

Fine Arts Scope & Sequence

Subject	Grade	9 Weeks	Estimated Time Frame
Music	4th	3rd	9 weeks
TEKS / Student Expectations:		Examples / Specifications:	
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 musical forms (ab/verse & refrain, aba, aaba, abaca/rondo). Review articulation symbols such as staccato and legato. Introduce Coda. Students will be able to use the appropriate terminology to explain these concepts when listening to musical examples such as folk dances representing different forms.		
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.	Students will identify musical forms such as AB, ABA and rondo 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.		
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 reinforce their knowledge of known rhythmic patterns in 2/4, 3/4 and 4/4 meters as they play Orff songs using classroom resources.		
4.2B - 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", "ti", high "do", low "la" and low "sol" on Orff instruments or recorders by reading those symbols and absolute note names from the staff using songs such as "Tideo".		
4.2C - Identify new and previously learned music symbols and terms referring to tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato.	Students will identify music symbols and terms referring to tempo, dynamics (including crescendo and decrescendo) and articulation (including staccato and legato).		
4.3A - Sing or play classroom instruments with accurate intonation and rhythm, independently or in groups.	Students will use recorders, using accurate intonation and rhythm, on songs using the notes B, A, G, low E, high C and high D.		
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 and dance to Texan folk songs such as "Cotton Eye Joe".		
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 and with others using gross and fine motor locomotor and nonlocomotor skills and integrated movement such as hands and feet moving together while playing singing games from other cultures such as "Ee Yay Yay" from Taiwan or "Four White Horses" from the Carribean.		
4.3D - Perform various folk dances and play parties.	Students will move to various listening activities such as "Viennese Musical Clock" by Kodaly. Introduce 3/4 meter by moving to waltz music or folk dances in 3/4 meter.		
4.3E - Perform simple part work, including rhythmic and melodic ostinati, derived from known repertoire.	Students will sing in two parts songs such as "The Water Is Wide".		
4.3F - Interpret through performance new and previously learned music symbols and terms referring to tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato.	Students will appropriately interpret music symbols and terms referring to tempo, dynamics (including crescendo and decrescendo) and articulation (including staccato and legato), when performing.		
4.4A - Create rhythmic phrases through improvisation or composition.	Students will compose rhythmic phrases, using Promethean board technology or through the use of flash cards or other manipulatives, to create a rhythm piece to play using classroom rhythm instruments.		

Fine Arts Scope & Sequence

4.4B - Create melodic phrases through improvisation or composition.	Students will compose melodic phrases, using Promethean board technology, to create a melodic composition emphasizing the notes of the treble clef to play using classroom instruments such as Orff instruments.
4.4C - Create simple accompaniments through improvisation or composition.	Students will compose accompaniments utilizing Promethean board technology, using classroom instruments such as Orff instruments, for songs such as "Old Brass Wagon".
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 play songs on classroom instruments such as Boomwhackers representative of Hispanic culture such as "La Boomba".
4.5B - Perform music representative of America and Texas, including "Texas, Our Texas".	Students will sing and dance to music representative of Texas, such as "Cotton Eye Joe".
4.5C - Identify and describe music from diverse genres, styles, periods, and cultures.	Students will be able to identify and describe music from diverse genres and cultures as they listen to recorded music.
4.5D - Examine the relationships between music and interdisciplinary concepts.	Reinforce student examination of 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.	Reinforce appropriate audience behavior and performance etiquette during both off campus and on campus performances.
4.6B - 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. Introduce differences in major/minor keys.
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 tempo, such as ritardando, accelerando, and fermata while listening to recorded musical selections such as "Syp Simeon", or "Blacksmith's Apprentice".
4.6D - Respond verbally and through movement to short musical examples.	Students will do directed movements to music of various styles using dances such as "Cotton Eye Joe".
4.6E - Describe a variety of compositions and formal or informal musical performances using specific music vocabulary.	Students will describe, using specific music vocabulary, American and Texan folk dances, as well as dances from other cultures, from known repertoire.
4.6F - Justify personal preferences for specific music works and styles using music vocabulary.	Students will describe elements heard such as tempo, timbre, articulation, major/minor key and dynamics and how these affect their perception and preference of the music.
Language of Instruction	Instructional Resources / Textbook Correlations:
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 <u>Hands on Recorder</u> , <u>Recorder Success</u> , <u>Recorder Games</u> available from Sweet Pipes Publishing. <u>Recorder Express</u> by Artie Almeida; <u>Recorder Routes</u> by Carol King

Fine Arts Scope & Sequence

	www.dsokids.com www.classicsforkids.com www.musick8.com (for teacher) www.connected.mcgraw-hill.com
External Assessment:	Local Assessment:
Performance opportunities during instructional time; Teacher video of class performance.	Simple Rubric (1=Need practice, 2=Almost there! 3=I did great!); Interactive flipcharts;
Best Instruction:	
Utilize various activities including singing, playing instruments, moving, speech and body percussion	