, students cultivate an appreciation for music history and its cultural impact by exploring significant musical periods, analyzing compositional elements, and developing critical listening skills. Students engage in independent research and presentation, while also examining the role of music in film to understand its power in storytelling and emotional expression.	
Timeframe	Ongoing (tasks integrated weekly)	
Vision of the Graduate		
Communicator: Students listen to and analyze music from different time periods and cultures. They practice active listening and respectful discourse, and gain a deeper understanding of music and how it can influence society.		
Unit Priority Standards		
MU:Pr4.2.7.c. Identify how cultural and historical context inform performances and result in different music interpretations. MU:Re7.2.6.b. Identify the context of music from a variety of genres, cultures, and historical periods.		
Unit Supporting Standards		
Responding, Anchor Standard 8. Interpret Intent and meaning in artistic work. Connecting, Anchor Standard 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.		
Essential Questions		
How has music reflected and shaped cultures throughout history? How do musical elements like melody, rhythm, and harmony change over time? What are the stories behind the music? How can music tell us about the past?		
Performance Expectations: Skills		Performance Expectations: Essential Knowledge/Concepts
1. Identify major musical periods (e.g., Medieval, Renaissance, Baroque, Classical, Romantic, etc.) by listening to different works and determining period specific elements. 2. Identify and analyze musical elements (melody, rhythm, harmony, timbre) in relation to historical context. 3. Practice critical listening skills. 4. Research and respond to similarities and differences among musical styles from different eras. 5. Describe musical experiences using appropriate vocabulary. 6. Demonstrate respectful and open-minded listening		1. Name and sequential order of major musical periods 2. Key elements of each musical period 3. Major composers and musical works by period 4. Musical elements (melody, rhythm, harmony, timbre) 5. Evolution of musical elements over time in relation to social, cultural, and technological influences of a specific era



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towards different musical styles.	
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Identifying Major Musical Periods • Create a timeline of major musical periods. • Research and present on a specific musical period. • Identify key composers and works from each period. • Compare and contrast characteristics of different musical periods. Analyzing Musical Elements • Listen to representative pieces from each musical period. • Identify and describe melody, rhythm, tempo, and dynamics in selected pieces. • Compare and contrast musical elements across different cultures and time periods. Developing Critical Listening Skills and Appreciating Diverse Styles • Participate in guided listening activities. • Create a music journal to record personal responses to music. • Develop a vocabulary bank to help describe musical elements. • Practice having conversations about selected pieces of music.	Listening: • Teacher Created Youtube Playlists for classroom <i>(Please note: Students will not have access to Youtube unless teacher provides link)</i> • Metropolitan Opera: Live in HD • Lincoln Center Concerts for Kids • Scores: IMSLP (International Music Score Library Project) Teaching: • European Composers • History of Music intro



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Unit Title and Purpose	Music Literacy Learning music notation equips middle schoolers with critical thinking, visual-spatial, and cognitive skills, fostering creativity and collaboration and a deeper understanding of music.
Timeframe	Ongoing (Integrated into units as relevant)
Vision of the Graduate	
Communicator: Students learn to read and write in western music. They also explore music notation in other time periods and cultures, as well as tablature. Problem Solver: Students work through learning and reading in a new musical language. This will take critical thinking skills, visual-spatial intelligence and memory skills.	
Unit Priority Standards	
MU:Cr2.1.7.b. Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences. MU:Pr4.2.7.b. When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.	
Unit Supporting Standards	
Creating Anchor Standard 2. Organize and develop artistic ideas and work. Performing/Presenting/Producing Anchor Standard 6. Convey Meaning through the presentation of artistic work.	
Essential Questions	
What are the benefits of being able to "read" music notation? How does learning to read music open up new possibilities for our musical expression? How has music notation evolved throughout history?	
Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
1. Read and perform from 1 Octave from Treble Clef Staff 2. Identify, differentiate between, and clap or tap whole, half, quarter and eighth notes and rests through sight and sound. 3. Perform simple rhythmic patterns solo and as a class with steady tempo. 4. Perform with dynamic contrasts (Piano - Forte) 5. Create rhythmic patterns in both written notation and to perform.	Rhythm and Notation 1. Note values: Understanding the duration of whole, half, quarter, and eighth notes and rests. 2. Meter: Recognizing and counting different time signatures (e.g., 4/4, 3/4). 3. Rhythm patterns: Identifying and creating basic rhythmic combinations. 4. Treble clef: Understanding the placement of notes on the staff. Performance Skills 1. Dynamics: Understanding the concept of loudness and softness in music. 2. Tempo: Maintaining a steady beat and adjusting speed as needed.



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	3. Musical phrasing: Creating musical sentences with expression and phrasing. 4. Ensemble playing: Coordinating with others to create a unified sound. Creativity 1. Improvisation: Experimenting with different rhythms and patterns. 2. Composition: Creating original rhythmic ideas and notating them.
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Rhythm and Notation: ● Identify and differentiate between whole, half, quarter, eighth, and sixteenth notes and rests on the treble and bass clefs within a single octave. Demonstrate understanding of the relationship between note values and duration through visual and kinesthetic activities. ● Create simple rhythmic patterns using note values. ● Transcribe simple rhythms from listening into written notation. Performance Skills: ● Perform melodies from the treble clef within one octave in solfege (singing) or on keyboard instrument or pitched based percussion (xylophone or boomwhackers). ● Play rhythmic patterns independently and with a group with a steady tempo. ● Identify and control dynamic levels in performance by accurately executing piano and forte markings, creating clear contrasts in volume. Creativity: ● Improvise rhythmic patterns using clapping or numbers. ● Compose short rhythmic pieces and notate them. ● Perform rhythmic compositions. (Bucket drumming, body percussion)	● SmartMusic ● Boomwhackers playalong (YouTube) ● Body percussion play along (YouTube) ● Bucket Drumming Practice Websites: ● Music Interactive ● Note Reading Exercises ● Music Racer ● Music Tech Teacher



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Grade(s)	7th Grade		
Unit Title and Purpose	Vocal & Ukulele Exploration		
Timeframe	4 weeks		
Vision of the Graduate			
Collaborator: Performing on instruments within an ensemble is a collaborative process. Students work on both physical technique skills needed to learn instruments as well as communication skills needed to function within a group of musicians working towards the same goals.			
Unit Priority Standards			
MU:Cn10.0.3. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.			
Unit Supporting Standards			
Essential Questions			
How can understanding the basics of vocal technique and ukulele playing enhance musical expression and performance?			
What is the role of collaboration and ensemble playing in creating a unified musical experience?			
How do voice and ukulele complement each other to create harmonic and rhythmic interest?			
How does exploring vocal and ukulele music contribute to a deeper appreciation for different musical styles and genres?			
Performance Expectations: Skills		Performance Expectations: Essential Knowledge/Concepts	
1. Develop basic vocal technique and musicianship: Demonstrate proper vocal production, posture, and breathing techniques while singing simple melodies with accuracy and expression.		Vocal Technique and Musicianship	
2. Acquire fundamental ukulele skills: Demonstrate basic ukulele chord knowledge, strumming patterns, and finger placement while playing simple melodies and accompaniments.		1. Vocal production: breath support, intonation	
3. Explore vocal and ukulele ensemble playing: Collaborate with peers to perform simple vocal and ukulele arrangements, demonstrating skills in blending, intonation, and rhythmic coordination.		2. Posture: alignment for optimal vocal performance	
4. Understand the relationship between voice and ukulele: Explore the interplay between vocal harmonies and ukulele accompaniment, and demonstrate a basic understanding of chord progressions.		3. Melody: understanding pitch relationships and intervals	
		4. Rhythm: understanding and performing basic rhythmic patterns	
		5. Dynamics: controlling volume	
		Ukulele Skills	
		1. Chords: basic chord shapes	
		2. Strumming patterns/techniques	
		3. Intonation: tuning the ukulele, playing in tune.	
		4. Finger placement: proper positioning of fingers on the fretboard	
		Ensemble Playing	
		1. Blending: matching ensemble sounds/ tone.	
		2. Intonation: tuning instruments to each other	
		3. Rhythm: maintaining a steady tempo and coordinating parts	



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	Vocal and Ukulele Relationship 1. Harmony: understanding basic chord progressions 2. Accompaniment: coordinating vocal melody with ukulele chords
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Basic vocal technique • Practice vocal warm-ups and exercises • Sing scales and arpeggios to develop vocal range • Practice basic music notation and solfege, solfege hand signs • Perform unison and round songs with correct posture Fundamental ukulele skills • Practice basic chord shapes and finger positions • Practice strumming patterns and techniques • Play simple melodies and accompaniments on the ukulele Explore vocal and ukulele ensemble playing • Participate in group singing and ukulele playing activities • Develop ensemble skills such as blending, intonation, and rhythmic coordination • Perform simple vocal and ukulele arrangements together Understand the relationship between voice and ukulele • Analyze the structure of simple songs • Play simple vocal and ukulele arrangements • Explore the role of accompaniment in supporting a vocal melody	• Smartmusic • Ukulele Play Along Youtube Resources



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Grade(s)	7th Grade		
Unit Title and Purpose	Instrument Exploration (Strings, Woodwind & Brass)		
Timeframe	6 Weeks		
Vision of the Graduate			
Collaborator: Performing on instruments within an ensemble is a collaborative process. Students work on both physical technique skills needed to learn instruments as well as communication skills needed to function within a group of musicians working towards the same goals.			
Unit Priority Standards			
MU:Cn10.0.3. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.			
Unit Supporting Standards			
Essential Questions			
Strings: How does proper posture and hand position contribute to playing the instrument effectively? How do the strings, bow, and body of the instrument work together to create sound? How do we read music notation and translate it into playing the instrument? Brass: How can we practice effectively to improve our playing skills and accuracy? What role does the mouthpiece / Embouchure play in sound production and proper playing technique? How do we use proper breathing techniques to play sustained notes and phrases? Woodwinds: What are the different parts of a woodwind instrument (e.g., clarinet, flute, saxophone)? How does air create sound in a woodwind instrument? What role do the reed and keys play? How does proper posture and hand position contribute to playing the instrument effectively?			
Performance Expectations: Skills		Performance Expectations: Essential Knowledge/Concepts	
Strings: 1. Perform 3-5 note songs, pizzicato aurally and via music notation. 2. Play 1 octave scale,pizzicato 3. Play Open strings with bow. Brass:		General Essential Knowledge 1. Basic music theory: understanding of pitch, rhythm, and dynamics. 2. Instrument anatomy: knowledge of the instrument's parts and their functions. 3. Sound production: understanding how the instrument creates sound.	



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1. Play and differentiate between high/low partials. 2. Perform 3 note songs learned aurally and via music notation. 3. Practice instrument maintenance (oiling valves, keeping mouthpiece clean.) Woodwinds: 1. Perform 3 note songs learned aurally and via music notation. 2. Practice instrument maintenance (how to put together, swabbing, proper reed storage)	4. Instrument care: proper handling, cleaning, and maintenance. 5. Aural skills: ability to listen and reproduce musical ideas. Instrument-Specific Essential Knowledge Strings: 1. Bowing techniques: different bow strokes and weight. 2. Left-hand position: proper finger placement. Brass: 1. Embouchure: correct lip and mouth position for producing sound. 2. Breathing: proper breathing techniques for supporting sound. 3. Valve or slide mechanics: understanding how the valves or slide affect pitch. Woodwinds: 1. Reed care: proper reed preparation and maintenance. 2. Articulation: producing clear and distinct notes. 3. Fingerings: correct finger placement for producing desired pitches.
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Strings • Perform 3-5 note songs, pizzicato aurally and via music notation: Students listen to short melodies, identify the notes, and then play them on their instruments using pizzicato. They also learn to read 3-5 notes from music notation and play the corresponding notes pizzicato. • Play 1 octave D Major scale, pizzicato: Students practice playing the open strings and then gradually introduce fingered notes to build the scale. • Play Open strings with bow: Students develop proper bow hold and bow stroke, and then apply it to playing open strings. They focus on producing a clear and even sound with open strings. Brass • Play and differentiate between high/low partials: Students experiment with different embouchure	• SmartMusic • Video library of beginning instrumental info, Band • Video library of beginning instrumental info, Strings



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positions to produce higher and lower pitches.
They learn to identify and control these pitches.

- Learn 3 note songs aurally and via music notation: Students listen to short melodies and then play them on their instrument. They will also learn to read simple sheet music and play the corresponding notes.
- Practice instrument maintenance (oiling valves, keeping mouthpiece clean): Students clean and care for their instruments, following provided instructions.

Woodwinds

- Learn 3 note songs aurally and via music notation: Students listen to short melodies and then play them on their instrument. They also learn to read and play from music notation.
- Learn instrument maintenance (how to put together, swabbing, proper reed storage): Students assemble and disassemble their instruments, clean them regularly, and store their reeds properly.



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Grade(s)	7th Grade	
Unit Title and Purpose	Careers in Music Exposing middle schoolers to a variety of non-performance music careers broadens their career horizons, develops essential skills, and encourages a lifelong interest in the music industry. By understanding the diverse roles within the music world, students can make informed decisions about their future paths while fostering a sense of entrepreneurship and innovation.	
Timeframe	Ongoing (Tasks integrated weekly)	
Vision of the Graduate		
Communicator: Students conduct research, apply learning, and share findings about careers in the music industry. Problem Solver: Students apply learning to determine how music-related skills and other skills can help professionals solve problems in a variety of music-related fields.		
Unit Priority Standards		
CCSS.ELA-Literacy.RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. CCSS.ELA-Literacy.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. CCSS.ELA-Literacy.WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. CCSS.ELA-Literacy.WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research. CCSS.ELA-Literacy.SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.		
Unit Supporting Standards		
Essential Questions		
What skills and knowledge are essential for success in various non-performing music careers? How do technology and innovation shape the evolving music industry and career opportunities? How can personal interests and talents be aligned with potential music-related career paths? What is the impact of music on society, and how can individuals contribute to this impact through non-performing roles?		
Performance Expectations: Skills		Performance Expectations: Essential Knowledge/Concepts
1. Determine the central ideas or conclusions of a text. 2. Conduct short research projects to answer a question, drawing on several sources. 3. Gather relevant information from multiple print and digital sources.		1. Music Industry Structure: Understanding the different sectors of the music industry (recording, publishing, management, etc.) and how they interact. 2. Business Fundamentals: Basic knowledge of how business operations, marketing, finance, and entrepreneurship are relevant to music careers.



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4. Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 5. Draw evidence from informational texts to support analysis, reflection, and research. 6. Present claims and findings with relevant descriptions, facts, details, and examples.	3. Music Technology: Familiarity with music production software, recording equipment, and digital platforms. 4. Career Paths: Awareness of various non-performing music careers (music producer, music therapist, music journalist, music teacher, etc.) and the skills required for each. 5. Communication and Interpersonal Skills: The importance of effective communication and teamwork in the music industry. 6. Understand the skills and education needed for different music careers 7. Understand the diverse roles that contribute to the music industry.
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Music Therapy research: Research the field of music therapy and its applications (physical, emotional, cognitive well-being). Each student presents on a specific aspect of music therapy. Become A... Tasks ● Become a Luthier/Instrument Repair Technician: Virtual tour and Q&A with Instrument repair tech and luthier. Make your own ukulele / instrument project. ● Become an ASL (Concert / Performance) Translator: Watch ASL translator performances, learn a song in ASL. ● Become a Music Critic: Analyze existing music reviews to understand writing styles and critical thinking involved. Then, write a short review of a chosen song or album, focusing on elements like melody, rhythm, lyrics, and overall impact. ● Become a Record Producer ● Become a Video Game Composer/ Sound Designer ● Become a Teacher: Interview a teacher: How do non-music teachers incorporate music in their courses? Or, how do you propose that they could?	● Luthier resources ● Amazon Music Careers Tour ● Build your own ukulele