

**Arts**  
**Strand: Music Grade 7**

**Assess Grade 6 Knowledge, Skills, and Competencies**

**Learning Standard 1- Singing**

*Students will sing alone and with others, a varied repertoire of music.*

- Sing independently with:
  - Increased accuracy,
  - Expanded breath control, and
  - Extended vocal range.
- Sing, with expression and technical accuracy, a repertoire of vocal literature with a level of difficulty of 1.5, on a scale of 1 to 6 (Level 1.5 for choral ensemble), including some songs performed from memory.
- Sing music representing the cultures of ancient Greece, Rome and Medieval Europe.
- Sing patriotic American music.
- Sing music written in two parts (up to three parts in choral ensemble), with and without accompaniment.

**Learning Standard 2 – Reading and Notation**

*Students will read music written in standard notation.*

- Read whole, half, quarter, eighth notes and rests in 2/4, 3/4, 4/4, 6/8 meter signatures.
- Read and sing simple melodies and intervals the treble clef .
- Identify, define, and use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- Use standard notation to record, in the treble clef, one’s own musical ideas and those of others.
- In choral/instrumental ensemble or class, sight-read, accurately and expressively, music with a difficulty level of 1 on a scale of 1 to 6.
- Define:
  - chant
  - dialogue
  - flats
  - hymn
  - lute
  - pentatonic scale
  - sharps

**Learning Standard 3 - Playing Instruments**

*Students will play instruments, alone and with others, to perform a varied repertoire of music.*

- Perform accurately and independently, on at least one instrument, alone and in small and large ensembles, with appropriate:
  - Posture, breath control,
  - Playing position,
  - Technique, and
  - Instrument care.

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### Strand: Music Grade 7

#### **Learning Standard 3 - Playing Instruments (con't.)**

- Perform, with expression and technical accuracy, on at least one string, wind, percussion, or classroom instrument, a repertoire of instrumental literature with a level of difficulty of 1.5, on a scale of 1 to 6 (Level 1.5 for instrumental ensemble).
- Perform music representing the cultures of ancient Greece, ancient Rome and the European Middle Ages.
- Play, by ear, simple melodies on a melodic instrument.

#### **Learning Standard 4 - Improvisation and Composition**

*Students will improvise, compose, and arrange music.*

- Improvise and compose simple harmonic accompaniments.
- Improvise simple rhythmic and melodic variations on given pentatonic melodies.
- Improvise short melodies on Orff instruments, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.
- Compose and arrange short pieces for voices or instruments, within teacher-specified guidelines, using the elements of music learned in Grade 6.
- Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging (computer software, mid and keyboard).

#### **Learning Standard 5 - Critical Response**

*Students will describe and analyze their own music and the music of others using appropriate music vocabulary. When appropriate, students will connect their analyses to interpretation and evaluation.*

- Recognize the uses of elements in aural examples representing diverse genres and cultures.
- Describe specific music occurrences in a given aural example, using appropriate terminology.
- Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, and chords.
- Interpret more complex music through movement.
- Research composers Hans Hickman and Benedictine Monks of Santo Domingo de Silos.
- Listen to Ancient Egyptian Music, and Gregorian Chant, and Ancient Music of Rome and Greece.

### **Connections:** **Music/Visual Arts**

#### **Learning Standard 6 – Purposes and Meanings in the Arts**

*Students will describe the purposes for which works of dance, music, visual arts, and architecture were and are created, and when appropriate, interpret their meanings.*

- Interpret the meanings of artistic works by explaining how the subject matter and/or form reflects the events, ideas, religions, and customs of people living in the ancient world (Rome and Greece).
- Investigate past cultures with emphasis on their art (Egypt).
- Describe how artistic production can shape and be influenced by a society.
- Apply modern-day culture to one's own work.

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**Connections:**  
**Music/Visual Arts**

**Learning Standard 7 – Roles of Artists in Communities**

*Students will describe the roles of artists, patrons, cultural organizations, and art institutions in societies of the past and present.*

- Describe the roles of artists in ancient civilizations and assess similarities and differences in these roles, considering aspects such as:
  - Living conditions,
  - Status of artists,
  - Support for the arts, and
  - Apprenticeship and/or education.
- Identify and describe careers in at least one art form.
- Describe the function of cultural organizations and arts institutions, such as museums, symphonies, repertory theatres, dance companies and historical preservation organizations.

**Learning Standard 8 – Concepts of Style, Stylistic Influence, and Stylistic Change**

*Students will demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where art works were created, and by analyzing characteristic features of art works from various historical periods, cultures, and genres.*

- Identify genres of dance, music, theatre; describe their sources; and trace their evolution in the ancient world (Rome, Greece).
- Recognize characteristic features of music from ancient civilizations.
- Identify artists' styles/movements and apply concepts to one's own work.

**Learning Standard 9 – Inventions Technologies, and the Arts**

*Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their work.*

- Identify and describe examples which illustrate how new inventions, technologies, or materials brought about changes in the arts in various time periods and cultures.
- Identify and describe examples of artists' innovative uses of technologies and inventions.
- Identify and describe examples of contemporary artists' use of computer technology in their work.

**Learning Standard 10 - Interdisciplinary Connections**

*Students will apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.*

- Apply knowledge of other disciplines to the arts.
- Create a piece which is reflective of ancient civilizations (Egypt, Rome, and Greece).

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**Vocabulary:**

intervals	neumes	aulos	polyphonic
canon	star	Gregorian Chant	homophonic
modes	toccata	monophonic	

**Medieval Europe:**

Oriental world – large monophonic

Melody accompanied by variety of rhythm, no harmony

Indian Dance – communication – using body as a medium

Indian mythology or folk legends

Folk songs are simple in terms of verses and music, unlike classical music

Festival and religious songs are usually accompanied by suitable dance form

9 emotions expressed – happiness, anger, disgust, fear, sorrow, courage, compassion,  
wonder and serenity

Basic music used seven musical notes

Popular instruments: sitar, veena, tabala and shehnai

**Ancient music of Rom:**

Gregorian Chant (16<sup>th</sup> century) – monophonic

Opera =-early operas based on pagan mythology

Costanzo (1460-1545) Italian who served as singer in papal choir, composer, earliest  
collection of polyphonic hymns

Later 15<sup>th</sup> century – Music = mathematical science

Kyrie – 1598

Toccata (improvisational solo work characterized by rhapsodic sections and rambling  
scale passages alternating with imitative or fugal sections)

Vatican & Sistine Chapel – religious music dominates

**Ancient music of Greece:**

Muse

Instruments: lyres, aulos (like and oboe), lutes, some harps, kithara (early kind of  
guitar)

Greeks' music very articulate, sophisticated poetic texts with little verbal repetition

Music, song and dance used for sacrifices to gods, athletic events and peacetime

Intervals used – 4<sup>th</sup>, 5<sup>th</sup> and octave

Use of only one instrument to accompany many voices

**Stone Age and Bronze Age:**

Instruments:

Stings: harps – many sizes and shapes

Guitar – lute (Middle Eastern)

Woodwind: transverse flute

whistle mouthpiece

recorder

shawna – oboe

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Stone Age and Bronze Age (con't):

Brass: not necessarily brass, used ivory, horn, and wood

Cornett (today's trumpet\_ - cowhorn made of wood, couldn't be coiled – 6 feet long

Sachbut (trombone\_ - used a slide

Keyboard: organs – needed giant bellows that opened and closed pipes

Piano – clavichord – set strings to vibrate