

Music: General Music: Grade 7

Adopted 2015

Creating – Conceiving and developing new artistic ideas and work.

1. Imagine: Generate musical ideas for various purposes and contexts. CR.1

7. Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent. CR.1.7

2. Plan and Make: Select and develop musical ideas for defined purposes and contexts. CR.2

- a. Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent. CR.2.7.A
- b. Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences. CR.2.7.B

3. Evaluate and Refine: Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. CR.3

- a. Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources. CR.3.7.A
- b. Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers). CR.3.7.B

4. Present: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality. CR.4

7. Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent. CR.4.7

Performing – Realizing artistic ideas and work through interpretation and presentation.

1. Select: Select varied musical works to present based on interest, knowledge, technical skill, and context. PR.1

7. Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices. PR.1.7

2. Analyze: Analyze the structure and context of varied musical works and their implications for performance. PR.2

- a. Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used. [PR.2.7.A](#)
- b. When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form. [PR.2.7.B](#)
- c. Identify how cultural and historical context inform performances and result in different music interpretations. [PR.2.7.C](#)

3. Interpret: Develop personal interpretations that consider creators' intent. [PR.3](#)

- 7. Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent. [PR.3.7](#)

4. Rehearse, Evaluate, and Refine: Evaluate and refine personal and ensemble performances, individually or in collaboration with others. [PR.4](#)

- 7. Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform. [PR.4.7](#)

5. Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. [PR.5](#)

- a. Perform the music with technical accuracy and stylistic expression to convey the creator's intent. [PR.5.7.A](#)
- b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context. [PR.5.7.B](#)

**Responding –
Understanding and
evaluating how the arts
convey meaning.**

1. Select: Choose music appropriate for a specific purpose or context. [RE.1](#)

- 7. Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose. [RE.1.7](#)

2. Analyze: Analyze how the structure and context of varied musical works inform the response. [RE.2](#)

- a. Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces. [RE.2.7.A](#)
- b. Identify and compare the context of music from a variety of genres, cultures, and historical periods. [RE.2.7.B](#)

3. Interpret: Support interpretations of musical works that reflect creators'/performers' expressive intent. [RE.3](#)

- 7. Describe a personal interpretation of contrasting works and explain how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent. [RE.3.7](#)

4. Evaluate: Support evaluations of musical works and performances based on analysis, interpretation, and established criteria. [RE.4](#)

7. Select from teacher-provided criteria to evaluate musical works or performances. [RE.4.7](#)