## Subject: General Music Standard 1

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| Singing alone and with other a varied repertoire of music | Sing on pitch and in rhythm with appropriate timbre, text, diction, breath control, and posture, maintaining a steady tempo. Sing music of diverse genres and cultures with expression appropriate to the music being performed. Sing music written in two and three parts. Sing with or without accompaniment | Students will:  
- sing alone and in small and large ensembles music from The Music Connection 7th grade textbook, Yamaha MIE series, and other suitable repertoire.  
- perform in the Yamaha MIE electronic keyboard lab.  
- develop a class repertoire of various genres, cultures, and styles.  
- perform a self-composed "rap" song (individual or small group). | Students will:  
- sing unaccompanied, with piano accompaniment, or with instrumental ensemble a repertoire of songs drawn from a wide variety of cultural sources  
- sing accurately demonstrating good breath control, technical accuracy, intonation, and expression  
- sing music written in two and three parts  
- create and perform a “rap” song with accompaniment for the class  

**Students will be assessed through the following:**
- Teacher observation of student performance in ensembles.  
- Rubric and checklist-based evaluation of individual (solo) student performances.  
- Checklist response by students on their own ensemble and solo performances  
- Checklist based evaluation of "rap" performance.  
- Quiz evaluations from *Yamaha MIE* program.  
- Repertoire lists. |
### Subject: General Music Standard 2

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| • Performing on instruments, alone and with others, a varied repertoire of music | • Play music independently or in small and large groups responding to the cues of a conductor/teacher.  
• Play accurately and independently with correct posture, position, and breath support.  
• Play music representative of diverse cultures with expression appropriate for the work being performed.  
• Play by ear melodies on a melodic instrument and harmonies on a harmony instrument.  
• Continue to develop skills on a variety of classroom, orchestral, and band instruments individually and in instrumental ensembles.  
• Use instruments to accompany singing. | Students will:  
• play alone and in small and large ensembles music from The Music Connection 7th grade textbook, Yamaha MIE series, and other suitable repertoire.  
• perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument  
• perform in the Yamaha MIE electronic keyboard lab.  
• develop a class repertoire of varied genres, cultures, and styles.  
• perform a self-composed piece of music on non-traditional percussion instruments found in the classroom or student possessions (i.e. pencils, desks, books) | Students will:  
• continue to develop skills in playing classroom or orchestral/band instruments  
• develop and practice techniques in breath control/support, positions, phrasing, articulation, and performance presentation  
• practice playing outside of school  
• identify and play basic musical ornamentation including trills and grace notes  
• create and perform a piece of music for non-traditional percussion instruments (i.e. pencils, desks, books)  
• demonstrate special techniques such as articulation  
Students will be assessed through the following:  
• Teacher observation of student performance in ensembles.  
• Rubric and checklist-based evaluation of individual (solo) student performances.  
• Checklist response by students on their own performances  
• Rubric and checklist based evaluations of "non-traditional percussion" performance  
• Quiz evaluations from Yamaha MIE program.  
• Repertoire lists. |
### Subject: General Music Standard 3

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<td>Improvising melodies, variations and accompaniments</td>
<td>Improvise simple harmonic accompaniments, using I, IV, and V7 chords. Improvise short melodies unaccompanied and over given rhythmic and harmonic accompaniments each in a consistent style, meter and tonality Improvise rhythmic and melodic variations on given rhythms and melodies in pentatonic and major keys and using whole tone and blues scales. Improvise rhythmic and harmonic accompaniments to class songs and recorded music.</td>
<td>Students will:  - improvise (alone and in small ensemble) simple melodies, harmonies, and rhythms using voice, classroom instruments, and <em>Yamaha MIE</em> keyboards.  - improvise rhythmic and melodic variations on prescribed melodies and rhythms.  - create a second melody against an original song.  - harmonize, by ear, intervals of a 3rd and a 6th and using the I, IV, and V7 chords in various keys.  - create rhythmic ostinatos to songs.  - improvise music using traditional, nontraditional, or electronic sources  - improvise melodies using major, minor, pentatonic, blues, and whole tone scales.</td>
<td>Students will:  - improvise music using traditional, nontraditional, or electronic sources  - improvise rhythms and melodies on major, minor, pentatonic, blues, and whole tone scales  - improvise rhythms and melodies with a group  - practice improvising outside of school  - devise strategies for recording or writing improvisations</td>
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Student improvisations will be assessed through the following:  - Rubric and checklist-based evaluations by teacher looking for:  - Appropriate rhythmic and harmonic fit of melodies  - Appropriate harmonic progressions  - Appropriate rhythmic, melodic, and harmonic fit to original model and/or group improvisations.  - Checklist-based self-evaluation by student looking at appropriateness of rhythmic, melodic, and harmonic fit.
## Subject: General Music Standard 4

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| **Composing and arranging music within specified guidelines** | Compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release and balance. Create blues melodies and appropriate harmonic accompaniments. Create variations in tempos, timbres, and phrasing. Compose melodies with texts. Compose for various instruments. Create music using audio, video, and computer technology. | Students will:  
• compose simple melodies using major, minor, pentatonic, whole tone, and blues scales.  
• compose harmonic accompaniments using basic chord progression (I, IV, V7) in major and minor keys.  
• compose music using voices and various classroom instruments, including *Yamaha MIE* keyboards.  
• compose a "rap" song, placing original text in a rhythmic setting with pre-recorded or original accompaniment.  
• arrange a piece of music (from *The Music Connection 7th* grade textbook or MIE program) for a different set of instruments and/or voices. | Student’s will:  
• compose melodies with texts, including a “rap” song with accompaniment.  
• compose music with simple melodies using major, minor, pentatonic, whole tone, and blues scales and simple harmonies using basic chord progressions such as I, IV, V7.  
• compose for voices and instruments in the classroom.  
• arrange a piece of music for voices and/or instruments.  

Student compositions and arrangements will be assessed through the following:  
• Checklists (teacher and student self-evaluation)  
• Rubrics  
• Teacher observation |
# Newport Public Schools Curriculum Framework

## Subject: General Music Standard 5

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| **Reading and notating music** | Read at sight simple melodies in both the treble and bass clef. Use standard music notation and vocabulary to record musical ideas and the musical ideas of others. Sight-read accurately and expressively music with a level of difficulty of 2 on a scale of 1 to 6. Identify and define standard notational symbols for pitch, rhythm, articulation, and dynamics. | Students will:  
- read and notate music containing whole, half, quarter, eighth, sixteenth, and dotted notes and rests in varied meters and containing simple articulation (staccato, legato, accents, etc.) and dynamic markings (p, f, mp, etc.) from *The Music Connection 7* grade textbook and *Yamaha MIE* series.  
- sight-read simple melodies (in treble clef) and rhythmic patterns using voice, classroom instruments, and *Yamaha MIE* keyboards.  
- read duple and triple meter using a created or established counting system. Follow the basic steps:  
  - oral chanting  
  - from oral to written dictation  
  - from writing to grouping in meters and measures  
  - from writing to reading patterns in songs  
  - from notating to listening for patterns | Students will:  
- use a counting system to read music, especially the rhythm  
- use "Do" as the home tone and sight read simple melodies  
- study the name and function of various music symbols  
- practice reading music at home  
- drill on repeated patterns presented by the teacher  
Students will be assessed through the following:  
**Reading Music**  
- Teacher evaluates the accuracy of students’ individual and ensemble performances of repertoire in class and concerts  
- Sight-reading and sight-singing (treble-clef) performance quizzes  
**Notating Music**  
- Accuracy of notation in student compositions  
- Worksheets  
- Teacher observation of student's ability to use a counting system. |
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| **Listening to, analyzing and describing music** | Demonstrate knowledge of basic principles of intervals, chords and harmonic progressions in their analysis of music  
Discuss and identify, aurally, elements of music heard and performed: rhythm, melody, form, dynamics, tone color, texture, and expression.  
Identify aurally, by title and composer, a repertoire of compositions that represent a variety of musical styles.  
Recognize musical examples of various individuals and cultures.  
Use an appropriate vocabulary of musical terms. | Students will:  
• listen to the music of various composers  
• develop and use "Call Charts" for listening (as utilized in *The Music Connection* 7th grade textbook).  
• use body movement, dance, voices, classroom instruments, and *Yamaha MIE* keyboards to identify contrasts in meter, rhythm, and melody.  
• examine the interaction between lyrics and music while creating a "rap" song.  
• identify the musical elements found in various styles and genres of music (i.e. Japanese folk songs, American rap, African rap, etc.). | Students will:  
• study the music of various historical periods  
• listen to the music of various composers  
• develop and use "Call Charts" for listening  
• illustrate call charts in class or for homework  
• demonstrate contrasts in meter, rhythm, and melody through body movement, voice, and instruments  
Students will be assessed through the following:  
• Critical Listening Worksheets  
• Student self-evaluation of in-class and concert performances - rubric based writings  
• Listening quizzes:  
  *What Do You Hear?* tracks from *The Music Connection* CD series:  
  Form  
  Texture  
  Melody  
  Harmony  
  Rhythm |
# Subject: General Music Standard 7

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<td><strong>Evaluating music and music performances</strong></td>
<td>Develop and utilize criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.</td>
<td>Students will:</td>
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<td>Discuss musical preferences based on musical reasons.</td>
<td>• develop checklists of criteria for evaluation of music performances (live and prerecorded).</td>
<td>• develop checklists of criteria for evaluation of performances</td>
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<td>Use criteria to improve individual and peer group performances, compositions and arrangements.</td>
<td>• discuss in small groups musical preferences based on music terminology.</td>
<td>• utilize appropriate music terminology for discussion of evaluations</td>
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<td>Discuss musical preferences based on musical reasons.</td>
<td>• write music reviews of live performances (from videos and audio recordings) - based on rubrics and professional models.</td>
<td>• discuss in small groups musical preferences based on music terminology</td>
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<td>• evaluate each other in individual and group performances using a rubric</td>
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<td>• give feedback to performers by using constructive suggestions for improvement</td>
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<td>Students will be assessed through the following:</td>
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<td></td>
<td>• Critical Listening Worksheets</td>
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<td>• Self-evaluation of in-class performances - rubric based writings</td>
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<td>• Writings will be evaluated through both criteria checklists and rubrics.</td>
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<td>• Evaluate students' knowledge of evaluation criteria through written tests</td>
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<td>• Test students' knowledge of music terminology through discussion and testing</td>
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### Subject: General Music Standard 8

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| Understanding relationships between music, the other arts and disciplines outside the arts | Identify by genre or style examples of music from various historical periods and cultures  
Explore the science of sound  
Relate musical examples to the historical and cultural contexts in which they were created. | • research the acoustic (physical) properties of music and basic sounds, including the human ear.  
• examine how instruments are used to imitate the human voice and facilitate communication.  
• study the relationship between music and mathematics.  
• study differences and similarities in terminology common to the various arts  
• study musical works involved in social change | • develop individual and group projects based on the relationship of music to other subjects  
• study differences and similarities in terminology common to the various arts  
• study and list musical works involved in social change  
Students will be assessed through the following:  
• Student research and reports - rubric based  
• Worksheets  
• Written tests and quizzes  
• Evaluate finished research projects  
• Evaluate terminology and knowledge of musical works through listening tests. |
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| Understanding music as it relates to history and culture | Compare in several cultures of the world functions that music serves, roles of musicians and conditions under which music is typically performed. Identify and describe the role of music in daily experiences. Develop sensitivity to the aesthetic qualities of the variety of cultures and ethnic musical styles in our world. Share music from the various cultures represented in the school community. | Students will:  
  - describe music of various cultures  
  - sing and recognize folk music  
  - perform and recognize dance forms  
  - describe the function of music in cultural events  
  - describe the function of music and musicians in various time periods  
  - students work in small groups to create timelines for the historical period(s) being studied. | Students will:  
  - work in a small group and create a timeline for various historical periods  
  - develop specific projects on multicultural music  
  - report on and perform projects that have been researched  
  - evaluate the groups ability to create a comprehensive and accurate timeline  

Students will be assessed through the following:  
  - Listening quizzes:  
    - Time Periods  
    - Style  
    - Genre  
  - Student research and reports - rubric based  
  - Worksheets  
  - Written tests and quizzes |