

Garfield Public Schools

Music Department

Grades K-5 Curriculum

1. Singing

Scope & Sequence	K	1 st Gr.	2 nd Gr.	3 rd Gr.	4 th Gr.	5 th Gr.
Each student will: 1. Sing alone and with others with rhythmic and tonal accuracy.	I	I, PR	PR	PR, R	PR, R	R, M
2. Sing accompanied and unaccompanied with rhythmic and tonal accuracy.	I	I, PR	PR	PR	PR, R, M	R, M
3. Develop and expressively perform a varied personal repertoire of songs.	I	I, PR	PR	PR, R	PR, R, M	R, M
4. Explore and experience age and skill level appropriate melodic and rhythmic patterns.	I	I, PR	PR	PR	PR, R	R, M
5. Sing in a variety of rhythmic structures.	I	I, PR	I, PR	PR	PR, R	PR, R, M

Key: I-Introduce
 PR- Practice
 R- Reinforce
 M- Mastery at Benchmark

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6. Demonstrate healthy singing techniques, including singing posture, breath support, head tone, unified vowels, and articulated consonants.	I	I, PR	PR	PR	PR, R	PR, R
7. Recognize triads and vocalize tonal home tone, echo and perform melodic patterns (major and minor scales)	I	I, PR	PR	PR, R	PR, R, M	R, M
8. Explore vocal and mouth sounds.	I	I, PR	PR	PR, R	R	R, M
9. Expand vocal range as possible, develop head voices with purity of sound.	I	I, PR	PR	PR	PR	R
10. Sing songs from diverse cultures.	I	I, PR	PR	PR, R	PR, R	R, M

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11. Sing with sensitivity to blend – choral sound, ensemble.	–	I	I, PR	PR	PR, R	R
12. Sing: Ostinatos, counter melodies, 2part songs, 2 part rounds, canons, chord roots, partner songs (demonstrating balance between parts.)	–	I	PR	PR	R	R, M
	–	–	I	PR	R	R, M
	–	–	–	–	I, PR	PR,R
	–	I	PR	PR	R	R, M
	–	–	I	PR	R	R, M
	–	–	I	PR	PR	R
	–	–	I	PR	R	R, M
Three part songs	–	–	–	I	PR	R

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2. Moving

Scope & Sequence	K	1 st Gr.	2 nd Gr.	3 rd Gr.	4 th Gr.	5 th Gr.
Each student will: 1. Move alone and with others.	I	I, PR	PR	PR, R	PR, R	R, M
2. Develop an awareness of body parts leading to the body as a unit in motion.	I	I, PR	PR	PR, R	PR, R	R, M
3. Experience non-locomotor and locomotor movement.	I	I, PR	PR	PR, R	PR, R	PR, R, M
4. Progress from personal tempo to external tempo.	I	I, PR	PR	PR, R	PR, R	R, M
5. Explore and experience age- and skill level-appropriate movements.	I, PR	I, PR	PR	PR, R	PR, R	PR, R, M

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6. Respond to musical, visual, and aural stimuli with movements.	I	I, PR	PR	PR, R	PR, R, M	R, M
7. Perform microbeat and macrobeat subdivisions.	I	I, PR	PR	PR, R	PR, R, M	R, M
8. Progress from movement to dance.	I, PR	I, PR	I, PR	I, PR, R	I, PR, R, M	PR, R, M
9. Explore high/low, fast/slow, short/long movements.	I	I, PR	PR, R	PR, R, M	R, M	M
10. Perform a variety of dances individually, with partners, and as a group.	I	I, PR	I, PR, R	PR, R	PR, R, M	R, M
11. Create stylized dance movements that reflect specific musical examples.	I	I, PR	I, PR, R	PR, R	PR, R, M	R, M

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12. Move to show meter and form. (Conducting)	-	I	I, PR	PR	PR, R	PR, R, M
13. Perform body percussion and movements in patterns and sequences individually, with partners, and as a group.	I	I, PR	PR	PR	PR, R	R, M
14. Perform and create movements to express musical ideas.	I	I, PR	PR	PR, R	PR, R	R, M
15. Participate in finger play and singing games.	PR	PR	-	-	-	-
16. Perform dances from diverse cultures.	I	I, PR	PR	PR, R	PR, R	PR, R
17. Move to more complex music rhythm patterns.	-	I	I, PR	PR	PR, R	PR, R
18. Move to complex music forms: Rondo, Theme and Variations.	I	I, PR	PR	PR, R	R	R, M

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3. Playing

Scope & Sequence	K	1 st Gr.	2 nd Gr.	3 rd Gr.	4 th Gr.	5 th Gr.
Each student will: 1. Play alone and with others.	I	I, PR	I, PR	I, PR	PR	PR, R
2. Play accompanied and unaccompanied	I	I, PR	I, PR	I, PR	PR	PR
3. Develop and expressively perform a varied personal repertoire of songs.	I	I, PR	I, PR	I, PR	PR	PR, R
4. Explore and experience age and skill level - appropriate melodic and rhythmic patterns.	I	I, PR	I, PR	PR	PR, R	PR, R
5. Play in a variety of tonalities.	-	-	-	I	PR	PR
6. Play a variety of instruments	I	I	I, PR	I, PR	PR	PR, R

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7, Demonstrate ability to perform multiple and melodic rhythm patterns in contrasting meters while maintaining a steady pulse.	I	I	I, PR	I, PR	PR	PR, R
8. Playing the recorder	-	-	-	Read notes: G, A, B, C, D, E, C2, D2, F#.	Middle C, F	-
9. Play I-IV-V chord progression as accompaniments.	-	-	-	-	-	I
10. Play descant to melodies performed.	-	-	-	I, PR	I, PR	PR
11. Accompany part singing with a variety instruments.	-	-	-	-	I	PR
12. Echo and perform rhythm patterns that include:	I	I, PR	PR	PR, R	PR, R	R, M
14. Play songs from diverse cultures.	-	I	PR	PR, R	PR, R	R, M
15. Perform accompaniments .	I	I, PR	PR	PR, R	PR, R	PR, R

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4. Evaluate

Scope & Sequence	K	1 st Gr.	2 nd Gr.	3 rd Gr.	4 th Gr.	5 th Gr.
Each student will: 1. Apply critical and creative thinking in making musical decisions and evaluations.	-	I	I, PR	PR	PR, R	R, M
2. Make collaborative musical decisions.	-	I	I, PR	PR	PR, R	R, M
3. Practice self-assessment.	-	-	I	I, PR	PR	PR, R
4. Create and apply criteria to evaluate music he or she perform or hears.	-	-	I	I, PR	PR	PR, R

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5. Listening

Scope & Sequence	K	1 st Gr.	2 nd Gr.	3 rd Gr.	4 th Gr.	5 th Gr.
Each student will: 1. Respond to musical stimuli through a variety of ways.	I	I, PR	PR	PR, R	PR, R, M	R, M
2. Discern similarities and differences among musical styles, genres, historical periods, and interpretations.	-	I	I, PR	PR	PR, R	R, M
3. Recognize and discriminate among sound sources.	I	I, PR	PR	PR, R	PR, R	R, M
4. Use music terminology to describe musical sound sources, events, and mood.	I	I, PR	PR	PR, R	R	R, M
5. Create and perform purposeful responses to accompany musical stimuli.	I	I, PR	PR	PR, R	PR, R	PR, R, M

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Scope & Sequence	K	1 st Gr.	2 nd Gr.	3 rd Gr.	4 th Gr.	5 th Gr.
6. Analyze and compare the musical characteristics, styles, and interpretations of aural examples.	-	I	I, PR	PR	PR, R	PR, R, M
7. Analyze and describe the characteristics of music from a variety of historical periods and cultures.	-	-	I	I, PR	PR	PR, R
8. Identify multiple melodies performed with harmonic accompaniments.	-	-	I	I, PR	PR	PR, R

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6. Creating: Compose/ Arrange

Scope & Sequence	K	1 st Gr.	2 nd Gr.	3 rd Gr.	4 th Gr.	5 th Gr.
Each student will: 1. Organize sound in ways that are meaningful to him or her.	I	I, PR	PR	PR, R	R	R, M
2. Organize sounds in ways that are meaningful to others.	I	I, PR	PR	PR, R	PR, R	R, M
3. Demonstrate an understanding of structure, coherence, and organization.	-	I	I, PR	PR	PR, R	R
4. Experience the stage of composing: prewriting, drafting, revising, editing, and publishing.	-	-	I	I, PR	PR	PR, R
5. Compose, within specific guidelines, rhythmic and melodic ostinati employing one or more simultaneous sound sources to accompany songs, poems, or stories.	-	-	I	I, PR	PR	PR, R

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6. Compose music to express a text, idea, or feeling.	-	-	I	I, PR	PR	PR, R
Improvise						
9. Organize sounds spontaneously	-	-	I	I, PR	PR	PR, R
10. Respond musically in context	-	-	I	I, PR	PR	PR, R
11. Improvise at least four measures in response to a musical prompt.	-	-	I	I, PR	PR	PR, R

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7. Reading/ Notating

Scope & Sequence	K	1 st Gr.	2 nd Gr.	3 rd Gr.	4 th Gr.	5 th Gr.
Each student will: 1. Use icons and traditional notation within the grand staff.	I	I, PR	I, PR	I, PR	I, PR	I, PR, R
2. Hear and perform before notating.	-	-	I	I, PR	PR	PR, R
3. Read and write musical symbols and terms.	-	I	I, PR	PR	PR	PR, R
4. Stage 1: read and notate melodic patterns.	-	I	I, PR	PR	PR	PR, R
5 Stage 2: Read and notate melodic patterns in major scales.	-	-	I	I, PR	PR	PR, R
6. Read and notate rhythmic and melodic accompaniments at student reading level.	-	I	I, PR	PR	PR	PR, R

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Scope & Sequence	K	1 st Gr.	2 nd Gr.	3 rd Gr.	4 th Gr.	5 th Gr.
7. Stage 1: Read and notate rhythm patterns.	-	I	I, PR	PR	PR, R	PR, R
8. Stage 2: Read and notate rhythm patterns and symbols	-	I	I, PR	PR	PR, R	PR, R

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