

## Grade 7 Music Scope and Sequence

Unit Theme	Unit Focus	Concepts & Repertoire	Focus Standards	Assessment/Pacing	Resources
<b>1</b> <b>Cultures</b>	This unit introduces students to the U11 course by establishing routines and procedures that will be followed throughout each of the subsequent units. To establish social norms and the importance of teamwork in musical settings, students participate in individual as well as cooperative activities with a focus on goal setting and the accomplishments of the group.	<ul style="list-style-type: none"> <li>ASAP</li> <li>Routines and procedures</li> <li>Self-responsibility</li> <li>Social interaction</li> <li>Group dynamics</li> <li>Establish routine for</li> <li>Style</li> <li>Steady beat</li> <li>Melodic movement</li> </ul> <p>Suggested songs:            The Alligator (pp. 304-305)            Elegua (p. 168)            Hatikvah (p. 53)            Tumbalalaika (pp. 44-45)            How Sad is True Love (pp. 20-21)            De colores (pp. 22-23)            The Swallow (pp. 16-17)            Sakura (pp. 315-317)            Wi Yo He Yo (p. 297)            Jikel 'Emaweni (p. 105)            The Yellow Rose of Texas (p. 285)            This Land is Your Land (pp. 94-95)</p>	<p>7.1. L2 Analyze and compare the use of musical elements of several genres, styles, and cultures, emphasizing tonality and intervals.</p> <p>7.2. S1 Sing music representing diverse genres and cultures, with expression appropriate for the work being performed.</p> <p>7.2. P2 Perform music representing diverse genres and cultures, including ethnic and contemporary pop.</p> <p>7.3.1 Improvise and compose simple rhythmic variations and melodic embellishments and variations on given diatonic melodies.</p> <p>7.4.2 Read and perform intervals, chords, and harmonic progressions.</p> <p>7.4.5 Use standard notation to write down original musical ideas.</p> <p>7.5. H1 Compare (orally or in writing) music from two or more cultures of the world as to the functions the music serves and the roles of musicians, including representative composers.</p>	<p>Practice assessments – integrating each with daily lessons/warm-up</p> <p>Write about the experience of performing (SB TE p. 5)</p> <p>Play recordings for students to describe differences (SB TE p. 6)</p> <p>Assess ability to distinguish between steady beat and no steady beat (SB TE p. 11)</p> <p>Assess ability to suggest tempo markings (SB TE p. 12)</p> <p>Compose melodies and determine which moves by step motion (SB TE p. 17)</p> <p>Play instruments and discern melody moving by step, leap, and by repeated notes (SB TE p. 18)</p>	<p>Silver Burdett "Music Connection" 7th grade Teacher Edition</p> <p>Introduction – Lesson 1 pp. 4-5</p> <p>Introduction – Lesson 2 pp. 6-7</p> <p>Unit 1: Rhythm – Lesson 1 pp. 10-11</p> <p>Unit 1: Rhythm – Lesson 2 pp. 12-14</p> <p>Unit 2: Melody – Lesson 1 pp. 15-17</p> <p>Unit 2: Melody – Lesson 2 pp. 18-19</p>
<b>2</b> <b>Harmony and Accompanying</b>	This unit provides students with familiarity with harmony and accompanying in music, including elements such as chording, sound effects, patterns, and ostinato.	<ul style="list-style-type: none"> <li>Chording</li> <li>Compare/contrast</li> <li>Sound effects</li> <li>Patterns</li> <li>Ostinato</li> </ul> <p>Suggested songs:</p>	<p>7.1. L2 Analyze and compare the use of musical elements of several genres, styles, and cultures, emphasizing tonality and intervals.</p> <p>7.2. S1 Sing music representing diverse genres and cultures, with expression appropriate for the work being performed.</p> <p>7.2. P2 Perform music representing diverse genres and cultures, including ethnic and contemporary pop.</p>	<p>Harmonic dictation (SB TE p. 22)</p> <p>Compare and contrast two songs (SB TE p. 23a)</p> <p>Students devise and perform sound effects (SB TE p. 26)</p>	<p>Silver Burdett "Music Connection" 7th grade Teacher Edition</p> <p>Unit 3: Harmony – Lesson 2 pp. 22-23</p> <p>Unit 3: Harmony – Lesson 3 pp. 23a</p>

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		De colores (pp. 22-23) How Sad is True Love (pp. 20-21) Ghost Riders in the Sky (pp. 26-29) Panamam tombe (p. 31)	7.3.1 Improvise and compose simple rhythmic variations and melodic embellishments and variations on given diatonic melodies. 7.4.2 Read and perform intervals, chords, and harmonic progressions. 7.4.5 Use standard notation to write down original musical ideas. 7.5. H1 Compare (orally or in writing) music from two or more cultures of the world as to the functions the music serves and the roles of musicians, including representative composers. 7.5. H3 Compare and contrast musical genres or styles that show the influence of two or more cultural traditions.	Students sing and identify patterns in the melodies (SB TE p. 31) Identify songs with and without ostinatos (SB TE p. 33)	Unit 4: Tone Color – Lesson 2 pp. 26-29 Unit 5: Form – Lesson 1 pp. 30-31 Unit 5: Form – Lesson 2 pp. 32-33
<b>3 Patterns</b>	In this unit, students will study patterns in music, such as rhythmic and melodic patterns. Students will have the opportunity to create their own pieces of music that contain patterns.	<ul style="list-style-type: none"> <li>• Rhythmic patterns</li> <li>• Melodic patterns</li> <li>• Meter in 2, 3, and 4</li> </ul> Suggested songs: Thanksgiving Calypso (pp. 268-270) Feliz Navidad (pp. 278-279) Here We Come A-Singing (pp. 272-274) So My Sheep May Safely Graze (pp. 276-277)	7.1. L3 Identify and explain the following specific musical elements while listening to a given musical example: ostinato, form, sequence, repetition, and imitation. 7.2. S3 Sing music written in three and/or four parts. 7.3.3 Improvise, compose, and arrange simple pieces for voice and instruments, using traditional and nontraditional sources of sound, including digital/electronic (if available). 7.4.3 Transcribe simple aural examples into melodic notation. 7.5. S2 Describe how music functions in the media and entertainment industries.	Assess student ability to organize and present a composition based on repeated patterns (SB TE p. 35) Create simple compositions based on short rhythmic and melodic patterns (SB TE p. 37) Conduct in 2 (SB TE p. 39) Conduct in 4 (SB TE p. 41) Perform steady beats in 2, 3, and 4 (SB TE p. 42)	Silver Burdett "Music Connection" 7th grade Teacher Edition Unit 5: Form – Lesson 3 pp. 34-35 Unit 5: Form – Lesson 4 pp. 36-37 Unit 6: Rhythm – Lesson 1 pp. 38-39 Unit 6: Rhythm – Lesson 2 pp. 40-41 Unit 6: Rhythm – Lesson 3 pp. 42-43
<b>4 Purposeful Music</b>	In this unit, students will identify purposeful music and the elements of purposeful music, including whole and half steps, and major and minor scales in different keys.	<ul style="list-style-type: none"> <li>• Half step</li> <li>• Whole step</li> <li>• Major</li> <li>• Minor</li> <li>• Pentatonic</li> <li>• Triad</li> <li>• Blues</li> </ul> Suggested songs: Dr. Martin Luther King (p. 262) Don't Ever Take Away My Freedom (pp. 264-266) Keep Your Eyes on the Prize	7.1. L3 Identify and explain the following specific musical elements while listening to a given musical example: ostinato, form, sequence, repetition, and imitation. 7.2. S3 Sing music written in three and/or four parts. 7.3.3 Improvise, compose, and arrange simple pieces for voice and instruments, using traditional and nontraditional sources of sound, including digital/electronic (if available). 7.4.3 Transcribe simple aural examples into melodic notation. 7.5. S2 Describe how music functions in the media and entertainment industries.	Ask students to identify whole and half steps in songs (SB TE p. 48) Notate major scales in different keys (SB TE p. 51) Notate minor scales in different keys (SB TE p. 53) Combine vocalists and instrumentalists to perform "The Boat Song" (SB TE p. 55) Construct triads (SB TE p. 61) Transpose chord changes to a different key (SB TE p.	Silver Burdett "Music Connection" 7th grade Teacher Edition Unit 7: Melody – Lesson 1 pp. 48-49 Unit 7: Melody – Lesson 2 pp. 50-51 Unit 7: Melody – Lesson 3 pp. 52-53 Unit 7: Melody – Lesson 4 pp. 54-56 Unit 8: Harmony – Lesson 1 pp. 60-61 Unit 8: Harmony – Lesson 3 pp. 64-65

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		(p. 261) This Land is Your Land (pp. 94-95) America, the Beautiful (p. 77) America (p. 247) Music, Music, Music (p. 49) Merry Minstrels (p. 51) Hatikvah (p. 53) The Boat Song (pp. 54-56) Hymn of Joy (p. 61)		64)	
<b>5 Melodic Devices</b>	In this unit, students will analyze melodic devices, including repetition, contrast, compound meter, and syncopation. Students will perform pieces of music with melodic devices, paying special attention to those devices.	<ul style="list-style-type: none"> <li>• Repetition</li> <li>• Contrast</li> <li>• Compound meter</li> <li>• Syncopation</li> <li>• Building melodies</li> <li>• Extending melodies</li> </ul> <p>Suggested songs: How Sad is True Love (pp. 20-21) The Yellow Rose of Texas (p. 285) America, the Beautiful (p. 77) Ay, Jalisco no te rajes! (pp. 86-87) This Land is Your Land (pp. 94-95)</p>	<p>7.1. E2 Compare and contrast the means used to create images or evoke feelings and emotions in musical works.</p> <p>7.1. E1 Evaluate the quality of their own and others' performances and compositions and offer constructive suggestions for improvement.</p> <p>7.2. S2 Sing a varied repertoire of vocal literature, alone and in ensembles, demonstrating good posture, tone quality, vowel formation, and with good breath control.</p> <p>7.2.P1 Perform on one or more instruments a repertoire of instrumental literature, representing various genres, styles, and cultures, technical accuracy, tone quality and articulation, by oneself and in small and large ensembles.</p> <p>7.3.2 Improvise and compose short songs and instrumental pieces in duple and triple meter using the following musical devices: imitation and repetition, ostinato, and syncopation.</p> <p>7.4.4 Sight-read melodies in the treble and bass clef.</p> <p>7.5.S1 Integrate several art disciplines (dance, music, theatre, or the visual arts) into a well-organized presentation or performance.</p>	<p>Compose balanced melodies (SB TE p. 75)</p> <p>Have students identify musical elements (SB TE p. 77)</p> <p>Have students perform chant (SB TE p. 80)</p> <p>Sing and identify syncopated rhythms (SB TE p. 84)</p> <p>Perform and conduct in 2 (SB TE p. 88)</p> <p>Sing and identify melodic sequences (SB TE p. 91)</p>	<p>Silver Burdett "Music Connection" 7th grade Teacher Edition</p> <p>Unit 9: Form – Lesson 1 pp. 74-75</p> <p>Unit 9: Form – Lesson 2 pp. 76-77</p> <p>Unit 10: Rhythm – Lesson 1 pp. 80-82</p> <p>Unit 10: Rhythm – Lesson 2 pp. 83-84</p> <p>Unit 11: Melody – Lesson 1 pp. 88-90</p> <p>Unit 11: Melody – Lesson 2 p. 91</p>
<b>6 Texture</b>	This unit provides students with an understanding of musical texture, such as homophonic and polyphonic texture, which can be seen in melodic variations and themes.	<ul style="list-style-type: none"> <li>• Melodic variations</li> <li>• Theme and variations</li> <li>• Musical texture</li> <li>• Fugue</li> </ul> <p>Suggested songs: De colores (pp. 22-23) Sakura (pp. 315-317)</p>	<p>7.1. E2 Compare and contrast the means used to create images or evoke feelings and emotions in musical works.</p> <p>7.1. E1 Evaluate the quality of their own and others' performances and compositions and offer constructive suggestions for improvement.</p> <p>7.2. S2 Sing a varied repertoire of vocal literature, alone and in ensembles, demonstrating good posture, tone quality, vowel formation, and with good breath control.</p> <p>7.2.P1 Perform on one or more instruments a repertoire of</p>	<p>Identify melody being performed (SB TE p. 96)</p> <p>Describe segments of music (SB TE p. 102)</p> <p>Describe and demonstrate homophonic texture (SB TE p. 105)</p> <p>Sing and identify polyphonic texture (SB TE</p>	<p>Silver Burdett "Music Connection" 7th grade Teacher Edition</p> <p>Unit 11: Melody – Lesson 5 pp. 96-97</p> <p>Unit 11: Melody – Lesson 8 pp. 102-103</p> <p>Unit 12: Harmony – Lesson 1 pp. 104-105</p>

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		The Boat Song (pp. 54-56) Jikel 'Emaweni (p. 105) A Home on the Rolling Sea (p. 106) Sentimental Journey (pp. 122-123)	instrumental literature, representing various genres, styles, and cultures, technical accuracy, tone quality and articulation, by oneself and in small and large ensembles. 7.3.2 Improvise and compose short songs and instrumental pieces in duple and triple meter using the following musical devises: imitation and repetition, ostinato, and syncopation. 7.4.4 Sight-read melodies in the treble and bass clef. 7.5.S1 Integrate several art disciplines (dance, music, theatre, or the visual arts) into a well-organized presentation or performance.	p. 106) Identify the entrance of the subject of a fugue (SB TE p. 108)	Unit 12: Harmony – Lesson 2 p. 106 Unit 12: Harmony – Lesson 3 pp. 107-110
<b>7 Music in Time and Place</b>	In this unit, students will study music from different times and places, such as 20 <sup>th</sup> century rhythm, jazz, and rock. Students will describe how elements of music are used in specific examples.	<ul style="list-style-type: none"> <li>• Classic period</li> <li>• 20<sup>th</sup> Century rhythm</li> <li>• Yoruba</li> <li>• Jazz</li> <li>• Rock</li> </ul> <p>Suggested songs: In the Army (p. 142) Elegua (p. 168) When the Saints (pp. 178-179) Small World (pp. 188-189)</p>	7.1.L1 Describe larger musical forms such as canon, fugue, suite, opera, and oratorio. 7.2. S2 Sing a varied repertoire of vocal literature, alone and in ensembles, demonstrating good posture, tone quality, vowel formation, and with good breath control. 7.2.P1 Perform on one or more instruments a repertoire of instrumental literature, representing various genres, styles, and cultures, technical accuracy, tone quality and articulation, by oneself and in small and large ensembles. 7.3.2 Improvise and compose short songs and instrumental pieces in duple and triple meter using the following musical devises: imitation and repetition, ostinato, and syncopation. 7.4.4 Sight-read melodies in the treble and bass clef. 7.4.1 Read and perform rhythmic and melodic notation in duple, triple, and mixed meters. 7.5. H2 Listen to and describe (orally or in writing) the role of music in ancient and medieval civilizations (e.g., African, Chinese, European, Islamic, Asian, South American).	Analyze and describe contrasting sections (SB TE p. 139) Describe how elements of music are used in specific examples (SB TE p. 144) Performance assessment (SB TE p. 152) Performance assessment (SB TE p. 163) Performance assessment (SB TE p. 179) Identify patterns (SB TE p. 186)	Silver Burdett "Music Connection" 7th grade Teacher Edition Themes Unit 2: Lesson 1 pp. 136-143 Themes Unit 2: Lesson 2 pp. 144-149 Themes Unit 3: Lesson 1 pp. 152-154 Themes Unit 4: Lesson 3 pp. 162-164 Themes Unit 5: Lesson 1 pp. 178-180 Themes Unit 5: Lesson 4 pp. 186-189
<b>8 Communication and Music</b>	In this unit, students will learn how music can be used for communication purposes. Students will study how style and form play into communication purposes and identify musical characteristics of specific song examples.	<ul style="list-style-type: none"> <li>• Score reading</li> <li>• Singing in parts</li> <li>• Style</li> <li>• Form</li> </ul> <p>Suggested songs: Glee Begins in Galilee (pp. 194-195) Laredo (p. 201) America (p. 247)</p>	7.1.L1 Describe larger musical forms such as canon, fugue, suite, opera, and oratorio. 7.2. S2 Sing a varied repertoire of vocal literature, alone and in ensembles, demonstrating good posture, tone quality, vowel formation, and with good breath control. 7.2.P1 Perform on one or more instruments a repertoire of instrumental literature, representing various genres, styles, and cultures, technical accuracy, tone quality and articulation, by oneself and in small and large ensembles. 7.3.2 Improvise and compose short songs and instrumental pieces in duple and triple meter using the following musical devises:	Performance assessment (SB TE pp. 194-195) Identify musical characteristics of specific song examples (SB TE p. 201) Performance assessment (SB TE p. 246) Performance assessment (SB TE pp. 248-249) Analyze and identify form	Silver Burdett "Music Connection" 7th grade Teacher Edition Themes Unit 6: Lesson 1 pp. 194-197 Themes Unit 7: Lesson 1 pp. 200-203 Themes Unit 10: Lesson 1 pp. 246-247 Themes Unit 10: Lesson 2 pp. 248-250

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		<p>The Star-Spangled Banner (pp. 248-249)</p> <p>The Marine's Hymn (p. 253)</p> <p>Keep Your Eyes on the Prize (p. 261)</p>	<p>imitation and repetition, ostinato, and syncopation.</p> <p>7.4.4 Sight-read melodies in the treble and bass clef.</p> <p>7.4.1 Read and perform rhythmic and melodic notation in duple, triple, and mixed meters.</p> <p>7.5. H2 Listen to and describe (orally or in writing) the role of music in ancient and medieval civilizations (e.g., African, Chinese, European, Islamic, Asian, South American).</p>	<p>(SB TE p. 253)</p> <p>Performance assessment (SB TE p. 261)</p>	<p>Themes Unit 10: Lesson 4 p. 253</p> <p>Themes Unit 11: Lesson 2 pp. 260-263</p>