

CFISD Music Scope and Sequence

Element: Rhythm	K	1	2	3	4	5
Demonstrate steady beat	x	x	x	x	x	x
Long/short	x	x	x	x	x	x
Beat and rhythm <i>K: identify</i> <i>1: distinguish between</i>	x	x	x	x	x	x
Quarter note, eighth notes, quarter rest		x	x	x	x	x
Strong and weak beat		x	x	x	x	x
Meter awareness		x	x	x	x	x
Rhythmic ostinato		x	x	x	x	x
Tie/half note/half rest			x	x	x	x
2/4			x	x	x	x
4/4				x	x	x
Four sixteenth notes/ whole note/whole rest				x	x	x
Separated eighth notes, eighth and sixteenth note combinations, dotted half note					x	x
3/4					x	x
Syncopation						x
Simple and compound meter						x

Element: Pitch /Melody	K	1	2	3	4	5
Higher/lower	x	x	x	x	x	x
Two tone/three tone iconic representation	x	x	x	x	x	x
Three tone melodic patterns from the pentatonic scale (sml)		x	x	x	x	x
Staff notation <i>1st: one and three line staff</i> <i>2nd: five line staff</i>		x	x	x	x	x
Pentatonic melodic patterns			x	x	x	x
Extended pentatonic melodic patterns				x	x	x
Diatonic melodic patterns						x
Element: Expression: Dynamics/Tempo/Articulation	K	1	2	3	4	5
Louder/softer	x	x	x	x	x	x
Faster/slower	x	x	x	x	x	x
Forte/piano		x	x	x	x	x
Allegro/largo		x	x	x	x	x
Fortissimo/pianissimo			x	x	x	x
Presto/moderato/andante			x	x	x	x

Mezzo forte/mezzo piano				x	x	x
Crescendo/decrescendo					x	x
Articulation: legato/staccato					x	x
Accelerando/ritardando						x
Element: Form	K	1	2	3	4	5
Simple patterns (same/different sections)	x	x	x	x	x	x
Repetition and contrast (ab, aaba, or abac patterns)		x	x	x	x	x
Identify and label simple small forms (aaba, abac)			x	x	x	x
Identify and label small and large musical forms <i>3rd - abac, AB, ABA</i> <i>4th - rondo</i> <i>5th - theme and variations</i>				x	x	x
Element: Harmony/Texture	K	1	2	3	4	5
Simple partwork - <i>beat vs. rhythm</i>	x	x	x	x	x	x
Simple partwork - <i>rhythmic ostinato and vocal exploration</i>		x	x	x	x	x
Simple partwork - <i>rhythmic and melodic ostinato from known repertoire</i>				x	x	x
Create simple accompaniments through improvisation or composition				x	x	x
Simple partwork - <i>rounds, partner songs, and counter melodies</i>						x

Element: Listening	K	1	2	3	4	5
Appropriate audience behavior	x	x	x	x	x	x
Identify steady beat in musical performance	x	x	x	x	x	x
Recognize elements (rhythmic & melodic) in aural examples		x	x	x	x	x
Respond to short musical examples <i>1st/2nd - verbally or through movement</i> <i>3rd-5th - verbally and through movement</i>		x	x	x	x	x
Distinguish between rhythms, pitch, dynamics, tempo, and simple patterns in aural examples			x	x	x	x
Identify (3rd) and describe (4th/5th) specific musical events and changes in aural examples using proper terminology including timbre, dynamics, tempo, and form <i>4th - articulation</i>				x	x	x
Describe a variety of compositions and formal or informal performances using specific music vocabulary <i>5th - evaluate a variety of compositions</i>				x	x	x
Justify personal preferences for musical works and styles using music vocabulary					x	x
Evaluate a variety of compositions						x
Element: Tone Color/Timbre						
Element: Tone Color/Timbre	K	1	2	3	4	5
Five voices (singing, speaking, inner, whispering, and calling)	x	x	x	x	x	x
Identify a variety of musical sounds <i>K/1st: child and adult singing voices</i> <i>2nd: choral voices, including unison vs. ensemble/parts</i>	x	x	x	x	x	x

Categorize/explain a variety of musical sounds <i>3rd: children’s and adult voices</i> <i>4th: adult soprano and alto voices</i> <i>5th: adult tenor and bass voices</i>				x	x	x
Identify a variety of musical sounds <i>K: timbre of instrument families</i> <i>1st: identify families visually and aurally</i> <i>2nd: identify instruments visually and aurally</i>	x	x	x	x	x	x
Categorize/explain a variety of musical sounds <i>3rd: woodwind, string, brass, percussion, and instruments of different cultures</i> <i>4th: electronic instruments, keyboards</i>				x	x	x
Element: Music History						
	K	1	2	3	4	5
Identify steady beat in short musical excerpts from various periods or times in history & diverse cultures		x	x	x	x	x
Examine short musical excerpts from various periods or times in history and diverse and local cultures			x	x	x	x
Identify music from diverse genre, styles, periods, and cultures				x	x	x
Element: Sing/Play/Create						
	K	1	2	3	4	5
Sing songs or play instruments from diverse cultures and styles independently or in groups <i>3rd - with accurate intonation and rhythm</i>	x	x	x	x	x	x
Sing or play a varied repertoire of music such as American folk songs and folk songs representative of local cultures independently or in groups <i>4th - Texan folk songs</i> <i>5th - patriotic music (and world cultures)</i>				x	x	x
Sing tunefully independently or in groups (including rhythmic and melodic patterns)		x	x	x	x	x

Play classroom instruments independently or in groups <i>1st - including rhythmic and melodic patterns</i>	x	x	x	x	x	x
Perform rhymes, folk music, patriotic music, and seasonal music	x	x	x	x	x	x
Perform music representative of America and Texas <i>4th - "Texas, our Texas"</i> <i>5th - "Star Spangled Banner"</i>					x	x
Perform using tempos (presto, moderato, and andante) and dynamics (fortissimo and pianissimo)			x	x	x	x
Interpret musical symbols through performance (dynamics and tempo)				x	x	x
Create short, rhythmic and melodic patterns (using known rhythms and pitches) <i>2nd - create rhythmic and melodic phrases</i>		x	x	x	x	x
Create rhythmic and melodic phrases through improvisation or composition <i>5th - improvisation and composition</i>				x	x	x
Create simple accompaniments through improvisation or composition <i>5th - improvisation and composition</i>				x	x	x
Explore new musical ideas using singing voice and classroom instruments <i>2nd - in phrases</i>		x	x	x	x	x
Element: Move						
Move alone or with others <i>K-2nd: gross and fine locomotor and non-locomotor</i> <i>3rd-5th: integrated movement such as hands and feet moving together</i>	x	x	x	x	x	x
Play musical games	x	x	x	x	x	x
Performs songs, movement, and musical games representative of diverse cultures such as:				x	x	x

3rd: American and local cultures						
4th: historical folk songs of Texas, Hispanic, and Indian American cultures in Texas						
5th: historical folk songs of European and African cultures in America						
Perform folk dances and play parties					X	X

Notes/Recommendations:

- Interdisciplinary skills should be pervasive throughout the categories.
- If you choose to play recorders, recommended start is 4th grade.
- Difference between games and play parties.
 - “To evade the religious prohibition against dancing in certain American communities, young people in the 19th century devised an ingenious solution—they adapted children’s games, which were permitted. The result was so-called play parties. Participants sang creative songs to cue movements, and the events were great “mixers.” The only element lacking was instrumental music.”¹
 - Retrieved from: <https://folkways.si.edu/pete-seeger-mika-seeger-and-rev-larry-eisenberg/american-play-parties/childrens/music/album/smithsonian>

Available Resources:

- Online Digital Textbook | <https://mycfisd.net> -> “Teachers’ Courses and Textbooks”
-Spotlight on Music, God Bless America/Patriotic Collection, First We Sing
- Music K-8 magazine
- Music Express magazine
- The Singing Classroom | <https://thesingingclassroom.com>
- Music Play | <https://musicplayonline.com>