

Roanoke County Public Schools



Elementary Music Curriculum Guide 2022

ELEMENTARY MUSIC CURRICULUM GUIDE

This guide was revised in June 2022 and is available at <https://www.rcps.us/Domain/180>.

Roanoke County Public Schools does not discriminate with regard to race, color, national origin, sex, or handicapping condition in an educational and/or employment policy or practice.

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Benjamin Garlic
Burlington Elementary

Katharine Hale
Penn Forest Elementary

Ellen Hannan
W. E. Cundiff Elementary

Roanoke County Public Schools Administration

Dr. Kenneth Nicely
Superintendent

Stephanie Hogan
Executive Director of Elementary Instruction

Rick Elliott
Supervisor of Music and Performing Arts

PHILOSOPHY AND OBJECTIVES

Music education is basic to the curriculum, and therefore, is essential to the education of the total student. The music program encourages a positive self-image and a positive attitude towards music as an art form. Music education seeks to develop every student's awareness of the impact of music on their daily life. The music program provides a means with which each student's cultural heritage can be explored. The music curriculum is designed to encourage active participation through sequential musical experiences based on the elements of music. These enjoyable and meaningful experiences promote the individual's musical growth through performance, creativity, interpretation, listening, and critical thinking.

The student will:

1. Gain an appreciation for music as an art form.
2. Explore how music can enhance the quality of life.
3. Obtain an outlet for emotional release and an opportunity for creative expression.
4. Develop self-discipline through demanding and rewarding musical experiences.
5. Gain a feeling of accomplishment and satisfaction through personal effort.
6. Experience a spirit of cooperation through group participation.
7. Discover and develop their true musical talent.
8. Make wiser use of leisure time through active participation in music.
9. Derive knowledge and understanding from the relationship of music to other subject areas and a better understanding of all cultures.
10. Gain a knowledge and understanding of career opportunities in music.

INTRODUCTION

The Music Standards of Learning are organized into five specific content strands: Creative Process; Critical Thinking and Communication; History, Culture, and Citizenship; Innovation in the Arts; and Technique and Application. These strands exemplify the expectations established in the Profile of a Virginia Graduate and are reflective of the skills and attributes students need to excel in the 21st Century workplace. Although the strands are presented separately for organizational purposes, in practice they are integrated throughout music instruction, regardless of the particular learning experience. A comprehensive music program provides students with the ability to understand their own responses and the responses of others to the many forms of musical experience. Through individualized instruction and multiple group educational opportunities, students develop individual expression and the ability to work collaboratively to achieve common artistic goals, while preparing for a lifetime of engagement with the arts.

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SCOPE AND SEQUENCE

This scope and sequence chart reflects the gradual progression in musical development that culminates in a high level of artistic attainment. The numbers and letters refer to the Virginia Public Schools Standards of Learning for Kindergarten through Grade Five General Music.

CREATIVE PROCESS						
Improvise and compose music	K.1	1.1	2.1	3.1	4.1	5.1
-improvise simple movement	K.1a					
-improvise vocal responses to given melodic questions		1.1a				
-improvise simple rhythmic question and answer phrases			2.1a	3.1a		
-improvise using a variety of sound sources					4.1a	
-improvise melodies and rhythms of increasing complexity						5.1a
-improvise melodic and rhythmic patterns	K.1b					
-improvise body percussion		1.1b				
-improvise accompaniments, including ostinatos			2.1b	3.1b		
-compose short melodic and rhythmic phrases within specified guidelines					4.1b	
-compose a short original composition within specified guidelines						5.1b
-improvise using instruments, voice, and music to enhance stories and poems	K.1c	1.1c	2.1c			
-compose melodies				3.1c		
-compose simple rhythmic patterns		1.1d				
-compose simple pentatonic melodies			2.1d			
Apply a creative process for music	K.2	1.2	2.2	3.2	4.2	5.2
-ask questions about music	K.2a					
-brainstorm multiple solutions to a musical prompt		1.2a				
-brainstorm ideas for creating music			2.2a	3.2a		
-describe ideas for creating music as a group					4.2a	
-investigate music by documenting questions and conducting research on a musical topic of interest						5.2a
-identify ways to create music	K.2b					

-identify and describe steps taken in the creation of music		1.2b	2.2b			
-identify and describe elements of a creative process for music				3.2b	4.2b	
-explain the role of a creative process in developing a music product or performance						5.2b
-share ideas for creating music with a group	K.2c	1.2c				
-develop questions for evaluating and revising music ideas as a group			2.2c			
-reflect on the quality and skill of a personal or group music performance				3.2c		
-reflect on the process and outcome of creating music and revise work based on peer and teacher feedback					4.2c	
-share finished work of music with a group						5.2c
CRITICAL THINKING AND COMMUNICATION						
Analyze and evaluate music	K.3	1.3	2.3	3.3	4.3	5.3
-identify and compare and contrast instruments visually and aurally	K.3a		2.3a	3.3b	4.3a	
-classify timbres of pitched and non-pitched instruments by sounds		1.3a				
-identify and explain examples of form				3.3a		
-group a variety of instruments into categories based on how their sounds are produced						5.3a
-classify sound sources as vocal, instruments, or environmental	K.3b					
-differentiate vocal and instrumental music		1.3b				
-describe sudden and gradual changes in dynamics and tempo using music terminology			2.3b			
-distinguish between major and minor tonalities					4.3b	
-experiment with the science of sound						5.3b
-recognize contrasts fast/slow, high/low, loud/soft, same/different	K.3c					
-distinguish between accompanied and unaccompanied vocal music		1.3c				
-identify and categorize selected musical forms			2.3c			
-listen to and describe basic music elements using music terminology				3.3c		
-listen to and compare and contrast music compositions from a variety of cultures and time periods					4.3c	

-analyze elements of music through listening using music terminology						5.3c
-recognize differences in melodic and rhythmic patterns and dynamics		1.3d				
-use music vocabulary to describe music			2.3d			
-compare and contrast stylistic differences in music from a variety of cultures				3.3d		
-identify elements of music thru listening using music terminology					4.3d	
-explain theme-and-variation form						5.3d
-describe music compositions and performances				3.3e		
-identify rondo form (ABACA)					4.3e	
-apply accepted criteria when judging the quality of compositions and performances						5.3e
-review criteria used to evaluate compositions and performances					4.3f	
-describe performances and offer constructive feedback					4.3g	
Express personal feelings evoked by musical experience	K.4					
Describe personal ideas and emotions evoked by music		1.4	2.4			
Explain personal motivations for making music				3.4		
Explain personal preferences for musical works and performances using music terminology					4.4	
Analyze personal preferences among music compositions using music terminology						5.4
Identify how people work as a team while participating in music experiences	K.5					
Identify, demonstrate, explain, and apply collaboration and communication skills for rehearsal and performance		1.5	2.5	3.5	4.5	5.5
-appropriate etiquette		1.5a	2.5a	3.5a	4.5a	5.5a
-use and understand active listening		1.5b	2.5b	3.5b		
-explain active listening for musical understanding					4.5b	
-collaborate with others to create a music presentation and acknowledge individual contributions as an integral part of the whole						5.5b
-work together to reach a common goal		1.5c	2.5c			

-nonverbal communication (eye contact, body language)				3.5c		
-give and receive age-appropriate feedback on performance					4.5c	
HISTORY, CULTURE, AND CITIZENSHIP						
Explore historical and cultural aspects of music	K.6	1.6	2.6	3.6	4.6	5.6
-listen to and recognize patriotic music	K.6a					
-recognize how music is used in the customs and traditions of a variety of cultures		1.6a				
-identify music representing heritage, customs, and traditions of a variety of cultures.			2.6a			
-recognize music compositions from different periods of music history				3.6a		
-describe musical compositions from music history					4.6a	
-identify representative composers and music compositions from different periods of music history						5.6a
-respond to music from a variety of time periods and places	K.6b					
-describe how people participate in music experiences		1.6b				
-explore styles of music examples from various historical periods			2.6b			
-listen to and describe instruments from a variety of time periods and places				3.6b		
-describe musical styles from a variety of time periods and places					4.6b	
-compare and contrast a variety of musical styles using music terminology						5.6b
-listen to and describe music form a variety of world cultures					4.6c	
-examine factors that may inspire musicians to perform or compose						5.6c
-examine how music from pop culture reflects the past and influences the present.					4.6d	
-explain how criteria used to value music may vary between people and communities					4.6e	
Identify how music is part of personal and community events	K.7					
Identify musicians in the school, community, and media		1.7				
Describe roles of music and musicians in communities			2.7			
Describe why music has value to people and communities				3.7		
Explain how music is an integral part of one's life and community					4.7	
Describe how people may participate in music within the community as performers, consumers, and advocates						5.7

Identify the value of creating personal music	K.8					
Identify appropriate sources of information for learning about music		1.8				
Identify appropriate sources for listening to music			2.8			
Recognize ethical use of the internet for exploring music topics				3.8		
Describe digital citizenship for exploring music topics					4.8	
Define <i>intellectual property</i> as it relates to music and the music industry						5.8
INNOVATION IN THE ARTS						
Identify people who create music (vocalists, instrumentalists, composers, conductors)	K.9					
Describe the role of music and musicians		1.9				
Identify how individuals create music			2.9			
Identify a variety of careers in music				3.9		
Identify skills learned in music class that relate to a variety of career options					4.9	
Recognize various professional music careers (music producer, recording engineer, composer, arranger, music business, arts administrator, performer, music therapist, music teacher)						5.9
Identify technology tools for creating music	K.10					
Recognize how music can be created using innovative tools and news media		1.10				
Identify how music can be created using technology tools			2.10			
Identify how music can be created using innovative tools and news media				3.10		
Compare and contrast digital and traditional methods of creating music					4.10	
Investigate and explore innovative ways to make music						5.10
Recognize relationships between music and other fields of knowledge	K.11					
Identify relationships between music and concepts learned in another content area		1.11				
Identify and describe relationships between music and other fields of knowledge			2.11	3.11		
Explore connections between music and the fields of knowledge for the development of problem-solving skills					4.11	
Compare and contrast relationships between music and other						5.11

fields of knowledge for the development of problem-solving skills						
TECHNIQUE AND APPLICATION						
Explore music literacy, including high and low pitches and rhythms represented by a variety of notational systems	K.12					
Demonstrate music literacy		1.12	2.12	3.12	4.12	5.12
-identify high/low pitches represented by variety of notational system		1.12a				
-identify written melodic patterns that move upward, downward, stay the same			2.12a			
-identify written melodic movement as step, leap, or repeat				3.12a		
-read melodies based on hexatonic scale					4.12a	
-identify the treble and bass clefs						5.12a
-notate rhythmic patterns including quarter notes, paired eighth notes, quarter rests, represented by a variety of notational systems		1.12b				
-use music alphabet to notate melodic patterns			2.12b			
-demonstrate the melodic shape (contour) of a written phrase				3.12b		
-use traditional notation to write melodies containing stepwise motion					4.12b	
-use a system to sight-read melodies based on the diatonic scale						5.12b
-identify and use basic music symbols		1.12c	2.12e			
-read and notate melodies based on pentatonic scale			2.12c	3.12d		
-use a variety of notational systems				3.12c		
-read two-note accompaniment patterns (bordun)					4.12c	
-use traditional notation to write melodies containing skips and leaps						5.12c
-read and notate rhythmic patterns that include half notes, half rests, whole notes, and whole rests			2.12d			
-read and notate rhythmic patterns that include dotted quarter note followed by an eighth note					4.12d	
-read and notate rhythmic patterns of increasing complexity						5.12d
-divide rhythms into measures				3.12e		
-use a system to sight-read melodic and rhythmic patterns					4.12e	
-identify the meaning of the upper and lower numbers of compound time signatures (6/8)						5.12e
-read and notate rhythmic patterns that include sixteenth notes, single eighth notes, eighths rests, and dotted half notes				3.12f		
-identify meaning of upper and lower numbers of simple time signatures (2/4, 3/4, 4/4)					4.12f	

-identify tempo markings						5.12f
-explain the functions of basic music symbols				3.12g		
-identify dynamic markings (<i>p</i> , <i>mp</i> , <i>mf</i> , <i>f</i>)					4.12g	
Develop skills for individual and ensemble singing performance	K.13	1.13	2.13	3.13	4.13	5.13
-sing songs using echo and ensemble singing	K.13a	1.13d				
-sing high/low pitches and melodic contour		1.13a				
-sing melodic patterns that move upward, downward, stay the same			2.13a			
-sing in tune with a clear tone quality and correct intonation				3.13a	4.13a	
-sing with attention to blend, balance, intonation, and expression						5.13a
-sing at appropriate time following musical introduction	K.13b					
-demonstrate expressive qualities of music, including changes in dynamic and tempo		1.13b	2.13d	3.13d		
-sing melodies within the range of a sixth			2.13b			
-sing melodies within the range of an octave				3.13b		
-sing diatonic melodies					4.13b	
-sing melodies of increasing complexity notated in varying forms						5.13b
-match pitches within appropriate range	K.13c					
-use head voice when singing or matching high pitches		1.13c				
-increase pitch accuracy while singing phrases and simple songs			2.13c			
-sing melodies notated in varying forms				3.13c	4.13c	
-sing in two and three-part harmony						5.13c
-demonstrate expressive qualities of music, loud/soft and fast/slow	K.13d					
-sing with expression using dynamics and phrasing					4.13d	
-model proper posture						5.13d
-sing rounds, partner songs, and ostinatos in two-part ensembles				3.13e		
-sing in simple harmony					4.13e	
-maintain proper posture for singing				3.13f	4.14f	
Develop skills for individual and ensemble instrumental performance	K.14	1.14	2.14	3.14	4.14	5.14
-demonstrate high/low	K.14a					
-play two-pitch melodies using imitation		1.14a				
-play melodic patterns that move upward, downward, stay the same			2.14a			
-play in two-part ensembles				3.14a	4.14a	
-play music of increasing difficulty in a variety of ensembles						5.14a

-demonstrate loud/soft and fast/slow	K.14b					
-play expressively with appropriate dynamics and tempo		1.14b	2.14b	3.14d		
-play melodies and accompaniments notated in varying forms				3.14b	4.14b	5.14b
-accompany songs and chants using body percussion and instruments	K.14c	1.14c				
-accompany songs and chants with ostinatos and single-chords			2.14c			
-play a given melody on an instrument				3.14c	4.14c	
-use proper playing techniques		1.14d	2.14d	3.14f	4.14f	5.14d
-play with expression using dynamics and phrasing					4.14d	5.14c
-accompany songs and chants with tonic and dominant chords				3.14e		
-accompany songs and chants with tonic, subdominant, and dominant chords					4.14e	
Identify, recognize, classify, count, and perform rhythmic patterns	K.15	1.15	2.15	3.15	4.15	5.15
-patterns that suggest duple and triple meter	K.15a	1.15a	2.15b	3.15b	4.15b	5.15b
-use a counting system			2.15a	3.15a	4.15a	5.15a
-use instruments, body percussion, and voice	K.15b	1.15b	2.15c	3.15c	4.15c	5.15c
-sounds and silence	K.15c					
-include quarter notes, paired eighth notes, quarter rests		1.15c				
-include half notes, half rests, whole notes, whole rests			2.15d			
-include sixteenth notes, single eighth notes, eighths rests, and dotted half notes				3.15d		
-include dotted quarter note followed by an eighth note					4.15d	
-increase complexity, including syncopation						5.15d
Demonstrate steady beat using movement, body percussion, instruments, and voice	K.16					
Demonstrate and apply difference between melodic rhythm and steady beat using body percussion, instruments, and voice		1.16	2.16			
Demonstrate and understand meter				3.16	4.16	5.16
-determine and apply strong and weak beats				3.16a	4.16a	
-apply accent						5.16a
-perform and illustrate sets of beats grouped in twos and threes				3.16b	4.16b	
-identify duple and triple meters						5.16b
Respond to music with movement	K.17	1.17	2.17	3.17	4.17	5.17
-locomotor and non-locomotor movement	K.17a	1.17a	2.17a			

-create movement to illustrate rondo form (ABACA)				3.17a	4.17c	
-demonstrate expressive qualities, loud/soft and fast/slow	K.17b					
-demonstrate high/low		1.17b				
-perform non-choreographed and choreographed movements				3.17b	4.17a	5.17a
-illustrate moods and contrast in music and children's literature	K.17c					
-demonstrate expressive qualities, changes in dynamics and tempo		1.17c	2.17b			
-create movement to illustrate AB and ABA musical form			2.17c			
-perform dances and other musical activities	K.17d	1.17d	2.17d	3.17c	4.17b	5.17b
-dramatize songs, stories, and poems		1.17e				

PACING GUIDE

Kindergarten

Strand	K - 1st 9 weeks	K - 2nd 9 weeks	K - 3rd 9 weeks	K - 4th 9 weeks
Creative Process	improvise simple movement (K.1) apply a creative process for music, such as sharing (K.2)	improvise to enhance stories/poems (K.1)	improvise simple rhythmic patterns (K.1)	improvise simple melodic patterns (K.1)
Critical Thinking and Communication	work as a team while participating in music experiences (K.5) recognize the differences between different voices (RC K.21)	visually identify classroom instruments (K.3) recognize fast/slow, loud/soft (K.3)	aurally identify classroom instruments (K.3) classify sound sources (K.3) recognize high/low (K.3) express personal feelings evoked by music (K.4)	recognize same/different (K.3)
History, Culture, and Citizenship	listen to and recognize patriotic/seasonal songs (K.6)	identify how music is part of personal and community events (K.7)	respond to music from a variety of time periods and places (K.6)	identify the value of creating personal music (K.8)
Innovation in the Arts	identify technology tools for creating music (K.10)	identify musicians (K.9)		identify relationships between music and other fields of knowledge (K.11)
Technique and Application	rhythms represented by a variety of notational systems (K.12) sing - match pitches within an appropriate range and at appropriate time following a musical introduction (K.13) play - accompany songs/chants with body percussion (K.14) demonstrate steady beat (K.16) respond to music with movement (K.17)	echo two-pitch songs (K.13) sing - fast/slow, loud/soft (K.13) play - fast/slow, loud/soft, accompany songs/chants with instruments (K.14) move - fast/slow, loud/soft (K.17) demonstrate correct posture while singing (RC K.18)	high/low pitch notation (K.12) ensemble two-pitch songs (K.13) sing/play - high/low (K.13/K.14) perform rhythmic patterns w/ sounds/silences (K.15) move - illustrate moods and contrasts in music and children's literature (K.17)	identify and perform patterns in duple and triple meter (K.15) move - perform dances and other music activities (K.17) recognize basic music symbols including quarter notes/rests, paired eighth notes (RC K.19) introduced to basic orchestral instruments (RC K.20)

Grade One

Strand	1 - 1st 9 weeks	1 - 2nd 9 weeks	1 - 3rd 9 weeks	1 - 4th 9 weeks
Creative Process	improvise vocal responses to given melodic questions (1.1) apply a creative process for music, such as sharing (1.2)	improvise body percussion (1.1) improvise to enhance stories/poems (1.1)		compose simple rhythmic patterns (1.1)
Critical Thinking and Communication	identify and classify timbres of non-pitched percussion (1.3)	identify pitched instruments by sound (1.3) differentiate vocal and instrumental music (1.3) identify collaboration and communication skills for music rehearsal and performance (1.5)	distinguish between accompanied and unaccompanied vocal music (1.3) describe personal ideas and emotions evoked by music (1.4)	recognize differences in melodic and rhythmic patterns and dynamics (1.3)
History, Culture, and Citizenship	explore historical and cultural aspects of music (1.6) recognize how music is used in customs and traditions of a variety of cultures (1.6)	describe how people participate in music experiences (1.6) identify musicians in the school, community, and media (1.7)		identify appropriate sources of information for learning about music (1.8)
Innovation in the Arts		describe the roles of music and musicians (1.9)	recognize how music can be created using innovative tools and new media (1.10)	identify relationships between music and other fields of knowledge (1.11)
Technique and Application	identify high/low by a variety of notational systems (1.12) sing - high/low pitches and melodic contour (1.13) play - two-pitch melodies using imitation and accompany songs/chants using body percussion (1.14) recognize and perform rhythmic patterns in duple meter, quarter notes/rests, paired eighths, and use body percussion (1.15) move - respond to music with locomotor and non-locomotor movements (1.17) demonstrate correct posture while singing (RC 1.18)	sing - changes in dynamics and tempo (1.13) play - changes in dynamics and tempo, accompany songs/chants using instruments, play with proper technique (1.14) recognize and perform rhythmic patterns in triple meter, and use voice (1.15) move - respond to music by demonstrating high/low pitches (1.17)	read/notate quarter notes/rests and paired eighths (1.12) sing - use head voice, echo/ensemble singing (1.13) recognize and perform rhythmic patterns using instruments (1.15) move - changes in dynamics/tempo (1.17) move - perform dances and other music activities (1.17) identify basic music symbols including staff, treble clef, repeat sign, <i>f</i> , <i>p</i> (RC 1.19)	sing/play/move – demonstrate difference between melodic rhythm and steady beat (1.16) move - dramatize stories/songs/poems (1.17) become familiar with selected orchestral instruments and families (RC 1.20)

Grade Two

Strand	2 - 1st 9 weeks	2 - 2nd 9 weeks	2 - 3rd 9 weeks	2 - 4th 9 weeks
Creative Process	improvise simple rhythmic question-and-answer phrases (2.1) apply a creative process for music, such as questioning (2.2)	improvise accompaniments and ostinatos (2.1) improvise to enhance stories/songs/poems (2.1)		compose simple pentatonic melodies represented by a variety of notational systems (2.1)
Critical Thinking and Communication	identify selected instruments visually and aurally (2.3)	describe changes in dynamics/tempo using music terminology (2.3) demonstrate collaboration and communication skills for music rehearsal and performance (2.5)	identify and categorize selected musical forms (2.3) describe personal ideas and emotions evoked by music (2.4)	use music vocabulary to describe music (2.3)
History, Culture, and Citizenship		identify music representing heritage, customs, and traditions of a variety of cultures (2.6)	explore styles of musical examples from various historical periods (2.6) describe roles of music and musicians in communities (2.7)	identify appropriate sources for listening to music (2.8)
Innovation in the Arts	identify relationships between music and other fields of knowledge (2.11)	identify how individuals create music (2.9)	identify how music can be created using technology tools (2.10)	
Technique and Application	identify written melodic patterns that move up, down, and stay the same (2.12) sing/play - melodic patterns that move up, down, and stay the same (2.13/2.14) use a counting system to classify, perform, and count rhythmic patterns, including those in duple meter (2.15) sing/play/move – demonstrate difference between melodic rhythm and steady beat (2.16) respond to music with locomotor and non-locomotor movements (2.17) demonstrate correct posture while singing (RC 2.18)	use musical alphabet to notate melodic patterns (2.12) read/notate rhythmic patterns including half and whole notes/rests (2.12) sing - melodies within the range of a sixth (2.13) play - songs/chants with ostinatos, single-chords (2.14) classify, perform, and count rhythmic patterns half and whole notes/rests (2.15) move - demonstrate expression through changes in dynamics/tempo (2.17) identify basic music symbols including crescendo, decrescendo, <i>mp</i> , <i>mf</i> , accelerando, ritardando (RC 2.19)	read/notate melodies based on a pentatonic scale (2.12) sing - increase pitch accuracy while singing phrases and simple songs (2.13) classify, perform, and count rhythmic patterns, including those in triple meter (2.15) sing/play/move - classify, perform, and count rhythmic patterns (2.15) move - perform dances and other music activities (2.17)	sing/play - demonstrate expression through changes in dynamics/tempo (2.13/2.14) move - illustrate AB and ABA forms (2.17)

Grade Three

Strand	3 - 1st 9 weeks	3 - 2nd 9 weeks	3 - 3rd 9 weeks	3 - 4th 9 weeks
Creative Process	improvise rhythmic question-and-answer phrases (3.1) apply a creative process for music, such as reflection (3.2)	improvise accompaniments and ostinatos (3.1) improvise to enhance stories/songs/poems (3.1)		compose melodies represented by a variety of notational systems (3.1)
Critical Thinking and Communication	identify and explain musical forms (3.3) compare and contrast instruments visually and aurally (3.3) demonstrate collaboration and communication skills for music rehearsal and performance (3.5)	use music vocabulary to describe music (3.3) explain personal motivations for making music (3.4)	compare and contrast stylistic differences in music from a variety of cultures (3.3)	describe music compositions and performances (3.3)
History, Culture, and Citizenship	explore historical and cultural aspects of music (3.6)	describe why music has value to people and communities (3.7)	recognize ethical use of the internet for exploring music topics (3.8)	
Innovation in the Arts	identify a variety of careers in music (3.9) identify relationships between music and other fields of knowledge (3.11)		identify how music can be created using innovative tools and new media (3.10)	
Technique and Application	identify written melodic movement as step, leap, or repeat (3.12) demonstrate melodic shape of a written musical phrase (3.12) use a variety of notational systems (3.12) read/notate patterns that include sixteenths, eighth notes/rests, dotted half (3.12) sing - in tune, clear tone, melodies within range of octave, with proper posture (3.13) play - with proper playing techniques (3.14) sing/play/move - classify, perform, and count rhythmic patterns using a counting system (3.15)	divide rhythms into measures (3.12) sing - melodies notated in varying forms, with expression using tempos/dynamics, rounds, partner songs, and ostinatos in two-part ensembles (3.13) play - given melody on an instrument (3.14) classify, perform, and count rhythmic patterns including duple and triple meters (3.15) move - illustrate rondo form (ABACA) (3.17) identify basic music symbols including <i>pp/ff</i> , measure, bar line, time signature, double bar line (RC 3.19)	read melodies of increasing complexity based on a pentatonic scale (3.12) play - notated melodies, with expression using a wide range of tempos/dynamics, and accompany songs/chants with I and V (3.14) demonstrate understanding of meter (3.16) identify meaning of upper number of simple time signatures (RC 3.20) introduction to basic tempo markings (RC. 3.21)	sing - rounds, partner songs, and ostinatos in two-part ensembles (3.13) play - music in two-part ensembles (3.14) move - perform non-choreographed and choreographed movements, dances and other music activities (3.17) become familiar with names of lines and spaces on the treble staff (RC 3.18) learn basic fingerings of the recorder (RC 3.22)

Grade Four

Strand	4 - 1st 9 weeks	4 - 2nd 9 weeks	4 - 3rd 9 weeks	4 - 4th 9 weeks
Creative Process	improvise melody/rhythm using a variety of sound sources (4.1) apply a creative process for music, such as reflection (4.2)	compose short melodic and rhythmic phrases (4.1)		
Critical Thinking and Communication	identify instruments visually and aurally (4.3) use music terminology while analyzing music (4.3) explain personal preferences for musical works and performances (4.4) demonstrate collaboration and communication skills for music rehearsal and performance (4.5)	listen to, compare, and contrast music compositions from a variety of cultures and time periods (4.3) identify rondo form (ABACA) (4.3)	distinguish between major and minor tonality (4.3) review criteria used to evaluate compositions and performances (4.3)	describe performances and offer constructive feedback (4.3)
History, Culture, and Citizenship	explain how music is an integral part of one's life and community (4.7)	describe music compositions and styles from different time periods and places (4.6)	listen to and describe music from a variety of cultures (4.6) describe digital citizenship for exploring music topics (4.8)	explain how music from pop culture reflects the past and influences the future (4.6)
Innovation in the Arts	identify skills learned in music class that relate to a variety of career options (4.9) identify relationships between music and other fields of knowledge (4.11)	compare and contrast digital and traditional methods for creating music (4.10)		
Technique and Application	read hexatonic melodies, rhythms that include dotted quarter followed by eighth, identify upper/lower numbers of simple time signatures (4.12) sing - in tune, clear tone, diatonic melodies, expression, proper posture (4.13) play - given melody, expression, proper technique (4.14) use a counting system (4.15) apply strong/weak beats (4.16) respond to music with movement (4.17)	use notation to write melodies with stepwise motion (4.12) identify dynamic markings (4.12) sing - notated melodies (4.13) play - accompany songs/chants with I, IV, and V chords (4.14) sing/play/move - classify, perform, and count rhythmic patterns in duple and triple meter (4.15) perform and illustrate beats grouped in twos/threes (4.16) identify basic tempo markings (RC 4.18)	read two-note accompaniment patterns (bordun) (4.12) use a system to sightread melodic/rhythmic patterns (4.12) sing - simple harmony (4.13) play - melodies of increasing difficulty	play - music of increasing difficulty in 2-part ensembles (4.14)

Grade Five

Strand	5 - 1st 9 weeks	5 - 2nd 9 weeks	5 - 3rd 9 weeks	5 - 4th 9 weeks
Creative Process	improvise melody/rhythm of increasing complexity (5.1) apply a creative process for music, such as researching (5.2)			compose a short original composition within specific guidelines (5.1)
Critical Thinking and Communication	group a variety of instruments into categories based on how their sounds are produced (5.3) exhibit acceptable performance etiquette (5.5)	experiment with the science of sound (5.3)	analyze elements of music through listening using music technology (5.3) explain theme and variation form (5.3) analyze personal preferences among music compositions (5.4)	apply accepted criteria when judging the quality of compositions and performances (5.3) collaborate with others to create a musical presentation (5.5)
History, Culture, and Citizenship		identify representative composers and compositions from various historical periods (5.6)	compare and contrast a variety of musical styles (5.6) describe how people may participate in music within the community (5.7)	examine factors that may inspire musicians to perform/compose (5.6) define intellectual property (5.8)
Innovation in the Arts	identify relationships between music and other fields of knowledge (5.11)	recognize various professional music careers (5.9)	investigate and explore innovative ways to make music (5.10)	
Technique and Application	identify treble clef (5.12) sing - with attention to blend, balance, intonation, and expression and model proper posture (5.13) play - individual and ensemble instrumental performance (5.14) sing/play/move - use a counting system, classify, perform, and count rhythmic patterns in duple and triple meter (5.15) respond to music with movement (5.17) learn proper technique required for two-chord song on ukulele (RC 5.18)	use system to read, notate, and sightread melodies based on diatonic scale, melodies containing skips and leaps, and rhythm patterns of increasing complexity (5.12) sing - melodies of increasing complexity (5.13) classify, perform, and count increasingly complex rhythms, including syncopations (5.15) demonstrate meter (5.16)	identify upper/lower numbers of compound time signatures (5.12) identify tempo markings (5.12) sing - two- and three-part harmony (5.13)	identify bass clef (5.12)

ROANOKE COUNTY (RC) STANDARDS

Kindergarten General Music

The standards for Kindergarten General Music serve as the foundation for musical understanding and provide a pathway to future music instruction. Students come to understand that music ideas are developed through a creative process. Emphasis is placed on acquiring basic musical knowledge, skills, and understanding through singing, playing instruments, listening, and moving. Students identify people who create music and examine how music is a part of personal and community events. Students examine the value of working and sharing creative ideas within a group, and recognize and express personal responses evoked by musical experiences. The following Roanoke County (RC) standards need to be used in addition to the Kindergarten General Music standards set forth by the state of Virginia.

KINDERGARTEN

RC K.18 The student will demonstrate correct posture while singing

RC K.19 The student will recognize basic music symbols including quarter notes/rests and paired eighth notes

RC K.20 The student will be introduced to basic orchestral instruments

RC K.21 The student will recognize the differences between different voices (i.e. inner, whisper, speak/talk, call/shout, and sing)

Grade One General Music

The standards for Grade One General Music emphasize the language and production of music and focus on the continued development of skills in singing, playing instruments, listening, moving, and responding to music. Students continue to explore the concept of a creative process to develop music ideas. Emphasis is placed on performing simple rhythms and developing aural skills related to pitch, musical form, and instrument identification. Students investigate how people participate in music in everyday life. Students identify collaboration and communication skills in music and describe personal ideas and emotions evoked by music. The following Roanoke County (RC) standards need to be used in addition to the Grade One General Music standards set forth by the state of Virginia.

GRADE ONE	
RC 1.18	The student will demonstrate correct posture while singing
RC 1.19	The student will identify basic music symbols including staff, treble clef, repeat sign, <i>f</i> , <i>p</i>
RC 1.20	The student will become familiar with selected orchestral instruments and families

Grade Two General Music

The standards for Grade Two General Music enable students to continue developing musical skills and concepts in singing, playing instruments, listening, performing, responding with expression, creating/composing, and moving with a focus on fine motor skills. Students continue to explore the concept of a creative process and how it can be used to develop ideas for creating music. Emphasis is placed on ensemble playing, notating pitches and rhythms, and identifying instruments. Students investigate how people experience music in everyday life and explore how music evokes personal ideas and emotions. The following Roanoke County (RC) standards need to be used in addition to the Grade Two General Music standards set forth by the state of Virginia.

GRADE TWO	
RC 2.18	The student will demonstrate correct posture while singing
RC 2.19	The student will identify basic music symbols including crescendo, decrescendo, <i>mp</i> , <i>mf</i> , accelerando, ritardando

Grade Three General Music

The standards for Grade Three General Music enable students to continue building mastery in the areas of music literacy, including singing, playing instruments, listening, moving, and creating/composing music. Students continue to demonstrate the use of a creative process for creating music. Emphasis is placed on developing skills for singing and instrumental ensemble performance, and the continued development of musical understanding through the study of rhythm, musical form, and melodic notation. Students investigate music from different periods of music history and reflect on ways that music has value to people and communities. The following Roanoke County (RC) standards need to be used in addition to the Grade Three General Music standards set forth by the state of Virginia.

GRADE THREE	
RC 3.18	The student will become familiar with names of lines and spaces on the treble staff
RC 3.19	The student will identify basic music symbols including <i>pp/ff</i> , measure, bar line, time signature, double bar line
RC 3.20	The student will identify the meaning of the upper number of simple time signatures
RC 3.21	The student will be introduced to basic tempo markings
RC 3.22	The student will be introduced to and learn basic fingerings of the recorder

Grade Four General Music

The standards for Grade Four General Music emphasize a deeper understanding of musical concepts including singing, playing instruments, listening, creating, composing, and performing. Students expand on the use of a creative process as they reflect on the process and outcome of creating music and revise work based on peer and teacher feedback. Emphasis is placed on developing more advanced techniques in singing and playing instruments, expanded understanding of rhythmic and harmonic techniques, and using a system for improved melodic and rhythmic sight-reading. Students use an expanding music vocabulary to explain personal preferences for musical works and performances. The following Roanoke County (RC) standards need to be used in addition to the Grade Four General Music standards set forth by the state of Virginia.

GRADE FOUR

RC 4.18 The student will identify basic tempo markings
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Grade Five General Music

The standards for Grade Five General Music enable students to use their music knowledge and skills to synthesize information and create music. Students continue to read, write, and compose music, using increasingly complex rhythms and meters. Students document questions about music and explore sources for investigating music concepts. They begin to develop choral skills, including singing in two- and three-part harmony. Students explore and perform a variety of music styles and develop personal criteria to be used for describing and analyzing performances. The following Roanoke County (RC) standards need to be used in addition to the Grade Five General Music standards set forth by the state of Virginia.

GRADE FIVE
RC 5.18 The student will be introduced to and learn the proper technique required for a two-chord song on the ukulele

VOCABULARY TERMS: LOWER ELEMENTARY

Each grade should learn the terms listed under their grade level, in addition to the terms they learned in previous grades.

Kindergarten:

- Quarter notes
- Quarter rests
- Paired eighth notes
- Introduction
- Loud
- Soft
- Fast
- Slow
- High
- Low
- Same
- Different
- Steady beat
- Composer
- Singer
- Instrumentalist
- Conductor
- Musician

1st Grade

- Staff
- Treble clef
- Repeat sign
- Forte
- Piano
- Rhythm
- Orchestra

2nd Grade

- Half note
- Half rest
- Whole note
- Whole rest
- Musical Alphabet
- Mezzo piano
- Mezzo forte
- Crescendo
- Decrescendo
- Ritardando
- Accelerando
- Folk Music
- Orchestral Music
- Audience
- Performer
- Form

VOCABULARY TERMS: UPPER ELEMENTARY

Each grade should learn the terms listed under their grade level, in addition to the terms they learned in previous grades.

3rd Grade

- Sixteenth notes
- Single eighth notes/rests
- Dotted half notes
- Step (stepwise motion)
- Leap
- Repeating note
- Measures
- Bar line
- Time signature (2/4, 3/4, 4/4)
- Double bar line
- Fortissimo
- Pianissimo
- Strong beat
- Weak beat
- Rondo (ABACA)
- Basic tempo markings (i.e. allegro, adagio, grave, presto)

4th Grade

- Harmony
- Phrasing
- Chord
- Dotted quarter notes

5th Grade

- Bass clef
- Time signature (6/8)
- Copyright
- Theme and variations
- Ukulele
- Strumming

