

Marietta City Schools Pacing Guide

Subject: General Music

Grade Level: 7 (No General Music in 6th or 8th grade, so I try to incorporate standards from all grade levels)

Time Frame: Semester

Month / Week	CCS Benchmarks	Skills/Activities	Resources	Assessment
Week 1 (Partial Week)		Classroom policies and procedures, Icebreaker/Getting to know you activities, Take SLO Pretest, Introduce music careers unit	Powerpoint presentation of policies & procedures, music icebreaker worksheets, written SLO pretest, smart board, learning targets	Formal assessment of prior knowledge through SLO Pretest
Week 2	<p>(7th grade) 1CE Recognize, identify and demonstrate form in world music (e.g., Western and non-Western) and popular music.</p> <p>(7th grade) 5CE Describe a varied repertoire of music with appropriate music vocabulary.</p> <p>(7th grade) 6CE Identify various careers for musicians (e.g., in education, entertainment and technical support).</p> <p>(7th grade) 4RE Explain how and why</p>	Study of songwriters & their intent, Begin developing music vocabulary, Analyze song lyrics, Introduce song-writing software, Write a song as a class, Write four lines of a song as individuals	Music Books, Smartboard, You Tube, Noteflight	<p>Informal Formative Assessment through teacher-led questioning, Informal Formative Assessment through student self-assessment, Formal Formative assessment of lyrics</p>

	<p>people use and respond to music.</p> <p>(8th grade) 5CE Identify and describe non-performing careers in music.</p> <p>(8th grade) 6CE Describe ways that technology and the media arts are used to create perform and listen to music.</p>			
Week 3	<p>(6th grade) 5CE Distinguish between and among the use of dynamics, meter, tempo and tonality in various pieces through active listening.</p> <p>(7th grade) 6CE Identify various careers for musicians (e.g., in education, entertainment and technical support).</p> <p>(7th grade) 2RE Compare and contrast a variety of live or recorded music performances using appropriate audience etiquette.</p> <p>(7th grade) 4RE</p>	<p>Study the career of a vocal coach, Work in groups to be my vocal coaches by identifying errors in my singing and then correcting them, Research vocal performances & describe performances using appropriate vocabulary, study arranger/orchestrators and listen to examples of arrangements</p>	<p>Music books, Smartboard, YouTube, Vocal Coach Worksheet set, Vocal Comparison worksheet, computers for students</p>	<p>Formal formative assessment of vocal coach worksheet set and vocal comparison worksheet</p>

	<p>Explain how and why people use and respond to music.</p> <p>(8th grade) 5CE Identify and describe non-performing careers in music.</p> <p>(8th grade) 7PR Demonstrate and use technology and media arts to create, perform and research music.</p>			
Week 4	<p>(7th grade) 6CE Identify various careers for musicians (e.g., in education, entertainment and technical support).</p> <p>(8th grade) 5CE Identify and describe non-performing careers in music.</p> <p>(8th grade) 7PR Demonstrate and use technology and media arts to create, perform and research music.</p>	<p>Learn about music promoters, Become promoters by researching artists and writing a biography for their favorite music artist, design a CD cover for their favorite artist, build a press kit, make advertising choices to promote a concert as a group</p>	<p>Music books, Press Kit project worksheet, computers for students, media/advertising informational worksheets, promotion budget worksheets, construction paper, colored pencils</p>	<p>Formal Formative assessment of press kits and concert promotion worksheets</p>

<p>Week 5</p>	<p>(7th grade) 1CE Recognize, identify and demonstrate form in world music (e.g., Western and non-Western) and popular music.</p> <p>(7th grade) 6CE Identify various careers for musicians (e.g., in education, entertainment and technical support).</p> <p>(8th grade) 5CE Identify and describe non-performing careers in music.</p> <p>(8th grade) 6CE Describe ways that technology and the media arts are used to create perform and listen to music.</p>	<p>Study the careers of sound engineers and recording engineers, Discuss similarities and differences between these two careers, Discuss the career of a video producer, Listen to a song and become video producers by analyzing the form of the song and then drawing pictures to represent the lyrics contained within the sections of the song, Listen,analyze and discuss the evolution of music technology</p>	<p>Music books, Smartboard, YouTube, colored pencils</p>	<p>Informal Formative Assessment through discussion, Formal Formative assessment of video producer projects</p>
<p>Week 6</p>	<p>(7th grade) 6CE Identify various careers for musicians (e.g., in education, entertainment and technical support).</p> <p>(7th grade) 4RE Explain how and why</p>	<p>Discuss the career of a music DJ, Guide students through the use of Soundtrap online software, Explain examples of projects and possibilities, Students become DJ's using online software</p>	<p>Music books, Computers for students, Smartboard, Soundtrap online software, DJ Project checklist</p>	<p>Informal Formative Assessment through listening to projects, Informal Formative Assessment through student</p>

	<p>people use and respond to music.</p> <p>(8th grade) 7PR Demonstrate and use technology and media arts to create, perform and research music.</p> <p>(8th grade) 6CE Describe ways that technology and the media arts are used to create perform and listen to music.</p>			<p>self-assessment, Formal Formative Assessment of DJ Project checklist</p>
Week 7	<p>(6th grade) 5CE Distinguish between and among the use of dynamics, meter, tempo and tonality in various pieces through active listening.</p> <p>(7th grade) 1CE Recognize, identify and demonstrate form in world music (e.g., Western and non-Western) and popular music.</p> <p>(7th grade) 5CE Describe a varied repertoire of music with</p>	<p>Learn about and discuss the career of a transcriptionist, Learn about and discuss the career of a copyist and view examples on noteflight, Learn about and discuss the career of a typesetting editor and compare/contrast with other types of editors, Become typesetting editors through activity in music books, Learn about and discuss the career of a music critic and become a music critic using a resource worksheet to critique a music performance from the 1960s.</p>	<p>Music books, Music critic resource worksheet, YouTube, Smartboard, noteflight</p>	<p>Informal Formative Assessment through teacher-led questioning, Formal Formative Assessment of music critic resource worksheets</p>

	<p>appropriate music vocabulary.</p> <p>(7th grade) 6CE Identify various careers for musicians (e.g., in education, entertainment and technical support).</p> <p>(7th grade) 1RE Apply multiple criteria to evaluate the quality and effectiveness of music performance and composition including their own.</p> <p>(7th grade) 2RE Compare and contrast a variety of live or recorded music performances using appropriate audience etiquette.</p> <p>(7th grade) 3RE Develop criteria based on elements of music to support personal preferences for specific music works.</p> <p>(8th grade) 5CE Identify and describe</p>			
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	<p>non-performing careers in music.</p> <p>(8th grade) 6CE Describe ways that technology and the media arts are used to create perform and listen to music.</p>			
Week 8	<p>(7th grade) 6CE Identify various careers for musicians (e.g., in education, entertainment and technical support).</p> <p>(8th grade) 5CE Identify and describe non-performing careers in music.</p> <p>(8th grade) 6CE Describe ways that technology and the media arts are used to create perform and listen to music.</p>	<p>Learn about and discuss the careers of music teachers and music therapists, Review all music careers studied, Complete an exit slip choosing a career in music and explaining how their hobbies, skills, interests would be best suited for this career.</p>	<p>Smartboard, Music Professions exit slips</p>	<p>Informal Formative Assessment through student self-assessment, Formal Formative assessment of exit slips</p>
Week 9	<p>(6th grade) 2PR Play a variety of classroom instruments, independently or collaboratively, with increasingly complex rhythms and melodic</p>	<p>Learn how to read rhythms and note values, Complete worksheets working with these concepts, Apply these concepts using rhythm sticks to perform rhythms, Also learn “The Cup Song” rhythms and perform “The Cup Song” at varying tempos with various songs, Teach them basic conducting cues</p>	<p>Worksheets 1, 2, & 5 of “30 Days to Music Theory”, Rhythm Sticks, Plastic Cups, YouTube, SmartBoard</p>	<p>Informal Formative Assessment of student performance by teacher, Informal Formative</p>

	<p>phrases.</p> <p>(6th grade) 4PR Respond appropriately to the cues of a conductor.</p> <p>(6th grade) 1RE Develop criteria to evaluate the quality and effectiveness of music performances and compositions including their own.</p> <p>(7th grade) 4PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</p>	and how to respond to them		Self-assessment of performance, Informal Formative Assessment through student self-assessment
Week 10	<p>(6th grade) 2PR Play a variety of classroom instruments, independently or collaboratively, with increasingly complex rhythms and melodic phrases.</p> <p>(6th grade) 4PR Respond appropriately to the cues of a conductor.</p> <p>(6th grade) 1RE Develop criteria to evaluate the quality</p>	Review concepts learned in previous week, complete worksheets 3-5, Students use smartboard to fill measures, Continue reinforcing concepts using rhythm sticks, Begin using rhythm instruments, Continue reinforcing directing cues	Worksheet 3, Review Worksheet 4, and Worksheet 5 of "30 Days to Music Theory", Rhythm Sticks, YouTube, SmartBoard	Informal Formative Assessment of student performance by teacher, Informal Formative Self-assessment of performance, Formal Formative Assessment through Review Worksheet 4, Informal Formative Assessment through student

	<p>and effectiveness of music performances and compositions including their own.</p> <p>(7th grade) 4PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</p>			self-assessment
Week 11	<p>(6th grade) 2PR Play a variety of classroom instruments, independently or collaboratively, with increasingly complex rhythms and melodic phrases.</p> <p>(6th grade) 4PR Respond appropriately to the cues of a conductor.</p> <p>(6th grade) 1RE Develop criteria to evaluate the quality and effectiveness of music performances and compositions including their own.</p> <p>(7th grade) 4PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a</p>	<p>Review concepts learned in previous week, Complete worksheets 6-8, Continue reinforcing concepts using rhythm instruments, Continue reinforcing directing cues</p>	<p>Worksheets 6, 7, & 8 of “30 Days to Music Theory”, Rhythm Sticks, YouTube, SmartBoard</p>	<p>Informal Formative Assessment of student performance by teacher, Informal Formative Self-assessment of performance, Informal Formative Assessment through student self-assessment</p>

	variety of meters.			
Week 12	All standards from weeks 9-11	Review rhythm concepts from worksheets 1-8, Review using Jeopardy online game, Take Rhythm test 9	Worksheets 1-8, Jeopardy online, Rhythm Instruments, Formal Summative Assessment 9, Smartboard	Informal Formative Assessment of student performance by teacher, Informal Formative Self-assessment of performance, Formal Summative Assessment through Rhythm test 9
Week 13	<p>(6th grade) 4PR Respond appropriately to the cues of a conductor.</p> <p>(6th grade) 5PR Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, 4/4 and 6/8 meter.</p> <p>(7th grade) 4PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</p> <p>(8th grade) 1RE Apply multiple criteria to evaluate quality and</p>	<p>Perform rhythms as groups and as a class that utilize the note values that were learned. Read a variety of rhythms on the smartboard and play various percussion instruments using the those rhythms.</p> <p>Respond to my cues to start and stop playing. Evaluate their performance, as a group and as a class, in order to build on their understanding of rhythmic concepts and how to apply them.</p>	Noteflight software program with rhythms written for instruments, YouTube, Percussion instruments, Smartboard	Informal Formative Assessment of student performance by teacher, Informal Formative Self-assessment of performance

	effectiveness of personal and selected music performances and compositions and identify areas for improvement.			
Week 14	<p>(7th grade) 4PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</p> <p>(7th grade) 6PR Read and notate melodies in treble and bass clef using key signatures.</p>	Learn about the music staff, learn about the treble & bass clef staves, learn how to read pitches on the treble and bass clef staves	Smart board, Worksheets 10, 11, & 12, Venn Diagram Worksheet	Informal Formative Assessment of student performance by teacher, Informal Formative Assessment through student self-assessment
Week 15	<p>(7th grade) 4PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</p> <p>(7th grade) 6PR Read and notate melodies in treble and bass clef using key signatures.</p> <p>(7th grade) 5PR Notate concert pitch major scales (i.e., Band C, F, Bb, Eb, Ab; Strings: A, D, G, C, F).</p> <p>(8th grade) 3CE Identify intervals and</p>	Complete melody review worksheet 13, Complete worksheet 14, Review melodic concepts learned the previous week by playing review games, Take melody test	Smart board, Worksheets 10-12, Worksheet 13 & 14 (modified), staff review game board & ping pong ball, online pitch reading games, Melody Test 15	Informal Formative Assessment of student performance during review games, Informal Formative Self-assessment during review games, Formal Formative Assessment through Review Worksheet 13, Formal Summative assessment through Melody test 15

	concert pitches in major and natural minor scales.			
Week 16	All standards from weeks 14 & 15	Complete Bass Clef Extra Credit Quiz, Review Rhythm & Melody Concepts, Play Jeopardy Review Game, Take SLO Post-Test	Bass Clef Quiz, Jeopardy Review Game, Worksheets 1-14, SLO Post-Test	Formal assessment through bass clef quiz, Informal Teacher Assessment of Student answers during review activities, Formal Summative semester assessment
Week 17	<p>(6th grade) 2PR Play a variety of classroom instruments, independently or collaboratively, with increasingly complex rhythms and melodic phrases.</p> <p>(6th grade) 4PR Respond appropriately to the cues of a conductor.</p> <p>(7th grade) 4PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</p> <p>(7th grade) 6PR Read</p>	Play melody instruments, create a melody with online music notation software as a class and then individually using concepts learned in rhythm and melody units	Melody instruments, computers for students, noteflight software, melody project checklists	Informal assessment of student performance by teacher, Student self-assessment of performance, Informal assessment of student composition through listening, Formal assessment of student composition using melody project checklists, Student self-assessment of composition through listening

	<p>and notate melodies in treble and bass clef using key signatures.</p> <p>(7th grade) 3PR Improvise, compose and arrange music.</p> <p>(8th grade) 7PR Demonstrate and use technology and media arts to create, perform and research music.</p> <p>(8th grade) 1RE Apply multiple criteria to evaluate quality and effectiveness of personal and selected music performances and compositions and identify areas for improvement.</p>			
Week 18	<p>(6th Grade) 2CE Identify instruments used in Western and world music ensembles.</p> <p>(6th Grade) 4CE Identify the major periods, genres and composers in the development of Western and non-Western music.</p>	<p>Music History lessons, composers, and examples</p> <p>World Music lessons and examples</p>	<p>Youtube, Music History Timeline Posters, Composer Posters</p>	<p>Informal formative assessment of student responses to teacher-led discussion</p>

	<p>(6th grade) 5CE Distinguish between and among the use of dynamics, meter, tempo and tonality in various pieces through active listening.</p> <p>(7th grade) 1CE Recognize, identify and demonstrate form in world music (e.g., Western and non-Western) and popular music.</p> <p>(7th grade) 5CE Describe a varied repertoire of music with appropriate music vocabulary.</p> <p>(7th grade) 2RE Compare and contrast a variety of live or recorded music performances using appropriate audience etiquette.</p> <p>(7th grade) 3RE Develop criteria based on elements of music to support personal</p>			
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