

# 7th Grade - Unit 1 (Latin Percussion)

Content Area: **Music**  
Course(s): **Music 7**  
Time Period: **Generic Time Period**  
Length: **10 Lessons**  
Status: **Published**

## Established Goals/Standards

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| MU.6-8.1.3A.8.Cn   | Connecting  |
| MU.6-8.1.3A.8.Cr   | Creating  |
| MU.6-8.1.3A.8.Pr   | Performing  |
| MU.6-8.1.3A.8.Re   | Responding  |
| MU.6-8.1.3A.8.Cr1  | Generating and conceptualizing ideas.   |
| MU.6-8.1.3A.8.Pr4  | Selecting, analyzing, and interpreting work.  |
| MU.6-8.1.3A.8.Pr5  | Developing and refining techniques and models or steps needed to create products.   |
| MU.6-8.1.3A.8.Pr6  | Conveying meaning through art.  |
| MU.6-8.1.3A.8.Re7  | Perceiving and analyzing products.  |
| MU.6-8.1.3A.8.Re8  | Applying criteria to evaluate products.   |
| MU.6-8.1.3A.8.Re9  | Interpreting intent and meaning.  |
| MU.6-8.1.3A.8.Cn10 | Synthesizing and relating knowledge and personal experiences to create products.  |
| MU.6-8.1.3A.8.Cn11 | Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.  |
| MU.6-8.1.3A.8.Cr1a | Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical). |
| MU.6-8.1.3A.8.Pr4a | Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.   |
| MU.6-8.1.3A.8.Pr4b | Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.   |
| MU.6-8.1.3A.8.Pr4c | Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.   |
| MU.6-8.1.3A.8.Pr4d | Identify and explain how cultural and historical context inform performances and result in different musical effects.   |
| MU.6-8.1.3A.8.Pr4e | Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).   |
| MU.6-8.1.3A.8.Pr5a | Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.   |
| MU.6-8.1.3A.8.Pr6a | Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.  |
| MU.6-8.1.3A.8.Pr6b | Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.   |

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| MU.6-8.1.3A.8.Re7a  | Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.   |
| MU.6-8.1.3A.8.Re7b  | Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).   |
| MU.6-8.1.3A.8.Re7c  | Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.   |
| MU.6-8.1.3A.8.Re8a  | Apply appropriate personally developed criteria to evaluate musical works or performances.   |
| MU.6-8.1.3A.8.Re9a  | Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent. |
| MU.6-8.1.3A.8.Cn10a | Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.   |
| MU.6-8.1.3A.8.Cn11a | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.   |

## Essential Questions

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- How do individuals choose music to experience?
- How do musicians improve the quality of their creative work?
- How do musicians improve the quality of their performance?
- How do performers interpret musical works?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
- How do we discern the musical creators' and performers' expressive intent?
- How do we judge the quality of musical work(s) and performance(s)?
- How does understanding the structure and context of music inform a response?
- How does understanding the structure and context of musical works inform performance?
- When is a performance judged ready to present?

## Enduring Understanding

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- An overview of Latin America and its geography and music.
- Introduce the percussion and music of Brazil, with a focus on the Samba.
- Introduce the percussion and music of Cuba, with a focus on the Salsa.
- Introduce the percussion and music of the Dominican Republic, with a focus on the Merengue.
- Rehearse the three pieces to prepare for live performance.
- Students create their own Latin drums independently or in groups.
- Students perform their Samba, Salsa, and Merengue pieces for a live audience.
- Students play a Merengue piece using classroom instruments and created drums.
- Students play a Salsa piece using classroom instruments and created drums.
- Students play a Samba piece using classroom instruments and created drums.

## Purpose

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- The purpose of this lesson is to guide students through the process of crafting drums that can be used to play traditional Latin American music.
- The purpose of this lesson is to help students rehearse and fine tune three pieces for an upcoming performance.
- The purpose of this lesson is to help students understand more about the merengue through the process of learning to play a merengue piece.
- The purpose of this lesson is to help students understand more about the salsa through the process of learning to play a salsa piece.
- The purpose of this lesson is to help students understand more about the samba through the process of learning to play a samba piece.
- The purpose of this lesson is to introduce students to Latin American geography, instruments, and rhythms.
- The purpose of this lesson is to introduce students to the country of Brazil, its music and rhythms.
- The purpose of this lesson is to introduce students to the country of Cuba, its music and rhythms.
- The purpose of this lesson is to introduce students to the country of the Dominican Republic (D.R.), its music and rhythms.
- The purpose of this lesson is to invite students to present facts and information about, as well as music representative of Latin America to a live audience.

## Key Student Objectives

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- Clap a 2/3 clave pattern while another student improvises.
- Describe the process for making at least one drum that can be used to play samba, salsa, and merengue music.
- Describe two ways each performance was successful and one way each performance could be improved.
- Devise four ways the pieces can be improved before the final performance.
- Explain the clave and why it is so important in Latin American music.
- Give two reasons why practice is important.
- Identify the surdo as the drum that gives the samba its driving, percussive bass sound.
- Learn percussion parts for the A and B sections of a merengue piece.
- Learn percussion parts for the A and B sections of a salsa piece.
- Learn percussion parts for the A and B sections of a samba piece.
- Name the four areas of Latin America.
- Name three facts about Brazil.
- Name three facts about the merengue.
- Name three facts about the salsa.
- Name three facts about the samba.
- Name three more key facts about the merengue.

- Name three more key facts about the salsa.
- Name three more key facts about the samba.
- Perform a merengue piece.
- Perform a salsa piece.
- Perform a samba piece.
- Perform the percussion parts for a merengue piece.
- Perform the percussion parts for a salsa piece.
- Perform the percussion parts for a samba piece.
- Play the A and B section percussion parts for a samba piece, a salsa piece, and a merengue piece.
- Read, clap, then play a syncopated rhythm.
- Recall three facts about Cuba.
- Recall three facts about the Dominican Republic.
- Recognize three Latin American instruments: the surdo, timbales, and guira.