

Special/Subject: Music, 2021/2022 Year Scope and Sequence

K-2	September	October	November	December	January	February	March	April	May	June	
	<p><b>Kindergarten:</b> Farm unit. Introduction of musical opposites: fast/slow, long/short, high/low, same/different. Introduction of hand percussion. Introduction of pulse vs. rhythm. Introduction of following a conductor.</p> <p><b>First Grade:</b> Beats! Labeling block notation with ta/ti-ti. Reviewing musical opposites, form, vocal qualities. Identically pitched vs. unpitched. Reviewing following a conductor. Reviewing playing a different rhythm from what you're speaking.</p> <p><b>Second Grade:</b> Review and reinforce! Review pulse, phrases, and sightreading rhythms. Review Sol, La, and Mi of solfege. Introduce ukulele; procedures, technique, first chord.</p>	<p><b>Kindergarten:</b> continuation of Farm unit. Introduce concept of different amounts of beats in a measure (pulses in a group). Introduction of musical opposite: up/down. Introduction of concept of Dalcroze/Eurythmics: time, space, shape, force, dramatic play and body awareness.</p> <p><b>First Grade:</b> Bugs and rests! Introduce notes and rests. Introduction of chords. Reinforcement of appropriate loud/quiet music sounds. Labeling "phrases".</p> <p><b>Second Grade:</b> Rhythm expansion! Introduce individual eighth note. Review syncopation. Introduce/label major and minor. Reinforce with introduction of minor uke chords. Label Loud/Quiet as forte/piano.</p>	<p><b>Kindergarten:</b> Numbers and directions. Reinforcement of keeping steady beats/pulses. Counting and clapping/playing numbers of sounds. Dramatic play tied to rhythms. Singing with a group and independently.</p> <p><b>First Grade:</b> Movement and tempo! Introduction of repeat sign. Introduction of accel./rit. Writing rhythms using stick notation.</p> <p><b>Second Grade:</b> Long notes! Introduce half notes and half rests. Introduce tied notes. Introduce the Coda. Extend ostinatos to sung pitches instead of just rhythms. Label mallet instruments. Add 3rd uke chord.</p>	<p><b>Kindergarten:</b> Holiday songs and rhythms. Introduction of basic rhythm representation concept. Introduction of musical form concept. Introduction of "music continues even when you're not playing" concept. Memory/memorization games.</p> <p><b>First Grade:</b> Holiday songs and rhythms. Writing rhythms based on syllable using/word speed. Prepping Sol-Mi.</p> <p><b>Second Grade:</b> Holiday songs and rhythms. Review and reinforce internal pulse and songs continuing while you're not singing/playing. Expand partner dancing to trading partners in concentric circles.</p>	<p><b>Kindergarten:</b> Alphabet, days and months. Introduction of vocal concept loud/quiet. Introduction of playing a rhythm that is different from spoken rhythm. Reinforcement of high/low.</p> <p><b>First Grade:</b> Solfege! Labeling ta/ti-ti with music notation. Introduction of solfege using sol-mi. Reading solfege on a 2-line staff. Reading solfege with rhythms.</p> <p><b>Second Grade:</b> Solfege expansion! Introduce Mi to solfege. Introduce Mi-Re-Do on 3-line staff. Begin 2-part vocal songs. Start rehearsing for the concert!</p>	<p><b>Kindergarten:</b> January, days and months. Introduction of vocal concept loud/quiet. Introduction of jazz. Coins as rhythms. Fast beat vs. slow beat. Vehicle movement in music.</p> <p><b>First Grade:</b> HEART songs and notating solfege! Introduction of new solfege note: la. Labeling repeated rhythm as "ostinato". Identifying the rhythm heard.</p> <p><b>Second Grade:</b> Part singing! Introduce Mi-Re-Do on 3-line staff. Begin 2-part vocal songs. Start rehearsing for the concert!</p>	<p><b>Kindergarten:</b> HEART songs, labeling beat vs. rhythm. Introduction of partner dances. Introduction of jazz. Coins as rhythms. Fast beat vs. slow beat. Vehicle movement in music.</p> <p><b>First Grade:</b> HEART songs and notating solfege! Introduction of new solfege note: la. Labeling repeated rhythm as "ostinato". Identifying the rhythm heard.</p> <p><b>Second Grade:</b> Song learning/rehearsal! Stage presence/behavior, microphone use, prop use. How to process on and off stage. How to sing and project in a different space. How to play ukulele on stage.</p>	<p><b>Kindergarten:</b> Vocations and tools, spring weather. Introduction of breaking meter. Introduction of split part songs. Reinforcement of long notes and short notes using block notation. Start the musical!</p> <p><b>First Grade:</b> So-La-Mi Time! Introducing melody "contour". Labeling AB/ABA musical form. Identifying unpitched percussion instruments by family: wood, metal, or skin. Combining all known solfege knowledge into identification games. Start the musical!</p> <p><b>Second Grade:</b> Song learning/rehearsal! Stage presence/behavior, microphone use, prop use. How to process on and off stage. How to sing and project in a different space. How to play ukulele on stage.</p>	<p><b>Kindergarten and First Grade:</b> Musical learning/rehearsal! Stage presence/behavior, microphone use, prop use.</p> <p><b>Second Grade:</b> Then, accents and musical surprises! Introduce the accent and "terraced" dynamics. Combine Sol into Mi-Re-Do activities. Continue part singing with suspended pitches.</p>	<p><b>Kindergarten: PERFORMANCE!</b> e Staff, water and boats. Introduction to body percussion staff. Introduction to reading patterns on the staff. Introduction of musical opposite Sound/Silence. Reinforcement of block notation through sight-reading. Kinder-appropriate sea shanties!</p> <p><b>First Grade: PERFORMANCE!</b> Then: Spring and rain! 4 levels of body percussion on a staff. Identifying pitched percussion instruments by wood or metal. 2-part rhythm canons.</p> <p><b>Second Grade:</b> All about the timing! Label fast/slow musical opposite as tempo. Introduce time signatures. Introduce measures, bar lines, and double bar lines.</p>	<p><b>Kindergarten:</b> Frogs, grenouille, and rana! Introduction to drawing stick notation. Singing in French and Spanish. Reinforce all learned musical opposites. Reinforce actions and rhythms that don't match sung rhythm.</p> <p><b>First Grade:</b> Ear training! Matching notes on the staff to solfege that you hear. Counting to 10 in Spanish. Introduction to syncopation.</p> <p><b>Second Grade:</b> Synthesis! Review time signatures and combine with measures/bar lines. Review form, and combine with sight-reading to identify form by sight. Review and reinforce 2 parts going on at once.</p>
3-5	<p><b>Third Grade:</b> Rhythm, rhythm, rhythm! Putting their names into syncopated rhythms, making rhythms out of everyday objects and food items. Introduce the whole note. Work on the three different kinds of pulses in a 4/4 measure. Review ukulele technique and chords.</p> <p><b>Fourth Grade:</b> Treble Clef Sentences! Short review of the treble clef staff, make their own "treble clef sentence" using EGBDF. Introduce first syncopation and label their first syncopation (rhythm that emphasizes upbeats). 1-ta-ti. Receive school recorder, and learn their first note, B!</p> <p><b>Fifth Grade:</b> Music Math and Sentences! Reinroduce the dot connected to notes and what it means, then introduce the dotted quarter note. Continue musical Q/A, using both recorders and body percussion. Review phrases, connect to slurs. Review chord progression.</p>	<p><b>Third Grade:</b> The five line staff! Introduce the five line staff along with a review of solfege knowledge from the previous year. Introduce the whole rest. Label Major and Minor. Review and reinforce two part songs. Reinforce the 3 possible pulses in 4/4 time.</p> <p><b>Fourth Grade:</b> Hot Cross Buns! Review note names in treble clef, review B on recorder. Add the next two recorder notes: A and G, and play a variety of songs using just B-A-G, including the ever eternal Hot Cross Buns. Introduce eighth rest and add to rhythm toolbox. Add the canon by singing and playing.</p> <p><b>Fifth Grade:</b> In the middle! Combine eighth notes and sixteenth notes into ti-tika and ti-ta-ti. Label musical expression. Label mezzo in music. Identify and play mf/mp. Introduce minor scales. Review known recorder notes. Review and reinforce canons vs. rounds.</p>	<p><b>Third Grade:</b> Major and Minor! Introduce Ragtime music, Scott Joplin. Reinforce major and minor. Add G minor and D7 to uke toolbox. Review crescendo and decrescendo. Visualize and label music forms.</p> <p><b>Fourth Grade:</b> Woodwinds! Add Low E to recorder notes. Introduce the recorder family and orchestral woodwind family. Combine pulse and beat into one activity, doing both at once. Review solfege. Practice sightreading learned recorder notes.</p> <p><b>Fifth Grade:</b> The whole orchestra! Discuss and identify instrumental functions in the traditional orchestra. Introduce I-VII chord progression. Begin discussion of modes with mixolydian mode. Continue Q-A practice on a variety of instruments.</p>	<p><b>Third Grade:</b> Holiday songs and rhythms. Assess currently known music form terms. Expand "four beats after" activity to include more complex rhythms and dynamics. Sing and play a variety of holiday music. Introduce dotted half note.</p> <p><b>Fourth Grade:</b> Holiday songs, concert prep! Label accel./rit. Label and perform beat and rhythm. Use Nutcracker pieces, Sleigh Ride, and a variety of holiday music to reinforce learning. Introduce concert music.</p> <p><b>Fifth Grade:</b> Let's mix those meters! Introduce mixed meters. Review countermelody. Expand on chord progressions, adding I-IV-V. Review repeats, review 1st and 2nd endings. Reinforce ti-tika and ti-ta-ti. Introduce concert music.</p>	<p><b>Third Grade:</b> Ti-Ka-Ti-Ka Time! Introduce, label, draw speak, and perform sixteenth notes. Label Canon and Round. Continue Canons by doing them as dances as well as songs and rhythms. Review all previous rhythms and combine them with new knowledge of sixteenth notes.</p> <p><b>Fourth Grade:</b> Just keep scaffolding! Introduce, label, and identify "anacrusis," pick-up beat. Introduce countermelody. Add Ti to solfege. Introduce and perform slurs, learn Low D on recorder. Introduce A prime in music form. Review and start rehearsing concert materials.</p> <p><b>Fifth Grade:</b> Let's Take Five! Experience, label, and perform in 5/4 time. Introduce and perform descant. Reinforce 2-part recorder music, and introduce 3-part score reading. Review and start rehearsing concert materials.</p>	<p><b>Third Grade:</b> New solfege! Introduce and reinforce Low La and High Do. Introduce singing solfege in minor keys using Low La. Introduce spirituels. Perform more difficult two-part songs that include different rhythms from the other part. Start rehearsing for the concert!</p> <p><b>Fourth AND Fifth Grade: Performance!</b> Stage presence/behavior, microphone use, prop use. How to process on and off stage. How to sing and project in a different space. How to play recorder on stage.</p>	<p><b>Third Grade:</b> New solfege! Introduce and reinforce Low La and High Do. Introduce singing solfege in minor keys using Low La. Introduce spirituels. Perform more difficult two-part songs that include different rhythms from the other part. Start rehearsing for the concert!</p> <p><b>Fourth AND Fifth Grade: Performance!</b> Stage presence/behavior, microphone use, prop use. How to process on and off stage. How to sing and project in a different space. How to play recorder on stage.</p> <p><b>Fourth Grade:</b> Broadway and Brass! Introduce Musical Theater. Introduce and visualize 6/8 time. Begin canons with conflicting syncopated parts. Expand Q/A singing activities, ending on Do. Introduce orchestral brass, discuss marching bands and wind ensembles vs. orchestras.</p> <p><b>Fifth Grade:</b> Theme and Variations! Review A prime, then introduce theme and variations form. Continue modes by learning about dorian mode. Introduce and perform 3-part recorder music. Review part singing, and start part singing through solfege on the staff.</p>	<p><b>Third Grade: PERFORMANCE!</b> Then, lots of minor key solfege! Practice and perform many songs using solfege. Add Fa to solfege. Creating multiple word chains with rhythms and expanding form. Continue two part songs. Work on accompanying class songs with ukles.</p> <p><b>Fourth Grade:</b> Time Signatures! Identify and label time signatures (EX: 2/4 instead of 2/quarter note). Identify and read eighth note triplet. Label ledger lines and expand note reading with them. Introduce scales and glissandos. Add low C to recorder notes, assess recorder fingerings. Label pp/ff.</p> <p><b>Fifth Grade:</b> STOMP! BANG! CRASH! Add Fa to recorder notes. Introduce key signatures. Introduce E minor pentatonic scale. Reviews the idea of "found" sounds or instruments. Experiment with found objects and sounds to create inventive soundscapes and accompaniments for poetry.</p>	<p><b>Third Grade:</b> Create your own rondo! Label the "rondo" form and create a rondo using given rhythms. Practice cleanly drawing music notation. Music conducting basics. Introduce Low Sol. Extend canons to instruments. Assess major and minor.</p> <p><b>Fourth Grade:</b> Rhythms, Forms, and Chords! Combine all known rhythms in toolbox into personally composed ostinatos. Introduce sharps and flats. Introduce and experiment with additive forms. Introduce 12-bar blues and connect to current songs. Introduce and perform 3 part songs with conflicting rhythms.</p> <p><b>Fifth Grade:</b> Finish those recorder notes! Introduce high C, high D, and F to finish learning recorder notes. Introduce concert meter, learn to identify and play the varieties of 7/8 time. Put a read rhythm into body movements.</p>	<p><b>Third Grade:</b> IT'S MUSIC STAFF TIME! Introduce the five line Treble staff. Discuss note names versus solfege labels. Label Fermata. Start reading G, A, and B on the music staff. Singing in Spanish!</p> <p><b>Fourth Grade:</b> Chord Progressions! Review and reinforce all known recorder notes. Label chord progression I-V-I. Review and expand notating heard rhythms.</p> <p><b>Fifth Grade:</b> Wrap it all up! Reinforce and review all known recorder material. Reinforce, review, and perform with a variety of found materials such as sticks and cups. Discuss and preview music opportunities in middle school, including band, choir, and music tech/comp.</p>	<p><b>Fourth Grade:</b> Chord Progressions! Review and reinforce all known recorder notes. Label chord progression I-V-I. Review and expand notating heard rhythms.</p> <p><b>Fifth Grade:</b> Wrap it all up! Reinforce and review all known recorder material. Reinforce, review, and perform with a variety of found materials such as sticks and cups. Discuss and preview music opportunities in middle school, including band, choir, and music tech/comp.</p>
6-8	<p><b>Band:</b> Set-up, tear down, and introductions! The first month of band is all about how to take care of the rehearsal space, how to take care of their instruments, deep breathing and expanding your "air tank," healthy tone production with long notes, and the first notes.</p> <p><b>Choir:</b> Blend, and range! Choir starts off with a "range trial," using familiar and popular songs to test a choir member's vocal range, comfort, and breath control, as well as their ability to imitate and blend their sound. From there, they are handed pieces of music which will work on part singing, breath control, expanding their ranges, blending as a group, and projection.</p>	<p><b>Band:</b> The first five notes, and eighth notes! Once band members have tackled good tone production, we move onto shorter, faster notes, and work on getting healthy tones in a shorter amount of time. We also expand to five notes instead of three, and introduce two part, three part, and four part ensemble music, beginning work on balance and harmony across the ensemble.</p> <p><b>Choir:</b> Solfege review and sightreading! While members continue to rehearse their songs for their performance in November, they will begin to review solfege, rhythm reading, and sightreading, tackling one of the largest challenges of vocal musicians: since it's not as simple as playing a correct series of fingerings on an instrument to play something, how can we sing something at sight?</p>	<p><b>Band and Choir: Performance!</b> November is the first performance of the year for band and choir, who will continue to have one performance per trimester. During this month, middle school musicians will focus on producing healthy tones on stage, processing on and off the stage, and correct audience etiquette for a concert band/choir type performance. They will also work on constructive criticism for their peers, which will all culminate in a trade-off type performance, where choir will perform for the band and vice versa.</p>	<p><b>Band:</b> Holiday music sightreading! In December, band students will take all of the notes and rhythms that they have learned so far and use them to sightread a variety of holiday music as an ensemble. They will work on identifying challenging rhythms and intervals on sight, and how to beat play said challenges well the first time they play it.</p> <p><b>Choir:</b> In: Tree lighting and Caroling! COVID permitting, December is all about holiday music and spreading that cheer amongst the community. The choir will learn a variety of unison and two-part music to sing at Sherwood's annual tree lighting ceremony, and use that repertoire to put on a holiday sing-a-long for their fellow SCS students before the break.</p>	<p><b>Band:</b> Band Karate and scales! This month, band will begin rehearsal for their March concert as well as the festival performance during the spring! They will start the process of the big &gt; Little &gt; Big rehearsal process, which introduces the piece as a whole, then breaks it down into smaller sections focusing on dynamics and expressions, then brings all of those polishes back up to the larger piece. They will also be introduced to Band Karate, which will encourage at home practice and study of their instrument by learning scales, rudiments, and small solo pieces or their level.</p> <p><b>Choir:</b> Solfege and sightreading! As choir changes students for second trimester, we will have another solfege and sightreading review, as well as introduce our music for the festival. With the solfege reading and with the new music, choir will focus on deep breathing and healthy tone production while learning the notes for their new music.</p>	<p><b>Band:</b> Pyramid of mastery, part 1! This month, after having focused on the performance pieces at large, we will start to break them down using the pyramid of mastery, the beginning of which has already been focused on, learning the notes and rhythms of the piece. The band will explore and practice the desired expressions (accents, legato, staccato, etc.) and dynamics, along with reinforcing the rhythms and notes.</p> <p><b>Choir:</b> Pyramid of mastery, part 1! Choir will also explore the PoM, starting to build in their deep breathing for sung phrases, looking for word emphasis, and using their healthy tone to bring across the desired dynamics.</p>	<p><b>Band:</b> Pyramid of mastery, part 1! This month, after having focused on the performance pieces at large, we will start to break them down using the pyramid of mastery, the beginning of which has already been focused on, learning the notes and rhythms of the piece. The band will explore and practice the desired expressions (accents, legato, staccato, etc.) and dynamics, along with reinforcing the rhythms and notes.</p> <p><b>Choir:</b> Pyramid of mastery, part 1! Choir will also explore the PoM, starting to build in their deep breathing for sung phrases, looking for word emphasis, and using their healthy tone to bring across the desired dynamics.</p>	<p><b>Band:</b> part 2, and performance! Continuing up the pyramid of mastery, band students will work on tuning on challenging notes in the music's harmonies and for their specific instruments by working on embouchure and alternate fingerings, then finish up the pyramid with emotion and interpretation of the works they are playing. These pieces will be performed at their March performance, as well as the festival in April.</p> <p><b>Choir:</b> part 2, and performance! Choir will finish up the PoM this month, working on tuning with each other using their solfege knowledge and building that into their pieces. They will also submit their own interpretation of the texts of the pieces, as well as descriptions of how this could be shown through singing. These pieces will be performed at their March performance, as well as the festival in April.</p>	<p><b>Band and Choir:</b> Planning their own pops! The last trimester, while still run through and review our music from tri 2, is mainly focused on concert planning, rehearsal, and production, of which the musicians get to lead! While I will help facilitate finding music they request, even arranging pieces as needed, musicians will be responsible for planning stage set-up, concert order, backing tracks and accompaniments, and lighting, just to name a few things. In Band specifically, percussionists will be introduced to the drum set, and all will get experience playing it!</p>	<p><b>Band:</b> Pops, jazz, and festival! The month begins with the Festival performance, then we leave all tri 2 music behind. Afterwards, this month will focus on the different kind of sounds used in pops and jazz ensembles. We will discuss and experience swing and syncopations, and work on a more relaxed stage presence for this type of performance.</p> <p><b>Choir:</b> Pop sound vs. classical sound! The month begins with the Festival performance, then we leave all tri 2 music behind. Afterwards, this month, choir students will work on different sound colors and projection levels in order to produce a more bright, poppy sound. We will also discuss and experiment with "choral-ography" or choreography for a choir in fixed formations, and start planning some choreography for the pops concert.</p>	<p><b>Band and Choir: NIGHT AT THE POPPS!</b> The end of the year for band and choir students is our pops concert. We will focus on fine tuning based on student feedback, full runs of the performance, finally culminating in the big performance!</p>