

Salem-Keizer Elementary Music Scope and Sequence

Adopted: Spring 2009

Grade	National Standard 1: Sing alone and with others a varied repertoire of music
K	<ul style="list-style-type: none"> • Sing independently on pitch, within a range of minor 3rd, using a free singing tone, and correct posture • Sing expressively with dynamics • Sing in unison within a group
1	<ul style="list-style-type: none"> • Sing independently on pitch, within a range of a 5th, using a free singing tone and correct posture • Sing expressively with appropriate dynamics with phrasing and interpretation • Sing, from memory, a varied repertoire of songs • Sing in unison within a group
2	<ul style="list-style-type: none"> • Sing independently on pitch, within a range of a 6th, using a free singing tone, and correct posture • Sing expressively with appropriate dynamics with phrasing and interpretation. • Sing, from memory, a varied repertoire of songs (This may include ostinati and simple rounds)
3	<ul style="list-style-type: none"> • Sing independently on pitch, within a range of a 6th, using a free singing tone, and correct posture • Sing expressively with appropriate dynamics with phrasing and interpretation • Sing, from memory, a varied repertoire of songs (This may include partner songs, ostinati, and simple rounds)
4	<ul style="list-style-type: none"> • Sing independently on pitch, within a range of octave, using a free singing tone, and correct posture and breath control • Sing expressively with appropriate dynamics with phrasing and interpretation • Sing, from memory, a varied repertoire of songs
5	<ul style="list-style-type: none"> • Sing independently on pitch, within a range of an octave and 3rd, using a free singing tone, and correct posture • Sing expressively with appropriate dynamics with phrasing and interpretation • Sing, from memory, a varied repertoire of songs(This may include 2 or more part singing)

Grade	National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music
K	<ul style="list-style-type: none"> • Echo short rhythmic and melodic patterns • Use correct instrumental technique on a variety of classroom instruments • Perform steady beat on a variety of instruments
1	<ul style="list-style-type: none"> • Use correct instrumental technique on a variety of classroom instruments • Perform steady beat on a variety of instruments • Perform easy rhythmic and melodic patterns accurately • Perform expressively
2	<ul style="list-style-type: none"> • Use correct instrumental technique on a variety of classroom instruments • Perform easy rhythmic and melodic patterns accurately • Perform expressively • Perform a rhythmic ostinato to accompany singing
3	<ul style="list-style-type: none"> • Perform easy rhythmic and melodic patterns accurately from simple notation/rote • Perform expressively • Perform a rhythmic ostinato to accompany singing • Perform on a variety of classroom instruments
4	<ul style="list-style-type: none"> • Perform a variety of instrumental pieces by rote/memory and notation • Perform expressively • Perform rhythmic and melodic patterns accurately • Perform on a variety of classroom instruments • Perform independent instrumental parts • Perform a simple melody on recorder

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- Perform a variety of instrumental pieces by rote/memory and notation
- Perform expressively
- Perform rhythmic and melodic patterns accurately
- Perform on a variety of classroom instruments
- Perform independent instrument parts
- Perform a simple melody on keyboard

Grade	National Standard 3: Improvising melodies, variations and accompaniments
K	<ul style="list-style-type: none"> • Improvise simple rhythmic ostinati
1	<ul style="list-style-type: none"> • Improvise an accompaniment using a limited number of pitches • Create a musical background for poetry, literature, and/or movement • Improvise “answers” in the same style to given rhythmic and melodic phrases
2	<ul style="list-style-type: none"> • Improvise an accompaniment using a limited number of pitches • Create a musical background for poetry, literature, and/or movement • Improvise “answers” in the same style to given rhythmic and melodic phrases
3	<ul style="list-style-type: none"> • Improvise an accompaniment using a range of pitches within specified guidelines set by the teacher • Create a musical background for poetry, literature, and/or movement • Improvise a short solo using a limited number of pitches • Improvise simple rhythmic variations
4	<ul style="list-style-type: none"> • Improvise an accompaniment using a range of pitches within specified guidelines set by the teacher • Create a musical background for poetry, literature, and/or movement • Improvise a short solo using a limited number of pitches • Improvise simple rhythmic variations • Improvise question and answer phrases, and simple ABA forms

5	<ul style="list-style-type: none"> • Improvise an accompaniment using a range of pitches within specified guidelines set by the teacher • Create a musical background for poetry, literature, and/or movement • Improvise a short solo using a limited number of pitches • Improvise simple rhythmic variations • Improvise question and answer phrases, and simple ABA forms • Improvise simple harmonic accompaniments • Improvise short melodies, accompanied and unaccompanied, each in a consistent style, meter and tonality
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Grade	National Standard 4: Compose and arrange music with specific guidelines
K	
1	<ul style="list-style-type: none"> • Experiment with elements of music through a variety of creative activities (moving, singing, playing instruments)
2	<ul style="list-style-type: none"> • Experiment with elements of music through a variety of creative activities (moving, singing, playing instruments) • Use a variety of sound sources when composing
3	<ul style="list-style-type: none"> • Experiment with elements of music through a variety of creative activities (moving, singing, playing instruments) • Use a variety of sound sources when composing • Create short songs and instrumental pieces with specified guidelines
4	<ul style="list-style-type: none"> • Experiment with elements of music through a variety of creative activities (moving, singing, playing instruments) • Use a variety of sound sources when composing • Compose short songs and instrumental pieces with specified guidelines
5	<ul style="list-style-type: none"> • Experiment with elements of music through a variety of creative activities (moving, singing, playing instruments) and evaluate the outcome • Use a variety of sound sources when composing • Compose short songs and instrumental pieces with specified guidelines

Grade	National Standard 5: Reading and Notating Music
K	<ul style="list-style-type: none"> • Use a symbolic system to represent music notation
1	<ul style="list-style-type: none"> • Use a symbolic system to represent music notation, both melodic and rhythmic • Recognize (picture of notes) quarter note, two eighth notes, quarter rest • Understand the relationship in simple melodic patterns (mi sol la)
2	<ul style="list-style-type: none"> • Read quarter note, two eighth notes, quarter rest, half note • Understand the relationship in simple melodic patterns (do re mi sol la) • Introduce dynamic markings (p f < >)
3	<ul style="list-style-type: none"> • Read quarter note, two eighth notes, quarter rest, half note, half rest, dotted half note, whole rest, whole note • Recognize and read 3-note melodic patterns on a full 5-line treble clef staff using letter names • Identify symbols and traditional terms referring to dynamics, tempo, and articulation, and interpret them correctly when performing • Use standard symbols and notate meter, rhythms, pitch, and dynamics in simple patterns presented by the teacher

4	<ul style="list-style-type: none"> • Read quarter note, two eighth notes, quarter rest, half note, half rest, dotted half note, whole rest, whole note, four sixteenth notes • Recognize and read melodic patterns on a full 5-line treble clef staff • Experience syncopation and 6/8 meter • Notate rhythms in 2/4, 3/4 , 4/4 • Identify symbols and traditional terms referring to dynamics, tempo, and articulation, and interpret them correctly when performing • Use standard symbols to notate meter, rhythms, pitch, and dynamics in simple patterns presented by the teacher
5	<ul style="list-style-type: none"> • Read syncopated and non-syncopated rhythmic patterns • Read at sight simple melodies in treble clef • Become familiar with the grand staff • Notate rhythms in 2/4, 3/4, 4/4 • Identify symbols and traditional terms referring to dynamics, tempo, and articulation, and interpret them correctly when performing • Use standard symbols to notate meter, rhythms, pitch, and dynamics in simple patterns presented by the teacher
Grade National Standard 6: Listening to, analyzing and describing music	
K	<ul style="list-style-type: none"> • Describe music in terms of fast and slow, loud and soft • Identify different classroom percussion instruments by sight and sound • Identify the difference in timbre between speaking and singing voice • Recognize expressive qualities and respond appropriately to many types of music
1	<ul style="list-style-type: none"> • Introduce orchestral instruments • Aurally identify music examples as high, middle and low register • Begin to identify melodic contour and direction • Recognize expressive qualities and respond appropriately to many types of music
2	<ul style="list-style-type: none"> • Identify same and different musical phrases and sections (i.e. verse/chorus) • Aurally identify music examples as high, middle and low register • Demonstrate, through a variety of activities, an identification of the strong beat • Recognize expressive qualities and respond appropriately to many types of music

<p>3</p>	<ul style="list-style-type: none"> • Aurally identify different tempos • Aurally identify different musical styles • Identify intervals as steps and skips or the same • Identify AB and ABA forms • Identify meters of 2 and 3 • Recognize expressive qualities and respond appropriately to many types of music
<p>4</p>	<ul style="list-style-type: none"> • Recognize and identify major and minor tonalities • Become familiar with rondo form • Aurally identify different tempos • Aurally identify different musical styles • Identify intervals as steps and skips or the same • Identify AB and ABA forms • Identify meters of 2 and 3 • Recognize expressive qualities and respond appropriately to many types of music
<p>5</p>	<ul style="list-style-type: none"> • Demonstrate knowledge of the basic principles of meter, rhythm , tonality, intervals, chords and harmonic progressions in their analysis of music • Aurally identify different tempos • Aurally identify different musical styles • Identify intervals as steps and skips or the same • Identify AB and ABA forms • Identify meters of 2 and 3 • Recognize major and minor tonalities • Identify rondo form visually and aurally • Recognize expressive qualities and respond appropriately to many types of music

Grade	National Standard 7: Evaluating music and music performances
K	<ul style="list-style-type: none">• Describe the evaluative properties of a listening selection. (How did it make you feel? Why did it make you feel that way?)
1	<ul style="list-style-type: none">• Describe the evaluative properties of a listening selection. (How did it make you feel? Why did it make you feel that way?)
2	<ul style="list-style-type: none">• Describe the evaluative properties of a listening selection. (How did it make you feel? Why did it make you feel that way?)

3	<ul style="list-style-type: none"> Describe the evaluative properties of a listening selection. (How did it make you feel? Why did it make you feel that way?) Establish criteria for evaluating a musical performance
4	<ul style="list-style-type: none"> Describe the evaluative properties of a listening selection. (How did it make you feel? Why did it make you feel that way?) Apply criteria for improving a musical performance
5	<ul style="list-style-type: none"> Describe the evaluative properties of a listening selection. (How did it make you feel? Why did it make you feel that way?) Apply criteria for improving a musical performance

Grade	National Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts
K	<ul style="list-style-type: none"> Identify ways in which the subject matter of other disciplines, including other arts, taught in a school are inter-related with those of music

1	<ul style="list-style-type: none"> Identify ways in which the subject matter of other disciplines, including other arts, taught in a school are inter-related with those of music
2	<ul style="list-style-type: none"> Identify ways in which the subject matter of other disciplines, including other arts, taught in a school are inter-related with those of music
3	<ul style="list-style-type: none"> Identify ways in which the subject matter of other disciplines, including other arts, taught in a school are inter-related with those of music
4	<ul style="list-style-type: none"> Identify ways in which the subject matter of other disciplines, including other arts, taught in a school are inter-related with those of music
5	<ul style="list-style-type: none"> Identify ways in which the subject matter of other disciplines, including other arts, taught in a school are inter-related with those of music

Grade	National Standard 9: Understanding music in relation to history and culture
K	<ul style="list-style-type: none"> Understand that different cultures have music unique to their culture Sing, play, listen and move to music of varied cultures

1	<ul style="list-style-type: none"> • Sing, play, listen and move to music of varied cultures • Demonstrate audience behavior appropriate for the context and style of the music performed • Identify the various uses of music in their daily experiences
2	<ul style="list-style-type: none"> • Sing, play, listen and move to music of varied cultures • Demonstrate audience behavior appropriate for the context and style of the music performed • Identify the various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use
3	<ul style="list-style-type: none"> • Sing, play, listen and move to music of varied cultures • Demonstrate audience behavior appropriate for the context and style of the music performed • Recognize that different cultures and different geographic regions have music unique to their own culture or region • Describe, in simple terms, how elements of music are used in music example from various cultures
4	<ul style="list-style-type: none"> • Sing, play, listen and move to music of varied cultures • Demonstrate audience behavior appropriate for the context and style of the music performed • Recognize a variety of music of different cultures and diverse eras • Describe, in simple terms, how elements of music are used in music examples from various cultures • Identify and describe roles of musicians in various music settings and cultures
5	<ul style="list-style-type: none"> • Sing, play, listen and move to music of varied cultures • Demonstrate audience behavior appropriate for the context and style of the music performed • Recognize a variety of music of different cultures and diverse eras • Describe, in simple terms, how elements of music are used in music examples from various cultures • Identify and describe roles of musicians in various music settings and cultures • Compare in several cultures of the world the function music serves, roles of musicians, and conditions under which music is typically performed