

ELEMENTARY MUSIC SCOPE AND SEQUENCE

GRADE	MELODY	RHYTHM	HARMONY	FORM	EXPRESSIVE QUALITIES	TIMBRE
K	<ul style="list-style-type: none"> • ID same/ different pitches. • ID high-low pitches. • ID ascending and descending pitches. • Match pitches. • Place note heads on staff. • ID low-high, high-low sequences on the staff. • ID skipping/ stepping patterns on the staff. • Sing s-m patterns from notation. • Illustrate the contour of a melody. 	<ul style="list-style-type: none"> • ID slow and fast melodies. • Echo-clap 4-beat rhythm patterns. • Keep the beat. • Beat: name it. • Clap the beat or the rhythm of the words of familiar songs upon request. • ID symbols for the quarter note, quarter rest, and double eighth notes. • Speak and clap the rhythm of a 4-beat notated pattern #. • Improvise/create 4-beat rhythm patterns #. 	<ul style="list-style-type: none"> • ID melody & accompaniment. • Recognize 2 or more tones sounding together as harmony. 	<ul style="list-style-type: none"> • Sing after introduction to a simple song. • ID melodic fragments as same or different. • Recognize the ends of phrases. • ID 2 phrases as the same or different. 	<ul style="list-style-type: none"> • Sing soft and loud. • ID soft and loud dynamics. • Move in ways which convey expressive qualities. • Play a song using soft and loud dynamics. 	<ul style="list-style-type: none"> • ID the singing voice and the speaking voice. • Sing/speak a familiar song. • Distinguish between vocal and instrumental sounds. • Distinguish between rhythms performed on instruments or with body sounds. • ID men's, women's and children's voices.
1	<ul style="list-style-type: none"> • Sing tonal vocal patterns with s-m-la. • Sing notated s-m-la patterns. 	<ul style="list-style-type: none"> • Clap strong accents and rest on weak beats. • Recognize beat patterns in sets of twos and threes. • ID the tie symbol. • ID the half note and the whole note. • Speak and clap the rhythm of a 4-beat notated pattern #. • Improvise/ create 3 and 4-beat rhythm patterns #. 	<ul style="list-style-type: none"> • Play a 2-tone ostinato pattern with the class singing a melody. 	<ul style="list-style-type: none"> • ID the phrases of a 4 phrase song as same/ different. • Sing the call and response sections of a song. • Sing the solo or chorus sections of a song. • ID the repeat sign. • ID D.C. al Fine. 	<ul style="list-style-type: none"> • Sing a song using different shades of dynamics. 	<ul style="list-style-type: none"> • Select an instrument that makes a ringing, clicking, booming, or rattling sound. • ID by name the triangle, sandblock, xylophone, maracas, drum, cymbal, sticks and woodblock.
2						

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3	<ul style="list-style-type: none"> • Sing a 4-beat notated pentatonic patterns #. • Improvise/create a 4-beat melodic pattern using s-m and l. 	<ul style="list-style-type: none"> • ID the dotted half note, the half rest and the whole rest. • Speak and clap a notated 8-beat rhythm pattern #. • ID music as moving in two, three or four • ID the bar line, measure and double bar line. • Improvise/create 8 beat rhythmic patterns #. 	<ul style="list-style-type: none"> • Sing a simple ostinato pattern in harmony with song. • Accompany with one chord a familiar song. • Sing two part round. 	<ul style="list-style-type: none"> • ID the refrain and verses of a song. • ID sections of a composition as same or different. • ID AB and ABA forms. 	<ul style="list-style-type: none"> • Describe the mood of a given composition. • Sing familiar songs with the proper dynamics and tempo necessary to establish the mood. • Improvise/ compose sound pieces using dynamic contrasts. 	<ul style="list-style-type: none"> • ID by sight the instruments taught in the Grade 5 instrumental program.
4	<ul style="list-style-type: none"> • Name the lines and spaces of the treble clef. • Sing a notated 8-beat pentatonic phrase #. • Improvise an 8-beat pentatonic phrase. • Sing a diatonic major scale. 	<ul style="list-style-type: none"> • ID 4 sixteenth notes barred together. • Speak and clap a notated 8-beat rhythm pattern #. • ID 2/4, 3/4 and 4/4 meter signatures. • ID the fermata. • Improvise/create 8-beat rhythmic patterns #. 	<ul style="list-style-type: none"> • Sing partner songs. • Accompany with two chords a familiar song. 	<ul style="list-style-type: none"> • ID AABA, ABBA, and ABAC forms. • ID rondo form. • Compose AB, ABA forms. 	<ul style="list-style-type: none"> • ID pp, p, mp, mf, f, ff signs. • ID the crescendo and diminuendo signs. • Use these dynamic marks to describe dynamic contrasts in music. 	<ul style="list-style-type: none"> • ID the four orchestral families both visually and aurally. • ID all the individual instruments of the orchestra; classify by family.
5	<ul style="list-style-type: none"> • Sing an 8-beat notated diatonic phrase. • ID the sharp, flat, and natural sign. • Improvise an 8-beat diatonic phrase. • Compose penta-tonic, diatonic songs. 	<ul style="list-style-type: none"> • ID the eighth note and rest. • Speak and clap a notated syncopated pattern. • ID the dotted quarter note. • ID 6/8 meter. • Speak and clap a notated 8 beat pattern #. • Compose in 2/4, 3/4 and 4/4 meter. 	<ul style="list-style-type: none"> • Sing a 3 part round. • Sing simple 2-part songs. • Accompany with three chords a familiar song. 	<ul style="list-style-type: none"> • ID the 1st and 2nd endings. • ID Theme and Variation form. • ID the introduction, interlude and coda sections. • Compose AABA, ABBA, ABAC and rondo forms. 	<ul style="list-style-type: none"> • Sing a familiar song breathing wherever appropriate for expressive purposes. • Sing a familiar song with good diction. • ID major and minor modes. • Improvise/ compose sound pieces using dynamics and tempi to create different moods. 	<ul style="list-style-type: none"> • ID bands or orchestras from aural examples.

#using the rhythmic elements taught thus far.