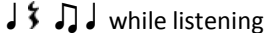


# FINE ARTS TEKS

TEKS Objective	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Elicit/Warm-up TEKS 6.D	Students tap the microbeat on various parts of the body to the “Finale” from Symphony No. 4 by Peter Tchaikovsky	Teacher leads the students through various breathing and stretching exercises to the phrase structures in “Death of Ase” from Peer Gynt by Edvard Grieg	Students keep the beat on various parts of the body while listening to “Hooked on Hayden” by the Royal Philharmonic Orchestra.	Teacher leads the students through body motions that mirror the melodic contour of the opening phrase of the “Allegro” from Symphony No. 1 by W.A. Mozart. Students conduct or tap the beat for the other phrases.	Teacher leads the students through various breathing and stretching exercises to “Allegretto” from Symphony No. 7 in A, Op. 92 by Ludwig Van Beethoven.
Foundations: Music Literacy TEKS 2.B, 2.A, 3.C, 3.A, 3.B, 4.A, 4.B, 4.C, 5.A <i>Solfege do</i>	Students sing and perform the movement to previously learn children’s song: “Bow, Wow, Wow”. They point to the melodic contour of the third phrase: “Little Tommy Tucker’s Dog” and discuss the direction of the tones or melodic contour. The students kinesthetically perform the melodic contour to the third phrase.	Sing “Bow Wow Wow”: Students discuss the melodic contour of the third phrase by performing it kinesthetically and identifying known tones or solfege. Teacher describes the unknown tone as a low tone below <i>mi</i> .	Sing “Bow Wow Wow”. Teacher and students review their discussion of the third phrase in the previous lesson. Students then create a picture that demonstrates the correct number of tones and melodic contour.	Sing “Bow Wow Wow” and review previous lesson discussion. Teacher labels the low tone below <i>mi</i> as <i>do</i> . Students sing the third phrase with solfege syllables. Teacher transitions to other phrases from known songs and students echo phrases with solfege and hand signs. Teacher demonstrates the placement of <i>do</i> on the staff.	Sing “Bow Wow Wow” and review previous lesson discussion. Teacher transitions students to read “Mother, Mother” with solfege syllables on staff notation. Students write “Mother, Mother” on staff notation.
Movement based TEKS Objective 3.C, 5.A	“Mother, Mother” (Jump Rope)	“Old Brass Wagon” (Play Party)	“Heel Toe Polka” (Folk Dance)	“Rocky Mountain” (Movement/Partner)	“Rocky Mountain” (Movement/Partner)

# FINE ARTS TEKS

Creative Expression TEKS:	Students read on the staff and conduct “Plainsies, Clapsies” in 2/4 meter with a conducting prep, 2 beat conducting pattern, and cut-off. Students read the words, rhythm syllables, and solfege.	Students perform the square dance calls from “Old Brass Wagon” to “Turkey in the Straw”. Students conduct an excerpt of “Turkey in the Straw” in 2/4 meter.	Students clap the following Ostinato  while listening to “Bye Bye Baby”. Students perform the ostinato on rhythm sticks while listening to “Bye, Bye Baby”.	Students listen to an excerpt of “Allegro” from Symphony No. 1 by Mozart. The class creates a bubble listening map of observations of what students heard in the selection.	Students create responses that include <i>do</i> on Orff instruments in question and answer format using the song “Sea Shell”.
Listening based TEKS Objective	Students conduct “Allegretto” from Symphony No. 94, “The Surprise Symphony” by Joseph Haydn in 2/4 meter. Students also discuss the instrumentation of the piece using a bubble map.	Students practice their concert etiquette while they listen to the teacher sing the song book: “Risseldy, Rosseldy”.	Students practice their concert etiquette while they listen to the teacher sing the song book: “Risseldy, Rosseldy”. Students sing the refrain.	Students practice their concert etiquette while they listen to the teacher sing “I See the Moon” while reading Chris Raschka’s “Can’t Sleep”.	Teacher reads Chris Raschka’s “Can’t Sleep”. Student practice their concert etiquette while they listen and sing “I See the Moon.”