

Fine Arts Scope & Sequence

| Subject | Grade | 9 Weeks | Estimated Time Frame |
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| Music | 2 nd | 2 nd nine weeks | Nine weeks |
| TEKS / Student Expectations: | | Examples / Specifications: | |
| 2.1A - Identify choral voices, including unison versus ensemble. | | Students will be exposed to live and/or recorded choral works such as a choir singing "America" in both unison and harmony in order to illustrate the difference between unison and ensemble singing. | |
| 2.1B - Identify instruments visually and aurally. | | Students will visually identify string family 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. | |
| 2.1C - Use known music terminology to explain musical examples of tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo. | | Reinforce student identification of dynamics, including pianissimo and fortissimo, in classical examples such as "Carnival of the Animals". | |
| 2.2A - Read, write, and reproduce rhythmic patterns, using standard notation in 2/4 meter, including half note/half rest. | | Introduce half note/half rest and tie in such songs as "Casey's Train" and "Tic Toc". | |
| 2.2B - Read, write, and reproduce pentatonic melodic patterns using standard staff notation. | | Review do and add re to known solfege in songs such as "Hot Cross Buns", "Rain Come Wet Me", and "Frosty Weather". 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 play ostinati on pitched and unpitched instruments on songs such as "Turkey Named Bert". | |
| 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 diverse cultures such as "Flicker Little Candle" (Hanukkah). | |
| 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 "Ten Timid Ghosts". | |
| 2.3D - Perform simple part work, including rhythmic ostinato, and vocal exploration such as singing, speaking, and chanting. | | Students will explore rhythmic ostinato using body percussion using songs such as "We're Going to the Zoo". | |
| 2.4A - Create rhythmic phrases using known rhythms. | | Using the Promethean Board or flash cards, students will create four four-beat rhythmic phrases, creating a sixteen-beat rhythmic composition. | |
| 2.4B - Create melodic phrases using known pitches. | | Using Orff instruments, students will explore do, re, mi, so, and la to create a melodic echo phrase composition. | |
| 2.5A - Sing songs and play musical games, including patriotic, folk, and seasonal music. | | Students will sing and play seasonal musical games such as "My Friend Tom". | |
| 2.5B - Examine short musical excerpts from various periods or times in history and diverse and local cultures. | | Discuss selections from musical stories such as "Nutcracker", making note of the differing musical styles of each selection. | |
| 2.5C - Identify simple interdisciplinary concepts relating to music. | | Introduce how music tells a story using examples such as "Sorcerer's Apprentice". | |
| 2.6A - Begin to practice appropriate audience behavior during live or recorded performances. | | Reinforce 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 and melodic elements while listening of recorded examples of string instruments. | |
| 2.6C - Distinguish between rhythms, higher/lower pitches, louder/softer dynamics, faster/slower tempos, and simple patterns in musical performances. | | Reinforce difference between beat/rhythm, high/low, loud/soft, and fast/slow in listening selections such as "Nutcracker". | |
| 2.6D - Respond verbally or through movement to short musical examples. | | Reinforce responding through movement, both directed and student-created, to recorded music like "Danse Macabre". | |

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| Language of Instruction: | Instructional Resources / Textbook Correlations: |
| Tie, half note/half rest, coda, ballet, fortissimo, pianissimo, ostinato, improvise/explore, strings | “Nutcracker” Recording, CD-Rom, DVD “Peter and the Wolf” Recordings, book, flipcharts Grade Level Textbook <u>Tyme for a Rhyme</u> <u>Making the Most of the Holidays</u> by Kriske and DeLelles |
| | 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. | |