

STRATFORD PUBLIC SCHOOLS

General Music Department

Curriculum Scope and Sequence K-6

Grade	Concept/Units	Application-Students will:
K	Perform	<p><u>Essential Skills & Knowledge</u></p> <ul style="list-style-type: none"> • The student will maintain a steady beat to selected grade level songs and rhythmic rhythms. • The student will match pitch by echoing melodic phrases in tune, using their singing voice. • <i>Singing</i> • Sing independently, on pitch and in rhythm, within an appropriate range (c1-c2), tessitura (d1-a1), and with appropriate timbre posture, and maintain a steady tempo. • Sing expressively, with appropriate dynamics (loud/soft). • Sing from memory a varied repertoire of age appropriate songs. • Sing in unison. • Sing in groups, blending by matching pitch and dynamic levels through echo activities, and responding to the cues of a conductor. <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> • Begin to perform and maintain a steady beat. • Begin to perform rhythmic and chordal patterns accurately and independently on rhythmic and harmonic classroom instruments using the following criteria: <ul style="list-style-type: none"> • <u>Chordal Patterns</u>: open fifth (level bourdon) on beat. • <u>Rhythm Instruments</u>: body and unpitched percussion on beat. • <u>Harmonic Instruments</u>: barred instruments on beat. • Begin to accompany a varied repertoire of early childhood literature or songs with appropriate expression. • Begin to perform in groups, matching dynamic levels, and responding to the cues of the conductor (starting and ending together). • Begin to perform simple independent instrumental parts while other students sing on beat (see repertoire list). <p><u>Movement</u></p> <ul style="list-style-type: none"> • Develop space awareness. • Demonstrate beat awareness through body percussion, nonloco-motor (bend, twist, stretch, swing, sway) and loco-motor (walk, run, skip/gallop, slide, hop, jump) movements emerging during second half of school year. • Demonstrate music interpretation through creative movement (mirroring, levels, pathways, shapes). • Demonstrate tempo (fast-slow), pitch (high-low), dynamics (loud-soft), and duration (short-long). • Perform simple circle games and dances.ⁱ <p><u>Reading</u></p> <ul style="list-style-type: none"> • To be introduced in later grades. <p><u>Notating</u></p>

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Grade	Concept/Units	Application-Students will:
		<ul style="list-style-type: none"> To be introduced in later grades.
	Create	<p><u>Essential Skills & Knowledge</u></p> <ul style="list-style-type: none"> The student will maintain a steady beat to selected grade level songs and rhythmic rhythms. The student will match pitch by echoing melodic phrases in tune, using their singing voice. The student will contribute positively to classroom activities. <i>Improvising</i> Echo "answers" in the same style to given rhythmic and/or melodic phrases using call and response. <p><u>Composing and Arranging</u></p> <ul style="list-style-type: none"> To be introduced in later grades.
	Respond	<p><u>Essential Skills & Knowledge</u></p> <ul style="list-style-type: none"> The student will maintain a steady beat to selected grade level songs and rhythmic rhythms. The student will match pitch by echoing melodic phrases in tune, using their singing voice. <i>Listening</i> Respond through movement to simple musical forms when presented aurally (binary and ternary). Demonstrate perceptual skills by moving, answering questions about, and describing aural examples of music of various styles and qualities: high-low, fast-slow, soft-loud, long-short, mood. Begin to identify the sounds of a variety of instruments, including some orchestra and band instruments, instruments from various cultures, as well as child, adult male and female voices. Respond through purposeful movement to selected prominent music characteristics demonstrating developmental beat competency. <p><u>Evaluating</u></p> <ul style="list-style-type: none"> Devise age appropriate criteria for evaluating performances and compositions i.e. self/peer assessment lists. Explain using age appropriate music terminology.
1	Perform	<p><u>Essential Skills & Knowledge</u></p> <ul style="list-style-type: none"> Students will maintain a steady beat to selected grade level songs and rhymes. The student will match pitch by echoing melodic phrases in tune using their singing voice. The student will improvise answers to given musical questions (same meter, tempo and tonality).

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Grade	Concept/Units	Application-Students will:
		<ul style="list-style-type: none">• The student will describe music by answering simple questions about music, using grade level terminology where appropriate (i.e. high/low, fast/slow) <p><u>Singing</u></p> <ul style="list-style-type: none">• Sing independently, on pitch, within an appropriate range (c1-c2), tessitura (d1-b1), and with appropriate timbre (four channels of voice, voice exploration), posture, and maintain a steady beat.• Sing expressively, with appropriate dynamics (loud/soft), phrasing, and interpretation.• Sing from memory a varied repertoire of age appropriate songs including patriotic and game songs.• Sing in unison sing in groups, blending by matching pitch and dynamic levels through echo activities, and responding to the cues of a conductor. <p><u>Playing Instruments</u></p> <ul style="list-style-type: none">• Perform on pitch, and maintain a steady beat while developing correct playing technique.• Perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic and harmonic classroom instruments using the following criteria:<ul style="list-style-type: none">• <u>Rhythmic Values:</u><ul style="list-style-type: none">• 2/4 quarter, eighth, quarter rest• 6/8 quarter, eighth, quarter rest• <u>Rhythmic Patterns:</u> simple patterns, voice first.• <u>Chordal Patterns:</u> open fifth (level bourdon, broken bourdon)• <u>Melodic patterns:</u> two and three note patterns• <u>Rhythm Instruments:</u> unpitched percussion• <u>Harmonic Instruments:</u> barred instruments• Begin to accompany a varied repertoire of childhood literature and songs with appropriate expression.• Echo short rhythmic and melodic patterns voice first.• Perform in groups, matching dynamic levels, and responding to the cues of the conductor (entrances, cut-offs, dynamic levels).• Begin to perform simple independent instrumental parts while other students sing or play contrasting parts (see repertoire list). <p><u>Movement</u></p> <ul style="list-style-type: none">• Develop space awareness.• Demonstrate beat awareness through body percussion, non-locomotor (bend, twist, stretch, swing, sway) and locomotor (walk, run, skip/gallop, slide, hop, jump) movements emerging during second half of school year.• Demonstrate music interpretation through improvised creative movement (mirroring, levels, pathways, shapes).• Demonstrate tempo (fast-slow), pitch (high-low), dynamics (loud-soft), and duration (short-long).

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Grade	Concept/Units	Application-Students will:
		<ul style="list-style-type: none"> • Perform simple circle games, “play parties”, and folk dances. • Demonstrate the ability to work effectively alone and with a partner. • Demonstrate the following partner skills: copying, leading and following, mirroring <p><u>Reading</u></p> <ul style="list-style-type: none"> • Respond to quarter, and eighth notes and quarter rests using a syllable system. • Use syllables based on a music method (i.e. Kodaly, Gordon, or Orff). <p><u>Notating</u></p> <ul style="list-style-type: none"> • Use standard symbols to notate pitch in simple patterns presented by the teacher
	Create	<p><u>Essential Skills & Knowledge</u></p> <ul style="list-style-type: none"> • Students will maintain a steady beat to selected grade level songs and rhymes. • The student will match pitch by echoing melodic phrases in tune using their singing voice. • The student will improvise answers to given musical questions (same meter, tempo and tonality). • The student will describe music by answering simple questions about music, using grade level terminology where appropriate (i.e. high/low, fast/slow) <p><u>Improvising</u></p> <ul style="list-style-type: none"> • Improvise "answers" in the same style to given rhythmic and/or melodic phrases using call and response over tonic/dominant harmony. • <i>Composing and Arranging</i> • Create and arrange music to accompany readings or dramatizations within specified guidelines. • Create and arrange sound stories, short songs and instrumental pieces within specified guidelines. • Use a variety of sound sources (pitched and unpitched percussion, voice) when composing.
	Respond	<p><u>Essential Skills & Knowledge</u></p> <ul style="list-style-type: none"> • Students will maintain a steady beat to selected grade level songs and rhymes. • The student will match pitch by echoing melodic phrases in tune using their singing voice. • The student will improvise answers to given musical questions (same meter, tempo and tonality). • The student will describe music by answering simple questions about music, using grade level terminology where appropriate (i.e. high/low, fast/slow) <p><u>Listening</u></p> <ul style="list-style-type: none"> • Respond expressively through movement to simple musical forms when presented aurally (binary and ternary). • Demonstrate perceptual skills by moving, answering questions about, and describing aural examples of music of various styles and qualities: high-low, fast-slow, soft-loud, long-short, mood, same-different.

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Grade	Concept/Units	Application-Students will:
		<ul style="list-style-type: none"> • Use age appropriate terminology in explaining music, music notation, music instruments and voices, and music performances. • Begin to identify the sound and family of a variety of instruments, including orchestral instruments, instruments from various cultures, as well as child, adult male and female voices. • Respond through purposeful movement to meter demonstrating developmental beat competency. • <i>Evaluating</i> • Devise age appropriate criteria for evaluating performances and compositions i.e. self/peer assessment lists. • Explain using age appropriate music terminology.
2	Perform	<p><u>Essential Skills & Knowledge</u></p> <ul style="list-style-type: none"> • Students will maintain a steady beat to selected grade level songs and rhymes. • The student will match pitch by echoing melodic phrases in tune using their singing voice. • The student will improvise answers to given musical questions (same meter, tempo and tonality). • The student will describe music by answering simple questions about music, using grade level terminology where appropriate (i.e. high/low, fast/slow) • <i>Singing</i> • Sing independently, on pitch and in rhythm, within an appropriate range (c1-d2), tessitura (d1-d2), and with appropriate timbre (voice exploration, introduce head voice), diction (enunciation), posture, and maintain a steady tempo. • Sing expressively, with appropriate dynamics (forte, piano, accent, crescendo, decrescendo), phrasing, and interpretation. • Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures. • Sing ostinati, and rounds. • Sing in groups, maintaining a steady tempo, blending vocal timbres, matching dynamic levels, and responding to the cues of conductor (entrances, cut-offs). <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> • Perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo while reinforcing correct playing technique. • Perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic and harmonic classroom instruments using the following criteria: <ul style="list-style-type: none"> • <u>Rhythmic Values:</u> • 2/4 half, quarter, eighth, quarter rest • 6/8 quarter, eighth, quarter rest

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Grade	Concept/Units	Application-Students will:
		<ul style="list-style-type: none"> • <u>Rhythmic Patterns</u>: simple ostinati, simple 4/4, 2/4, and 3/4 patterns • <u>Chordal Patterns</u>: open fifth (level bourdon, broken bourdon both octaves, introduction to crossover bourdon) • <u>Melodic Patterns</u>: two and three note patterns, pentatonic patterns • <u>Instruments</u>: unpitched percussion, barred • Accompany a varied repertoire of age appropriate literature and songs representing diverse genres and styles with appropriate expression. • Echo short rhythmic and melodic patterns. • Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of the conductor (entrances, cut-offs, dynamic levels). • Perform simple independent instrumental parts while other students sing or play contrasting parts. <p><u>Movement</u></p> <ul style="list-style-type: none"> • Develop space awareness. • Demonstrate beat competency through body percussion, nonlocomotor and locomotor movements. • Demonstrate music interpretation through improvised creative movement (mirroring, levels, pathways, shapes). • Demonstrate tempo, pitch, dynamics, duration, and form (binary, ternary and rondo). • Perform circle games, “play parties”, and folk dances from various cultures using 4/4, 2/4, 3/4, and 6/8 meters. • Demonstrate the ability to work effectively alone and with a partner. • Demonstrate the following partner skills: Copying, leading and following, mirroring. <p><u>Reading</u></p> <ul style="list-style-type: none"> • Read half, quarter, and eighth notes and quarter rests in 4/4, 2/4, 6/8, and 3/4 meter signatures using a syllable system. • Read pitch notation (do, re, mi, sol, la, do) in the treble clef in major keys. • Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing. <p><u>Notating</u></p> <ul style="list-style-type: none"> • Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.
	Create	<p><u>Essential Skills & Knowledge</u></p> <ul style="list-style-type: none"> • Students will sing grade level songs on pitch using their singing voice. • Students will use classroom instruments accurately and with appropriate technique. • Students will improvise answers to given musical questions regarding meter, tempo and tonality. • Students will accurately read grade level rhythms.

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Grade	Concept/Units	Application-Students will:
		<ul style="list-style-type: none"> • Students will accurately read grade level pitches • Students will describe music by answering simple questions about music, using grade level terminology where appropriate (i.e. form, tempo). <p><u>Improvising</u></p> <ul style="list-style-type: none"> • Improvise "answers" in the same style to given rhythmic and/or melodic phrases using call and response. • Improvise simple rhythmic and ostinato accompaniments. • Improvise simple rhythmic and melodic (pentatonic) variations on familiar melodies. <p><u>Composing and Arranging</u></p> <ul style="list-style-type: none"> • Create and arrange music to accompany readings or dramatizations within specified guidelines. • Create and arrange sound stories, short songs and instrumental pieces within specified guidelines. • Use a variety of sound sources (pitched and unpitched percussion, voice) when composing.
	Respond	<p><u>Essential Skills & Knowledge</u></p> <ul style="list-style-type: none"> • Students will maintain a steady beat to selected grade level songs and rhymes. • The student will match pitch by echoing melodic phrases in tune using their singing voice. • The student will improvise answers to given musical questions (same meter, tempo and tonality). • The student will describe music by answering simple questions about music, using grade level terminology where appropriate (i.e. high/low, fast/slow) • The student will contribute positively to classroom activities. <p><u>Listening</u></p> <ul style="list-style-type: none"> • Identify simple musical forms when presented aurally (binary, ternary, verse-refrain). • Demonstrate perceptual skills by moving, answering questions about, and describing aural examples of music of various styles and qualities: dynamics, tempo, melodic directionality, rhythm, mood, same-different, meter. • Use age appropriate terminology in explaining music, music notation, music instruments and voices, and music performances. • Identify the instruments of the orchestra by sight, sound, and family, instruments from various cultures by sight and sound, as well as child, adult male and female voices. • Respond through purposeful movement to selected prominent music characteristics. <p><u>Evaluating</u></p> <ul style="list-style-type: none"> • Devise age appropriate criteria for evaluating performances and compositions i.e. self/peer assessment lists. • Explain using age appropriate music terminology. • Explain their personal preferences for specific musical works and styles (classical, jazz, folk, etc.) •

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3	Perform	<p><u>Essential Skills & Knowledge</u></p> <ul style="list-style-type: none"> • Students will sing grade level songs on pitch using their singing voice. • Students will use classroom instruments accurately and with appropriate technique. • Students will play the recorder with proper technique using a variety of repertoire. • Students will create simple musical improvisations, compositions/arrangements within specified guidelines • Students will accurately read grade level rhythms. • Students will accurately read grade level pitches • Students will describe music by answering simple questions about music, using grade level terminology where appropriate. <p><u>Singing</u></p> <ul style="list-style-type: none"> • Sing independently on pitch and in rhythm, within appropriate range (c1-e2), and tessitura (d1-c1), with appropriate timbre, (use of head voice introduction of breath control), diction, posture, and maintain a steady tempo. • Sing expressively, with appropriate dynamics (<i>f</i>, <i>p</i>, accent, crescendo, decrescendo), appropriate articulation (legato, staccato), phrasing, and interpretation. • Sing from memory a varied repertoire of songs. • Sing ostinati, and rounds. • Sing in groups, maintaining a steady tempo, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor (entrances/cut-offs/dynamics levels/tempo). <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> • Perform on pitch in rhythm with appropriate dynamics (<i>p</i>, <i>f</i>, crescendo, decrescendo), and timbre, and maintain a steady tempo, while reinforcing correct playing technique. • Perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic and harmonic classroom instruments, using the following criteria: <ul style="list-style-type: none"> • <u>Perform Rhythmic Values:</u> • 4/4 whole note, half note, quarter, eighth, and corresponding rests. • 6/8 dotted quarter, quarter, eighth, triplet and corresponding rests. • <u>Rhythmic Patterns:</u> Ostinati, simple & compound • <u>Melodic Vocabulary:</u> low C to high D including B\flat, F\sharp, C. • <u>Chordal Patterns:</u> I, V Major and Minor • <u>Melodic Patterns:</u> pentatonic, major/minor patterns. • <u>Rhythm Instruments:</u> Unpitched Percussion • <u>Melodic/Harmonic Instruments:</u> Recorder, and instruments.

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Grade	Concept/Units	Application-Students will:
		<ul style="list-style-type: none"> • Perform expressively a varied repertoire of age appropriate literature and songs representing diverse genres and styles. • Echo short rhythmic and melodic patterns. • Perform in groups blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor. • Perform independent instrumental parts while other students sing or play contrasting parts. <p><u>Movement</u></p> <ul style="list-style-type: none"> • Develop space awareness. • Demonstrate beat competency through body percussion, non-locomotor and locomotor movements. • Demonstrate music interpretation through improvised creative movement (mirroring, levels, pathways, shapes). • Demonstrate tempo, pitch, dynamics, duration, and form (binary, ternary and rondo). • Perform circle games, “play parties”, and folk dances from various cultures using simple and compound meters. • Demonstrate the ability to work effectively alone and with a partner. • Demonstrate the following partner skills: Copying, leading and following, mirroring
	Create	<p><u>Essential Skills & Knowledge</u></p> <ul style="list-style-type: none"> • Students will sing grade level songs on pitch using their singing voice. • Students will use classroom instruments accurately and with appropriate technique. • Students will play the recorder with proper technique using a variety of repertoire. • Students will create simple musical improvisations, compositions/arrangements within specified guidelines • Students will accurately read grade level rhythms. • Students will accurately read grade level pitches • Students will describe music by answering simple questions about music, using grade level terminology where appropriate. <p><u>Improvising</u></p> <ul style="list-style-type: none"> • Improvise “answers” in the same style to given rhythmic and/or melodic phrases using call and response. • Improvise simple rhythmic and melodic ostinato accompaniments. • Improvise rhythmic and melodic (pentatonic) harmonic variations to familiar melodies using • I & V in major and/or minor keys. <p><u>Composing and Arranging</u></p> <ul style="list-style-type: none"> • Create and arrange music to accompany reading or dramatizations within specific guidelines. • Create and arrange short songs and instrumental pieces within specified guidelines. • Use a variety of sound sources (including voice, recorders, pitched and unpitched percussion).

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Grade	Concept/Units	Application-Students will:
	Respond	<p><u>Essential Skills & Knowledge</u></p> <ul style="list-style-type: none"> • Students will sing grade level songs on pitch using their singing voice. • Students will use classroom instruments accurately and with appropriate technique. • Students will play the recorder with proper technique using a variety of repertoire. • Students will create simple musical improvisations, compositions/arrangements within specified guidelines • Students will accurately read grade level rhythms. • Students will accurately read grade level pitches • Students will describe music by answering simple questions about music, using grade level terminology where appropriate. <p><u>Listening</u></p> <ul style="list-style-type: none"> • Identify musical forms when presented aurally (binary, ternary, themes and variations). • Demonstrate perceptual skills through movement, answering questions about, and describing aural examples of various styles: dynamics, tempo, melodic direction, rhythm, mood, same-different and meter. • Use age appropriate terminology in explaining music, music notation, music instruments and voices, and music performances. • Identify the instruments of the orchestra an band by sight, sound, and family. • Respond through purposeful movement to while listening to music. <p><u>Evaluating</u></p> <ul style="list-style-type: none"> • Using self/peer assessment evaluate performances and compositions. • Explain music using age appropriate terminology. • Explain personal preferences for specific musical works and styles.
4	Perform	<p><u>Essential Skills & Knowledge</u></p> <ul style="list-style-type: none"> • The student will sing grade level song on pitch using appropriate vocal technique. • The student will use classroom instruments accurately and with appropriate technique. • The student will create simple musical improvisations/compositions/arrangements within specified guidelines. • The student will accurately read and write grade level rhythms. • The student will accurately read and write grade level pitches. • The students will describe music by answering simple questions about music, using the elements of music and grade level terminology where appropriate. <p><u>Singing</u></p> <ul style="list-style-type: none"> • Sing independently, on pitch and in rhythm, within an appropriate range, (bb1-f2), and tessitura (c1-e1), with appropriate timbre (use of head voice, use of breath control), diction (introduce appropriate use of vowels/consonants), posture, and maintain a steady tempo.

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Grade	Concept/Units	Application-Students will:
		<ul style="list-style-type: none">• Sing expressively, with appropriate dynamics (f, mf, mp, p, crescendo, decrescendo, accent), appropriate articulation (legato, staccato), phrasing, and interpretation• Sing from memory a varied repertoire• Sing ostinati, partner songs, rounds, introduction to simple two-part harmony.• Sing in groups, maintaining a steady tempo, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor (entrances, cut-offs, dynamic level, tempo changes, articulation). <p><u>Playing Instruments</u></p> <ul style="list-style-type: none">• Perform on pitch, in rhythm, with appropriate dynamics (p, mf, f, crescendo and decrescendo) timbre, articulation and maintain a steady tempo.• Perform rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments using the following criteria:<ul style="list-style-type: none">• <u>Rhythmic values:</u><ul style="list-style-type: none">• 4/4 whole, dotted half, half, quarter, eighth, syncopation and corresponding rests• 6/8 dotted quarter, quarter, eighth, triplet and corresponding rests.• <u>Melodic vocabulary:</u> Pentatonic C, F, G and d minor on barred instruments• <u>Chordal patterns:</u> I, IV, V Major and minor, using bourdon and crossover accompaniments• <u>Instruments:</u> unpitched percussion, recorders and barred instruments.• Perform expressively, using correct phrasing, a varied repertoire representing diverse genres and styles (see repertoire list).• Echo short rhythms and melodic patterns.• Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of the conductor.• Perform independent instrumental parts while other students sing or play contrasting parts. <p><u>Movement</u></p> <ul style="list-style-type: none">• Demonstrate space awareness.• Demonstrate beat competency through structured and creative movement using body percussion, nonlocomotor and locomotor movements.• Demonstrate music interpretation through improvised creative movement using props (scarves, ribbons, etc.).• Demonstrate tempo, pitch, dynamics, duration, and form.• Perform a variety of dances from various cultures using 4/4, 2/4, 3/4, and 6/8 meters.• Demonstrate the ability to work effectively alone and with a partner.• Demonstrate the following partner skills:

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		<ul style="list-style-type: none"> • Copying, leading and following, mirroring. <p><u>Reading</u></p> <ul style="list-style-type: none"> • Read the following rhythms using a syllable system and introducing counting system. • 4/4 whole, dotted half, half, quarter, eighth, syncopation and corresponding rests • 6/8 dotted quarter, quarter, eighth, triplet and corresponding rests. • Read pitch notation in the treble clef in major and/or minor keys. • Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing. <p><u>Notating</u></p> <ul style="list-style-type: none"> • Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.
	Create	<p><u>Improvising</u></p> <ul style="list-style-type: none"> • Improvise "answers" in the same style to given rhythmic and/or melodic phrases using call and response. • Improvise simple rhythmic and melodic ostinato accompaniments. • Improvise simple rhythmic and harmonic variations and simple melodic embellishments on familiar melodies over song forms using the I, IV, and V chords in major and/or minor keys. • Improvise short songs and free form pieces using a variety of sound sources (recorders, pitched and unpitched percussion, voice). <p><u>Composing and Arranging</u></p> <ul style="list-style-type: none"> • Create and arrange music to accompany readings or dramatizations within specified guidelines. • Create and arrange short songs and instrumental pieces within specified guidelines. • Use a variety of sound sources (pitched and unpitched percussion, and recorder) when composing.
	Respond	<p><u>Essential Skills & Knowledge</u></p> <ul style="list-style-type: none"> • The student will sing grade level song on pitch using appropriate vocal technique. • The student will use classroom instruments accurately and with appropriate technique. • The student will create simple musical improvisations/compositions/arrangements within specified guidelines. • The student will accurately read and write grade level rhythms. • The student will accurately read and write grade level pitches. • The students will describe music by answering simple questions about music, using the elements of music and grade level terminology where appropriate. <p><u>Listening</u></p> <ul style="list-style-type: none"> • Identify simple musical forms when presented aurally binary, ternary, rondo, theme and variations.

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Grade	Concept/Units	Application-Students will:
		<ul style="list-style-type: none"> • Demonstrate perceptual skills by moving, answering questions about, and describing aural examples of music of various styles representing diverse cultures, (world folk of the Americas and other countries, spiritual, calypso and jazz). • Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances. • Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as child, adult male and female voices. • Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music. <p><u>Evaluating</u></p> <ul style="list-style-type: none"> • Devise criteria for evaluating performances and compositions (e.g., self/peer assessment lists). • Explain, using appropriate music terminology, (dynamics, tempo, rhythm, pitch, form). • Explain their personal preferences for specific musical works and styles (classical, jazz, folk, etc.).
5	Perform	<p><i>Essential Skills & Knowledge</i></p> <ul style="list-style-type: none"> • The student will sing grade level song on pitch using appropriate vocal technique. • The student will use classroom instruments accurately and with appropriate technique. • The student will create simple musical improvisations/compositions/arrangements within specified guidelines. • The student will accurately read and write grade level rhythms. • The student will accurately read and write grade level pitches. • The student will describe music by answering simple questions about music, using the elements of music and grade level terminology where appropriate. • The student will understand the historical and cultural context of the music they perform. <p><u>Singing</u></p> <ul style="list-style-type: none"> • Sing independently, on pitch and in rhythm, within an appropriate range, (bb1-f2), and with appropriate timbre (use of head voice, use of breath control), diction (continue appropriate use of vowels/consonants), posture, and maintain a steady tempo. • Sing expressively, with appropriate dynamics (f, mf, mp, p, crescendo, decrescendo, accent), appropriate articulation (legato, staccato), phrasing, and interpretation. • Sing from memory a varied repertoire (world folk of the Americas and other countries, spiritual, calypso and jazz) of songs representing genres and styles from diverse cultures. • Sing ostinati, partner songs, rounds, descants, introduction to simple two-part harmony through I, IV and V. • Sing in groups, maintaining a steady tempo, blending vocal timbres, matching dynamic levels, and responding to

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Grade	Concept/Units	Application-Students will:
		<p>the cues of a conductor (entrances, cut-offs, dynamic level, tempo changes, articulation).</p> <p><u>Playing Instruments</u></p> <ul style="list-style-type: none"> • Perform on pitch, in rhythm, with appropriate dynamics (p, mf, f, crescendo and decrescendo) timbre, articulation and maintain a steady tempo. • Perform rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments using the following criteria: <ul style="list-style-type: none"> • <u>Rhythmic values</u>: whole note, dotted half, half note, dotted quarter, quarter note, eighth note and corresponding rests • Introduce sixteenth notes and triplets • <u>Melodic vocabulary</u>: C, F, G, D and relative minor keys on barred instruments • <u>Chordal patterns</u>: I, IV, V Major and minor, using bourdon and crossover accompaniments • Perform expressively, using correct phrasing, a varied repertoire, (world folk of the Americas and other countries, spiritual, calypso and jazz) of music representing diverse genres and styles. • Echo short rhythms and melodic patterns. • Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of the conductor. • Perform independent instrumental parts while other students sing or play contrasting parts, (see repertoire list). <p><u>Movement</u></p> <ul style="list-style-type: none"> • Demonstrate space awareness. • Demonstrate beat competency through structured and creative movement using body percussion, nonlocomotor and locomotor movements. • Demonstrate music interpretation through improvised creative movement using props (scarves, ribbons, etc.). • Demonstrate tempo, pitch, dynamics, duration, and form. • Perform a variety of dances from various cultures using simple and compound meters. • Demonstrate the ability to work effectively alone and with a partner. • Demonstrate the following partner skills: copying, leading and following, mirroring. • Improvise, create and perform their own dances.
	Create	<p><u>Essential Skills & Knowledge</u></p> <ul style="list-style-type: none"> • The student will sing grade level song on pitch using appropriate vocal technique. • The student will use classroom instruments accurately and with appropriate technique. • The student will create simple musical improvisations/compositions/arrangements within specified guidelines. • The student will accurately read and write grade level rhythms.

STRATFORD PUBLIC SCHOOLS

General Music Department

Curriculum Scope and Sequence K-6

Grade	Concept/Units	Application-Students will:
		<ul style="list-style-type: none"> • The student will accurately read and write grade level pitches. • The student will describe music by answering simple questions about music, using the elements of music and grade level terminology where appropriate. • The student will understand the historical and cultural context of the music they perform. <p><u>Improvising</u></p> <ul style="list-style-type: none"> • Improvise "answers" in the same style to given rhythmic and/or melodic phrases using call and response. • Improvise simple rhythmic and melodic ostinato accompaniments. • Improvise simple rhythmic and harmonic variations and simple melodic embellishments on familiar melodies over song forms using the I, IV, and V chords in major and/or minor keys. • Improvise short songs and free form pieces using a variety of sound sources (recorders, pitched and unpitched percussion, voice). <p><u>Composing and Arranging</u></p> <ul style="list-style-type: none"> • Create and arrange music to accompany readings or dramatizations within specified guidelines. • Create and arrange short songs and instrumental pieces within specified guidelines. • Use a variety of sound sources (pitched and unpitched percussion, and recorder) when composing.
	Respond	<p><u>Essential Skills & Knowledge</u></p> <ul style="list-style-type: none"> • The student will sing grade level song on pitch using appropriate vocal technique. • The student will use classroom instruments accurately and with appropriate technique. • The student will create simple musical improvisations/compositions/arrangements within specified guidelines. • The student will accurately read and write grade level rhythms. • The student will accurately read and write grade level pitches. • The student will describe music by answering simple questions about music, using the elements of music and grade level terminology where appropriate. • The student will understand the historical and cultural context of the music they perform. <p><u>Listening</u></p> <ul style="list-style-type: none"> • Identify simple musical forms when presented aurally binary, ternary, rondo, theme and variations, and popular song form. • Demonstrate skills by moving, answering questions about, and describing aural examples of music of various styles representing diverse cultures, (world folk of the Americas and other countries, spiritual, calypso and jazz). • Use appropriate terminology in analyzing music, musical notation, musical instruments and voices, and music performances. • Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures.

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Curriculum Scope and Sequence K-6

Grade	Concept/Units	Application-Students will:
		<ul style="list-style-type: none"> • Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music. <p><u>Evaluating</u></p> <ul style="list-style-type: none"> • Devise criteria for evaluating performances and compositions (e.g., self/peer assessment lists). • Explain their personal preferences for specific musical works and styles (classical, jazz, folk, etc.) using appropriate music terminology.
6	Perform	<p><u>Essential Skills & Knowledge</u></p> <ul style="list-style-type: none"> • The student will sing grade level songs on pitch using appropriate vocal technique. • The student will use classroom instruments accurately and with appropriate technique. • The student will create simple musical improvisations/compositions/arrangements within specified guidelines. • The student will accurately read and write grade level rhythms. • The student will accurately read and write grade level pitches. • The student will answer simple questions about music, using the elements of music and grade level terminology where appropriate. • The student will understand the historical and cultural context of the music they perform. <p><u>Singing</u></p> <ul style="list-style-type: none"> • Perform on pitch, in rhythm with appropriate dynamics, timbre, articulation and maintain a steady tempo. • Perform rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments. • <u>Rhythmic values:</u> <ul style="list-style-type: none"> • 4/4 whole, dotted half, half, quarter, eighth, syncopation, sixteenths, eighth sixteenth combinations, and corresponding rests • 6/8 dotted quarter, quarter, eighth, triplet, sixteenths, and corresponding rests • <u>Melodic vocabulary:</u> C, F, G, D and relative minor keys on barred instruments • <u>Chordal patterns:</u> I, IV, V Major and minor, using bourdon and crossover accompaniments • Perform expressively, using correct phrasing, a varied repertoire of music representing diverse genres and styles. (See repertoire list.) • Echo short rhythms and melodic patterns. • Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of the conductor • Perform independent instrumental parts while other students sing or play contrasting parts. (See repertoire list.) <p><u>Movement</u></p> <ul style="list-style-type: none"> • Demonstrate space awareness

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Grade	Concept/Units	Application-Students will:
		<ul style="list-style-type: none"> • Demonstrate beat competency through structured and creative movement using body percussion nonlocomotor and locomotor movement • Demonstrate musical interpretation through improvised creative movement using props. • Demonstrate tempo, pitch, dynamics, duration and form. • Perform a variety of dances from various cultures using simple and compound meters. • Improvise, create and perform their own dances. <p><u>Reading</u></p> <ul style="list-style-type: none"> • Read the following rhythms using a syllable system and counting system.: 4/4 whole, dotted half, half, quarter, eighth, syncopation, sixteenths, eighth sixteenth combinations, and corresponding rests/ 6/8 dotted quarter, quarter, eighth, triplet, sixteenths, and corresponding rests • Read pitch notation in solfege and letters in treble clef in major and/or minor keys. • Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing. <p><u>Notating</u></p> <ul style="list-style-type: none"> • Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns.
	Create	<p><u>Essential Skills & Knowledge</u></p> <ul style="list-style-type: none"> • The student will sing grade level songs on pitch using appropriate vocal technique. • The student will use classroom instruments accurately and with appropriate technique. • The student will create simple musical improvisations/compositions/arrangements within specified guidelines. • The student will accurately read and write grade level rhythms. • The student will accurately read and write grade level pitches. • The student will answer simple questions about music, using the elements of music and grade level terminology where appropriate. • The student will understand the historical and cultural context of the music they perform. <p><u>Improvising</u></p> <ul style="list-style-type: none"> • Improvise “answers” in the same style and genre to given rhythmic and/or melodic phrases using call and response. • Improvise rhythmic and melodic ostinato accompaniments. • Improvise rhythmic and harmonic variations and melodic embellishments on familiar melodies over song forms using the I, IV, and V chords in major and/or minor keys. • Improvise short songs and free form pieces using a variety of sound sources (recorders, pitched and unpitched percussion, voice).

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Curriculum Scope and Sequence K-6

Grade	Concept/Units	Application-Students will:
		<p><u>Composing and Arranging</u></p> <ul style="list-style-type: none"> • Compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance • Use a variety of sound sources (pitched and unpitched percussion, electronic media and recorder) when composing.
	Respond	<p><u>Essential Skills & Knowledge</u></p> <ul style="list-style-type: none"> • The student will sing grade level songs on pitch using appropriate vocal technique. • The student will use classroom instruments accurately and with appropriate technique. • The student will create simple musical improvisations/compositions/arrangements within specified guidelines. • The student will accurately read and write grade level rhythms. • The student will accurately read and write grade level pitches. • The student will answer simple questions about music, using the elements of music and grade level terminology where appropriate. • The student will understand the historical and cultural context of the music they perform. <p><u>Listening</u></p> <ul style="list-style-type: none"> • Identify simple musical forms when presented aurally including binary, ternary, rondo, theme and variations, popular song form, and 12 bar blues. • Demonstrate skills by moving, answering questions about, and describing aural examples of music of various styles representing diverse cultures. • Use appropriate terminology in analyzing music, musical notation, musical instruments and voices, and music performances. • Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures. • Respond through purposeful movement to selected prominent musical characteristics or to specific music events. <p><u>Evaluating</u> Devise criteria for evaluating the quality and effectiveness of musical performances and compositions and apply the criteria in their personal listening and performing.</p> <ul style="list-style-type: none"> • Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria and offering constructive suggestions for improvement.