



Grade 7 General Music Curriculum

Last Updated March, 2019 by Shannon Sunday

Course Description: Students spend seventh grade learning about styles of music that originated in America. Beginning with the impact of the blues and learning basic jazz terminology, students then study specific periods of jazz history and end the unit by creating a jazz i-movie. The second half of the year is spent exploring the impact of popular music in America. Students form a band, develop a twenty-city concert tour, create an arrangement using garage band, and then market their single.

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Unit #/Title	1/Blues	Time Frame	12 Class Periods
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Stage 1 - Identify Desired Results

Standards

- 9.1.8 A. Know and use the elements and principles of each art form to create works in the arts and humanities.
- Elements Music: • duration • intensity • pitch
 - Principles Music: • composition • form • harmony • rhythm • texture
- 9.1.8 B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- Music: • play an instrument • read and notate music • compose
- 9.1.8 C. Identify and use comprehensive vocabulary within each of the arts forms.
- 9.2.8 A. Explain the historical, cultural and social context of an individual work in the arts.
- 9.2.8 B. Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).
- 9.2.8 C. Relate works in the arts to varying styles and genre and to the periods in which they were created
- 9.2.8 D. Analyze a work of art from its historical and cultural perspective.
- 9.2.8 E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts
- 9.2.8 F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.
- 9.2.8 G. Relate works in the arts to geographic regions: North America
- 9.2.8 J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts
- 9.2.8 K. Identify, explain and analyze traditions as they relate to works in the arts
- 9.2.8 L. Identify, explain and analyze common themes, forms and techniques from works in the arts.
- 9.3.8 A. Know and use the critical process of the examination of works in the arts and humanities. Compare and contrast
- Music: Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments
- 9.3.8 B. Analyze and interpret specific characteristics of works in the arts within each art form
- 9.3.8 C. Identify and classify styles, forms, types and genre within art forms
- 9.3.8 D. Evaluate works in the arts and humanities using a complex vocabulary of critical response.

Big Ideas

- The relationship of the arts and culture is mutually dependent: culture affects the arts and the arts reflect and preserve culture.
- Different genres of music have different value systems that include originality, creativity, historical significance, musical content, and other intangible factors that can lead to deeper meanings of the music.

Essential Questions

- How can music communicate a message?
- How is a musical style created?
- How can music reflect and change history?
- How does the passing of time affect changes in musical style?

Content

- The major events of African American history dealing with their struggle for equality in the United States
- African and African American music traditions found in the blues
- The themes of lyrics used in the blues
- The relationship between African American life/history and the blues.
- Basic song parts and standard lyric form of the blues
- The use of AAB lyric structure

Skills

- Read and comprehend nonfiction
- Identify lyric structure
- Interpret lyrics to find historical connections
- Diagram lyric form
- Compose original blues lyric in aab format
- Read harmonic changes using roman numerals
- Transpose the 12 bar blues structure into various keys
- Perform the harmonic changes of the 12 bar blues
- Identify different styles of the blues through listening
- Recognize influences of the blues found in other genres of music

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| <ul style="list-style-type: none">• The use of Roman numerals to align with the scale to label harmonic progressions.• The three main chords of the blues. (I, IV, V)• The main characteristics of the types of the blues and examples of performers: Mississippi Delta (Robert Johnson, Blind Lemon Jefferson), Classic Blues (Bessie Smith, Ma Rainey, Mamie Smith), Chicago Blues (Muddy Waters, BB King), Boogie Woogie (Meade Lux Lewis), Jump Blues (Big Joe Turner, Louis Jordan), Rhythm and Blues (Ray Charles, Little Richard)• The important musical contributions made by blues musicians• Examples of blues influences found in popular music | |
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Unit #/Title	2/Jazz	Time Frame	20 Class Periods
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Stage 1 - Identify Desired Results

Standards

- 9.1.8 A. Know and use the elements and principles of each art form to create works in the arts and humanities.
- Elements Music: • duration • intensity • pitch
 - Principles Music: • composition • form • harmony • rhythm • texture
- 9.1.8 B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- Music: • play an instrument • read and notate music • compose
- 9.1.8 C. Identify and use comprehensive vocabulary within each of the arts forms.
- 9.2.8 A. Explain the historical, cultural and social context of an individual work in the arts.
- 9.2.8 B. Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).
- 9.2.8 C. Relate works in the arts to varying styles and genre and to the periods in which they were
- 9.2.8 D. Analyze a work of art from its historical and cultural perspective.
- 9.2.8 E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts
- 9.2.8 F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.
- 9.2.8 G. Relate works in the arts to geographic regions: North America
- 9.2.8 J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts
- 9.2.8 K. Identify, explain and analyze traditions as they relate to works in the arts
- 9.2.8 L. Identify, explain and analyze common themes, forms and techniques from works in the arts.
- 9.3.8 A. Know and use the critical process of the examination of works in the arts and humanities. Compare and contrast
- Music: Analyze• Interpret• Form and test hypotheses • Evaluate/form judgments
- 9.3.8 B. Analyze and interpret specific characteristics of works in the arts within each art form
- 9.3.8 C. Identify and classify styles, forms, types and genre within art forms
- 9.3.8 D. Evaluate works in the arts and humanities using a complex vocabulary of critical response.
- CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text

Big Ideas

- The relationship of the arts and culture is mutually dependent: culture affects the arts, and the arts reflect and preserve culture.
- Different genres of music have different value systems that include originality, creativity, historical significance, musical content, and other intangible factors that can lead to deeper meanings of the music.

Essential Questions

- How can music communicate a message?
- How is a musical style created?
- How can music reflect and change history?
- How does the passing of time affect changes in musical style?

Content

- Basic musical elements used in jazz: notes, melody, chords, accompaniment, improvisation, syncopation, jazz sounds, rhythm, and harmony
- Origins of jazz
- Jazz as America's music
- Specific genres of jazz (Dixieland, swing, bebop, hard bop, cool jazz, free jazz, and fusion)
- Specific characteristics of each genre including the historical significance, cultural implications, and

Skills

- Read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
- Utilize research skills and practices, ie. critical thinking, problem solving, organization, contributing to a group, and initiative.
- Communicate orally and in writing

<p>famous musicians representing each period.</p> <ul style="list-style-type: none">• Jazz as a reflection of American culture.	<ul style="list-style-type: none">• Employ digital literacy techniques, specifically being able to find, capture, and evaluate pertinent information.• Integrate visual information (e.g., in charts, graphs, photographs, videos or maps) with other information in print and digital texts.• Identify specific jazz musicians by appropriate genre• Demonstrate teamwork, collaboration, and cooperation• Distinguish different styles of jazz through listening• Connect periods of music to historical events• Use technology to convey information
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Unit #/Title	3/American Popular Music	Time Frame	18 Class Periods
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Stage 1 - Identify Desired Results

Standards

- 9.1.8 A. Know and use the elements and principles of each art form to create works in the arts and humanities.
- Elements Music: • duration • intensity • pitch
 - Principles Music: • composition • form • harmony • rhythm • texture
- 9.1.8 B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- Music: • play an instrument • read and notate music • compose
- 9.1.8 C. Identify and use comprehensive vocabulary within each of the arts forms.
- 9.1.8 E. Communicate a unifying theme or point of view through the production of works in the arts.
- 9.1.8.I I. Know where arts events, performances and exhibitions occur and how to gain admission.
- 9.1.8.J. J. Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.
- 9.1.8.K. Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.
- 9.2.8 A. Explain the historical, cultural and social context of an individual work in the arts.
- 9.2.8 B. Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).
- 9.2.8 C. Relate works in the arts to varying styles and genre and to the periods in which they were
- 9.2.8 D. Analyze a work of art from its historical and cultural perspective.
- 9.2.8 E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts
- 9.2.8 F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.
- 9.2.8 G. Relate works in the arts to geographic regions: North America
- 9.2.8 J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts
- 9.2.8 K. Identify, explain and analyze traditions as they relate to works in the arts
- 9.2.8 L. Identify, explain and analyze common themes, forms and techniques from works in the arts.
- 9.3.8 A. Know and use the critical process of the examination of works in the arts and humanities. Compare and contrast
- Music: Analyze• Interpret• Form and test hypotheses • Evaluate/form judgments
- 9.3.8 B. Analyze and interpret specific characteristics of works in the arts within each art form
- 9.3.8 C. Identify and classify styles, forms, types and genre within art forms
- 9.3.8 D. Evaluate works in the arts and humanities using a complex vocabulary of critical response.

Big Ideas

- Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist.
- Different genres of music have different value systems that include originality, creativity, historical significance, musical content, and other intangible factors that can lead to deeper meanings of the music.

Essential Questions

- How do interests and aptitudes help determine a career choice?
- How can music communicate a message?
- How is a musical style created?

Content

- Basic characteristics of rock, country, rap, reggae, and disco
- US geography – Major cities, important geographical regions, points of interest, economics, etc. of assigned states.

Skills

- Analyze characteristics of different genres of popular music.
- Investigate various careers in the music industry
- Locate and label major cities on US map

<ul style="list-style-type: none"> ● Math- percentages, adding mileage, averaging, and calculating fuel costs. ● Career exploration – Roles of Manager (finances, scheduling, and research), songwriter, arranger, performer ● Basic Poetry techniques used in lyric writing ● Lyric writing criteria- create a title, ask questions, answer questions, roles of verse, chorus, and bridge ● Song forms ● Basic garageband knowledge and commands- loops, tracks, volume balance, cut, copy, recording ● Music composition 	<ul style="list-style-type: none"> ● Calculate mileage between cities and fuel costs ● Explore and study a variety of states and learn about geographical regions, points of interest, population density, economics, and climate. ● Work cooperatively in teams to plan, develop, and create concert tour. ● Use critical thinking skills to solve problems. ● Use communication skills including reading and writing. ● Analyze lyrics for poetic devices ● Produce original song lyrics ● Experience relevant cultural connections dealing with real world experiences. ● Use key arranging techniques
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