SKILLS AND TECHNIQUES

Sings a varied repertoire of music alone and with others.

- Continues to develop knowledge of basic vocal production and technique.
  - Placement (head and chest)
  - Vowel production
  - Diction
  - Breath support
- Matches pitch frequently.
- Sings in unison.
  - Major scales
  - Melodic passages
- Continues to sing and sight-sing intervals on major scale degrees using *solfege*.
- Sings a basic two-part harmonization with both parts utilizing the same rhythm.
- Sings phrases from instrumental parts with others.

Performs varied repertoire of music on instrument(s) alone and with others.

- Demonstrates appropriate skill level on at least one instrument. (percussion on snare, mallets, timpani and appropriate auxiliary)
- Demonstrates proper playing position.
  - Posture
  - Embouchure
  - Hand position
  - Appropriate fingerings
- Continues to develop a characteristic tone on the individual's instrument.
- Plays in tune frequently.
  - Matches pitch
  - Adjusts pitch
- Performs and counts a variety of rhythms in simple and compound meters.
- Develops musical proficiency.
  - Interprets music through the performance of appropriate solo, small ensembles, band/orchestra literature of grade two on a scale of 1-6.
  - Performs instrumental literature representing different genres, styles, and cultures.
  - Uses dynamic contrasts and technical skills as a means of expression.
  - Demonstrates musical phrasing through the use of dynamic emphasis and tempo modification.
  - Demonstrates ability to follow a conductor.
- Demonstrates articulation on materials studied.
- Performs from memory selected major scales, concert pitch, ascending and descending.
  - Winds and keyboard percussion through four flats and through one sharp, two octaves, range allowing. M.M. = 120 in quarter notes
  - Strings through three sharps and through two flats for two octaves, (string bass one octave). M.M. = 96 in quarter notes
  - Piano major scales through one flat and through one sharp, two octaves. Parallel motion with correct fingering. M.M. = 88 in eighth notes
- Performs minor scales (concert pitch).
  - Winds and keyboard percussion – c, g, and d harmonic minor.
  - Strings - natural d minor and g.
  - Piano – natural minor through two flats and through one sharp, two octaves.
- Performs from memory chromatic scale for the instrument in eighth notes M.M. = 88. (Excluding strings)
  - Piano - two octaves
  - Woodwinds, excluding saxophone, two and one half octaves
  - Saxophones - two octaves, D to D
  - Brass - two octaves (F to F concert pitch)
  - Percussion - two octaves
- Performs the following rudiments at a proficient level (slow-fast-slow).
  - Multiple bounce roll (sometimes known as orchestral or buzz roll)
  - Long roll
  - 5, 7, 9, 13, 17 stroke rolls
  - Single and double paradiddle
  - Flam, flam accent, flam tap
  - Drag, single drag tap
  - Single ratamacue
  - Flamacue
- Sight-plays accurately and expressively, music at a grade (beginning) zero level.
- Understands conducting gestures.

Demonstrates the ability to read and notate music.

- Interprets a basic fingering chart.
- Identifies various musical notation symbols.
  - Note names
  - Phrasing
  - Double stops (strings)
  - Articulation
    - ❑ Legato
    - ❑ Staccato
    - ❑ Tenuto
    - ❑ Slur
    - ❑ Marcato
    - ❑ Accent
    - ❑ Hooked (strings)
    - ❑ Spiccato (strings)
    - ❑ Pizzicato (strings)
    - ❑ Down bow/Up bow (strings)
  - Dynamics
  - Rhythms
  - Tempos
  - Key signatures
  - Time signatures
  - Directional indications, (i.e., repeat signs, D. S., D. C.)
  - Ornamentation
    - ❑ Trills
    - ❑ Tremolos
    - ❑ Grace notes
    - ❑ Percussion sticking
- Understands the basic concepts of music theory.
  - Reads music using standard notation.
  - Writes music using standard notation.
  - Discovers primary chords in standard harmonic progression.
  - Identifies form in music.
    - ❑ Theme and variations
    - ❑ ABA
    - ❑ Canon
- Notates given scales and/or rudiments.
- Notates melodic and rhythmic examples at a grade zero level when presented aurally.
- Demonstrates the ability to read a score of up to three staves, in one clef.
- Identifies and illustrates nontraditional notation and symbols.

CREATION AND COMMUNICATION

Improvises, composes and arranges music.

- Improvises a rhythmic or melodic variation on a given melody with guidelines.
- Creates an improvised solo over a set of chords.
- Creates an improvised solo using only three pitches over a given blues progression.
- Transposes an eight measure duet for another set of instruments.
- Creates ostinato rhythmic or melodic (piano, guitar).
- Composes and notates instrumental works.
  - Composes an eight measure melody in a minimum of one style (e.g., march, waltz, ballad).
  - Composes or arranges music demonstrating basic technical skill in applying the principles of composition and orchestration, with guidelines (duet for like instruments, eight measures).

CULTURAL AND HISTORIC CONNECTIONS

Understands and relates music to culture and history.

- Distinguishes from aural examples the appropriate style and period of history the example represents.
- Rehearses and/or performs historically significant musical selections.
- Explores the role of music in history, society, and culture.
- Develops an understanding of American music as it pertains to orchestral, wind, guitar, and piano literature.
- Prepares multicultural musical selections and identifies corresponding cultures.

Recognizes, analyzes, and describes music according to style, composer, performer, or culture.

- Classifies music according to style and period (experience specific).
- Examines the influence of specified composers on musical styles.

AESTHETIC AND CRITICAL ANALYSIS

Responds, listens, analyzes, describes, and evaluates live or recorded musical performances and compositions.

- Demonstrates basic knowledge of musical terminology.
- Investigates specific criteria for making informed, critical evaluations of the quality and effectiveness of performances and compositions; applies these criteria to personal participation in music.
- Discovers the means used to create images or evoke emotions in musical works.
- Develops skills in analyzing music, using specific guidelines, orally and/or written through persuasive or analytical paragraphs.
- Gathers professional critiques from a variety of media on a variety of performances analyzing their content and evaluating music of worth.
- Listens and compares different performances of the same work, orally and/or written using introduction, body, and conclusion.
- Evaluates and improves personal performance by comparison with an exemplary model, orally and/or written through self-critique or reflection.

APPLICATIONS TO LIFE

Understands and relates music to other studies and life experiences.

- Examines ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music.
- Compares and contrasts the use of music in daily life from a variety of cultures.
- Discovers how elements and organizational principles learned in music relate to personal life experiences.
- Demonstrates appropriate audience behavior for the context and style of music being performed.
- Identifies opportunities to support the musical community.
- Identifies musical opportunities to contribute to the community.
- Explores high school opportunities in instrumental music.
- Examines a variety of music related careers.
- Identifies music programs and resources within the community (i.e., Metro summer band camp, Metro summer strings camp, Nashville Symphony, area universities, Country Music Hall of Fame and Museum, Parthenon, Renaissance Center).
- Presents examples of the progress of technology throughout the history of music.

ACADEMIC STANDARDS GRADE 7