

## Elementary School Vocal/General Scope & Sequence Grade 1

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.

<b>Days</b>	<b>Musical Concepts</b>	<b>Standard(s)/Outcome(s)</b>	<b>Essential/Guiding Questions</b>
Ongoing	Rhythm and Beat	Students will <ul style="list-style-type: none"> <li>● learn quarter note</li> <li>● learn 2 beamed eighth notes</li> <li>● learn quarter rest</li> <li>● learn beats in sets of 2 and 3</li> </ul>	How do musicians improve the quality of their performance?
Ongoing	Pitch/Melody	Students will <ul style="list-style-type: none"> <li>● learn pitch matching</li> <li>● learn So/Mi (Sol)</li> <li>● learn Solfege on the music staff</li> <li>● learn La</li> </ul>	How do musicians improve the quality of their performance?
Ongoing	Form	Students will <ul style="list-style-type: none"> <li>● identify/perform Call and Response</li> <li>● learn ABA form (ternary)</li> <li>● learn repeat sign</li> </ul>	How does understanding the structure and context of musical works inform performance?
Ongoing	Texture/Harmony	Students will <ul style="list-style-type: none"> <li>● learn accompaniment using</li> </ul>	How do musicians improve the quality of their performance?

		<p>classroom and body percussion</p> <ul style="list-style-type: none"> <li>● learn solo versus ensemble</li> </ul>	
Ongoing	Tone Color	<p>Students will</p> <ul style="list-style-type: none"> <li>● identify/classify/perform classroom instruments (woods, metals, shakers/scapres, and drums)</li> <li>● explore the components of the orchestra</li> <li>● Differentiate between changed and unchanged voices</li> </ul>	<p>How do musicians make meaningful connections to creating, performing, and responding?</p>
Ongoing	Expressive Qualities	<p>Students will</p> <ul style="list-style-type: none"> <li>● learn dynamics forte and piano</li> <li>● explore other dynamic levels</li> </ul>	<p>How do musicians improve the quality of their performance?</p>