

GENERAL MUSIC SCOPE AND SEQUENCE

GRADES K – 5

The overarching goal of the Elementary General Music curriculum is to provide students with the opportunity to broaden and enrich their musical experiences. The period representing grades K-5 is the beginning of each student's musical development. The music they perform or study often becomes an integral part of their personal musical repertoire. Creating, performing, and listening to music provides students with unique insight into the form and structure of music and at the same time will help them to develop their creativity and abstract thinking. Broad experience with a variety of music is necessary if students are to make informed musical judgments. Similarly, this breadth of background enables them to begin to understand the connections and relationships between music and the other disciplines. By understanding the cultural and historical forces that shape social attitudes and behaviors, students are better prepared to live and work in communities that are becoming increasingly diverse. The role that music will play in students' lives depends in large measure on the level of skills they achieve in creating, performing, and listening to music.

As a result of study of music in Grades K-5, students will demonstrate enduring understandings in the following areas:

In the study of the *language of music*, students will comprehend that music is in itself a form of communication. They will know that music has structure and organization and that there are elements of music that are present in every composition and that these elements are used to create and shape musical ideas.

In the study of *listening to and appreciating music* as an art form, students will extend their musical knowledge to understand that music and the other arts are a reflection of society, that music evokes a wide range of human responses, and that culture, music, and the other arts influence one another. They will demonstrate the ability to identify and use specific criteria to make aesthetic judgments about music.

In the study of *musical performance*, students will enrich and apply their musical knowledge in authentic situations. Students will be able to read or improvise their musical performances through singing or by playing musical instruments. They will understand that making music can be a lifelong experience, that performing makes music come alive, and that everyone can make music.

Kindergarten

Unit 1: The Language of Music

Students will know:

- The Elements of Music:
 - Melody: high and low.
 - Rhythm: long and short.
 - Form: same and different sections.
 - Dynamics: loud and soft.

- Tempo: fast and slow.
- Steady beat.
- Families of Instruments.

Students will be able to:

- Read and notate rhythmic combinations using iconic and/or conventional notation.
- Aurally identify long and short sounds.
- Differentiate between loud/soft, fast/slow, high /low, and steady beat, by moving, listening, singing, and/or instrumental performances.
- Demonstrate their knowledge of form through movement and/or instrumental performance.
- Identify how instruments are grouped by how they make their sound.

Unit 2: Listening to and Appreciating Music

Students will know:

- Voices and instruments have their own unique timbre.
- The Elements of Music contribute to the aesthetic value of a piece of music.
- How the concepts of unity and variety are used in musical composition (repetition/contrast).
- Vocal and instrumental timbre.
- That people make music all over the world.
- Audience behavior can affect the outcome of a performance.

Students will be able to:

- Actively listen to musical compositions from various cultures, genres, and traditions.
- Identify and differentiate formal music structure (same and different sections).
- Identify classroom instruments by sight and sound.
- Identify the vocal timbres (whisper, sing, call, speak).
- Explain that music can evoke a variety of feelings.
- Demonstrate appropriate audience etiquette.

Unit 3: Making Music

Students will know:

- Proper vocal technique.
- Proper instrumental techniques.
- Improvisational techniques.

Students will be able to:

- Sing
 - With proper pitch in their vocal range.
 - In unison.
 - So-mi interval.
 - Music representing diverse genres and cultures with emphasis on Spanish and other classroom represented cultures.
 - With proper posture.
- Play
 - Orff and classroom instruments with technical accuracy.
 - Simple rhythmic and melodic patterns.
 - Perform in small groups.
 - Follow cues of a conductor.
- Improvise
 - Simple rhythmic and melodic patterns.
- Compose
 - Select instruments that would appropriately represent events of a story.

1st Grade

Unit 1: The Language of Music

Students will know:

- Musical Notation
 - Melodic: Pitch identification (so, mi, la).
 - Rhythmic: Quarter notes, eighth notes, and quarter rests.
 - Grouping beats in sets of 4.
- Elements of Music
 - Melody: high and low.
 - Form: same and different sections (AB form).
 - Dynamics: piano and forte.
 - Tempo: allegro and adagio.

Students will be able to:

- Read and notate 2 measure rhythmic combinations using iconic and/or conventional notation.
- Recognize and perform simple rhythmic examples using quarter notes, eighth notes, and quarter rests.
- Identify and perform the concepts of dynamics (p, f), tempo (allegro and adagio), and steady beat.
- Demonstrate their knowledge of form through movement or instrumental performance.

Unit 2: Listening to and Appreciating Music

Students will know:

- Voices and instruments have their own unique timbre.
- The Elements of Music contribute to the aesthetic value of a piece of music.
- How the concepts of unity and variety are used in musical composition (repetition/contrast).
- Vocal and instrumental timbre.
- That people make music all over the world.
- Audience behavior can affect the outcome of a performance.
- How to apply criteria for evaluating the quality of music performances and compositions.

Students will be able to:

- Actively listen to musical compositions from various cultures, genres, and traditions.
- Identify and differentiate formal music structure (same/different; AB form).
- Identify classroom instruments by sight and sound.
- Explain that music can evoke a variety of feelings.
- Demonstrate appropriate audience etiquette.

Unit 3: Making Music

Students will know:

- Proper vocal technique.
- Proper instrumental techniques.
- How to read notated music.
- Improvisational techniques.

Students will be able to:

- Sing
 - With proper pitch in their vocal range.
 - In unison.
 - In patterns of so-mi-la.
 - Music representing diverse genres and cultures with emphasis on Spanish and other classroom represented cultures.

- Play
 - Orff and classroom instruments with technical accuracy.
 - Perform simple 2 measure rhythmic/melodic patterns.
- Improvise
 - Simple rhythmic patterns within given specific parameters.
- Compose
 - Sound carpets to story lines.
 - Simple rhythm and melodic patterns.

2nd Grade

Unit 1: The Language of Music

Students will know:

- Musical Notation
 - Melodic: Pitch identification (do, mi, so, la).
 - Rhythmic: Whole notes, half notes, quarter notes, eighth notes and quarter rest.
 - Grouping beats in sets of 2's, 3's and 4's.
- Elements of Music
 - Melody: melodic direction, steps/skips.
 - Harmony and Texture: singing rounds and ostinatos.
 - Form: unity & variety, traditional compositional forms including AB, ABA.
 - Dynamics: piano, mezzo piano, mezzo forte, and forte.
 - Tempo: allegro, adagio, moderato.

Students will be able to:

- 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 (p, mp, mf, f, adagio, moderato, allegro).
- Demonstrate ABA form through movement or instrumental performance.

Unit 2: Listening to and Appreciating Music

Students will know:

- That voices and instruments contribute to the timbre of music.
- That the Elements of Music contribute to the aesthetic value of a piece of music.
- How the concepts of unity and variety are used in musical composition (repetition/contrast).
- People make music all over the world.
- Audience behavior can affect the outcome of a performance.
- How to apply criteria for evaluating the quality of music performances and compositions.

Students will be able to:

- Actively listen to musical compositions from various cultures using the Elements of Music.
- Explain the function of music in different cultures.
- Differentiate formal music structure (i.e. 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

Students will know:

- Proper vocal technique.
- Proper instrumental techniques.
- Improvisational techniques.
- How to read notated music.
- Basic elements of composition.

Students will be able to:

- Sing
 - With proper pitch in their vocal range.
 - In unison, rounds, and ostinatos.
 - Pitch syllables do, mi, so, la.
 - Music representing diverse genres and cultures with emphasis on Spanish and other classroom represented cultures.
- Play
 - Orff and classroom instruments with technical accuracy.
 - Music representing diverse genres and cultures with emphasis on Spanish and other classroom represented cultures.
 - Simple ostinatos.
 - In small groups.
- Improvise
 - Simple ostinatos/call and response patterns within given specific parameters.
- Compose
 - Short rhythmic/melodic patterns within given specific parameters.

3rd Grade

Unit 1: The Language of Music

Students will know:

- Musical Notation
 - Melodic: treble clef, pitch identification.
 - Rhythmic: sixteenth notes, dotted half notes, whole notes, half notes and associated rests, time signatures (2/4, 3/4, 4/4).
 - Parts of the staff and other symbols commonly used in notation.
- Elements of Music
 - Melody: melodic contour, phrase structure.
 - Harmony and Texture: singing rounds.
 - Form: unity & variety, traditional compositional forms including AB, ABA, Rounds.
 - Dynamics: piano, mezzo piano, mezzo forte, and forte.
 - Tempo: adagio, allegro, moderato, steady beat.

Students will be able to:

- 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, mp, mf, f) and tempo (largo, allegro, moderato).

- Demonstrate knowledge of commonly used musical forms.
- Identify do, re, mi, so, la.

Unit 2: Listening to and Appreciating Music

Students will know:

- Voices and instruments contribute to the timbre and texture of music.
- The Elements of Music contribute to the aesthetic value of a piece of music.
- How the concepts of unity and variety are used in musical composition (repetition/contrast).
- Music is a vehicle for human expression.
- How to critique a musical performance.
- Audience behavior can affect the outcome of a performance.

Students will be able to:

- Actively listen to a musical composition from various cultures and traditions using the Elements of Music in logical groupings.
- Explain the importance of music in different cultures.
- Explain the 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 performances using specific criteria.
- Demonstrate proper audience etiquette.

Unit 3: Making Music

Students will know:

- Proper vocal and instrumental techniques.
- How to read a vocal or instrumental notated music.
- Composition and improvisational techniques.
- Appreciation for diverse music.
- How to apply criteria for evaluating the quality of music performances and compositions.
- How to care for and be responsible for an instrument.

Students will be able to:

- Sing
 - With proper pitch in their vocal range.
 - In unison, rounds, and ostinatos.
 - Pitch syllables of a pentatonic scale.
 - Music representing diverse genres and cultures with emphasis on Spanish and other classroom represented cultures.
- Play
 - Orff and classroom instruments with technical accuracy.
 - Music representing diverse genres and cultures with emphasis on Spanish and other classroom represented cultures.
 - Simple melodies, ostinatos, and accompaniments.
 - Alone and/or in small groups.
- Play – Recorders
 - With proper posture and hand position.
 - With good tone quality and breath control.
 - Simple melodies using the right and/or left hand.
 - Improvise tonal patterns (call & response).

- Improvise
 - Simple ostinatos/call and response patterns within given specific parameters.
- Compose
 - Short pieces, rhythmic or melodic, within specific guidelines.
- Evaluate
 - The quality of their own and others' performances, compositions, and improvisations using appropriate criteria.

4th Grade

Unit 1: The Language of Music

Students will know:

- Musical Notation
 - Melodic: treble clef, pitch identification.
 - Rhythmic: notes and rests to sixteenth notes, dotted notes, time signatures (2/4, 3/4, 4/4).
- Elements of Music
 - Melody: melodic direction, phrase structure, skip/step, octave.
 - Harmony: identifying more than one sound at the same time.
 - Form: unity & variety, traditional compositional forms including AB, ABA, rondo.
 - Dynamics: *pp*, *p*, *mp*, *mf*, *f*, *ff*, decrescendo and crescendo.
 - Tempo: largo, adagio, moderato, allegro, presto, ritardando, accelerando.

Students will be able to:

- Read and write notes on the treble staff.
- Read and write various rhythmic combinations in 2/4, 3/4, 4/4.
- Notate simple rhythmic examples through dictation.
- Identify terms and symbols referring to dynamics and tempo.
- Demonstrate knowledge of form through movement or the use of manipulatives.

Unit 2: Listening to and Appreciating Music

Students will know:

- Voices and instruments contribute to the timbre and texture of music.
- The Elements of Music contribute to the aesthetic value of a piece of music.
- How the concepts of unity and variety are used in musical composition (repetition/contrast).
- Specific examples of the interaction of music and society.
- Timbre: vocal parts (SATB); instruments - western and non-western.
- Music is a vehicle for human expression.
- Audience behavior can affect the outcome of a performance.

Students will be able to:

- Actively listen to musical works from various cultures, genres, and traditions.
- 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.
- Explain that music can evoke human emotion.
- Critique musical performances using specific criteria.
- Demonstrate proper audience etiquette.

Unit 3: Making Music

Students will know:

- Proper vocal technique.
- Proper instrumental techniques.
- How to read a vocal or instrumental notated music.
- Improvisational techniques.
- Appreciation for diverse music.
- How to apply criteria for evaluating the quality of music performances and compositions.
- Basic elements of composition.

Students will be able to:

- Sing
 - With proper pitch in their vocal range.
 - Rounds, partner songs, and ostinatos.
 - Pitch syllables of a major scale and related intervals (solfege).
 - Music representing diverse genres and cultures with emphasis on Spanish and other classroom represented cultures.
- Play
 - Orff and classroom instruments with technical accuracy.
 - Perform music representing diverse genres and cultures with emphasis on Spanish and other classroom represented cultures.
 - Simple melodies and accompaniments.
 - Perform alone and in small groups.
- Improvise
 - Simple rhythmic/melodic patterns within given specific parameters.
- Compose
 - Short pieces, rhythmic or melodic, within specific guidelines.
- Evaluate
 - The quality of their own and others' performances, compositions, and improvisations using appropriate criteria.

5th Grade

Unit 1: The Language of Music

Students will know:

- Musical Notation
 - Melodic: treble clef and bass clef pitch identification.
 - Rhythmic: notes and rests to sixteenth notes, dotted notes, time signatures (2/4, 3/4, 4/4), syncopation (eighth, quarter, eighth).
 - There are different clefs for high and low instruments.
- Elements of Music
 - Melody: melodic direction, phrase structure, melodic intervals (2nd, 3rd, 4th, etc.).
 - Harmony: identifying more than one sound at the same time.
 - Form: unity & variety, traditional compositional forms including AB, ABA, rondo.
 - Dynamics: pp, p, mp, mf, f, ff, decrescendo and crescendo.
 - Tempo: largo, adagio, moderato, allegro, presto, ritardando, accelerando.

Students will be able to:

- Read and write notes on the treble staff.
- Read various rhythmic combinations in 2/4, 3/4, 4/4 time.

- Notate simple rhythmic examples through dictation.
- Identify terms and symbols referring to dynamics and tempo.
- Demonstrate knowledge of form through movement and the use of manipulatives.
- Play or sing an ostinato.
- Play or sing a melody containing various melodic intervals.

Unit 2: Listening to and Appreciating Music

Students will know:

- Music has many functions.
- Voices and instruments contribute to the timbre and texture of music.
- The Elements of Music contribute to the aesthetic value of a piece of music.
- How the concepts of unity and variety are used in musical composition (repetition/contrast).
- Specific examples of the interaction of music and society.
- Timbre: vocal parts (SATB); instruments - western and non-western.
- Music is a vehicle for human expression.
- Audience behavior can affect the outcome of a performance.

Students will be able to:

- Actively listen to a musical composition from various cultures and traditions.
- Explain the importance of music in different cultures.
- Explain the Elements of Music in aural and written expression.
- Identify and differentiate formal music structure (ABA, Rondo).
- Classify instruments by sight and sound.
- Identify the 4 timbres of voices from low to high and high to low.
- Critique musical performances using specific criteria.
- Demonstrate proper audience etiquette.

Unit 3: Making Music

Students will know:

- Music has many functions.
- Proper vocal technique.
- Proper instrumental techniques.
- How to read vocal and instrumental notated music.
- Improvisational techniques.
- Appreciation for diverse music.
- How to apply criteria for evaluating the quality of music performances and compositions.
- Basic elements of composition.
- Audience behavior can affect the outcome of a performance.

Students will be able to:

- Sing
 - With proper pitch in their vocal range.
 - Rounds, partner songs, and ostinatos.
 - Pitch syllables of a major scale and related intervals (solfege).
 - Music representing diverse genres and cultures with emphasis on Spanish and other classroom represented cultures.
- Play
 - Orff and classroom instruments with technical proficiency.
 - Perform music representing diverse genres and cultures with emphasis on Spanish and other classroom represented cultures.
 - More challenging melodies and accompaniments.

- Perform alone and in small groups.
- Improvise
 - Complex rhythmic/melodic patterns within given specific parameters.
- Compose
 - Longer pieces, rhythmic or melodic, within specific guidelines.
- Evaluate
 - The quality of their own and others' performances, compositions, and improvisations using appropriate criteria.