

K-12 Music Scope and Sequence

All skills developed at each grade level are considered to be ongoing and cumulative.

CONTENT STANDARD 1: Students will sing, alone and with others, a varied repertoire of music.

Kindergarten	<ul style="list-style-type: none"> ▪ Distinguish between speaking, shouting, whispering & singing voices. ▪ Sing on pitch with correct rhythm and posture. ▪ Sing while maintaining steady beat. ▪ Sing simple melodies from a varied repertoire. ▪ Sing a melody with accompaniment. ▪ Sing simple intervals – sol, mi
Grade 1	<ul style="list-style-type: none"> ▪ Sing simple songs. ▪ Reproduce the tonic pitch (i.e., resting tone) in melodies. ▪ Sing simple intervals – sol , mi, la
Grade 2	<ul style="list-style-type: none"> ▪ Sing expressively with appropriate dynamics and interpretation. ▪ Sing from memory songs representing genres and styles from diverse cultures. ▪ Sing ostinati. ▪ Sing simple intervals – sol, mi, la, do
Grade 3	<ul style="list-style-type: none"> ▪ Sing 2-part rounds. ▪ Sing responding to the cues of a conductor. ▪ Sing simple intervals – sol, mi, la, do, re
Grade 4	<ul style="list-style-type: none"> ▪ Sing partner songs. ▪ Sing expressively with proper phrasing. ▪ Sing simple intervals – sol, mi, la, do, re, sol (low), la (low) <p>♪ <i>Students in grades 4 may have the opportunity to perform in a vocal ensemble with an emphasis on basic skills.</i></p>
Grade 5	<ul style="list-style-type: none"> ▪ Sing music in 2-part harmony. ▪ Sing 3-part rounds. ▪ Sing alone and in small and large ensembles with an emphasis on good breath control and diction. ▪ Sing all intervals up to one octave. <p>♪ <i>Students in grades 5 may have the opportunity to perform in a vocal ensemble with an emphasis on basic skills.</i></p>
6-8*	<ul style="list-style-type: none"> ▪ Sing music in 2 and possibly 3-part harmony. ▪ Sing blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor. ▪ Sing a cappella. ▪ Sing major and chromatic scales.
9-12*	<ul style="list-style-type: none"> ▪ May have an opportunity to study voice with an emphasis on technical achievement & increasingly more complex music. ▪ Sing varied repertoire of literature from various cultures and genres. ▪ Develop ensemble skills. ▪ Identify and perform major, minor and seventh chords, modulations and major, minor and chromatic scale patterns. ▪ Sing music in 3 and possibly 4-part harmony.

* Participation in grades 6-8 and 9-12 is on an elective basis only. Content Standard #1 applies to vocal classes in Grades 6 -12.

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CONTENT STANDARD 2: Students will play, alone and with others, a varied repertoire of instrumental music.

Kindergarten	<ul style="list-style-type: none"> ▪ Manipulate pitched and/or unpitched instruments. ▪ Echo simple rhythms and melodic intervals with instruments and/or movement. ▪ Reproduce steady beat with instruments and/or movement.
Grade 1	<ul style="list-style-type: none"> ▪ Reproduce patterns on pitched and unpitched instruments. ▪ Perform instrumental ostinati while others sing a melody. ▪ Maintain steady beat with instruments and/or movement while singing a melody.
Grade 2	<ul style="list-style-type: none"> ▪ Perform simple melodies. ▪ Perform instrumental ostinati while moving and/or singing.
Grade 3	<ul style="list-style-type: none"> ▪ Perform simple melodies on the recorder. ▪ Perform rounds on pitched or unpitched instrument.
Grade 4	<ul style="list-style-type: none"> ▪ Perform simple melodies with correct pitch and rhythm. ▪ Perform with appropriate dynamics and timbre while maintaining a steady tempo. ▪ Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor. <p>♪ Students in grades 4 will have the opportunity to study a string, wind, or percussion instrument & may have the opportunity to perform in an ensemble with an emphasis on basic skills.</p>
Grade 5	<ul style="list-style-type: none"> ▪ Perform independent instrumental parts while other students sing or play contrasting parts. <p>♪ Students in grades 5 will have the opportunity to study a string, wind, or percussion instrument & may have the opportunity to perform in an ensemble with an emphasis on basic skills.</p>
6-8*	<ul style="list-style-type: none"> ▪ Perform accurately and independently, alone and in small and large ensembles, with good posture, good playing position and good breath, bow or stick control. ▪ Perform a repertoire of instrumental literature with expression and technical accuracy on an instrument. ▪ Perform music representing diverse genres and cultures, with expression appropriate for the work being performed. ▪ Perform at least 3 major scales and arpeggios as well as a chromatic scale (one octave).
9-12*	<ul style="list-style-type: none"> ▪ Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills. ▪ Identify and perform major, minor and seventh chords, modulations and major, minor and chromatic scale patterns.

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CONTENT STANDARD 3: Students will improvise and/or compose melodies, variations and accompaniments.

Kindergarten	<ul style="list-style-type: none">▪ Respond with musical answers to questions asked rhythmically and melodically.
Grade 1	<ul style="list-style-type: none">▪ Improvise simple rhythmic phrases vocally, instrumentally and/or kinesthetically based on familiar verbal, rhythmic, or melodic material.
Grade 2	<ul style="list-style-type: none">▪ Improvise simple melodic phrases vocally, instrumentally and/or kinesthetically based on familiar verbal, rhythmic, or melodic material.
Grade 3	<ul style="list-style-type: none">▪ Improvise simple melodies vocally or instrumentally.
Grade 4	<ul style="list-style-type: none">▪ Improvise and notate simple melodies using standard notation.
Grade 5	<ul style="list-style-type: none">▪ Compose simple melodies within specified guidelines.
6-8*	<ul style="list-style-type: none">▪ May have the opportunity to improvise in an ensemble setting.
9-12*	<ul style="list-style-type: none">▪ Improvise original melodies over given chord progressions each in consistent style, meter and tonality.▪ Compose and/or arrange music for voices and/or various instruments demonstrating knowledge of the ranges and traditional usages of the sound sources.

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CONTENT STANDARD 4: Students will read and notate music.

Kindergarten	<ul style="list-style-type: none"> ▪ Demonstrate the general contour of melodies that move up and down or have repeated notes. ▪ Recognize that notation represents music.
Grade 1	<ul style="list-style-type: none"> ▪ Read and perform solfege syllables (sol, mi, la) and rhythmic symbols (quarter notes, 2 eighth notes and quarter rest) in 2/4 and 4/4 meter.
Grade 2	<ul style="list-style-type: none"> ▪ Read and perform solfege syllables (add do) and rhythmic symbols (add half notes and half rests) in standard notation.
Grade 3	<ul style="list-style-type: none"> ▪ Read and perform solfege syllables (add re) and rhythmic symbols (add whole notes, whole rests, dotted half notes, dotted half rests) in standard notation. ▪ Read in 3/4 meter.
Grade 4	<ul style="list-style-type: none"> ▪ Read and perform solfege syllables (add low la and low sol) and rhythmic symbols (add dotted rhythms, eighth rests) in standard notation. ▪ Notate meter, rhythm, and pitch using standard notation. ▪ Identify symbols and traditional terms referring to dynamics, tempo and articulation.
Grade 5	<ul style="list-style-type: none"> ▪ Read and perform all solfege syllables. ▪ Read and perform rhythmic symbols (add sixteenth notes). ▪ Read in 6/8 meter. ▪ Use standard notation to record their musical ideas and the musical ideas of others.
6-8*	<ul style="list-style-type: none"> ▪ Explain, read and perform standard notation symbols for pitch, rhythm (add alla breve and dotted eighth), dynamics, tempo, articulation and expression. ▪ Sight read simple instrumental melodies.
9-12*	<ul style="list-style-type: none"> ▪ Explain, read and perform more complex standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression. ▪ Demonstrate the ability to read an instrumental or vocal score of up to four staves. ▪ Sight read accurately and expressively melodies in both treble and bass clef.

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CONTENT STANDARD 5: Students will listen to, describe and analyze music.	
Kindergarten	<ul style="list-style-type: none"> ▪ Demonstrate musical elements while listening to music. ▪ Distinguish between the timbres of classroom instruments.
Grade 1	<ul style="list-style-type: none"> ▪ Recognize musical phrases that are the same, similar and different. ▪ Relate the sound of an instrument to a feeling, idea or character.
Grade 2	<ul style="list-style-type: none"> ▪ Recognize the timbre of orchestral instruments that are the same, similar and different. ▪ Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.
Grade 3	<ul style="list-style-type: none"> ▪ Identify the basic elements of form in songs (i.e. ABA, verse and refrain). ▪ Recognize timbre of specific orchestral instruments and voices. ▪ Recognize timbre of a variety of folk instruments. ▪ Use appropriate terminology to describe basic elements of music
Grade 4	<ul style="list-style-type: none"> ▪ Recognize theme and variation. ▪ Recognize major and minor tonalities. ▪ Distinguish between melody and harmony.
Grade 5	<ul style="list-style-type: none"> ▪ Recognize rondo form. ▪ Describe specific music events in a given aural example using appropriate terminology.
6-8*	<ul style="list-style-type: none"> ▪ Identify styles and forms of pieces being performed.
9-12*	<ul style="list-style-type: none"> ▪ Analyze aural examples of a varied repertoire of music by describing the uses of elements of music and expressive devices. ▪ Demonstrate extensive knowledge of the technical vocabulary of music.

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CONTENT STANDARD 6: Students will evaluate music and music performances.

Kindergarten	<ul style="list-style-type: none"> ▪ Monitor a composition and/or performance using provided criteria. ▪ Devise simple criteria for evaluating performances and compositions. ▪ Demonstrate audience behavior appropriate for the content and style of the music performed. ▪ Explain personal musical preferences using appropriate music terminology.
Grade 1	
Grade 2	
Grade 3	
Grade 4	
Grade 5	<ul style="list-style-type: none"> ▪ Evaluate the quality and effectiveness of musical performances by applying specific criteria appropriate for the style of the music. ▪ Offer constructive suggestions for the improvement of a performance, composition or arrangement
6-8*	
9-12*	<ul style="list-style-type: none"> ▪ Develop criteria for making critical evaluations of the quality and effectiveness of performances, compositions and arrangements. ▪ Evaluate their personal performance in music. ▪ Evaluate a performance, composition, or arrangement by comparing it to similar or exemplary models.

CONTENT STANDARD 7: Students will make connections between music, other disciplines and daily life.

Kindergarten	<ul style="list-style-type: none"> ▪ Identify ways in which the elements and principles of music are interrelated with other disciplines. ▪ Identify ways in which the subject matter of music and other disciplines are interrelated. ▪ Identify various uses of music in daily experience. ▪ Identify various uses of music for personal expression.
Grade 1	
Grade 2	
Grade 3	
Grade 4	
Grade 5	<ul style="list-style-type: none"> ▪ Identify a variety of music related careers.
6-8*	
9-12*	<ul style="list-style-type: none"> ▪ Identify the application of music skills and understandings relevant to a variety of careers.

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CONTENT STANDARD 8: Students will understand music in relation to history and culture.

Kindergarten	<ul style="list-style-type: none"> ▪ Sing songs and play musical games from various cultures. ▪ Sing songs from more than one historical period. ▪ Listen to music from more than one historical period.
Grade 1	
Grade 2	<ul style="list-style-type: none"> ▪ Sing songs, play musical games and perform dances from various Western and non-Western cultures. ▪ Listen to and discuss characteristics from more than one historical period and world culture.
Grade 3	
Grade 4	
Grade 5	<ul style="list-style-type: none"> ▪ Relate significant compositions and composers to historical and cultural events and musical periods.
6-8*	<ul style="list-style-type: none"> ▪ Perform music from various historical periods and genres. ▪ Perform music from various cultures. ▪ Describe significance of music being performed historically and/or culturally.
9-12*	

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This scope and sequence is based upon the following documents:

- *K-12 Music Content Standards* from the Connecticut Curriculum Frameworks, CSDE, 1998
- *Connecticut Music Trace Maps*, 1999
- *National Standards for Music Education*, MENC (The National Association for Music Education), 1994