



**SPRING GROVE AREA SCHOOL DISTRICT**



**PLANNED COURSE OVERVIEW**

<b>Course Title:</b> Essential Music <b>Grade Level(s):</b> 7 <b>Units of Credit:</b> .25 <b>Classification:</b> Required	<b>Length of Course:</b> 1 marking period (7.5 cycles) <b>Periods Per Cycle:</b> 6 <b>Length of Period:</b> 47 minutes <b>Total Instructional Time:</b> 35.25 hours
--	--

***Course Description***

Students in seventh grade will extend their study of musical concepts including rhythm and meter, guitar technique, TAB notation, chord reading, Classical and Romantic art forms, and composers from the Classical and Romantic Era. Students will complete the course with a stronger appreciation for music performance, greater understanding of how music is reflective of society, and foster a deeper appreciation of music. (These elements of music will be reinforced through the use of activities, classroom instruments, writing/discussion, and performances.)

***Instructional Strategies, Learning Practices, Activities, and Experiences***

Bell Ringers Class Discussion Flexible Groups Best Practices Strategies	Posted Objectives and Agenda Teacher Demonstration Homework Practice Tracks	Guided Practice Online Resources Formal and Informal Assessments
--	--	--

***Assessments***

Formative and Informative Assessment	Performances (Individual/Small Group)	Self-Evaluation Peer-Evaluation
--------------------------------------	---------------------------------------	------------------------------------

***Materials/Resources***

Teacher Created Resources District Provided Technology	Pitched and Non-Pitched Instruments Audio Recordings	Little Kids Rock Resources
---	---	----------------------------

**Adopted:** 3/16/88

**Revised:** 9/3/91; 5/21/99; 8/17/05; 5/15/2017, 2/12/2020

Rhythm	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>1. Rhythm</p> <ul style="list-style-type: none"> <li>A. Notation</li> <li>B. Performance</li> <li>C. Pulse/beat</li> <li>D. Accent</li> <li>E. Subdivision</li> <li>F. Measure</li> <li>G. Meter</li> <li>H. Syncopation</li> <li>I. Time signature</li> <li>J. Tempo</li> </ul>	<p><b>9.1.8.A.</b> Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p><b>9.1.8.B.</b> Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.</p> <p><b>9.1.8.C.</b> Identify and use comprehensive vocabulary within each of the arts forms.</p> <p><b>9.1.8.D.</b> Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.</p> <p><b>9.1.8.E.</b> Communicate a unifying theme or point of view through the production of works in the arts.</p> <p><b>9.1.8.F.</b> Explain works of others within each art form through performance or exhibition.</p> <p><b>9.1.8.G.</b> Explain the function and benefits of rehearsal and practice sessions.</p> <p><b>9.1.8.H.</b> Demonstrate and maintain materials, equipment, and tools safely at work and performance spaces.</p> <ul style="list-style-type: none"> <li>• Analyze the use of materials.</li> <li>• Explain issues of cleanliness related to the arts.</li> <li>• Explain the use of mechanical/electrical equipment.</li> <li>• Demonstrate how to work in selected physical space/environment.</li> <li>• Demonstrate the selection of safe props/stage equipment.</li> <li>• Demonstrate methods for storing materials in the arts.</li> </ul> <p><b>9.1.8.I.</b> Know where arts events, performances, and exhibitions occur and how to gain admission.</p> <p><b>9.1.8.J.</b> Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing, and exhibiting works in the arts or the works of others.</p> <p><b>9.1.8.K.</b> Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.</p> <p><b>9.3.8.A.</b> Know and use the critical process of the examination of works in the arts and humanities.</p> <ul style="list-style-type: none"> <li>• Compare and contrast</li> <li>• Analyze</li> <li>• Interpret</li> <li>• Form and test hypotheses</li> <li>• Evaluate/form judgments</li> </ul>

Rhythm (continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p><b>9.3.8.B.</b> Analyze and interpret specific characteristics of works in the arts within each art form (e.g., pentatonic scales in Korean and Indonesian music).</p> <p><b>9.3.8.C.</b> Identify and classify styles, forms, types, and genre within art forms (e.g., modern dance and the ethnic dance, a ballad and a patriotic song).</p> <p><b>9.3.8.D.</b> Evaluate works in the arts and humanities using a complex vocabulary of critical response.</p> <p><b>9.3.8.E.</b> Interpret and use various types of critical analysis in the arts and humanities.</p> <ul style="list-style-type: none"> <li>• Contextual criticism</li> <li>• Formal criticism</li> <li>• Intuitive criticism</li> </ul> <p><b>9.3.8.F.</b> Apply the process of criticism to identify characteristics among works in the arts.</p> <p><b>9.3.8.G.</b> Compare and contrast critical positions or opinions about selected works in the arts and humanities (e.g., critic's review and comparison of Alvin Ailey's <i>Revelations</i> to Tchaikovsky's <i>Swan Lake</i>).</p> <p><b>9.4.8.A.</b> Compare and contrast examples of group and individual philosophical meanings of works in the arts and humanities (e.g., group discussions on musical theatre versus the individual's concept of musical theatre).</p> <p><b>9.4.8.B.</b> Compare and contrast informed individual opinions about the meaning of works in the arts to others (e.g., debate philosophical opinions within a listserve or at an artist's website).</p> <p><b>9.4.8.C.</b> Describe how the attributes of the audience's environment influence aesthetic responses (e.g., the ambiance of the theatre in a performance of Andrew Lloyd Weber's <i>Cats</i>).</p> <p><b>9.4.8.D.</b> Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities (e.g., T. Ganson's <i>Destructive Periods in Russia During Stalin's and Deniken's Leadership</i> conveys her memories and emotions of a specific incident).</p>

Rhythm (continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>Students will identify rhythmic notes by name and sight.</li> <li>Students will define meter and pulse as they relate to music.</li> <li>Students will explain time signatures.</li> <li>Students will define subdivision.</li> <li>Students will explain the difference in interpretation between simple and compound meter.</li> <li>Students will apply knowledge of time signatures to specific music for performance.</li> <li>Students will explain how simple and compound meter look different.</li> <li>Students will explain how to interpret syncopated rhythms.</li> <li>Students will interpret subdivision.</li> <li>Students will apply knowledge of counting rhythm to musical performance.</li> </ul>

Melody, Harmony, and Guitar	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>2. Melody, Harmony, and Guitar</p> <p>A. TAB (a method of writing down music played on guitar or bass) Notation</p> <p>B. Standard Notation</p> <p>C. Intervals</p> <p>D. Historical Context</p> <p>E. Guitar Playing Technique</p> <p>F. Guitar String Names</p> <p>G. Guitar Part Names</p> <p>H. Chords</p> <p>I. Solo/Duet</p> <p>J. Harmony</p> <p>K. Strum/Pick</p>	<p><b>9.1.8.A.</b> Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p><b>9.1.8.B.</b> Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.</p> <p><b>9.1.8.C.</b> Identify and use comprehensive vocabulary within each of the arts forms.</p> <p><b>9.1.8.D.</b> Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.</p> <p><b>9.1.8.E.</b> Communicate a unifying theme or point of view through the production of works in the arts.</p> <p><b>9.1.8.F.</b> Explain works of others within each art form through performance or exhibition.</p> <p><b>9.1.8.G.</b> Explain the function and benefits of rehearsal and practice sessions.</p> <p><b>9.1.8.H.</b> Demonstrate and maintain materials, equipment, and tools safely at work and performance spaces.</p> <ul style="list-style-type: none"> <li>• Analyze the use of materials.</li> <li>• Explain issues of cleanliness related to the arts.</li> <li>• Explain the use of mechanical/electrical equipment.</li> <li>• Demonstrate how to work in selected physical space/environment.</li> <li>• Demonstrate the selection of safe props/stage equipment.</li> <li>• Demonstrate methods for storing materials in the arts.</li> </ul> <p><b>9.1.8.I.</b> Know where arts events, performances, and exhibitions occur and how to gain admission.</p> <p><b>9.1.8.J.</b> Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing, and exhibiting works in the arts or the works of others.</p> <p><b>9.1.8.K.</b> Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.</p> <p><b>9.2.8</b> Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p> <p><b>9.2.8.A.</b> Explain the historical, cultural, and social context of an individual work in the arts.</p> <p><b>9.2.8.B.</b> Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).</p> <p><b>9.2.8.C.</b> Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).</p> <p><b>9.2.8.D.</b> Analyze a work of art from its historical and cultural perspective.</p> <p><b>9.2.8.E.</b> Analyze how historical events and culture impact forms, techniques, and purposes of works in the arts (e.g., Gilbert and Sullivan operettas).</p> <p><b>9.2.8.F.</b> Know and apply appropriate vocabulary used between social studies and the arts and humanities.</p>

Melody, Harmony, and Guitar (continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p><b>9.2.8.G.</b> Relate works in the arts to geographic regions:</p> <ul style="list-style-type: none"> <li>• Africa</li> <li>• Asia</li> <li>• Australia</li> <li>• Central America</li> <li>• Europe</li> <li>• North America</li> <li>• South America</li> </ul> <p><b>9.2.8.H.</b> Identify, describe, and analyze the work of Pennsylvania Artists in dance, music, theatre, and visual arts.</p> <p><b>9.2.8.I.</b> Identify, explain, and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).</p> <p><b>9.3.8.A.</b> Know and use the critical process of the examination of works in the arts and humanities.</p> <ul style="list-style-type: none"> <li>• Compare and contrast</li> <li>• Analyze</li> <li>• Interpret</li> <li>• Form and test hypotheses</li> <li>• Evaluate/form judgments</li> </ul> <p><b>9.3.8.B.</b> Analyze and interpret specific characteristics of works in the arts within each art form (e.g., pentatonic scales in Korean and Indonesian music).</p> <p><b>9.3.8.C.</b> Identify and classify styles, forms, types, and genre within art forms (e.g., modern dance and the ethnic dance, a ballad and a patriotic song).</p> <p><b>9.3.8.D.</b> Evaluate works in the arts and humanities using a complex vocabulary of critical response.</p> <p><b>9.3.8.E.</b> Interpret and use various types of critical analysis in the arts and humanities.</p> <ul style="list-style-type: none"> <li>• Contextual criticism</li> <li>• Formal criticism</li> <li>• Intuitive criticism</li> </ul>

Melody, Harmony, and Guitar (continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>9.3.8.F. Apply the process of criticism to identify characteristics among works in the arts.</p> <p>9.3.8.G. Compare and contrast critical positions or opinions about selected works in the arts and humanities (e.g., critic's review and comparison of Alvin Ailey's <i>Revelations</i> to Tchaikovsky's <i>Swan Lake</i>).</p> <p>9.4.8.A. Compare and contrast examples of group and individual philosophical meanings of works in the arts and humanities (e.g., group discussions on musical theatre versus the individual's concept of musical theatre).</p> <p>9.4.8.B. Compare and contrast informed individual opinions about the meaning of works in the arts to others (e.g., debate philosophical opinions within a listserve or at an artist's website).</p> <p>9.4.8.C. Describe how the attributes of the audience's environment influence aesthetic responses (e.g., the ambiance of the theatre in a performance of Andrew Lloyd Weber's <i>Cats</i>).</p> <p>9.4.8.D. Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities (e.g., T. Ganson's <i>Destructive Periods in Russia During Stalin's and Deniken's Leadership</i> conveys her memories and emotions of a specific incident).</p> <p><b>Objectives</b></p> <p>Students will identify parts of the guitar.</p> <p>Students will identify the strings on the guitar.</p> <p>Students will explain the difference between standard and TAB notation.</p> <p>Students will perform a variety of repertoire on the guitar.</p> <p>Students will apply knowledge of rhythmic notes to music for guitar.</p> <p>Students will interpret chord charts.</p> <p>Students will perform solo and duet repertoire.</p>

Musical Form	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>3. Musical Form</p> <ul style="list-style-type: none"> <li>A. Section-based</li> <li>B. Rondo</li> <li>C. Phrase</li> <li>D. Repetition</li> <li>E. Contrast</li> <li>F. Aural skills</li> </ul>	<p><b>9.1.8.A.</b> Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p><b>9.1.8.B.</b> Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <p><b>9.1.8.C.</b> Identify and use comprehensive vocabulary within each of the arts forms.</p> <p><b>9.1.8.D.</b> Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.</p> <p><b>9.1.8.E.</b> Communicate a unifying theme or point of view through the production of works in the arts.</p> <p><b>9.1.8.F.</b> Explain works of others within each art form through performance or exhibition.</p> <p><b>9.1.8.G.</b> Explain the function and benefits of rehearsal and practice sessions.</p> <p><b>9.1.8.H.</b> Demonstrate and maintain materials, equipment, and tools safely at work and performance spaces.</p> <ul style="list-style-type: none"> <li>• Analyze the use of materials.</li> <li>• Explain issues of cleanliness related to the arts.</li> <li>• Explain the use of mechanical/electrical equipment.</li> <li>• Demonstrate how to work in selected physical space/environment.</li> <li>• Demonstrate the selection of safe props/stage equipment.</li> <li>• Demonstrate methods for storing materials in the arts.</li> </ul> <p><b>9.1.8.I.</b> Know where arts events, performances, and exhibitions occur and how to gain admission.</p> <p><b>9.1.8.J.</b> Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing, and exhibiting works in the arts or the works of others.</p> <p><b>9.1.8.K.</b> Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.</p> <p><b>Objectives</b></p> <p>Students will explain and demonstrate musical form.</p> <p>Students will label form by sight and ear.</p> <p>Students will apply aural skills to music repertoire to identify the form.</p>



Timbre	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>4. Timbre                      A. Causes                      B. Cultural Context</p>	<p><b>9.3.8 Critical Response</b>                      A. Know and use the critical process of the examination of works in the arts and humanities.                          • Compare and contrast                          • Analyze                          • Interpret                          • Form and test hypotheses                          • Evaluate/form judgments                      B. Analyze and interpret specific characteristics of works in the arts within each art form (e.g., pentatonic scales in Korean and Indonesian music).                      C. Identify and classify styles, forms, types, and genre within art forms (e.g., modern dance and the ethnic dance, a ballad and a patriotic song).                      D. Evaluate works in the arts and humanities using a complex vocabulary of critical response.                      E. Interpret and use various types of critical analysis in the arts and humanities.                          • Contextual criticism                          • Formal criticism                          • Intuitive criticism                      F. Apply the process of criticism to identify characteristics among works in the arts.                      G. Compare and contrast critical positions or opinions about selected works in the arts and humanities (e.g., critic's review and comparison of Alvin Ailey's <i>Revelations</i> to Tchaikovsky's <i>Swan Lake</i>).</p> <p><b>9.4.8 Aesthetic Response</b>                      A. Compare and contrast examples of group and individual philosophical meanings of works in the arts and humanities (e.g., group discussions on musical theatre versus the individual's concept of musical theatre).                      B. Compare and contrast informed individual opinions about the meaning of works in the arts to others (e.g., debate philosophical opinions within a listserv or at an artist's website).                      C. Describe how the attributes of the audience's environment influence aesthetic responses (e.g., the ambiance of the theatre in a performance of Andrew Lloyd Weber's <i>Cats</i>).                      D. Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities (e.g., T. Ganson's <i>Destructive Periods in Russia During Stalin's and Deniken's Leadership</i> conveys her memories and emotions of a specific incident).</p> <p><b>Objectives</b>                      Students will define Timbre.                      Students will state the three causes of Timbre.                      Students will visually and aurally analyze sounds to determine their timbre origins.</p>

Musical Genres	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>5. Musical Genres</p> <ul style="list-style-type: none"> <li>A. Classical</li> <li>B. Romantic</li> <li>C. Historical and Cultural Context</li> <li>D. Mozart</li> <li>E. Haydn</li> <li>F. Beethoven</li> <li>G. Beatles</li> </ul>	<p><b>9.3.8 Critical Response</b></p> <ul style="list-style-type: none"> <li>A. Know and use the critical process of the examination of works in the arts and humanities.                             <ul style="list-style-type: none"> <li>• Compare and contrast</li> <li>• Analyze</li> <li>• Interpret</li> <li>• Form and test hypotheses</li> <li>• Evaluate/form judgments</li> </ul> </li> <li>B. Analyze and interpret specific characteristics of works in the arts within each art form (e.g., pentatonic scales in Korean and Indonesian music).</li> <li>C. Identify and classify styles, forms, types, and genre within art forms (e.g., modern dance and the ethnic dance, a ballad and a patriotic song).</li> <li>D. Evaluate works in the arts and humanities using a complex vocabulary of critical response.</li> <li>E. Interpret and use various types of critical analysis in the arts and humanities.                             <ul style="list-style-type: none"> <li>• Contextual criticism</li> <li>• Formal criticism</li> <li>• Intuitive criticism</li> </ul> </li> <li>F. Apply the process of criticism to identify characteristics among works in the arts.</li> <li>G. Compare and contrast critical positions or opinions about selected works in the arts and humanities (e.g., critic's review and comparison of Alvin Ailey's <i>Revelations</i> to Tchaikovsky's <i>Swan Lake</i>).</li> </ul>

Musical Genres (continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p><b>9.4.8 Aesthetic Response</b></p> <p>A. Compare and contrast examples of group and individual philosophical meanings of works in the arts and humanities (e.g., group discussions on musical theatre versus the individual's concept of musical theatre).</p> <p>B. Compare and contrast informed individual opinions about the meaning of works in the arts to others (e.g., debate philosophical opinions within a list serve or at an artist's website).</p> <p>C. Describe how the attributes of the audience's environment influence aesthetic responses (e.g., the ambiance of the theatre in a performance of Andrew Lloyd Weber's <i>Cats</i>).</p> <p>D. Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities (e.g., T. Ganson's <i>Destructive Periods in Russia During Stalin's and Deniken's Leadership</i> conveys her memories and emotions of a specific incident).</p> <p><b>Objectives</b></p> <p>Students will compare the classical and romantic time periods via art and music.</p> <p>Students will demonstrate an understanding of classical and romantic traits with visual art.</p> <p>Students will explain why a musical selection is classical or romantic.</p> <p>Students will compare life in the 21<sup>st</sup> century with that of the classical and romantic periods.</p> <p>Students will make connections between American History and the classical and romantic eras.</p> <p>Students will analyze Beethoven's music and personality.</p>