

Kindergarten Nine Week Scope and Sequence

Week # Foundations of Music	Standard	Music Activity	Instruments & Materials
One : Introduction to the Four Voices	ESGM2.PR.1 Sing a varied repertoire of music, alone and with others. a. Sing simple accompanied and unaccompanied melodies in a limited range, using head voice. b. Echo simple singing and speech patterns.	Repeat after Me (e.g. I speak you speak)	
Two: Steady Beat	ESGMK.CR.1 Improvise melodies, variations, and accompaniments. a. Improvise simple body percussion patterns. c. Improvise using various sound sources	Demonstrate various body percussions. (e.g. clapping, snapping, tapping, stamping).	
Three: Steady Beat	ESGMK.PR.2 Perform a varied repertoire of music on instruments, alone and with others. a. Echo simple rhythmic patterns with appropriate technique using body percussion and classroom instruments. b. Perform steady beat and simple rhythmic patterns with appropriate technique using body percussion and classroom instruments.	Demonstrate various body percussions. Introduction to rhythm sticks. Demonstrate quarter notes, quarter rests, barred eighth notes.	Rhythm sticks
Four: Steady Beat	ESGMK.PR.2 b. Perform steady beat and simple rhythmic patterns with appropriate technique using body percussion and classroom instruments.		
Five: Steady Beat	ESGMK.CR.2 Compose and arrange music within specified guidelines. b. Create simple rhythmic patterns (e.g. quarter	Create/demonstrate rhythms representing quarter notes, eighth notes, and quarter rests.	Rhythm sticks & popsicle sticks

	notes, quarter rests, barred eighth notes).		
Six: Steady Beat	ESGMK.RE.3 Move to a varied repertoire of music, alone and with others. a. Respond to contrasts and events in music with locomotor movement (e.g. walk, run, hop, jump, gallop, skip) and non-locomotor movement (e.g. bend, twist, stretch, turn). b. Perform choreographed and non-choreographed movements.	Move to the steady beat. (e.g. walk, run, hop, jump, gallop, skip) and non-locomotor movement (e.g. bend, twist, stretch, turn)	
Seven: Using the Four Voices	ESGM2.PR.1 Sing a varied repertoire of music, alone and with others. a. Sing simple accompanied and unaccompanied melodies in a limited range, using head voice. b. Echo simple singing and speech patterns.	Repeat after Me (e.g. I speak you speak)	
Eight: Reading Rhythms	ESGMK.CR.2 Compose and arrange music within specified guidelines. b. Create simple rhythmic patterns (e.g. quarter notes, quarter rests, barred eighth notes).	Create/demonstrate rhythms representing quarter notes, eighth notes, and quarter rests.	Rhythm sticks & popsicle sticks
Nine: Reading Rhythms	ESGMK.CR.2 Compose and arrange music within specified guidelines. b. Create simple rhythmic patterns (e.g. quarter notes, quarter rests, barred eighth notes).	Create/demonstrate rhythms representing quarter notes, eighth notes, and quarter rests.	Rhythm sticks & popsicle sticks

First Grade Nine Week Scope and Sequence

Week # Foundations of Music	Standard	Music Activity	Instruments & Materials
One : Using my Four Voices	ESGM1.PR.1 Sing a varied repertoire of music, alone and with others. a. Sing simple accompanied and unaccompanied melodies in a limited range, using head voice. b. Echo simple singing and speech patterns.	Repeat after Me (e.g. I speak you speak)	
Two: Steady Beat	ESGM1.CR.1 Improve melodies, variations, and accompaniments. a. Improvise simple body percussion patterns. c. Improvise using various sound sources	Demonstrate various body percussions. (e.g. clapping, snapping, tapping, stamping).	
Three: Steady Beat	ESGM1.PR.2 Perform a varied repertoire of music on instruments, alone and with others. a. Echo simple rhythmic patterns with appropriate technique using body percussion and classroom instruments. b. Perform steady beat and simple rhythmic patterns with appropriate technique using body percussion and classroom instruments.	Demonstrate various body percussions. Introduction to rhythm sticks. Demonstrate quarter notes, quarter rests, barred eighth notes.	Rhythm sticks
Four: Steady Beat	ESGM1.PR.2 b. Perform steady beat and simple rhythmic patterns with appropriate technique using body percussion and classroom instruments.		

Five: Steady Beat	ESGM1.CR.2 Compose and arrange music within specified guidelines. b. Create simple rhythmic patterns (e.g. quarter notes, quarter rests, barred eighth notes).	Create/demonstrate rhythms representing quarter notes, eighth notes, and quarter rests.	Rhythm sticks & popsicle sticks
Six: Steady Beat	ESGM1.RE.3 Move to a varied repertoire of music, alone and with others. a. Respond to contrasts and events in music with locomotor movement (e.g. walk, run, hop, jump, gallop, skip) and non-locomotor movement (e.g. bend, twist, stretch, turn). b. Perform choreographed and non-choreographed movements.	Move to the steady beat. (e.g. walk, run, hop, jump, gallop, skip) and non-locomotor movement (e.g. bend, twist, stretch, turn)	
Seven: Using the Four Voices	ESGM1.PR.1 Sing a varied repertoire of music, alone and with others. a. Sing simple accompanied and unaccompanied melodies in a limited range, using head voice. b. Echo simple singing and speech patterns.	Repeat after Me (e.g. I speak you speak)	

Eight: Reading Rhythms	ESGM1.CR.2 Compose and arrange music within specified guidelines. b. Create simple rhythmic patterns (e.g. quarter notes, quarter rests, barred eighth notes).	Create/demonstrate rhythms representing quarter notes, eighth notes, and quarter rests.	Rhythm sticks & popsicle sticks
Nine: Reading Rhythms	ESGM1.CR.2 Compose and arrange music within specified guidelines. b. Create simple rhythmic patterns (e.g. quarter notes, quarter rests, barred eighth notes).	Create/demonstrate rhythms representing quarter notes, eighth notes, and quarter rests.	Rhythm sticks & popsicle sticks

Second Grade Nine Week Scope and Sequence

Week # Foundations of Music	Standard	Music Activity	Instruments & Materials
One : My Singing Voice	ESGM2.PR.1 Sing a varied repertoire of music, alone and with others. c. Sing multiple songs representing various genres, tonalities, meters, and cultures, including at least one song in a foreign language.	I can use my singing voice (e.g. distinguishes between singing, speaking, whispering, calling)	
Two: Steady Beat	ESGM2.PR.2 Perform a varied repertoire of music on instruments, alone and with others. a. Perform steady beat and simple rhythmic patterns using body percussion and a variety of instruments with appropriate technique. b. Perform simple body percussion	Demonstrate various body percussions. (e. g. clapping, snapping, tapping, stamping).	
Three: Steady Beat	ESGM2.PR.2 Perform a varied repertoire of music on instruments, alone and with others. a. Perform steady beat and simple rhythmic patterns using body percussion and a variety of instruments with appropriate technique. b. Perform simple body percussion	Demonstrate various body percussions. Introduction to rhythm sticks. Demonstrate quarter notes, quarter rests, barred eighth notes.	Rhythm sticks
Four: Steady Beat	ESGM2.PR.2 Perform a varied repertoire of music on instruments, alone and with others. a. Perform steady beat and simple rhythmic patterns using body percussion and a variety of instruments with appropriate technique. b.	Create/demonstrate rhythms representing quarter notes, eighth notes, and quarter rests.	Rhythm sticks, popsicle sticks

	Perform simple body percussion		
Five: Steady Beat	ESGM2.PR.1 Sing a varied repertoire of music, alone and with others. ESGM2.PR.2 Perform a varied repertoire of music on instruments, alone and with others. a. Perform steady beat and simple rhythmic patterns using body percussion and a variety of instruments with appropriate technique.	Use singing voice correctly. Create/demonstrate rhythms representing quarter notes, eighth notes, and quarter rests.	Rhythm sticks, popsicle sticks
Six: Reading Rhythms	ESGM2.PR.2 Perform a varied repertoire of music on instruments, alone and with others. a. Perform steady beat and simple rhythmic patterns using body percussion and a variety of instruments with appropriate technique. b. Perform simple body percussion	Create/demonstrate rhythms representing quarter notes, eighth notes, and quarter rests.	Rhythm sticks, popsicle sticks
Seven: Reading Rhythms	ESGM2.PR.3 Read and Notate music. a. Read, notate, and identify quarter notes, quarter rests, barred eighth notes	Create/demonstrate rhythms representing quarter notes, eighth notes, and quarter rests.	Rhythm sticks, popsicle sticks, ruler, pencils, notebook
Eight: Reading Rhythms	ESGM2.PR.3 Read and Notate music. a. Read, notate, and identify quarter notes, quarter rests, barred eighth notes	Create/demonstrate rhythms representing quarter notes, eighth notes, and quarter rests.	Rhythm sticks, popsicle sticks, ruler, pencils, notebook
Nine: Reading Rhythms	ESGM2.PR.3 Read and Notate music. a. Read, notate, and identify quarter notes, quarter rests, barred eighth notes	Create/demonstrate rhythms representing quarter notes, eighth notes, and quarter rests.	Rhythm sticks, popsicle sticks, ruler, pencils, notebook

Third Grade Nine Week Scope and Sequence

Week # Foundations of Music	Standard	Music Activity	Instruments & Materials
One: Steady Beat	ESMG3.PR.3 Read and notate music. a. Read, notate, and identify quarter notes, quarter rests, half notes, half rests, barred eighth notes, and barred sixteenth notes using iconic or standard notation in simple meter. c. Read, notate, and identify standard symbols	Demonstrate various body percussions. Introduction to rhythm sticks. Demonstrate quarter notes, quarter rests, barred eighth notes.	
Two: Music Symbols	ESMG3.PR.3 Read and notate music. a. Read, notate, and identify quarter notes, quarter rests, half notes, half rests, barred eighth notes, and barred sixteenth notes using iconic or standard notation in simple meter. c. Read, notate, and identify standard symbols	Create/demonstrate rhythms representing quarter notes, eighth notes, and quarter rests.	Rhythm sticks, popsicle sticks, ruler, pencils, notebook
Three: Building Rhythms	ESMG3.CR.2 Compose and arrange music within specified guidelines. a. Create rhythmic and melodic motives to enhance literature. b. Compose rhythmic patterns in simple meter (e.g. quarter notes, quarter rests, half notes, half rests, barred eighth notes, barred sixteenth notes). d. Arrange rhythmic patterns to create simple forms and instrumentation.	Create/demonstrate rhythms representing quarter notes, eighth notes, and quarter rests.	Rhythm sticks, popsicle sticks, ruler, pencils, notebook
Four: Building Rhythms	ESMG3.CR.2 Compose and arrange music within specified guidelines. a. Create rhythmic and melodic motives to enhance literature. b.	Create/demonstrate rhythms representing quarter notes, eighth notes, and quarter rests.	Rhythm sticks, popsicle sticks, ruler, pencils, notebook

	Compose rhythmic patterns in simple meter (e.g. quarter notes, quarter rests, half notes, half rests, barred eighth notes, barred sixteenth notes). d. Arrange rhythmic patterns to create simple forms and instrumentation.		
Five: Introduction to Recorder	ESGM3. PR.2 Perform a varied repertoire of music on instruments, alone and with others. a. Perform rhythmic patterns with body percussion and a variety of instruments using appropriate technique	Demonstrate an understanding of the recorder	Recorder
Six: Recorder Fingering	ESGM3. PR.2 Perform a varied repertoire of music on instruments, alone and with others. a. Perform rhythmic patterns with body percussion and a variety of instruments using appropriate technique	Demonstrate an understanding of the recorder with correct fingering	Recorder
Seven: Blowing Techniques	ESGM3. PR.2 Perform a varied repertoire of music on instruments, alone and with others. a. Perform rhythmic patterns with body percussion and a variety of instruments using appropriate technique	Demonstrate an understanding of the recorder with correct fingering and blowing techniques	Recorder
Eight: Blowing Techniques	ESGM3. PR.2 Perform a varied repertoire of music on instruments, alone and with others. a. Perform rhythmic patterns with body percussion and a variety of instruments using appropriate technique	Demonstrate an understanding of the recorder with correct fingering and blowing techniques	Recorder
Nine: Playing Rhythms	ESGM3. PR.2 Perform a varied repertoire of music on instruments, alone and with others. a. Perform rhythmic	Demonstrate an understanding of the recorder with correct fingering and blowing techniques	Recorder

	patterns with body percussion and a variety of instruments using appropriate technique		
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Fourth Grade Nine Week Scope and Sequence

Week # Foundations of Music	Standard	Music Activity	Instruments & Materials
One: Steady Beat	ESMG4. PR.3 Read and notate music. a. Read, notate, and identify quarter notes, quarter rests, half notes, half rests, barred eighth notes, and barred sixteenth notes using iconic or standard notation in simple meter. c. Read, notate, and identify standard symbols	Demonstrate various body percussions. Introduction to rhythm sticks. Demonstrate quarter notes, quarter rests, barred eighth notes.	
Two: Music Symbols	ESMG4.PR.3 Read and notate music. a. Read, notate, and identify quarter notes, quarter rests, half notes, half rests, barred eighth notes, and barred sixteenth notes using iconic or standard notation in simple meter. c. Read, notate, and identify standard symbols	Create/demonstrate rhythms representing quarter notes, eighth notes, and quarter rests.	Rhythm sticks, popsicle sticks, ruler, pencils, notebook
Three: Building Rhythms	ESMG4.CR.2 Compose and arrange music within specified guidelines. a. Create rhythmic and melodic motives to enhance literature. b. Compose rhythmic patterns in simple meter (e.g. quarter notes, quarter rests, half notes, half rests, barred eighth notes, barred sixteenth	Create/demonstrate rhythms representing quarter notes, eighth notes, and quarter rests.	Rhythm sticks, popsicle sticks, ruler, pencils, notebook

	notes). d. Arrange rhythmic patterns to create simple forms and instrumentation.		
Four: Building Rhythms	ESMG4.CR.2 Compose and arrange music within specified guidelines. a. Create rhythmic and melodic motives to enhance literature. b. Compose rhythmic patterns in simple meter (e.g. quarter notes, quarter rests, half notes, half rests, barred eighth notes, barred sixteenth notes). d. Arrange rhythmic patterns to create simple forms and instrumentation.	Create/demonstrate rhythms representing quarter notes, eighth notes, and quarter rests.	Rhythm sticks, popsicle sticks, ruler, pencils, notebook
Five: Introduction to Recorder	ESGM4. PR.2 Perform a varied repertoire of music on instruments, alone and with others. a. Perform rhythmic patterns with body percussion and a variety of instruments using appropriate technique	Demonstrate an understanding of the recorder	Recorder
Six: Recorder Fingering	ESGM4. PR.2 Perform a varied repertoire of music on instruments, alone and with others. a. Perform rhythmic patterns with body percussion and a variety of instruments using appropriate technique	Demonstrate an understanding of the recorder with correct fingering	Recorder
Seven: Blowing Techniques	ESGM4. PR.2 Perform a varied repertoire of music on instruments, alone and with others. a. Perform rhythmic patterns with body percussion and a variety of instruments using appropriate technique	Demonstrate an understanding of the recorder with correct fingering and blowing techniques	Recorder
Eight: Blowing Techniques	ESGM4. PR.2 Perform a varied repertoire of music on instruments,	Demonstrate an understanding of the recorder with correct	Recorder

	alone and with others. a. Perform rhythmic patterns with body percussion and a variety of instruments using appropriate technique	fingering and blowing techniques	
Nine: Playing Rhythms	ESGM4. PR.2 Perform a varied repertoire of music on instruments, alone and with others. a. Perform rhythmic patterns with body percussion and a variety of instruments using appropriate technique	Demonstrate an understanding of the recorder with correct fingering and blowing techniques	Recorder

Fifth Grade Nine Week Scope and Sequence

Week # Foundations of Music	Standard	Music Activity	Instruments & Materials
One: Steady Beat	ESMG5.PR.3 Read and notate music. a. Read, notate, and identify quarter notes, quarter rests, half notes, half rests, barred eighth notes, and barred sixteenth notes using iconic or standard notation in simple meter. c. Read, notate, and identify standard symbols	Demonstrate various body percussions. Introduction to rhythm sticks. Demonstrate quarter notes, quarter rests, barred eighth notes.	
Two: Music Symbols	ESMG5.PR.3 Read and notate music. a. Read, notate, and identify quarter notes, quarter rests, half notes, half rests, barred eighth notes, and barred sixteenth notes using iconic or standard notation in simple meter.	Create/demonstrate rhythms representing quarter notes, eighth notes, and quarter rests.	Rhythm sticks, popsicle sticks, ruler, pencils, notebook

	c. Read, notate, and identify standard symbols		
Three: Building Rhythms	ESMG5.CR.2 Compose and arrange music within specified guidelines. a. Create rhythmic and melodic motives to enhance literature. b. Compose rhythmic patterns in simple meter (e.g. quarter notes, quarter rests, half notes, half rests, barred eighth notes, barred sixteenth notes). d. Arrange rhythmic patterns to create simple forms and instrumentation.	Create/demonstrate rhythms representing quarter notes, eighth notes, and quarter rests.	Rhythm sticks, popsicle sticks, ruler, pencils, notebook
Four: Building Rhythms	ESMG5.CR.2 Compose and arrange music within specified guidelines. a. Create rhythmic and melodic motives to enhance literature. b. Compose rhythmic patterns in simple meter (e.g. quarter notes, quarter rests, half notes, half rests, barred eighth notes, barred sixteenth notes). d. Arrange rhythmic patterns to create simple forms and instrumentation.	Create/demonstrate rhythms representing quarter notes, eighth notes, and quarter rests.	Rhythm sticks, popsicle sticks, ruler, pencils, notebook
Five: Introduction to Recorder	ESGM5. PR.2 Perform a varied repertoire of music on instruments, alone and with others. a. Perform rhythmic patterns with body percussion and a variety of instruments using appropriate technique	Demonstrate an understanding of the recorder	Recorder
Six: Recorder Fingering	ESGM5. PR.2 Perform a varied repertoire of music on instruments, alone and with others. a. Perform rhythmic patterns with body percussion and a variety	Demonstrate an understanding of the recorder with correct fingering	Recorder

	of instruments using appropriate technique		
Seven: Blowing Techniques	ESGM5. PR.2 Perform a varied repertoire of music on instruments, alone and with others. a. Perform rhythmic patterns with body percussion and a variety of instruments using appropriate technique	Demonstrate an understanding of the recorder with correct fingering and blowing techniques	Recorder
Eight: Blowing Techniques	ESGM5. PR.2 Perform a varied repertoire of music on instruments, alone and with others. a. Perform rhythmic patterns with body percussion and a variety of instruments using appropriate technique	Demonstrate an understanding of the recorder with correct fingering and blowing techniques	Recorder
Nine: Playing Rhythms	ESGM5. PR.2 Perform a varied repertoire of music on instruments, alone and with others. a. Perform rhythmic patterns with body percussion and a variety of instruments using appropriate technique	Demonstrate an understanding of the recorder with correct fingering and blowing techniques	Recorder