

**Cypress-Fairbanks Independent School District
ELEMENTARY MUSIC SCOPE AND SEQUENCE
(Texas Essential Knowledge and Skills—TEKS)**

CATEGORY: Singing Concepts and Skills
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INSTRUCTIONAL OBJECTIVES	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Identify/demonstrate speaking, singing, whispering, and calling voices (K/1) Demonstrate correct posture/breath control (2/3/4/5)	I <i>1A</i>	I <i>1A</i>	E <i>2A</i> <i>2B</i>	E <i>2A</i> <i>2B</i>	E <i>2A</i> <i>2B</i> <i>2C</i>	E <i>2A</i> <i>2B</i> <i>2C</i>
Match tones (K/1) Sing/echo phrases; question and answer, simple melodic patterns (2)	I <i>2A</i> <i>2B</i>	I <i>2A</i> <i>2B</i>	E <i>2A</i> <i>2B</i>			
Sing vocal patterns so-mi-la (or use other recognized system) (add do and re by grade two) (add fa and ti by grade four)	I <i>2A</i>	I <i>2A</i>	E <i>2A</i> <i>2B</i>	E <i>2A</i> <i>2B</i>	E <i>2A</i> <i>2B</i>	E <i>2A</i> <i>2B</i> <i>2C</i>
Perform contrasts (loud/soft, fast/slow, and high/low)	I <i>2A</i>	I <i>6A</i>	E <i>6A</i>	E <i>3D</i>	E <i>3C</i>	E <i>3D</i>
Sing individually and in a group	I <i>2A</i> <i>2B</i>	E <i>2A</i> <i>2B</i>	E <i>2A</i> <i>2B</i>	E <i>3A</i> <i>3B</i>	E <i>2A</i> <i>2B</i>	E <i>2A</i> <i>2B</i> <i>2C</i>
Sing seasonal/patriotic songs	I <i>2A</i> <i>2B</i>	E <i>2A</i> <i>2B</i>	E <i>2A</i> <i>2B</i>	E <i>2A</i> <i>2B</i>	E <i>2A</i> <i>2B</i> <i>5C</i>	E <i>2A</i> <i>2B</i> <i>2C</i> <i>5D</i>
Sing folk songs from various cultures	I <i>2B</i> <i>3A</i>	E <i>2B</i> <i>5A</i>	E <i>2B</i> <i>5B</i>	E <i>5B</i>	E <i>5B</i>	E <i>2B</i> <i>5C</i>
Sing simple ostinati and rounds/canons (3) Create harmony through singing using partner songs/rounds/canons/descants/ostinati (4/5)				I <i>5B</i>	E <i>4A</i> <i>4B</i>	E <i>4A</i> <i>4B</i>
Sing songs in simple forms including AB and ABA	I <i>2A</i> <i>2B</i>	I <i>2A</i> <i>2B</i>	I <i>2A</i> <i>2B</i>	E <i>2A</i> <i>2B</i>	E <i>2A</i> <i>2B</i>	E <i>2A</i> <i>2B</i>
Investigate and describe various music careers						E <i>5B</i>
Relate music to other subjects	I <i>3B</i>	I <i>5B</i>	E <i>5C</i>	E <i>5C</i>	E <i>5D</i>	E <i>5E</i>

Code:

I=Introduce Skill

E=Expand Skill

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CATEGORY: Rhythm and Notation

INSTRUCTIONAL OBJECTIVES	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Experience difference between beat and rhythm (K) Demonstrate difference between beat and rhythm (1) Distinguish between beat and rhythm (2)	I 4A	E 6A	E 6A			
Create stick notation for rhythmic patterns (1) Read and write simple rhythm patterns (2/3) Read and write rhythmic patterns (4/5)		I 4A	E 3B	E 3A 3B 3C	E 3A	E 3A 3B 3C
Identify high/low (K) Identify so-mi (or use another recognized system) (1) Recognize simple melodic patterns from staff notation (2/3) Identify/apply absolute pitch names of treble clef lines and spaces (4/5)	I 4B	I 3A	E 3A	E 3A 3C	E 3A	E 3A 3B
Perform simple rhythm patterns Perform more complex rhythm patterns (3/4/5)			I 2A 2B	E 2A 2B 3A 3C	E 2A 2B 3A 3B 3C	E 2A 2B 3A 3B 3C
Recognize music symbols/terms <i>(staff, lines, spaces-1;treble clef, bar line, repeat sign, fermata-2; 1st and 2nd endings, D.C. al Fine, introduction, coda, piano/forte, crescendo/decrescendo, diminuendo-3; dynamic and tempo markings-4/5)</i>		I 3A	E 1B	E 1B 1C 3D	E 1B 3C	E 1B 3D
Read and write rhythm patterns in simple meter (3) Demonstrate an understanding of meter (4) Read and write music that incorporates rhythmic patterns in various meters (5)				I 3A 3B 3C	E 2A 2B 3A 3B 4A 4B	E 3C
Create short rhythmic and melodic phrases (accompany with rhythm instruments-3) (accompany with rhythm/melodic instruments-4/5)		I 3B 4B	E 4A 4B	E 4A 4B	E 4A 4B	E 2C 4A 4B 5E
Relate music to other subjects	I 3B	I 5B	E 5C	E 5C	E 5D	E 5E

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CATEGORY: Listening Skills/History

INSTRUCTIONAL OBJECTIVES	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Demonstrate appropriate audience etiquette	I <i>4B</i>	E <i>6B</i>	E <i>6B</i>	E <i>6B</i>	E <i>6C</i>	E <i>6C</i>
Aurally identify simple forms (<i>AB, ABA-1/2; RONDO-3/4; Theme and Variations-5</i>)		I <i>1C</i>	E <i>1C</i>	E <i>1C</i>	E <i>1C</i>	E <i>1C</i>
Dramatize listening selections	I <i>3B</i>	E <i>5B</i>	E <i>5B</i>	E <i>5B</i>	E <i>5A</i> <i>5B</i> <i>5C</i>	E <i>5A</i> <i>5C</i>
Listen to music from various historical periods/cultures	I <i>1A</i>	E <i>1A</i>	E <i>5A</i>	E <i>5A</i>	E <i>5A</i>	E <i>5A</i>
Identify instruments visually and aurally		I <i>1A</i>	E <i>1A</i>	E <i>1A</i>	E <i>1A</i>	E <i>1A</i> <i>1B</i>
Categorize musical sounds including voices (<i>traditional instruments and instruments of various cultures-3; tone color of band/orchestral families/solo instruments-4/5</i>)				I <i>1B</i>	E <i>1A</i> <i>1B</i>	E <i>1A</i> <i>1B</i>
Identify difference between melody and accompaniment				I <i>1B</i>	E <i>1B</i>	E <i>1B</i>
Listen to examples of musical contrasts (<i>identify repetition and contrast-1; loud/soft, fast/slow, same/different, high/low-2/3/4/5</i>)	I <i>4B</i>	E <i>1C</i>	E <i>6A</i>	E <i>3D</i>	E <i>3C</i>	E <i>3D</i>
Evaluate live musical performances (<i>live/audio/video performances of various musical styles-4/5</i>)				I <i>6A</i>	E <i>6A</i> <i>6B</i> <i>6C</i>	E <i>6A</i> <i>6B</i> <i>6C</i>
Focusing on <i>Music Memory</i> Lessons, explain in musical terms, preferences for musical works and styles					I <i>1A</i> <i>1B</i> <i>1C</i> <i>5A</i> <i>6A</i> <i>6B</i> <i>6C</i>	E <i>1A</i> <i>1B</i> <i>1C</i> <i>5A</i> <i>6A</i> <i>6B</i> <i>6C</i>
Relate music to other subjects	I <i>3B</i>	I <i>5B</i>	E <i>5C</i>	E <i>5C</i>	E <i>5D</i>	E <i>5E</i>

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CATEGORY: Physical Movement/Response

INSTRUCTIONAL OBJECTIVES	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Demonstrate expressive movements to short selections	I <i>4A</i> <i>4B</i>	E <i>5A</i>	E <i>5B</i>	E <i>5B</i>	E <i>5B</i>	E <i>5C</i>
Perform short action songs and singing games (including examples from diverse cultures)	I <i>3A</i>	E <i>5A</i>	E <i>5B</i>	E <i>5B</i>	E <i>2A</i> <i>2B</i> <i>5B</i>	E <i>2B</i> <i>5B</i> <i>5C</i>
Maintain a steady beat	I <i>4A</i>	E <i>6A</i>	E <i>6A</i>	E <i>2A</i> <i>2B</i>	E <i>2A</i> <i>2B</i>	E <i>2A</i> <i>2B</i> <i>2C</i>
Accompany songs with rhythm instruments	I <i>2A</i> <i>2B</i>	E <i>2A</i> <i>2B</i>	E <i>2A</i> <i>2B</i>	E <i>2A</i> <i>2B</i>	E <i>2A</i> <i>2B</i>	E <i>2A</i> <i>2B</i> <i>2C</i>
Perform movements to music in various meters					I <i>3B</i>	E <i>2B</i> <i>3C</i>
Relate music to other subjects	I <i>3B</i>	I <i>6B</i>	E <i>5C</i>	E <i>5C</i>	E <i>5D</i>	E <i>5E</i>

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