

SCOPE AND SEQUENCE – MUSIC GRADE 5

Our students must know:

- I. How to sing, alone and with others, a varied repertoire of music
 - A. Read songs on staff using Sol, Mi, La, Do, Do' and Re
 - B. Sing songs using Sol, Mi, La, Do, Do' and Re
 - C. Show expression through music
 - a. dynamics (Piano/Forte and Crescendo/Decrescendo)
 - b. phrasing
 - D. Singing in parts

Our students must be able to:

- A. Sing independently, on pitch and in rhythm with appropriate timbre, diction, and posture, and maintain a steady tempo using individual books
- B. Sing in groups and alone matching dynamic levels and cues of the teacher
- C. Sing expressively, with appropriate dynamics (p/f and cresc./decresc.) and with correct phrasing
- D. Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures
- E. Sing ostinatos, rounds, canons and partner songs

Our students must know:

- II. How to perform on instruments, alone and with others a varied repertoire of music
 - A. Self accompaniment using Orff xylophones and other classroom instruments
 - B. Understand the importance of the conductor when playing
 - C. Perform on recorder using notes BAGCD and Low CDEF

Our students must be able to do:

- A. Perform on rhythm instruments maintaining a steady tempo
- B. Perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic and harmonic classroom instruments as well as on recorder
- C. Perform on at least one instruments accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath or stick/mallet control
- D. Perform independent rhythmic parts while other students play or sing contrasting parts
- E. Perform expressively a varied repertoire of music representing diverse genres and styles
- F. Perform in groups responding to the cues of the conductor

Our students must know:

- III. How to improvise melodies, variations and accompaniments
 - A. Use basic knowledge of pitch and rhythm to create music

B. Use of recorders in improvisation

Our students must be able to:

- A. Improvise vocal answers in the same style to given rhythmic and melodic phrases
- B. Improvise instrumental answers in the same style to given rhythmic and melodic phrases
- C. Improvise melodic embellishments and simple rhythmic and melodic variations on given tonal patterns

Our students must know:

- IV. How to compose and arrange music within specified guidelines
 - A. Choose instruments that will enhance a particular song or story

Our students must be able to:

- A. Match instrument timbre to the subject for which they are creating
- B. Use a variety of sound sources when composing
- C. Create and arrange music to accompany readings or dramatizations

Our student must know:

- V. How to read and notate music
 - A. Identify, read and perform whole, half, dotted half, quarter, eighth notes and corresponding rests
 - B. Identify the musical staff, treble clef, bar lines, meter (2/4, 3/4 and 4/4) as well as notes on the staff including notes on both lines and spaces
 - C. Use the movable “Do” system to read simple pitch and notation in the treble clef major keys.

Our students must be able to:

- A. Perform through singing or playing whole, half, dotted half, quarter, eighth notes and corresponding rests in 2/4, 3/4 and 4/4 meter
- B. Sing all pitches while reading the musical staff
- C. Identify verbally and written symbols and traditional terms referring to dynamics and articulation (accent), as well as interpreting them correctly when performing
- D. Notate meter, rhythm, pitch and dynamics in simple patterns presented by the teacher
- E. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.

Our students must know:

- VI. How to analyze and describe music through listening
 - A. Identify form of simple songs using correct terminology
 - B. Identify instrument sounds of different performing groups
 - C. Identify dynamic levels using correct terminology
 - D. Identify fast and slow tempos

E. Know basic principles of meter, rhythm, tonality, intervals

Our students must be able to:

- A. Identify simple music forms including ABA, rounds and rondo form when presented aurally
 - a. singing and performing
 - b. through movement
 - c. visually
- B. Demonstrate perceptual skills by moving, and by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.
- C. Use appropriate terminology in explaining music, music notation, musical instruments and voices
- D. Identify through verbal discussion the sounds of a variety of instruments, including many orchestra and band instruments as well as classroom instruments and children's voices
- E. Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music
- F. Identify the sounds of a variety of instruments including many orchestra and band instruments, concentrating on the percussion family.
- G. Demonstrate knowledge of basic principles of meter, rhythm, tonality, intervals

Our students must know:

- VII. How to evaluate music and music performances
 - A. Students attend musical assemblies
 - a. identify performing ensembles
 - b. display appropriate concert behavior

Our students will be able to:

- A. Identify through verbal discussion the various performing groups – band, orchestra or chorus
- B. Explain, using appropriate music terminology, their personal preferences for specific musical works and styles

Our students must know:

- VIII. How music relates to history and culture
 - A. Identify simple musical genres – patriotic, folk, classical

Our students must be able to:

- A. Demonstrate audience behavior appropriate for the context and style of music performed
- B. Identify by genre aural examples of music from American historical periods through class discussion
- C. Identify music of appropriate classical composers

Our students must know:

- IX. Relationships between music, the other arts and disciplines outside the arts
 - A. Identify instrument size in relation to pitch (science)
 - B. Identify the specific tone color of instruments or voices (art)
 - C. Identify the appropriate number of beats per measure given the meter (math)
 - D. Identify roles of musicians and composers in various musical settings and cultures

Our students must be able to:

- A. Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those in music
- B. Describe various roles of musicians and composers in musical settings and cultures
- C. Demonstrate appropriate audience behavior

SCOPE AND SEQUENCE – MUSIC GRADE 6

Our students must know:

- I. How to sing, alone and with others, a varied repertoire of music
 - A. Read songs on staff using all notes of the scale
 - B. Sing songs using all notes of the scale
 - C. Show expression through music
 - a. dynamics (Piano/Forte and Crescendo/Decrescendo)
 - b. phrasing
 - D. Singing in parts

Our students must be able to:

- A. Sing independently, on pitch and in rhythm with appropriate timbre, diction, and posture, and maintain a steady tempo using individual books
- B. Sing in groups and alone matching dynamic levels and cues of the teacher
- C. Sing expressively, with appropriate dynamics (p/f and cresc./decresc.) and with correct phrasing
- D. Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures
- E. Sing ostinatos, rounds, canons and partner songs

Our students must know:

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- D. Perform independent rhythmic parts while other students play or sing contrasting parts
- E. Perform expressively a varied repertoire of music representing diverse genres and styles
- F. Perform in groups responding to the cues of the conductor

Our students must know:

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- A. Improvise vocal answers in the same style to given rhythmic and melodic phrases
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Our students must know:

- V. How to read and notate music
 - A. Identify, read and perform whole, half, dotted half, quarter, eighth notes and corresponding rests
 - B. Identify the musical staff, treble clef, bass clef, bar lines, meter ($2/4$, $3/4$, $4/4$ and $6/8$) as well as notes on the staff including notes on both lines and spaces
 - C. Use the movable “Do” system to read simple pitch and notation in the treble clef major keys

Our students must be able to:

- A. Perform through singing or playing whole, half, dotted half, quarter, eighth notes and corresponding rests in $2/4$, $3/4$, and $4/4$ meter
- B. Sing all pitches while reading the musical staff both treble and bass clef
- C. Identify verbally and written symbols and traditional terms referring to dynamics and articulation (accent), as well as interpreting them correctly when performing
- D. Notate meter, rhythm, pitch and dynamics in simple patterns presented by the teacher
- E. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression

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- E. Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music
- F. Identify the sounds of a variety of instruments including many orchestra and band instruments, concentrating on the percussion family
- G. Demonstrate knowledge of basic principles of meter, rhythm, tonality, intervals

Our students must know:

- VII. How to evaluate music and music performances
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Our students will be able to:

- A. Identify through verbal discussion the various performing groups – band, orchestra or chorus
- B. Explain, using appropriate music terminology, the personal preferences for specific musical works and styles
- C. Evaluate the quality and effectiveness of music performances and apply the criteria in their personal listening

Our students must know:

- VIII. How music relates to history and culture
 - A. Identify simple musical genres – patriotic, folk, classical

Our students must be able to:

- A. Demonstrate audience behavior appropriate for the context and style of music performed

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- B. Describe various roles of musicians and composers in musical settings and cultures
- C. Demonstrate appropriate audience behavior