

Scope and Sequence for K-12 Music Program

KINDERGARTEN

1. Singing/Speaking

- A. Differentiate between singing and speaking voice
- B. Sing using head voice, approximating pitches
- C. Understand and demonstrate echo
- D. Experiment with melodic direction
- E. Pitch exploration
- F. Respond to expressive qualities of music
- G. Song repertoire of simple songs, finger plays and singing games
- H. Form (patterns in music)

2. Creating

- A. Soundscaping of picture books
- B. Explore simple melodies
- C. Experiment with pitched and un-pitched percussion

3. Reading/Notating

- A. Mapping melodic contour using graphic notation
- B. Diagram form of a simple song (AB, ABA, etc.)
- C. Integrating literacy using song tails (story book)

4. Listening

- A. Develop “inner hearing”
- B. Recognize changes in melodic direction (up/down)
- C. Respond to expressive qualities of music
- D. Similar/Same/Different associations (Instrument family)
- E. Identify form of a simple song (AB, ABA, etc.)

5. Playing

- A. Keep a steady beat while performing on instruments
- B. Explore pitched and un-pitched percussion
- C. Play expressive qualities in music

6. Moving

- A. Keep a steady beat while moving
- B. Understanding of the various planes of physical space (Hi – Med- Low)
- C. Respond to the expressive qualities of music

First Grade

1. Singing/Speaking

- A. Differentiate between singing and speaking voice
- B. Sing using head voice, matching pitch
- C. Call and response
- D. Experiment with melodic direction
- E. Pitch exploration
- F. Respond to expressive qualities of music
- G. Song repertoire of simple songs, finger plays and singing games
- H. Form (patterns in music)

2. Creating

- A. Soundcapping of picture books
- B. Explore simple melodies
- C. Experiment with pitched and un-pitched percussion

3. Reading/Notating

- A. Mapping melodic contour using graphic notation
- B. Diagram form of a simple song (AB, ABA, etc.)
- C. Integrating literacy using song tails (story book)
- D. Introduce traditional notation symbols

4. Listening

- A. Develop “inner hearing”
- B. Recognize changes in melodic direction (up/down)
- C. Respond to expressive qualities of music
- D. Similar/Same/Different associations (Instrument family)
- E. Identify form of a simple song (AB, ABA, etc.)

5. Playing

- A. Keep a steady beat while performing on instruments
- B. Explore pitched and un-pitched percussion
- C. Play expressive qualities in music
- D. Sing and play, Solo vs. Group

6. Moving

- A. Keep a steady beat while moving
- B. Understanding of the various planes of physical space (Hi – Med- Low)
- C. Respond to the expressive qualities of music

Second Grade

1. Singing/Speaking

- A. Echo, decode, and create rhythm patterns in: 2/4 quarter and paired eighth and 6/8 dotted quarter, triple eighth, quarter with eighth.
- B. Echo, decode and create pitch patterns in :2/4 and 6/8 using Do, Re, Mi
- C. Sing simple 2 part rounds

2. Creating

- A. Improvise and compose rhythm patterns in: 2/4 quarter and paired eighth and 6/8 dotted quarter, triple eighth, quarter with eighth.
- B. Improvise and compose pitch patterns in :2/4 and 6/8 using Do, Re, Mi

3. Reading/Notating

- A. Read and write rhythm patterns in: 2/4 quarter and paired eighth and 6/8 dotted quarter, triple eighth, quarter with eighth.
- B. Read and write pitch patterns in :2/4 and 6/8 using Do, Re, Mi
- C. Diagram form of a simple song (AB, ABA, etc.)

4. Listening

- A. Decode rhythm patterns in: 2/4 quarter and paired eighth notes and 6/8 dotted quarter, triple eighth, quarter with eighth.
- B. Decode pitch patterns in :2/4 and 6/8 using Do, Re, Mi
- C. Develop awareness for music dynamics
- D. Similar/Same/Different associations (Instrument family)
- E. Identify form of a simple song (AB, ABA, etc.)

5. Playing

- A. Echo, decode, and create rhythm patterns in: 2/4 quarter and paired eighth and 6/8 dotted quarter, triple eighth, quarter with eighth while playing simple non pitched percussion

6. Moving

- A. Keep a steady beat while moving
- B. Understanding of the various planes of physical space (Hi – Med- Low)
- C. Respond to the expressive qualities of music

Third Grade

1. Singing/Speaking

- A. Echo, decode, and create rhythm patterns in: 2/4 and 4/4 quarter, paired eighth, quarter rest, half note and 6/8 dotted quarter, triple eighth, quarter with eighth, dotted quarter rest.
- B. Echo, decode and create pitch patterns in :2/4 4/4 and 6/8 using Do, Re, Mi, So
- C. Sing simple 2 part rounds and solo song repertoire

2. Creating

- A. Improvise and compose rhythm patterns in: 2/4 and 4/4 quarter, paired eighth, quarter rest, half note and 6/8 dotted quarter, triple eighth, quarter with eighth, dotted quarter rest
- B. Improvise and compose pitch patterns in : 2/4 4/4 and 6/8 using Do, Re, Mi, So
- C. Small group composition

3. Reading/Notating

- A. Read and write rhythm patterns in: 2/4 and 4/4 quarter, paired eighth, quarter rest, half note and 6/8 dotted quarter, triple eighth, quarter with eighth, dotted quarter rest.
- B. Read and write pitch patterns in : 2/4 4/4 and 6/8 using Do, Re, Mi, So
- C. Recognizing same and different phrases

4. Listening

- A. Decode rhythm patterns in: 2/4 and 4/4 quarter, paired eighth, quarter rest, half note and 6/8 dotted quarter, triple eighth, quarter with eighth, dotted quarter rest
- B. Decode pitch patterns in : 2/4 4/4 and 6/8 using Do, Re, Mi, So in Key of G
- C. Identify music dynamics

5. Playing

- A. Echo, decode, and create rhythm patterns in: 2/4 and 4/4 quarter, paired eighth, quarter rest, half note and 6/8 dotted quarter, triple eighth, quarter with eighth, dotted quarter rest
- B. Play patterns in : 2/4 4/4 and 6/8 using Do, Re, Mi, So in Key of G on recorder and/or xylophone.
- C. Introduction to letter names of B, A, G on the recorder

6. Moving

- A. Moving expressively with the musical phrase
- B. Simple dances in a long ways and circle formations

Forth Grade

1. Singing/Speaking

- A. Echo, decode, and create rhythm patterns in: 2/4, 3/4 and 4/4 quarter, paired eighth, quarter rest, half note and 6/8 dotted quarter, triple eighth, quarter with eighth, dotted quarter rest.
- B. Echo, decode and create pitch patterns in :2/4, 3/4, 4/4 and 6/8 using Do, Re, Mi, So
- C. Sing simple 2 part rounds and solo song repertoire

2. Creating

- A. Improvise and compose rhythm patterns in: 2/4, 3/4 and 4/4 quarter, paired eighth, quarter rest, half note and 6/8 dotted quarter, triple eighth, quarter with eighth, dotted quarter rest.
- B. Improvise and compose pitch patterns in :2/4, 3/4, 4/4 and 6/8 using Do, Re, Mi, So
- C. Small group composition

3. Reading/Notating

- A. Read and write rhythm patterns in: 2/4, 3/4 and 4/4 quarter, paired eighth, quarter rest, half note and 6/8 dotted quarter, triple eighth, quarter with eighth, dotted quarter rest.
- B. Read and write pitch patterns in :2/4, 3/4, 4/4 and 6/8 using Do, Re, Mi, So
- C. Recognizing same and different phrases

4. Listening

- A. Decode rhythm patterns in: 2/4, 3/4 and 4/4 quarter, paired eighth, quarter rest, half note and 6/8 dotted quarter, triple eighth, quarter with eighth, dotted quarter rest
- B. Decode pitch patterns in : 2/4, 3/4, 4/4 and 6/8 using Do, Re, Mi, So in Key of G
- C. Identify music dynamics

5. Playing

- A. Echo, decode, and create rhythm patterns in: 2/4, 3/4 and 4/4 quarter, paired eighth, quarter rest, half note and 6/8 dotted quarter, triple eighth, quarter with eighth, dotted quarter rest
- B. Play patterns in : 2/4, 3/4 4/4 and 6/8 using Do, Re, Mi, So in Key of G on recorder and/or xylophone.
- C. Review letter names of B, A, G on the recorder and learn C, D and E
- D. Improvise simple ostinati and 2-part harmony on Orff xylophones
- E. Bass line melodies: I V I and I IV V I
- F. West African Drum Ensemble: Drum: Tone/Bass/Slap

6. Moving

- A. Moving expressively with the musical phrase
- B. Simple dances in a long ways and circle formations
- C. Review the proper terminology for the parts of the various types of dance sets

Fifth Grade

1. Singing/Speaking

- A. Echo, decode, and create rhythm patterns in: 2/4, 3/4 and 4/4 quarter, paired eighth, quarter rest, half note and 6/8 dotted quarter, triple eighth, quarter with eighth, dotted quarter rest.
- B. Echo, decode and create pitch patterns in :2/4, 3/4, 4/4 and 6/8 using low Do through High Do

2. Creating

- A. Improvise and compose rhythm patterns in: 2/4, 3/4 and 4/4 quarter, paired eighth, quarter rest, half note, four sixteenth and 6/8 dotted quarter, triple eighth, quarter with eighth, dotted quarter rest.
- B. Improvise and compose pitch patterns in :2/4, 3/4, 4/4 and 6/8 low Do through High Do
- C. Group composition
- D. Use Orff mallet instruments with simple/non-pitched percussion

3. Reading/Notating

- A. Read and write rhythm patterns in: 2/4, 3/4 and 4/4 quarter, paired eighth, quarter rest, half note four sixteenth and 6/8 dotted quarter, triple eighth, quarter with eighth, dotted quarter rest.
- B. Read and write pitch patterns in :2/4, 3/4, 4/4 and 6/8 low Do through high Do
- C. Play different styles of musical form such as A – B/verse - chorus

4. Listening

- A. Identify various musical forms
- B. Identify phrase structure
- C. Identify music dynamics

5. Playing

- A. Echo, decode, and create rhythm patterns in: 2/4, 3/4 and 4/4 quarter, paired eighth, quarter rest, half note and 6/8 dotted quarter, triple eighth, quarter with eighth, dotted quarter rest
- B. Play patterns in : 2/4, 3/4 4/4 and 6/8 using Do, Re, Mi, Fa, So, La in Key of G on recorder and/or xylophone.
- C. Multiple instruments including Orff and simple percussion played at the same time
- D. Improvise simple ostinati and at least 4-part harmony on Orff xylophones
- E. Bass line melodies: I V I and I IV V I
- F. West African Drum Ensemble: Drum: Tone/Bass/Slap

Sixth Grade
(Using Piano and Garageband)

1. Reading and Notating

- A. Read and writing rhythm patterns in: 2/4, 3/4 and 4/4 quarter, paired eighth, quarter rest, half note four sixteenth and (for extended learning 6/8 dotted quarter, triple eighth, quarter with eighth, dotted quarter rest.)
- B. Read and write pitch patterns in :2/4, 3/4, 4/4 and 6/8 In C position, Middle C position, RHT on C and LHT on B and Octave jumps
- C. Play different styles of musical form such as ABAB/verse – chorus, AABA
- D. Students play musical dynamics and articulation including p, mp, mf, f, crescendo and diminuendo. They will also play accent, staccato, tie and slur.
- E. Students review Note accuracy, Rhythmic accuracy, and Tempo Markings

2. Instrument Technique

- A. Student have correct posture including, feet on the floor, relaxed arms, firm wrists and curved fingers
- B. Eyes on music to encourage music reading not memorization.

3. Composing/Improvise

- A. Gain familiarity with garageband, a DAW tool and using MIDI, Live Audio and Loops. They learn together as a class on the teacher's computer, each group is a full class.
- B. Improvising and compose using software loops, creating original loops, using any available instruments.
- C. Producing – Creating, Editing, Mixing and Finalizing a song

4. Listening

- A. Identify various musical forms
- B. Identify phrase structure
- C. Identify music dynamics

5. Playing

- A. Individual practice and performance on the Piano
- B. Work through beginning of Accelerated Piano Adventures book

Seventh Grade
(Using Piano and Garageband)

1. Reading and Notating

- A. Read and writing rhythm patterns in: 2/4, 3/4 and 4/4 quarter, paired eighth, quarter rest, half note four sixteenth, dotted half, ties and (for extended learning 6/8 dotted quarter, triple eighth, quarter with eighth, dotted quarter rest.)
- B. Read and write pitch patterns in :2/4, 3/4, 4/4 and 6/8 In C position, Middle C position, RHT on C and LHT on B and Octave jumps, shifting hand positions
- C. Review different styles of musical form such as ABAB/verse – chorus, AABA
- D. Students review musical dynamics and articulation including p, mp, mf, f, crescendo and diminuendo. They will also play accent, staccato, tie and slur.
- E. Students review Note accuracy, Rhythmic accuracy, and Tempo Markings

2. Instrument Technique

- A. Students review correct posture including, feet on the floor, relaxed arms, firm wrists and curved fingers
- B. Students review eyes on music to encourage music reading not memorization.

3. Composing/Improvise

- A. Creating a composition in small groups or individually using a school computer. Teacher is there to assist but song is created fully by students.
- B. Improvising and compose using software loops, creating original loops, using any available instruments.
- C. Producing – Creating, Editing, Mixing and Finalizing a song
- D. Student compositions must meet standards such as: Each section must use a minimum of 5 loops, each song must be 3-5 minutes long, every student must create an original loop.

4. Listening

- A. Identify various musical forms
- B. Identify phrase structure
- C. Identify music dynamics

5. Playing

- A. Individual practice and performance on the Piano
- B. Work through the middle of Accelerated Piano Adventures book

Eighth Grade
(Using Guitar and Garageband)

1. Reading and Notating

- A. Read and writing rhythm patterns in: 2/4, 3/4 and 4/4 using note values previously learned.
- B. Read and write pitch patterns in :2/4, 3/4, 4/4 and 6/8 playing musical melodic and chordal notation.
- C. Review different styles of musical form such as ABAB/verse – chorus, AABA
- D. Students review musical dynamics and articulation including p, mp, mf, f, crescendo and diminuendo. They will also play accent, staccato, tie and slur.
- E. Students review Note accuracy, Rhythmic accuracy, and Tempo Markings

2. Instrument Technique

- A. Allow the body to have no tension by sitting or standing up straight
- B. Students review eyes on music to encourage music reading not memorization.
- C. Students will use a pick holding it between their thumb and pointer finger
- D. Students use correct curved fingers and fingers that correspond to the correct frets.
- E. Students will strum in correct patterns and pick up and down for single stringed notation.

3. Composing/Improvise

- A. Creating a composition in small groups or individually using a school computer. Teacher is there to assist but song is created fully by students.
- B. Improvising and compose using software loops, creating original loops, using any available instruments.
- C. Producing – Creating, Editing, Mixing and Finalizing a song
- D. Student compositions must meet standards such as: Each section must use a minimum of 7 loops, each song must be 5 minutes or more, every student must create at least 2 original loop, each song must include 2 tracks edited from the original sound.
- E. There must be a visual aspect correlating to the auditory process

4. Listening

- A. Identify various musical forms
- B. Identify phrase structure
- C. Identify music dynamics

5. Playing

- A. Individual practice and performance on the Guitar
- B. Work through the beginning of Hal Leonard Guitar Method 1