



St. Mel's Catholic School

Music Guidelines
Diocese of Sacramento
Seventh Grade
Artistic Perception

1. Students listen to and analyze music critically, using the vocabulary and language of music. Students identify simple forms and elements of music, when presented aurally.

Tone Color

1.1 Be able to identify quality musical reproduction by hearing.

1.2 Be able to identify instrumental and vocal timbre.

1.3 Be able to identify electronic instruments by sight and sound in solo and in ensemble performance.

1.4 Know the purpose and uses of each electronic instrument.

Rhythm

1.5 Be able to determine and respond to tempo.

Form

1.6 Be able to apply the concept of form.

Style

1.7 Be able to identify major musical styles.

1.8 Be able to respond to and identify expression of feelings.

2. Students demonstrate perceptual skills by moving to music, answering questions about

music, and describing aural examples of music.

2.1 Be able to apply wellness concepts to music.

2.2 Know the range of human hearing (volume and pitch) and how hearing can be damaged.

2.3 Be able to protect hearing from all loud sounds.

3. Students read and notate music. Students use a system to read simple rhythms, patterns, and pitch notations.

Dynamics

3.1 Be able to sight read for and explain dynamics.

Rhythm

3.2 Be able to sight read for and explain duration, rhythm, and tempo (rests and notes).

Harmony

3.3 Be able to sight read for and explain key signature and tone centers.

Form

3.4 Be able to sight read for and explain form.

Creative Expression

4. Students sing or perform on an instrument on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo. Students improvise melodies, variations, and accompaniments.



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Pitch

4.1 Be able to strive to sing and/or play in tune and identify when you are not.

Harmony

4.2 Be able to sing and/or play 2-3 part music.

Form

4.3 Be able to create simple musical forms (rhythmic intros and tracks, codas, interludes)

on electronic instruments and computer software.

Performance Skills

4.4 Be able to care for the voice when singing.

4.5 Be able to explain and use correct posture and breathing for singing and playing.

Historical and Cultural Context

5. Students listen to and describe aural examples of music of various styles representing

diverse cultures. Students develop knowledge and understanding of the relationship of music to history and culture.

5.1 Possess an awareness of music from different periods and cultures (patriotic, folk and

ethnic songs from various countries and cultures, traditional western European music, and traditional American music).

5.2 Be able to name and identify by hearing famous examples.

5.3 Know their origins and development.

5.4 Be able to explain with a clear basis the mood, feelings, and impact of each.

5.5 Be able to personally evaluate given works with some clear reference to musical terminology.

5.6 Understand how to be an informed consumer of music and musical equipment.

5.6.1 Know the kinds of music-playing equipment (strengths, limitations, prices, options).

5.6.2 Know about the purchase of music in all forms (sheet, disc, tape, record, mixed media).

5.6.3 Know the laws that protect creative expression.

5.6.4 Know about music that expresses Catholic beliefs and is used in Church ceremonies and traditions.

Aesthetic Valuing

6. Students apply knowledge, skill, and understanding to make critical judgments about and determine the quality of music experiences and performances.

6.1 Be able to communicate through group singing and/or playing.

6.2 Be able to identify the intent of a musical piece and strive in solo or group to express it.

6.3 Be able to evaluate with justification the performance of self and the group.

7. Students are able to take care of equipment and be a good audience.

Performance Skills



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7.1 Be able to use electronic instruments such as synthesizers, drum machines, sequencers, and computer software properly and carefully.

Audience Skills

7.2 Be able to show quiet and appreciative attention to the performance of others.

7.3 Be able to express appreciation for performance with proper clapping and with compliments.

7.4 Be able to explain and model appropriate behaviors for different kinds of performances (rock concerts, formal concerts, dances, light concerts such as open-air concerts, etc.)