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Grade 7

STANDARDS

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Historical, Cultural and Social Contexts

Students demonstrate knowledge and understanding of a variety of music styles and cultures and the context of musical expression or events, both past and present. Students identify significant contributions of composers and performers to music heritage. Students analyze the historical, social and political forces that have influenced the function and role of music in the lives of people.

Benchmark A: Compare and contrast styles and forms of music from various historical periods.

1. Recognize, identify and demonstrate form in world music (e.g., Western and non-Western) and popular music.

Student Edition:

12, 30-31, 37, 92-93, 205

Listen 82, 103, 108, 119, 205

Listening 32, 36, 60-61, 76, 102, 113, 115, 116-117, 124

Teacher's Edition:

DEV 12, 30, 32, 37, 60, 82, 92, 103, 108, 112, 115, 116, 119, 205; IA 93; MS 37, 77, 114, 117; MVT 115

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<p>2. Demonstrate how elements of music are used to create various music styles.</p>	<p>Student Edition: 5, 6-7, 8-9, 10-11, 125, 130, 138, 166-167, 210, 224 <i>Listen</i> 3 <i>Listening</i> 110-111, 124, 170, 190, 197, 208, 219</p> <p>Teacher’s Edition: APP/CL 119, 171, 197, 208; CL 115; DEV 3, 4-5, 7, 8-9, 110-111, 130, 138, 167, 190-191, 211, 219, 225; HC 5, 10, 116; MS 22, 218</p>
<p>3. Identify representative music examples from music literature and respond to the style of the historical period of music.</p>	<p>Student Edition: 108-109, 110, 114, 120-121, 126, 150, 180-181, 212 <i>Listen</i> 3 <i>Listening</i> 22, 23, 50, 76, 102, 108, 110-111, 112, 113, 115, 116, 118, 123, 124, 126, 150-151, 156, 170, 187, 190, 213, 219, 222, 232-233</p> <p>Teacher’s Edition: CL 108, 195; DEV 3, 23, 50, 108-109, 112, 115, 117, 123, 124, 127, 150, 156, 170, 180, 186, 190-191, 212-213, 219, 222, 232-233; PERF 3</p>
<p>Benchmark B: Identify composers and classify them according to chronological historical periods.</p>	
<p>4. Classify by composer and historical period a varied body of exemplary music works.</p>	<p>Student Edition: <i>Listening</i> 23, 50, 76, 102-103, 108, 110-111, 112, 113, 115, 116, 118, 124, 126, 156, 170, 182, 197, 219, 222, 232</p> <p>Teacher’s Edition: APP/CL 113, 182, 196; DEV 23, 50, 76, 102-103, 108, 110, 112, 115, 116, 118, 124, 127, 156, 170, 219, 222, 232; HC 116</p>

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Benchmark C: Describe how events during various historical periods have influenced the development of music.

5. Recognize and identify historical and cultural contexts (e.g., time and place of a music event) that have influenced music.

Student Edition:

6-7, 8, 22, 27, 42-43, 50, 53, 54-55, 56, 58, 60, 62, 64, 66, 67, 68, 69, 70, 74, 76, 79, 80-81, 86, 88-89, 90, 92, 94, 96, 105, 106-107, 109, 114, 116, 118, 120-121, 122, 124, 126, 127, 130, 132-133, 142, 144-145, 146-147, 148, 150, 156, 157, 162, 176, 184-185, 190, 192-193, 198, 202, 204-205, 210, 212-213, 214-215, 221, 224, 228, 234

Listening 16, 112, 113

Meet the Musician 37, 52, 96, 122, 125, 221

Teacher's Edition:

AE 110, 136, 162; APP/CL 52, 67, 105, 119, 131, 157, 191, 234; CL 4, 7, 62, 66, 69, 82, 84, 86, 97, 101, 118, 129, 169, 195, 202, 205, 214, 234; DEV 2, 17, 43, 50, 55, 56, 58, 60, 63, 64, 66, 69, 70, 75, 76, 81, 86, 89, 90, 92, 95, 96, 107, 109, 112, 115, 116, 118, 121, 124, 133, 142, 147, 148, 150, 156, 162, 185, 193, 199, 211, 212, 214, 220, 225; HC 5, 8, 10, 28, 37, 44, 49, 52, 55, 63, 69, 81, 86, 89, 98, 126, 130, 143, 192, 194, 213, 219, 225; RAL 107, 122

Creative Expression and Communication

Students sing, play instruments, improvise, compose, read and notate music.

Benchmark A: Perform a piece of music, independently or in a group, with technical accuracy and expression.

1. Sing and/or play, alone and with others, a varied repertoire of music representing diverse genres and cultures showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter.

Student Edition:

12-13, 18-19, 20, 30-31, 34, 40-41, 46, 63, 65, 66-67, 73, 76-77, 82-83, 88-89, 93, 94-95, 101, 104, 128-129, 136-137, 141, 148-149, 151, 152-153, 154, 158-159, 160-161, 162-163, 164, 177, 189, 194, 200, 207, 211, 212, 214-215, 220, 223, 236-251

Listening 5, 22, 33, 142, 199

Playalong 23, 45, 59, 156, 225

Teacher's Edition:

MS 18, 31, 94, 104, 156, 161, 194, 200, 212, 215 ; RAL 19, 129, 163

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<p>2. Perform accurately, alone and in small and large groups, with good posture producing an appropriate tone quality.</p>	<p>Student Edition: 12-13, 18-19, 30-31, 40-41, 63, 65, 66-67, 82-83, 88-89, 93, 104, 128-129, 136-137, 141, 148-149, 151, 152-153, 158-159, 160, 162-163, 164, 177, 194, 189, 200, 207, 211, 212, 214-215, 220, 223, 225, 236-251</p> <p>Teacher’s Edition: APP/CL 41, 177, 223; DEV 13, 19, 30, 40, 63, 65, 66, 89, 92, 128-129, 136, 149, 141, 150, 153, 160, 162, 164, 189, 194, 200, 206, 211, 212, 214, 215, 220, 225; MS 30, 104, 128, 137, 162, 194, 200, 212</p>
<p>3. Respond appropriately to the cues of a conductor.</p>	<p>Students can respond to the cues of a teacher/conductor using any song in the textbook.</p> <p>Student Edition: <i>Music Index</i> 309-310</p> <p>Teacher’s Edition: MS 40, 94</p>
<p>Benchmark B: Improvise or compose a short melody that includes key signature and meter signature with proper notation in treble or bass clef.</p>	
<p>4. Create music compositions using one or more parts in duple, triple and mixed meters.</p>	<p>Student Edition: 15, 47, 57 <i>Listening</i> 44</p> <p>Teacher’s Edition: APP/CL 27, 67; DEV 44, 47, 57, 64, 71, 97, 98, 137, 147, 176, 220, 227; MS 15, 46, 63, 72, 84, 110, 112, 117, 122, 148, 168, 180, 189, 206, 212, 228; RAL 57</p>
<p>5. Improvise melodies using major scales.</p>	<p>Student Edition: 98, 101</p> <p>Teacher’s Edition: DEV 98, 101</p>

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6. Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.	<p>Student Edition: 12-13, 18-19, 20, 30-31, 34, 40-41, 46, 63, 65, 66-67, 73, 76-77, 82-83, 88-89, 93, 94-95, 101, 104, 128-129, 136-137, 141, 148-149, 151, 152-153, 154, 158-159, 160-161, 162-163, 164, 177, 189, 194, 200, 207, 211, 212, 214-215, 220, 223, 236-251</p> <p><i>Listening</i> 5, 22, 33, 142, 199</p> <p><i>Playalong</i> 23, 45, 59, 156, 225</p> <p>Teacher's Edition: MS 18, 31, 94, 104, 156, 161, 194, 200, 212, 215 ; RAL 19, 129, 163</p>
7. Identify whole steps, half steps and intervals in major scales.	<p>Student Edition: 135</p> <p>Teacher's Edition: DEV 135, 144; MS 161, 220</p>
<p>Benchmark C: Identify and recognize in a piece of music the following: clef, key signature, meter signature, tempo, dynamic markings and note values.</p>	
8. Identify and use key signatures.	<p>Teachers can instruct key signatures using any song in the textbook.</p> <p>Student Edition: <i>Music Index</i> 309-310</p>
9. Identify and/or notate concert pitch major scales [i.e., Band: C, F, B , E , A ; Strings: A, D, G, C, F].	<p>Teacher's Edition: MS 220</p>
10. Read and notate melodies in bass clef.	<p>Student Edition: 40, 73, 214</p> <p>Teacher's Edition: DEV 40, 72, 214</p>

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Analyzing and Responding

Students listen to a varied repertoire of music and respond by analyzing and describing music using correct terminology. Students evaluate the creating and performing of music by using appropriate criteria.

Benchmark A: Describe and evaluate a piece of music using developed criteria based on elements of music and music vocabulary.

<p>1. Apply music vocabulary to describe a varied repertoire of music.</p>	<p>Student Edition: 6-7, 12, 22, 30, 36-39, 40-41, 44, 48, 64, 69, 70, 82, 89, 90, 138, 162, 167, 176, 194, 200, 224</p> <p><i>Listening</i> 3, 5, 32, 51, 56, 58, 60-61, 75, 77, 84, 94, 98, 102, 108, 110, 112, 113, 115, 116, 118, 119, 123, 124, 125, 133, 134-135, 138, 143, 144, 148, 154, 156, 168, 170, 176, 180, 197, 199, 201, 202, 205, 208, 213, 219, 220, 222, 223, 226, 232</p> <p>Teacher's Edition: CL 64; DEV 3, 5, 6, 12, 23, 30, 32, 40, 49, 44 51, 46, 58, 60, 64, 69, 70, 75, 77, 82, 84, 89, 90, 95, 98, 102, 108, 110, 112, 113, 115, 116, 118, 123, 124, 126, 133, 135, 138, 143, 144, 148, 154, 156, 167, 166, 168, 170, 176, 180, 194, 197, 199, 200, 201, 202, 205, 208, 213, 219, 220, 222, 223, 226, 232; HC 5, 98, 112, 143, 162; MS 22, 26, 32, 37, 48, 77, 91, 100, 114, 134, 162, 200; TT 117</p>
<p>2. Describe use of meter and rhythm in music of various cultures.</p>	<p>Student Edition: 17, 18-19, 44, 62, 64, 66, 70, 101</p> <p><i>Listening</i> 45, 57, 58, 118, 125, 130, 199, 202, 226</p> <p>Teacher's Edition: CL 13, 45, 70, 83; DEV 17, 19, 44, 45, 57, 58, 63, 66, 70, 101, 118, 126, 130, 199, 202, 226; HC 116; MS 58, 114, 134, 198, 225; MVT 59</p>
<p>Benchmark B: Analyze the structure of larger music works and the sections comprised within.</p>	
<p>3. Analyze form identifying distinct sections of a larger music work.</p>	<p>Student Edition: 12, 30-31, 37, 92-93, 205</p> <p><i>Listen</i> 82, 103, 108, 119, 205</p> <p><i>Listening</i> 32, 36, 60-61, 76, 102, 113, 115, 116-117, 124</p> <p>Teacher's Edition: DEV 12, 30, 32, 37, 60, 82, 92, 103, 108, 112, 115, 116, 119, 205; IA 93; MS 37, 77, 114, 117; MVT 115</p>

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<p>Benchmark C: Apply appropriate criteria to support personal preferences for music choice and evaluate the quality and effectiveness of a music performance.</p>	
<p>4. Apply detailed criteria for evaluating quality and effectiveness of music performance and composition.</p>	<p>Student Edition: 35, 53, 79, 87, 105, 131, 165, 183</p> <p>Teacher’s Edition: APP/CL 25, 53, 79, 87, 105, 131; IA 3, 7, 11, 17, 27, 29, 38, 43, 49, 50, 55, 57, 64, 71, 72, 75, 90, 99, 102, 109, 131, 133, 147, 154, 163, 167, 175, 177, 183, 185, 199, 201, 206, 209, 212, 213, 219, 227, 234; PA 27,157, 183, 209</p>
<p>Valuing Music/Aesthetic Reflection Students demonstrate an understanding of reasons why people value music and a respect for diverse opinions regarding music preferences. Students articulate the significance of music in their lives.</p>	
<p>Benchmark A: Reflect on and describe how music performance and settings affect audience response.</p>	
<p>1. Practice audience etiquette in selected music settings.</p>	<p>Student Edition: 102</p> <p>Teacher’s Edition: AE 24, 40, 76, 96, 110, 136, 162, 208; DEV 102</p>
<p>2. Participate in and reflect on a variety of live music performances and activities.</p>	<p>Student Edition: 35, 236-251</p> <p>Teacher’s Edition: APP/CL 35; CL 26; MS 80; PA 53, 105; PERF 3, 54, 81, 132, 158, 184, 210; RAL 96</p>
<p>Benchmark B: Reflect on why others may have different music preferences.</p>	
<p>3. Discuss how music preferences reflect people's values.</p>	<p>Student Edition: 55, 61, 88, 92, 133, 134, 136, 142, 144, 156, 184, 190, 192, 198, 204, 210, 212, 214, 220, 224</p> <p><i>Listening</i> 3, 205</p> <p>Teacher’s Edition: AE 24, 40, 76, 96, 110, 136, 162, 208; CL 82; DEV 3, 55, 62, 88, 92, 133, 134, 136, 142, 144, 156, 185, 190, 192, 198, 205, 211, 212, 214, 220, 225; HC 5, 63, 143</p>

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Benchmark C: Justify one's personal preferences of music choice using music vocabulary.	
<p>4. Evaluate music performances and compositions based on elements of music.</p>	<p>Student Edition: 6-7, 12, 22, 30, 36-39, 40-41, 44, 48, 64, 69, 70, 82, 89, 90, 138, 162, 167, 176, 194, 200, 224</p> <p><i>Listening</i> 3, 5, 32, 51, 56, 58, 60-61, 75, 77, 84, 94, 98, 102, 108, 110, 112, 113, 115, 116, 118, 119, 123, 124, 125, 133, 134-135, 138, 143, 144, 148, 154, 156, 168, 170, 176, 180, 197, 199, 201, 202, 205, 208, 213, 219, 220, 222, 223, 226, 232</p> <p>Teacher's Edition: CL 64; DEV 3, 5, 6, 12, 23, 30, 32, 40, 49, 44 51, 46, 58, 60, 64, 69, 70, 75, 77, 82, 84, 89, 90, 95, 98, 102, 108, 110, 112, 113, 115, 116, 118, 123, 124, 126, 133, 135, 138, 143, 144, 148, 154, 156, 167, 166, 168, 170, 176, 180, 194, 197, 199, 200, 201, 202, 205, 208, 213, 219, 220, 222, 223, 226, 232; HC 5, 98, 112, 143, 162; MS 22, 26, 32, 37, 48, 77, 91, 100, 114, 134, 162, 200; TT 117</p>
<p>5. Develop and apply criteria based on elements of music to support personal preferences for specific music works.</p>	<p>Student Edition: 3, 9, 25, 87, 99, 131, 209</p> <p>Teacher's Edition: APP/CL 9, 87, 99, 131, 209; CL 33; DEV 3, 25; 72; IA TT 4, 92</p>
<p>Connections, Relationships and Applications</p> <p>Students identify similarities and differences between music and other arts disciplines. Students recognize the relationship between concepts and skills learned through music with knowledge learned in other curricular subjects, life experiences and potential careers in and outside the arts. Students develop a desire for lifelong learning in music.</p>	
Benchmark A: Compare and contrast common terms used in and for the interpretation of music and other arts disciplines.	
<p>1. Identify similarities and differences in the meanings of common terms used in the various arts.</p>	<p>Student Edition: 114, 120</p> <p><i>Art Gallery</i> 16, 121, 155, 190, 193, 232</p> <p><i>Listening</i> 10</p> <p>Teacher's Edition: CL 17, 18, 20, 21, 26, 36, 42, 45, 46, 60, 62, 70, 83, 84, 89, 108, 115, 118, 121, 125, 130, 135, 141, 150, 154, 157, 164, 173, 176, 187, 193, 207, 221, 231, 232; DEV 10, 115, 121; HC 81, 86, 143; MVT 85</p>

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<p>2. Integrate art forms into a well-organized music presentation.</p>	<p>Student Edition: 9, 35, 236-251</p> <p>Teacher’s Edition: APP/CL 35; AS 9; MS 80; PA 27, 79, 105, 131, 157, 183, 209, 235; PERF 3, 54, 81, 132, 158, 184, 210</p>
<p>3. Identify involvement in the arts as a listener, creator and performer.</p>	<p>Teachers can lead discussions based on textbook listening, creating, and performing activities. The following page references can be used to meet this standard.</p> <p>Student Edition: 12-13, 15, 18-19, 20, 30-31, 34, 40-41, 46, 47, 57, 63, 65, 66-67, 73, 76-77, 82-83, 88-89, 93, 94-95, 101, 104, 128-129, 136-137, 141, 148-149, 151, 152-153, 154, 158-159, 160-161, 162-163, 164, 177, 189, 194, 200, 207, 211, 212, 214-215, 220, 223, 236-251</p> <p><i>Listening</i> 5, 22, 33, 142, 199</p> <p><i>Playalong</i> 23, 45, 59, 156, 225</p> <p>Teacher’s Edition: AE 24, 40, 76, 96, 110, 136, 162, 208; MS 15, 18, 31, 46, 63, 72, 84, 94, 104, 110, 112, 117, 122, 148, 156, 161, 168, 180, 189, 194, 200, 206, 212, 215, 228; RAL 19, 129, 163</p>
<p>Benchmark B: Demonstrate ways that subject matter of other disciplines is interrelated with that of music.</p>	
<p>4. Describe ways that technology is used in creating, performing and listening to music.</p>	<p>Student Edition: 73, 167</p> <p>Teacher’s Edition: APP/CL 73; CL 145; DEV 167; HC 8, 44, 123, 130, 166</p>

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<p>5. Identify problem-solving and creative thinking skills used in music.</p>	<p>Teachers can lead discussions helping students to identify the use of problem-solving and creative thinking skills when analyzing, creating, and improvising music. The following activities can be used to meet this standard.</p> <p>Student Edition: 12, 47, 57 <i>Listening</i> 44, 110-111, 176, 180, 213</p> <p>Teacher’s Edition: MS 14, 15, 22, 30, 32, 37, 38, 48, 63, 72, 82, 84, 110, 117, 118, 122, 148, 168, 206, 212, 228</p>
<p>Benchmark C: Identify various ways music affects their lives.</p>	
<p>6. Using elements of music, describe distinguishing characteristics of music from a variety of cultures.</p>	<p>Student Edition: 54-55; 56, 58, 60, 62, 64, 66, 69, 70, 148, 150, 162, 176, 186, 190, 198, 200, 214, 220, 224, 227, 228 <i>Listening</i> 56-57, 58, 60, 69, 90, 101, 143, 176, 199, 202</p> <p>Teacher’s Edition: CL 56; HC 5, 198, 213; DEV 55, 56, 58, 60, 63, 64, 66, 69, 70, 90, 101, 142, 148, 150, 162, 176, 186, 190, 199, 200, 202, 214, 220, 225, 227, 228;</p>
<p>Benchmark D: Identify various careers in music.</p>	
<p>7. Identify exemplary music role models and describe their activities and achievements in the music field.</p>	<p>Student Edition: 92, 128, 130, 158 <i>Meet the Critic</i> 25 <i>Meet The Musician</i> 17, 23, 37, 52, 78, 103, 122, 125, 127, 139, 140, 150, 155, 161, 170, 203, 216, 221</p> <p>Teacher’s Edition: HC 23, 52, 78, 92, 102, 126, 153, 192, 213</p>