



# Curriculum Map

## General Music - 90 Day

## TMA

## Grade 7

SUSD Standard(s)	Content Outline	Products/Performance Assessment	Resources	Connections
3	<p><b>First Twelve Weeks</b></p> <p><b>II. ANALYSIS/RESPONSE</b></p> <p>A. Class Participation</p> <ol style="list-style-type: none"> <li>1. Materials and Equipment</li> <li>2. Attendance</li> <li>3. Instrumental maintenance</li> </ol> <p>B. Practice Responsibilities</p> <ol style="list-style-type: none"> <li>1. Practice habits</li> </ol> <p>C. Self-Evaluation</p> <ol style="list-style-type: none"> <li>1. Maintenance</li> </ol> <p><b>III. HISTORY/CULTURE</b></p> <p>A. Classical</p> <ol style="list-style-type: none"> <li>1. Identification, Recognition, and stylistic performance</li> </ol> <p>B. Folk</p> <ol style="list-style-type: none"> <li>1. Identification, Recognition, and stylistic performance</li> </ol> <p>C. Dixieland</p> <ol style="list-style-type: none"> <li>1. Identification, Recognition, and stylistic performance</li> </ol>	Practice Record	TMA Intro (review) TMA pp. 3-8 (lesson plans 1-5)	<p><u>English/Language Arts:</u> Journaling, documentation</p> <p><u>Social Studies:</u> Historical context, Cultural context</p>
1, 2, 3, 5	<p><b>Second Twelve Weeks</b></p> <p><b>I. PERFORMANCE SKILLS</b></p> <p>A. Music Reading/Vocabulary</p> <ol style="list-style-type: none"> <li>1. Expanded grand staff reading</li> <li>2. Expanded rhythm patterns</li> <li>3. Sight reading</li> <li>4. C scale – 2 octaves</li> <li>5. Slur markings</li> <li>6. Phrasing</li> <li>7. Staccato marks</li> <li>8. Top harmony (“hammer” technique)</li> </ol>	Individual, small/large group performance assessment with and without rubrics	TMA pp.6-13, 58 (lesson plans 6-13)	<p><u>Language Arts:</u> Use of symbols, printed instructions, word meaning</p> <p><u>Math:</u> Fractions, spatial relationships, number systems</p>

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	<p><b>Second Twelve Weeks</b></p> <ul style="list-style-type: none"> <li>9. Grace notes</li> <li>10. Expression marks</li> <li>11. Arranging/Orchestration</li> <li>12. Rhythmic and Melodic dictation</li> <li>13. A minor chord in inversion</li> <li>B. Keyboard Technology                             <ul style="list-style-type: none"> <li>1. Expanded sound selection</li> <li>2. Transpose button</li> <li>3. Customizing the keyboard split point</li> <li>4. Fill-ins (expanded)</li> <li>5. Use of March and Swing rhythms</li> <li>6. Touch sensitivity</li> <li>7. Panel Memory</li> </ul> </li> <li>C. Performance Technique                             <ul style="list-style-type: none"> <li>1. Proper posture, hand position and fingering</li> <li>2. C scale – 2 octaves – hands together</li> <li>3. LH accompaniment variations</li> <li>4. Solo performance</li> <li>5. Staccato</li> <li>6. Legato</li> <li>7. Ensemble participation</li> <li>8. Top Harmony in RH</li> <li>9. Grace notes</li> <li>10. Ear Training – Melodic, Harmonic, and Rhythmic</li> <li>11. Improvisation</li> </ul> </li> </ul>	<p>Written Evaluation Aural Evaluation Individual performance demonstration</p> <p>Individual, small/large group performance assessment with and without rubrics</p>	<p>TMA pp.6-13, 58 (lesson plans 6-13)</p>	<p><u>Science</u>: Physics, sound properties, computer technology</p> <p><u>Health/Lifetime Wellness</u>: Skeletal and muscular systems</p>

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	<p style="border: 1px solid black; padding: 2px; display: inline-block;"><b>Second Twelve Weeks</b></p> <p><b>II. ANALYSIS/RESPONSE</b></p> <ul style="list-style-type: none"> <li>A. Class Participation                             <ul style="list-style-type: none"> <li>1. Materials and Equipment</li> <li>2. Attendance</li> <li>3. Instrumental maintenance</li> </ul> </li> <li>B. Practice Responsibilities                             <ul style="list-style-type: none"> <li>1. Practice habits</li> </ul> </li> <li>C. Self-Evaluation                             <ul style="list-style-type: none"> <li>1. Maintenance</li> </ul> </li> </ul> <p><b>III. HISTORY/CULTURE</b></p> <ul style="list-style-type: none"> <li>A. Country                             <ul style="list-style-type: none"> <li>1. Identification, Recognition, and stylistic performance</li> </ul> </li> <li>B. Ethnic                             <ul style="list-style-type: none"> <li>1. Identification, Recognition, and stylistic performance</li> </ul> </li> <li>C. Ballad                             <ul style="list-style-type: none"> <li>1. Identification, Recognition, and stylistic performance</li> </ul> </li> </ul>	<p>Practice Record</p>	<p>TMA pp.6-13, 58 (lesson plans 6-13)</p>	<p><u>English/Language Arts</u>: Journaling, documentation</p> <p><u>Social Studies</u>: Historical context, Cultural context</p>



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	<p><b>Third Twelve Weeks</b></p> <ul style="list-style-type: none"> <li>8. Improvisation</li> <li>9. RH chime effect (locked sixths)</li> <li>10. Legato touch</li> <li>11. Ensemble participation</li> </ul> <p><b>II. ANALYSIS/RESPONSE</b></p> <ul style="list-style-type: none"> <li>A. Class Participation                             <ul style="list-style-type: none"> <li>1. Materials and Equipment</li> <li>2. Attendance</li> <li>3. Instrumental maintenance</li> </ul> </li> <li>B. Practice Responsibilities                             <ul style="list-style-type: none"> <li>1. Practice habits</li> </ul> </li> <li>C. Self-Evaluation                             <ul style="list-style-type: none"> <li>1. Maintenance</li> </ul> </li> </ul> <p><b>III. HISTORY/CULTURE</b></p> <ul style="list-style-type: none"> <li>A. Folk                             <ul style="list-style-type: none"> <li>1. Identification, Recognition, and stylistic performance</li> </ul> </li> <li>B. Pop                             <ul style="list-style-type: none"> <li>1. Identification, Recognition, and stylistic performance</li> </ul> </li> <li>C. Rock                             <ul style="list-style-type: none"> <li>1. Identification, Recognition, and stylistic performance</li> </ul> </li> </ul>	<p>Practice Record</p>		<p><u>English/Language Arts</u>: Journaling, documentation</p> <p><u>Social Studies</u>: Historical context, Cultural context</p>

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