

Elementary Music Scope and Sequence

Welcome to LCPS Elementary Scope and Sequence.
Here are some helpful tips to help you navigate this document:

-This is a supplement to the LCPS Elementary Curriculum. Please reference the full curriculum for specific indicators.

-An X designates when students should be assessed on a particular skill. Specific skill assessment is at the discretion of the teacher. Not all indicators need to be formally assessed.

-This is a recommended timeline for assessment of SOLs. Adapt and reorganize for your school community and student population.

STANDARD	1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER
CREATIVE PROCESS				
K.1 The student will improvise and compose music.		X simple movement	X melodic or rhythmic patterns	X movement to enhance stories and poems
K.2 The student will apply a creative process for music.		X ask questions	X identify ways to create	X share ideas
CRITICAL THINKING & COMMUNICATION				
K.3 The student will analyze music.		X	X	
K.4 The student will express personal feelings evoked by a musical experience.				X
K.5 The student will identify how people work as a team while participating in music experiences.		X	X	X
HISTORY, CULTURE & CITIZENSHIP				
K.6 The student will explore historical and cultural aspects of music.	X	X	X	X
K.7 The student will identify how music is part of personal and community events.	X	X	X	X
K.8 The student will identify the value of creating personal music.			X	X
INNOVATION IN THE ARTS				
K.9 The student will identify people who create music (e.g., singers, instrumentalists, composers, conductors).			X	X
K.10 The student will identify technology tools for creating music.	X	X	X	X

STANDARD	1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER
K.11 The student will recognize relationships between music and other fields of knowledge	X	X	X	
TECHNIQUE & APPLICATION				
K.12 The student will explore music literacy, including high and low pitches and rhythms represented by a variety of notational systems.	X loud vs. quiet fast vs. slow	X high vs. low iconic notation	X melodic iconic notation	X rhythmic iconic notation
K.13 The student will develop skills for individual and ensemble singing performance.	X vocal exploration	X ensemble singing	X solo singing	X pitch matching
K.14 The student will develop skills for individual and ensemble instrumental performance.	X loud vs. quiet fast vs. slow	X high vs. low	X playing technique	X simple bordun
K.15 The student will identify and perform rhythmic patterns.		X sounds vs. silences	X word rhythms	X rhythmic iconic notation
K.16 The student will demonstrate a steady beat using movement, body percussion, instruments, and voice.	X	X	X	X
K.17 The student will respond to music with movement.	X	X	X	X

STANDARD	1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER
CREATIVE PROCESS				
1.1 The student will improvise and compose music.	X vocal responses	X body percussion	X creative movement	X rhythmic patterns
1.2 The student will apply a creative process for music		X brainstorm	X identify creative steps	X share ideas
CRITICAL THINKING & COMMUNICATION				
1.3 The student will analyze music.	X	X	X	X
1.4 The student will describe personal ideas and emotions evoked by music.				X
1.5 The student will identify collaboration and communication skills for music rehearsal and performance	X	X	X	X
HISTORY, CULTURE & CITIZENSHIP				
1.6 The student will explore historical and cultural aspects of music.	X	X	X	X
1.7 The student will identify musicians in the school, community, and media.	X	X	X	X
1.8 The student will identify appropriate sources of information for learning about music.			X	X
INNOVATION IN THE ARTS				
1.9 The student will describe the roles of music and musicians.			X	X
1.10 The student will recognize how music can be created using innovative tools and new media.	X	X	X	X
1.11 The student will identify relationships between music and concepts learned in another content area.	X	X	X	

TECHNIQUE & APPLICATION				
1.12 The student will demonstrate music literacy.	X piano vs. forte presto vs. largo	X high vs. low melodic patterns	X rhythmic patterns	X traditional notation
1.13 The student will develop skills for individual and ensemble singing performance.	X solo singing	X	X	X
1.14 The student will develop skills for individual and ensemble instrumental performance.	X solo playing	X	X broken bordun	X
1.15 The student will recognize and perform rhythmic patterns.		X	X	X
1.16 The student will demonstrate the difference between melodic rhythm and steady beat using body percussion, instruments, and voice.				X
1.17 The student will respond to music with movement.	X	X	X	X

STANDARD	1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER
CREATIVE PROCESS				
2.1 The student will improvise and compose music.	X improvise rhythmic q & a	X accompaniments (ostinatos)	X creative movement	X pentatonic melodies
2.2 The student will apply a creative process for music.	X brainstorm	X describe	X develop questions	
CRITICAL THINKING & COMMUNICATION				
2.3 The student will analyze music.	X	X	X	X
2.4 The student will describe how music evokes personal ideas and emotions.	X			
2.5 The student will demonstrate collaboration and communication skills for music rehearsal and performance.	X	X	X	X
HISTORY, CULTURE & CITIZENSHIP				
2.6 The student will explore historical and cultural aspects of music.	X	X	X	X
2.7 The student will describe roles of music and musicians in communities.	X	X	X	X
2.8 The student will identify appropriate sources for listening to music.			X	X
INNOVATION IN THE ARTS				
2.9 The student will identify how individuals create music.			X	X
2.10 The student will identify how music can be created using technology tools.	X	X	X	X
2.11 The student will identify relationships between music and other fields of knowledge.	X	X	X	
TECHNIQUE & APPLICATION				
2.12 The student will demonstrate music literacy.	X	X	X	X
2.13 The student will develop skills for individual and ensemble singing performance.	X	X	X	X

2.14 The student will develop skills for individual and ensemble instrumental performance.	X		X		X		X
2.15 The student will classify, perform, and count rhythmic patterns.			X		X		X
2.16 The student will understand and apply the difference between melodic rhythm and steady beat using body percussion, instruments, and voice.			X		X		X
2.17 The student will respond to music with movement.	X		X		X		X

STANDARD	1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER
CREATIVE PROCESS				
3.1 The student will improvise and compose music.	X improvise rhythmic q & a	X accompaniments (ostinatos)	X compose melodies	
3.2 The student will apply a creative process for music.		X brainstorm	X identify elements	X reflect
CRITICAL THINKING & COMMUNICATION				
3.3 The student will analyze and evaluate music.	X	X	X	X
3.4 The student will explain personal motivations for making music.	X		X	
3.5 The student will explain collaboration and communication skills for music rehearsal and performance.	X	X	X	X
HISTORY, CULTURE & CITIZENSHIP				
3.6 The student will explore historical and cultural aspects of music.	X	X	X	X
3.7 The student will describe why music has value to people and communities.	X	X	X	X
3.8 The student will recognize ethical use of the Internet for exploring music topics.			X	X
INNOVATION IN THE ARTS				
3.9 The student will identify a variety of careers in music.			X	X
3.10 The student will identify how music can be created using innovative tools and new media	X	X	X	X
3.11 The student will describe relationships between music and other fields of knowledge.	X	X	X	
TECHNIQUE & APPLICATION				

3.12 The student will demonstrate music literacy.	X		X		X		X
3.13 The student will develop skills for individual and ensemble singing performance.	X		X Round		X		X Partner Song
3.14 The student will develop skills for individual and ensemble instrumental performance.	X		X Crossover Bordun		X		X Ostinati
3.15 The student will classify, perform, and count rhythmic patterns.			X		X		X
3.16 The student will demonstrate understanding of meter					X		X
3.17 The student will respond to music with movement.	X		X		X		X

STANDARD	1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER
CREATIVE PROCESS				
4.1 The student will improvise and compose music.	X improvise		X compose	
4.2 The student will apply a creative process for music.		X describe ideas	X describe elements	X reflect
CRITICAL THINKING & COMMUNICATION				
4.3 The student will analyze and evaluate music.	X	X	X	X
4.4 The student will explain personal preferences for musical works and performances using music terminology	X		X	
4.5 The student will apply collaboration and communication skills for music rehearsal and performance.	X	X	X	X
HISTORY, CULTURE & CITIZENSHIP				
4.6 The student will explore historical and cultural aspects of music.	X	X	X	X
4.7 The student will explain how music is an integral part of one's life and community.	X	X	X	X
4.8 The student will describe digital citizenship for exploring music topics.			X	X
INNOVATION IN THE ARTS				
4.9 The student will identify skills learned in music class that relate to a variety of career options.			X	X
4.10 The student will compare and contrast digital and traditional methods for creating music.	X	X	X	X

4.11 The student will explore connections between music and other fields of knowledge for the development of problem-solving skills.	X	X	X	
TECHNIQUE & APPLICATION				
4.12 The student will demonstrate music literacy.	X	X	X	X
4.13 The student will develop skills for individual and ensemble singing performance	X	X	X	X Simple Harmony
4.14 The student will develop skills for individual and ensemble instrumental performance	X	X	X Multi-Layered Ensemble	X
4.15 The student will classify, perform, and count rhythmic patterns.	X	X	X	X
4.16 The student will demonstrate meter.	X	X	X	X
4.17 The student will respond to music with movement.	X	X	X	X

STANDARD	1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER
CREATIVE PROCESS				
5.1 The student will improvise and compose music.		X improvise		X compose
5.2 The student will apply a creative process for music.	X investigate	X explain	X share	
CRITICAL THINKING & COMMUNICATION				
5.3 The student will analyze and evaluate music	X	X	X	X
5.4 The student will analyze personal preferences among music compositions using music terminology	X			
5.5 The student will apply collaboration and communication skills for music creation, rehearsal, and performance.	X	X	X	X
HISTORY, CULTURE & CITIZENSHIP				
5.6 The student will explore historical and cultural aspects of music.	X	X	X	X
5.7 The student will describe how people may participate in music within the community as performers, consumers of music, and music advocates.	X	X	X	X
5.8 The student will define intellectual property as it relates to music and the music industry.			X	X
INNOVATION IN THE ARTS				
5.9 The student will recognize various professional music careers (e.g., music producer, recording engineer, composer, arranger, music business, arts administrator, performer, music therapist, music teacher).			X	X

5.10 The student will investigate and explore innovative ways to make music.	X	X	X	X
5.11 The student will compare and contrast relationships between music and other fields of knowledge for the development of problemsolving skills.	X	X	X	
TECHNIQUE & APPLICATION				
5.12 The student will demonstrate music literacy	X	X	X	X
5.13 The student will develop skills for individual and ensemble singing performance.	X	X	X	X
5.14 The student will develop skills for individual and ensemble instrumental performance.	X	X	X	X
5.15 The student will classify, perform, and count rhythmic patterns.	X	X	X	X
5.16 The student will demonstrate meter.	X	X	X	X
5.17 The student will respond to music with movement.	X	X	X	X
ALL COUNTY CHORUS				
Friday Rehearsal: All Day Saturday Concert: AM Rehearsal, PM Concert	<ol style="list-style-type: none"> 1. send 5th grade student count 2. complete bus transportation request 3. send audition letter to parents 	<ol style="list-style-type: none"> 1. audition students prior to Winter Break 2. announce ACC participants 	<ol style="list-style-type: none"> 1. rehearse with students 2. complete registration 3. send emergency forms/medical forms (due January) 	<ol style="list-style-type: none"> 1. continue rehearsing 2. request a sub (do this early!) 3. Sign up for ACC committees and rehearsal monitoring