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	5ʰ	Continuous

TEKS / Student Expectations:	Examples / Specifications:
(III.1A) perform appropriate literature expressively (IV.1A) demonstrate independence in interpreting music through the performance of appropriate literature (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 (IV.2A) perform independently, demonstrating accurate intonation and rhythm, fundamental skills, and advanced techniques, and using literature ranging from moderately difficult to difficult (III.6B, IV.6B) exhibit concert etiquette during live performances in a variety of settings (III.2C, IV.2C) perform expressively, from memory and notation, a varied repertoire of music representing styles from diverse cultures	In-class recording evaluations; Highlander Concert; UIL Concert and Sightreading Contest
(III.1B, IV.1B) define (III) and analyze (IV) musical performances, intervals, music notation, chordal structure, rhythm/meter, and harmonic texture, using standard terminology (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 (III.5A, IV.5A) classify representative examples of music by style and by historical period or culture, justifying the classifications (III.5B, IV.5B) describe the effects of music on society, culture, and technology (III.5D, IV.5D) define the relationships between the content, the concepts, and the processes of the other fine arts and those of music	Highlander/UIL Concert program sequencing; Examination of poetry and composer bias when setting text to music; Examine hallmark characteristics of performance literature and classify

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(III.2D, IV.2D) exhibit, describe, and critique small- and large-ensemble performance techniques experienced and observed during formal and informal concerts (III.6A, IV.6A) evaluate musical performances and compositions by comparing them to similar or exemplary models and offering constructive suggestions for improvement	Listen to concert audio recording; performances of selected works by college and professional choral ensembles; Oral and written evaluation
(III.3A, IV.3A) sight-read major, minor, modal, and chromatic melodies (III.3B, IV.3B) read and write music that incorporates complex rhythmic patterns in simple, compound, and asymmetric meters (III.3C, IV.3C) interpret music symbols and terms referring to dynamics, tempo, and articulation when performing	Sightread and learn music for performance in Spring Concert Performance
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.)	UIL / Highlander Concert Repertoire *Experiencing Choral Music*, Advanced Level *90 Days to Sightreading Success* Various Sightreading Series (Jensen, Oxford, Melodia, DeWitt) Past UIL Sightreading Room Pieces
	Weblinks / Other Resources:
	Choral Public Domain Website (www.cpdl.org) **Choralnet (www.choralnet.org)** **CEDFA**
External Assessment:	**Local Assessment:**
Public Performance UIL Concert and Sightreading Adjudication	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	