

## Crest Memorial School Curriculum and Pacing Guide

All activities correspond with marking period essential questions. Activity goes with question as do the the corresponding standards, modifications, accommodations, assessments and 21st century learning skills.

Grade: 7

Subject: Music

Adoption Date: 06/01/12

Revision Date: 11/02/2021

	MP1	MP2	MP3	MP4
Scope and Sequence	<ul style="list-style-type: none"> <li>How do properly hold and care for an acoustic guitar (2 weeks)?</li> <li>How do I apply my musical knowledge to read and play guitar chords (10 weeks)?</li> </ul>	<ul style="list-style-type: none"> <li>How do I apply my musical knowledge to read and play guitar chords (10 weeks)?</li> </ul>	<ul style="list-style-type: none"> <li>How do I apply my musical knowledge to read and play guitar tablature (10 weeks)?</li> </ul>	<ul style="list-style-type: none"> <li>How do I apply my musical knowledge to play guitar using a combination of chords and tablature (10 weeks)?</li> </ul>
Instructional Materials	<ul style="list-style-type: none"> <li>Accompaniment instruments</li> <li>Classroom instruments (guitars)</li> <li>Listening samples</li> <li>Research materials (books, computers, handouts, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Accompaniment instruments</li> <li>Classroom instruments (guitars)</li> <li>Listening samples</li> <li>Research materials (books, computers, handouts, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Accompaniment instruments</li> <li>Classroom instruments (guitars)</li> <li>Listening samples</li> <li>Research materials (books, computers, handouts, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Accompaniment instruments</li> <li>Classroom instruments (guitars)</li> <li>Listening samples</li> <li>Research materials (books, computers, handouts, etc.)</li> </ul>
Activities	<ul style="list-style-type: none"> <li>Performing on instruments, alone and with others, a varied repertoire of music</li> <li>Improvising melodies, variations, and accompaniment</li> </ul>	<ul style="list-style-type: none"> <li>Performing on instruments, alone and with others, a varied repertoire of music</li> <li>Improvising melodies, variations, and accompaniment</li> </ul>	<ul style="list-style-type: none"> <li>Performing on instruments, alone and with others, a varied repertoire of music</li> <li>Improvising melodies, variations, and accompaniment</li> </ul>	<ul style="list-style-type: none"> <li>Performing on instruments, alone and with others, a varied repertoire of music</li> <li>Improvising melodies, variations, and accompaniment</li> </ul>

	<ul style="list-style-type: none"> <li>• Composing and arranging music within specified guidelines</li> <li>• Reading and notating music.</li> <li>• Listening to, analyzing, and describing music</li> <li>• Evaluating music and music performances</li> <li>• Understanding relationships between music, the other arts, and disciplines outside the arts.</li> </ul>	<ul style="list-style-type: none"> <li>• Composing and arranging music within specified guidelines</li> <li>• Reading and notating music.</li> <li>• Listening to, analyzing, and describing music</li> <li>• Evaluating music and music performances</li> <li>• Understanding relationships between music, the other arts, and disciplines outside the arts.</li> </ul>	<ul style="list-style-type: none"> <li>• Composing and arranging music within specified guidelines</li> <li>• Reading and notating music.</li> <li>• Listening to, analyzing, and describing music</li> <li>• Evaluating music and music performances</li> <li>• Understanding relationships between music, the other arts, and disciplines outside the arts.</li> </ul>	<ul style="list-style-type: none"> <li>• Composing and arranging music within specified guidelines</li> <li>• Reading and notating music.</li> <li>• Listening to, analyzing, and describing music</li> <li>• Evaluating music and music performances</li> <li>• Understanding relationships between music, the other arts, and disciplines outside the arts.</li> </ul>
Standards	<p><b>Novice/Intermediate:</b>  1.3.C.12nov.Cr1a: Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.  1.3C.12nov.Cr2a: Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.  1.3C.12nov.Cr3a: Evaluate and refine draft compositions and improvisations based on knowledge, skill and teacher-provided criteria.  1.3C.12nov.Cr3b: Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.  1.3C.12nov.Pr4a: Select</p>	<p><b>Novice/Intermediate:</b>  1.3.C.12nov.Cr1a: Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.  1.3C.12nov.Cr2a: Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.  1.3C.12nov.Cr3a: Evaluate and refine draft compositions and improvisations based on knowledge, skill and teacher-provided criteria.  1.3C.12nov.Cr3b: Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.  1.3C.12nov.Pr4a: Select</p>	<p><b>Novice/Intermediate:</b>  1.3.C.12nov.Cr1a: Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.  1.3C.12nov.Cr2a: Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.  1.3C.12nov.Cr3a: Evaluate and refine draft compositions and improvisations based on knowledge, skill and teacher-provided criteria.  1.3C.12nov.Cr3b: Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.  1.3C.12nov.Pr4a: Select</p>	<p><b>Novice/Intermediate:</b>  1.3.C.12nov.Cr1a: Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.  1.3C.12nov.Cr2a: Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.  1.3C.12nov.Cr3a: Evaluate and refine draft compositions and improvisations based on knowledge, skill and teacher-provided criteria.  1.3C.12nov.Cr3b: Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.  1.3C.12nov.Pr4a: Select</p>

	<p>varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.</p> <p>1.3C.12nov.Pr4b: Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.</p> <p>1.3C.12nov.Pr4c: Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.</p> <p><i>Novice</i> 1.3C.12nov.Pr5a: Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.</p> <p><i>Intermediate</i> 1.3C.12int.Pr5a: Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.</p> <p>1.3C.12nov.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.</p> <p>1.3C.12nov.Pr6b: Demonstrate an awareness of</p>	<p>varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.</p> <p>1.3C.12nov.Pr4b: Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.</p> <p>1.3C.12nov.Pr4c: Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.</p> <p><i>Novice</i> 1.3C.12nov.Pr5a: Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.</p> <p><i>Intermediate</i> 1.3C.12int.Pr5a: Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.</p> <p>1.3C.12nov.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.</p> <p>1.3C.12nov.Pr6b: Demonstrate an awareness of</p>	<p>varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.</p> <p>1.3C.12nov.Pr4b: Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.</p> <p>1.3C.12nov.Pr4c: Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.</p> <p><i>Novice</i> 1.3C.12nov.Pr5a: Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.</p> <p><i>Intermediate</i> 1.3C.12int.Pr5a: Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.</p> <p>1.3C.12nov.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.</p> <p>1.3C.12nov.Pr6b: Demonstrate an awareness of</p>	<p>varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.</p> <p>1.3C.12nov.Pr4b: Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.</p> <p>1.3C.12nov.Pr4c: Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.</p> <p><i>Novice</i> 1.3C.12nov.Pr5a: Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.</p> <p><i>Intermediate</i> 1.3C.12int.Pr5a: Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.</p> <p>1.3C.12nov.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.</p> <p>1.3C.12nov.Pr6b: Demonstrate an awareness of</p>
--	---	---	---	---

	<p>the context of the music through prepared and improvised performances 1.3C.12nov.Re7a: Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context. 1.3C.12nov.Re7b: Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music. 1.3C.12nov.Re8a: Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts and the setting of the text (when appropriate). 1.3C.12nov.Re9a: Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music 1.3C.12nov.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. 1.3C.12nov.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>the context of the music through prepared and improvised performances 1.3C.12nov.Re7a: Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context. 1.3C.12nov.Re7b: Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music. 1.3C.12nov.Re8a: Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts and the setting of the text (when appropriate). 1.3C.12nov.Re9a: Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music 1.3C.12nov.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. 1.3C.12nov.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>the context of the music through prepared and improvised performances 1.3C.12nov.Re7a: Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context. 1.3C.12nov.Re7b: Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music. 1.3C.12nov.Re8a: Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts and the setting of the text (when appropriate). 1.3C.12nov.Re9a: Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music 1.3C.12nov.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. 1.3C.12nov.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>the context of the music through prepared and improvised performances 1.3C.12nov.Re7a: Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context. 1.3C.12nov.Re7b: Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music. 1.3C.12nov.Re8a: Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts and the setting of the text (when appropriate). 1.3C.12nov.Re9a: Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music 1.3C.12nov.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. 1.3C.12nov.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>
--	--	--	--	--

<p>Accommodations and Modifications</p>	<p><b>English language learners:</b></p> <ul style="list-style-type: none"> <li>• Use images, diagrams and other visual aids wherever possible</li> <li>• Provide hands-on activities and explanations</li> <li>• Accept participation at any level, even one word</li> </ul> <p><b>At Risk of School Failure:</b></p> <ul style="list-style-type: none"> <li>• Adjust time for completion</li> <li>• Use behavioral management techniques consistently within a classroom and across classes</li> </ul> <p><b>Gifted and Talented Students:</b></p> <ul style="list-style-type: none"> <li>• Ask student higher level questions</li> <li>• Provide opportunities to develop depth and breadth of knowledge with tangential topics.</li> <li>• Give students opportunities to mentor other students.</li> <li>• Give students opportunities to teach other students</li> </ul> <p><b>Students with 504 plans:</b></p>	<p><b>English language learners:</b></p> <ul style="list-style-type: none"> <li>• Use images, diagrams and other visual aids wherever possible</li> <li>• Provide hands-on activities and explanations</li> <li>• Accept participation at any level, even one word</li> </ul> <p><b>At Risk of School Failure:</b></p> <ul style="list-style-type: none"> <li>• Adjust time for completion</li> <li>• Use behavioral management techniques consistently within a classroom and across classes</li> </ul> <p><b>Gifted and Talented Students:</b></p> <ul style="list-style-type: none"> <li>• Ask student higher level questions</li> <li>• Provide opportunities to develop depth and breadth of knowledge with tangential topics.</li> <li>• Give students opportunities to mentor other students.</li> <li>• Give students opportunities to teach other students</li> </ul> <p><b>Students with 504 plans:</b></p>	<p><b>English language learners:</b></p> <ul style="list-style-type: none"> <li>• Use images, diagrams and other visual aids wherever possible</li> <li>• Provide hands-on activities and explanations</li> <li>• Accept participation at any level, even one word</li> </ul> <p><b>At Risk of School Failure:</b></p> <ul style="list-style-type: none"> <li>• Adjust time for completion</li> <li>• Use behavioral management techniques consistently within a classroom and across classes</li> </ul> <p><b>Gifted and Talented Students:</b></p> <ul style="list-style-type: none"> <li>• Ask student higher level questions</li> <li>• Provide opportunities to develop depth and breadth of knowledge with tangential topics.</li> <li>• Give students opportunities to mentor other students.</li> <li>• Give students opportunities to teach other students</li> </ul> <p><b>Students with 504 plans:</b></p>	<p><b>English language learners:</b></p> <ul style="list-style-type: none"> <li>• Use images, diagrams and other visual aids wherever possible</li> <li>• Provide hands-on activities and explanations</li> <li>• Accept participation at any level, even one word</li> </ul> <p><b>At Risk of School Failure:</b></p> <ul style="list-style-type: none"> <li>• Adjust time for completion</li> <li>• Use behavioral management techniques consistently within a classroom and across classes</li> </ul> <p><b>Gifted and Talented Students:</b></p> <ul style="list-style-type: none"> <li>• Ask student higher level questions</li> <li>• Provide opportunities to develop depth and breadth of knowledge with tangential topics.</li> <li>• Give students opportunities to mentor other students.</li> <li>• Give students opportunities to teach other students</li> </ul> <p><b>Students with 504 plans:</b></p>
---	---	---	---	---

	<ul style="list-style-type: none"> <li>• Visually impaired students should be seated in close proximity to the teacher.</li> <li>• Hearing impaired students should be seated in close proximity to the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Visually impaired students should be seated in close proximity to the teacher.</li> <li>• Hearing impaired students should be seated in close proximity to the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Visually impaired students should be seated in close proximity to the teacher.</li> <li>• Hearing impaired students should be seated in close proximity to the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Visually impaired students should be seated in close proximity to the teacher.</li> <li>• Hearing impaired students should be seated in close proximity to the teacher</li> </ul>
Interdisciplinary Connections	<p>Students will:</p> <ul style="list-style-type: none"> <li>• describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.</li> <li>• describe distinguishing characteristics of representative music genres and styles from a variety of cultures</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.</li> <li>• describe distinguishing characteristics of representative music genres and styles from a variety of cultures</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.</li> <li>• describe distinguishing characteristics of representative music genres and styles from a variety of cultures</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.</li> <li>• describe distinguishing characteristics of representative music genres and styles from a variety of cultures</li> </ul>
Assessments	<p>Benchmark assessments:</p> <ul style="list-style-type: none"> <li>• Individual demonstration of music elements via singing, playing, and moving to music</li> </ul> <p>Ongoing progress monitoring assessments:</p> <ul style="list-style-type: none"> <li>• Class participation</li> </ul> <p>Summative assessments:</p> <ul style="list-style-type: none"> <li>• Performance of learned songs and instruments</li> </ul>	<p>Benchmark assessments:</p> <ul style="list-style-type: none"> <li>• Individual demonstration of music elements via singing, playing, and moving to music</li> </ul> <p>Ongoing progress monitoring assessments:</p> <ul style="list-style-type: none"> <li>• Class participation</li> </ul> <p>Summative assessments:</p> <ul style="list-style-type: none"> <li>• Performance of learned songs and instruments</li> </ul>	<p>Benchmark assessments:</p> <ul style="list-style-type: none"> <li>• Individual demonstration of music elements via singing, playing, and moving to music</li> </ul> <p>Ongoing progress monitoring assessments:</p> <ul style="list-style-type: none"> <li>• Class participation</li> </ul> <p>Summative assessments:</p> <ul style="list-style-type: none"> <li>• Performance of learned songs and instruments</li> </ul>	<p>Benchmark assessments:</p> <ul style="list-style-type: none"> <li>• Individual demonstration of music elements via singing, playing, and moving to music</li> </ul> <p>Ongoing progress monitoring assessments:</p> <ul style="list-style-type: none"> <li>• Class participation</li> </ul> <p>Summative assessments:</p> <ul style="list-style-type: none"> <li>• Performance of learned songs and instruments</li> </ul>

<p>21st Century Themes and Skills</p>	<p>CAREER READY PRACTICE  1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP6. Demonstrate creativity and innovation.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP12. Work productively in teams while using cultural global competence.</p>	<p>CAREER READY PRACTICE  1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP6. Demonstrate creativity and innovation.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP12. Work productively in teams while using cultural global competence.</p>	<p>CAREER READY PRACTICE  1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP6. Demonstrate creativity and innovation.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP12. Work productively in teams while using cultural global competence.</p>	<p>CAREER READY PRACTICE  1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP6. Demonstrate creativity and innovation.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP12. Work productively in teams while using cultural global competence.</p>
---------------------------------------	---	---	---	---