

Elementary School Vocal/General Scope & Sequence Grade 5

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"> ● learn syncopation ● learn dotted quarter/eighth note rhythm ● learn meter and time signature 6/8 ● learn downbeat and upbeat 	How do musicians improve the quality of their performance?
Ongoing	Pitch/Melody	Students will <ul style="list-style-type: none"> ● learn difference between pentatonic and diatonic scales ● identify a major scale ● identify a minor scale 	How do musicians improve the quality of their performance?
Ongoing	Form	Students will <ul style="list-style-type: none"> ● learn theme and variations 	How does understanding the structure and context of musical works inform performance?
Ongoing	Texture/Harmony	Students will	How do musicians improve the

		<ul style="list-style-type: none"> ● perform part singing ● listen to and identify thin and thick texture 	quality of their performance?
Ongoing	Tone Color	<p>Students will</p> <ul style="list-style-type: none"> ● identify tenor and bass classification 	How do musicians make meaningful connections to creating, performing, and responding?
Ongoing	Expressive Qualities	<p>Students will</p> <ul style="list-style-type: none"> ● learn the function of a slur 	How do musicians improve the quality of their performance?