

Subject 7<sup>th</sup> Grade Choir Grade 7th

September-October	November-January	February-March	April-June
<p><b>Review: 6<sup>th</sup> Grade</b></p> <p><b>5CE</b> Distinguish between and among the use of dynamics, meter, tempo, and tonality</p> <p><b>1PR</b> Independently or collaboratively, perform with good posture and breath control a varied repertoire of music representing diverse cultures with appropriate dynamics and tempo.</p> <p><b>2PR</b> Sing independently or collaboratively with increasingly complex rhythms and melodic phrases.</p> <p><b>3PR</b> Compose Music</p> <p><b>4PR</b> Respond appropriately to the cues of a conductor.</p> <p><b>5PR</b> Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, 4/4 and 6/8 meter.</p> <p><b>7<sup>th</sup> Grade</b></p> <p><b>5CE</b> Describe a varied repertoire of music with appropriate music vocabulary</p>	<p><b>1PR</b> Independently or collaboratively, perform a varied repertoire of Music representing diverse genres and cultures and showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter.</p> <p><b>2PR</b> Perform accurately, independently or collaboratively, with good posture producing an appropriate tone quality</p> <p><b>1RE</b> Apply multiple criteria to evaluate The quality and effectiveness of music performance and composition including their own.</p>	<p><b>3PR</b> Improvise, compose and arrange music.</p> <p><b>4PR</b> Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</p> <p><b>5PR</b> Notate major scales</p> <p><b>6PR</b> Read and notate melodies in treble and bass clef using key signatures</p> <p><b>1RE</b> Apply multiple criteria to evaluate The quality and effectiveness of music performance and composition including their own.</p> <p><b>4RE</b> Explain how and why people use and respond to music.</p> <p><b>4CE</b> Identify key signatures of major scales.</p>	<p><b>1RE</b> Apply multiple criteria to evaluate The quality and effectiveness of music performance and composition including their own.</p> <p><b>2RE</b> Compare and contrast a variety of live or recorded music performances using appropriate audience etiquette.</p> <p><b>3RE</b> Develop criteria based on elements of music to support personal preferences for specific music works</p>

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