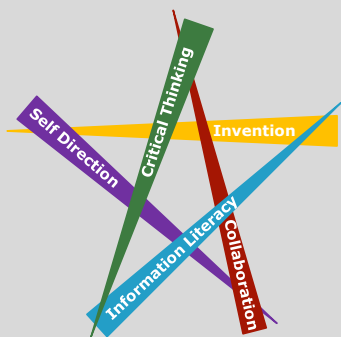


**Curriculum Development Course at a Glance
Planning for 7th Grade Music**

Content Area	Music	Grade Level	7 th Grade
Course Name/Course Code	Performance		
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Expression of Music	1. Perform music in three or more parts accurately and expressively at a minimal level of level 1 to 2 on the difficulty rating scale	MU09-GR.7-S.1-GLE.1	
	2. Perform music accurately and expressively at the minimal difficulty level of 1 on the difficulty rating scale at the first reading individually and as an ensemble member	MU09-GR.7-S.1-GLE.2	
	3. Demonstrate understanding of modalities	MU09-GR.7-S.1-GLE.3	
2. Creation of Music	1. Sequence four to eight measures of music melodically and rhythmically	MU09-GR.7-S.2-GLE.1	
	2. Improvise short melodic phrases over accompaniment	MU09-GR.7-S.2-GLE.2	
3. Theory of Music	1. Identification, and rhythmic demonstration of, multiple and changing meter signatures in music	MU09-GR.7-S.3-GLE.1	
	2. Notation of level 1 compositions using the appropriate clef for instrument and/or voice	MU09-GR.7-S.3-GLE.2	
	3. Analysis of musical elements in a level 1 composition or performance	MU09-GR.7-S.3-GLE.3	
4. Aesthetic Valuation of Music	1. Analysis, through compare and contrast, of music performances and compositions using detailed criteria and vocabulary	MU09-GR.7-S.4-GLE.1	
	2. Articulation and analysis of individual experiences in music	MU09-GR.7-S.4-GLE.2	

Colorado 21st Century Skills



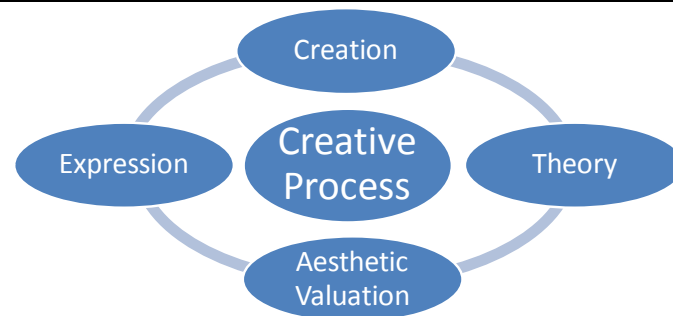
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*



The Colorado Academic Standards for Music are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four music standards to illustrate this process-based philosophy.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Flying Solo	Instructor's Choice	Instructor's Choice
Let's Meet at the Concert Hall	Instructor's Choice	Instructor's Choice
Rhythm of the World	Instructor's Choice	Instructor's Choice

**Curriculum Development Overview
Unit Planning for 7th Grade Music**

Unit Title	Flying Solo		Length of Unit	Instructor Choice
Focusing Lens(es)	Structure and Function Origins	Standards and Grade Level Expectations Addressed in this Unit	MU09-GR.7-S.1-GLE.1, MU09-GR.7-S.1-GLE.2, MU09-GR.7-S.1-GLE.3 MU09-GR.7-S.2-GLE.1, MU09-GR.7-S.2-GLE.2 MU09-GR.7-S.3-GLE.1, MU09-GR.7-S.3-GLE.2, MU09-GR.7-S.3-GLE.3 MU09-GR.7-S.4-GLE.1, MU09-GR.7-S.4-GLE.2, MU09-GR.7-S.4-GLE.3	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • What is the traditional definition of an art song, sonata, concerto, etude? (MU09-GR.7-S.1-GLE.1,2,3) and (MU09-GR.7-S.4-GLE.1,2,3) • What are the basic elements of an art song, sonata, concerto, etude? • Has solo performance changed over the years? • Is the performer of the solo literature obligated to the composers' concept? 			
Unit Strands	Expression, Creation, Theory, Aesthetic Valuation			
Concepts	Genre, Expressions, Emotions, Technique, Tradition, Improvisation, Composition, Historical, Representation, Communication			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Solo performance traditions develop technique for each instrument or voice. (MU09-GR.7-S.1-GLE.1,2,3) and (MU09-GR.7-S.3-GLE.1,2,3) and (MU09-GR.7-S.4-GLE.1,2)	What does it mean to perform a solo? What are genres of solos for instrumentalists? For voice? What historical time periods use solo compositions?	Why would composers create solo pieces for instruments or voice?
Solo compositions encourage expression of creativity through improvisation. (MU09-GR.7-S.1-GLE.1) and (MU09-GR.7-S.2-GLE.2) and (MU09-GR.7-S.3-GLE.1,2,3)	What is a cadenza? Who composes a cadenza? What are ways to improvise in a solo composition?	When has improvisation been used in solo musical compositions?
Solo performance genres enable performers to communicate emotions differently. (MU09-GR.7-S.1-GLE.1,3) and (MU09-GR.7-S.3-GLE.1,2,3) and (MU09-GR.7-S.4-GLE.1,2)	How are musical elements used to communicate emotions?	How can a solo performer communicate emotion? How can tone quality affect the aesthetic value of the music?

**Curriculum Development Overview
Unit Planning for 7th Grade Music**

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<p>Possible Musical Selections: Any solo music repertoire appropriate for instrument or voices in the ensemble.</p> <ul style="list-style-type: none"> • Performers communicate emotions and aesthetics through music (MU09-GR.7-S.1-GLE.1) and (MU09-GR.7-S.4-GLE.1,2) • Historical instances of solo repertoire (MU09-GR.7-S.1-GLE.1) and (MU09-GR.7-S.4-GLE.1,2) • Cadenzas enable improvisation in solo performance (MU09-GR.7-S.2-GLE.2) • Standard techniques for performing solos (MU09-GR.7-S.1-GLE.1) and (MU09-GR.7-S.3-GLE.1,2,3) and (MU09-GR.7-S.4-GLE.1,2) 	<ul style="list-style-type: none"> • Perform prepared solo music (MU09-GR.7-S.1-GLE.1) and (MU09-GR.7-S.3-GLE.1,2,3) • Compose a cadenza in the style of their solo piece (MU09-GR.7-S.2-GLE.1) and (MU09-GR.7-S.3-GLE.1,2,3) • Identify musical elements through solo performance (MU09-GR.7-S.1-GLE.1) and (MU09-GR.7-S.3-GLE.1,2,3)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Solo performance enables performers to demonstrate the unique tone color of their instrument or voice.</i></p>
<p>Academic Vocabulary:</p>	<p>Structure, expression, movement, elements</p>
<p>Technical Vocabulary:</p>	<p>Ornamentation, timbre, accompaniment, dynamics, solo, cadenza</p>

**Curriculum Development Overview
Unit Planning for 7th Grade Music**

Unit Title	Let's Meet at the Concert Hall		Length of Unit	Instructor Choice
Focusing Lens(es)	Origins	Standards and Grade Level Expectations Addressed in this Unit	MU09-GR.7-S.1-GLE.1, MU09-GR.7-S.1-GLE.2, MU09-GR.7-S.1-GLE.3 MU09-GR.7-S.2-GLE.1, MU09-GR.7-S.2-GLE.2 MU09-GR.7-S.3-GLE.1, MU09-GR.7-S.3-GLE.2, MU09-GR.7-S.3-GLE.3 MU09-GR.7-S.4-GLE.1, MU09-GR.7-S.4-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How do musical elements create a composition? (MU09-GR.7-S.1-GLE.1,2,3) and (MU09-GR.7-S.2-GLE.1) and (MU09-GR.7-S.3-GLE.1,2,3) and (MU09-GR.7-S.4-GLE.1,2) • What types of music do you expect to hear in a particular venue? • What role does cultural traditions, beliefs, and values have in classical music styles? 			
Unit Strands	Expression, Creation, Theory, Aesthetic Valuation			
Concepts	Technique, Style, Culture, Order/Form, Tradition, Value, Compositions, Influence, Beliefs			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Cultures value particular musical traditions. (MU09-GR.7-S.1-GLE1) and (MU09-GR.7-S.3-GLE.1,2,3) and (MU09-GR.7-S.4-GLE.1,2)	What kinds of music do you hear from an orchestra? Band? Choir? What instruments are parts of an orchestra? Band? Choir?	Why are musical traditions important to a culture?
Traditions in music composition establish prescribed forms in music. (MU09-GR.7-S.1-GLE.1,2,3; MU09-GR.7-S.2.GLE.1) and (MU09-GR.7-S.3-GLE.1,2,3) and (MU09-GR.7-S.4-GLE.1,2)	What are genres of classical musical? (MU09- What time periods are associated with classical music? Who are composers associated with classical music?	How do traditional forms of music help composers?
Performance technique for music demonstrates an influence of a particular style. (MU09-GR.7-S.1-GLE.1) and (MU09-GR.7-S.3-GLE.1,2,3) and (MU09-GR.7-S.4-GLE.1,2)	What are techniques for performing as an ensemble? How does performance technique change depending on the kind of music being performed? How would a performer know what kind of performance technique to use?	Why should there be different types of performance techniques How does a conductor enhance a performance?

**Curriculum Development Overview
Unit Planning for 7th Grade Music**

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<p>Possible Music Selections: Standard classical music for the ensemble</p> <ul style="list-style-type: none"> • Time periods of Western classical music (MU09-GR.7-S.1-GLE.1) and (MU09-GR.7-S.3-GLE.1,2,3) and (MU09-GR.7-S.4-GLE.1,2) • Characteristic form, technique in Western classical music. (MU09-GR.7-S.1-GLE.1) and (MU09-GR.7-S.3-GLE.1,2,3) and (MU09-GR.7-S.4-GLE.1,2) • Characteristics of cultural traditions, beliefs, and values in Western classical music (MU09-GR.7-S.4-GLE.1,2) 	<ul style="list-style-type: none"> • Perform music from various historical time periods (MU09-GR.7-S.1-GLE.1,2,3) • Analyze music from various historical time periods (MU09-GR.7-S.1-GLE.1,2,3) and (MU09-GR.7-S.3-GLE.1,2,3) • Demonstrate through performance element of music (MU09-GR.7-S.1-GLE.1,2,3) and (MU09-GR.7-S.3-GLE.1,2,3) • Compose a piece of music in the style of a historical time period (MU09-GR.7-S.1-GLE.1,3) and (MU09-GR.7-S.2-GLE.1) and (MU09-GR.7-S.3-GLE.1,2,3)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>The genres of Western classical music have evolved over time with style, technique, and instrumentation.</i></p>
<p>Academic Vocabulary:</p>	<p>Style, story, rhythm, traditions, technique</p>
<p>Technical Vocabulary:</p>	<p>Classical, symphony, opera, band, orchestra, choir, chorus, aria, libretto, genre, instrumentation</p>

**Curriculum Development Overview
Unit Planning for 7th Grade Music**

Unit Title	Rhythm of the World		Length of Unit	Instructor Choice
Focusing Lens(es)	Origins	Standards and Grade Level Expectations Addressed in this Unit	MU09-GR.7-S.1-GLE.1, MU09-GR.7-S.1-GLE.2, MU09-GR.7-S.1-GLE.3 MU09-GR.7-S.2-GLE.1, MU09-GR.7-S.2-GLE.2 MU09-GR.7-S.3-GLE.1, MU09-GR.7-S.3-GLE.2, MU09-GR.7-S.3-GLE.3 MU09-GR.7-S.4-GLE.1, MU09-GR.7-S.4-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • In what ways is music defined by its culture? (MU09-GR.7-S.1-GLE.1) and (MU09-GR.7-S.2-GLE.2) and (MU09-GR.7-S.3-GLE.3) and (MU09-GR.7-S.4-GLE.2) • Does cultural music have structure and form? • Is it important to have good technique and skills for a good ensemble performance? • How does improvisation impact the creation of music in different cultural styles? 			
Unit Strands	Expression, Creation, Theory, Aesthetic Valuation			
Concepts	Technique, Style, Culture, Emotions, Order/Form, Tradition, Patterns, Improvisation, Texture			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Musical patterns and improvisation communicate tradition, culture and style within world music. (MU09-GR.7-S.1-GLE.1,3) and (MU09-GR.7-S.3-GLE.1,3) and (MU09-GR.7-S.4-GLE.1,2)	What are some identifiable rhythmic patterns of Reggae, Rock, or Latin music?	How are rhythms different across cultures and styles? Why are various rhythms in world music appealing to a listener?
Appropriate performance technique expresses cultural traditions. (MU09-GR.7-S.1-GLE.1,3) and (MU09-GR.7-S.2-GLE.2) and (MU09-GR.7-S.3-GLE.1,3) and (MU09-GR.7-S.4-GLE.1,2)	How does breathing affect your performance when playing or singing syncopated patterns? What are ways to learn about authentic performances of cultural music? What are characteristics of (particular culture) music?	How do performance techniques of cultural music compare and contrast? How does energy in music convey emotion?
Cultural music uses familiar order and form. (MU09-GR.7-S.1-GLE.1,2,3) and (MU09-GR.7-W.2-GLE.2) and (MU09-GR.7-S.3-GLE.3) and (MU09-GR.7-S.4-GLE.1,2)	What are some types of musical form? What classical composers who have borrowed rhythms from other cultures and incorporated them into their musical compositions?	How does performing music of other cultures influence familiar music?

**Curriculum Development Overview
Unit Planning for 7th Grade Music**

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<p>Possible Music Selections: Baka Beyond, Putamayo recordings, African Children’s Choir, Bob Marley</p> <ul style="list-style-type: none"> • Musical patterns in cultural music. (MU09-GR.7-S.1-GLE.1) and (MU09-GR.7-S.2-GLE.2) and (MU09-GR.7-S.3-GLE.3) and (MU09-GR.7-S.4-GLE.1,2) • All cultures have musical traditions (MU09-GR.7-S.1-GLE.1) and (MU09-GR.7-S.2-GLE.2) and (MU09-GR.7-S.4-GLE.1,2) • Technique is imperative to good ensemble performance, regardless of the style of music being performed (MU09-GR.7-S.1-GLE.1) and (MU09-GR.7-S.2-GLE.2) and (MU09-GR.7-S.4-GLE.1,2) • Improvisation is used in creating music in a variety cultural styles (MU09-GR.7-S.1-GLE.1) and (MU09-GR.7-S.2-GLE.2) 	<ul style="list-style-type: none"> • Perform different styles of cultural music (MU09-GR.7-S.1-GLE.1,2,3) and (MU09-GR.7-S.2-GLE.2) • Perform using proper technique in ensemble groups (MU09-GR.7-S.1-GLE.1) • Create and perform compositions reflective of different cultural styles (MU09-GR.7-S.2-GLE.1) and (MU09-GR.7-S.3-GLE.1,2,3) • Notate and transcribe particular rhythmic patterns of chosen cultural music (MU09-GR.7-S.3-GLE.1,2,3) • Identify form of cultural music. (MU09-GR.7-S.1-GLE.1) and (MU09-GR.7-S.3-GLE.3)

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<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>When an ensemble is performing or creating music in various styles, it is important to perform with an understanding of the musical language of the culture.</i></p>
<p>Academic Vocabulary:</p>	<p>Patterns, expression, cultural, order, form, style, tradition, energy, effective, inherent, technique</p>
<p>Technical Vocabulary:</p>	<p>Rhythm, ensemble, improvisation, texture, compositions, call-and-response</p>