

# MUSIC SCOPE AND SEQUENCE

## GRADES K – 5

### 2016 – 2017

Music is offered in grades Kindergarten through five as a forty-five minute class within a six-day rotation from September through June. The Gifted and Talented Music Program, along with Band, Orchestra and Chorus, are before school programs that are offered in grades four and five.

#### Kindergarten

##### **Unit 1: The Language of Music**

- Read and perform one measure rhythmic combinations in 2/4, 3/4, and 4/4.
- Aurally identify long and short sounds.
- Demonstrate the concepts of: loud/soft, fast/slow, high/low, and steady beat by listening, singing, and instrumental performance.
- Demonstrate their knowledge of ABA form through movement or instrumental performance.

##### **Unit 2: Listening to and Appreciating Music**

- Actively listen to a musical composition from various cultures and traditions using the elements of music.
- Explain the importance of music in different cultures.
- Identify and differentiate formal music structure (ABA).
- Identify classroom instruments by sight and sound.
- Identify the vocal timbres (whisper, sing, call, speak).
- Explain that music can evoke human emotion.

##### **Unit 3: Making Music**

###### **Singing**

- Sing with proper pitch in their vocal range.
- Sing in unison.
- Sing in patterns of so-mi.
- Sing music representing diverse genres and cultures with emphasis on Spanish and Latin music.

###### **Playing**

- Play Orff and classroom instruments with technical accuracy.
- Play by echoing simple rhythmic/melodic patterns (so-mi).
- Perform in small groups.

###### **Improvising**

- Improvise simple ostinatos/call and response patterns.

#### Grade 1

##### **Unit 1: The Language of Music**

- Sing mi, so, and la.
- Read two measure rhythmic combinations in 2/4, 3/4, and 4/4.

- Recognize and perform simple rhythmic examples using quarter, eighth, half, whole notes, and quarter rest.
- Identify and perform the concepts of dynamics (p,f), tempo (fast, slow) and steady beat.
- Demonstrate their knowledge of AB, and ABA form through movement or instrumental performance.

### **Unit 2: Listening to and Appreciating Music**

- Actively listen to a musical composition from various cultures and traditions using the elements of music.
- Explain the importance of music in different cultures.
- Differentiate formal music structure (ABA).
- Compare and contrast classroom instruments by sight and sound.
- Identify the vocal timbres (whisper, sing, call, speak).
- Explain that music can evoke human emotion.

### **Unit 3: Making Music**

#### **Singing**

- Sing with proper pitch in their vocal range.
- Sing in unison.
- Sing in patterns of so-mi.
- Sing music representing diverse genres and cultures with emphasis on Spanish and Latin music.

#### **Playing**

- Play Orff and classroom instruments with technical accuracy.
- Play by echoing simple rhythmic/melodic patterns (so-mi).
- Perform in small groups.

#### **Improvising**

- Improvise simple ostinatos/call and response patterns with given specific parameters.

#### **Composition**

- Compose sound carpets to story lines.

## **Grade 2**

### **Unit 1: The Language of Music**

- Recognize placement of do, mi, so, and la on the staff.
- Perform two measure rhythmic combinations in 2/4, 3/4, and 4/4.
- Aurally differentiate beats in groups of 2's, 3's, and 4's.
- Notate simple rhythmic examples through dictation and/or notation exercises.
- Identify terms and symbols referring to dynamics and tempo (piano, forte, allegro and largo).
- Demonstrate ABA form through movement or instrumental performance.

### **Unit 2: Listening to and Appreciating Music**

- Actively listen to a musical composition from various cultures and traditions using the elements of music.
- Explain the importance of music in different cultures.
- Differentiate formal music structure (ABA vs AB).
- Classify classroom instruments by sight and sound.
- Differentiate the vocal timbres (heavier vs. lighter).
- Describe how music can evoke human emotion.

### **Unit 3: Making Music**

#### **Singing**

- Sing with proper pitch in their vocal range.
- Sing in unison, rounds, and ostinatos.
- Sing pitch syllables of a pentatonic scale (solfege), do-so.
- Sing music representing diverse genres and cultures with emphasis on Spanish and Latin music.

#### **Playing**

- Play Orff and classroom instruments with technical accuracy.
- Perform music representing diverse genres and cultures with emphasis on Spanish and Latin music.
- Play simple ostinatos.

#### **Improvising**

- Improvise simple ostinatos/call and response patterns within given specific parameters.

#### **Composition**

- Compose short rhythmic/melodic patterns (ta-ti ti/so-mi).

### **Grade 3**

#### **Unit 1: The Language of Music**

- Read and write notes on the treble staff.
- Perform various rhythmic combinations in 2/4, 3/4, and 4/4.
- Notate simple rhythmic examples through dictation and/or notation exercises.
- Identify terms and symbols referring to dynamics (p & f) and tempo (largo, allegro, moderato).
- Demonstrate knowledge of ABA form through movement.

#### **Unit 2: Listening to and Appreciating Music**

- Actively listen to a musical composition from various cultures and traditions using the elements of music.
- Explain the importance of music in different cultures.
- Explain elements of music in aural and written expression.
- Identify and differentiate formal music structure (ABA).
- Classify instruments by sight and sound.
- Identify the vocal timbres (adult vs children).
- Explain that music can evoke human emotion.
- Critique musical performance using specific criteria.

#### **Unit 3: Making Music**

##### **Singing**

- Sing with proper pitch in their vocal range.
- Sing in unison, rounds, and ostinatos.
- Sing pitch syllables of a major scale (solfege), and triads.
- Sing music representing diverse genres and cultures with emphasis on Spanish and Latin music.

##### **Playing – Classroom Instruments**

- Play Orff and classroom instruments with technical accuracy.
- Perform music representing diverse genres and cultures with emphasis on Spanish and Latin music.
- Play simple melodies, ostinatos, and accompaniments.
- Perform alone and in small groups.

##### **Playing – Recorders**

- Play with proper posture and hand position.
- Play with good tone quality and breath control.

- Play simple melodies using the right and/or left hand.
- Improvise tonal patterns (call & response).

#### **Improvising**

- Improvise simple ostinatos/call and response patterns within given specific parameters.

#### **Composition**

- Compose short pieces, rhythmic or melodic, with specific guidelines (ABA, Rondo).

#### **Evaluating**

- Evaluate the quality of their and others' performances, compositions, and improvisations using appropriate criteria.

### **Grade 4**

#### **Unit 1: The Language of Music**

- Read and write notes on the treble staff.
- Read and write various rhythmic combinations in 2/4, 3/4, and 4/4.
- Notate simple rhythmic examples through dictation and/or notation exercises.
- Identify terms and symbols referring to dynamics (p & f) and tempo (largo, allegro, moderato).
- Demonstrate knowledge of ABA form through movement or the use of manipulatives.

#### **Unit 2: Listening to and Appreciating Music**

- Actively listen to a musical composition from various cultures and traditions using the elements of music.
- Explain the importance of music in different cultures.
- Explain elements of music in aural and written expression.
- Identify and differentiate formal music structure (ABA, Rondo).
- Classify instruments by sight and sound.
- Identify the vocal timbres (adult vs children).
- Explain that music can evoke human emotion.
- Critique musical performance using specific criteria.

#### **Unit 3: Making Music**

##### **Singing**

- Sing with proper pitch in their vocal range.
- Sing while maintaining a steady tempo.
- Sing in rounds, partner songs, and ostinatos.
- Sing pitch syllables of a major scale (solfege), octaves, and triads.
- Sing music representing diverse genres and cultures with emphasis on Spanish and Latin music.

##### **Playing**

- Play Orff and classroom instruments with technical accuracy.
- Perform music representing diverse genres and cultures with emphasis on Spanish and Latin music.
- Play simple melodies and/or accompaniments while maintaining a steady tempo.
- Perform alone and/or in small groups.

##### **Improvising**

- Improvise simple ostinatos/call and response patterns within given specific parameters.

##### **Composition**

- Compose short pieces, rhythmic or melodic, with specific guidelines (ABA, Rondo).

##### **Evaluating**

- Evaluate the quality of their own and others' performances, compositions, and improvisations using appropriate criteria.

## **Grade 5**

### **Unit 1: The Language of Music**

- Read and write notes on the treble staff.
- Read and write various rhythmic combinations in 2/4, 3/4, and 4/4.
- Notate simple rhythmic examples through dictation and/or notation exercises.
- Identify terms and symbols referring to dynamics (p & f) and tempo (largo, allegro, moderato).
- Demonstrate knowledge of form through movement or the use of manipulatives.
- Play or sing an ostinato.
- Play or sing a melody containing steps and skips.

### **Unit 2: Listening to and Appreciating Music**

- Actively listen to a musical composition from various cultures and traditions using the elements of music.
- Explain the importance of music in different cultures.
- Explain elements of music in aural and written expression.
- Identify and differentiate formal music structure (ABA, Rondo).
- Classify instruments by sight and sound.
- Identify the four timbres of voices from low to high and high to low.
- Explain that music can evoke human emotion.
- Critique musical performance using specific criteria.

### **Unit 3: Making Music**

#### **Singing**

- Sing with proper pitch in their vocal range.
- Sing in rounds, partner songs, and ostinatos.
- Sing pitch syllables of a major scale (solfege), octaves, and triads.
- Sing music representing diverse genres and cultures with emphasis on Spanish and Latin music.

#### **Playing**

- Play Orff and classroom instruments with technical accuracy.
- Perform music representing diverse genres and cultures with emphasis on Spanish and Latin music.
- Play simple melodies, accompaniments and/or harmony.
- Perform alone and/or in small groups.

#### **Improvising**

- Improvise simple ostinatos/call and response patterns within given specific parameters.

#### **Composition**

- Compose short pieces, rhythmic or melodic, with specific guidelines (ABA, Rondo).

#### **Evaluating**

- Evaluate the quality of their own and others' performances, compositions, and improvisations using appropriate criteria.