

Scope and Sequence for Music Grades K – 4

Goal Standards	Kdg	1 st	2nd	3rd	4th
Literacy					
Music Theory and Concepts					
<p><i>Can we label the things we learn with the correct terms?</i> <i>Can we demonstrate understanding of these terms through our singing, playing, moving?</i></p>	<p>Fast/slow tempo. Long/short duration. Hi/Lo pitch.</p>	<p>Hi/Lo pitch. Verse. Refrain/chorus. Repeat signs. Composer/Conductor. Orchestra Families.</p>	<p>Hi/Lo pitch. Melodic contour. Time Signature, Meter. Coda. Fermata.</p>	<p>D.S. al coda. Hi/Lo pitch. Melodic contour. Time Signature, Meter. Coda. Fermata.</p>	<p>D.S./D.C. al coda, al fine. Score, part writing. Hi/Lo pitch. Melodic contour. Time Signature, Meter. Coda. Fermata. Soprano, Alto, Tenor, Bass. Chords.</p>
Notating/Reading					
<p><i>Can we demonstrate understanding of note values thru reading, writing, moving, playing, singing?</i></p>		<p>Quarter, eighth, half, whole notes. Quarter rest.</p>	<p>Quarter, eighth, half, whole notes. Quarter rest. Sixteenth notes.</p>	<p>Quarter, Eighth, Half, Whole Notes. Quarter rest. Sixteenth notes. Ti Tiri, Tiri Ti. G clef staff. Line and Space notes.</p>	<p>Quarter, Eighth, Half, Whole Notes and Rests Sixteenth notes. Triplets. Ti Tiri, Tiri Ti. Dotted notes. G clef staff. Line and Space notes.</p>
Analyzing					
Listening/Evaluating/Critiquing/Analyzing					
<p><i>How can we describe music of others?</i> <i>How can we rate and improve our own performance?</i> <i>Can we listen to a piece of music and identify repeating and contrasting sections, then label Form?</i></p>	<p>Self-Critique of class performance.</p>	<p>Identifying Repeat and Contrast. Self-Critique of class performance. Identifying Instrument Tone Color/Timbre. Determining Style, Mood, and expressive qualities.</p>	<p>Form Analysis. Self-Critique of class performance. Distinguishing rhythm from beat. Identifying Instrument Tone Color/Timbre. Determining Style, Mood, and expressive qualities. Evaluate music of others.</p>	<p>Form Analysis. Self-Critique of class performance. Distinguishing rhythm from beat. Identifying Instrument Tone Color/Timbre. Determining Style, Mood, and expressive qualities. Evaluate music of others.</p>	<p>Form Analysis. Self-Critique of class performance. Distinguishing rhythm from beat. Determining Style, Mood, and expressive qualities. Evaluate music of others.</p>
Creating					
Creating/Improvising/Composing					
<p><i>How can new ideas be applied to what we already know to create something new?</i></p>	<p>Creating movement ideas. Creating instrumental sound effect to stories.</p>	<p>Creating movement ideas. Creating instrumental sound effect to stories.</p>	<p>Creating movement ideas. Creating instrumental sound effect to stories.</p>	<p>Creating movement ideas. Creating rhythm patterns. Creating instrumental sound effect to stories.</p>	<p>Creating movement ideas. Creating ostinato. Creating instrumental sound effect to stories.</p>
Relating					
Historical, Cultural, Social, and Other Disciplines					
<p><i>What unique and special elements can we enjoy from music of other countries or eras?</i></p>	<p>Multicultural song and dance.</p>	<p>Multicultural song and dance. Music classics from historical periods.</p>	<p>Multicultural song and dance. Music classics from historical periods.</p>	<p>Multicultural song and dance. Music classics from historical periods.</p>	<p>Multicultural song and dance. Music classics from historical periods.</p>

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Producing Through:					
<i>Voice/Singing</i>					
<i>How does the vocal mechanism work to create different sounds? How can we improve our vocal ability?</i>	Whisper, Speaking, Singing Voices. Echo songs. Songs of the Seasons and Holidays. Patriotic Songs. Traditional Songs. Song Games.	Echo songs. Songs of the Seasons and Holidays. Patriotic Songs. Traditional Songs. Song Games.	Echo songs. Songs of the Seasons and Holidays. Patriotic Songs. Traditional Songs. Song Games.	Echo songs. Songs of the Seasons and Holidays. Patriotic Songs. Traditional Songs. Song Games. Rounds, Canon.	Echo songs. Songs of the Seasons and Holidays. Patriotic Songs. Traditional Songs. Song Games. Canon. Partner Songs.
<i>Movement/Dance</i>					
<i>How can we move to steady beat? How does dance relate to Form?</i>	Song/movement games. Folk dance. Express tempo, dynamics, meter, style, pitch, through movement.	Song/movement games. Folk dance. Express tempo, dynamics, meter, style, pitch, duration through movement.	Song/movement games. Folk dance. Waltz. Express tempo, dynamics, meter, style, pitch, duration through movement.	Song/movement games. Folk dance. Express tempo, dynamics, meter, style, pitch, duration through movement.	Song/movement games. Folk dance. Traditional/Country Dance. Express tempo, dynamics, meter, style, pitch, duration through movement.
<i>Instrument Playing</i>					
<i>How can we use steady beat on classroom percussion instruments? What is the name and correct way to play each instrument? How can steady beat and chord tones be varied with borduns?</i>	Steady beat. Percussion instruments.	Steady beat. Percussion instruments.	Steady beat. Percussion instruments. Hi/Lo Pitch. Up/Down Movement.	Steady beat. Percussion instruments. Echoing rhythm patterns. Hi/Lo Pitch. Up/Down Movement. Simple melody.	Steady beat. Percussion instruments. Hi/Lo Pitch. Up/Down Movement. Simple melody. Bordun. Chords.
<i>Performing</i>					
<i>Can we combine elements of singing, movement, dance, and instruments in performance? Can we express using new ideas, simple props, and scenery?</i>	Dramatizing poetry. Dramatizing songs. Performances with song, movement, instruments.	Dramatizing literature and songs. Performances with song, movement, instruments.	Dramatizing literature and songs. Performances with song, movement, instruments.	Dramatizing literature and songs. Performances with song, movement, instruments.	Dramatizing literature and songs. Performances with song, movement, instruments.

