

Elementary School Vocal/General Scope & Sequence Kindergarten

This scope and sequence reflects a rigorous program of instruction that is consistent with both the CCPS approved text resource and the Kodaly sequence of skills. It is expected that a well-rounded presentation of music curriculum includes multiple modalities for learning, including but not limited to: aural, vocal, visual, written, improvisational, critical thinking, creative, and kinesthetic experiences. The music concepts presented inherently build upon one another and require constant synthesizing of skills.

Days	Musical Concepts	Standard(s)/Outcome(s)	Essential/Guiding Questions
Ongoing	Rhythm and Beat	Students will <ul style="list-style-type: none"> ● identify steady beat ● identify fast/slow tempi ● identify rhythm and beat ● learn difference between walking and galloping (meter) ● learn iconic representation of 1 and 2 beat sounds ● learn iconic representation of no sound on a beat 	How do musicians improve the quality of their performance?
Ongoing	Pitch/Melody	Students will <ul style="list-style-type: none"> ● identify high and low ● identify melodic contour (upward and downward) 	How do musicians improve the quality of their performance?
Ongoing	Form	Students will <ul style="list-style-type: none"> ● learn Echo songs ● determine same and different ● recognize patterns 	How does understanding the structure and context of musical works inform performance?

		<ul style="list-style-type: none"> ● perform Call and Response ● learn AB form (binary) 	
Ongoing	Tone Color	<p>Students will</p> <ul style="list-style-type: none"> ● learn vocal functions (speaking, whispering, calling, and singing) ● learn difference between voices and instruments 	How do musicians improve the quality of their performance?
Ongoing	Expressive Qualities	<p>Students will</p> <ul style="list-style-type: none"> ● determine loud and soft ● determine smooth and detached 	How do musicians improve the quality of their performance?