

# Fine Arts Scope & Sequence

| Subject  | Grade   | 9 Weeks                           | Estimated Time Frame |
|--|---|-----------------------------------|----------------------|
| Music  | 4th   | 2nd                               | 9 weeks              |
| <b>TEKS / Student Expectations:</b>  |   | <b>Examples / Specifications:</b> |                      |
| 4.1A - Categorize and explain a variety of musical sounds, including those of children's voices and soprano and alto adult voices.   | Students will be able to categorize and explain the difference in timbre between a child's voice and an adult's voice, as well as the difference between adult voices such as soprano and alto. Introduce the different timbres of male adult voices such as tenor and bass.  |                                   |                      |
| 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.  | Students will be able to categorize and explain 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 symbols and written dynamics (fortissimo, forte, piano, pianissimo, mezzo piano, mezzo forte) and introduce crescendo and decrescendo using flash cards or Promethean Board activities. Review known tempo markings (adagio, andante, moderato, allegro, presto). 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 rondo form by having students create an abaca piece using Orff and rhythm instruments, or by doing folk dances such as "La Raspa".   |                                   |                      |
| 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 review, by reading and reproducing rhythms on classroom instruments, previously learned note values in 2/4 and 4/4 meters which are written on the Promethean board. Review dotted quarter note patterns in songs such as "Chairs to Mend", "Deck the Hall", or "Here We Come A-Caroling". Introduce dotted half note and discuss rhythm patterns used in 3/4 meter using songs such as "Clementine". |                                   |                      |
| 4.2B - Read, write, and reproduce extended pentatonic melodic patterns using standard staff notation.  | Reinforce student reading of "do", "re", "mi", "fa", "sol", "la", "ti" and high "do" using notations from flipcharts, flash cards and the Promethean board. Introduce vocal solfege warm-up patterns.   |                                   |                      |
| 4.3A - Sing or play classroom instruments with accurate intonation and rhythm, independently or in groups.   | Students will use recorders to accompany singing, using accurate intonation and rhythm, on songs using the notes B, A, G such as "Merrily We Roll Along". Students will use Orff instruments to accompany singing using ostinati and borduns on songs such as "Indian Campfire".  |                                   |                      |
| 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 Texas-themed songs such as "Texas, Our Texas".   |                                   |                      |
| 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 alone using gross and fine motor nonlocomotor skills, such as using ribbons in directed movement to "Halleluia Chorus".  |                                   |                      |
| 4.3D - Perform various folk dances and play parties.   | Students will perform multi-cultural folk dances such as "La Raspa" from Mexico.  |                                   |                      |
| 4.3E - Perform simple part work, including rhythmic and melodic ostinati, derived from known repertoire.   | Students will perform simple part work, including rhythmic and melodic ostinati, using Orff instruments on pieces such as "Tranquil Light".   |                                   |                      |

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| 4.4A - Create rhythmic phrases through improvisation or composition.   | Reinforce student creation of improvised rhythmic phrases using classroom rhythm instruments on songs such as "Indian Campfire".  |
| 4.4B - Create melodic phrases through improvisation or composition.  | Reinforce student creation of improvised melodic phrases using classroom instruments such as recorders to create a question/answer piece.   |
| 4.4C - Create simple accompaniments through improvisation or composition.  | Reinforce student creation of improvised accompaniments using classroom instruments such as Orff instruments for songs such as "Skin and Bones".  |
| 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 Hispanic culture such as "Los Posados".  |
| 4.5B - Perform music representative of America and Texas, including "Texas, Our Texas".  | Students will perform music representative of Texas, such as "Texas, Our Texas".  |
| 4.5C - Identify and describe music from diverse genres, styles, periods, and cultures.   | Students will be able to identify and describe diverse styles and periods of recorded music. Introduce differing genres and music from other cultures.  |
| 4.5D - Examine the relationships between music and interdisciplinary concepts.   | Students will examine the connection between learned repertoire, such as songs and dances from Texas, Hispanic and American Indian cultures, and social studies and language arts.  |
| 4.6A - Exhibit audience etiquette during live and recorded performances.   | Students will exhibit appropriate audience behavior during both off campus and on campus performances. Discuss appropriate etiquette as a performer.  |
| 4.6B - Recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary.   | Reinforce student recognition of known rhythm patterns while listening to recorded music.   |
| 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 changes in form between listening selections, or between different sections of a larger musical selection. Introduce "da capo al fine".  |
| 4.6D - 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, 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, seasonal songs and songs from other cultures from known repertoire.  |
| <b>Language of Instruction</b>   | <b>Instructional Resources / Textbook Correlations:</b>   |
| Instrument families; Melody/harmony; Form; Timbre; Treble clef review; dotted quarter note patterns; Recorder-parts of recorder, posture, hand placement and fingering, articulation such as legato, staccato, slur, tone and breathing. Improvisation; Question and answer; Pentatonic; Expressive elements such as ritardando, accelerando, fermata, d.c. al fine, dynamics. | Flipcharts; Jeopardy flipchart game; textbooks; Finale software; Music Ace; Staff Wars<br><u>Hands on Recorder</u> , <u>Recorder Success</u> , <u>Recorder Games</u> available from Sweet Pipes Publishing.<br><u>Recorder Express</u> by Artie Almeida; <u>Recorder Routes</u> by Carol King |
|  | <a href="http://www.dsokids.com">www.dsokids.com</a><br><a href="http://www.classicsforkids.com">www.classicsforkids.com</a><br><a href="http://www.musick8.com">www.musick8.com</a> (for teacher)<br><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>        |

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| <b>External Assessment:</b>   | <b>Local Assessment:</b>   |
| Performance opportunities during instructional time; Teacher video of class performance.              | Simple Rubric (1=Need practice, 2=Almost there! 3=I did great!); Interactive flipcharts; |
| <b>Best Instruction:</b>  |  |
| Utilize various activities including singing, playing instruments, moving, speech and body percussion |  |
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