

Fine Arts Scope & Sequence

Subject	Grade	9 Weeks	Estimated Time Frame
Music	3 rd Grade	3rd	9 weeks
TEKS / Student Expectations:		Examples / Specifications:	
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 melodic symbols ("do", "re", "mi", "sol", "la", high "do") and introduce "fa" using Recorder songs and Promethean board activities. Review known tempos (presto, moderato, andante) and introduce adagio and allegro. Students will be able to use appropriate terminology to identify these tempos while listening to musical examples.	
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 rondo form by having students create an abaca piece using Orff and rhythm instruments.	
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 write their own rhythmic patterns and reproduce those written rhythms on classroom instruments 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 transfer short melodic examples such as vocal warm-up patterns using "do", "re", "mi", "fa", "sol", "la" to the staff using standard staff notation.	
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 and symbols referring to dynamics (pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, crescendo, decrescendo). Students will identify those dynamics 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 Orff instruments to accompany singing on songs such as "Old Man".	
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 play singing games from other cultures such as "De Colores".	
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 "Diu Xie" and move alone using directed gross and fine locomotor nonlocomotor movements.	
3.3D - Perform simple part work, including rhythmic and melodic ostinati, derived from known repertoire.		Students will play pitched percussion instruments such as Boomwhackers in parts using songs such as "Ama Lama".	
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 and symbols referring to dynamics (pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, crescendo, decrescendo) while singing or playing instruments.	
3.4A - Create rhythmic phrases through improvisation or composition.		Students will improvise rhythmic phrases to perform on pitched percussion instruments such as Boomwhackers as part of an improvised section using songs such as "Ama Lama".	
3.4B - Create melodic phrases through improvisation or composition.		Students will create improvised melodic phrases to perform on pitched percussion instruments as part of a question/answer performance piece.	
3.5A - Perform a varied repertoire of songs, movement, and musical games representative of American and local cultures.		Students will perform movement activities representative of American culture such as "Alabama Gal".	
3.5B - Identify music from diverse genres, styles, periods, and cultures.		Students will identify music from other cultures by learning multi-cultural dances such as "Zemer Atik".	

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3.5C - Identify the relationships between music and interdisciplinary concepts.	Connect learned repertoire to geography through songs such as "Alabama Gal", and science (discussion of sound waves and instrument size) through songs such as "Ama Lama".
3.6A - Exhibit audience etiquette during live and recorded performances.	Students will exhibit appropriate audience etiquette during recorded performances.
3.6B - Recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary.	Students will recognize and identify known melodic 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 tempo while listening to recorded musical selections.
3.6D - Respond verbally and through movement to short musical examples.	Students will do directed movements to music of various styles using dances such as "Sasha!"
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 dances, as well as dances from other cultures, from known repertoire.
Language of Instruction:	Instructional Resources / Textbook Correlations:
Dotted half-note, ¾ meter, whole note/rest, rondo, octave, question and answer	Promethean Board Flipcharts Books-Follow the Drinking Gourd Variety of world music folk dances and CD's Youtube (various world music and folk dance examples)
	Weblinks / Other Resources: www.dsokids.com www.classicsforkids.com www.music8.com (for teacher) www.connected.mcgraw-hill.com http://www.jazzatlincolncenter.org/jazzed/j4vp_curr/#/welcome www.nyphilkids.org
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.	