

**Arlington Elementary General Music Curriculum
Scope and Sequence**

Kindergarten

First Trimester	Second Trimester	Third Trimester
<p><u>Performing:</u></p> <p>Songs that contain Sol - Mi patterns *experience sol-mi patterns, without solfege*</p> <p>Vocal exploration (Singing, speaking, shouting, whispering) Use of sirens and glissandos to facilitate head voice</p> <p>Echo Patterns (melodic and rhythmic)</p> <p>Correct singing posture</p>	<p><u>Performing:</u></p> <p>Call and response</p> <p>Rest, ready and playing position</p>	<p><u>Performing:</u></p> <p>Patriotic Songs:</p> <ul style="list-style-type: none"> - "This Land Is Your Land" - "Yankee Doodle" - "You're A Grand Old Flag"
<p><u>Listening:</u></p> <p>"Stars & Stripes Forever," John Philip Sousa (steady beat)</p> <p>Vivaldi's <i>Four Seasons</i> (T 1-2-3)</p> <p>"Danse Macabre," Camille Saint-Saens</p> <p>"Night on Bald Mountain," Modest Mussorgsky</p> <p>"Viennese Clock," Zoltan Kodaly</p>	<p><u>Listening:</u></p> <p>"Chinese Dance," from The Nutcracker</p> <p>Zin Zin Zin! A Violin! (Reading Rainbow)</p>	<p><u>Listening:</u></p> <p><i>Peter & The Wolf</i>, Sergei Prokofiev</p>

**Arlington Elementary General Music Curriculum
Scope and Sequence**

<p><u>Music Elements and Notations:</u></p> <p>Loud vs. Soft</p> <p>High and Low</p> <p>Steady Beat</p> <p>Fast and Slow</p> <p>Timbre: Explore the sounds with classroom instruments</p>	<p><u>Music Elements and Notations:</u></p> <p>Form: Same vs. Different</p> <p>Melody: Sol-Mi songs and iconic patterns, contour</p> <p>Rhythm: stick notation for sound and silence (and Z)</p> <p>Instrument Families</p>	<p><u>Music Elements and Notations:</u></p> <p>Roles of musicians: (conductor, performer, composers, audience etiquette/decorum)</p>
<p><u>Creating:</u></p> <p>Movement: Folk Dance</p> <ul style="list-style-type: none"> - Single Circle <ul style="list-style-type: none"> - “Les Saluts” (A-LM 18) - “Come Along Everybody” (A-IGU 44) - “Shake them Simmons Down” (A-IGU 49) <p>Responding to musical elements (<i>T 1-2-3</i>)</p> <ul style="list-style-type: none"> - Locomotor (ex. Walk, skip, jump) - Nonlocomotor (ex. Tap, clap, stamp, patting) - Improvising: movement 	<p><u>Creating:</u></p> <p>Movement: Folk Dance</p> <ul style="list-style-type: none"> - Scatter Mixer: “<i>Sasha!</i>” (A-LM 30-31) - Scatter Mixer: “Riding Our Ponies” (A-IGU 57) <p>Composing:</p> <ul style="list-style-type: none"> - Teacher guided class compositions based on musical elements 	<p><u>Creating:</u></p> <p>Movement: Folk Dance</p> <ul style="list-style-type: none"> - Longways Set: <ul style="list-style-type: none"> - “Kindergarten Reel” (A-LM 6) - “Kings and Queens” (A-SD 8) <p>Composing:</p> <ul style="list-style-type: none"> - Manipulate icons and create own compositions

Arlington Elementary General Music Curriculum Scope and Sequence

<p><u>National Standards:</u></p> <p>Cr1.1.K (AB) With guidance, explore and experience music concepts (such as beat and melodic contour). With guidance, generate musical ideas (such as movements or motives).</p> <p>Cr2.1.K (A) With guidance, demonstrate and choose favorite musical ideas.</p> <p>Pr4.2.K With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance</p> <p>Pr5.1.K (A) With guidance, apply personal, teacher, and peer feedback to refine performances.</p> <p>Pr6.1.K (A) With guidance, perform music with expression.</p> <p>Cn10.0.K Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. (Carry through each trimester)</p> <p>Cn11.0.K Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (Carry through each trimester)</p>	<p><u>National Standards:</u></p> <p>Pr 4.3.K With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.</p> <p>Pr6.1.K (A) With guidance, perform music with expression.</p> <p>Re7.2.K With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.</p>	<p><u>National Standards:</u></p> <p>Cr2.1.K (A) With guidance, demonstrate and choose favorite musical ideas.</p> <p>Pr6.1.K (B) Perform appropriately for the audience.</p> <p>Pr4.1.K With guidance, demonstrate and state personal interest in varied musical selections.</p> <p>Mu.8.1.K With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.</p> <p>Mu.9.1.K With guidance, apply personal and expressive preferences in the evaluation of music</p>
--	--	---

**Arlington Elementary General Music Curriculum
Scope and Sequence**

First Grade

First Trimester	Second Trimester	Third Trimester
<p><u>Performing:</u></p> <p>Identify the difference between high, low, and repeated notes, able to sing accordingly</p> <p>Student-led echo patterns</p> <p>Multicultural- “Kye Kye Kule” (Ghana) (F-SRBM 37)</p>	<p><u>Performing:</u></p> <p>Sing do, re, mi melodic patterns</p> <p>Student-led call and response</p> <ul style="list-style-type: none"> - “Naughty Kitty Cat” - “Have You Seen My Cat?” - E. Carle <p>Multicultural- “Rattlin’ Bog” (Ireland)</p>	<p><u>Performing:</u></p> <p>Patriotic Songs:</p> <ul style="list-style-type: none"> - “My Country ‘Tis Of Thee” - “America the Beautiful” <p>Express a sound story or poem using instruments and voice</p> <p>Multicultural -“How the Turtle Got Its Shell” (Africa)</p>
<p><u>Listening:</u></p> <p>Dynamic Contrast</p> <ul style="list-style-type: none"> - “Fireproof Polka,” Strauss - “Surprise Symphony,” Haydn (listening map) <p>Able to draw a picture that represents heard music based on emotion and feelings</p> <p>Instrument Identification</p> <ul style="list-style-type: none"> - “Baroque and Blue,” Claude Bolling 	<p><u>Listening:</u></p> <p>Instrument Experience</p> <ul style="list-style-type: none"> - House of Sound (Youtube) <p>Form</p> <ul style="list-style-type: none"> -“The Dance of the Sugarplum Fairy” <p style="text-align: center;"><i>The Nutcracker Ballet, P.I.</i></p> <p>Tchaikovsky</p>	<p><u>Listening:</u></p> <p>Evaluate a performing group/assembly</p> <p>Instrument Identification:</p> <p style="text-align: center;"><i>-Carnival of the Animals, Camille Saint Saens</i></p>

**Arlington Elementary General Music Curriculum
Scope and Sequence**

<p><u>Music Elements and Notations:</u></p> <p>Rhythm: Quarter note and rest</p> <p>Dynamics: Piano/Forte</p>	<p><u>Music Elements and Notations:</u></p> <p>Rhythm: Compose using Quarter Note and Rest</p> <p>Form: AB: using letters or iconic notation</p>	<p><u>Music Elements and Notations:</u></p> <p>Melody: Melody vs. Accompaniment</p> <p>Rhythm: Improvise using Quarter Note and Rest</p>
<p><u>Creating:</u></p> <p>Movement: Folk Dance</p> <ul style="list-style-type: none"> - Single Circle: <ul style="list-style-type: none"> - “Old Brass Wagon” (A-DV 32) - “Knees Up Mother Brown” (A-IGU 53) - “Bow Wow Wow” (F-BCG 6) <p>Respond to music through movement</p> <ul style="list-style-type: none"> - to the beat - to the rhythm - to show melodic contour - to show change 	<p><u>Creating:</u></p> <p>Movement: Folk Dance</p> <ul style="list-style-type: none"> -Longways set: <ul style="list-style-type: none"> - ”Alabama Gal” (A-CD 10) - “Noble Duke of York” <p>(A-RSR 13)</p> <p>Composing: Simple phrases using iconic notation (Nutcracker)</p>	<p><u>Creating:</u></p> <p>Movement: Folk Dance</p> <ul style="list-style-type: none"> - Double Circle <ul style="list-style-type: none"> - “Heel and Toe” (A-CD 9) - “John Kanaka” (F-CR 7) <p>Improvise: Able to improvise vocal and rhythm patterns in the call/response mode</p>

Arlington Elementary General Music Curriculum Scope and Sequence

<p><u>National Standards:</u></p> <p>Pr4.2.1 (A) With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance</p> <p>Pr 4.3.1 Demonstrate and describe music's expressive qualities (such as dynamics and tempo).</p> <p>Re7.1.1 With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.</p> <p>Re7.2.1 With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose .</p> <p>Cn10.0.1 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. (Carry through each trimester)</p> <p>Cn11.0.1 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (Carry through each trimester)</p>	<p><u>National Standards:</u></p> <p>Cr 1.1.1 (A) With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.</p> <p>Cr.2.1.1 (B) With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas</p> <p>Pr4.2.1 (B) When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.</p> <p>Pr5.1.1 (A) With limited guidance, apply personal, teacher, and peer feedback to refine performances</p> <p>Re8.1.1 With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/ performers' expressive intent</p>	<p><u>National Standards:</u></p> <p>Cr2.1.1 (A) With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent .</p> <p>Cr3.1.1 With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas</p> <p>Cr3.2.1 With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.</p> <p>Pr4.1.1 With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections</p> <p>Pr6.1.1 (AB) With limited guidance, perform music for a specific purpose with expression. Perform appropriately for the audience and purpose.</p> <p>Re8.1.1 With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/ performers' expressive intent</p> <p>Re9.1.1 With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.</p>
--	---	---

**Arlington Elementary General Music Curriculum
Scope and Sequence**

Second Grade

First Trimester	Second Trimester	Third Trimester
<p><u>Performing:</u></p> <p>Introduction to solfege and hand signs</p> <ul style="list-style-type: none"> - do re mi songs <p>Singing with a body percussion accompaniment or simple ostinato</p> <p>Breath technique</p> <ul style="list-style-type: none"> - Responding to visual cues to breathe - Breathing as a singer (diaphragm) 	<p><u>Performing:</u></p> <p>Partner Songs and Rounds</p> <p>Can sing while conducting in 2/4 time (<i>T</i> 2-3)</p> <p>Known Songs:</p> <ul style="list-style-type: none"> - “The Star-Spangled Banner” 	<p><u>Performing:</u></p> <p>Can identify melodic contour and sing do-re-mi, melodic patterns on the staff</p>
<p><u>Listening:</u></p> <p>Tempo and Dynamics</p> <ul style="list-style-type: none"> - “In the Hall of the Mountain King,” <i>Peer Gynt</i>, Edvard Grieg <p>“The Sorcerer’s Apprentice,” Paul Dukas</p>	<p><u>Listening:</u></p> <p>ABA Form</p> <ul style="list-style-type: none"> - “March” from <i>The Nutcracker Ballet</i>, P.I.Tchaikovsky - “Ballet of the Unhatched Chicks,” Modest Mussorgsky - “Circus from the Red Pony,” Aaron Copland <p><u>Walking in the Air from <i>The Snowman</i> (January)</u></p>	<p><u>Listening:</u></p> <p>Heavy vs. Light (Texture)</p> <ul style="list-style-type: none"> - “Pantomime” from <i>The Comedians</i>, Kabalevsky <p><u>“Syncopated Clock,” <i>Leroy Anderson</i></u></p>

**Arlington Elementary General Music Curriculum
Scope and Sequence**

<p><u>Music Elements and Notations:</u></p> <p>Rhythm: Eighth notes Beat: Keeping the beat with tempo changes Symbols:</p> <ul style="list-style-type: none"> - Double Bar Line - Measure/Bar Line 	<p><u>Music Elements and Notations:</u></p> <p>Rhythm: Half notes Beat: Conduct in 2/4:strong/weak Form: ABA (shift to using letters) Symbols:Repeat Sign</p> <ul style="list-style-type: none"> - P for piano, F for forte (symbols in music notation) 	<p><u>Music Elements and Notations:</u></p> <p>Melody:</p> <ul style="list-style-type: none"> - Introduction to treble clef patterns using: do, re, mi (<i>assessed in third grade</i>) - Mr. Everybody
<p><u>Creating:</u></p> <p>Movement: Folk Dance</p> <ul style="list-style-type: none"> - Single Circle - “Bobolinka” (A-RSR 26) <p>Composing: Rhythmic compositions using standard notation (quarter and eighth notes): <i>as a class</i></p>	<p><u>Creating:</u></p> <p>Movement: Folk Dance</p> <ul style="list-style-type: none"> - Single Circle - “Mi Cuerpo” (A-IGU 30) <p>Composing: Rhythmic compositions using standard notation (quarter and eighth notes): <i>small group/individual</i></p> <p>Improvising: Use pentatonic scale on pitched percussion instruments</p>	<p><u>Creating:</u></p> <p>Movement: Folk Dance</p> <ul style="list-style-type: none"> - Longways set - “Rural Felicity” (A-SD 5) <p>Composing:</p> <ul style="list-style-type: none"> - Rhythmic compositions using standard notation (quarter, eighth, and half notes, and quarter rests): <i>individual</i> - Melodic composition using do, re, mi using modified staff: <i>as a class or small group</i> <p>Improvising: Using quarter, eighth, and half notes, and quarter rests</p>

Arlington Elementary General Music Curriculum Scope and Sequence

<p><u>National Standards:</u></p> <p>Pr4.2.2 Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.</p> <p>Pr4.3.2 Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent .</p> <p>Pr4.3.3 Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.</p> <p>Pr 6.1.2 (AB) Perform music for a specific purpose with expression and technical accuracy. Perform appropriately for the audience and purpose.</p> <p>Re7.2.2 Describe how specific music concepts are used to support a specific purpose in music.</p> <p>Cn10.0.2 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. (Carry through each trimester)</p> <p>Cn11.0.2 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (Carry through each trimester)</p>	<p><u>National Standards:</u></p> <p>Cr2.1.2 (AB) Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent. Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.</p> <p>Cr3.1.2 Interpret and apply personal, peer, and teacher feedback to revise personal music.</p> <p>Pr4.1.2 Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.</p> <p>Re7.1.2 Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.</p> <p>Re9.1.2 Apply personal and expressive preferences in the evaluation of music for specific purposes.</p>	<p><u>National Standards:</u></p> <p>Cr1.1.2 (A) Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.</p> <p>Cr3.2.2 Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.</p> <p>Pr4.2.2 (B) When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.</p> <p>Pr5.1.2 (AB) Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances. Rehearse, identify, and apply strategies to address interpretive, performance, and technical challenges of music.</p> <p>Re8.1.2 Demonstrate knowledge of music concepts and how they support creators'/ performers' expressive intent</p>
---	--	--

**Arlington Elementary General Music Curriculum
Scope and Sequence**

Third Grade

First Trimester	Second Trimester	Third Trimester
<p><u>Performing:</u></p> <p>Sing patterns do, re, mi</p> <p>Rounds</p> <ul style="list-style-type: none"> - “Ah, Poor Bird” (F-C 26) - “Frere Jacques (F-C 89) - “Scotland’s burning” (F-C 135) <p>Known Songs:</p> <ul style="list-style-type: none"> - <u>“Live On the Moon”</u> 	<p><u>Performing:</u></p> <p>Perform independently a single line of notation on recorder</p> <p>Can sing while conducting in $\frac{3}{4}$ (Round with Class)</p> <ul style="list-style-type: none"> - “Early As I Was Walking” (F-C 85) - “One Bottle of Pop” (F-C 72) 	<p><u>Performing:</u></p> <p>Sing patterns do, re, mi, sol, la</p> <p>Singing and performing in in two parts</p> <p>Examples:</p> <ul style="list-style-type: none"> - Instrumental ostinato with singing - Instrumental ostinato with instruments - Singing ostinato with singing melody <p>Old MacDonald on D, E, G, A, B</p>
<p><u>Listening:</u></p> <p>Theme</p> <ul style="list-style-type: none"> - “Ride of the Valkyries” from <i>Die Walkure</i>, Richard Wagner 	<p><u>Listening:</u></p> <p>Conducting and Listening in 3</p> <ul style="list-style-type: none"> - “Waltz of the Flowers” from <i>The Nutcracker Ballet</i>, P.I Tchaikovsky - “The Blue Danube,” Johann Strauss 	<p><u>Listening:</u></p> <p>Identify families of instruments from sound and sight (Review for band and orchestra selections)</p>

**Arlington Elementary General Music Curriculum
Scope and Sequence**

<p><u>Music Elements and Notations:</u></p> <p>Melody: Read using notes G, A, B, C, D in treble staff</p> <p>Dynamics: New Material - Mezzo forte and mezzo piano Review - piano and forte</p> <p>Rhythm: Counting using numbers New material - Half and whole rest, whole and dotted half note Review - quarter note, quarter rest, eighth note, half note</p> <p>Symbols: Time signature, Treble Clef</p> <p>Form: Theme (Ride of the Valkyries)</p>	<p><u>Music Elements and Notations:</u></p> <p>Dynamics: Crescendo and decrescendo</p> <p>Rhythm: Strong beats in $\frac{3}{4}$ time</p>	<p><u>Music Elements and Notations:</u></p> <p>Rhythm: Read, perform, and compose using all known notation</p> <p>Timbre: Identify families of instruments from sound and sight (Review for band and orchestra selections)</p>
<p><u>Creating:</u></p> <p>Movement: Folk Dance - Single Circle - "Sarasponda" (A-IGU 32) - "I Let Her Go Go" (A-DV 28)</p>	<p><u>Creating:</u></p> <p>Movement: Folk Dance - Longways Set - "The Sweets of May" (A-CD 12)</p> <p>Improvisation: Improvise phrases on the recorder with selected parameters</p>	<p><u>Creating:</u></p> <p>Movement: Folk dance - Single Circle - "Jump Josie" (A-DV 29)</p> <p>Composing: Compose simple melodies using BAG on the recorder</p>

Arlington Elementary General Music Curriculum Scope and Sequence

<p><u>National Standards:</u></p> <p>Pr4.3.3 Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).</p> <p>Pr5.1.3 (AB) Apply teacher-provided and collaboratively-developed or established criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances. Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges, and show improvement over time.</p> <p>Re7.2.3 Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social)</p> <p>Re8.1.3 Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent .</p> <p>Cn10.0.3 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>Cn11.0.3 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p><u>National Standards:</u></p> <p>Cr2.1.3 (A) Demonstrate selected musical ideas for a simple improvisation or composition to express intent , and describe connection to a specific purpose and context .</p> <p>Cr3.1.3 Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback.</p> <p>Pr4.2.3 (AB) Demonstrate understanding of the structure in music selected for performance. When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation</p> <p>Re9.1.3 Evaluate musical works and performance, applying established criteria, and describe appropriateness to the context..</p>	<p><u>National Standards:</u></p> <p>Cr1.1.3 (AB) Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social). Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter</p> <p>Cr2.1.3 (B) Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.</p> <p>Cr3.2.3 Present the final version of personal created music to others, and describe connection to expressive intent.</p> <p>Pr6.1.3 (AB) Perform music with expression and technical accuracy. Demonstrate performance decorum and audience etiquette appropriate for the context and venue .</p>
---	---	--

**Arlington Elementary General Music Curriculum
Scope and Sequence**

Fourth Grade

First Trimester	Second Trimester	Third Trimester
<p><u>Performing:</u></p> <p>Sing patterns: Do, re, mi (2-4 measure melodies)</p> <p>Follow single line (on a choral score) of written notation while singing, independent of other parts</p> <p>Can sing a song in unison while conducting in 4/4</p> <p>Understanding cues from a conductor (breathing, holding notes, stopping) while singing in a group</p> <p>Perform on pitched instrument using do, re, mi</p> <p>Rounds:</p> <ul style="list-style-type: none"> - "Old Abram Brown" (F-C 121) 	<p><u>Performing:</u></p> <p>Sing patterns: Do, re, mi, sol (2-4 measure melodies)</p> <p>Compose and perform two and three part group accompaniments on classroom instruments</p> <p>Can sing while conducting in 4/4 (Round with Class)</p> <p>Rounds:</p> <ul style="list-style-type: none"> - "Laughing, Singing" (16th notes) (F-C 15) 	<p><u>Performing:</u></p> <p>Sing patterns: Do, re, mi, sol, la, (2-4 measure melodies)</p> <p>Perform a pentatonic scale using letter F or G as Do on a barred percussion instrument</p> <p>Rounds:</p> <ul style="list-style-type: none"> - "We're on the Upward Trail" (F-C 113) <p>Connections to New York State: Known Songs</p> <ul style="list-style-type: none"> - "Erie Canal"
<p><u>Listening:</u></p> <p>Reading 16th Notes</p> <ul style="list-style-type: none"> - "Dance of the Reed Pipes" (FCS-3 TM42) 	<p><u>Listening:</u></p> <p>Nutcracker: Overture</p> <p>Jazz</p> <ul style="list-style-type: none"> - "Maple Leaf Rag" - "When the Saints Go Marching In" - "In the Mood" - "Take The A Train" 	<p><u>Listening:</u></p> <p>Rondo Form:</p> <ul style="list-style-type: none"> - "Viennese Clock" - "Linus and Lucy"

**Arlington Elementary General Music Curriculum
Scope and Sequence**

<p><u>Music Elements and Notations:</u></p> <p>Melody: Read using Do, Re, and Mi</p> <p>Rhythm: 16th notes</p> <p>Form: Verse/Refrain - Review: AB and ABA</p>	<p><u>Music Elements and Notations:</u></p> <p>Melody: Read using Do, Re, Mi, Sol</p> <p>Rhythm: Strong beats in 4/4 time</p>	<p><u>Music Elements and Notations:</u></p> <p>Melody: Read using Do, Re, Mi, Sol, and La</p> <p>Form: Rondo</p> <p>Symbols: Accent, Staccato, Legato</p>
<p><u>Creating:</u></p> <p>Movement: Folk Dance - Single Circle - “Four White Horses” (A-DV 20)</p> <p>Improvise: “Walk the staff” using Do, Re, Mi</p>	<p><u>Creating:</u></p> <p>Movement: Folk Dance - Longways set - “Chimes of Dunkirk” (A-CD 9) - “Galopede” (A-CD 13) - “Zip It Up” (A-SD 12)</p> <p>Improvising: Experiment with vocal improvisation using scat syllables</p>	<p><u>Creating:</u></p> <p>Movement: Folk Dance - Double Circle - “Sashay the Donut” (A-SD 22)</p> <p>Improvising: Improvise a pentatonic melody on a barred percussion instrument</p> <p>Composing: Four-measures of pentatonic music using F or G as Do</p>

**Arlington Elementary General Music Curriculum
Scope and Sequence**

<p><u>National Standards:</u></p> <p>Pr4.2.4 (ABC) Demonstrate understanding of the structure and the elements of music (such as rhythm , pitch, and form) in music selected for performance. When analyzing selected music, read and perform using iconic and/or standard notation. Explain how context (such as social and cultural) informs a performance</p> <p>Re8.1.4 Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers’ and personal interpretations to reflect expressive intent.</p> <p>Cn10.0.4 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>Cn11.0.4 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p><u>National Standards:</u></p> <p>Cr1.1.4 (A) Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).</p> <p>Cr2.1.4 (A) Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.</p> <p>Pr4.1.4 Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill .</p> <p>Pr4.3.4 Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre)</p> <p>Pr5.1.4 (B) Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.</p> <p>Re7.2.4 Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural)</p>	<p><u>National Standards:</u></p> <p>Cr1.1.4 (B) Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.</p> <p>Cr2.1.4 (B) Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.</p> <p>Cr3.1.4 Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively developed criteria and feedback to show improvement over time.</p> <p>Cr3.2.4 Present the final version of personal created music to others, and explain connection to expressive intent.</p> <p>Pr6.1.4 (AB) Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.</p> <p>Pr5.1.4 (A) Apply teacher provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.</p> <p>Re9.1.4 Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.</p>
--	---	--

**Arlington Elementary General Music Curriculum
Scope and Sequence**

Fifth Grade

First Trimester	Second Trimester	Third Trimester
<p><u>Performing:</u></p> <p>Sing patterns: Do, Re, Mi, Sol, La</p> <p>Incorporate diction in singing technique</p> <p>Understanding visual cues from a conductor</p> <ul style="list-style-type: none"> - Dynamics, phrasing, tempo, expression <p>Rounds:</p> <ul style="list-style-type: none"> - “Sing Me Another” (F-C 100) - “Have you Seen the Ghost of John” (F-C 130) - “Hey, Ho, Nobody Home” (F-C 131) 	<p><u>Performing:</u></p> <p>Sing patterns: Do, Re, Mi, Fa, Sol, La</p> <p>Rounds:</p> <ul style="list-style-type: none"> - “When I Go Home” (F-C 53) - “Black Socks” (F-C 60) 	<p><u>Performing:</u></p> <p>Sing patterns: Do, Re, Mi, Fa, Sol, La, Ti, Do</p> <p>Rounds:</p> <ul style="list-style-type: none"> - “Oh How Lovely is the Evening” (F-C 98) - “Grasshoppers Three” (F-C 28)
<p><u>Listening:</u></p> <p>Theme and Variations</p> <ul style="list-style-type: none"> - Twinkle Variations - Simple Gifts <p>Dotted quarter - single eighth</p> <ul style="list-style-type: none"> - Beethoven Ode to Joy 	<p><u>Listening:</u></p> <p>Identify meter (triple/duple)</p> <p>Nutcracker: Russian Dance</p> <p>Beethoven Symphony No. 5, mvt. 3 (6/8) (FCS-1 TM172)</p>	<p><u>Listening:</u></p> <p>Single quarter-single eighth (6/8)</p> <ul style="list-style-type: none"> - Dukas, “Sorcerer’s Apprentice” (FCS-1 TM226) - Grofe “On the Trail” from <i>Grand Canyon Suite</i> (FCS-1 TM228)

**Arlington Elementary General Music Curriculum
Scope and Sequence**

<p><u>Music Elements and Notations:</u></p> <p>Melody: Read using Do, Re, Mi, Sol, La and can identify Do in keys of C, G, and F</p> <p>Rhythm: dotted quarter-single eighth in 4/4</p> <p>Form: theme and variation</p>	<p><u>Music Elements and Notations:</u></p> <p>Melody: Read using Do, Re, Mi, Fa, Sol, La</p> <p>Rhythm: Three eighths, dotted quarter (6/8)</p> <p>Symbols: DC al Fine, 1st and 2nd Ending, Coda (Nutcracker)</p> <p>Form: Opera (overture, chorus, aria, recitative)</p> <p>Harmony: Texture - thick and thin (Opera)</p>	<p><u>Music Elements and Notations:</u></p> <p>Melody: Read using Do, Re, Mi, Fa, Sol, La, Ti, Do</p> <p>Rhythm: single quarter-single eighth (6/8)</p>
<p><u>Creating:</u></p> <p>Movement: Folk Dance</p> <ul style="list-style-type: none"> - Single Circle - “Lucky Seven” (A-CD 23) 	<p><u>Creating:</u></p> <p>Movement: Folk Dance</p> <ul style="list-style-type: none"> - Longways set - “Virginia Reel” (A-CD 15) <p>Improvising: Improvise melodies within a given structure, giving attention to musical elements</p> <p>Composing: 6/8 Rhythmic Composition</p>	<p><u>Creating:</u></p> <p>Movement: Folk Dance</p> <ul style="list-style-type: none"> - Single Circle - “La Bastringue” (A-CD 22) - Choreograph movement to a specific piece of music <p>Composing: 6/8 Melodic Composition</p>

Arlington Elementary General Music Curriculum Scope and Sequence

<p><u>National Standards:</u> Pr4.2.5 (ABC) Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance. When analyzing selected music, read and perform using standard notation. Explain how context (such as social, cultural, and historical) informs performances</p> <p>Re8.1.5 Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent.</p> <p>Cn10.0.5 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>Cn11.0.5 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p><u>National Standards:</u> Cr1.1.5 (A) Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).</p> <p>Cr2.1.5 (A) Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.</p> <p>Pr4.3.5 Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style)</p> <p>Pr5.1.5 (AB) Apply teacher provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances. Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.</p> <p>Pr6.1.5(AB) Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style</p> <p>Re7.2.5 Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical)</p>	<p><u>National Standards:</u> Cr1.1.5 (B)Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.</p> <p>Cr2.1.5 (B) Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two chord harmonic musical ideas.</p> <p>Cr3.1.5 Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively developed criteria and feedback, and explain rationale for changes.</p> <p>Cr3.2.5 Present the final version of personal created music to others that demonstrates craftsmanship , and explain connection to expressive intent.</p> <p>Pr4.1.5 Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.</p> <p>Pr5.1.5 (AB) Apply teacher provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances. Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.</p> <p>Pr6.1.5(AB) Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style</p> <p>Re9.1.5 Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music</p>
--	--	--