

At the end of Seventh Grade, students can...



Music

Seventh Grade



COLORADO
Department of Education

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The Colorado Academic Standards in Music are organized by elements of the Creative Process:
Perform/Present → Create → Know/Comprehend → Critique/Evaluate/Refine

Music Education Learning Expectations for Seventh Grade

Expression of Music (Perform/Present)

Perform accurately and expressively more complex music while following the cues of a leader or conductor; perform music with notes from the major and/or minor scales in unison or three parts; perform cues for tempo, phrasing, and expression; accurately read music within appropriate difficulty range.

Creation of Music (Create)

Explore ways to write music that includes both rhythmic and melodic elements using current technology that may include appropriate accompaniments (ways to play along with soloists or ensembles); demonstrate instrumental or vocal improvisation (ways to modify/create music).

Theory of Music (Know/Comprehend)

Apply knowledge about the language of music (music notation) by reading, performing, and describing music appropriate to an instrument or voice part; apply understanding of rhythmic structures (note values), meter (time signature), clef (pitch) for their voice or instrument, expressive elements (loud/soft, fast/slow), and chord analysis.

Aesthetic Valuation of Music (Critique/Evaluate/Refine)

Apply understanding of musical vocabulary to evaluate musical performances through compare and contrast; describe possible ways to categorize a list of musical selections using appropriate musical vocabulary; articulate types of instruments and performance techniques of a variety of cultural music (guitars-American music, sitars-Indian music); explain reasoning for musical preferences.

Throughout the Seventh Grade, you may find students successfully applying the elements of the creative process by...

- Singing in large choirs or small vocal ensembles within a specific voice type (soprano, alto, tenor/baritone, bass) and/or playing instruments while exploring different musical styles (folk, classical, jazz, rock); following a leader or conductor; reading newly introduced music.
- Writing a short musical phrase combining melodic and rhythmic structures with or without accompaniment using available technology; practicing improvisation using traditional musical structures; creating their own music based on a learned style of music.
- Demonstrating comprehension of the language of music (music notation) by reading, performing, and analyzing musical notation appropriate to their voice or instrument; executing a variety of more complex meters (time signatures), major and minor tonalities, appropriate dynamics (loud/soft), tempo markings (fast/slow), articulations (connected/detached); analyzing and identifying chords (harmonies) found in the music being performed.
- Evaluating musical performances using compare and contrast based on a set of self-developed criteria and music terminology; connecting their own musical preferences to a variety of musical genres (rock, country, jazz, folk) based upon particular musical elements within and across cultures; identifying the importance of particular instruments or voice tone to a culture's music.