

Fine Arts Scope & Sequence

Subject	Grade	9 Weeks	Estimated Time Frame
Music	2 nd	3 rd nine weeks	Nine weeks
TEKS / Student Expectations:		Examples / Specifications:	
2.1A - Identify choral voices, including unison versus ensemble.		Students will sing songs like "You Make Me Smile" individually and as a group to illustrate the difference between solo and ensemble singing.	
2.1B - Identify instruments visually and aurally.		Students will visually identify brass 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.		Students will identify tempo, including presto, moderato, and andante, in musical examples such as "I'd Like to Teach the World to Sing".	
2.1D - Identify and label simple small forms such as aaba and abac.		Introduce and identify simple forms such as aaba in songs such as "I'd Like to Teach the World to Sing".	
2.2A - Read, write, and reproduce rhythmic patterns, using standard notation in 2/4 meter, including half note/half rest.		Students will use popsicle sticks to reproduce rhythmic dictation of previously introduced rhythmic patterns.	
2.2B - Read, write, and reproduce pentatonic melodic patterns using standard staff notation.		Students will improvise and compose melodic patterns using do, re, mi, sol, and la using Orff instruments.	
2.2C - Read, write, and reproduce basic music terminology, including allegro/largo and forte/piano.		Students will reproduce and perform dances with tempo and dynamic changes, including allegro/largo and forte/piano in songs such as "La Raspa".	
2.3A - Sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups.		Students will perform pieces with a bordun, a melody, and one ostinato with improvisation on Orff instruments on pieces like "Listen".	
2.3B - Sing songs or play classroom instruments from diverse cultures and styles, independently or in groups.		Students will add unpitched classroom instruments to folk dances of diverse cultures such as "El Juego Chirimbo" (Ecuador), "Carnavalito" (Bolivia), "La Raspa" (Mexico), or "Seven Jumps" (Denmark).	
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 directed group movement to dances such as "La Raspa".	
2.3D - Perform simple part work, including rhythmic ostinato, and vocal exploration such as singing, speaking, and chanting.		Students will perform songs utilizing echo part singing in songs such as "Sing Me A Song".	
2.3E - Perform music using tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo.		Introduce and model varying tempos, including presto, moderato, and andante, and varying dynamics, including fortissimo and pianissimo, using classroom instruments. Students will follow the teacher's conducting instructions.	
2.4A - Create rhythmic phrases using known rhythms.		Using the Promethean Board or flash cards, reinforce students' creation of a sixteen-beat rhythmic composition to be played on unpitched percussion instruments.	
2.4B - Create melodic phrases using known pitches.		Using Orff instruments, students will perform a directed melodic ostinato using a pentatonic scale for section A, and create their own melodic "answer" for section B.	
2.4C - Explore new musical ideas in phrases using singing voice and classroom instruments.		Students will use body movements to indicate phrasing in such songs as "Sing Me A Song".	
2.5A - Sing songs and play musical games, including patriotic, folk, and seasonal music.		Students will learn folk songs and dances from diverse cultures such as "El Barquito".	
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 "Peter and the Wolf", making note of the differing musical styles of each selection.	
2.5C - Identify simple interdisciplinary concepts relating to music.		Students will connect learned singing games and folk dances to geography, using maps, flipcharts and Google Earth.	

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2.6A - Begin to practice appropriate audience behavior during live or recorded performances.	Practice proper 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 brass 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 simple patterns such as ab, aba, aaba, and abaca in listening selections like "Peter and the Wolf".
2.6D - Respond verbally or through movement to short musical examples.	Discuss how music evokes emotion as students learn songs such as "You Make Me Smile".
Language of Instruction:	Instructional Resources / Textbook Correlations:
Bordun, improvisation, ostinato	Textbook cds Longden cds Ex- "Dances of the Seven Continents" Shenanigans cds
	Weblinks / Other Resources
	www.dsokids.com www.classicsforkids.com www.musick8.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.	