



MUSIC SCOPE AND SEQUENCE Grades K - 3

The Scope and Sequence document represents an articulation of what students should know and be able to do. The document supports teachers in knowing how to help students achieve the goals of the standards and to understand each standard conceptually. It should be used as a tool to assist in planning and implementing a high quality instructional program.

- The Units provides a snapshot of instruction across a year.
- The unpacking section contains rich information and examples of what the standard and benchmarks mean.
- The progressions provides valuable information for pre assessment as well as information on what follows.

LANGUAGE ARTS STANDARDS

Standard 1: *Learners will play a varied repertoire of music on instruments, alone, or with others.*

Standard 2: *Learners will demonstrate the ability to read and notate music.*

Standard 3: *Learners will show an ability to critique and analyze.*

Standard 4: *Learners will sing, alone and with others, a varied repertoire of music.*

Kindergarten Units

We Sing	We Move	We Play	We Create	We Share Music
---------	---------	---------	-----------	----------------

Grade 1 Units

We Sing	We Notate	We Move	We Share	We Notate 2	We Play	We Sing 2	We Create
---------	-----------	---------	----------	-------------	---------	-----------	-----------

Grade 2 Units

We Sing	We Notate	We Play	We Move	We Notate Music 2	We Play 2	We Notate 3	We Play 3	We Share	We Create
---------	-----------	---------	---------	----------------------	-----------	-------------	-----------	----------	-----------

Grade 3 Units

Music Theory	Beginner Instrument (recorder)	Listening	Artistic Awareness in Instrumental Music	Ensemble Singing	Composition
--------------	-----------------------------------	-----------	---	------------------	-------------

Standard 1: Learners will sing and play on instruments, alone, or with others a varied repertoire of music.				
Benchmarks	Performance Indicators			
	Kindergarten	Grade 1	Grade 2	Grade 3
	Learners play melodies and accompaniments on instruments			
a. Perform on instruments with a steady beat	Performs deliberately - demonstrating some understanding of beat and using some body percussion	Performs a steady beat using instruments with the aid of a visual cue	Performs a steady beat using percussive instruments	Performs a steady beat using percussive instruments or recorder in parts
b. Perform on instruments with a developing sense of rhythmic accuracy	Performs deliberately - demonstrating some understanding of beat and using some body percussion	Perform material and dances with rhythmic accuracy using quarter notes, eighth notes and quarter rests: Ta, Titi & Sa	Perform material and dances with rhythmic accuracy using quarter notes, eighth notes, quarter rests and sixteenth notes: Ta, Titi & Sa & Tikatika	Performs material on recorder and percussion instruments with rhythmic accuracy in parts
c. Perform on instruments with a developing sense of pitch	Perform material with increasing melodic accuracy. E.g. play simple phrases that use both a higher and a lower note	Perform material with increasing melodic accuracy on pitched percussion. E.g. play phrases containing ascending and descending melodic lines	Perform material with increasing melodic accuracy on pitched percussion. E.g. play longer phrases containing steps and leaps	Perform material with increasing melodic accuracy on the recorder
	Learners sing a variety material in various genres alone and in a group			
a. Sing age appropriate material both alone and in a group	Sing a variety of music alone and in a group	Sing a variety of music alone and in a group with increasing difficulty E.g. songs with more than four lines or songs with responses that are more than two words	Sing a variety of music alone and in a group as well as material with different parts	Sing a variety of music alone and in a group
	Learners use their voices expressively as they speak, chant and sing			
a.	Create vocal sounds in a variety of ways E.g. make animal noises or whispering	Perform songs with a head (gentle/light) voice	Perform songs with increasing voice control e.g. longer phrases and greater accuracy of notes	Perform songs with accurate tone, pitch, breath control and clear diction

Use age appropriate voice and quality control				
b. Use expression to communicate mood and meaning	Sing with an increasing awareness about the use of expression to communicate mood. E.g. singing an upbeat or calm song	Sing with increasing awareness about the use of expression to communicate moods and meanings of songs. E.g. singing songs with appropriate facial expressions and body gestures	Sing with an increasing awareness about the use of expression to communicate moods and meanings of songs. E.g. singing with appropriate dynamics and accents	Demonstrate understanding through performance of tone, emotion, pause and lyric

Standard 2: Learners will demonstrate the ability to read and notate music.				
Benchmarks	Performance Indicators			
	Kindergarten	Grade 1	Grade 2	Grade 3
	Learners read simple rhythmic patterns			
a. Read a variety of note values in simple meters	N/A	Perform rhythms using iconic notation using quarter notes, quarter rests and eighth notes	Perform rhythms using standard and iconic notation using quarter notes, quarter rests, eighth notes and sixteenth notes	Perform rhythms using standard notation using whole, half, dotted half, quarter, eighths, sixteenths notes, and corresponding rests
	Learners use a system to read simple pitched notation in the treble clef			
a. Read and produce pitch with developing accuracy	N/A	Perform three pitches using iconic Kodaly hand signals	Decipher notes on lines and spaces from standard staff notation	Perform and play using B, A, G, C and D using standard staff notation

Learners identify symbols and traditional music terms referring to dynamics, tempo and articulation and interpret them correctly when performing				
a.	N/A	Identify piano and forte	Understand measure, repeat symbol and double bar line	Understand legato and staccato tonguing; accelerando, andante and moderato
Name or define musical terms, symbols and abbreviations				
b.	N/A	N/A	Perform simple dynamics, tempo and articulation from conductor cues	Perform simple dynamics, tempo and articulation from written cues
Perform the meaning of musical terms, symbols and abbreviations				
Learners use symbols to notate meter, rhythm, pitch and dynamics				
a.	N/A	Use iconic notation to notate simple rhythmic patterns	Use traditional notation to notate rhythmic phrases as well as simple pitch phrases	Use traditional notation to notate simple phrases
Note meter, rhythm, pitch and dynamics				

Standard 3: Learners will respond to music by listening, analyzing, and describing.				
Benchmarks	Performance Indicators			
	Kindergarten	Grade 1	Grade 2	Grade 3
	Learners use appropriate terminology to respond to music			
a.	Respond to the characteristics of music: fast/slow, high/low, loud/soft, same/different, listening	Respond to the characteristics of music: speed, classroom instrument names, performance, audience	Respond to the characteristics of music: repeat, tempo, dynamics, smooth/jumpy	Respond to the characteristics of music: articulation, piano, forte, mezzoforte, mezzopiano, andante, allegro, pitch, tempo, dynamics, timbre, rhythm
Recognize and demonstrate an understanding of musical characteristics				
	Learners identify the sounds of a variety of instruments and voices			
a.	Identify speaking and singing voices. Identify classroom instruments	Demonstrate understanding of percussion instruments	Demonstrate understanding of instrument families	Demonstrate understanding of instruments within the instrument families
Demonstrate understanding of sound production (voice and				

instrument families) instrument families)				
Learners demonstrate perceptual skills by responding to music				
a. Demonstrate an awareness that musical elements convey meaning and ideas	Create meaning from age appropriate musical prompts. E.g. what animal is represented by the music from 'The Carnival of the Animals'?	Create meaning from age appropriate musical prompts. E.g. What is a character feeling from 'Peter and the Wolf'?	Create meaning from age appropriate prompts. E.g. What is happening in the music 'Holst's Planets'?	Create meaning from age appropriate prompts E.g. what is happening in the quiet section of the music?

Standard 4: Learners will create music within specified guidelines.				
Benchmarks	Performance Indicators			
	Kindergarten	Grade 1	Grade 2	Grade 3
	Learner's create and arrange short compositions within specific guidelines using a variety of sound sources			
a. Create a composition in response to a given prompt or stimuli	Make choices from sounds to create a composition responding to age appropriate stimuli. E.g. Make sound effects to music stories	Organize sounds to create a composition responding to age appropriate stimuli. E.g. Make a composition about a flower growing	Organize sounds with melodic and rhythmic awareness to age appropriate stimuli	Begin to coordinate responses with multi-part compositions