



# COPPELL ISD Music YEAR AT A GLANCE

<b>SUBJECT</b> <b>MUSIC</b>	<b>GRADE</b> <b>LEVEL 5</b>	<b>UNITS</b> <b>1-6</b>
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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

<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...**

- Music comes from various periods or times in history and diverse cultures.
- Proper audience etiquette, during live and recorded performances.
- Good vocal health practices.
- Students will know the difference between pentatonic and diatonic melodies.

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

- Reading, reproducing (writing), and creating rhythmic and melodic patterns using standard notation.
- Singing and playing melodic patterns from the extended pentatonic and diatonic scales with accurate intonation and rhythm.
- Singing / play melodic patterns with accurate intonation and rhythm.
- Performing a various folk dance and play parties.
- Performing a varied repertoire of American and Texas folk songs, as well as European and African cultures in America.
- Justifying their personal preferences for specific music, using music vocabulary.
- Recognizing a song in simple meter.

## **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 dotted half notes, eighth/sixteenths note combinations and separated eighth notes.
- Music comes from various periods or times in history and diverse cultures.
- Proper audience etiquette, during live and recorded performances.
- Good vocal health practices
- Difference between gross motor, fine motor, locomotor, and locomotor skills.
- Difference between staccato and legato.

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

- Reading and reproducing (writing) 8-beat rhythm patterns that include dotted half notes, eighth/sixteenths note combinations, including separated eighth notes.
- Recognizing known rhythmic and melodic elements in musical examples using appropriate vocabulary.
- Singing melodic patterns with accurate intonation and rhythm.
- Performing various types of part work.
- Performing a varied repertoire of American and Texas folk songs, and folk songs representative of local cultures.
- Justifying musical preferences using musical vocabulary.
- Interpreting musical symbols through performance.

## **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 dotted half notes, eighth/sixteenths note combinations and separated eighth notes.
- Music comes from various periods or times in history and diverse cultures.
- Proper audience etiquette, during live and recorded performances.
- Good vocal health practices
- Difference between gross motor, fine motor, locomotor, and non-locomotor skills.
- The state song of Texas.

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

- Reading, reproducing (writing), and creating 8-beat rhythm patterns that include dotted half notes, eighth/sixteenths note combinations, including separated eighth notes.
- Recognizing known rhythmic and melodic elements in musical examples using appropriate vocabulary, including crescendo and decrescendo.
- Singing melodic patterns with accurate intonation and rhythm.
- Differentiate between different musical sounds.
- Performing a varied repertoire of American and Texas folk songs, and folk songs representative of local cultures, including Texas, Our Texas.
- Justifying musical preferences using musical vocabulary.
- interpreting musical symbols through performance.

## **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 dotted half notes, eighth/sixteenths note combinations and separated eighth notes.
- Music comes from various periods or times in history and diverse cultures.
- Proper audience etiquette, during live and recorded performances.
- Good vocal health practices.
- Difference between gross motor, fine motor, locomotor, and non-locomotor skills.
- Music is organized into a form.

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

- Reading, reproducing (writing), and creating 8-beat rhythm patterns that include dotted half notes, eighth/sixteenths note combinations, including separated eighth notes.
- Recognizing known rhythmic and melodic elements in musical examples using appropriate learned vocabulary.
- Identifying and label forms in music, including abac, AB, and ABA and Rondo.
- Singing melodic patterns with accurate intonation and rhythm.
- Differentiating between different musical sounds.
- Performing, improvising, composing, and performing part work.
- Justifying musical preferences using musical vocabulary.
- Interpreting musical symbols through performance.

## **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.