

PARENT GUIDE FOR FINE ARTS CURRICULUM: MUSIC

GRADE SEVEN

DIOCESE OF CLEVELAND

Below is a list of the skills your child will be taught in Grade Seven.

As parents, you are encouraged to support the work of your child's teacher in helping your child acquire each of these skills.

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| Capacities of the Literate Individual | |
| | They demonstrate independence. |
| | They build strong content knowledge. |
| | They respond to the varying demands of audience, task, purpose, and discipline. |
| | They comprehend as well as critique. |
| | They value evidence. |
| | They use technology and digital media strategically and capably. |
| | They come to understand other perspectives and cultures. |
| OH: Fine Arts - Music: Enduring Understandings | |
| | Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through music. |
| | Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine musical works in conventional and innovative ways and to understand the works produced and performed by others. |
| | Authentic Application and Collaboration: Students work individually and in groups to focus ideas, create and perform music to address genuine local and global community needs. |
| | Literacy: As consumers, critics and creators, students evaluate and understand visual and performing artworks and other texts produced in the media forms of the day. |
| OH: Fine Arts - Music: Progress Points | |
| | Analyze, practice and perform a musical selection independently or collaboratively with technical accuracy and expression. |
| | Read, write, improvise and describe music using standard musical notation and vocabulary. |
| | Apply problem-solving and critical thinking skills to music listening and performing by adapting music to fit the context, story, setting and medium. |
| | Classify and describe composers and historical musical periods, including classical, popular and traditional American music and musical and cultural blends. |
| | Compare and contrast ways that the subject matter in musical selections relates to other disciplines. |
| | Expand the use of technology and the media arts through music research, composition and performance. |
| OH: Fine Arts - Perceiving/Knowing/Creating (CE) | |
| | Recognize, identify and demonstrate form in world music (e.g., Western and non-Western) and popular music. |
| | Identify the style and historical period of various music examples. |
| | Recognize and identify historical and cultural contexts (e.g., time and place of a music event) that have influenced music. |
| | Identify key signatures of major scales. |
| | Describe a varied repertoire of music with appropriate music vocabulary. |
| | Identify various careers for musicians (e.g., in education, entertainment and technical support). |

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| OH: Fine Arts - Producing/Performing (PR) | |
| | Independently or collaboratively, perform a varied repertoire of music, representing diverse genres and cultures and showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter. |
| | Perform accurately, independently or collaboratively, with good posture producing an appropriate tone quality. |
| | Improvise, compose and arrange music. |
| | Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters. |
| | Notate concert pitch major scales (i.e., Band C, F, Bb, Eb, Ab; Strings: A, D, G, C, F). |
| | Read and notate melodies in treble and bass clef using key signatures. |
| OH: Fine Arts - Responding/Reflecting (RE) | |
| | Apply multiple criteria to evaluate the quality and effectiveness of music performance and composition including their own. |
| | Compare and contrast a variety of live or recorded music performances using appropriate audience etiquette. |
| | Develop criteria based on elements of music to support personal preferences for specific music works. |
| | Explain how and why people use and respond to music. |
| | Compare and contrast the meaning of common terms and processes used in various arts disciplines. |
| OH: CCSS: English Language Arts 6-12: Speaking and Listening | |
| | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
| | Acknowledge new information expressed by others and, when warranted, modify their own views. |
| | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |
| OH: CCSS: English Language Arts 6-12: Language | |
| | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| OH: CCSS: Literacy in History/Social Studies: Writing | |
| | Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. |
| | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |

Notes:
