

Year Overview Scope & Sequence Music

		Rhythm & Pulse	Pitch, Solfege & Melody/Harmony	Instrumental Skills	Vocabulary, Creation & Dictation	Performance Skills	Listening Skills	Societal, Historical, Cultural Context
Kindergarten	Fall	Long vs. Short Steady Pulse Sound vs. Silence Slow vs. Fast Quarter Notes (Ta)	Begin to develop proper vocal technique Head Voice vs. Chest Voice Deepen Musical Repertoire High vs. Low Sol - Mi	N/A	Build Rhythms using Ta (sticks)	Controlling body Sitting Still Voices off, ears open	Identify Talking vs Singing	Music of family
	Winter	Opposites (dynamics, tempo, motion) Quarter & 8th notes (Ta-Di) Perform Simple Rhythms	Continue to develop proper vocal technique Sol - Mi - Do	How to treat instruments with respect Proper mallet grip	Build Rhythms using Ta & Ta-Di Introduce loud vs soft	Audience skills Performance Skills Vocal Projection	Identify Pitched vs. Unpitched Percussion Introduce Instrument Families	Music of religion, culture
	Spring	Perform simple rhythms Quarter Rest ("Sh")	Continue to develop proper vocal technique Sol - Mi - Do	Play Sol - Mi - Do on Off (C - E - G)	Build Rhythms using Ta, Ta-Di, & "Sh" Practice loud vs soft	Audience skills Performance Skills Vocal Projection	Identify Instrument Families (Woodwinds, Strings, Brass, Percussion and Vocals)	Music of history
1st Grade	Fall	Steady beat Review Pulse and Tempo Introduce Time Signatures (4/4) Review Ta, Ta-Di & Quarter Rest	Review of proper vocal technique Review of Head voice vs Chest Voice Sol - Mi - Do Two-Note Chants	Review of Mallet grip and Instrument Care Play Sol - Mi - Do on Off (C - E - G) Introduce Chord Bordun (open Shs)	Review Build Rhythms using Ta, Ta-di and "Sh" Introduce simple forms (AB) Introduce vocabulary for dynamics (dynamic wall)	Review of audience skills Review of Performance Skills	Review Kinder Listening Identify Instrument Families, Unpitched/Pitched	Japanese music history
	Winter	Time Signatures (4/4 & 3/4) Introduce Half Notes (Ta-a)	Introduce Re, Fa, La Breath, lungs and air	Introduce penta-scale (Do - Re - Mi - Fa - Sol) Practice Chord Borduns	Build Rhythms using above rhythms and Half Notes (Ta-a) (Sticks and Whiteboards) Form: AB, ABA	Review Stage Presence concert Vocal Projection Posture (lungs)	Introduce specific instrument listening	Korean, Thai, Vietnamese music history
	Spring	Time Signatures (4/4, 3/4, 2/4) Introduce Half Rests	Major vs. Minor Introduce TI Singing Major scales using solfege	Play major scale (Do - Do) Practice Chord Borduns	Build Rhythms using above rhythms and Half Rests Form: ABCDetc. (through-composed)	Review Stage Presence for concert Volume (Audience perspective vs. Performer's perspective) Supported sounds (lungs)	Practice aural identification of different instrument timbres	Chinese and Indian music history
2nd Grade	Fall	Steady beat Review Introduce different tempo and tempo vocabulary Review Time Signatures (4/4, 3/4, 2/4) Review Ta, Ta-Di & Quarter Rest	Review major scale solfege Do - Do Review Major vs. Minor	Review proper mallet technique (grip, posture, instrument care) Review Chord Bordun Review Penta-scale Review Major Scale	Review rhythm building using aural skills Review musical forms from 1st grade Introduce proper form names and match with letter patterns Review dynamic vocab	Stage Presence Singing/Performing Posture Practice Vocal Projection	Review individual instrument & instrument family listening	Music history of Central and South America
	Winter	Introduce tempo-changing vocab Review time signatures above Introduce 8/4 and 6/4	Introduce minor solfege with focus on natural minor Me - Le - Te	Introduce short songs using Off Introduce singing while playing Match solfege with Off pitches with note names	Practice rhythm building using all the above rhythms (up to half rests) (whiteboard) Form: Binary and Ternary Introduce gradual dynamic changes	Review audience and performer role expectations for January concert Introduce Off performance skills	Practice Specific instrument listening	Peru, Brazil, Argentinian music history
	Spring	Review time signatures above Introduce ta-ka-di-mi Practice unsyncopated 16th note rhythms	Reinforce major vs. minor with vocal practice Sing natural minor scale using solfege	Continue building short song repertoire on Off instruments Practice Singing and playing Practice matching solfege with note names Present Off skills at spring concert	Introduce building rhythms using 16th notes (ta-ka-di-mi) (whiteboard) Form: Binary, Ternary, Through-composed	Practice stage presence for singing and off instruments Practice audience skills	Introduce Musical Style/Genre aural identification	Mexican music history
3rd Grade	Fall	Review rhythms from 2nd grade (up to unsyncopated 16th notes) Practice/reinforce 16th note rhythms Review tempo vocabulary	Review major vs minor practice major and minor scales using solfege	Introduce Ukuleles How to hold instruments Proper Strumming Technique Open Strings	Build rhythms using noteband from 2nd grade (whiteboard) Introduce musical rounds/fugues Review dynamic vocab	Introduce performing vocal rounds/fugues	Review Instrument Families Review Specific instrument timbres for identification	African and African American Music history
	Winter	Transition from Takadimi to traditional counting system (1+e+a) Introduce 8th/16th combo rhythms 16, 16,8 and 8,16,16	Solo vs Tutti singing Introduce musical clefs Introduce note identification in treble clef	Review ukule basics above Introduce beginning chords (CM, C7, Am)	Introduce rhythm writing using unsyncopated 16th notes Review gradual dynamic changes	Review audience and performer role expectations for January concert	American Musical Movements Jazz, Funk, Rock, Hip-hop, Rap, Modern Pop	Music history of Egypt, Sudan, and Ethiopia
	Spring	Introduce 16, 8, 16 Introduce downbeat vs. offbeat/ strong vs. weak beat	Practice note identification in treble clef Introduce note identification in bass clef Introduce sharp, flat, and natural	Singing and Playing Introduce more complicated chords (FM, GM G7) Perform Ukuleles at spring concert	Build rhythms using all above rhythms Introduce rhythm writing using off-beat 8th notes Begin to write dictations without rhythm names (using just sounds)	Performing posture and stage presence with ukuleles	Musical genre aural identification	African-American and Latin-American music history
4th Grade	Fall	Review of 3rd grade rhythms with focus on 16th notes Review of traditional counting system Introduce dotted rhythms	Review 3rd grade concepts Sing major and minor scales using solfege and hand symbols Practice note identification in both treble and bass clef Introduce intervals and intervalic distances	Introduce recorders Sing major and minor scales using only sounds Air support Finger position Play B - A - A - G short tunes	Build rhythms from 3rd grade without saying rhythm names (using only sounds) Review dynamics vocab	Review rounds and fugues Review of musical genres Staggered stage set-up Voice changes	Review of instrument timbres Review of musical genres Review of American Musical movements	Music history of France, Spain and Italy
	Winter	Practice dotted quarters, halves and wholes Time Signatures review (simple meter) Introduce compound vs simple meter Introduce 6/8, 9/8, 12/8	Daily note-name quizzes begin Review sharp, flat and natural Introduce key signatures	Review recorder basics Play full range of instrument Introduce F fingering (practice transition) Play D - E - F - G - A - B short tunes	Review gradual dynamic changes and relevant vocab Build rhythms with above rhythms and dotted rhythms Build rhythms in compound meter Begin rhythm dictation practice quizzes	Review audience and performer role expectations for January concert Performing posture for recorders	Western Musical Time Periods (Medieval, Renaissance, Baroque, Classical, romantic, impressionist, modern)	Music history of Germany, Austria,
	Spring	Continue practice with dotted rhythms Introduce dotted 8th w/ 16th rhythms Introduce triplets Practice all above time signatures (compound and simple)	Daily note-name quizzes continue to end of year Introduce accidentals vs key signatures Continue key signatures practice Introduce chromatic scale	Review and practice winter recorder concepts Play full range of instrument Learn spring concert repertoire Perform recorders at spring concert	Rhythm dictation using all K-4 rhythms and time signatures Rhythm dictation quizzes	Beginning Band instrument try-out/audition Review performing posture for recorders	Focus on wind band repertoire (in preparation for beginning band) Listening from all genres, time periods, musical movements, etc.	Music history of Britan, Scotland, Ireland
Beginning Band	Fall	Rhythm simplified for focus on building new instrumental skills Emphasize the importance of subdividing!!!	Order of Sharps Order of Flats Review of key signature vs accidentals Review of intervals Whole step vs half step What makes a major scale?	New instruments for everyone! Follow "Standard of Excellence" red book Weekly playing assignments begin week 3 Bring in brass and percussion specialists! End of term - practice chromatic scale on instruments (F - B)	Review of dynamic terms (both immediate and gradual) Perform dynamics using voice Perform dynamics on new instruments Introduce articulations (stickings for percussion)	Stage presence with new instruments Practice Quick stage transitions Concert dress and why	Individual listening: find/listen to three professional performers of your instrument Two required live-performances attended (due at end of school year)	Based on the repertoire we are performing, Rotating music from around the world
	Winter	Review of all K-4 rhythms (excluding 16th notes) Daily rhythm quizzes (clapping, sizzing) Time signature review	Continue key signature practice Build major scales on any of the 12 starting pitches Review of major vs minor	F Reminiscing for all instruments Going over the break for clarinet! Paradiddles for percussion Lip slurs for brass	Continue dynamic practice Continue articulation practice Introduce articulation symbols	December concert reflection (1 paragraph)	Individual listening: find/listen to three original compositions for your solo instrument (can be sonata, concerto, or solo only)	
	Spring	Review 16th note rhythms Review triplets Daily Rhythm quizzes continue (clapping, sizzing AND playing)	The three kinds of minor scales (natural, harmonic and melodic) Comprehensive key signatures test	Dependant on instrumental progression Introduce first full pieces (outside of red book)	Articulation quiz (Stacc, legato, staccato, accent, marcato)	March concert reflection (1 paragraph) Spring concert reflection (1 paragraph) June audition (for next year's band placement)	Write short paper on favorite piece and performer (due after spring concert) Two required live-performances attended with concert descriptions/reflections (due at end of school year)	
Intermediate Band	Year-long	- Quarters, eighths, 16ths, whole, half, dotted, triplets, sixteenths, 32nds, etc. - Reading in multiple time signatures - Subdivision - Infrequent sight-reading	- Major scales - Introduce minor scales - Tonality - Key signatures	Continue individual progression on instruments Weekly playing assignments begin 2nd full week	- Articulations - Phrasing - 1st and 2nd endings/Codas - Style foundations - Dynamics - Balance and Blend basics	- Performance expectations - Stage Presence - Concert Dress and why - Three concert reflections (due 1 week after concert) - June audition (for next year's band placement)	- Individual listening: find/listen to three professional performers of your instrument (due in fall) - Individual listening: find/listen to three original compositions for your solo instrument (can be sonata, concerto, or solo only) - Write short paper on favorite piece and performer (due after spring concert) Two required live-performances attended with concert descriptions/reflections (due at end of school year)	Based on the repertoire we are performing, Rotating music from around the world
		- Quarters, eighths, 16ths, whole, half, dotted, triplets, sixteenths, 32nds, etc. - Reading in multiple time signatures - Frequent sight-reading (clapping, sizzing and playing) - Subdivision - Grace notes	- All 12 major scales - All 3 different kinds of Minor scales (natural, harmonic, melodic) - Tonality (including modes) - Key signatures - Sight singing	Continue individual progression on instruments Weekly playing assignments begin 1st full week	- Articulations - Phrasing - Style - Balance - Blend - Dynamics - Cadenzas - 1st and 2nd endings/Codas - Counterpoint - Theme and Variations - Marches - Fugues	- Performance expectations - Stage Presence - Concert Dress and why - Three concert reflections (due 1 week after concert) - June audition (for next year's band placement)	- Individual listening: find/listen to three professional performers of your instrument (due in fall) - Individual listening: find/listen to three original compositions for your solo instrument (can be sonata, concerto, or solo only) - Write short paper on favorite piece and performer (due after spring concert) Two required live-performances attended with concert descriptions/reflections (due at end of school year)	Based on the repertoire we are performing, Rotating music from around the world
Advanced Band	Year-long							
DEI & SEL			Non-western harmony and tuning	Instrument designs instrument history		Composers of color, LGBTQIA+, native, Pacific Islander, Asian descent	Performers of color, LGBTQIA+, native, Pacific Islander, Asian descent	Music as culture