

<b><i>Sing or play an instrument using a varied repertoire of music:</i></b>	
M7.1.1	<p><b>Sing and/or play a musical instrument accurately with correct fundamentals and techniques as developmentally appropriate.</b></p> <ul style="list-style-type: none"> <li>➤ Students perform music demonstrating correct posture, breathing procedures, primary vowel sounds (ah, ay, ee, oh, oo) beginning and ending of consonants, unison blend, correct pronunciation of words or embouchure, tone quality, vocal range dynamics, legato style, and correct phrasing.</li> <li>➤ Students read and play a rhythmic accompaniment with accents along with a recording.</li> </ul>
M7.1.2	<p><b>Sing and/or play music of varied genres and styles with appropriate expression, interpretation, and phrasing.</b></p> <ul style="list-style-type: none"> <li>➤ Students perform and listen to varied style and genres of music.</li> </ul>
M7.1.3	<p><b>Perform music at appropriate levels of difficulty (such as prescribed by the Pennsylvania Choral Directors Association [PCDA], Pennsylvania School Band and Orchestra Association [PSBOA], and Music Educators National Conference [MENC] in formal and/or informal concerts)</b></p> <ul style="list-style-type: none"> <li>➤ Student will perform music by             <ul style="list-style-type: none"> <li>○ Reading through a piece of music</li> <li>○ Emphasizing Form sections X Identifying repetition with imitation</li> <li>○ Rehearsing repeatedly and intensively with a teacher</li> </ul> </li> </ul>
<b><i>Create, compose, arrange and improvise music as developmentally appropriate:</i></b>	
M7.2.1	<p><b>Improvise simple melodies and/or accompaniments and compose short pieces within specified guidelines.</b></p> <ul style="list-style-type: none"> <li>➤ The Student will learn simple melodies and/or accompaniments. R Be introduced to and understand duple and triple meter and any additional music element necessary to create/improvise original simple melodies. R Improvise a minimum of 8 measures in a time signature the students have been exposed to or taught.</li> </ul>
M7.2.2	<p><b>Create and arrange rhythmic and melodic phrases.</b></p> <ul style="list-style-type: none"> <li>➤ Students learn common rhythms and syncopation as well as phrasing.</li> <li>➤ Have students model a demonstration and create/arrange an original rhythmic/melodic phrase.</li> </ul>
M7.2.3	<p><b>Explore the role of technology in the creation/composition of music.</b></p> <ul style="list-style-type: none"> <li>➤ Students and teacher discuss how the role/use of the synthesizer and other electronic keyboards have changed American popular music since the 1980's.</li> <li>➤ Students learn to use/sing with microphones.</li> </ul>
<b><i>Read and Notate Music:</i></b>	
M7.3.1	<p><b>Read and notate simple and compound meters, rhythm, pitch, and dynamics using standard symbols and terminology.</b></p> <ul style="list-style-type: none"> <li>➤ Students notate on staff paper in treble clef various melodic phrases in major and minor keys.</li> <li>➤ Students snap, pat, or clap a steady beat while recognizing proper locations of “accents.”</li> <li>➤ Have students learn proper music terms and symbols that are recognized in rhythmic music.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Have students understand that Italian is the universal language for music. R Students recall notes with acronyms such as F-A-C-E.</li> </ul>
M7.3.2	<p><b>Use technology, when applicable, to develop reading and notating skills.</b></p> <ul style="list-style-type: none"> <li>➤ Students use music software to notate music phrases with various rhythms.</li> <li>➤ Introduce MIDI if available.</li> </ul>
M7.3.3	<p><b>Sight-read music in treble and/or other clefs in various keys and meters within specified guidelines.</b></p> <ul style="list-style-type: none"> <li>➤ Learn the tone ladder (major scale).</li> <li>➤ Develop pitch memory.</li> <li>➤ Assign pitch numbers or syllables to music.</li> <li>➤ Learn/review note values.</li> <li>➤ Perform several sight-reading exercises on a regular basis</li> </ul>
<b>Analyze, describe and evaluate music and musical performances:</b>	
M7.4.1	<p><b>Evaluate performance through critical listening for the purpose of self-correction.</b></p> <ul style="list-style-type: none"> <li>➤ Students will critique a recorded rehearsal/performance and offer suggestions concerning how it (the rehearsal/performance) could be better/improved.</li> </ul>
M7.4.2	<p><b>Evaluate the elements and components of a musical composition using appropriate terminology (e.g., instrumental and vocal timbres, forms, textures, etc.).</b></p> <ul style="list-style-type: none"> <li>➤ Students add to a journal after listening to music composition (recorded or live) written explanations of timbre, form, and texture.</li> </ul>
M7.4.3	<p><b>Compare and contrast two or more styles of music.</b></p> <ul style="list-style-type: none"> <li>➤ Recognize styles of music.</li> <li>➤ Discuss pictures of people moving to music.</li> <li>➤ Listen to various styles of music.</li> <li>➤ Use a Venn diagram or other graphic organizer to help organize thoughts about similarities and differences.</li> </ul>
M7.4.4	<p><b>Respond to a musical performance as an informed, actively involved listener in a variety of settings.</b></p> <ul style="list-style-type: none"> <li>➤ Students listen to choral and instrumental (band, orchestra) performances and discuss proper audience rapport.</li> <li>➤ Students</li> <li>➤ Identify and name the lead voice/instrument in a performance.</li> <li>➤ Notice combination of voices/instruments.</li> <li>➤ Notice dynamic levels.</li> <li>➤ Notice meters.</li> <li>➤ Identify the various sections.</li> <li>➤ Listen for changing voices/instruments</li> </ul>
M7.4.5	<p><b>Utilize technology to listen to, analyze, describe, and evaluate music and musical performances.</b></p> <ul style="list-style-type: none"> <li>➤ Use computer software and electronic instruments to perform and listen to music.</li> </ul>

	➤ Use the MIDI component if available.
<b><i>Relate to music from diverse cultures, society, history and other arts and disciplines.</i></b>	
M7.5.1	<b>Identify commonalities between music and the other fine arts (e.g., rhythm/movement, timbre/color, etc.).</b> ➤ Introduce how rhythms affect movements. R Show videos/other media that connect the arts/music.
M7.5.2	<b>Recognize that musical development is a continuum influenced by historical and technological events.</b> ➤ Use a musical timeline to show how music reflects/reflected the events of an era.
M7.5.3	<b>Recognize that events in society and music are interrelated.</b> ➤ Use a time capsule, etc. ➤ Use a music timeline to show how society and music are interrelated.
M7.5.4	<b>Demonstrate ways music and other disciplines are integrated.</b> ➤ Students compare music to science acoustics and math by constructing a flute(s) to check for tonal sound, length, and pitches. ➤ Utilize Curriculum Connection sections if available—if not available, research history behind song/music or utilize timelines or time capsules.
M7.5.5	<b>Incorporate technology to distinguish ways in which music relates to diverse cultures, societies, historical events, and the other arts and disciplines</b> ➤ Students use technology to research music of other cultures and societies.
M7.5.6	<b>Sing sacred songs of the Mass.</b> ➤ Students will sing sacred songs that can be used for Mass
M7.5.7	<b>Sing service music from the Mass.</b> ➤ Students will sing service music that can be used during Mass.