

C. MUSIC

OVERALL EXPECTATIONS

By the end of Grade 7, students will:

- C1. Creating and Performing:** apply the creative process (see pages 19–22) to create and perform music for a variety of purposes, using the elements and techniques of music;
- C2. Reflecting, Responding, and Analysing:** apply the critical analysis process (see pages 23–28) to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences;
- C3. Exploring Forms and Cultural Contexts:** demonstrate an understanding of a variety of musical genres and styles from the past and present, and their sociocultural and historical contexts.

FUNDAMENTAL CONCEPTS FOR GRADE 7

In Grade 7, students will build on their knowledge of the elements of music and related musical concepts that were introduced in Grades 1 to 6. Students will develop understanding of musical concepts through participation in musical experiences that involve listening, moving, creating, and performing (vocal and/or instrumental music).

ELEMENTS OF MUSIC

- **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 (e.g., *marcato*, *maestoso*)
- **timbre:** tone colour of complex ensembles (e.g., jazz, gamelan, choral, orchestral)
- **texture/harmony:** major and minor triads
- **form:** 12-bar blues

SPECIFIC EXPECTATIONS

C1. Creating and Performing

By the end of Grade 7, students will:

- C1.1** 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 (e.g., *perform selections from a method book, student compositions, instrumental scores, ensemble repertoire, African drum rhythms, choral repertoire, jazz charts, spirituals, steel band music*)

Teacher prompt: “How long are the phrases in this example? What will you need to do to bring out the phrasing?”

- C1.2** apply the elements of music when singing and/or playing, composing, and arranging music, using them for specific effects and clear purposes (e.g., *create a class chant or song to build community spirit; manipulate the rhythm or dynamics in a familiar piece to create an accompaniment for a media presentation*)

Teacher prompts: “In your chant, how did you communicate your message through the elements of music you focused on?” “How will changing the tempo affect the mood of the piece?”

C1.3 create musical compositions in a variety of forms for specific purposes and audiences (e.g., use available instruments to create a composition in response to an object, a visual image, or a silent film; add rhythmic, melodic, or chordal accompaniment to a familiar song; improvise rhythmic or melodic phrases over a variety of ostinati; create compositions using found sounds or recycled materials)

Teacher prompt: “Which instrumental sounds might you use to represent the colours in the painting? Why?”

C1.4 use the tools and techniques of musicianship in musical performances (e.g., apply markings for dynamics, tempo, phrasing, and articulation when performing; use proper breath control throughout their singing range)

Teacher prompt: “What do we know about the conventions for performing a march that can help us determine how best to play this piece?”

C1.5 demonstrate an understanding of standard and other musical notation through performance and composition (e.g., read and respond to accidentals, repeat signs, various tempo markings; notate and perform a variety of scales, including the blues scale; explain how some contemporary music, children’s songs, or Aboriginal singing, drumming, and dancing are transmitted through oral tradition)

Teacher prompts: “Why is it important to know how the major scale is constructed when reading and writing music?” “How are contemporary Canadian Aboriginal musicians ensuring that their oral traditions are being preserved?”

C2. Reflecting, Responding, and Analysing

By the end of Grade 7, students will:

C2.1 express analytical, personal responses to musical performances in a variety of ways (e.g., represent musical scenes in Pictures at an Exhibition through art work or dramatization; record detailed analyses of music they have listened to in a log or reflection journal to explain why they enjoy it and how the elements of music are used)

Teacher prompt: “Art works by visual artist Viktor Hartmann inspired Modest Mussorgsky to compose *Pictures at an Exhibition*. Having listened to this piece, how would your musical interpretation of the art works be different from Mussorgsky’s? What inspires your creation of music?”

C2.2 analyse, using musical terminology, ways in which the elements are used in the music that they perform, listen to, and create (e.g., compare the use of drums in different social and cultural contexts, such as Asian, Aboriginal, and African communities; listen to a Brazilian folk song or a current popular song, and describe how the use of the various elements affects their response to the music)

Teacher prompt: “How does the addition of rhythm and melody affect the nature of the lyrics in popular music?”

C2.3 identify and give examples of their strengths and areas for improvement as composers, musical performers, interpreters, and audience members (e.g., set a goal to improve their performance skills, reflect on how successful they were in attaining their goal, keep a practice journal, record and analyse their performances throughout the term)

Teacher prompt: “Write a résumé highlighting your achievements as a musician. What careers related to music would best suit your interests and areas of strength?”

C3. Exploring Forms and Cultural Contexts

By the end of Grade 7, students will:

C3.1 analyse the influences of music and the media on the development of personal and cultural identity (e.g., describe how their personal musical preferences have been formed from listening to music readily available in the media; explain how cultural identity, including a sense of Aboriginal pride for Aboriginal students, can be reinforced by listening to music of their own culture)

Teacher prompts: “What is the influence or role of music in your family life, your school life, and your social life?” “What do you admire about the musical artists who are key influences in your life?” “How does music connect us, divide us, or call us to action?” “What is the most important role of music in your life?”

C3.2 analyse some historical, cultural, and technological influences on style, genre, and innovation in music (e.g., the impact of the invention of the piano or the electric guitar)

Teacher prompt: “How did the development of the piano and other musical instruments affect composers, performers, and audiences?”