



COPPELL ISD Music YEAR AT A GLANCE

SUBJECT MUSIC	GRADE LEVEL 1	UNITS 1-6
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Program Transfer Goals

Students will independently use their learning to...

OATG1: appreciate and evaluate the arts

OATG2: create or perform creative works of art

OATG3: recognize historical and cultural influence and impact of the arts on the global community and apply their understanding of these relationships

OATG4: recognize and demonstrate the importance of collaboration in the arts

1ST 9 WEEKS	2ND 9 WEEKS	3RD 9 WEEKS	4TH 9 WEEKS
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UNIT 1 2WKS	UNIT 2 6WKS		UNIT 3 8WKS			UNIT 4 8WKS			UNIT 5 6WKS		UNIT 6 3WKS
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Assurances for a Guaranteed and Viable Curriculum

Adherence to this scope and sequence affords every member of the learning community clarity on the knowledge and skills on which each learner should demonstrate proficiency. In order to deliver a guaranteed and viable curriculum, our team commits to and ensures the following understandings:

Shared Accountability: Responding to the Needs of All Learners

- High levels of learning for all students.
- The district and course formative assessments aligned to the standards for this course support educators and learners in monitoring academic achievement and leveraging interventions.

Shared Understanding: Curriculum Design

- The district curriculum design weaves together the elements of content, skills and assessments in order to adhere to curriculum design at the macro and micro level, ensuring vertical alignment.
- The district curriculum incorporates standards, scope and sequence, enduring understandings, essential questions, performance assessments, and recommended resources.

Interdependence: Curriculum Units

Members of the learning community utilize the curriculum units, plan collaboratively, and reflect on results for continuous improvement.

The district curriculum units may be found: <http://tinyurl.com/Coppell-Curriculum>

UNIT 1: MUSIC ROOM PROCEDURES

TIMELINE: GRADING PERIOD #1: 2 WEEKS

Unit Summary: Learners will understand Music expectations and procedures through cooperative games and introductory activities.

Transfer Goal:

- Appreciate and evaluate the arts
- Create or perform creative works of art
- Recognize historical and cultural influence and impact of the arts on the global community and apply their understanding of these relationships
- Recognize and demonstrate the importance of collaboration in the arts

Students will know...

- Entrance/exit procedures
- General Classroom/Behavioral Expectations
- Emergency procedures

Students will be skilled at...

- The rules, procedures and etiquette
- Managing personal space
- Handling equipment

MUSIC UNIT 2

TIMELINE: GRADING PERIOD #1: 6 WEEKS

Summary: Learners will participate in musical activities that include singing, playing an instrument, listening, moving, and analyzing sounds.

Transfer Goal:

- Appreciate and evaluate the arts
- Create or perform creative works of art
- Recognize historical and cultural influence and impact of the arts on the global community and apply their understanding of these relationships
- Recognize and demonstrate the importance of collaboration in the arts

Students will know...

- Difference between the five different voices.
- Difference between a steady beat and a rhythm.
- Movement can be separated into locomotor and non-locomotor movement.
- How to be a good audience member.

Students will be skilled at...

- Reading 4-beat quarter note, quarter rest, and eighth note patterns
- Telling the difference between patterns in music.
- Tunefully singing high and low patterns.
- identifying musical elements in short musical excerpts.
- Performing a rhythmic ostinato.
- Moving to the steady beat.

MUSIC UNIT 3

TIMELINE: GRADING PERIOD #2: 8 WEEKS

Unit Summary: Learners will participate in musical activities that include singing, playing an instrument, listening, moving, and analyzing sounds.

Transfer Goal:

- Appreciate and evaluate the arts
- Create or perform creative works of art
- Recognize historical and cultural influence and impact of the arts on the global community and apply their understanding of these relationships
- Recognize and demonstrate the importance of collaboration in the arts

Students will know...

- Dynamics are the loud and soft sounds in music.
- Music is organized on a staff.
- Difference between a steady beat and a rhythm.
- Movement can be separated into locomotor and non-locomotor movement.
- How to be a good audience member.

Students will be skilled at...

- Read and creating 4-beat quarter note, quarter rest, and eighth note patterns.
- Identifying piano and forte.
- Tunefully singing three note melodic patterns.
- Identifying musical elements in short musical excerpts.
- Performing a rhythmic ostinato.
- Moving to the steady beat.
- Performing a drone.

MUSIC UNIT 4

TIMELINE: GRADING PERIOD #3: 8 WEEKS

Unit Summary: Learners will participate in musical activities that include singing, playing an instrument, listening, moving, and analyzing sounds.

Transfer Goal:

- Appreciate and evaluate the arts
- Create or perform creative works of art
- Recognize historical and cultural influence and impact of the arts on the global community and apply their understanding of these relationships
- Recognize and demonstrate the importance of collaboration in the arts

Students will know...

- Duration of a quarter note/rest, and eighth notes.
- Solfege pitches sol, mi & la.
- How to be a good audience member.

Students will be skilled at...

- Reading, writing, and creating rhythm patterns using quarter note, quarter rest, and eighth notes
- Tunefully singing sol, mi and la.
- Reading sol, mi and la.
- identifying musical elements in short musical excerpts from various periods or times in history such as allegro and largo.
- Identifying the four instrument families.
- Students can move, sing, and play music at different tempos.

MUSIC UNIT 5

TIMELINE: GRADING PERIOD #4: 6 WEEKS

Unit Summary: Learners will participate in musical activities that include singing, playing an instrument, listening, moving, and analyzing sounds.

Transfer Goal:

- Appreciate and evaluate the arts
- Create or perform creative works of art
- Recognize historical and cultural influence and impact of the arts on the global community and apply their understanding of these relationships
- Recognize and demonstrate the importance of collaboration in the arts

Students will know...

- Students will know that music is organized on a staff.
- Students will know that the distance between two notes is an interval.
- Students will know the duration of a quarter note/rest, and eighth notes.
- Students will know the Solfege pitches sol, mi & la.
- Students will know and understand how to be a good audience member

Students will be skilled at...

- Tunefully singing sol, mi and la.
- Reading, writing, and creating melodic patterns using sol, mi and la.
- Identifying and labeling simple forms in music. (such as ab, aaba, abac)

UNIT 6: PATRIOTIC

TIMELINE: GRADING PERIOD #4: 3 WEEKS

Unit Summary: Learners will participate in musical activities that include singing, playing an instrument, listening, moving, and analyzing sounds.

Transfer Goal: .

- Appreciate and evaluate the arts
- Create or perform creative works of art
- Recognize historical and cultural influence and impact of the arts on the global community and apply their understanding of these relationships
- Recognize and demonstrate the importance of collaboration in the arts

Students will know...

- Music comes from various periods or times in history and diverse cultures.
- How to be a good audience member.

Students will be skilled at...

- Students can identify musical elements in short musical excerpts from various periods or times in history.