

# GOOD SHEPHERD EPISCOPAL SCHOOL

## 7<sup>TH</sup> GRADE MUSIC YEAR AT A GLANCE

Trimester	Month	Topics	Skills
Trimester 1 8/27-11/14	August	<ul style="list-style-type: none"> <li>▶ Introductions</li> <li>▶ Rules/Expectations/Organization</li> <li>▶ Classroom Set up/Procedures</li> <li>▶ Duties &amp; Responsibilities</li> <li>▶ Seating Charts</li> <li>▶ Schoology</li> <li>▶ Word Wall</li> </ul>	
	September	<ul style="list-style-type: none"> <li>▶ Basic terminology – review through Word Wall</li> <li>▶ Name Rhythm Ice Breaker</li> <li>▶ Yamaha Aural-Written Reading/Playing Project</li> <li>▶ Drum Cadence for 8<sup>th</sup> Grade Welcome Back</li> <li>▶ Harvard Protocol</li> <li>▶ 12 Bar Blues</li> </ul>	<ul style="list-style-type: none"> <li>▶ Review, define, perform beat, ostinato, rhythm, complementary, form, improvisation. Analysis through word wall.</li> <li>▶ Create polyrhythms using names. Perform independently with accurate rhythm. Perform in groups. Transfer to Keith Terry body percussion.</li> <li>▶ Listen, imitate rhythms, notate, play. Extension possibilities: create intro/coda/complementary ostinato. Add director, movement, &amp; improvisation. Perform for grade.</li> <li>▶ Creative expression/performance. The student creates and arranges music within specified guidelines. ● Create and arrange 3-5part drum cadence. The student describes and analyzes musical sound and demonstrates musical artistry. Perform.</li> <li>▶ Response/evaluation. The student responds to and evaluates music and musical performances. Applies criteria for evaluating quality of performance.</li> <li>▶ Listen, analyze, play.</li> </ul>

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	October	<p>▶ Meter: 2/4; 3/4; 5/4</p> <p>▶ African Culture and Music</p> <p>▶ Baritone ukulele (if time)</p>	<p>▶ Demonstrate appropriate small- and large-ensemble performance techniques during formal and informal concerts.</p> <ul style="list-style-type: none"> <li>● TSW play in Meters of 2/4 3/4/ 5/4</li> <li>● Listen, identify, perform via body percussion and/or singing/instruments. 2/4, 3/4, 4/4,</li> <li>● Group project using 5/4</li> </ul> <p>▶ The student relates music to history, to society, and to culture.</p> <ul style="list-style-type: none"> <li>● Perform music representative of diverse cultures.</li> <li>● Identify the relationships between the content, the concepts, and the processes of the other fine arts, other subjects, and those of music. Identify form.</li> <li>● Read, write, and perform polyrhythms via instruments/vocal/movement. (drums, xylophones, recorder)</li> </ul> <p>▶ Play individually and in small groups demonstrating understanding of technique, timbre, and reading chords.</p>
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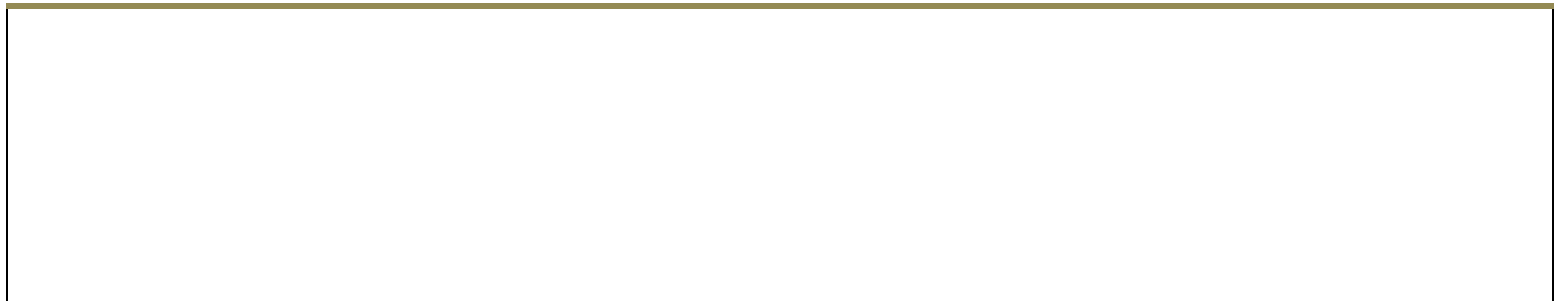
<p>Trimester 2 11/17-2/27</p>	<p>November (End of First Trimester/ Beginning of Second Trimester)</p>	<ul style="list-style-type: none"> <li>▶ Background/Response/Evaluation of Classical Era</li> <li>▶ Music Sharing Presentation                             <ul style="list-style-type: none"> <li>● Rehearsing, blocking</li> <li>● PowerPoint presentation</li> <li>● Sequence, lines</li> <li>● Evaluation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▶ Evaluate and write a reflection of Classical Movie: Amadeus.</li> <li>▶ Creative expression/performance. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music.                             <ul style="list-style-type: none"> <li>● Write script for sharing, block and rehearse on stage.</li> <li>● Create PowerPoint for sharing.</li> <li>● Discuss sequence, performance attire, and grading criteria for performance.</li> <li>● After performance, evaluate the quality and effectiveness of personal musical performance.</li> </ul> </li> </ul>
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	<p>December</p>	<p>NO MUSIC</p>	<p>NO MUSIC</p>
	<p>January</p>	<p>NO MUSIC</p>	<p>NO MUSIC</p>

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	February	NO MUSIC	NO MUSIC
Trimester 3 2/28-5/30	March	<ul style="list-style-type: none"> <li>▶ Rules/Expectations/Organization</li> <li>▶ Classroom Set up/Procedures</li> <li>▶ Duties &amp; Responsibilities</li>   <li>▶ Yamaha Aural-Written Reading/Playing Project</li>     <li>▶ Havard Protocol</li>   <li>▶ Meter: 2/4; 3/4; 5/4</li> </ul>	<p>Listen, imitate rhythms, notate, play. Extension possibilities: create intro/coda/complementary ostinato. Add director, movement, &amp; improvisation.</p> <p>Response/evaluation. The student responds to and evaluates music and musical performances.</p> <ul style="list-style-type: none"> <li>▶ Demonstrate appropriate small- and large-ensemble performance techniques during formal and informal concerts.</li> <li>● TSW play in Meters of 2/4 3/4/ 5/4</li> <li>● Listen, identify, perform via body percussion and/or singing/instruments. 2/4, 3/4, 4/4,</li> <li>● Group project using 5/4</li> </ul>



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April	<p>▶ Holocaust integration unit with Social Studies</p> <p>▶ African Culture and Music</p>	<p>▶ The student relates music to history, to society, and to culture.</p> <ul style="list-style-type: none"><li>● Perform music representative of diverse cultures.</li><li>● Identify the relationships between the content, the concepts, and the processes of the other fine arts, other subjects, and those of music.</li></ul>
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\* This YAG will change. It is meant only to provide a quick look at the topics that will be addressed during the school year. Class progress, ERB testing, school trips, and inclement weather will all merit YAG adjustments.