THE ACADEMY FOR GIFTED CHILDREN - P.A.C.E.
CURRICULUM OUTLINE AND EVALUATION
GRADE 7 MUSIC

Overall Expectations

By the end of the course, students will

Students consolidate their prior music learning through a variety of opportunities for listening, performing, and creating. In Grade 7, students apply their knowledge of music, reflect on their strengths, and themselves in the material they encounter. They need to be able to choose independently to interact with content that has personal relevance in their day-to-day lives, including material that deals with issues related to fairness, equity, and social justice.

Curriculum Content

Unit 1: Performance Unit

- sing and/or play, in tune, from musical notation, unison music and music in two or more parts from diverse cultures, styles, and historical periods.
- apply the elements of music when singing and/or playing, composing, and arranging music, using them for specific effects and clear purposes.
- use the tools and techniques of musicianship in musical performances.

Unit 2: Theory Unit

- demonstrate an understanding of standard and other musical notation through performance and composition.
- duration: tempo markings (e.g., allegro, vivace, largo), rhythms in the repertoire they play and/or sing
- pitch: blues scale, grand staff, keys encountered in the repertoire they perform
- dynamics and other expressive controls*:* articulation and expression marks encountered in the repertoire they perform.
- timbre: tone colour of complex ensembles (e.g., jazz, gamelan, choral, orchestral)
- texture/harmony: major and minor triads
- form: 12-bar blues

Unit 3: Music History Unit

- analyze the influences of music and the media on the development of personal and cultural identity.
- analyze some historical, cultural, and technological influences on style, genre, and innovation in music.

Unit 4: Music Creation Unit

- demonstrate an understanding of standard and other musical notation through performance.
- identify and give examples of their strengths and areas for improvement as composers, musical performers, interpreters, and audience members and composition.
- analyze, using musical terminology, ways in which the elements are used in the music that they perform, listen to, and create

ASSESSMENT FOR LEARNING (ongoing throughout the year)

	Knowledge/ Understanding	Application	Thinking/ Inquiry	Communication
Checklist	✓			
Sound		✓		
Articulation		✓		
Discussion		✓	✓	✓
Observation		✓		
Homework Check	✓	✓	✓	✓
Quiz	✓	✓	✓	✓
Performance Task		✓		
Demonstration		✓		

ASSESSMENT AS LEARNING (ongoing throughout the year)

	Knowledge/ Understanding	Application	Thinking/ Inquiry	Communication
Conversation	✓	✓	✓	✓
Self-reflection	✓	✓	✓	✓
Discussion				✓
Peer Evaluation	✓	✓	✓	✓

ASSESSMENT OF LEARNING (EVALUATION)

	Term I	Term II	Term III
Knowledge/Understanding	**40%** • Conversations • Observations • Music Theory • Music Notation	**40%** • Conversations • Observations • Theory and composition terms	**40%** • Conversations • Observations • Memorization of notes on the staff
Application	**40%** • Conversations • Observations • Instrument management • Sound production	**40%** • Conversations • Observations • Rhythm and sight reading • Technique and repertoire development	**40%** • Conversations • Observations • Memorization of instrument keys. • Concert performance
Thinking/Inquiry	**10%** • Conversations • Observations • Awareness of tone • Understanding dynamics	**10%** • Conversations • Observations • Ear training • Music listening and analysis	**10%** • Conversations • Observations • Understanding of various styles of music.
Communication	**10%** • Conversations • Observations • Music Presentations	**10%** • Conversations • Observations • Music dictation	**10%** • Conversations • Observations • Composition observations
Total	**100%**	**100%**	**100%**

Final mark will be comprised of (Term I + Term II+ Term III = 70%) + Final June Exam (30%) = 100%