

# Fine Arts Scope and Sequence

## Music II

| Subject   | Grade   | 6 Weeks                           | Estimated Time Frame |
|---|---|-----------------------------------|----------------------|
| Music II - Concert Choirs<br>(Boys/Girls)   | 9, 10, 11, 12   | 4 <sup>th</sup>                   | Continuous           |
| <b>TEKS / Student Expectations:</b>   |   | <b>Examples / Specifications:</b> |                      |
| (II.1A) define melody, harmony, rhythm, and texture of music listened to or performed, using standard terminology<br>(II.2A) exhibit accurate intonation and rhythm, fundamental skills, and basic performance techniques while performing moderately difficult literature, independently and in ensembles<br>(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; Continuous development of musical vocabulary   |                                   |                      |
| (II.3A) sight-read ensemble parts<br>(II.3B) read and write music that incorporates rhythmic patterns in simple, compound, and asymmetric meters<br>(II.3C) interpret music symbols and terms referring to dynamics, tempo, and articulation during solo and/or ensemble performances   | Sight read and learn music for performance in Highlander Concert and UIL Performance (if applicable)  |                                   |                      |
| (II.5C) identify music-related vocations and avocations within the community  | Guest clinicians  |                                   |                      |
| (II.4A) create simple musical pieces<br>(II.4B) arrange simple musical pieces   | Individually composed melodies for solfege practice   |                                   |                      |
| <b>Language of Instruction:</b>   | <b>Instructional Resources / Textbook Correlations:</b>   |                                   |                      |
| Solfege Syllables<br>Rhythm Syllables<br>Standard Music Notation elements of articulation, phrasing, dynamics, and tempo<br>Historical Periods (Renaissance, Baroque, etc.)   | Highlander Concert Repertoire<br><i>Experiencing Choral Music</i> , Proficient Level<br><i>90 Days to Sightreading Success</i><br>Various Sightreading Series (Jensen, Oxford, Melodia, DeWitt)<br>Past UIL Sightreading Room Pieces for Non-Varsity Choirs |                                   |                      |
|   | <b>Weblinks / Other Resources:</b>  |                                   |                      |
|   | Choral Public Domain Website ( <a href="http://www.cpdll.org">www.cpdll.org</a> )<br>Choralnet ( <a href="http://www.choralnet.org">www.choralnet.org</a> )<br>CEDFA  |                                   |                      |

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| <b>External Assessment:</b>  | <b>Local Assessment:</b>   |
|  | Consistent authentic assessment of individual student performance and corporate choral performance<br>Individual Sightreading Performance Assessment |
| <b>Best Instruction:</b>   |  |
| Warm-ups and vocalizes with direct correlation to performance literature<br>Solfege exercises to enhance proficiency, agility<br>Program repertoire to reflect meaningful thematic units<br>Efficient Choral Rehearsal |  |