

Grades 1-12 Music Scope and Sequence

National Standards	1-4 General Music	5-8 Instrumental: Strings/Orchestra/Band	5-8 Choir	9-12 Instrumental: Strings/Orchestra/Band	9-12 Choir
<p>1. Singing, alone with others, a varied repertoire of music</p>	<p>a. Sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo</p> <p>b. Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.</p> <p>c. sing ostinatos, partner songs, and rounds</p> <p>d. sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor</p>	<p>Not Applicable (N/A)</p>	<p>a. Students sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles ,</p> <p>b. Sing, with expression and technical accuracy, a repertoire of choral literature with a level of difficulty of 2, on a scale of 1 to 6</p> <p>c. Sing music representing diverse genres and cultures.</p> <p>d. Sing music written in two and three parts</p> <p>e. Sing with expression and technical accuracy</p>	<p>Not Applicable (N/A)</p>	<p>Proficient Standard</p> <p>a. Students sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a 1-6 scale.</p> <p>b. sing music written in four or more parts, with and without accompaniment</p> <p>c. Students demonstrate well-developed ensemble skills.</p> <p>Advanced Standard</p> <p>a. sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 5</p>

					<p>b. sing literature with more than four parts</p> <p>c. sing in small ensembles with one student on a part</p>
<p>2. Performing on instruments, alone and with others, a varied repertoire of music</p>	<p>a. perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo</p> <p>b. perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments</p> <p>c. echo short rhythms and melodic patterns</p> <p>d. perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor</p> <p>e. perform independent instrumental parts while other students sing or play contrasting parts</p>	<p>a. perform accurately and independently, alone and in small and large ensembles, with good posture and good playing position</p> <p>b. perform with expression and technical accuracy on a repertoire of instrumental literature of 2 & 3, on a scale of 1-6</p> <p>c. perform music representing diverse genres and cultures</p>	N/A	<p>a. perform with expression and technical accuracy with instrumental literature (level 4 or 5, on a scale of 1 to 6)</p> <p>b. perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills</p> <p>c. perform in small ensembles with one student on a part</p> <p>Advanced</p> <p>d. perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 5, on a scale of 1 to 6</p>	<p>Proficient Standard</p> <p>N/A</p> <p>Advanced Standard</p> <p>N/A</p>
<p>3. Improvising melodies, variations, and</p>	<p>a. improvise simple rhythmic variations and simple melodic</p>	N/A	<p>a. Improvise melodic embellishments and simple rhythmic and melodic</p>	N/A	<p>Proficient Standard</p> <p>a. improvise over standard diatonic</p>

accompaniments	embellishments on familiar melodies		variations on given pentatonic and diatonic melodies.		progressions using jazz scat syllables Advanced Standard a. Improvise stylistically appropriate harmonizing parts in a variety of styles b. Improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality
4. Composing and arranging music within specified guidelines	a. create and arrange short songs and instrumental pieces within specified guidelines	N/A	a. compose short pieces within specified guidelines (e.g., a particular style, form, instrumentation, rhythmic and tonal patterns & compositional technique),	N/A	Proficient Standard N/A Advanced Standard N/A
5. Reading and notating music	a. read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures b. identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing	a. read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 6/8, 3/8 and alla breve meter signatures b. sight-read simple melodies in both the treble and bass clefs. c. identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression	a. Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures. b. Read at sight simple melodies in both the treble and bass clefs c. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo,	a. demonstrate the ability to read an instrumental score of up to four staves by describing how the elements of music are used b. sight-read, accurately and expressively, music with a level of difficulty of 3-5, on a scale of 1 to 6 c. demonstrate the ability to read a full instrumental score by describing how the	Proficient Standard a. sight-read, accurately and expressively, music with a level of difficulty of Advanced Standard a. read a full vocal score by describing how the elements of music are used and explaining all transpositions and clefs

		d. use standard notation to record musical ideas	articulation, and expression d. Students use standard notation to record their musical ideas and the musical ideas of others at a level indicated in a. above. e. sightread, accurately and expressively, choral music with a level of difficulty of 2, on a scale of 1 to 6.	elements of music are used and explaining all transpositions and clefs d. interpret nonstandard notation symbols used by some 20th century composers	b. interpret nonstandard notation symbols used by some 20th-century composers c. sight-read, accurately and expressively, music with a level of difficulty of
6. Listening to, analyzing , and describing music	a. identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices	a. describe specific music events in a given aural example, using appropriate terminology b. analyze the uses of elements of music in aural examples representing diverse genres and cultures c. demonstrate basic knowledge of the basic principles of meter, rhythm, tonality, intervals, chords	a. describe specific music events (e.g., entry of altos, change of meter, return of refrain) in a given aural example, using appropriate terminology. b. analyze the uses of elements of music in aural examples representing diverse genres and cultures c. demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords d. demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords	a. analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices b. demonstrate extensive knowledge of the technical vocabulary of music Advanced: a. demonstrate the ability to perceive and remember music events by describing in detail significant events occurring in a given aural example b. compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style	Proficient Standard a. analyze aural examples of a varied repertoire of music by describing the uses of elements of music and expressive devices b. demonstrate extensive knowledge of the technical vocabulary of music c. identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work Advanced Standard a. to perceive and remember music events by describing in detail significant events (e.g.,

				<p>c. analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive</p>	<p>fugal entrances, chromatic modulations, developmental devices) occurring in a given aural example</p> <p>b. compare ways in which musical materials are used in a given example relative to ways in which they are used in other works</p> <p>c. analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive</p>
7. Evaluating music and music performances	N/A	<p>a. develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing</p> <p>b. evaluate the quality and effectiveness of their own and others' performances by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement</p>	<p>a. develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing</p> <p>b. evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for</p>	<p>a. evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances and apply the criteria in their personal participation in music</p> <p>b. evaluate a performance by comparing it to similar or exemplary models</p> <p>Advanced: c. evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions</p>	<p>Proficient Standard</p> <p>a. evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models</p> <p>Advanced Standard</p> <p>a. evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions</p>

			improvement		
8.Understanding relationships between music, the other arts, and disciplines outside the arts	a. identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music	b. describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music	a. compare in two or more arts how the characteristic materials of each art (that is, sound in music, visual stimuli in visual arts, movement in dance, human inter- relationships in theatre) can be used b. describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music	Advanced: e. explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts	Proficient Standard a. explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used b. compare characteristics of two or more arts within a particular historical period or style c. explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music Advanced Standard a. compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures b. explain how the roles of creators, performers,

					and others involved in the production and presentation of the arts are similar to and different from one another in the various arts
9. Understanding music in relation to history and culture	<p>a. identify by genre or style aural examples of music from various historical periods and cultures</p> <p>b. demonstrate audience behavior appropriate for the context and style of music performed</p>	<p>a. describe distinguishing characteristics of representative music genres and styles from a variety of cultures</p> <p>b. classify by genre and style a varied body of exemplary musical works and explain the characteristics that cause each work to be considered exemplary</p> <p>c. compare, in several cultures of the world, functions music serves, roles of musicians and conditions under which music is typically performed</p>	<p>a. describe distinguishing characteristics of representative music genres and styles from a variety of cultures</p> <p>b. classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works</p>	<p>a. classify by genre or style and by historical period but representative aural examples of music and explain the reasoning behind their classifications</p> <p>c. identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements</p> <p>Advanced:</p> <p>d. identify and explain the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical or cultural context</p>	<p>Proficient Standard</p> <p>a. classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications</p> <p>b. identify sources of American music genres (e.g., swing, Broadway musical, blues)</p> <p>c. Students identify various roles (e.g., entertainer, teacher, transmitter of cultural tradition) that musicians perform</p> <p>Advanced Standard</p> <p>a. Students identify and explain the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical</p>

					or cultural context b. Students identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions
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