

# Fine Arts Scope and Sequence

## Music III/IV

| Subject   | Grade  | 6 Weeks                           | Estimated Time Frame |
|---|--|-----------------------------------|----------------------|
| Music III/IV – Lads and Lassies, Park Version   | 10 (rare), 11, 12  | 3 <sup>rd</sup>                   | Continuous           |
| <b>TEKS / Student Expectations:</b>   |  | <b>Examples / Specifications:</b> |                      |
| (III.1B, IV.1B) define (III) and analyze (IV) musical performances, intervals, music notation, chordal structure, rhythm/meter, and harmonic texture, using standard terminology<br>(III.1C, IV.1C) identify (III), analyze (IV) music forms of performance and listening repertoire.   | Choral Rehearsal - Identify individual part role in harmonic structure; analyze music for elements of imitation, repetition  |                                   |                      |
| (III. 2B, IV.2B) demonstrate comprehension of musical styles by selecting appropriate literature for performances<br>(III.5A, IV.5A) classify representative examples of music by style and by historical period or culture, justifying the classifications<br>(III.5B, IV.5B) describe the effects of music on society, culture, and technology<br>(III.5D, IV.5D) define the relationships between the content, the concepts, and the processes of the other fine arts and those of music   | Holiday Concert program sequencing; Examination of poetry and composer bias when setting text to music; Discussions of holiday music in a global, multicultural context; Examine hallmark characteristics of performance literature and classify |                                   |                      |
| (III.1A) perform appropriate literature expressively<br>(IV.1A) demonstrate independence in interpreting music through the performance of appropriate literature<br>(III.2A) exhibit accurate intonation and rhythm, fundamental skills, and advanced techniques, using literature ranging from moderately difficult to difficult, while performing independently and in ensemble<br>(IV.2A) perform independently, demonstrating accurate intonation and rhythm, fundamental skills, and advanced techniques, and using literature ranging from moderately difficult to difficult<br>(III.2C, IV.2C) perform expressively, from memory and notation, a varied repertoire of music representing styles from diverse cultures<br>(III.6B, IV.6B) exhibit concert etiquette during live performances in a variety of settings | In-class recording evaluations; Holiday Concert  |                                   |                      |

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| <p>(III.2D, IV.2D) exhibit, describe, and critique small- and large-ensemble performance techniques experienced and observed during formal and informal concerts</p> <p>(III.6A, IV.6A) evaluate musical performances and compositions by comparing them to similar or exemplary models and offering constructive suggestions for improvement</p> | <p>Listen to concert audio recording; performances of selected works by college and professional choral ensembles; Oral and written evaluation</p>  |
| <p><b>Language of Instruction:</b></p> <p>Solfege Syllables<br/> Rhythm Syllables<br/> Standard Music Notation elements of articulation, phrasing, dynamics, and tempo<br/> Historical Periods (Renaissance, Baroque, etc.)</p>   | <p><b>Instructional Resources / Textbook Correlations:</b></p> <p>Holiday Concert Repertoire<br/> <i>Experiencing Choral Music</i>, Advanced Level<br/> <i>90 Days to Sightreading Success</i><br/> Various Sightreading Series (Jensen, Oxford, Melodia, DeWitt)</p> <p><b>Weblinks / Other Resources:</b></p> <p>Choral Public Domain Website (<a href="http://www.cpd.org">www.cpd.org</a>)<br/> Choralnet (<a href="http://www.choralnet.org">www.choralnet.org</a>)<br/> CEDFA</p> |
| <p><b>External Assessment:</b></p>  | <p><b>Local Assessment:</b></p>   |
| <p>Public Performance</p>   | <p>Consistent authentic assessment of individual student performance and corporate choral performance<br/> Individual Sightreading Performance Assessment</p>   |
| <p><b>Best Instruction:</b></p>   |   |
| <p>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</p>   |   |