

**Bemidji Schools Course Map: Music Grade 7 Choir
(April 23, 2009)**

Time frame	Brief Description	Standard Benchmark	Assessment Activity	Evaluation Criteria
<p>1st Semester</p>	<p>On-going:</p> <ul style="list-style-type: none"> • Singing a variety of music • Using correct vocal technique – [posture, breathing, voice care] • Understanding music terminology • Music history – exposure experiences • Review of 6th grade knowledge, reasoning and skills <p>Focus on:</p> <p>Elements (knowledge) Form D.S./D.C. – 1st or 2nd endings Coda and introductions Verse/refrain</p>	<p>Foundations 1: 1.1 (form)</p>	<p>Foundations 1: 1.1 (form) Learning Goal: Students demonstrate their knowledge of form by completing a paper and pencil test.</p> <p>Assessment Activity: You will complete a paper and pencil test that asks you to identify and explain; D.S./D.C, 1st and 2nd endings, coda, and introductions in a variety of music used for rehearsal.</p>	<p>Test scoring guide</p>

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1 st Semester	<p>Focus on:</p> <p>Harmony</p> <ul style="list-style-type: none"> • Identify major and minor tonalities • Canon and Partner Songs • Balance in melody and harmony through knowing and accurately singing own part in relation to whole composition 	<p>Foundations</p> <p>1: 1.1 (harmony, form and texture)</p> <p>1: 1.2 (major/minor tonalities)</p> <p>1: 2.2 (sing using technique, balance and musical expression)</p>	<p>Learning Goal: Students demonstrate their understanding of harmony, balance and blend by singing excerpts of music being rehearsed in a group.</p> <p>Assessment Activity: You will perform at least eight measures of teacher selected music being rehearsed for concert in a group. The music may be a canon or it may have multiple parts. Your performance will demonstrate your ability to be independent with your part and to show the importance of your part within the whole of the music.</p> <p>Learning Goal: Students describe how the elements of harmony, texture/blend and form are used in a variety of styles of music by describing what they hear in writing.</p> <p>Assessment: You will complete a paper and pencil listening test (or personal communication) that asks you to identify how harmony, texture/blend and form are used in a variety of musical styles. The musical styles may include historical or cultural types of music such as folk songs, classical songs, global music and song in English and other languages such as contemporary vocal music.</p>	<p>Rating Scale:</p> <ul style="list-style-type: none"> • Independence of part is maintained • Balance of part is appropriate • Uses appropriate singing technique <p>Evaluation:</p> <ul style="list-style-type: none"> • Description correctly identifies elements characteristic of a particular piece of music: <ul style="list-style-type: none"> ○ Harmony ○ Balance ○ Texture/Blend

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<p>2nd Semester</p>	<p>Focus on:</p> <p>Reading music (knowledge, skill)</p> <ul style="list-style-type: none"> • Note reading and note values • More complex rhythms (sixteenth notes and rests, sixteenth and eighth combinations, dotted eighths, triplets, 6/8 meter, cut time or 2/2 meter). <p>Singing Skill</p> <ul style="list-style-type: none"> • Expansion of pitch range • Tone production • Dynamic contrast • Phrasing 	<p>Foundations</p> <p>1: 1.1 (rhythms)</p> <p>1:2.1 (read only)</p> <p>1:2.2 (alone only)</p>	<p>FORMATIVE ASSESSMENT ONLY (8th grade for District Summative Assessment)</p> <p>Learning Goal: Students will use rhythmic ideas to compose a rhythmic answer to teacher’s musical question.</p> <p>Assessment Activity (for example): Students compose a rhythmic answer to a teacher constructed musical question using the correct meter and sixteenth notes and rests, sixteenth and eighth combinations, dotted eighths, triplets. You will play or clap the rhythm.</p> <p>Learning Goal: Students perform excerpts of musical compositions by reading notation and analyzing the musical intent in teacher-selected portions from music being rehearsed. individually sing a portion of at least eight measures of a teacher-selected musical composition using the correct tone, technique, and posture.</p>	<p>Evaluative Criteria:</p> <ul style="list-style-type: none"> • rhythms are accurate and consistent with teacher’s time signature • Complex rhythms are used <p>Evaluative Criteria:</p> <ul style="list-style-type: none"> • Posture is correct • Tone is centered, pure and clear • Pitches are accurate and in-tune • Breath is controlled and well supported • Legatos and staccatos are correct

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<p>2nd Semester</p>	<p>Focus on:</p> <p>Composition using Garageband software.</p> <p>Students learn how to use the Garageband program. They start with composing segments of music and add vocal lyrics. Students then create a rap song and finally they write a vocal song.</p> <p>Student learn how to lay a 16 bar melody using piano instrumentation they add percussion and bass. Students learn how to write a verse/refrain form song.</p> <p>Students perform their work for their class.</p>	<p>Create/Make</p> <p>1.1 1.2 1.3</p>	<p>Learning Goal: Student will create a musical composition or improvisation, present their work, receive feedback and reflect on their work, and revise their work.</p> <p>Assessment Activity: Students select from among three distinct composition assignments:</p> <p>1) Piano composition with melody and lyrics of 16 bars (matching piano melody and lyrics). Compose in 4/4 time. Develop an artists statement explaining your intention for the piece including the feeling, emotion and/or mood of your piece. Perform your work and receive feedback from your peers. Revise your composition on the basis of the feedback your receive.</p> <p>2) Rap composition of 32 bars. Develop original lyrics for your piece. Compose in 4/4 time. Develop an artists statement explaining your intention for the piece including the feeling, emotion and/or mood of your piece. Perform your work and receive feedback from your peers. Revise your composition on the basis of the feedback your receive.</p>	<p>Evaluative Criteria:</p> <ul style="list-style-type: none"> • Composition meets minimal length parameter • Composition reflects intention • Revision is justified based on feedback and self-reflection

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			<p>3) Verse/refrain composition with a coda and introduction. Develop lyrics for your song. Compose in 4/4 time. Develop an artists statement explaining your intention for the piece including the feeling, emotion and/or mood of your piece. Perform your work and receive feedback from your peers. Revise your composition on the basis of the feedback you receive.</p> <p>4) Improvise 8 measures, or 16 beats of music on selected classroom instruments, or voice, or movement.</p>	
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