

Fine Arts Scope & Sequence

Subject	Grade	9 Weeks	Estimated Time Frame
Music	4th	4th	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 written melodic symbols ("do", "re", "mi", "fa", "sol", "la", high "do") and introduce "ti" using Recorder songs and Promethean board activities. Introduce articulation symbols such as staccato and legato. 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 ABA form by singing and dancing folk songs such as "Shoo Fly", or by playing instruments on songs such as "Hot Cross Buns".		
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 write their own rhythmic patterns and reproduce those written rhythms on classroom instruments using previously learned note values in 2/4, 3/4 and 4/4 meters.		
4.2B - 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", "ti" and high "do" to the staff using standard staff notation. Introduce low "la" and low "sol" to the vocal warm-up patterns. Students will derive solfege to songs such as "Liza Jane", reading those notes from the staff.		
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.	Reinforce student identification of 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.	Reinforce student playing of 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 "Old Brass Wagon".		
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.	Reinforce student movement alone and with others using gross and fine motor locomotor and nonlocomotor skills and integrated movement such as hands and feet moving together while dancing to folk dances from other cultures such as "Rhythm of the Highlife" from Ghana, or "Tant Hessie" from South Africa.		
4.3D - Perform various folk dances and play parties.	Students will perform various multi-cultural folk dances such as "Debke" from Arabia.		
4.3E - Perform simple part work, including rhythmic and melodic ostinati, derived from known repertoire.	Students will perform songs combining simple parts on the recorder, classroom instruments and Orff instruments, utilizing body percussion, movement, rhythmic ostinati and melodic ostinati on songs such as "No One In the House but Dinah".		
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.	Reinforce appropriate student interpretation of music symbols and terms referring to tempo, dynamics (including crescendo and decrescendo) and articulation (including staccato and legato), when performing.		

Fine Arts Scope & Sequence

4.4A - Create rhythmic phrases through improvisation or composition.	Reinforce student composition of 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.
4.4B - Create melodic phrases through improvisation or composition.	Reinforce students composition of 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.	Reinforce student composition of accompaniments utilizing Promethean board technology, using classroom instruments such as Orff instruments, for songs such as "No One In the House but Dinah".
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.	Reinforce student playing of songs on classroom instruments such as Boomwhackers representative of Texas culture such as "Western Tune".
4.5B - Perform music representative of America and Texas, including "Texas, Our Texas".	Students will perform music representative of Texas, such as "Old Brass Wagon".
4.6A - Exhibit audience etiquette during live and recorded performances.	Students will continue to practice appropriate etiquette both as a performer and as an audience member.
4.6B - Recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary.	Reinforce student recognition of known melodic patterns, including major/minor keys, 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 dynamics and articulation while listening to recorded musical selections.
4.6D - Respond verbally and through movement to short musical examples.	Students will do creative movements to music of various styles such as "No One In the House but Dinah".
4.6E - 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, genre, style and period using known repertoire.
4.6F - Justify personal preferences for specific music works and styles using music vocabulary.	Reinforce student description of 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
	www.dsokids.com www.classicsforkids.com www.musick8.com (for teacher) www.connected.mcgraw-hill.com

Fine Arts Scope & Sequence

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	