



The Music Curriculum: Scope and Sequence

The music curriculum develops music literacy and enables students to use music as an expressive language. The requirements of music literacy we use have been well represented by the National Standards for Music Education, as devised by the National Association for Music Education. The table that follows illustrates what students are expected to have experienced and achieved by the end of the year for each standard.

Nursery/Kindergarten	First/Second	Third/Fourth	Fifth/Sixth
Standard 1: Singing, alone and with others, a varied repertoire of music.			
Vocal production Sing on pitch Sing in rhythm	Increased range Tonal patterns Pentatonic songs	Sing rounds Sing expressively Follow conductor's cues	Sing melodies and ostinato parts Sing multi-part harmony
Standard 2: Performing on instruments, alone and with others, a varied repertoire of music.			
Steady beat Short rhythm patterns	Play ostinato parts Ostinato accompaniment of songs	Play melodies Play layered ostinato parts	Play melodic/harmonic parts in ensemble music
Standard 3: Improvising melodies, variations, and accompaniments.			
Improvise variety of sounds Tonal and rhythmic call & response	Tonal and rhythmic patterns Demonstrate sense of phrase	Perform variations to a theme Demonstrate sense of structure (AA', AB)	Demonstrate interplay when performing in group

Standard 4: Composing and arranging music within specified guidelines.			
Plan specific sequence of vocal sounds Plan specific sequence of instrumental sounds	Write own rhythm patterns in Kodaly notation Demonstrate sense of phrase	Write variations to a theme in Kodaly notation Assign sounds/instruments to different ostinato parts	Write own melodies in standard notation (treble clef) Write music according to a form (ABA, AABA, ABACAD)
Standard 5: Reading and notating music.			
Read informal (graphic) partitures Read and write sequence of props	Read and write rhythm patterns in Kodaly notation Read and write tonal patterns in Kodaly notation Read Curwen hand signs	Read simple melodies in treble clef (half, quarter, and eighth notes; half and quarter rests	Read melodies in treble clef in duple and triple meter (2/4, 3/4, 6/8) Read lead sheet notation (chord symbols) Understand Roman numeral chord progression
Standard 6: Listening to, analyzing, and describing music.			
Identify dynamic and tempo (soft/loud,slow/fast) Identify character of musical piece (happy/sad)	Identify family of Orff instruments (metal, wood, skin) Identify form (AB, AABA, etc)	Identify a variety of instruments Identify music from diverse cultures	Identify different genres of music Appreciate purpose of music expression (program music, ballet, song lyrics, etc.)
Standard 7: Evaluating music and music performances.			
Voice personal preference Explain personal preference on musical ground (too slow, too loud, too sad)	Identify melody motion and contour (up/down)	Appreciate accuracy of performance Critique own and group performance	Demonstrate strategies for improving group performance Demonstrate critique of genre based on musical elements
Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts.			
Acknowledge the use of music in diverse contexts Understand the role of dynamics and tempo in the musical outcome	Identify math components in beat and rhythm Identify purpose of music in diverse contexts (storytelling, celebrations, etc.)	Sing or analyze genres and songs connected with social studies	Sing or analyze genres and songs connected with social studies
Standard 9: Understanding music in relation to history and culture.			
Listen to and sing music from diverse times and cultures	Listen to, sing, and perform music from diverse times and cultures		