

7TH GRADE MUSIC CHECKLIST
Fine Arts Goals 25 – 27
Illinois Learning Standards A – B
Performance Descriptors

PRINCIPLES OF MUSIC

- _____ Describe tempo(s), dynamic(s), and articulation(s) in an aural example using appropriate terminology.
- _____ Replicate the beat and rhythms of a given musical example.
- _____ Distinguish between duple and triple meter in a musical example.
- _____ Identify major and minor tonalities in an aural musical example.
- _____ Identify intervals in an aural example.
- _____ Describe the texture and harmony of a given aural example.
- _____ Define large musical forms (e.g., symphony, cantata).
- _____ Critique the appropriate use of organizational and sensory elements to create a mood, emotion, or idea in music of their own and that of others.

CONNECTIONS TO THE ARTS

- _____ Compare and contrast two works in one art form that share similar themes or subject matter examining artistic components (i.e., elements, principles, expressive ideas; tools, processes, technologies; creative processes).

PROCESSES, TOOLS, AND TECHNOLOGIES

- _____ Describe basic sound production theory (electronic & acoustic).
- _____ Demonstrate basic vocal and/or instrumental production techniques (e.g., breath support, posture, and bowing).
- _____ Use standard notation to record one's own and other's musical ideas.
- _____ Sing and play accurately and with expression from standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- _____ Sight-read simple melodies and rhythms.
- _____ Explain the process that at least one composer uses(d) to create music.

_____ Explain the interaction of performers and conductors.

_____ Demonstrate or describe efficient practice/rehearsal procedures.

CREATION AND PERFORMANCE

_____ Sing or play music that has a difficulty level of 3 (on a scale of 1 to 6) on pitch; in rhythm; with appropriate timbre; with a steady tempo; with good breath, bow, mallet or fingering control; and with clear articulation/ diction.

_____ Improvise rhythmic and melodic variations on given melodies.

_____ Compose/arrange music within specific guidelines and style.

HISTORY, SOCIETY AND THE ARTS

_____ Demonstrate good audience behavior and evaluate the behavior of self and others.

_____ Describe how audience behavior changes a product or performance.

_____ Compare and contrast the function of the arts in two similar types of ceremonies (e.g., parades - Thanksgiving Day Parade and Mardi Gras; Opening Ceremony - Super Bowl and World Series).

_____ Explain the way the various arts are used to persuade and promote ideas in advertising.

_____ Explain the ways technology is used to communicate in each of the arts.

_____ Describe in each art form at least two artists' roles and how those roles contribute to the world of work.

_____ Determine the reasons why certain artists or works of art reflect culture (e.g. totems, ritual).

_____ Connect artists or their works with the trends and/or influences they create(d).