

CKSD Curriculum Grade 7 Music

Instructor: Mrs. Maureen Lightner

	9 week class
Content / Big Ideas	<ol style="list-style-type: none"> 1. The skills, techniques, elements, and principles of the arts can be learned, studied, refined, and practiced 2. Artists use tools and resources as well as their own experiences and skills to create art 3. The arts provide a medium to understand and exchange ideas 4. Humans have expressed experiences and ideas through the arts throughout time and across cultures 5. There are formal and informal processes used to assess the quality of works in the arts 6. People use both aesthetic and critical processes to assess the quality of works in the arts
Essential Questions	<ul style="list-style-type: none"> • <i>What is the definition of music?</i> • <i>What is a music genre?</i> • <i>What are the different purposes of music?</i> • <i>How are sounds produced? What is noise?</i> • <i>What are the scientific properties of sounds?</i> • <i>How do we hear music?</i> • <i>What are the different instrument families?</i> • <i>What are ensembles of instruments and voices called?</i> • <i>How does the voice make sounds?</i> • <i>What happens when your voice changes?</i> • <i>How do you keep your voice healthy?</i> • <i>What is the proper way to hold and play a guitar</i> • <i>What are the parts of the guitar called</i> • <i>How do you change notes on a guitar</i> • <i>How do you hold a pick and strum on a guitar</i> • <i>How do you read traditional music notation and guitar notation (Tablature)</i>
Concepts / Vocabulary	<ul style="list-style-type: none"> • <i>Genre</i> • <i>Frequency, Duration, Timbre, Intensity</i> • <i>Cochlea, Larynx</i> • <i>Pitch, Decibels, Hertz, Rhythm</i> • <i>Aerophones, chordophones, membranophones, Idiophones</i> • <i>Conductor, Composer, Band, orchestra, choir</i> • <i>Solo, Duet, Trio, Quartet, Quintet etc</i> • <i>Soprano, Alto, Tenor, Bass</i>

<p>Competencies</p>	<ol style="list-style-type: none"> 1. Demonstrate the ability to independently create, recreate, rehearse and perform musical works and explain why this is important. 2. Identify post-graduation opportunities to be part of the musical community as audience members, amateur musicians or professional musicians. 3. Collaborate with others to create a musical work using contemporary technologies. 4. Explain similarities between works in dance, music, theatre and visual arts in various cultural and historical contexts. 5. Analyze their own performances and compositions and make judgments about their own works as compared with those of other performers and composers. 6. Analyze the ways in which a musician's use of rhythm, melody, harmony, form, texture and expressive qualities influence an audience's response to the music
<p>Standard / Benchmark</p>	<p>9.1A Elements and principles of music 9.1B Sing, Play, Read, and Notate Music 9.1C Vocabulary within each Art form 9.3C Identify and Classify works by forms, styles, and genres 9.1G Identify the functions of rehearsals 9.2G Geographic regions in the arts 9.3B Describe works by content</p>
<p>Activities / Assessments</p>	<p>Traditional lectures, PowerPoints, YouTube Videos, Kahoots, Small group and Individual Projects, Guitar lessons, 2 Quizzes</p>