



# COPPELL ISD Music YEAR AT A GLANCE

**SUBJECT**  
**MUSIC**

**GRADE**  
**LEVEL 2**

**UNITS**  
**1-6**

## 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...***

- The duration of half note/half rest.
- Rhythms can be grouped into smaller chunks, known as meter.
- Music comes from various periods or times in history and diverse cultures.
- How to be a good audience member.
- The difference between singing, speaking, chanting voices.

***Students will be skilled at...***

- Telling the difference between the heartbeat of a song and its rhythm.
- Reading 4-beat rhythmic patterns that include half note/rest patterns.
- Determining whether two pitch or rhythm patterns they hear are the same or different.
- Singing patterns from the pentatonic scale.

## **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...**

- Duration of half note/half rest.
- Rhythms can be grouped into smaller chunks, known as meter.
- Meter with one strong and one weak beat is known as 2/4 meter.
- Music comes from various periods or times in history and diverse cultures.
- How to be a good audience member.

### **Students will be skilled at...**

- Writing 4-beat half note / rest patterns.
- Determining whether two pitch or rhythm patterns they hear are the same or different.
- Reading patterns from the pentatonic scale.
- Identifying unison versus ensemble sounds.
- Identifying and performing a rhythmic ostinato.
- Identifying musical elements in short musical excerpts from various periods or times in history.

## **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 half note/half rest.
- Pitches of the pentatonic scale.
- Music comes from various periods or times in history and diverse cultures.
- Difference between pianissimo, fortissimo, and previously learned dynamics.
- How to be a good audience member.
- Definition and experience the concept of a round.

**Students will be skilled at...**

- Creating 8-beat half note / rest patterns.
- Writing patterns from the pentatonic scale.
- Identifying and performing a rhythmic ostinato.
- Identifying musical elements in short musical excerpts from various periods or times in history.
- Identifying the four instrument families.
- Identifying phrases in a piece of music.

## **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...***

- Duration of half note/half rest.
- Pitches of the pentatonic scale.
- Music comes from various periods or times in history and diverse cultures.
- Difference between presto, moderato and andante tempos.
- The concept of improvisation.
- Music is organized into a form
- How to be a good audience member.

***Students will be skilled at...***

- Improvising musical patterns.
- Creating patterns from the pentatonic scale.
- Identifying and perform a rhythmic ostinato.
- Identifying musical elements in short musical excerpts from various periods or times in history.
- Identifying the four instrument families.
- Identify and label simple forms in music. (aaba, abac)
- Identifying/performing pianissimo and fortissimo in music.

## **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.