

Fine Arts Scope and Sequence

Music I

Subject	Grade	6 Weeks	Estimated Time Frame
Music I - Beginning Choirs (Boys/Girls)	9, 10, 11	4 th	Continuous learning throughout year
TEKS / Student Expectations:		Examples / Specifications:	
(I.1A) identify melodic and harmonic parts when listening to and/or performing music (I.1B) define concepts of intervals, music notation, chord structure, rhythm/meter, and musical performances using standard terminology (I.2A) demonstrate independently and in ensembles accurate intonation and rhythm, fundamental skills, and basic performance techniques while performing moderately easy to moderately difficult literature	Choral Rehearsal - Identify individual part role in harmonic structure; analyze music for elements of imitation, repetition; Continuous development of musical vocabulary		
(I.3A) sight-read ensemble parts (I.3B) read and write music that incorporates rhythmic patterns in simple, compound, and asymmetric meters (I.3C) interpret music symbols and terms referring to dynamics, tempo, and articulation during solo and ensemble performances	Sightread and learn music for performance in Mid-Semester Concert and UIL Performance (if applicable)		
(I.5C) identify music-related vocations and avocations within the community	Guest clinicians		
(I.4A) create a variety of musical phrases (I.4B) arrange a variety of musical phrases	Individually composed melodies for solfege practice		

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Language of Instruction:	Instructional Resources / Textbook Correlations:
Solfege Syllables Rhythm Syllables Standard Music Notation elements of articulation, phrasing, dynamics, and tempo Historical Periods (Renaissance, Baroque, etc.)	Mid-Semester Concert Repertoire <i>Experiencing Choral Music</i> , Beginning Level <i>90 Days to Sightreading Success</i> Folksongs for Sightreading - Oxford Past UIL Sightreading Room Pieces for Sub Non-Varsity Choirs
	Weblinks / Other Resources:
	Choral Public Domain Website (www.epdl.org) Choralnet (www.choralnet.org) CEDFA
External Assessment:	Local Assessment:
Mid-Winter Concert	Consistent authentic assessment of individual student performance and corporate choral performance Individual Sightreading Performance Assessment
Best Instruction:	
Warm-ups and vocalizes with direct correlation to performance literature Solfege exercises to enhance proficiency, agility Program repertoire to reflect meaningful thematic units Efficient Choral Rehearsal	