

Southern Cayuga Central School District – Curriculum Map

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Subject: 7th Grade GM School Year: 2021-2022

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Title of Topics	Standards	Skills	Essential Question	Vocabulary	Major Assessments	Time frame
Unit 1 – What is Music?	<b>MU:Cn10.1.C.HSI</b> <b>MU:Cn10.1.H.HSI</b> <b>MU:Cn10.1.T.HSI</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>- Identify instruments by sight and sound</li> <li>- Express their musical preferences using proper music vocabulary.</li> </ul>	What are the instruments and instrument families of the symphony orchestra?  How do the elements of music compare to the other art forms? (e.g., Art & Dance)  How do your musical preferences help to define you as a person?	Music Sound Perspective Universal Language Woodwind Brass Percussion Strings Elements of Art & Dance Expression Texture Timbre Form	Defining Music (as a class definition) Daily in-class listening and analysis using the elements of music or tasks related to the current content from an array of styles & instrumentation Analyzing how an instrument of the band is made, and learning the primary parts that make up that instrument (e.g., flute) Categorizing musical instruments Comparing the elements of music to the other arts (e.g., Art, Dance) Unit Examination to assess students' knowledge of information from unit 1 materials	September 7-October 1
Unit 2 - Musical Styles/Genres/History	<b>7th MU:Cn10.1.7</b> <b>7th MU:Re8.1.7</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>- Think critically about creators expressive intent.</li> </ul>	How do we discern the musical creators' and performers' expressive intent?  What is genre? What is style? What does it mean to appreciate music?  What does it mean to be open-minded to new styles and genres?  What are the periods of music history, what are the basic characteristics of these periods, and what major social/political events	Style Genre Perspective World Music Musicology Hearing Listening Responding Ensemble Elements of Music Elements of Art & Dance Expressive Intention Western Art Music Jazz/Pop/Rock/Classical Mainstream Music Evolution Music Appreciation	Listening examples of varying styles/genres that effectively illuminate the elements of music and using the elements to unpack other listening examples (discussion and written)  Exit Slip Assessments: Terminology and essential questions  Watch videos on musical preferences and participate in a class discussion on the subject.  Researching a specific genre or style in-depth in small groups and present findings to the class during the final week of the unit.	October 4-29

			<p>occurred during these periods?</p> <p>What is the evolution of jazz, rock, pop music? What is world music and how is it different from western art music?</p>			
Unit 3 - Musical Consumption & Experiences	<b>7th MU:Cn10.1.7</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- Express how they interact with music on a daily basis and how it affects their lives.</li> </ul>	<p>Where do we encounter music? How is music used to support and augment other forms of art? How is music used to sell products? How is music used to ‘set the mood’?</p>	<p>Concert Recital Festival Opera Play Musical Ballet Video Games Movie Commercial Mood Response Consumer Music Accessibility Musical Influence Musical Mood Emotional Response</p>	<p>Generate a comprehensive list of places/ways where we encounter music on a daily basis</p> <p>Instrument Timbral Preference Test</p> <p>Advanced Measures of Music Audiation Test</p> <p>View and analyze an opera performance (Mozart’s Magic Flute) View and analyze scenes from musical theatre View and analyze performance for Ballet: Tchaik Nutcracker &amp; Stravinsky’s Rite of Spring, notating similarities and differences.</p>	November 1-22
Unit 4 - Consumption pt. 2: Musical Immersion	<b>7th MU:Cn10.1.7</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- Express how their mind and body react to different types of music and why.</li> </ul>	<p>How does your brain process music? How does your body react to music? Is the Mozart Effect real? How has the listener (consumer)’s relationship to music changed throughout time?</p>	<p>Concert Recital Festival Opera Play Musical Ballet Video Games Movie Commercial Mood Response Consumer Music Accessibility</p>	<p>Musical Research &amp; Implementation</p> <p>View and analyze movie soundtracks</p> <p>Group projects: having students select a film score to a movie of their choice and sharing a PowerPoint presentation on their findings of the score: who wrote it, what’s the musical style, what’s the movie about, why they chose the movie they selected, and describing unique features of the film music</p>	November 29-December 23

				<p>Musical Influence Musical Mood Foley Artistry</p>	<p>Generate a comprehensive list of examples where music is used to set mood and analyze the elements of each example to determine why they elicit a specific emotional response</p> <p>Foley Artistry Project: each student brings in an item from home that makes a sound. We as a class will vote on a YouTube video clip from a movie to re-program the sound effects over the original movie clip using recording and technological audio software</p>	
<p>Unit 5 - The Power of Music as a Universal Language</p>	<p><b>7th MU:Re8.1.7</b></p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- Think critically and explain what the cultural impacts of music are, and how it affects them.</li> </ul>	<p>How can we support the arts in a meaningful way?          What does ‘art for art’s sake’ mean?          Why is music an integral part of all cultures?          How do different musical genres help shape culture and have a profound impact on daily life?          Why do different genres of music appeal to different populations?          What are the personal stereotypes associated with different styles/genres of music?          How does music foster a sense of community within a given population?          How can we support the arts in a meaningful way?</p>	<p>Music Stereotypes Musical Influence Musical Conviction Musical Mood Art for Art’s Sake Culture Community Preferences Perspectives</p>	<p>View a scientific presentation on how the human brain processes music and why emotional responses are triggered by certain sounds</p> <p>Research the Mozart Effect and the current conclusions about its validity</p> <p>Look at historical events and social norms from each musical style period and discuss how our relationship with the musical arts has evolved over time</p> <p>Exit slip assessments: brainstorming how different genres &amp; styles appeal to us, why they do, how music fosters a sense of community, and how we can support the arts in a meaningful way as we age</p>	<p>January 10-March 18</p>

Unit 6 - Music Foundations: Theory, Technology, Creation	<p><b>7<sup>th</sup> MU:Cn11.1.7</b></p> <p><b>7<sup>th</sup> MU:Cr2.1.7</b></p> <p><b>7<sup>th</sup> MU: Cr3.1.7</b></p> <p><b>7<sup>th</sup> MU: Cr3.2.7</b></p> <p><b>7<sup>th</sup> MU: Pr6.1.7</b></p>	<p><b>Student will be able to:</b></p> <ul style="list-style-type: none"> <li>- Recognize and define musical notation and symbols</li> </ul>	<p>How is music theory and foundational musical knowledge used to inform and strengthen music performance?</p> <p>How do we read and perform musical notation?</p>	<p>Music Reading</p> <p>Aural Skills</p> <p>Music Notation</p> <p>Treble/Bass Clef</p> <p>Scales</p> <p>Arpeggios</p> <p>Solfege</p> <p>Bass Line</p> <p>Melody</p> <p>Harmony</p> <p>Chords</p> <p>Musical Sonority</p> <p>Major/Minor</p> <p>Folk Tunes</p> <p>Musicological</p> <p>Understanding</p>	<p>In-Class Assignment: Perform folk musics from a variety of cultures</p> <p>Creating our own arrangements of folk tunes using both written notation AND notation software (e.g., NoteFlight)</p> <p>Exit slip assessments: reading and/or notating 8-bar excerpts of music using notation software or staff paper</p>	<p>March 21-May 6</p>
Unit 7 - Composition PBL	<p><b>7<sup>th</sup> MU: Pr4.1.7</b></p> <p><b>7<sup>th</sup> MU: Pr4.2.7c</b></p> <p><b>7<sup>th</sup> MU: Pr4.3.7</b></p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>- Create a basic music composition or program based on musical knowledge gained from previous units.</li> </ul>	<p>How do your musical preferences help to define you as a person?</p> <p>How has your perspective shifted since the start of this course?</p> <p>Why is it important to structure musical programming?</p>	<p>Music Creation</p> <p>Music Notation</p> <p>Musical Composition</p> <p>Music Curation</p> <p>Programmatic Music</p> <p>Musical Programming</p> <p>Theme / Project</p> <p>Form / Structure</p> <p>Collaboration</p>	<p>Students will gather into groups to either:</p> <ol style="list-style-type: none"> <li>a. Create their own musical composition around a programmatic theme</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>b. Create their own concert program around a programmatic theme</li> </ol> <p>7<sup>th</sup> grade students will be in collaboration with upperclassmen mentors from Mrs. Diana's Music Theory class to mentor the students with this task.</p> <p>Final projects will be presented during the final week(s) of the unit.</p> <p>Afterwards, we will reflect as a class how this project, along with the other units from the course, may have shifted their musical perspectives since the beginning of the school year.</p>	<p>May 9-June 13</p>