

Grade Seven - Orchestra

- Standard: Historical, Cultural and Social Contexts
 - Benchmark - Compare and contrast styles and forms of music from various historical periods.
 - Indicator - Demonstrate how elements of music are used to create various music styles.
 - Indicator - Identify representative music examples from music literature and respond to the style of the historical period of music.
 - Benchmark - Identify composers and classify them according to chronological historical periods.
 - Indicator - Classify by composer and historical period a varied body of exemplary music works.
- Standard: Creative Expression and Communication
 - Benchmark - Perform a piece of music, independently or in a group, with technical accuracy and expression.
 - Indicator - Sing and/or play, alone and with others, a varied repertoire of music representing diverse genres and cultures showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter.
 - Indicator - Perform accurately, alone and in small and large groups, with good posture producing an appropriate tone quality.
 - Indicator - Respond appropriately to the cues of a conductor.
 - Benchmark - Improvise or compose a short melody that includes key signature and meter signature with proper notation in treble or bass clef.
 - Indicator - Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.
 - Indicator - Identify whole steps, half steps and intervals in major scales.
 - Benchmark - Identify and recognize in a piece of music the following: clef, key signature, meter signature, tempo, dynamic markings and note values.
 - Indicator - Identify and use key signatures.
 - Indicator - Identify and/or notate concert pitch major scales [i.e., Band: C, F, B flat, E flat, A flat; Strings: A, D, G, C, F].
 - Indicator - Read and notate melodies in bass clef.
- Standard: Analyzing and Responding
 - Benchmark - Describe and evaluate a piece of music using developed criteria based on elements of music and music vocabulary.
 - Indicator - Apply music vocabulary to describe a varied repertoire of music.

- Benchmark - Analyze the structure of larger music works and the sections comprised within.
 - Indicator - Analyze form identifying distinct sections of a larger music work.
- Benchmark - Apply appropriate criteria to support personal preferences for music choice and evaluate the quality and effectiveness of a music performance.
 - Indicator - Apply detailed criteria for evaluating quality and effectiveness of music performance and composition.
- Standard: Valuing Music/Aesthetic Reflection
 - Benchmark - Reflect on and describe how music performance and settings affect audience response.
 - Indicator - Practice audience etiquette in selected music settings.
 - Indicator - Participate in and reflect on a variety of live music performances and activities.
 - Benchmark: Reflect on why others may have different music preferences.
 - Indicator - Discuss how music preferences reflect people's values.
 - Benchmark - Justify one's personal preference of music choice using music vocabulary.
 - Indicator - Evaluate music performances and compositions based on elements of music.
 - Indicator - Develop and apply criteria based on elements of music to support personal preferences for specific music works.
- Standard: Connections, Relationships and Applications
 - Benchmark - Compare and contrast common terms used in and for the interpretation of music and other arts disciplines.
 - Indicator - Identify similarities and differences in the meanings of common terms used in the various arts.
 - Indicator - Integrate art forms into a well-organized music presentation.
 - Indicator - Identify involvement in the arts as a listener, creator and performer.
 - Benchmark - Demonstrate ways that subject matter of other disciplines is interrelated with that of music.
 - Indicator - Describe ways that technology is used in creating, performing and listening to music.
 - Indicator - Identify problem-solving and creative thinking skills used in music.
 - Benchmark - Identify various ways music affects their lives.
 - Indicator - Using elements of music, describe distinguishing characteristics of music from a variety of cultures.