

Fine Arts Scope and Sequence

Music II

Subject	Grade	6 Weeks	Estimated Time Frame
Music II - Concert Choirs (Boys/Girls)	9, 10, 11, 12	2 nd	Continuous
TEKS / Student Expectations:		Examples / Specifications:	
(II.1A) define melody, harmony, rhythm, and texture of music listened to or performed, using standard terminology (II.2A) exhibit accurate intonation and rhythm, fundamental skills, and basic performance techniques while performing moderately difficult literature, independently and in ensembles (II.3C) interpret music symbols and terms referring to dynamics, tempo, and articulation during solo and/or ensemble performances	Choral Rehearsal - Identify individual part role in harmonic structure; analyze music for elements of imitation, repetition		
(II.1B) compare and contrast music forms of literature selected for performances and/or listening (II.5A) classify aurally-presented music by genre, style, and historical period (II.5B) define uses of music in society and culture (II.5D) define the relationships between the content, the concepts, and the processes of the other fine arts, other subjects, and those of music	Fall Concert program sequencing; Examination of poetry and composer bias when setting text to music; Examine hallmark characteristics of performance literature and classify		
(II.2A) exhibit accurate intonation and rhythm, fundamental skills, and basic performance techniques while performing moderately difficult literature, independently and in ensembles (II.2B) perform expressively, from memory and notation, a varied repertoire of music representing genres and styles from diverse cultures (II.2C) exhibit and describe appropriate small- and large-ensemble performance techniques for formal and informal concerts (II.6C) exhibit concert etiquette during live performances in a variety of settings	In-class recording evaluations; Fall Concert		
(II.6A) design and apply criteria for making informed judgments regarding the quality and effectiveness of musical performances (II.6B) evaluate musical performances by comparing them to exemplary models	Listen to concert audio recording; performances of selected works by college and professional choral ensembles; Oral and written evaluation		

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(II.3A) sight-read ensemble parts (II.3B) read and write music that incorporates rhythmic patterns in simple, compound, and asymmetric meters (II.3C) interpret music symbols and terms referring to dynamics, tempo, and articulation during solo and/or ensemble performances	Sightread and learn music for performance in Holiday Concert
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.)	Fall Concert / Holiday Concert Repertoire <i>Experiencing Choral Music</i> , Proficient Level <i>90 Days to Sightreading Success</i> Various Sightreading Series (Jensen, Oxford, Melodia, DeWitt)
	Weblinks / Other Resources:
	Choral Public Domain Website (www.cpdll.org) Choralnet (www.choralnet.org) CEDFA
External Assessment:	Local Assessment:
Public Performances	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	