
Elementary Music Curriculum Grades KG-5

Curriculum Guide

Scranton School District

Scranton, PA

Ann Marie Cerra, Kim Gnall, Paul Lukasiewicz, Amy Sekol



Website :

Description This document is an organized plan that defines the music skills and language that an elementary student should be able to demonstrate by the end of the school year. Students will demonstrate the ability to perform individually and in a group. Students will perform and learn repertoire appropriate to grade level. Students will demonstrate knowledge in basic music concepts such as **RHYTHM, MELODY, HARMONY, FORM, TONE COLOR, MUSICAL NOTATION, MUSICAL INSTRUMENTS, MOVEMENT, and MUSIC APPRECIATION**. Students will understand **RHYME and RHYTHM** through appropriate **SONG REPERTOIRE; Classic Nursery Rhymes, Holiday Repertoire, and children's classic songs**. Through this Music Education, provided by a certified trained staff, the Scranton School strives to provide a quality education by providing and fostering opportunities for **CREATING, PERFORMING, RESPONDING and APPRECIATING**. (Pa. Standards)

Philosophy/Rationale for the Scranton School District Music Program

systematic development of musical skills, knowledge and perception is fundamental to the total development of the child. Within the elementary music program, students will develop lifelong enjoyment of music, musical skills and knowledge, an appreciation for both American and multicultural music, self-expression and creativity.

The music curriculum is based on a scaffolding approach beginning at the kindergarten level and building upon that knowledge in subsequent years through grade 5 meeting the expectations of the *Pennsylvania State Standards*.

A Grade Level Overview of Expectations

The objectives build upon the Kindergarten curriculum emphasizing rudiments and language of music. Students continue to develop singing skills, rhythmic awareness, musical response, listening skills, playing rhythm instruments, expression, and creativity.

**Scranton School District
Curriculum Guide**


Year-at-a-glance

Quarter

| Topic | Resources/Instructional Strategies | CCS |
|--|--|--|
| Identifying: Identify Speaking Voice vs. Singing Voice | Kodaly method/hand signs/Echo Songs/ Orff-Schulwerk Method. Resource: John M. Feierabend: Pitch Exploration and Echo Songs | 9.1.3A 9.1.3B 9.1.3C |
| 1: Steady beat | Singing, Unpitched instruments, body percussion, Audio Resources | 9.1.3A 9.1.3B 9.1.3C CC.2.1.K.A.1 |
| 3: Nursery Rhymes, Seasonal songs on grade level /minor | Nursery Rhymes, Patriotic, Columbus Day Songs, Halloween Songs, Winter Holiday Songs, Black History, Multicultural Music, etc. | 9.1.3A 9.1.3B 9.1.3C 9.2.3G CC.1.1.k.C CC.1.5.k.B |
| Identifying Exercises/Dance: movements such as Laban's Science of Movement: k, float, glide, press, punch, slash, wring. In addition: llop, skip, hop, march, run, sway. | Organized Group Dance. Examples include but are not limited to: i.e "If You're Happy and You Know It," Audio Resources, Singing with the Piano, Teacher Led, A Capella singing Games with movement Resource: Movement Exploration and Beginning Circle Games by John M Feierabend | 9.1.3A 9.1.3C CC.1.1.K.C |

**Scranton School District
Curriculum Guide**

riter

| Topic | Resources/Instructional Strategies | CCS |
|---|---|--|
| MELODY: Distinguish low, middle and high vocal registers | Kodaly methods, Orff-Schulwerk Method using various pitched instruments, and sound gestures. (ie. metallophone, xylophone, boomwhackers, glockenspiel, hand drums of various sizes) | 9.1.3A 9.1.3B 9.1.3C |
| M :Distinguish between Long/short sounds; different  | clapping, unpitched/pitched instruments. using word syllables in song lyrics Body Percussion (Snap/Clap/Patsch/Stomp) | 9.1.3 9.1.3B 9.1.3C C1.1K.C |
| M : Distinguish between sound/silence | clapping (body percussion), drums, claves, rhythm sticks, instruments of the same nature (Auxiliary percussion) | 9.1.3A 9.1.3B 9.1.3C 9.2.3G CC.1.1.k.C |
| Distinguish between fast/slow | selected songs/recordings, movement activities | 9.1.3A 9.1.3B 9.1.3C |
| WATCHING: Seasonal songs on grade level through echoing | Winter Songs, Winter Holiday Songs, Valentine's Day, M.L. King, Seasonal songs, etc. | 9.1.3A 9.1.3B 9.1.3C CC.1.5.K.B |
| Movement/Dance: interpretation and creative freedom. Specific elements such as Laban's Science of Movement: dab, flick, de, press, punch, slash, wring. In addition: walk, gallop, jog, march, run, sway. | Teacher Led Singing with the piano, Audio recordings, A Capella singing games with movement. Organized Group Dance (age appropriate) Examples include but are not limited to: i.e. <i>Head, Shoulders, Knees & Toes.</i> | 9.1.3A 9.1.3B 9.1.3C |

**Scranton School District
Curriculum Guide**

ter

| Topic | Resources/Instructional Strategies | CC |
|--|--|--------------------|
| MELODY: Melody movement up and down/down and up | Kodaly methods, Orff-Schulwerk methods /various pitched Orff instruments, the singing voice, and sound gestures. | 9.1.3.B |
| A: Continued practice and reinforcement of the above lessons MENT IDENTIFICATION by sight and sound. (appropriate level) | Use of Orff pitched and unpitched instruments; Students mimic simple Melodic and Rhythmic patterns. Use of reinforcement games/activities such as Rhythm Flashcards and/or Various Rhythm Games | CC.2.2.K.A.1 |
| WATCHING: Seasonal Songs on grade level through (Rote) | GroundHog's Day, Valentine's Day, President's Day, "Music In Our School's Month" Celebrations, St. Patrick's Day, and other appropriate age level repertoire. (Seasonal Songs) | 9.1.3.B 9.2.3.A |
| ent/Dance movements such as Laban's Science of Movement: dab, at, glide, press, punch, slash, wring. In addition: walk, kip, hop, march, run, sway. | Organized Group Dance. Examples include but are not limited to: i.e. "The Hokey Pokey". Teacher Led movement songs from the piano, Dalcroze Method for creative dance; use of scarves, audio resources, a capella singing games with movement. | CC.1.1.K.C |

**Scranton School District
Curriculum Guide**

ter

| Topic | Resources/Instructional Strategies | CCS |
|--|---|--------------------|
| 3/PITCH/MELODY | Various Folk Tunes. i.e “Skip to My Lou” from the USA | 9.1.3B |
| 4: Whole and Half Note | The Singing Voice, Creative Movement, The use of pitched and unpitched sustainable instruments. (Auxiliary instruments) | CC.2.2.k.A.1 |
| ICS: Loud vs. Soft | Use of Various Orff Instruments, Rhythm Instruments, Clapping/body percussion. Singing Voice | 9.1.3.B |
| MENT and DANCE: movements such as Laban’s Science of Movement: dab, at, glide, press, punch, slash, wring. In addition: walk, kip, hop, march, run, sway. | Organized Group Dance Steps/partner movement/ mirror imaging movements (age appropriate) i.e <i>Tony Chestnut</i> | 9.1.3.A CC.1.1. |


Scranton School District
Curriculum Guide

Fundamental Music Vocabulary- Kindergarten

| | | | | |
|---------------|--------------------|----------------------|-----------------|--------------|
| Silence | Beat/Rhythm | Fast/Slow | Loud/Soft/Quiet | High/Low |
| Short | Same/Different | Singing Voice | Speaking Voice | Echo |
| Singing Voice | Whisper Voice | AB Form | Ta/Quarter Note | TiTi/Eighths |
| Rest | Pat/Tap/Clap/Stomp | Walk/Gallop/Skip/Hop | Steady Beat | Solo |
| | March | | | |

**Scranton School District
Curriculum Guide**

Kindergarten

| General Topic | Academic Standard(s) | Essential Knowledge, Skills & Vocabulary | Resources & Activities | Assessment |
|---------------|----------------------|---|---|---------------------|
| | Singing | <ul style="list-style-type: none"> Steady Beat Patterns (no visual)  <ul style="list-style-type: none"> Short/Long Sound/Silence | <ul style="list-style-type: none"> Students will clap simple Rhythm patterns through imitation or use of body percussion/auxiliary percussion instruments Using Orff method: composing and internalizing concept of rhythm using teacher selected objects (ie. pens/pencils, fruit, etc.) | Teacher observation |
| | Singing | <ul style="list-style-type: none"> Pitch: high/low Melodic Direction: up/down Speaking vs. Singing Voice Sing sol-mi phrases Matching Pitch Folk & Traditional Song Repertoire | <ul style="list-style-type: none"> Kodaly method/hand signs Selected songs of limited range <p>Students will sing through "ECHO" method (Rote)</p> | Teacher observation |
| y | Singing | <ul style="list-style-type: none"> Major/Minor Rhyme or song with teacher accompanied Ostinato | | Teacher observation |
| | Singing | <ul style="list-style-type: none"> Phrase AB Same/Different | | Teacher observation |

**Scranton School District
Curriculum Guide**

| | | | | |
|----------------------|----------------|---|--|-----------------|
| ive Qualities | Singing | <ul style="list-style-type: none">• Tempo: fast/slow• Dynamics: loud/soft• Vocal Timbre: singing, speaking, shouting, whispering, man, woman, boy, girl | | Teacher observ: |
|----------------------|----------------|---|--|-----------------|

**Scranton School District
Curriculum Guide**

| General Topic | Academic Standard(s) | Essential Knowledge, Skills & Vocabulary | Resources & Activities | Assessm |
|---------------|----------------------|--|---|--|
| | Playing | <ul style="list-style-type: none"> • Steady Beat • Body Percussion • Simple unpitched percussion. i.e. rhythm sticks, claves etc. • Beat vs. Rhythm (pulse vs. words and syllables) • Short/Long • Sound/Silence | <ul style="list-style-type: none"> • Body Percussion • Boomwhackers, other keyboard instruments, percussion instruments | Teacher observ Rubric based as |
| | Playing | <ul style="list-style-type: none"> • Pitch: high/low • Melodic Dictation: up/down • Size of sound source/pitch | <ul style="list-style-type: none"> • Echoing | Teacher observ rubric based as |
| y | Playing | N/A | <ul style="list-style-type: none"> • Boomwhackers, other keyboard instruments, percussion instruments | teacher observ rubric based as |
| | Playing | <ul style="list-style-type: none"> • Same/different • Phrase • AB | Voice and/or instruments | Teacher observ rubric based as |
| ive Qualities | Playing | <ul style="list-style-type: none"> • Tempo: fast/slow • Dynamics: loud/soft • Timbre: using various unpitched instruments. | Examples include but are not limited to: Tempo: <i>Symphony no.9 in G Major (“Surprise Symphony”): second movement- Joseph Haydn</i> | Students will d personal feelin the musical exp rubric based as |

**Scranton School District
Curriculum Guide**

| General Topic | Academic Standard(s) | Essential Knowledge, Skills & Vocabulary | Resources & Activities | Assessment |
|---------------|----------------------|--|---|---|
| | Creating | <ul style="list-style-type: none"> Steady Beat Movement Body Percussion | Examples include but are not limited to: <i>Stars & Stripes Forever- John Philip Sousa for march.</i> | Students will describe feelings evoked by experience Teacher Observation |
| | Creating | <ul style="list-style-type: none"> Songs in a limited range Devised notation (non-standard notation) | Voice and/or instruments | Teacher Observation |
| y | Creating | <ul style="list-style-type: none"> rhythmic melodic | Two or more sounds occurring simultaneously Rhythmic: i.e student 1 plays a “ta” rhythm at the same time student 2 plays a “ti-ti” while accompanying a song. Melodic: i.e: student 1 may play C while student 2 may be playing G (added E may be as well) Can build a melodic harmony to sing a song with or accompany voice. | Teacher Observation |
| | Creating | <ul style="list-style-type: none"> Phrase AB Same/Different | Voices and/or instruments | Teacher Observation |

**Scranton School District
Curriculum Guide**

| | | | | |
|----------------------|-----------------|---|---|-------------------|
| ive Qualities | Creating | <ul style="list-style-type: none">• Sound effects to accompany stories, story songs, age appropriate story books, and poems. (may create a sound story or sound carpet using literature chosen) | Age appropriate story songs/literature. Examples include but are not limited to: i.e John Feierabend series. (My Aunt Came Back, Hole in the Bucket, The Crabfish) | Teacher Observati |
|----------------------|-----------------|---|---|-------------------|

**Scranton School District
Curriculum Guide**

| General Topic | Academic Standard(s) | Essential Knowledge, Skills & Vocabulary | Resources & Activities | Assessment |
|---------------|----------------------|--|--|---|
| | Listening | <ul style="list-style-type: none"> • Steady Beat • Movement • Body Percussion • Beat vs. Rhythm • Short/Long • Sound/Silence | | Teacher Observation |
| | Listening | <ul style="list-style-type: none"> • Pitch: High/Low • Melodic Direction: Up/Down • Classical repertoire/folk and traditional repertoire | Examples include but are not limited to: High/Low- The Carnival of Animals; “Kangaroos”- Camille Saint-Saens | Students will describe feelings evoked by experience Teacher Observation |
| Form | Listening | <ul style="list-style-type: none"> • Major/Minor | | Teacher Observation |
| | Listening | <ul style="list-style-type: none"> • Phrase • AB • Same/Different | | Teacher Observation |


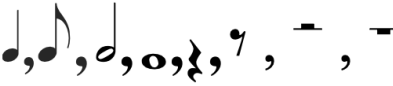
**Scranton School District
Curriculum Guide**

| | | | | |
|----------------------|------------------|--|---|-------------------|
| ive Qualities | Listening | <ul style="list-style-type: none">• Tempo: Fast/Slow• Dynamics: Loud/Soft•Timbre: Vocal & Instrumental Classical Repertoire | Examples include but are not limited to: Slow- The Carnival of Animals: “The Swan”- Camille Saint-Saens Fast- The Carnival of Animals: “Hens & Roosters” or “Aviary”- Camille Saint-Saens | Teacher Observati |
|----------------------|------------------|--|---|-------------------|


**Scranton School District
Curriculum Guide**

| RHYTHM (playing instruments, creating, drama) | K | 1 | 2 | 3 | 4 | 5 | STANDARDS |
|---|----------|----------|----------|----------|----------|----------|--|
| <p>Music may move to a steady beat. (Movement through the use of body movement, body percussion, and/or auxiliary pitched or unpitched percussion instruments with a steady beat) -(Body Movement) Laban's Science of Movement: Dab, Flick, Float, Glide, Press, Punch, Slash, Wring. Additional basic movement: Walk, Gallop, Skip, Hop, March, Run, Sway, Tip-toe. -sound stories literature (sound carpet)</p> | • | > | > | > | > | > | 9.1.3.A 9.1.3.B 9.1.3.H CC.1.2.1. CC.1.2..1 |
| <p>Music may move evenly or unevenly. (Movement through the use of body movement, body percussion, and/or auxiliary pitched or unpitched percussion instruments with a steady beat) -(Body Movement) Laban's Science of Movement: Dab, Flick, Float, Glide, Press, Punch, Slash, Wring. Standard movement/ Steady Beat: Walk, Gallop, Skip, Hop, March, Run, Sway, Tip-toe. -sound stories using literature (creating a sound carpet) STEADY BEAT Activities: playground clapping rhymes/songs, Jump rope songs and similar activities</p> | • | > | > | > | > | > | 9.1.3.A 9.1.3.B 9.1.3.H CC.1.2.1. CC.1.2.1. |
| <p>Music is made up of long sounds, short sounds and silences. -vocally, instrumentally, body movement/percussion (Laban) -symbol=sound (i.e. use of vocabulary for duration of sound value) -sound stories using literature (creating a sound carpet)</p> | | • | > | > | > | > | 9.1.3.A 9.1.3.B 9.1.3.C CC.1.2.1. CC.1.2.1. 16.1.2-3. |
| <p>There are strong and weak beats in music. (use of accents and tenutos) -execute through body movement/percussion, pitched and unpitched percussion instruments</p> | | • | > | > | > | > | 9.1.3.A 9.1.3.B 9.1.3.H 16.1.2-3. |




**Scranton School District
Curriculum Guide**

| | | | | | | | | |
|---|--|--|---|---|---|---|---|---|
| <p>Long sounds, short sounds and silences may be grouped to form rhythmic patterns.</p> <p style="text-align: center;">  </p> <p>Ta, ti - ti, rest =</p> <ul style="list-style-type: none"> -Basic notation or notation with objects (i.e apple=ti-ti, pear= ta) -Students are assigned rhythmic patterns in a group setting or individually | | | • | > | > | > | > | <p>9.1.3.A CC.1.1.1. 9.1.3.B CC.1.1.1. 16.1.2-3.</p> |
| <p>Rhythm patterns can accompany melody (use of auxiliary percussion/body percussion)</p> <ul style="list-style-type: none"> -ostinato -bourdon -alberti bass -sound carpet (improvised rhythm/self created) | | | • | > | > | > | > | <p>9.1.3.A 9.1.3.B 9.1.3.C</p> |
| <p>Rhythm patterns are made up of the beat and divisions of the beat.</p> | | | • | > | > | > | > | <p>CC.2.3.2. 9.1.3.A 9.1.3.B</p> |
| <p>Beats may be grouped by accent (a stress in music).</p> <ul style="list-style-type: none"> -execute with body movement (Laban movements), body percussion, auxiliary instrumentation, or other pitched/unpitched instrument appropriate for the classroom/grade level. | | | • | > | > | > | > | <p>9.1.3.A 9.1.3.B</p> |
| <p>Sounds and silences have specific duration (quarter note (ta), eighth note (ti-ti), half note (ta-a), and whole note (ta-a-a-a) with the corresponding rests.)</p> <ul style="list-style-type: none"> -basic notation or notation with objects (i.e apple=ti-ti, pear= ta) -execute with body movement (Laban movements), body percussion, auxiliary instrumentation, or other pitched/unpitched instrument appropriate for the classroom/grade level <p style="text-align: center;">  </p> | | | • | > | > | > | > | <p>CC.2.3.1. 9.1.3.B</p> |
| <p>Duration is extended by a dot, a tie or a fermata. (ex.)</p> | | | | • | > | > | > | <p>9.1.3.A 9.1.3.B CC.2.2.3/</p> |

**Scranton School District
Curriculum Guide**

| | | | | | | | |
|---|--|--|--|---|---|---|--|
|  <p>- ex: dotted quarter note/tied notes of all duration</p> | | | | | | | CC.2.2.3. |
| <p>Beats may be grouped in 2s or 3s. -Eighth note triplet/duplet</p> | | | | • | > | > | 9.1.3.A 9.1.3.B |
| <p>Some music does not have a steady beat. -execute with body movement (Laban movements), body percussion, auxiliary instrumentation, or other pitched/unpitched instrument appropriate for the classroom/grade level - use of sound carpet (improvised rhythm/self created) -improvisational skills can be taught and occur within but not limited to sound stories, notated music, and/or accompaniment</p> | | | | • | > | > | 9.1.3.A 9.1.3.B |
| <p>A time signature tells how beats are grouped in a measure.</p> | | | | • | > | > | CC.2.1.3. 9.1.5.A 9.1.5.B |
| <p>Beats may be grouped in 2s, 3s, 4s, and/or 6s. -sixteenth note rhythmic patterns -execute with body movement (Laban movements), body percussion, auxiliary instrumentation, or other pitched/unpitched instrument appropriate for the classroom/grade level</p> | | | | | • | > | 9.1.5.A 9.1.5.B CC.2.1.3. |
| <p>Meter changes may and can occur within a piece of music.</p> | | | | | • | > | 9.1.5.A 9.1.5.B CC.2.1.3. |

**Scranton School District
Curriculum Guide**

| | | | | | | | | |
|--|--|--|--|--|--|---|---|--|
| <p>Duration concepts are extended to include sixteenth notes.</p>  | | | | | | • | > | 9.1.5.A 9.1.5.B CC.2.1.3. |
| <p>Duration concepts are extended to include dotted notes and combinations of patterns.</p>  | | | | | | • | | 9.1.5.A 9.1.5.B CC.2.1.5. |
| <p>Accents may fall on beats that are usually unaccented (syncopation).</p>  | | | | | | • | | 9.1.5.A 9.1.5.B CC.1.2.5. |
| <p>Rhythm is created by combining beat, tempo, patterns, meter and duration. -compositions created by students in group settings and/or individuals</p> | | | | | | • | | 9.1.5.A 9.1.5.B CC.1.2.5. |

**Scranton School District
Curriculum Guide**

| MELODY (singing,creating, drama) | K | 1 | 2 | 3 | 4 | 5 | STANDARDS |
|---|----------|----------|----------|----------|----------|----------|---|
| Sounds may be high or low. - Rote - vocals - pitched instruments (xylophones, mallaphones, boom whackers,and any other pitched instruments) | • | > | > | > | > | > | 9.1.3.A 9.1.3.B CC.1.2.K. |
| Sounds are also in the middle. (in between high/low) - Rote - vocals - pitched instruments (as previously listed) | • | > | > | > | > | > | 9.1.3.A 9.1.3.B CC.1.2.K. |
| A sequence of sounds may move from low to high, high to low, or stay the same. The Range of Sound - Rote - vocals - pitched instrument (as previously listed) | • | > | > | > | > | > | 9.1.3.A 9.1.3.B CC.1.2.K. |
| A melody is made up of sounds organized in patterns. -sound stories and literature (sound carpet) may be used -Students will compose or improvise on their own -Teacher may teach by rote, and/or use of materials available | • | > | > | > | > | > | 9.1.3.A 9.1.3.B 9.1.3.C CC.1.2.1. |
| Melodies are based on scales: major, minor and pentatonic (5-tone) - Rote - vocals - pitched instrument (as previously listed) | | • | > | > | > | > | 9.1.3.A 9.1.3.B 9.1.3.C CC.1.2.1. |
| Printed symbols in music show the direction of the melody. - may use objects representing symbols -non standard notation (Orff-Schulwerk) | | | • | > | > | > | 9.1.3.A 9.1.3.B CC1.1.K. B16.1.2-3 |

**Scranton School District
Curriculum Guide**

| | | | | | | | |
|---|--|--|---|---|---|---|--|
| Sounds that move up or down by steps or half steps within the octave are called scales. - Melodies may move by scalesteps. - Melodies may move by skips - Melodies may move by leaps. | | | • | > | > | > | 9.1.3.B 9.1.3.C CC.1.2.2. |
| A melody may have an ending home tone (tonic). -moveable “do” -Use of rote, vocals, pitched instruments -improvisational skills may be introduced using a student self created melody (with the understanding that the student ends on the home tone when complete with his/her improvisation) | | | | • | > | > | 9.1.3.B 9.1.3.H |
| An interval is the space between two sounds. - An interval may be changed by an accidental. - Intervals give shape or contour to a melody. | | | | | • | > | 9.1.5.C CC.1.2.4 |
| Melodies may be based on the “C” major scale. -other scale options but not limited to (G major, D Major, F Major) | | | | | • | > | 9.1.5.B |
| A melody is changed when its rhythm is changed. | | | | | | • | 9.1.5.C |

| | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------------------------------|
| HARMONY | K | 1 | 2 | 3 | 4 | 5 | STANDARDS |
| Two or more sounds can occur simultaneously. | • | > | > | > | > | > | 9.1.3.A 9.1.3.B |

**Scranton School District
Curriculum Guide**

| | | | | | | | |
|--|---|---|---|---|---|---|--|
| -This may be executed with objects, pitched/non pitched instruments, body percussion, and vocals. | | | | | | | 9.1.3.C 9.1.3.H |
| Melodies may be accompanied by harmony. -executed by teacher and/or student | • | > | > | > | > | > | 9.1.3.A CC.1.2.KI |
| Some sounds belong together and are called chords (three or more sounds together) -using vocals and/or pitched instruments | | • | > | > | > | > | CC.1.2.k. 9.1.3.A 9.1.3.B 9.1.3.C 9.1.3.H |
| Pitched percussion instruments can be combined to make harmony. Instruments include but are not limited to: -Xylophones -Boomwhackers -Resonator Bells | | • | > | > | > | > | 9.1.3.A 9.1.3.B 9.1.3.C 9.1.3.H CC.1.2.1. |
| Major and minor chords have different sounds. -taught by rote and/or notation -student created by the use of pitched instruments and/or vocals | | • | > | > | > | > | 9.1.3.A 9.1.3.B CC.1.2.1. |
| Two or more melodies can occur simultaneously; e.g., rounds, partner songs, descants. | | | • | > | > | > | 9.1.3.A 9.1.3.B 9.1.3.C CC.1.2.2. |
| The I and V chords may be used to accompany melodies. -Use of pitched percussion -i.e: Boomwhackers, xylophones, resonator bells | • | > | > | > | > | > | 9.1.3.B 9.1.3.H |
| There is an ending point to a phrase (cadence). | | | • | > | > | > | 9.1.3.B 9.1.3.H |
| The I, IV and V chords are also used to accompany melodies. -Use of pitched percussion -i.e: Boomwhackers, xylophones, resonator bells | | | | • | > | > | 9.1.3.B 9.1.3.H |

**Scranton School District
Curriculum Guide**

| | | | | | | | |
|---|--|---|---|---|---|---|--|
| Tuned instruments can combine to make harmony. | | • | > | > | > | > | 9.1.3.B 9.1.3.H CC.1.2.1b |
| Melodies having the same harmonic structure may be combined; e.g., partner songs. | | | | • | > | > | 9.1.3.A 9.1.3.B CC.1.2.3. |
| Voices with different pitch ranges can be combined to create harmony. The use of “Partner Songs” progressing to songs in 2 part harmony. | | | | | • | > | 9.1.3.A 9.1.3.B 9.1.3.C CC.1.3.3. |
| The notes of a chord may be performed to accompany a melody. (using any melody instruments you may have in your music classroom; xylophones, metallophones, boomwhackers, hand bells, etc.) | | | • | > | > | > | 9.1.3.B |

**Scranton School District
Curriculum Guide**

| FORM | K | 1 | 2 | 3 | 4 | 5 | STANDARDS |
|---|----------|----------|----------|----------|----------|----------|--|
| Music can be organized into sections - alike or different. | • | > | > | > | > | > | 9.1.3.A 9.1.3.B 9.3.3.A |
| A section may be repeated (verse, chorus/refrain). | • | > | > | > | > | > | 9.1.3.B 9.1.5.B |
| Music is organized into phrases: Intro, coda, interlude, rondo, theme and variation | | • | > | > | > | > | 9.1.3.C 9.1.5.C |
| Improvisation is part of many forms of music. | • | > | > | > | > | > | 9.1.3.B 9.1.5.B 9.3.3.A 9.3.5.A CC.1.2.1. |
| A whole piece of music may be comprised of a number of sections. | | • | > | > | > | > | 9.3.3.A 9.3.5.A |
| There may be an introduction, an interlude, and an ending. | | • | > | > | > | > | 9.1.3.B 9.1.5.B CC.1.2.1. |
| Sections may be identified by letters; eg., AB, ABA. | | | • | > | > | > | 9.1.3.A |
| Musical phrases, which give organization to music, may be short or long | | | • | > | > | > | 9.3.3.A 9.3.5.A |
| Music may be accompanied by a repeated pattern (ostinato.) -Use of pitched/non pitched instruments | | | • | > | > | > | 9.1.3.B 9.1.3.H |

**Scranton School District
Curriculum Guide**

| | | | | | | | |
|--|--|--|--|---|---|---|--|
| First and second endings with repeat signs are found in music. | | | | • | > | > | 9.3.3.A 9.3.5.A |
| Repetition and contrast give unity and variety to form in music. | | | | | | • | 9.3.3.A 9.3.5.A CC.1.2.5. |
| Basic forms include AB, ABA, and canon. | | | | • | > | > | 9.1.3.A 9.1.3. C |

**Scranton School District
Curriculum Guide**

| EXPRESSION (tempo, dynamics, tone color) | K | 1 | 2 | 3 | 4 | 5 | STANDARDS |
|--|----------|----------|----------|----------|----------|----------|--|
| The beat in music may be fast or slow (tempo) | • | > | > | > | > | > | 9.1.3.B 9.1.3.C CC.1.2.K. |
| Music may be soft (<i>p</i>) or loud (<i>f</i>), dynamics. -including dynamics that vary in between and exceed (<i>p</i>) and (<i>f</i>) i.e. (<i>ppp,pp,mp,mf,ff,fff,sfz</i>) | • | > | > | > | > | > | 9.1.3.A 9.1.3.B 9.1.3.C CC.1.2.K. |
| Music may express our feelings. | • | > | > | > | > | > | 9.4.3.A 9.4.3.C 9.4.5.A 9.4.5.C |
| Musical instruments have different tonal qualities. | • | > | > | > | > | > | 9.1.3.H |
| The human voice has different tonal qualities. | • | > | > | > | > | > | 9.1.3.A |
| Music reflects our feelings about holidays, seasons, our country, and cultural heritage. | • | > | > | > | > | > | 9.2.3.A 9.2.3.G |
| The lyrics of a song are very important to the understanding of the song (text.) -This can also be useful for T.D.A. lessons | • | > | > | > | > | > | 9.1.3.B CC.1.2.K. |
| Music may be fast or slow and may change from one to the other suddenly or gradually (tempo) | | • | > | > | > | > | 9.1.3.B 9.1.3.C CC.1.2.K. |
| Music dynamics may change suddenly (accent <) or gradually. crescendo; decrescendo; decrescendo. Piano, Forte, Fortissimo, Pianissimo and such | | • | > | > | > | > | 9.1.3.A 9.1.3.B |

**Scranton School District
Curriculum Guide**

| | | | | | | | |
|--|--|--|---|---|---|---|--|
| | | | | | | | 9.1.3.C |
| Changes in dynamics add to the effect of the music. | | | • | > | > | > | 9.1.3.A |
| Musical instruments produce tone color through blowing, bowing, plucking, strumming, striking, scraping, or shaking. | | | • | > | > | > | 9.1.3.B 9.1.3.H |
| Terms such as ritardando, accelerando, moderato, presto, largo, allegro, and andante refer to tempo. | | | | • | > | > | 9.1.3.C CC.1.2.3. |
| Legato and staccato are two terms that indicate how music may be performed. | | | | • | > | > | 9.1.3.C CC.1.2.3. |
| Musical instruments have distinctive tonal qualities and may be grouped according to families. (Program Music) | | | | • | | > | 9.1.3.B 9.1.3.H |
| New sounds may be created using instruments in different ways, by inventing new instruments or by electronic methods. | | | | | | • | 9.1.3.B 9.1.3.H |
| The human voice, which has the potential of being used as an expressive instrument, has different timbral qualities. | | | | | | • | 9.1.5.A 9.1.5.B |
| The lyrics (text) and meaning of a song may be enhanced by the vocal interpretation as well as by its instrumental accompaniment. | | | | | | • | CC.1.2-3. |
| Music has different styles/genres; e.g., blues, jazz, rock, reggae, country, western, classical, pop, hip hop, patriotic, Broadway, Latin. | | | | | • | > | 9.1.5.A 9.2.5.G 9.1.5.C CC.1.2.5. |

**Scranton School District
Curriculum Guide**

| Listening | K | 1 | 2 | 3 | 4 | 5 | STANDARDS |
|---|----------|----------|----------|----------|----------|----------|--|
| Distinguish environmental sounds: school, home, weather, animals, machines | • | > | > | > | > | > | 9.3.3.A 9.3.5.A 9.4.3.C 9.4.5.C |
| Identify and compare sounds (musical and non-musical): high-low, loud-soft, short-long, slow-fast, up-down. | • | > | > | > | > | > | 9.3.3.A 9.3.5.A |
| Distinguish voice sounds. | • | > | > | > | > | > | 9.1.3.A |
| Distinguish among the sounds of common musical instruments. | • | > | > | > | > | > | 9.1.3.A 9.1.5.A |
| Be an attentive member of an audience. | • | > | > | > | > | > | 9.1.3.I 9.1.5.I |
| Understand and appreciate the effect of music that is high-low, loud-soft, short-long, slow-fast, up-down. | • | > | > | > | > | > | 9.3.3.A 9.3.5.A |
| An awareness and exposure to seasonal, holiday, and ethnic music. | • | > | > | > | > | > | 9.2.3.J 9.2.5.J |
| Follow a story told by music (i.e: sound stories created by teacher and/or students) | • | > | > | > | > | > | 9.2.3.K 9.2.5.K CC.1.2.K. CC.1.2.K. |
| Detecting the rise & fall of melody. | | • | > | > | > | > | 9.1.3.A 9.1.5.A |

**Scranton School District
Curriculum Guide**

| | | | | | | | |
|---|--|---|---|---|---|---|----------------------------------|
| Identify “like” and “unlike” patterns in music. | | • | > | > | > | > | 9.3.3.A 9.3.5.A |
| Respond to phrases in music. | | • | > | > | > | > | 9.4.3.A 9.4.5.A |
| Identify male, female, and children’s singing voices. | | • | > | > | > | > | 9.1.3.C 9.1.5.C |
| Detecting the contour (shape) of melody. | | | • | > | > | > | 9.3.3.A 9.3.5.A |
| Identify differences in tempo, timbre (tone color,) and dynamics. | | | • | > | > | > | 9.1.3.C |

| | | | | | | | |
|---|--|--|---|---|---|---|--|
| Identify the difference in sound between songs in major and minor keys. | | | • | > | > | > | 9.1.3.C 9.1.5.C 9.3.3.A 9.3.5.A |
| Identify repetition and contrast. | | | • | > | > | > | 9.1.3.C 9.1.5.C 9.1.3.E 9.1.5.E |
| Identify binary (AB) and ternary (ABA) form. | | | • | > | > | > | 9.1.3.A 9.1.3.C |
| Recognize the instruments of the four families of the orchestra: string, woodwind, brass, percussion. | | | • | > | > | > | 9.1.3.C 9.1.5.C |
| Identify a tonic (keynote) chord. | | | | • | > | > | 9.1.3.C 9.1.5.C |

**Scranton School District
Curriculum Guide**

| | | | | | | | |
|---|--|--|--|---|---|---|--|
| Identify rondo form (ABACA) | | | | | | • | 9.1.5.A 9.1.5.C |
| Recognize music and some composers of other times, places, and cultures. | | | | • | > | > | 9.2.3.D 9.2.5.D |
| Identify the four families of musical instruments. (Woodwind, Brass, String, Percussion) | | | | • | > | > | 9.1.3.A 9.1.5.A 9.1.3.C 9.1.5.C 9.3.3.C 9.3.5.C |
| Identify introductions, interludes, and codas in music | | | | • | > | > | 9.1.3.C 9.1.5.C CC.1.2.3. |
| Identify major and minor chords. | | | | • | > | > | 9.1.3.C 9.1.5.C |
| Identify the human voice categories: soprano, alto, tenor, bass | | | | | • | > | 9.1.5.C |
| Match names, sounds, and pictures of several various instruments included in families (brass, woodwind, percussion, and strings). | | | | | • | > | 9.1.3.A 9.1.5.A 9.3.3.F 9.3.5.F |
| Identify chord changes aurally (ukuleles, resonator bells, keyboard, xylophones, Boomwackers, recorder, guitar and/or autoharps.) | | | | | • | > | 9.1.5.A 9.3.5.F |
| Identify band, orchestra, instrumental duet, trio, quartet, and ensemble | | | | | | • | 9.1.5.C CC.1.2.5. |

**Scranton School District
Curriculum Guide**

| | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|--|
| Identify children's chorus, male/female chorus, mixed chorus, vocal duet, trio, quartet, and ensemble. | | | | | | • | 9.1.5.C |
| Moving | K | 1 | 2 | 3 | 4 | 5 | STANDARDS |
| Mime animals, machines, and other sounds. | • | > | > | > | > | > | CC.1.1.K. |
| Move to the beat in music through walking, running, hopping, galloping, stomping, marching, swaying, and skipping, as appropriate to the psychomotor development of the studies. (also may include clapping, patching, and snapping) -use of Laban Movement included but not limited to (dab, flick, float, glide, press, punch, slash, and wring.) | • | > | > | > | > | > | 9.1.3.A 9.1.3.C CC.1.2.1. |
| Respond to beat through action and simple body percussion. (stomp, patch, clap, snap) | • | > | > | > | > | > | 9.1.3.B 9.1.3.E |
| Perform simple actions and simple body percussion. | • | > | > | > | > | > | 9.1.3.B 9.1.3.A |
| Improvise movement for high-low, loud-soft, short-long, slow-fast. (dynamic and tempo variance) | • | > | > | > | > | > | 9.1.3.A 9.1.3.B 9.1.3.C CC.1.3.K1 |
| Respond to music through movement in an individual manner. | • | > | > | > | > | > | 9.1.3.B 9.1.5.B |
| Through movement, show awareness of change in tempo, dynamics, and mood. | • | > | > | > | > | > | 9.1.3.A 9.1.3.B 9.1.3.C CC.1.2.1h |

**Scranton School District
Curriculum Guide**

| | | | | | | | |
|---|---|---|---|---|---|---|--|
| Improvise movements to poems, stories, and songs. | | • | > | > | > | > | 9.1.3.B C.C.1.2.K 9.2.3.K 9.2.5.K CC.1.5.1C |
| Move to form in music, like phrases and unlike phrases. | | • | > | > | > | > | 9.1.3.A 9.1.3.C |
| Perform rhythmic patterns in music. (in classroom and/or performance setting) | | • | > | > | > | > | 9.1.3.A |
| Move to round or canon form. | | | • | > | > | > | 9.1.3.C 9.1.3.A |
| Use planned body movements to illustrate rhythmic and/or melodic patterns. | | | • | > | > | > | 9.1.3.A 9.1.3.B 9.1.3.C |
| Participate in folk, square, and/or traditional ethnic dances. | • | > | > | > | > | > | 9.1.3.A 9.1.3.B 9.1.3.C 9.2.3.F 9.2.3.G CC.2.3.K. |
| Move to illustrate phrase, repetition, contrast, AB, ABA, and rondo patterns, introductions, interludes, and endings (codas) as appropriate to the psychomotor development of the students. | | | | | | • | 9.1.5.A 9.1.5.B 9.1.5.C CC.1.2.5A |
| Choreography and performing a contemporary dance form: eg. in the style of videos, air bands, or taught by the music teacher. | • | > | > | > | > | > | 9.1.3.A |

**Scranton School District
Curriculum Guide**

| Singing | K | 1 | 2 | 3 | 4 | 5 | STANDARDS |
|--|----------|----------|----------|----------|----------|----------|--|
| Distinguish between children's speaking and singing voices -introduce head vs chest voice | • | > | > | > | > | > | 9.1.3.B 9.1.3.C |
| Respond to tone matching and/or echo games/activities. | • | > | > | > | > | > | 9.1.3.A 9.1.3.B 9.1.3.C 9.1.3.H CC.1.2.K. |
| Sing, in tune, many rhythmic and melodic songs, singing games, and/or action songs. | • | > | > | > | > | > | 9.1.3.A 9.1.3.B CC.1.5.K. |
| Experience singing alone (solo) and in a group (ensemble and/or with harmonization). | • | > | > | > | > | > | 9.1.3.B CC.1.2.K. |
| Sing accurately in unison. | • | > | > | > | > | > | 9.1.3.A 9.1.3.B |
| Respond appropriately and with confidence to the conductor's signals/movements. | • | > | > | > | > | > | 9.1.3.G 9.1.5.G |
| Respond to tone matching with other voices and instruments. | | • | > | > | > | > | 9.1.3.A 9.1.3.B |
| Sing many folk, ethnic, seasonal, and holiday songs. | | • | > | > | > | > | 9.1.3.A 9.2.3.J 9.2.3.K |
| Sing ostinato patterns with songs. | | • | > | > | > | > | 9.1.3.A 9.1.3.C |

**Scranton School District
Curriculum Guide**

| | | | | | | | |
|--|---|---|---|---|---|---|--|
| Sing two-part rounds and simple descants. | | | • | > | > | > | 9.1.3.B 9.1.3.C CC.1.2.K. |
| Continue vocal development: sing with expression and good enunciation/diction. | | | • | > | > | > | 9.1.3.B 9.1.3.C |
| Sing with various instrumental accompaniments. | • | > | > | > | > | > | 9.1.3.B 9.1.3.H |
| Singing alone or in a group, a capella. | | • | > | > | > | > | 9.1.3.B 9.1.3.C |
| Singing echo songs, nonsense songs, folk songs, nursery songs (pitch matching) | • | > | > | > | > | > | 9.1.3.B CC.1.2.K. CC.1.2.K. |

| | | | | | | | |
|---|---|---|---|---|---|---|--|
| Continue vocal development (legato & staccato) | | | | • | > | > | 9.1.3.A 9.1.5.A |
| Respond to changes in tempo, dynamics, and mood while singing. | • | > | > | > | > | > | 9.1.3.C |
| Develop musical interpretation: awareness of the meaning of a song through its words. (text.) | | • | > | > | > | > | CC.1.2.K. CC.1.3.K. 9.1.3.B |
| Extend vocal development to include phrasing, enunciation, and expression. | • | > | > | > | > | > | 9.1.3.B 9.1.3.C |
| Develop a repertoire of quality songs. | • | > | > | > | > | > | 9.1.3.F 9.1.5.F 9.1.3.G |

Scranton School District
Curriculum Guide

| | | | | | | | |
|--|--|---|---|---|---|---|--|
| | | | | | | | 9.1.5.G CC.1.2.K. CC.1.2.K. |
| Sing songs written in a variety of keys. | | • | > | > | > | > | 9.1.3.A CC.1.2.1. CC.1.2.1. CC.1.2.1. |

**Scranton School District
Curriculum Guide**

| Playing Instruments | K | 1 | 2 | 3 | 4 | 5 | STANDARDS |
|--|----------|----------|----------|----------|----------|----------|--|
| Explore and identify the sound of various musical instruments. | • | > | > | > | > | > | 9.1.3.B 9.1.3.H |
| Play a steady beat using rhythmic instruments. i.e Rhythm Band instruments, Orff melody instruments, Bucket Drumming | • | > | > | > | > | > | 9.1.3.B 9.1.3.H CC.2.1.K. CC.2.1.K. |
| Discover that some instruments play low notes and some play high notes. | • | > | > | > | > | > | 9.1.3.B 9.1.3.H |
| Echo rhythmic patterns. (Teacher led) | • | > | > | > | > | > | 9.1.3.B 9.1.5.B |
| Accompany singing with appropriate body percussion and movement (beat, accent, rhythm patterns) and transfer these to instruments. | • | > | > | > | > | > | 9.1.3.A 9.1.5.A 9.1.3.B 9.1.5.B |
| Play rhythm instruments correctly and develop proper form. | • | > | > | > | > | > | 9.1.3.B 9.1.3.H CC.2.1.K. CC.2.1.K. |
| Accompany songs, stories, and poems with appropriate instrumental effects. | • | > | > | > | > | > | 9.1.3.B 9.1.3.H CC.1.2.K. |
| Play simple rhythm patterns (the beat and divisions of the beat.) ¼, ⅛, 1/16, age appropriate rhythms | • | > | > | > | > | > | 9.1.3.B 9.1.5.B 9.1.3.G |



**Scranton School District
Curriculum Guide**

| | | | | | | | |
|---|---|---|---|---|---|---|----------------------------------|
| Follow simple rhythm scores. | | • | > | > | > | > | 9.1.3.A 9.1.3.B |
| Play rhythmic and ostinato patterns to accompany songs. | | • | > | > | > | > | 9.1.3.B |
| Use pitched (keyboard-type) instruments to play tone-matching games, conversational games, and pentatonic accompaniments. | | | • | > | > | > | 9.1.3.B 9.1.3.H |
| Use a variety of pitched instruments to build and play chords. | • | > | > | > | > | > | 9.1.3.B 9.1.3.H |

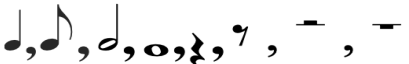
**Scranton School District
Curriculum Guide**

| | | | | | | | |
|---|---|---|---|---|---|---|--|
| Demonstrate skills on one or more, and not limited to, the following instruments: (as available) | | | | | | | |
| Orff Instruments: through speech, rhythm, ear training, and use of pentatonic scale, create own compositions: tone matching, ostinato patterns, pentatonic melodies and accompaniment, chord building. | • | > | > | > | > | > | 9.1.3.B 9.1.3.H |
| Resonator (tone educator) Bells: tone matching, ostinato patterns, pentatonic melodies and accompaniment, chord building. | | • | > | > | > | > | 9.1.3.B 9.1.3.H |
| Latin Instruments: used to accompany Latin-American songs. Observe syncopation & particular rhythm patterns for this music. | | • | > | > | > | > | 9.1.3.B 9.1.3.H 9.2.3.G 9.2.5.G |
| Boomwhackers: Begin to develop skills to read traditional note & rhythmic notations. tone matching, ostinato patterns, pentatonic melodies and accompaniment, chord building. | | | • | > | > | > | 9.1.3.B 9.1.3.H |
| Recorder: learn to play with good tone, developing ability to read music. | | | | • | > | > | 9.1.3.B 9.1.3.H CC.2.1.3. |
| Ukuleles/Guitar learn basic chords & rhythms to accompany many songs. Proceed to plucking melody notes. | | | | | • | > | 9.1.5.B 9.1.3.H 9.2.3.G 9.2.5.G CC.2.1.3. |
| Bucket Drumming: Affordable and trending method for teaching Rhythm | | | | | | | |

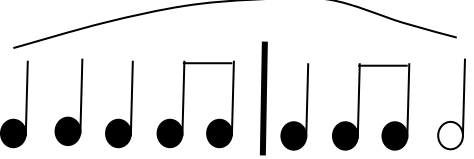

**Scranton School District
Curriculum Guide**

| Reading and Writing | K | 1 | 2 | 3 | 4 | 5 | STANDARDS |
|---|----------|----------|----------|----------|----------|----------|--|
| Recognize “ta” and “ti-ti” rhythm patterns.  | • | > | > | > | > | > | 9.1.3.A |
| Recognize the following rhythm patterns on large charts and/or Interactive Board. Students learn to read from left to right.  | • | > | > | > | > | > | 9.1.3.A CC.1.1.KI |
| Echoing rhythm patterns by clapping and or chanting | • | > | > | > | > | > | 9.1.3.B |
| Draw “stick” rhythm patterns on paper. | • | > | > | > | > | > | 9.1.3.A |
| Respond to simple instrumental scores on large charts and or Interactive Board | • | > | > | > | > | > | 9.1.5.J 9.1.5.K |
| Build “sol-mi-la” patterns on a simple staff. | | • | > | > | > | > | 9.1.3.A 9.1.3.B |
| Read musical directions and symbols. i.e repeat signs, <i>p, f, mf, mp</i> (dynamics) | | • | > | > | > | > | 9.1.3.C 16.1.2-3. |
| Draw “stick” rhythm patterns from dictation (teacher claps pattern) | | • | > | > | > | > | 9.1.3.A |
| Develop skills in writing rhythm patterns | | • | > | > | > | > | 9.1.3.A 9.1.3.B CC.2.2.K. |
| Extend the use of “sol-fa” training to include “do” and “re.” | | | • | > | > | > | 9.1.3.A |

**Scranton School District
Curriculum Guide**

| | | | | | | | |
|---|--|--|---|---|---|---|--|
| Follow notation from left to right while singing and playing. | | | • | > | > | > | 9.1.3.A CC.1.2.2. 9.1.3.B |
| Recognize notation (whole, half, quarter, and eighth notes, and the whole, half and quarter, half, and whole rests)  | | | • | > | > | > | 9.1.3.A 9.1.3.B CC.2.2.2. |
| Recognize the music staff and treble clef signs | | | • | > | > | > | 9.1.3.B |
| Recognize “ like ” and “ unlike ” phrases | | | • | > | > | > | 9.3.3.A |
| Recognize the symbols for crescendo, decrescendo (diminuendo,) and staccato, tenuto, and accent | | | • | > | > | > | 9.1.3.C |
| Recognize 2/4 and 3/4, time signatures | | | • | > | > | > | 9.1.3.A 9.1.3.B 9.1.3.C CC.2.1.3. |
| Recognize the dotted half note, the concept of the dot and the fermata. | | | • | > | > | > | 9.1.3.A CC.2.1.3. |
| Recognize 4/4 time signature. | | | • | > | > | > | 9.1.3.A 9.1.3.C CC.2.1.3. |
| Continue sol-fa training to include low “la” and low “sol,” and high “do.” | | | • | > | > | > | 9.1.5.B 9.3.5.A |
| Recognize and identify the symbol for a phrase. | | | • | > | > | > | 9.1.3.C CC.1.2.3. |

**Scranton School District
Curriculum Guide**

| | | | | | | | |
|--|--|--|--|---|---|---|--|
|  | | | | | | | |
| Read instrumental scores for rhythm and melody instruments. | | | | • | > | > | 9.1.3.A 9.1.3.B |
| Recognize time signatures related to the repertoire including 6/8 | | | | • | > | > | 9.1.5.A 9.1.5.B CC.2.1.3. |
| Recognize dotted note patterns and experience syncopation | | | | | • | > | 9.1.5.A CC.2.1.3. |
| Interpret chord symbols using bells, ukuleles, autoharp, guitars (if available) | | | | | • | > | 9.1.3.B |
| Recognize syncopated rhythms  | | | | | • | > | 9.1.5.A 9.1.5.C |
| Recognize the following chord progressions: I, IV, V. (i.e Teacher demonstration, recordings, students playing on melody instruments) | | | | | • | > | 9.1.5.A 9.1.5.B 9.1.5.C 9.1.5.H |
| Recognize ties, slurs, and accidentals. | | | | | • | > | 9.1.5.C |
| Review terms in the literature that refer to dynamics; eg. diminuendo | | | | | • | > | 9.1.5.C CC.1.2.5. |
| Interpret the following symbols of dynamics and tempo: <i>f, p, ff, pp, mf, cresc. dim. Largo, Moderato, Lento, Adagio, Andante, Presto, Vivace, Prestissimo</i> | | | | | • | > | 9.1.5.C 16.1.2-3. |

Scranton School District
Curriculum Guide

| | | | | | | | |
|--|--|--|--|--|---|---|-------------------------------|
| Identify major and minor scales eg. “C major” and “A minor.” | | | | | • | > | 9.1.5.A 9.1.5.B 9.1.5.C |
|--|--|--|--|--|---|---|-------------------------------|

**Scranton School District
Curriculum Guide**

| Creating | K | 1 | 2 | 3 | 4 | 5 | STANDARDS |
|--|----------|----------|----------|----------|----------|----------|--|
| Use suitable sound effects for poems and songs. -may be made vocally or instrumentally and/or body percussively | • | > | > | > | > | > | 9.1.3.B CC.1.2.K. CC.1.2.K. |
| Use instruments to create sounds of high-low, loud-soft, slow-fast, short-long, up-down | • | > | > | > | > | > | 9.1.3.A 9.1.3.H |
| Create singing “conversations” (tone matching.) | • | > | > | > | > | > | 9.1.3A |
| Make up new words to songs. -lyric improvisation | | • | > | > | > | > | 9.1.3.B CC.1.4.1. CC.1.2.1. |
| Create melodic and/or percussion accompaniments for poems and songs. | | • | > | > | > | > | 9.1.3.B CC.1.3.1. |
| Create movement to demonstrate form in music. | . | > | > | > | > | > | 9.1.3.A |
| Improvise, using instrumental and/or singing activities | | | • | > | > | > | 9.1.3.A |
| Create rhythmic and melodic ostinato for poems and songs. | | | • | > | > | > | 9.1.3.A 9.1.3.B CC.1.3.2. |
| Create introductions, interludes, and codas for songs. | | | | • | > | > | 9.1.3.B 9.1.3.C CC.1.2.3. |
| Notate and perform original compositions (does not have to be formal notation.) | | | | • | > | > | 9.1.3.B |

**Scranton School District
Curriculum Guide**

| | | | | | | | |
|--|--|--|--|---|---|---|--|
| Create new music in a known form (AB, ABA) | | | | • | > | > | 9.1.3.A |
| Use a variety of scales to create new melodies. -major, minor, harmonic minor, pentatonic | | | | • | > | > | 9.1.3.A 9.1.3.B 9.1.3.C |

Scranton School District
Curriculum Guide

Fundamental Music Vocabulary 1-5 (Sequential and Scaffolding)

| | Staff | Ta/Quarter Note | TiTi/Eighth Note | Echo |
|-------------|-----------------|---------------------|-------------------------------|-----------------------|
| Rest | Repeat Sign | Ostinato | Treble Clef | Phrase |
| let | Loud/Soft | Fast/Slow | High/Low | Beat/No Beat |
| Voice | Talking Voice | Same/Different | AB Form | Rhythm Sticks |
| orte | Legato/Staccato | Tempo | Various orff instrument names | |
| Round | Crescendo | ABA | Conductor | Composer |
| endo | Bar Line | Measure | Introduction | Fermata |
| | Coda | Partner Song | Posture | Dynamics |
| ip on Staff | Symphony | Orchestra | 4/4 | Dotted Half Note |
| Note | Half Note | Whole Rest | Half Rest | Presto/Largo |
| | Unpitched | Line/Space | Allegro | Andante |
| y | Strings | Woodwind | Percussion | Brass |
| orm | ABBA | Ritardando | Accelerando | Moderato |
| | Form | Genre | Strong Beat/Weak Beat | Tika Tika/ 16th Notes |
| taff | Major/Minor | Duet | Trio | Sharp/Flat/Natural |
| Variation | Quartet | Orchestral Families | Major Scale | Chord |

Music Classroom Resources List

*Following resources are suggestions but not limited to use: This is also working list- Resources may be added**

Markable Farkle McBride by John Lithgow- Music and ELA

Tap Tap by Leo & Diane Dillion- Music and ELA

Manana Jump Rope Rhymes by Joanna Cole- Rhythm and Rhyme, Teacher Resource

Rhythm by Connie Morrison- Beat and Rhythm, ELA

You Sing by Sally Albrecht - Echo Songs/Pitch Matching, Teacher Resource

The Cat and the Cool Cat Boogie by Kimberly & James Dean - Music, movement and ELA

My Busy Spider by Eric Carle -Music and ELA

Colors of Colors by Kabir Sehgal & Surishtha Sehgal -Music and ELA/movement focus on Indian Holiday and culture

Old Fish by John Feierabend - Music, folk song, and ELA

There Was an Old Man and He Was Mad by John Feierabend -Music, folk song, and ELA

There's a Hole in the Bucket by John Feierabend- Music, folk song, and ELA

Midnight by Claire Ewart - sound story -Music and ELA

Going on a Bear Hunt by Michael Rosen and Helen Oxenbury- Movement, song, and ELA

Got the Whole World in Our Hands adapted and illustrated by Rafael López- Music, folk/traditional song, and ELA

Deep in the Jungle by Giles Andreae- Rhythm and Rhyme, ELA, can use as sound story and/or Vocabulary for rhythm

Scranton School District
Curriculum Guide

tion in the Ocean *by Giles Andreae*- Rhythm and Rhyme, ELA, can use as sound story and/or Vocabulary for rhythm
ars in the Bed and the Great Big Storm *by Paul Bright* - Rhythm and Rhyme, ELA, can use as sound story and/or Vocab

8 Magazine Subscription, Plank Road Publishing- *Teacher/Student Resources*

inds of Weather *by Lynn Kleiner- Teacher Resource*

of the Sea *by Lynn Kleiner- Teacher Resource*

Down With Mother Goose - Shawnee Press/ Hal Leonard- *Teacher Resource*

er Express--Alfred Publishing- *Teacher Resources and student classroom resource*

order Star--Macie Publishing Co.- *Teacher Resources and student classroom resource*

e! Music, Movement & More!--Heritage Press- *Teacher Resource*