

Fine Arts Scope & Sequence

Subject	Grade	9 Weeks	Estimated Time Frame
Music	2 nd	1 st nine weeks	Nine weeks
TEKS / Student Expectations:		Examples / Specifications:	
2.1B - Identify instruments visually and aurally.		Students will visually identify percussion family instruments, including classroom instruments, using pictures, posters, videos, flipcharts, Promethean Board games and websites. Students will identify these instruments aurally by listening to recorded music featuring these instruments, and by playing the classroom instruments.	
2.1C - Use known music terminology to explain musical examples of tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo.		Students will identify dynamics, including pianissimo and fortissimo, in classical examples such as "Surprise Symphony".	
2.2A - Read, write, and reproduce rhythmic patterns, using standard notation in 2/4 meter, including half note/half rest.		Students will read the rhythm of songs such as "Doggy, Doggy" using flipcharts with known rhythms.	
2.2B - Read, write, and reproduce pentatonic melodic patterns using standard staff notation.		Review sol, mi, la and add do in songs such as "Fuzzy Wuzzy Was a Bear" and "I See the Moon". Students will discover and read the rhythm as well as solfege.	
2.3A - Sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups.		Students will accompany class singing with a steady beat using chords and broken borduns on Orff instruments on songs such as "Wibbelton to Wobbleton" and echo rhythms using unpitched percussion instruments.	
2.3B - Sing songs or play classroom instruments from diverse cultures and styles, independently or in groups.		Students will sing and play classroom instruments to songs of varying styles such as "Skin and Bones" and "Mama Don't Allow".	
2.3C - Move alone or with others to a varied repertoire of music using gross and fine locomotor and nonlocomotor movement.		Students will move using gross locomotor and nonlocomotor movement to songs such as "Willowbee".	
2.3D - Perform simple part work, including rhythmic ostinato, and vocal exploration such as singing, speaking, and chanting.		Students will engage in vocal exploration using songs such as "Mortimer".	
2.5A - Sing songs and play musical games, including patriotic, folk, and seasonal music.		Students will sing and play musical games such as "Traffic Lights".	
2.5C - Identify simple interdisciplinary concepts relating to music.		Students will learn Patriotic songs such as "The Star Spangled Banner" and "America the Beautiful". Students will connect these songs to history and community.	
2.6A - Begin to practice appropriate audience behavior during live or recorded performances.		Discuss etiquette during performances and etiquette as performers.	
2.6B - Recognize known rhythmic and melodic elements in simple aural examples using known terminology.		Students will recognize known rhythmic elements while listening to recorded examples of percussion instruments.	
2.6C - Distinguish between rhythms, higher/lower pitches, louder/softer dynamics, faster/slower tempos, and simple patterns in musical performances.		Students will distinguish between beat/rhythm, high/low, loud/soft, and fast/slow using songs like "Tempo Tantrum" and "Levelance".	
2.6D - Respond verbally or through movement to short musical examples.		Students will respond through movement, both directed and student-created, to recorded music like "Willowbee".	

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Language of Instruction:	Instructional Resources / Textbook Correlations:
Treble clef, bar lines, repeat sign, double bar lines, measure, beat/rhythm, piano/forte, Orff instruments, “singing voice vs. speaking voice”, posture, solfege	<i>Music for Creative Dance</i> Vol. 1-4 by Eric Chappelle <i>Star Spangled Banner Book</i> and video Recordings of “Carnival of the Animals” and “Surprise Symphony”
	Weblinks / Other Resources:
	www.dsokids.com www.classicsforkids.com www.music8.com (for teacher) www.connected.mcgraw-hill.com
External Assessment:	Local Assessment:
On campus behavior during performances	Classroom performance with teacher observation and self assessment; Music Ace (record tracking) and website games, flipchart activities.
Best Instruction:	
Utilize various activities including singing, playing instruments, moving, speech and body percussion.	