

Fine Arts Scope & Sequence

Subject	Grade	9 Weeks	Estimated Time Frame
Music	4th	1 st	9 weeks
TEKS / Student Expectations:		Examples / Specifications:	
4.1A - Categorize and explain a variety of musical sounds, including those of children's voices and soprano and alto adult voices.	Review the difference in timbre between a child's voice and an adult's voice, and compare the different timbres within adult voices, such as soprano and alto voices.		
4.1B - Categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion, keyboard, electronic instruments, and instruments of various cultures.	Review the sounds of the instrument families, including woodwind, brass, string, percussion, keyboard, electronic instruments, and instruments of various cultures such as bagpipes, using resources such as "Mallet Madness".		
4.1C - Use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato, to explain 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, dotted half note) using flash cards or Promethean board activities. Review the music terminology related to the timbre of both voices and instruments. Students will be able to use the appropriate terminology to explain these concepts when listening to musical examples.		
4.1D - Identify and label small and large musical forms such as, abac, AB, ABA, and rondo presented aurally in simple songs and larger works.	Review ab form using Verse and Refrain folk songs.		
4.2A - Read, write, and reproduce rhythmic patterns using standard notation, including separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate.	Students will use popsicle sticks or other manipulatives, or icons, to review and reproduce dictated rhythms using previously learned note values in 2/4 and 4/4 meters. Introduce separated eighth notes and eighth- and sixteenth-note combinations using songs such as "Dinah", "Chicken on a Fence Post", or "Skip to My Lou".		
4.2B - Read, write, and reproduce extended pentatonic melodic patterns using standard staff notation.	Review letter names of lines and spaces on the staff using resources such as Music Ace game or flipcharts. Review solfege hand signs for "do", "re", "mi", "fa", "sol", "la" and high "do" using solfege hand sign ladder. Introduce hand sign for "ti" and locate all notes on the staff.		
4.3A - Sing or play classroom instruments with accurate intonation and rhythm, independently or in groups.	Introduce body percussion ostinati using songs such as "Rocky Mountain". Students will transfer the body percussion to classroom instruments to accompany the singing of such songs.		
4.3B - Sing or play a varied repertoire of music such as American and Texan folk songs and folk songs representative of local cultures, independently or in groups.	Students will sing patriotic songs such as "The Star Spangled Banner". Discuss anacrusis (pick-up note).		
4.3C - Move alone and 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 move with others using gross locomotor and nonlocomotor skills to folk dances such as "Bucket of Water".		
4.3D - Perform various folk dances and play parties.	Students will perform American folk dances such as "Bucket of Water".		

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4.3E - Perform simple part work, including rhythmic and melodic ostinati, derived from known repertoire.	Students will perform simple part work such as rounds and canons such as "Scotland's Burning" or "Are You Sleeping?"
4.4A - Create rhythmic phrases through improvisation or composition.	Students will create improvised rhythmic phrases using classroom rhythm instruments to accompany songs such as "Are You Sleeping".
4.4B - Create melodic phrases through improvisation or composition.	Students will create improvised melodic phrases using classroom instruments such as recorders to create a question/answer piece.
4.4C - Create simple accompaniments through improvisation or composition.	Students will create improvised accompaniments using classroom instruments such as Orff instruments for songs such as "Scotland's Burning".
4.5A - Perform a varied repertoire of songs, movement, and musical games representative of diverse cultures such as historical folk songs of Texas and Hispanic and American Indian cultures in Texas.	Students will sing songs representative of American Indian culture such as "Land of the Silver Birch".
4.5B - Perform music representative of America and Texas, including "Texas, Our Texas".	Students will perform music representative of America, such as "The Star Spangled Banner".
4.5C - Identify and describe music from diverse genres, styles, periods, and cultures.	In preparation for the Symphony field trip, introduce music to be performed at the concert, and identify the diverse styles and periods represented.
4.6A - Exhibit audience etiquette during live and recorded performances.	Prepare for off campus and on campus performances with discussion of appropriate audience behavior.
4.6B - 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.
4.6C - Describe specific musical events in aural examples such as changes in timbre, form, tempo, dynamics, or articulation using appropriate vocabulary.	Students will describe differences in timbre between classroom instruments, classical orchestral instruments, and electronic instruments while listening to recorded music.
4.6D - 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, genres, periods and cultures.
4.6E - Describe a variety of compositions and formal or informal musical performances using specific music vocabulary.	Students will describe, using specific music vocabulary, Texan folk songs and patriotic songs, and folk songs representative of Hispanic and American Indian cultures from known repertoire.
Language of Instruction	Instructional Resources / Textbook Correlations:
Beat, Rhythm, Unison, Round, Canon, Ostinato, Form, Sixteenth notes-"tikitiki", Instrument families, "pick up note"-(Anacrusis), Treble Clef, Staff, Improvisation , Term- Patriotic, Pentatonic scale.	Flipcharts, flashcards <u>Mallet Madness</u> by Artie Almeida Music Ace computer game; Staff Wars game, etc. <u>Interactive Now</u> by Debbie Anderson and Phyllis Thomas; MusicK8 Magazine
	Weblinks / Other Resources:

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	www.dsokids.com www.classicsforkids.com www.musick8.com (for teacher) www.connected.mcgraw-hill.com
External Assessment:	Local Assessment:
Off campus and on campus behavior during performances	Classroom performance with teacher observation and self assessment; Music Ace (record tracking) and website games; flipchart activities.
Best Instruction:	
Utilize various activities including singing, playing instruments, moving, speech and body percussion.	