

PLYMOUTH PUBLIC SCHOOLS
MUSIC SCOPE AND SEQUENCE GRADES 1-5
 Concepts are introduced at designated grade level.

Students will review content at the beginning of each new grade level. Knowledge and skills will build upon previously studied material.

<i>Rhythm and Duration</i>				
<i>Students will read, write and perform the concepts in musical context at or above the designated grade level.</i>				
1	2	3	4	5
Quarter note Two eighth notes Quarter rest	Half note Whole note Two tied quarter notes Half rest Whole rest Dotted half note	Four sixteenth notes Sixteenth/eighth note combinations Single eighth note Eighth rest Dotted quarter/eighth	Syncopated rhythm (ti-ta-ti) Triplet	Dotted rhythms Syncopation - dotted eighth/sixteenth Triplet
Beat; sound of the words; duple and triple beat	Stressed and unstressed beats			
2/4 meter 3/4 meter Conducting	4/4 meter Conducting	6/8 meter 3/8 meter Conducting		5/4 meter 9/8 meter 12/8 meter Conducting
<i>Pitch</i>				
<i>Students will identify, read, write and perform the concepts in musical context at or above the designated grade level.</i>				
1	2	3	4	5
Imitative sounds (i.e. animals and machines) High/low comparatives Same/different Contour (descending and ascending) Step, skip, repeated notes	Treble clef Bass clef Grand staff	Ledger lines Musical line (movement) Melody	Whole step/half step Accidentals Chords Harmony	In-tune singing and blending of vocal timbres Response to conductor cues
Line and space counting	Line and space letter names	Line and space letter names		
Minor third Major second 2-3 tone melodies (mi-so-la)	Perfect fifth Octave Major third Do pentatonic scale leading to major scale	Major sixth Perfect fourth La pentatonic scale leading to minor scale	Minor second Chromatic scale	Minor seventh Major seventh Major scale Minor scale Mixolydian mode Dorian mode

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Form <i>Students will listen, identify, analyze and respond to concepts in a musical context.</i>				
1	2	3	4	5
Call and response AB and ABA (Large) Verse and chorus Repeat signs	Round (2, 3, 4 parts) Ostinato Rondo Theme and Variations Introduction and coda	Partner songs (2, 3, 4 parts) Phrase structure (abaca) Descant Dal Segno Da Capo Al fine Al coda	Recognition of motif Two-part singing (harmony)	Sonata and contemporary song form
Expression/Tempo/Dynamics <i>Students will listen, identify, apply and respond to concepts in a musical context.</i>				
1	2	3	4	5
Accent Staccato Legato Pizzicato	Staccato Fermata	Dolce	Cesura	
Tempo Fast and slow comparatives Presto Largo		a tempo	Ritardando (rit.) Accelerando (accel.) Allegro Moderato	Adagio
Loud and soft comparatives Piano (p) Forte (f)	Crescendo Decrescendo	Pianissimo (pp) Mezzo piano (mp) Mezzo forte (mf) Fortissimo (ff)	Sfz Diminuendo (dim.)	Forte piano (fp)

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Genre				
<i>Students will be introduced to and expected to recognize increasing categories of music.</i>				
1	2	3	4	5
American Folksongs Program music Indigenous Folk music Ballet Marches Action songs Lullabies Classical music	Folk songs (including play parties and cumulative) Classical music Musical theatre	Folk songs Bluegrass Dixieland Country Indigenous music Classical music	American Spirituals Folk songs, Blues, Jazz, Ragtime, Music history periods including: ancient Greek, Medieval, Roman, Renaissance, Baroque, Classical, Romantic, Impressionistic, 20 th Century, and Contemporary	Folk songs Classical music Opera Avant Garde Contemporary Pop
Instruments/Timbre				
<i>Students will be able to identify instruments and voices visually and/or aurally</i>				
1	2	3	4	5
Classroom instruments Piano Guitar	Folk/traditional instruments	Folk instruments Recorder Soprano, Alto, Bass	Folk instruments Indigenous instruments	Indigenous instruments Folk instruments Electronic instruments
Classmate's and teacher's voices Speaking, singing, whispering, and yelling voices	Male/female voices Adult/child voice Chorus		Soprano, Alto Tenor, Bass	Mezzo Soprano, Baritone
Instruments of the Woodwind family Instruments of the Percussion family Instruments of the String family Instruments of the Brass family	Families of instruments Orchestra	Orchestra instruments Chamber music – vocal and instrumental		

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Movement				
<i>Students will demonstrate accuracy in moving to a musical beat and responding to changes in tempo, style, energy and expression.</i>				
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
Non-Locomotor movements (fingerplays/action songs) Low, middle, high related to pitch and dynamic levels	Shape musical line (phrase) straight and curved pathways or Axial movements: twist, bend, stretch, swing Force /energy of movement: sustained, percussive, swinging, suspended, collapsing, vibratory	Musical line – beginning, middle, end, repeats (rise and fall of phrases) Sway to duple or triple rhythms Copying, leading, following, mirroring movement to accompany music	Variations of form – AB, ABA, ABACAD, rondo Sequence identification and representation Gestures, poses, clapping, snapping to interpret music Expressive movements: dab, flick, punch, slash, glide, float, press, wring	Non-locomotor movements: improvise movement related to music
Locomotor movements Moving to the beat: walk, hop, jump	Moving to the beat: run, leap Direction: backward, forward, sideward	Moving to the beat: gallop, slide, skip Direction: diagonal, zig-zag, crossing	Movement to the beat Turns	Locomotor: improvise movement related to music
Circle, passing, chase games, single line dances Imitation of animals and machines	Double line Simple folk dances (line or circle)	Basic American square dance Intermediate line and circle dances	Contemporary folk/pop-steps/sequences/dances/moves: Waltz, Polka, Schottische, Cakewalk, Charleston, Cha-Cha Jitterbug, grapevine, step-kick variations, step-touch variations turns, dips	Continued: '50s: Stroll, Hand jive '60s: Twist, Mashed potato, Monkey, Frug, Jerk, Swim '70s: Hustle, Bump, Bus Stop '80s: Robot, Moonwalk '90s Macarena, Electric Slide

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<i>Improvisation/Composition</i>				
<i>Students will improvise and compose music demonstrating imagination and creativity in using the elements of music.</i>				
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
Echo and improvise simple answers to teachers musical questions	Improvise answers to teachers musical questions	Improvise call and response with teacher or partner	Improvise call and response	Lead call and response
Improvise accompaniments using non-pitched percussion instruments within specified parameters		Improvise short motives on recorder	Improvise simple accompaniments with classroom instruments	Improvise simple accompaniments with pitched classroom instruments and found sounds
	Compose simple 8-beat rhythmic patterns using quarter notes, eighth notes, and quarter rests	Compose rhythmic ostinati using quarter, eighth, half, sixteenth notes and their combinations and corresponding rests	Compose rhythmic accompaniment using quarter, eighth, half, sixteenth notes and their combinations and corresponding rests	Compose and notate rhythmic compositions using quarter, eighth, half, sixteenth notes and their combinations and corresponding rests in various meters
		Improvise variations on a simple theme (eg. Hot Cross Buns) on recorder	Improvise a descant for a familiar melody	Compose original melodies within specified guidelines (eg. Major or minor or time signature) using available technology

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Performance Applications				
<i>Students will perform prepared repertoire with increasing expression and technical accuracy.</i>				
1	2	3	4	5
Sight reading aligned with 1 st grade pitch and duration Matching pitch Phrasing Dynamics	Sight reading aligned with 2 nd grade pitch and duration Phrasing Dynamics Round Ostinato	Sight reading aligned with 3 rd grade pitch and duration Diction Languages Phrasing Dynamics Partner song Descant	Sight reading aligned with 4 th grade pitch and duration Phrasing Dynamics 2-pt harmony Teacher-directed harmonizing	Sight reading part music Phrasing Dynamics Optional chorus involvement 2-pt harmony Independent/improvised harmony
Posture Breathing Performance Etiquette Audience Etiquette	Posture Supported Singing	Posture Diaphragmatic Breathing Performance Etiquette Audience Etiquette	Posture Sustaining the breath Etiquette Critique protocol	Posture Staggered breathing Etiquette Critique protocol
Play classroom percussion instruments	Classroom percussion Hand positions	Classroom percussion Recorder Embouchure Hand positions	Classroom percussion Optional band Optional choir Optional strings	Classroom percussion Optional band Optional choir Optional strings

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Critical Response				
<i>Students will respond to the quality and effectiveness of their own and others' music performances, improvisations and compositions..</i>				
1	2	3	4	5
Identification: Identify simple music motives/forms aurally.	Describe musical events using appropriate vocabulary.	Identify instruments and voices aurally and by use in an ensemble with appropriate vocabulary.	Identify and describe genres and cultures found in aural examples.	Review musical content and presentation with appropriate vocabulary.
Movement: See movement for critical response to prominent musical characteristics.				
Error Detection/Correction: Find changes or errors through bold compare and contrast activities.	Identify errors in rhythm and pitch, visually and aurally.	Identify errors in rhythm and pitch given classroom examples. Give corrections.	Analyze aural examples and describe the uses of elements of music: pitch, rhythm, melody, timbre, form, and harmony.	Analyze professional performances using appropriate music vocabulary to respond to instruments, voices, musical elements, themes, genres, and presentation style.
Audience Behavior: Describe and demonstrate audience skills of listening attentively in classroom and performance settings (eg. school performances).	Review and demonstrate audience skills of listening attentively in classroom and performance settings.	Demonstrate proper audience skills given different performance settings (peer performances, guest artists, outdoor concerts, performance hall concerts).	Demonstrate protocols for audience behavior appropriate to the style of music and performance venue. Respond in writing about the performance experience.	Aesthetics: Respond verbally and in writing to a specific aspect of or whole performance experience using grade level or above vocabulary.
		Student Performances Peer Review Devise criteria for evaluating classroom performance. Practice identifying criteria and giving praise and suggestions for improvement of group performance (vocal or recorder).	Devise criteria for evaluating performances. Practice protocol for review, including using appropriate music terminology, evaluative criteria and personal preference.	Devise criteria for evaluating performances, improvisations, and compositions. Apply knowledge of music critique to assess a group or solo performance and give supportive and constructive feedback for improvement.