



Chardon Local Schools Curriculum

MUSIC - Grade 7 Band

Curriculum Description / Overview

In 7th Grade Band, students continue their study of a chosen musical instrument for a third year. Through performance of this instrument students learn musical vocabulary, theory, history, and proper performance technique allowing them to perform as a soloist or in an ensemble.



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MUSIC - Grade 7 Band Curriculum Map

Strand	PERCEIVING / KNOWING / CREATING (CE)
Power Objective #1	
Supporting Indicators Identify the style and historical period of various music examples.	Vocabulary: chorale, swing, symphony, folk song, Scottish snap, spiritual, prelude, ballet, tone poem,
	Discuss various styles, genres, and context as the songs arise in our rehearsal cycle or method book, explain the function of music in its own culture
	MATERIALS: ACCENT ON ACHIEVEMENT BOOK 3 AND VARIOUS PIECES OF MUSIC CHOSEN TO HIGHLIGHT SKILLS LEARNED--VARY EACH YEAR
Power Objective #2	
Supporting Indicators Identify key signatures of major scales	Vocabulary: key signature, sharp, flat,
	Identify and play in a variety of major keys
	Assessment: playing test, performance
	MATERIALS: ACCENT ON ACHIEVEMENT BOOK 3 AND VARIOUS PIECES OF MUSIC CHOSEN TO HIGHLIGHT SKILLS LEARNED--VARY EACH YEAR
Power Objective #3	
Supporting Indicators Describe a varied repertoire of music with appropriate music vocabulary	Vocabulary: all previously learned
	Answer questions during class regarding the chosen music selection
	Assessment: concert critique, discussion
	MATERIALS: ACCENT ON ACHIEVEMENT BOOK 3 AND VARIOUS PIECES OF MUSIC CHOSEN TO HIGHLIGHT SKILLS LEARNED--VARY EACH YEAR
Strand	PRODUCING / PERFORMING (PR)
Power Objective #1	

Supporting Indicators 1PR Independently or collaboratively, perform a varied repertoire of music representing diverse genres and cultures and showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter.	Vocabulary: lip slurs, all previously learned vocab
	define and demonstrate correct tempo markings, play successfully in a variety of keys and meters, participate in live performances while demonstrating appropriate concert etiquette
	Assessment: playing test, performance
	MATERIALS: ACCENT ON ACHIEVEMENT BOOK 3 AND VARIOUS PIECES OF MUSIC CHOSEN TO HIGHLIGHT SKILLS LEARNED--VARY EACH YEAR
Power Objective #2	
Supporting Indicators Perform accurately, independently or collaboratively, with good posture producing an appropriate tone quality.	Vocabulary: all previously learned
	play with appropriate posture and breath control, respond appropriate to conductor gestures and cues, demonstrate correct dynamic levels
	Assessment: playing test, performance
	MATERIALS: ACCENT ON ACHIEVEMENT BOOK 3 AND VARIOUS PIECES OF MUSIC CHOSEN TO HIGHLIGHT SKILLS LEARNED--VARY EACH YEAR
Power Objective #3	
Supporting Indicators Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.	Vocabulary: 16th/dotted 8th pattern, 16th/8th/16th pattern, 16th notes in 6/8, 16th rest, quarter note triplet, 5/4, 6/4, quarter note triplet, changing meters between simple and compound, 5/8, double dotted 8th/32nd
	Play increasingly difficult rhythmic patterns, correctly incorporate style and articulation markings
	Assessment: playing test, performance
	MATERIALS: ACCENT ON ACHIEVEMENT BOOK 3 AND VARIOUS PIECES OF MUSIC CHOSEN TO HIGHLIGHT SKILLS LEARNED--VARY EACH YEAR
Strand	RESPONDING / REFLECTING (RE)
Power Objective #1	
Supporting Indicators Apply multiple criteria to	Vocabulary: all previously learned

evaluate the quality and effectiveness of music performance and composition including their own.	Apply musical criteria to critique a music performance using musical vocabulary
	ASSESSMENT: CONCERT CRITIQUES AND CLASS LISTENING DISCUSSION
	MATERIALS: ACCENT ON ACHIEVEMENT BOOK 3 AND VARIOUS PIECES OF MUSIC CHOSEN TO HIGHLIGHT SKILLS LEARNED--VARY EACH YEAR
Power Objective #2	
Supporting Indicators 3RE Develop criteria based on elements of music to support personal preferences for specific music works.	Vocabulary: all previously learned
	Use musical vocabulary to assess a performance and give a preference
	ASSESSMENT: CONCERT CRITIQUES AND CLASS LISTENING DISCUSSION
	MATERIALS: ACCENT ON ACHIEVEMENT BOOK 3 AND VARIOUS PIECES OF MUSIC CHOSEN TO HIGHLIGHT SKILLS LEARNED--VARY EACH YEAR