

# Fine Arts Scope & Sequence

Subject	Grade	9 Weeks	Estimated Time Frame
Music	2 <sup>nd</sup>	4 <sup>th</sup> nine weeks	Nine weeks
<b>TEKS / Student Expectations:</b>		<b>Examples / Specifications:</b>	
2.1B - Identify instruments visually and aurally.		Students will visually identify woodwind 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 tempo, including presto, moderato, and andante, in musical examples such as "Supercalifragilisticexpialidocious".	
2.1D - Identify and label simple small forms such as aaba and abac.		Introduce and have students create simple forms such as abaca (rondo) form using Orff instruments.	
2.2A - Read, write, and reproduce rhythmic patterns, using standard notation in 2/4 meter, including half note/half rest.		Students will write their own rhythms using previously introduced rhythmic patterns including half notes, half rests and ties.	
2.2B - Read, write, and reproduce pentatonic melodic patterns using standard staff notation.		Students will practice multiple reading and playing skills using songs such as "Charlie Brown" and "If", and flipcharts using the Promethean Board.	
2.2C - Read, write, and reproduce basic music terminology, including allegro/largo and forte/piano.		Students will experiment with tempo and dynamic changes, including allegro/largo and forte/piano using classroom drums. Students will be able to read the appropriate musical markings using flip charts on the Promethean Board.	
2.3A - Sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups.		Reinforce student performance of pieces with a bordun, a melody, and one ostinato with improvisation on Orff instruments on pieces like "We're Going to the Zoo".	
2.3B - Sing songs or play classroom instruments from diverse cultures and styles, independently or in groups.		Students will add pitched and unpitched classroom instruments to songs of diverse styles such as "Chatter with the Angels" and "All You Need Is Love".	
2.3C - Move alone or with others to a varied repertoire of music using gross and fine locomotor and nonlocomotor movement.		Students will move to songs such as "Chatter with the Angels" using fine locomotor and nonlocomotor movement.	
2.3D - Perform simple part work, including rhythmic ostinato, and vocal exploration such as singing, speaking, and chanting.		Students will perform different parts on Orff and unpitched percussion instruments utilizing rhythmic and melodic ostinatos while singing songs such as "Chatter with the Angels".	
2.3E - Perform music using tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo.		Students will perform music of varying tempos, including presto, moderato, and andante, and varying dynamics, including fortissimo and pianissimo, using classroom instruments. Students will play games such as "Hula Hoop Conductor" to reinforce their knowledge.	
2.4C - Explore new musical ideas in phrases using singing voice and classroom instruments.		Students will use drums to indicate moving through a phrase, crescendoing at the beginning and decrescendoing at the end.	
2.5A - Sing songs and play musical games, including patriotic, folk, and seasonal music.		Students will play musical games such as "Musical Four Corners".	
2.5C - Identify simple interdisciplinary concepts relating to music.		Students will use poems such as "Once I Caught a Fish Alive" for improvisation on Orff instruments using the pentatonic scale.	
2.6A - Begin to practice appropriate audience behavior during live or recorded performances.		Continue to 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 woodwind instruments.	

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2.6C - Distinguish between rhythms, higher/lower pitches, louder/softer dynamics, faster/slower tempos, and simple patterns in musical performances.	Reinforce recognition of simple patterns such as ab, aba, aaba, and abaca in listening selections like "Sorcerer's Apprentice".
2.6D - Respond verbally or through movement to short musical examples.	Reinforce verbal responses by students of how music evokes emotion as students learn songs such as "Tomorrow".
<b>Language of Instruction:</b>	<b>Instructional Resources / Textbook Correlations:</b>
Ledger line, pentatonic, round, form, ABA	Textbooks/cds Workshop notes Promethean Board Posters Video for Woodwind Family Websites
	<b>Weblinks / Other Resources:</b>
	<a href="http://www.dsokids.com">www.dsokids.com</a> <a href="http://www.classicsforkids.com">www.classicsforkids.com</a> <a href="http://www.musick8.com">www.musick8.com</a> (for teacher) <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>
<b>External Assessment:</b>	<b>Local Assessment:</b>
On campus behavior during performances	Classroom performance with teacher observation and self assessment; Music Ace (record tracking) and website games, flipchart activities.
<b>Best Instruction:</b>	
Utilize various activities including singing, playing instruments, moving, speech and body percussion.	