

Fine Arts Scope & Sequence

Subject	Grade	9 Weeks	Estimated Time Frame
Music	3 rd Grade	4th	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 musical forms (ab, aba, aaba, abaca) by listening to Verse and Refrain songs (for ab form), songs such as "Follow the Drinking Gourd" (for aba form), and "Listen" by DeLelles and Kriske (for rondo form - abaca). Reinforce appropriate terminology referring to the differing tempos 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.	Students will identify musical forms when listening to simple songs, and will reinforce this knowledge by moving in different ways to show the different sections when listening to larger musical works.		
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 reinforce their knowledge of known rhythmic patterns as they play Orff songs using classroom resources.		
3.2B - Read, write, and reproduce extended pentatonic melodic patterns using standard staff notation.	Students will reproduce short melodic examples using "do", "re", "mi", "fa", "sol", "la" on Orff instruments by reading those notes from the staff using songs such as "Mary Had a Little Lamb" or "Akabacka".		
3.3A - Sing or play classroom instruments with accurate intonation and rhythm independently or in groups.	Introduce syncopated rhythm ("syn-co-pa") using songs such as "Alabama Gal".		
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 move to music from other cultures such as "Tanko Bushi".		
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 "Gong Xi" and move alone using directed gross nonlocomotor movements.		
3.3D - Perform simple part work, including rhythmic and melodic ostinati, derived from known repertoire.	Students will play unpitched percussion instruments such as drums in parts using pieces such as "Hiccups".		
3.4A - Create rhythmic phrases through improvisation or composition.	Reinforce student improvisation of rhythmic phrases to perform on unpitched percussion instruments as part of a rhythm rondo such as "Hiccups".		
3.4B - Create melodic phrases through improvisation or composition.	Students will create notated melodic phrases to perform on pitched percussion instruments to accompany songs such as "Lucy Locket".		
3.5A - Perform a varied repertoire of songs, movement, and musical games representative of American and local cultures.	Students will perform songs representative of American culture such as "Take Me Out to the Ballgame".		
3.5B - Identify music from diverse genres, styles, periods, and cultures.	Introduce style differences between musical periods through a study composers such as Handel, Mozart and Joplin.		
3.6A - Exhibit audience etiquette during live and recorded performances.	Students will exhibit appropriate audience etiquette during peer performances.		
3.6B - Recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary.	Reinforce student recognition of 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 dynamics while listening to recorded musical selections.		

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3.6D - Respond verbally and through movement to short musical examples.	Students will do creative movements to music of various styles such as "Rainforest Song".
3.6E - Describe a variety of compositions and formal or informal musical performances using specific music vocabulary.	Students will describe, using specific music vocabulary, musical selections by form using known repertoire.
Language of Instruction:	Instructional Resources / Textbook Correlations:
Whole notes/rest, "synco-pa", eighth note, flag and beam, 1 st and 2 nd endings.	Promethean Board Flipcharts <u>Books-Orff Volumes, Recorder Routes</u>
	Weblinks / Other Resources: www.dsokids.com www.classicsforkids.com www.music8.com (for teacher) www.connected.mcgraw-hill.com 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.	