

Seymour Public Schools Curriculum

Grade: 7 Music History 2

The purpose of Music History 2 is to enable students to recognize the musical characteristics which include the following: the importance of critical listening skills, their ability to empower the listener to recognize the elements of music, distinguish between quality and non-quality performance and to verbalize their reasons for personal music choices throughout the different eras.

Unit 1 – Students will learn the evolution of musical characteristics throughout the Medieval Era.

Unit 2 – Students will learn the evolution of musical characteristics throughout the Baroque Era.

Unit 3 – Students will learn the evolution of musical characteristics throughout the Classical Era.

Unit 4 – Students will learn the evolution of musical characteristics throughout Romantic Era.

Unit 5 – Students will learn the evolution of musical characteristics throughout the early 20th century.

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Subject: Grade: Time Frame: (# of weeks, etc)	Music History 2, Unit 1 7 ****
CCSS Overarching Standards	<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. • <u>CCSS.ELA-LITERACY.RH.6-8.8</u> Distinguish among fact, opinion, and reasoned judgment in a text • Supporting Standard for unit: National and Connecticut Standard playing alone or with others a varied repertoire of music. • Content Standard 7: Evaluation the quality and effectiveness of their own and others’ performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.
Enduring Understanding	<ol style="list-style-type: none"> 1. There are indicators used to distinguish performance. 2. One needs to be educated to discern what he is listening for. 3. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. 4. The personal evaluation of music works and performances is informed by analysis, interpretation and established criteria.
Essential Questions	<ol style="list-style-type: none"> 1. Why are critical listening skills important? 2. How do non-musical aspects (literature, art, social, economic, political, scientific, technology) influence composers? 3. How do the characteristics of music evolve in a given historical era?

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	4. How do we judge the quality of musical works and performances?
Priority Standards	Creating, performing responding and understanding.
Performance Expectations (Student outcomes: what will students will know/understand and be able to do)	<p>Students will be able to identify traits specific to the Medieval Era of music though song structure, composers and literature.</p> <p>Students will be able to distinguish between quality and non-quality performances of the Medieval Era and explain their reasoning.</p> <p>Students will be able to express an opinion, supported by specific criteria, regarding music from the Medieval Era.</p>

Strategies (examples)	Materials/Resources (examples)	Assessments (examples)
<ol style="list-style-type: none"> 1. Examples include written music. 2. PowerPoint 3. Use of Technology 4. Group Work 5. Individual Work. 	<ol style="list-style-type: none"> 1. Audio Examples 2. Keyboards 3. Guitars 4. Era Specific Literature 5. Group Sing 	<p style="text-align: center;"><u>Summative Assessments</u></p> <p>Teacher Developed Rubrics</p> <p style="text-align: center;"><u>Formative Assessments</u></p> <p>Teacher Developed Rubrics</p>

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Subject and Grade