



# COPPELL ISD Music YEAR AT A GLANCE

**SUBJECT**  
**MUSIC**

**GRADE**  
**LEVEL 3**

**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

<b>1ST 9 WEEKS</b>	<b>2ND 9 WEEKS</b>	<b>3RD 9 WEEKS</b>	<b>4TH 9 WEEKS</b>
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<b>UNIT 1</b> 2WKS	<b>UNIT 2</b> 6WKS		<b>UNIT 3</b> 8WKS			<b>UNIT 4</b> 8WKS			<b>UNIT 5</b> 6WKS		<b>UNIT 6</b> 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...***

- Duration of whole note, whole rest, sixteenth notes.
- Movement can combine locomotor and nonlocomotor skills at the same time.
- Music comes from various periods or times in history and diverse cultures.
- How to be a good audience member.

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

- Reading 8-beat whole note / rest patterns.
- Determining whether two pitch or rhythm patterns they hear are the same or different.
- Singing/playing patterns from the pentatonic scale.
- Performing patterns that include sixteenth notes.
- Recognizing known rhythmic and melodic elements in aural examples using appropriate vocabulary.

## **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 whole note, whole rest, sixteenth notes.
- Movement can combine locomotor and nonlocomotor skills at the same time.
- Music comes from various periods or times in history and diverse cultures.
- Understand how to be a good audience member.
- Understand Meter in 3 and Meter in 4.

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

- Writing 8-beat whole note / rest patterns.
- Singing/playing patterns from the extended pentatonic scale.
- Reading patterns that include sixteenth notes.
- Recognizing known rhythmic and melodic elements in aural examples using appropriate vocabulary.
- Reading and Identifying musical patterns in Meter in 3 or Meter in 4.

## 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 whole note, whole rest, sixteenth notes.
- Meter in 3 and Meter in 4.
- Music can be performed in a canon.
- Music comes from various periods or times in history and diverse cultures.
- How to be a good audience member.
- Difference between Treble Clef and Bass Clef.

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

- Reading, writing, and creating 8-beat whole note / rest and sixteenth note patterns.
- Reading and writing patterns from the extended pentatonic scale.
- Recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary.
- Reading and identifying musical patterns in Meter in 3 or Meter in 4.
- Identifying the Musical Alphabet. (ABCDEFGG)
- Performing simple partwork, including rhythmic and melodic ostinati.
- Creating phrases through improvisation or composition.

## **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...***

- Meter in 3 and Meter in 4.
- Music comes from various periods or times in history and diverse cultures.
- How to be a good audience member.
- Music symbols and terms referring to tempo and dynamics.
- Music is organized into a form.

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

- Reading, writing, and creating 8-beat whole note / rest and sixteenth note patterns.
- identifying and label forms in music, including abac, AB, and ABA.
- Reading, writing, and creating patterns from the extended pentatonic scale.
- Recognizing known rhythmic and melodic elements in aural examples using appropriate vocabulary.
- Creating phrases through improvisation or composition.
- Creating simple accompaniments through improvisation or composition.

## **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.
- Patriotic music is a source of national pride.

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

- Identifying musical elements in short musical excerpts from various periods or times in history.
- Singing patriotic music tunefully.