

Fine Arts Scope & Sequence

Subject	Grade	9 Weeks	Estimated Time Frame
Music	3 rd Grade	2nd	9 weeks
TEKS / Student Expectations:		Examples / Specifications:	
3.1A - Categorize and explain a variety of musical sounds, including those of children and adult voices.		Students will be able to categorize and explain the difference in timbre between a child's voice and an adult's voice. Students will be able to categorize and explain 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.		Students will be able to categorize and explain the sounds of the instrument families and classroom unpitched and pitched percussion instruments. Students will be able to recognize 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 dynamics (fortissimo, forte, piano, pianissimo) and introduce mezzo piano and mezzo forte using unison songs, partner songs, and melodic/rhythmic ostinati. Discuss appropriate terminology referring to the timbre of voices and instruments used.	
3.1D - Identify and label small and large musical forms such as abac, AB, and ABA presented aurally in simple songs and larger works.		Review ab form using Verse and Refrain songs such as "America the Beautiful".	
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 read and reproduce rhythms on classroom instruments using previously learned note values in 2/4 and 4/4 meters which are written on the Promethean board.	
3.2B - Read, write, and reproduce extended pentatonic melodic patterns using standard staff notation.		Reinforce student reading of "do", "re", "mi", "sol", "la" from notations from flipcharts, flash cards and the Promethean board.	
3.2C - Identify new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte.		Review known music terms referring to tempo (andante, moderato, presto, allegro, largo). Students will identify those tempos while listening to recorded music examples.	
3.3A - Sing or play classroom instruments with accurate intonation and rhythm independently or in groups.		Students will use classroom instruments to accompany singing using accurate intonation and rhythm on songs such as "'Tis the Season".	
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 seasonal songs from other cultures, such as "I Have a Little Dreidle" as they provide a rhythmic accompaniment on classroom instruments.	
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 "The Hora" and reinforce movement in groups using directed gross locomotor movements.	
3.3D - Perform simple part work, including rhythmic and melodic ostinati, derived from known repertoire.		Students will sing in two parts using partner songs such as "I Wish You Music".	
3.3E - Interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte.		Students will interpret known music terms referring to tempo (andante, moderato, presto, allegro, largo) while performing songs and dances.	
3.4A - Create rhythmic phrases through improvisation or composition.		Students will create rhythmic phrases to perform on unpitched percussion instruments using Promethean board activities.	

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3.4B - Create melodic phrases through improvisation or composition.	Students will create improvised melodic phrases to perform on pitched percussion instruments as an improvised section of a melodic rondo.
3.4C - Create simple accompaniments through improvisation or composition.	Students will compose a bordun accompaniment on Orff instruments using pentatonic scale for songs such as "Skin and Bones".
3.5A - Perform a varied repertoire of songs, movement, and musical games representative of American and local cultures.	Students will perform seasonal songs such as "Pumpkins Marching" or play musical games such as "Hide the Pumpkin".
3.5B - Identify music from diverse genres, styles, periods, and cultures.	Students will sing songs of holiday traditions from around the world such as "Los Posados" for La Posada in Mexico.
3.5C - Identify the relationships between music and interdisciplinary concepts.	Connect learned patriotic repertoire such as "America the Beautiful" to social studies and language arts through performances such as Veterans Day. Connect seasonal songs to cultural celebrations around the world.
3.6A - Exhibit audience etiquette during live and recorded performances.	Students will exhibit appropriate audience etiquette during live performances.
3.6B - Recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary.	Reinforce student recognition of 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 changes in form between listening selections, or between different sections of a larger musical selection.
3.6D - Respond verbally and through movement to short musical examples.	Review 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, seasonal songs from known repertoire.
Language of Instruction:	Instructional Resources / Textbook Correlations:
<p><i>ff, f, mf, mp, p, pp</i> <i>crescendo</i>/<i>decrescendo</i>. Review of unison, partner songs, melodic/rhythmic ostinato, tempo, solfege, improvisation.</p>	Promethean Board Flipcharts Books- <u>Making the Most of the Holidays</u> by DeLelles and Kriske <u>Solfege ladder</u> <u>Classroom instruments</u>
	Weblinks / Other Resources: <u>www.dsokids.com</u> <u>www.classicsforkids.com</u> <u>www.music8.com</u> (for teacher) <u>www.connected.mcgraw-hill.com</u>
External Assessment:	Local Assessment:
Performance opportunities during instructional time, Teacher video of class, Additional performances on specific campuses.	Simple rubric (1 = needs practice, 2 = almost there! 3 = I did great!) Interactive flipcharts
Best Instruction:	
Utilize various activities including singing, playing instruments, moving, speech and body percussion.	