

**WILSON AREA SCHOOL DISTRICT  
PLANNED COURSE GUIDE**

**Title of planned course:** Music Grade 7

**Subject Area:** Music

**Grade Level:** 7th

**Course Description:** This course will build on the skills and knowledge learned in grade 6 and focus on various genres of music melody, Blues, Jazz, Swing, American Dance, Latin, and Opera.

**Time/Credit for this Course:** 6 weeks (30 classes)

**Curriculum Writing Committee:** Sandra Partington

# WILSON AREA SCHOOL DISTRICT PLANNED COURSE MATERIALS

**Course Title:** Music Grade 7

**Textbook:** Making Music 7

**Supplemental Books:** Music Alive Magazine

**Teacher Resources:**

- Internet
- Teacher Tube
- You Tube – Educational
- DVD and VHS – Louis Armstrong, Benny Goodman, Dizzy Gillespie,
- Carlos Santana, Amahl and the Night Visitors
- Teacher Generated Materials
- Teacher Music Samples – IPOD
- Teacher Acquired Materials
- Bells, Piano and Percussion Instruments

## **CURRICULUM MAP**

- Week 1:** Introduction to 7th Grade Music  
Careers in Music
- Week 2:** Blues, Jazz, and Swing
- Week 3:** Blues, Jazz and Swing
- Week 4:** American Dance Music
- Week 5:** Latin Music and Carlos Santana
- Week 6:** Opera “Amahl and the Night Visitors”

## Curriculum Scope & Sequence

**Planned Course:** Music Grade 7

**Unit:** Careers in Music

**Time Frame:** 7 Classes

**State Standards:** 9.1.8.C, 9.1.8.G, 9.1.8.I, 9.1.8.J, 9.2.8.C, 13.1.8.A, 13.1.8.B, 13.1.8.C, 13.1.8.D

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- Recognize various careers in music and the importance of each
- Understand the development of music production in history
- Describe the basics of music amplification and technology
- Define basic music terms
- Understand copyright and describe how it affects music

**Core Activities:** Students will complete/participate in the following:

- Discussion of careers and important music personalities
- Demonstration of amplification and electronic manipulation of sound
- Demonstration of various types of music devices through history

**Extensions:**

- Use of technology in current music
- Current development of music devices
- Copyright infringements

**Remediation:**

- Adaptations specific to students' needs
- Modeling
- Reinforce progress toward desired outcomes

**Instructional Methods:**

- Teacher Guided Discussion
- Student Guided Discussion
- Demonstrations

**Materials and Resources:**

- CDs and Stereo
- Book
- Piano
- Teacher's IPOD

**Assessment:**

- Self assessment and peer assessment
- Teacher Observation
- End of the unit test

## Curriculum Scope & Sequence

**Planned Course:** Music Grade 7

**Unit:** Blues, Jazz and Swing

**Time Frame:** 9 Classes

**State Standards:** 9.1.8.A, 9.1.8.B, 9.1.8.C, 9.1.8.D, 9.2.8.A, 9.2.8.C, 9.2.8.E, 9.2.8.F, 9.2.8.I, 9.2.8.J, 9.2.8.K, 9.3.8.A, 9.3.8.B, 9.3.8.C, 9.3.8.F

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- Identify Blues music compared to Jazz and Swing
- Improvise a short section of a song with the bells
- Perform a Jazz piece with percussion and bells
- Define basic terminology in Blues, Jazz and Swing
- Identify basic instrumentation in Blues and Jazz music
- Compare renditions of a standard Blues or Jazz song
- Identify important musicians in this genre of music
- Describe the basic form of a Jazz piece

**Core Activities:** Students will complete/participate in the following:

- Teacher and student discussion
- Performing both theme and riff with bells and percussion instruments
- Improvise on melodic instruments
- Compare various renditions of a jazz standard
- Watch and complete worksheets on Jazz musicians

**Extensions:**

- Identify improvisation, riffs and themes in current music – both vocal and instrumental
- Understand the development of Blues, Jazz and Swing into current music
- Identify and listen to current Jazz and Blues musicians

**Remediation:**

- Adaptations specific to students' needs
- Modeling
- Reinforce progress toward desired outcomes

**Instructional Methods:**

- Modeling
- Teacher Guided Performance
- Student Guided Performance

**Materials and Resources:**

- CDs and Stereo
- Book
- Piano
- Teacher's IPOD
- DVDs and VHS

**Assessment:**

- Self assessment and peer assessment
- Teacher Observation
- End of the unit test

## Curriculum Scope & Sequence

**Planned Course:** Music Grade 7

**Unit:** American Dance Music

**Time Frame:** 5 Classes

**State Standards:** 9.1.8.A, 9.1.8.B, 9.1.8.C, 9.1.8.D, 9.2.8.A, 9.2.8.C, 9.2.8.E, 9.2.8.F, 9.2.8.I, 9.2.8.J, 9.2.8.K, 9.3.8.A, 9.3.8.B, 9.3.8.C, 9.3.8.F

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- Analyze music through components using appropriate terminology
- Identify basic instrumentation in dance music
- Recognize the various types of dance music
- Recognize important musicians in dance music

**Core Activities:** Students will complete/participate in the following:

- Listen, model, and sing dance songs
- Discuss the development of dance music
- Analyze music using the board and worksheets with music terminology
- Identify instrumentation in dance music

**Extensions:**

- Compare current dance music to music listened to in class
- Analyze current music
- Uses of technology in music

**Remediation:**

- Adaptations specific to students' needs
- Modeling
- Reinforce progress toward desired outcomes

**Instructional Methods:**

- Modeling
- Teacher Guided Performance
- Student Guided Performance
- Teacher and class discussion

**Materials and Resources:**

- CDs and Stereo
- Book
- Piano
- Teacher's IPOD
- Analyzation Charts

**Assessment:**

- Self assessment and peer assessment
- Teacher Observation
- End of the unit test

## Curriculum Scope & Sequence

**Planned Course:** Music Grade 7

**Unit:** Latin American Music and Carlos Santana

**Time Frame:** 5 Classes

**State Standards:** 9.1.8.A, 9.1.8.B, 9.1.8.C, 9.1.8.D, 9.2.8.A, 9.2.8.C, 9.2.8.E, 9.2.8.F, 9.2.8.I, 9.2.8.J, 9.2.8.K, 9.3.8.A, 9.3.8.B, 9.3.8.C, 9.3.8.F

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- Follow melodic and rhythmic notation and musical symbols
- Identify instrumentation both traditional and ethnic
- Identify important musicians from Latin American countries
- Identify styles of Latin music
- Recognize improvisation in music by Santana

**Core Activities:** Students will complete/participate in the following:

- Listen, model, and sing a song by Carlos Santana
- Follow melodic and rhythmic notation of the song
- Identify instrumentation – both traditional and ethnic
- Watch DVD and complete a worksheet on Carlos Santana
- Recognize the role of music in other cultures through discussion

**Extensions:**

- Identify other musicians from Latin America
- Compare music from other cultures
- Recognize cultural influences on current music

**Remediation:**

- Adaptations specific to students' needs
- Modeling
- Reinforce progress toward desired outcomes

**Instructional Methods:**

- Modeling
- Teacher Guided Performance
- Teacher and student discussion

**Materials and Resources:**

- CDs and Stereo
- Book
- Piano
- Teacher's IPOD
- DVD

**Assessment:**

- Self assessment and peer assessment
- Teacher Observation



## Curriculum Scope & Sequence

**Planned Course:** Music Grade 7

**Unit:** Opera “Amahl and the Night Visitors”

**Time Frame:** 4 Classes

**State Standards:** 9.1.8.A, 9.1.8.B, 9.1.8.C, 9.1.8.D, 9.2.8.A, 9.2.8.C, 9.2.8.E, 9.2.8.F, 9.2.8.I, 9.2.8.J, 9.2.8.K, 9.3.8.A, 9.3.8.B, 9.3.8.C, 9.3.8.F

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- Describe an opera and define opera terminology
- Distinguish between arias and recitatives
- Follow melodic and rhythmic notation and musical symbols

**Core Activities:** Students will complete/participate in the following:

- Act out the opera in play form
- Listen, model, and sing arias, recitatives, and a chorus part of Amahl
- Follow melodic and rhythmic notation of the song
- Identify instrumentation in the opera
- Watch DVD and follow the libretto of the opera

**Extensions:**

- Compare Broadway musicals to opera
- Compare Amahl to operas in foreign languages
- Study the history of opera

**Remediation:**

- Adaptations specific to students’ needs
- Modeling
- Reinforce progress toward desired outcomes

**Instructional Methods:**

- Modeling
- Teacher Guided Performance
- Teacher and student discussion

**Materials and Resources:**

- CDs and Stereo
- Book
- Piano
- DVD

**Assessment:**

- Self assessment and peer assessment
- Teacher Observation
- Oral Questioning