

GRADE 3 - 5 MUSIC UNITS (Scope and Sequence)

<i>3rd Grade</i>	<i>4th Grade</i>	<i>5th Grade</i>
<p>SEPTEMBER-OCTOBER <i>Rhythmic Notation</i> *Use standard notation to document personal rhythmic and melodic musical ideas. *Analyze selected music by reading and performing using standard notation.</p>	<p>SEPTEMBER-OCTOBER <i>Rhythm</i> *Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).</p>	<p>SEPTEMBER-OCTOBER <i>Score Reading</i> *Identify core musical components of a written score (page numbers, measures, vocal parts, dynamics) *Demonstrate an understanding of key cultural/societal connections to winter concert song selections.</p>
<p>OCTOBER-NOVEMBER <i>Rhythmic Concepts</i> *Generate and improvise rhythmic ideas. Explain connection to specific purpose and context (e.g., social, cultural, historical).</p>	<p>OCTOBER-NOVEMBER <i>Melody & Harmony</i> *Demonstrate an understanding of different melodic concepts (contour, skip, step) *Demonstrate an understanding of various harmonic concepts (round, canon, two-part arrangements)</p>	<p>OCTOBER-DECEMBER <i>Performance Practice</i> *Identify strategies for preparing mind and body for rehearsal (warm-ups) *Demonstrate ability to apply teacher-provided criteria during a choral rehearsal.</p>
<p>NOVEMBER-JANUARY <i>Compositions & Composers</i> *Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance. *Identify various composers and their works.</p>	<p>NOVEMBER-DECEMBER <i>Rhythmic Concepts</i> *Demonstrate an understanding of the structure and expanded music concepts (e.g., time signature, meters, measures) in music selected for performance.</p>	<p>DECEMBER-JANUARY <i>Performance & Self Evaluation</i> *Demonstrate ability to identify areas of improvement in both informal and formal performances</p>
<p>JANUARY-APRIL <i>Instrument Families</i> *Explain how context (e.g., personal, social, cultural, historical) informs performances. *Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context. *Identify characteristics of various instrument families, categorize instruments into families.</p>	<p>JANUARY-FEBRUARY <i>Score Reading</i> *Identify core musical components of a written score (page numbers, measures, vocal parts, dynamics)</p>	<p>JANUARY-FEBRUARY <i>Score Reading</i> *Review core musical components of a written score (page numbers, measures, vocal parts, dynamics) *Demonstrate an understanding of key cultural/societal connections to spring concert song selections.</p>
<p>APRIL-MAY</p>	<p>FEBRUARY-MAY <i>Performance Practice</i> *Identify strategies for preparing mind and body for rehearsal (warm-ups) *Demonstrate ability to apply teacher-provided criteria during a choral rehearsal.</p>	<p>FEBRUARY-APRIL <i>Performance Practice</i> *Identify strategies for preparing mind and body for rehearsal (warm-ups) *Demonstrate ability to apply teacher-provided criteria during a choral rehearsal.</p>

<p><i>World Music</i> *Categorize unknown instruments into known instrument families based on observed characteristics. *Demonstrate understanding of unique characteristics of an unknown instrument (country of origin, family categorization, performance practice)</p>	<p>*Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</p>	<p><u>APRIL-MAY</u> <i>Performance & Self Evaluation</i> *Demonstrate ability to identify areas of improvement in both informal and formal performances</p>
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