Strand 1: Artistic Foundations
Standard 1: Demonstrate knowledge of the foundations of the art area.

Benchmarks:
The student will:
1. Analyze the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.
2. Analyze how the elements and related concepts, such as articulation, major/minor and fugue are used in the performance, creation and response to music.
3. Describe the characteristics of a variety of genres and musical styles, such as electronic, jazz, opera, and gamelan.

1. Melody
   - Steady beat
   - Quarter note/rest
   - Eighth note/rest
   - Half note/rest
   - Whole note/rest
   - Sixteenth notes
   - Sixteenth/eighth note combinations
   - Dotted eighth/sixteenth notes
   - Tie
   - Fermata
   - Triplet
   - Syncopation
   - Subdivision
   - 4/4, 3/4, 2/4,
   - Common time,
   - Cut time, 6/8
   - Mixed meter

2. Rhythm
   - Rounds
   - Chords
   - Chromatics
   - Modes
   - Suspension
   - Natural minor
   - Harmonic Minor
   - Melodic Minor

3. Harmony
   - Dynamics:
     - p
     - mp
     - mf
     - f
     - Crescendo
     - Decrescendo
     - Phrasing:
       - Tension & Release
     - Tempo:
       - Allegro
       - Andante
       - Moderato
       - Allegretto
       - Andantino
       - Lento
       - RSIrardando
       - A Tempo
     - Articulation:
       - Slur
       - Legato
       - Staccato
       - Pizzicato
       - Arco
       - Accents
       - Hooked bowing
       - Detache

4. Dynamics
   - Identify instruments by sound
   - Distinguish changes in tone color: Cantabile
   - Unison
   - Duet
   - Homophony
   - Polyphony
   - String vs. Full Orch.
   - Solo/Accompaniment
   - Concerto
   - Solo/Tutti
   - Balance

5. Tone Color
   - Canon
   - Fugue
   - Introduction
   - Coda
   - D.C. al Fine
   - Coda
   - AB
   - ABA
   - Bridge
   - Minuet & Trio
   - Theme and variations
   - D.S. al Fine

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Prepared August 25, 2009
Grade 7

Strand 1: Artistic Foundations
Standard 2: Demonstrate knowledge and use of the technical skills of the art form including technology when applicable.

Benchmarks:
The student will:
1. Read and notate music using the standard notation system such as dotted rhythms, clefs, mixed meters and multipart scores with or without the use of notation software.
2. Sing alone and in a group (two- or three-part harmony) using musical expression such as phrasing, dynamic contrast, technique, balance and accurate articulation OR play an instrument alone and in a group using music expression such as phrasing, dynamic contrast, technique, balance, and accurate articulation.

Staff:
- 1st/2nd endings
- ledger lines
- key signatures
- relative minor keys
- time signatures

Pitches:
- note names
- accidentals

Bowing:
- hooked bowing

Rhythm:
- anacrusis

Circle of 5ths
- order of sharps (and flats)

Posture

Instrument Care

Right Side:
- open-string double-stops

Left Side:
- natural harmonics

Vibrato

Shifting for all instruments

1-finger scales
- tunneling fingers
  - vln/vla – high 2, low 2, 4th finger, high 3, low 1, low 4
  - positions: III, IV
- viola: treble clef, positions IV, V
- cello – difference between 3rd and 2nd finger use
  - x1, x2, x4
  - positions: III, IV, V
- bass – positions: ½, II, II ½, III, III ½, IV, V, V ¼

Sing/say note names and finger numbers

Echo melodic patterns by ear

Tune instruments by pitch-matching and open fifths

Peer teaching

“Essential Technique” 2000 Book 3

Play-along tracks

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Grade 7
Orchestra

Strand 1: Artistic Foundations
Standard 3: Demonstrate understanding of the personal, social, cultural, and historical contexts that influence the art areas.

Benchmarks:
The student will:
1. Compare and contrast connections among works in music, their purpose, and the personal, cultural and historical contexts including the contributions of Minnesota American Indian tribes and communities.
2. Analyze the meanings and functions of music.

Composer/arrangers background information
American Music:
- Jazz, fiddling, movies, Broadway

Music from other cultures/traditions:
- Irish fiddling
- American Indian
- European tradition
- Spirituals
- Folk Songs

Historical:
- Historical/period music will be connected to social and political events corresponding to music

Science:
- The science of sound production and resulting timbre and pitch
- Relate to natural harmonics

Math:
- The meter, rhythmic construction and form
- 6/8 eighth note subdivisions
Grade 7
Orchestra

**Strand II:** Create/Make
**Standard 1:** Create/make in a variety of contexts in the art area using the artistic foundations.

**Benchmarks:**
The student will:
1. Improvise, compose or arrange a new musical composition using available technology to preserve the creation.
2. Revise a musical composition, improvisation or arrangement based on feedback of others, self-reflection and artistic intention.
3. Explain artistic intent including how audience and occasion affect artistic choices and explain choices based on intent.

- **13** Improvise
  - Improvise fiddle tunes

- **14** Compose
  - 8-measure composition project

- **15** Revise
  - Perform composition for a peer, revise and write a final draft

- **16** Artistic Intent
  - Reflect on composition process and make connections with performed pieces

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*Prepared August 25, 2009*
**Grade 7**

**Orchestra**

**Strand III:** Perform/Present

**Standard 1:** Perform/Present in a variety of contexts in the art area using the artistic foundations.

**Benchmarks:**
The student will:

1. Rehearse and perform music from a variety of contexts and styles alone or within small or large groups.
2. Revise performance based on feedback of others, self-reflection and artistic intention.
3. Explain artistic intent including how audience and occasion affect artistic choices and explain choices based on intent.

**17 Repertoire**
*(List)*

- “Essential Technique 2000” Book 3
  - Positions: pages 2-7
  - Major Keys: pages 18-25 (sharp keys)
  - Minor Keys: pages 32-34
  - Rhythms & Bowings: pages 38-39
- Variety of repertoire, typically grade 2-3
- Sample list below:
  - *Toccata*- William Hofeldt
  - Telemann *Sinfonia*

**18 Rehearsal and Performance Feedback**

- Performances:
  - School-specific concerts
  - All-District Concert
  - Combined High School/Middle School concert
  - Elementary School Tour
- Written reflection after performance
- **MNSOTA Middle Level Orchestra Festival**
  - Written reflection of other performing groups

**19 Artistic Intent**

Understand repertoire choices based on student ability, performance occasion and audience
Strand IV: Respond/Critique
Standard 1: Respond to and critique a variety of creations or performances using the artistic foundations.

Benchmarks:
The student will:
1. Analyze and interpret a variety of musical works and performances using established criteria.

Pieces currently performing (esp. arranged works)

Performance Review of live or recorded performance
- Intonation
- Expression
- Tone
- Ensemble
- Stage Presence
- Artistic analysis

20
Listening
(Lists)
(Analyze/Interpret)

21
Aesthetics
(Critiques)