

Step~BY~Step Classroom Music: Long Range Plans for Grade 7 music for the 1998 Arts Curriculum

Term 1: Lessons 1 - 8	Term 2: Lessons 9 - 17	Term 3: Lessons 18 - 26
<p>Overall Expectation</p> <ul style="list-style-type: none"> • read, write, and perform from musical notation accurately and with some fluency; <p>Knowledge</p> <ul style="list-style-type: none"> • identify the names of the notes of the clef appropriate to their vocal range and/or instrument (e.g., treble clef, bass clef); • read music accurately from the staff, using their knowledge of notation (including sharps, flats, naturals, and key signatures) and intervals; • demonstrate the ability to produce the same pitch as others, vocally or instrumentally <p>* define and use key signatures in major scales</p> <p>Creative Work</p> <ul style="list-style-type: none"> • sing or play a variety of pieces expressively; • create and perform musical compositions that make use of elements of music studied in pieces learned in this grade; <p>Critical Thinking</p> <ul style="list-style-type: none"> • describe their response to a musical performance in their community; • describe the history, construction, and use of an instrument (e.g., historical or period instrument such as the sackbut, or the instrument they play in class); <p>* define and use key signatures in major scales</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • sing and play the major scale in keys that they encounter in the music they perform; • identify the dotted half-note, the dotted quarter-note, and the corresponding rests in pieces studied, and explain the function of the dot; • identify the dotted quarter-note and eighth-note combination and the eighth-quarter-eighth combination in pieces studied, and recognize the latter as a form of syncopation; • demonstrate an understanding of appropriate articulation in singing or playing music; • identify simple duple and triple metres and the corresponding time signatures (2/4, 4/4 and 3/4) in music they sing or play; • identify note and rest values in 4/4, 3/4, and 2/4 time in pieces studied; • identify the upbeat and down-beat, as well as conducting patterns for 2/4, 3/4, and 4/4 metres, in pieces studied; • identify pick-up notes, first and second endings, and D.C. al fine in pieces studied; • demonstrate understanding of the markings and Italian terms for dynamics, tempo, articulation, and phrasing in the music they sing and play; • identify the type of texture in music appropriate for the grade (monophonic, homophonic and polyphonic); • demonstrate understanding of correct breathing technique and posture when playing and/or singing. 	<p>Knowledge</p> <ul style="list-style-type: none"> • recognize unisons, seconds, and thirds aurally and in written form; • recognize binary form (AB) and ternary form (ABA) in music they perform and hear; • identify tone colours in various performing ensembles (e.g., brass trio, string quartet, marching band); <p>Creative Work</p> <ul style="list-style-type: none"> • sing familiar songs and manipulate a musical element to change the overall effect • create accompaniments for songs, using appropriate sounds and structures; • create and perform two contrasting songs based on a scene from a story, poem, or play, and connect them with dialogue. <p>Critical Thinking</p> <ul style="list-style-type: none"> • describe how changes in texture alter the mood in a piece of music • describe, through listening, some characteristics of music of the Romantic period • communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media • describe their response to a musical performance in their community; • describe the history, construction, and use of an instrument • identify ways in which the music industry affects various aspects of society and the economy (e.g., hair styles, clothing styles, values).

• Ontario Curriculum Music Expectations covered by **Step~BY~Step Classroom Music**

* Additional Expectations covered by **Step~BY~Step Classroom Music**