



# Cincinnati Hills Christian Academy

## Lower School Lower Elementary – Music Fine Arts

### *Scope and Sequence*

### *Vision*

As a result of a CHCA music fine arts education, students recognize that music is a gift from God and as such should be used to glorify and serve Him. Students are encouraged to develop a lifelong love of music through participation in performance and study. Growing from these studies is an appreciation of the diversity of musical experience, culture, Christian heritage, and an ability to evaluate both aural and written music for quality and to evaluate music and performances congruent with scriptural principles. Students pursue musical opportunities with confidence and knowledge. They engage competently in a variety of musical experiences both for academic and personal purposes demonstrating creativity, appreciation, and expression in a variety of situations. Audiences within and beyond the school provide opportunities for musical outreach. Students work cooperatively and responsively in groups demonstrating appropriate leadership and giving value to others' work. Students receive challenge and support in pursuit of success in music.

### *Content Standards & Core Competencies*

**CHCA students work to master the following overarching skills in Music:**

- ❖ **Using musical talents to glorify and worship God**
- ❖ **Rhythm**
- ❖ **Melody**
- ❖ **Harmony**
- ❖ **Form**
- ❖ **Timbre**

### ***Kindergarten Topics:***

1. Students will use their musical talents to praise God in their chapel songs and musical performances.
2. Rhythm- Students will establish a sense of pulse and demonstrate fast/slow and long/short through movement, speaking, singing, listening, playing, and notating.
3. Melody- Students will explore high/low, up/down, pitch matching, and begin to develop a repertoire through movement, speaking, singing, listening, playing, and notating.
4. Harmony- Students will experience pulse against rhythm and demonstrate proper mallet technique through movement, speaking, singing, listening, playing, and notating.
5. Form- Students will experience same/different, establish the length of a phrase, and explore time/space/shape/force through movement, speaking, singing, listening, playing, and notating.
6. Timbre- Students will identify and categorize the quality of sound by voice, body, or instrument; and explore dramatic play through movement, speaking, singing,



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listening, playing, and notating.

#### **Grade 1 Topics:**

1. Students will use their musical talents to praise God in their chapel songs and musical performances.
2. Rhythm- Students will establish a sense of pulse and an understanding of long/short and fast/slow through movement, speaking, singing, listening, playing, and notating.
3. Melody- Students will explore high/low, up/down, and pitch matching through movement, speaking, singing, listening, playing, and notating.
4. Harmony- Students will experience more than one sound at a time (instrumental/vocal) through movement, speaking, singing, listening, playing, and notating.
5. Form- Students will establish the length of the phrase leading to an understanding of same/different through movement, speaking, singing, listening, playing, and notating.
6. Timbre- Students will identify and categorize the quality of sound by voice, body, or instrument through movement, speaking, singing, listening, playing, and notating.

#### **Grade 2 Topics:**

1. Students will use their musical talents to praise God in their chapel songs and musical performances.
2. Rhythm- Students will demonstrate both quarter note and half note pulse, recognize simple note values, and begin to identify time signatures through movement, speaking, singing, listening, playing, and notating.
3. Melody- Students will demonstrate proper vocal techniques, explore incomplete pentatonic melodies that support moveable *Do*, and continue to build repertoire through movement, speaking, singing, listening, playing, and notating.
4. Harmony- Students will develop mallet technique and explore ostinato (vocal/instrumental) through movement, speaking, singing, listening, playing, and notating.
5. Form- Students will begin to identify and label simple forms through movement, speaking, singing, listening, playing, and notating.
6. Timbre- Students will continue to identify and categorize the quality of sound by voice, body, or instrument through movement, speaking, singing, listening, playing, and notating.

#### **Grade 3 Topics:**

1. Students will use their musical talents to praise God in their chapel songs and musical performances.
2. Rhythm- Students will demonstrate pulse (quarter, half, dotted half, and whole note), recognize simple note values, identify time signatures, and begin to develop Question-Answer improvisation through movement, speaking, singing, listening, playing, and notating.



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3. Melody- Students will demonstrate proper vocal technique, explore Major and minor pentatonic melodies that support moveable *Do*, identify treble clef lines and spaces, and continue to build repertoire through movement, speaking, singing, listening, playing, and notating.
4. Harmony- Students will develop mallet technique, explore ostinato, distinguish between Major and minor, and experience canon/round through movement, speaking, singing, listening, playing, and notating.
5. Form- Students will identify and label simple forms and experience extended forms through movement, speaking, singing, listening, playing, and notating.
6. Timbre- Students will continue to identify musical symbols and label the orchestral string and orchestral percussion families through movement, speaking, singing, listening, playing, and notating.