

Brandon Valley School District
Music
Scope and Sequence
Grade: KG
Creating

Timeline (Days)	Standard(s)
15 days (40%)	K.MU.Cr.1.1a With guidance, introduce, explore, and experience musical concepts using a variety of music; i.e. beat and melodic contour.
	K.MU.Cr.1.1.b With guidance, generate musical ideas; i.e. movements or motives.
	K.MU.Cr.3.2.a With guidance, demonstrate a final version of personal musical ideas to peers.
	K.MU.Cr.2.1.a With guidance, explore, demonstrate and choose favorite musical ideas.
	K.MU.Cr.2.1.b With guidance, organize personal musical ideas using iconic notation and/or recording technology.
	K.MU.Cr3.1.a With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.

Performing

Timeline (Days)	Standard(s)
15 days (45%)	K.MU.Pr.4.2.a With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.
	K.MU.Pr.6.1.a With guidance, perform music, alone and with others, with expression.
	K.MU.Pr.4.3.a With guidance, demonstrate awareness of expressive qualities (such as voice characteristics, dynamics, tempo, timbre, articulation and style) that support the creators' expressive intent.
	K.MU.Pr.6.1.b Perform appropriately for the audience.
	K.MU.Pr.6.1.c Display audience etiquette appropriate for the context and venue.
	K.MU.Pr.4.1.a With guidance, demonstrate and state personal interest in varied musical selections.
	K.MU.Pr.5.1.a With guidance, apply personal, teacher, and peer feedback to refine performances.
	K.MU.Pr.5.1.b With guidance, use suggested strategies in rehearsal to address the expressive qualities of music.

Responding

Timeline (Days)	Standard(s)
1 day (5%)	K.MU.Re.7.2.a With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.

	K.MU.Re.7.1.a With guidance, state personal interests and demonstrate why they prefer some music selections over others.
	K.MU.Re.8.1.a With guidance, demonstrate awareness of expressive qualities (such as dynamics, tempo, style, and articulation) that reflect creators'/performers' expressive intent.
	K.MU.Re.9.1.a With guidance, apply personal and expressive preferences in the evaluation of music.

Connecting

Timeline (Days)	Standard(s)
5 days (10%)	K.MU.Cn.11.1.a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
	K.MU.Cn.10.1.a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

*Pink-priority, Yellow-supporting, Green-supplementary

*30 minute class periods. KG attends one day per week.

Notes Q1 Common curriculum materials: vendor/pg number, common assessments, common intervention/enrichment activities, other <ul style="list-style-type: none"> Quarter 1: Beat, Voice Types, Rhythm, Sing Play & Move to Rhythm, Veterans Day Programming, Halloween
Notes Q2 <ul style="list-style-type: none"> Quarter 2: High and Low, Pitches and Singing, Up and Down, Patterns of 2, 3 & 4, Veterans Performance, Thanksgiving
Notes Q3 <ul style="list-style-type: none"> Quarter 3: Intro to Instrument Families, Woodwinds & Brass, Percussion and Strings, Loud & Soft, Tempo, Fast & Slow, St Patrick's Day/Irish Music, Valentines
Notes Q4 <ul style="list-style-type: none"> Quarter 4: Long and Short Sounds, Singing, Voice & Timbres, Woodwind & Percussion, Year-End Assessment, Spring