

7th Grade Music Technology

This class is open to all students in 7th grade who wish to develop skills in music in a non-performance setting. Music Technology is scheduled for the full year and meets three times per week. This course is designed to be a hands-on approach to address the *Three Artistic Processes* of creating, performing and responding by utilizing the Music in Education keyboard lab and is based on Connecticut State Standards for Music Education. Music Technology uses a set of fifteen networked keyboards (Yamaha's Music in Education keyboard lab) to teach students to become music readers, composers and well-rounded music consumers. Class size is limited to fifteen participants based on number of work stations or current functioning keyboards.

Course Overview

Course Goals

Students should:

- sing simple major and minor melodies while playing the keyboard as a group.
- read and play traditional notation on the grand staff on the keyboard with two hands.
- read and play rhythmic notation in duple and triple meters.
- compose eight bars of music using standard notation.
- identify musical forms and dynamics from aural examples in a variety of styles.
- improvise a melody and a variation on the keyboard.

Essential Questions

- What is the role and importance of music in life?
- How is expression and communication created through performing music?
- What makes a musical performance successful?

Assessments

Common Assessments

Skill Assessments

Content Outline

- I. Unit 1 - [Keyboard Orientation](#)
- II. Unit 2 - [Melodic Music Reading and Analyzing](#)
- III. Unit 3 - [Rhythmic Music Reading](#)
- IV. Unit 4 - [Music Composition & Improvisation](#)

Standards

[Connecticut SDE Arts Curriculum Framework](#)

Connecticut State Music Standards are met in the following areas:

- *Vocal*

Skill Objectives

Students will:

- sing simple melodies while playing the keyboard as a group.
- identify and play with both hands pitches on the grand staff in solos and

	<ul style="list-style-type: none"> • <i>Instrumental</i> • <i>Improvisation</i> • <i>Composition</i> • <i>Notation</i> • <i>Analysis</i> • <i>Evaluation</i> • <i>Connections</i> • <i>History And Cultures</i> 	<p>duets.</p> <ul style="list-style-type: none"> • play scales and simple melodies in the key of C, F, G Major and A minor in treble and bass clefs on the keyboard with two hands. • recognize aural melodic patterns and intervals of a second, third, and fifth. • read and identify steps, skips, and intervals of a second, third and fifth on the grand staff. • read rhythmic patterns from traditional notation. • write music examples using standard music notation in the treble clef and bass clefs for both hands on the keyboard. • analyze short musical examples identifying the following compositional techniques: melodies that utilize call and response, strong and weak beats, question and answer, round, variations, and melodic sequence. • expand improvisation length.
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Pacing Guide

1st Marking Period		2nd Marking Period			3rd Marking Period			4th Marking Period	
September	October	November	December	January	February	March	April	May	June

Music Literacy – ongoing unit of study throughout the entire course

<p>Unit 1 <u>Keyboard Orientation</u> 10 weeks</p>	<p>Unit 2 <u>Melodic Music Reading and Analyzing</u> 10 weeks</p>	<p>Unit 3 <u>Rhythmic Music Reading</u> 10 weeks</p>	<p>Unit 4 <u>Music Composition & Improvisation</u> 10 weeks</p>
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Music Literacy

Core Topics

- Ear training
- Sight/Music reading:
- Steady Beat
- Music alphabet and expanding note/key recognition
- Posture, hand position and finger technique
- Analyzing listening examples
- Composing
- Improvising

Unit 1 – Keyboard Orientation 10 weeks [top](#)

Standards

Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

Students will:

- perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position and good breath, bow or stick control.

Unit Objectives

Students will be able to:

- name all notes on the keyboard including sharps and flats.
- utilize sharps and flats as accidentals.
- identify high versus low registers.
- demonstrate a step and a skip.
- understand the musical alphabet.

Essential Questions

- What is the role and importance of music in life?
- How is expression and communication created through performing music?
- What makes a musical performance successful?

Focus Questions

- How do you locate C in relation to other notes on the keyboard?
- Why is the right side of the keyboard high notes and the left side low notes?
- How does the music alphabet enable you to distinguish the difference between a step and a skip on the keyboard?
- How do you locate sharps and flats on the keyboard?
- How do you select the keyboard’s orchestral instruments, utilize the keyboard percussion, and set a rhythm to accompany a melody?

Assessment

Demonstrate accurate key recognition including all sharps and flats.

Lesson Planning Resources

- Keyboard functions
- Register/Clusters
- Up, down, same
- Music alphabet
- Steps & Skips
- Auto Bass Chords

Materials/Resources

- Acoustic piano
- Tables for keyboards and 15 stools
- Music Alive annual subscription
- Norton Anthology of Classical Music CD set to play exemplars of MIE listening excerpts
- THEORY TIME Level 1A & B packets

Unit Skills

Students will:

- be able navigate the musical keyboard.

<u>Technology Resources</u>	<u>Differentiated Instruction</u>	<u>Enrichment/ELL</u>
<ul style="list-style-type: none"> • Yamaha Music in Education 3XG 15 station Keyboard Lab package • PC Computer with monitor • Presentation Station (wall mounted DVD player with TV monitor) • Current District wide Music writing software 		

Unit 2 - Melodic Music Reading and Analyzing, 10 Weeks [top](#)

Standards

Vocal

Students will sing, alone and with others, a varied repertoire of songs.

Students will:

- sing music representing diverse genres and cultures, with expression appropriate for the work being performed.

Notation

Students will read and notate music.

Students will:

- read whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.
- read at sight simple melodies in both the treble and bass clefs.
- use standard notation to record their musical ideas and the musical ideas of others.

Analysis

Students will listen to, describe and analyze music.

Students will:

- describe specific music events in a given aural example, using appropriate terminology.
- analyze the uses of elements of music and aural examples representing diverse genres and cultures.

Connections

Students will make connections between music, other disciplines and daily life.

Students will:

- identify a variety of music-related careers.

Unit Objectives

Students will be able to:

- identify the components of melody.
- utilize sharps and flats as accidentals.
- recognize key signatures C, D, F, and G major.
- read about careers in the music.

Essential Questions

- What is the role and importance of music in life?
- How is expression and communication created through performing music?
- What makes a musical performance successful?

Focus Questions

- What method do you use to remember the note names of the treble and bass clef lines and spaces?
- What does a melody made of skips/steps look

Assessments

Students will perform song playing tests with accurate pitches in the keys of C, F, and G major on the keyboard.

Students will be able to accurately write/name notes in the treble and bass clef on their monthly playing songs.

	<p>like on the staff?</p> <ul style="list-style-type: none"> • How does a composer use steps, skips, and repeated notes to create their melodies? • How does a sharp or flat alter a note? • What is the difference between C, D, F and G major key signatures? • What are some careers in the music field? 	
<p><u>Lesson Planning Resources</u></p> <ul style="list-style-type: none"> • Repeated Melodic Patterns • Call & Response • Seconds and thirds • Fifths • C, D, F and G major • Sharp and flat • Music careers 	<p><u>Materials/Resources</u></p> <ul style="list-style-type: none"> • Acoustic piano • Tables for keyboards and 15 stools • Music Alive annual subscription • Norton Anthology of Classical Music CD set to play exemplars of MIE listening excerpts • THEORY TIME Level 1A & B packets 	<p><u>Unit Skills</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • play melodies on the keyboard • discuss careers in music
<p><u>Technology Resources</u></p> <ul style="list-style-type: none"> • Yamaha Music in Education 3XG 15 station Keyboard Lab package • PC Computer with monitor • Presentation Station (wall mounted DVD player with TV monitor) • Current District wide Music writing software 	<p><u>Differentiated Instruction</u></p>	<p><u>Enrichment/ELL</u></p>

Unit 3 - Rhythmic Music Reading, 10 weeks [top](#)

Standards

Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

Students will:

- perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position and good breath, bow or stick control.
- perform music representing diverse genres and cultures, with expression appropriate for the work being performed.
- play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

Evaluation

Students will evaluate music and music performances.

Students will:

- evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements and improvisations by applying specific criteria appropriate for the style of the music, and offer constructive suggestions for improvement.

History And Cultures

Students will understand music in relation to history and culture.

Students will:

- describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
- compare, in several cultures of the world, the functions that music serves, roles of musicians, and conditions under which music is typically performed.

Unit Objectives

Students will be able to:

- listen to and evaluate duple and triple meter in musical excerpts.
- listen to and identify quarter notes, half notes, eighth notes and their corresponding rests, dotted quarter notes, and dotted half notes in musical excerpts.

Essential Questions

- What is the role and importance of music in life?
- How is expression and communication created through performing music?
- What makes a musical performance successful?

Focus Questions

- How are rhythms organized?
- What is enumeration and what is its role in music reading?
- How do rhythmic combinations establish different music styles/genres?
- How does a dot affect a note's value?

Assessment

Students will perform song playing tests with accurate rhythms on the keyboard.

Theory Assessment

Students will be able to complete the THEORY TIME Level A/B packet worksheets accurately.

<p><u>Lesson Planning Resources</u></p> <ul style="list-style-type: none"> • Strong and weak beats • Quarter Note & quarter rest • Half note & half rest • Eighth note & eighth rest • Duple meter • Common time • Enumeration • Dotted quarter note • Dotted half note 	<p><u>Materials/Resources</u></p> <ul style="list-style-type: none"> • Acoustic piano • Tables for keyboards and 15 stools • Music Alive annual subscription • Norton Anthology of Classical Music CD set to play exemplars of MIE listening excerpts • THEORY TIME Level 1A & B packets 	<p><u>Unit Skills</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • enumerate and notate eight bar phrases in standard notation. • identify the components of rhythm. • identify Minuet and March rhythmic styles. • discuss the differences between two contrasting rhythmic styles.
<p><u>Technology Resources</u></p> <ul style="list-style-type: none"> • Yamaha Music in Education 3XG 15 station Keyboard Lab package • PC Computer with monitor • Presentation Station (wall mounted DVD player with TV monitor) • Current District wide Music writing software 	<p><u>Differentiated Instruction</u></p>	<p><u>Enrichment/ELL</u></p>

Unit 4 - Music Composition & Improvisation, 10 weeks [top](#)

Standards

Improvisation

Students will improvise melodies, variations and accompaniments.

Students will:

- improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter and tonality.

Composition

Students will compose and arrange music.

Students will:

- compose short pieces within specified guide-lines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.

Evaluation

Students will evaluate music and music performances.

Students will:

- evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements and improvisations by applying specific criteria appropriate for the style of the music, and offer constructive suggestions for improvement.

History And Cultures

Students will understand music in relation to history and culture.

Students will:

- compare in two or more arts how the characteristic materials of each art (that is sound and music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.

Unit Objectives

Students will be able to:

- Yamaha Music in Education 3XG 15 station Keyboard Lab package
- PC Computer with monitor
- Presentation Station (wall mounted DVD player with TV monitor)
- Current District wide Music writing software

Essential Questions

- What is the role and importance of music in life?
- How is expression and communication created through performing music?
- What makes a musical performance successful?

Focus Questions

- What is the difference between a spontaneous improvisation and a composed piece of music?
- What elements of music organize a melody?
- What characteristics distinguish different

Assessment

Students will perform their variation compositions for each other.

	<p>musical styles?</p> <ul style="list-style-type: none"> • What are the differences between ABA, Round, and Theme and Variation forms? • How do chord symbols relate to playing chords in the bass clef? 	
<p><u>Lesson Planning Resources</u></p> <ul style="list-style-type: none"> • Phrase and form • Question and answer • Call and response • Crescendo and decrescendo • Forte and piano • Legato and staccato • Melodic sequence • ABA • Round • Theme and Variations • Chord symbols • Major triads C, F and G 	<p><u>Materials/Resources</u></p> <ul style="list-style-type: none"> • Acoustic piano • Tables for keyboards and 15 stools • Music Alive annual subscription • Norton Anthology of Classical Music CD set to play exemplars of MIE listening excerpts • THEORY TIME Level 1A & B packets 	<p><u>Unit Skills</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • improvise eight bars of music utilizing the keyboard. • compose and notate an eight bar variation utilizing the keyboard. • use Finale Notepad, print their variation composition. • evaluate their own and each others' variations.
<p><u>Technology Resources</u></p> <ul style="list-style-type: none"> • Yamaha Music in Education 3XG 15 station Keyboard Lab package • PC Computer with monitor • Presentation Station (wall mounted DVD player with TV monitor) • Current District wide Music writing software 	<p><u>Differentiated Instruction</u></p>	<p><u>Enrichment/ELL</u></p>