

**Shrewsbury Borough School Visual and Performing Arts Curriculum 2012**  
**Music**  
**Grade 7**

<p><b>Topic 1: Melody</b></p> <p><b>Objectives:</b></p> <p>Compare melodies of compositions constructed around major, minor, pentatonic, and blues scales.</p> <p>Recognize how melodies and lyrics create expression in compositions.</p> <p>Identify recurring melody patterns and repetition in popular music.</p> <p><b>Essential Questions:</b></p> <p>How do melody and form relate to one another?</p>	<p><b>Lessons, Activities, and Student Products:</b></p> <p>Create one melody using a major scale and one melody using a predetermined chord sequence.</p> <p>Listen to various genres; compare melodies and scales.</p> <p>Demonstrate an understanding of how melody and form relate to one another in a composition by creating a song map.</p>	<p><b>Materials:</b></p> <p>Manuscript paper</p> <p>Music CDs</p>	<p><b>Assessment:</b></p> <p>Written assessment of scales and melody.</p> <p>Song maps</p>	<p><b>NJCCCS:</b></p> <p><b><u>1.1: The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in music.</u></b></p> <p><b>1.1.8.B.2: Compare and contrast the use of structural forms and the manipulation of the <u>elements of music</u> in diverse styles and genres of musical compositions.</b></p> <p><b>1.1.8.B.1: Analyze the application of the <u>elements of music</u> in diverse Western and non-Western musical works from different <u>historical eras</u> using active listening and by reading and interpreting written scores.</b></p>
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<p><b>Topic 2: Harmony</b></p> <p><b>Objectives:</b></p> <p>Recognize contrary motion.</p> <p>Discern a 12-bar blues chord progression.</p> <p>Create harmony.</p> <p><b>Essential Questions:</b></p> <p>How can contrary motion be recognized?</p>	<p><b>Lessons, Activities, and Student Products:</b></p> <p>Listen to the Beatles’ song ‘And Your Bird Can Sing.’ Recognize the section that contains contrary motion.</p> <p>Count the number of chords used in a blues song to identify the 12-bar blues chord progression.</p> <p>Construct major and minor chords on the guitar or keyboard.</p>	<p><b>Materials:</b></p> <p>Music CDs</p> <p>Keyboards and guitars</p>	<p><b>Assessments:</b></p> <p>Correct construction of harmony on keyboard or guitar.</p> <p>Song Maps</p> <p>Journal Entries</p>	<p><b>NJCCCS:</b></p> <p><b><u>1.3: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and presenting works of art in music.</u></b></p> <p><b>1.3.8.B.2: Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.</b></p> <p><b><u>1.4: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of music.</u></b></p> <p><b>1.4.8.A.3: Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</b></p>
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<p><b>Topic 3: Form</b></p> <p><b>Objectives:</b></p> <p>Recognize riffs and the scales that they originate from.</p> <p>Create an improvised composition format and critique classmates’.</p> <p><b>Essential Questions:</b></p> <p>How can scales be used to create riffs?</p>	<p><b>Lessons, Activities, and Student Products:</b></p> <p>Choose a popular riff and learn to play it on the keyboard or guitar along with its corresponding scale.</p> <p>Create an improvised composition. Use one of the scales discussed in class. Major, minor, blues.</p>	<p><b>Materials:</b></p> <p>Keyboards and guitars.</p> <p>Manuscript paper.</p>	<p><b>Assessments:</b></p> <p>Written scale and composition on manuscript.</p> <p>Performance rubric.</p>	<p><b>NJCCCS:</b></p> <p><b><u>1.1: The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in music.</u></b></p> <p><b>1.1.8.B.1: Analyze the application of the <u>elements of music</u> in diverse Western and non-Western musical works from different <u>historical eras</u> using active listening and by reading and interpreting written scores.</b></p> <p><b><u>1.3: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and presenting works of art in music.</u></b></p> <p><b>1.3.8.B.2: Perform independently and in groups with expressive qualities appropriately</b></p>
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				aligned with the stylistic characteristics of the genre.
<p><b>Topic 4: Tone Color</b></p> <p><b>Objectives:</b></p> <p>Identify the role of each instrument in a conventional rock band and jazz group.</p> <p>Explore the tone colors of electronic instruments by altering and manipulating amplifier settings.</p> <p><b>Essential Questions:</b></p> <p>How can amplifier settings be used to alter the sound of an instrument?</p> <p>What is the role of each instrument in a conventional rock band and a jazz group?</p>	<p><b>Lessons, Activities, and Student Products:</b></p> <p>Identify the role of a chosen instrument by listening to various styles of music.</p> <p>Identify the role that an instrument plays in establishing a certain tone color.</p> <p>Using the guitar or keyboard, alter the sound of the instrument by changing the amplifier settings.</p>	<p><b>Materials:</b></p> <p>Music CDs</p> <p>Guitars and keyboards</p>	<p><b>Assessments:</b></p> <p>Performance rubric</p> <p>Music journals</p>	<p><b>NJCCCS:</b></p> <p><b><u>1.1: The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in music.</u></b></p> <p><b>1.1.8.B.1: Analyze the application of the <u>elements of music</u> in diverse Western and non-Western musical works from different <u>historical eras</u> using active listening and by reading and interpreting written scores.</b></p> <p><b><u>1.3: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and presenting works of art in music.</u></b></p> <p><b>1.3.8.B.2: Perform</b></p>

				independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
<p><b>Topic 5: Expression</b></p> <p><b>Objectives:</b></p> <p>Compare expressive vocal techniques.</p> <p>Create a blues, country, or rock and roll lyric concentrating on mood and expression.</p> <p><b>Essential Questions:</b></p> <p>How can lyrics express mood?</p>	<p><b>Lessons, Activities, and Student Products:</b></p> <p>Play a common song in a major key then play a song in a minor key. Match the styles with the correct genres.</p> <p>Create a blues, country, or rock and roll lyric concentrating on mood and expression.</p>	<p><b>Materials:</b></p> <p>Music CDs</p> <p>Manuscript paper</p> <p>Guitars and keyboards</p> <p>Music journals</p>	<p><b>Assessments:</b></p> <p>Lyric writing</p> <p>Music journal entries</p> <p>Performance rubric</p>	<p><b>NJCCCS:</b></p> <p><b><u>1.4: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of music.</u></b></p> <p><b>1.4.8.A.3: Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</b></p> <p><b><u>1.3: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and presenting works of art in music.</u></b></p> <p><b>1.3.8.B.2: Perform</b></p>

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