

# Fine Arts Scope & Sequence

Subject	Grade	9 Weeks	Estimated Time Frame
Music	3 <sup>rd</sup> Grade	1 <sup>st</sup>	9 weeks
<b>TEKS / Student Expectations:</b>		<b>Examples / Specifications:</b>	
3.1A - Categorize and explain a variety of musical sounds, including those of children and adult voices.		Review the difference in timbre between a child's voice and an adult's voice. Discuss the different timbres of classical, classroom and electronic instruments.	
3.1B - Categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion, and instruments from various cultures.		Review the sounds of the instrument families and classroom unpitched and pitched percussion instruments using resources such as "Mallet Madness". Discuss the sounds of instruments used by other cultures.	
3.1C - Use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo; and dynamics, including mezzo piano and mezzo forte, to identify musical sounds presented aurally.		Review known written rhythms (eighth note, quarter note, quarter rest, half note, half rest, whole note, whole rest, sixteenth note, ties) and introduce dotted half note using folk songs such as "This Land Is Your Land", flash cards and Promethean board activities such as Music Ace.	
3.2A - Read, write, and reproduce rhythmic patterns using standard notation, including four sixteenth notes, whole notes, whole rests, and previously learned note values in 2/4 and 4/4 meters as appropriate.		Students will use popsicle sticks or other manipulatives, or icons, to reproduce dictated rhythms using previously learned note values in 2/4 and 4/4 meters	
3.2B - Read, write, and reproduce extended pentatonic melodic patterns using standard staff notation.		Students will read "do", "re", "mi", "sol", "la" from notations and selected songs such as "Hot Cross Buns".	
3.3A - Sing or play classroom instruments with accurate intonation and rhythm independently or in groups.		Students will use classroom instruments to accompany singing on songs such as "Just Follow Me" or "Pease Porridge Hot".	
3.3B - Sing or play a varied repertoire of music such as American folk songs and folk songs representative of local cultures independently or in groups.		Students will sing American folk songs such as "Bobby Shafto" as they accompany on Orff instruments using a pentatonic scale.	
3.3C - Move alone or with others to a varied repertoire of music using gross motor, fine motor, locomotor, and nonlocomotor skills and integrated movement such as hands and feet moving together.		Students will learn folk songs and dances such as "Bucket of Water" and move in groups using directed gross locomotor movements.	
3.3D - Perform simple part work, including rhythmic and melodic ostinati, derived from known repertoire.		Reinforce simple part singing using songs such as rounds or echo songs such as "I'll Be There".	
3.4A - Create rhythmic phrases through improvisation or composition.		Students will create rhythmic phrases to perform on unpitched percussion instruments using popsicle sticks or other manipulatives or icons.	
3.4B - Create melodic phrases through improvisation or composition.		Students will create improvised melodic phrases to perform on pitched percussion instruments.	
3.4C - Create simple accompaniments through improvisation or composition.		Students will create improvised bordun accompaniment on Orff instruments using pentatonic scale for songs or speech pieces such as "Fuzzy Wuzzy".	
3.5A - Perform a varied repertoire of songs, movement, and musical games representative of American and local cultures.		Students will perform patriotic songs such as "America".	
3.5C - Identify the relationships between music and interdisciplinary concepts.		Connect learned repertoire such as folk songs and dances like "Bucket of Water" to social studies and language arts.	
3.6A - Exhibit audience etiquette during live and recorded performances.		Review appropriate audience etiquette during live and recorded performances.	

# Fine Arts Scope & Sequence

3.6B - Recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary.	Students will recognize and identify known rhythm patterns while listening to recorded music.
3.6C - Identify specific musical events in aural examples such as changes in timbre, form, tempo, or dynamics using appropriate vocabulary.	Students will identify differences in timbre between classroom instruments, classical orchestral instruments, and electronic instruments while listening to recorded music.
3.6D - Respond verbally and through movement to short musical examples.	Discuss appropriate verbal responses regarding how music elicits emotion while students listen to short musical examples of various styles.
3.6E - Describe a variety of compositions and formal or informal musical performances using specific music vocabulary.	Students will describe, using specific music vocabulary, American folk songs and patriotic songs from known repertoire.
<b>Language of Instruction:</b>	<b>Instructional Resources / Textbook Correlations:</b>
Unison, eighth notes, quarter notes, half notes, cross-over “bordun”, beat, rhythm, instrument families,	Promethean Board Flipcharts Books- <u>Pot-Pourri</u> by Konnie Saliva, <u>Strike it Rich</u> , <u>Making the Most of the Holidays</u> , <u>Tyme for a Rhyme</u> Delelles and <u>Kriske</u>
	<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	<b>Classroom performance with teacher observation and self assessment; Music Ace (record tracking) and website games, flipchart activities.</b>
<b>Best Instruction:</b>	
Utilize various activities including singing, playing instruments, moving, speech and body percussion.	