

1st Grade Scope & Sequence

Initial Experiences

Strand One: Rhythm

- 1.1M Move to the pulse/beat of duple/quadruple meter 2/4, 4/4
- 1.2M Move to patterns using the following rhythmic values:
 - 1.1S Speak the pulse/beat of duple meter
 - 1.2S Speak patterns using the following rhythmic values:
 - 1.1L Listen to the pulse/beat of duple meter
 - triple meter
 - 1.2L Listen to patterns using the following rhythmic values:
 - 1.1P Play the pulse/beat of duple meter
 - 1.2P Play patterns using the following rhythmic values:
 - 1.1R Read and notate the pulse/beat of duple meter, triple, quadruple
 - 1.2R Read and notate patterns using the following rhythmic values:
 - 1.1C Create using the pulse/beat of duple meter, triple and quadruple
 - 1.2C Create using the following rhythmic values:

Strand Two: Melody

- 2.1M Move to illustrate melodic direction
- 2.2M Move to illustrate high/low contrasts
- 2.3M Move to illustrate melodic contour
- 2.1S Demonstrate vocal tone production
- 2.2S Sing the following Kodally melodic patterns:
 - Sol-Mi-La (add Do-Re)
- 2.6S Sing to illustrate melodic contour
- 2.1L Listen to the following melodic patterns:
 - Sol-Mi, Sol-Mi-La
 - Sol-Mi-La (add Do-Re)
- 2.4L Listen to melodic contour

2.1P Play the following melodic patterns:

Sol-Mi

2.2P Explore the relationship between the size of the sound source/instrument and its pitch

2.1C Explore songs in a limited range (Sol-Mi-La melodies)

Strand 3: Harmony

- 3.1M Move to illustrate tonality differences including:
major/minor
- 3.2M Move to illustrate ostinati patterns including body percussion
- 3.1S Sing to illustrate tonality differences including
major/minor
- 3.1L Listen to tonality differences including:
major/minor
- 3.2L Listen to ostinati patterns
- 3.1P Play two-measure pitched or unpitched ostinati
- 3.4P Play with correct mallet technique
- 3.5P Play the simple chord bordun

Strand 4: Form

- 4.1M Move to illustrate the feeling of phrase
Move to illustrate same and different phrases
- 4.2M Move to illustrate the difference between A and B
ABA
- 4.1S Speak and sing to illustrate the phrase
Speak and sing to illustrate same and different phrases
- 4.2S Speak and sing to illustrate the difference between A and B sections
ABA
- 4.1L Listen to the phrase
Listen to same and different phrases
- 4.2L Listen to the difference between A and B sections
ABA
- 4.1P Play to illustrate the phrase
Play to illustrate same and different phrases
- 4.2P Play to illustrate the difference between A and B
ABA
- 4.1C Create sound accompaniments to show the phrase
same and different phrases
- 4.2C Create A and B sections
ABA

Strand 5: Expressive Qualities

- 5.1M Explore the space using creative movement
- 5.2M Move to illustrate contrasts in tempo
- 5.3M Move to illustrate contrasts in dynamics
- 5.4M Move to illustrate contrasts in timbre

- 5.1S Speak and sing to illustrate contrasts in tempo
- 5.2S Speak and sing to illustrate contrasts in dynamics
- 5.3S Speak and sing to illustrate contrasts in timbre

- 5.1L Listen to contrasts in tempo
- 5.2L Listen to contrasts in dynamics
- 5.3L Listen to contrasts in timbre
- 5.4L Listen to music of many cultures including style, instruments and traditions
- 5.5L Listen to the orchestral percussion family
 - Woodwind family
 - Brass family

- 5.1P Play instruments to illustrate contrasts in timbre
- 5.2P Play unpitched instruments with proper technique

- 5.1C Create to illustrate contrasts in tempo
- 5.2C Create to illustrate contrasts in dynamics
- 5.3C Create to illustrate contrasts in timbre

Developmental Experiences

Strand 2: Melody

- 2.2S Sing songs in a limited range
 - Sing the following Kodally melodic patterns:
 - Sol-Mi, Sol-Mi-La
- 2.3S Sing a variety of repertoire in cultural/historical context including:
 - singing games, cumulative, patriotic, seasonal, multicultural, and folk songs
- 2.4S Sing to illustrate melodic direction
- 2.5S Sing to illustrate high/low contrasts

- 2.2L Listen to melodic direction
- 2.3L Listen to high/low contrasts

- 2.3P Play to illustrate melodic direction
- 2.4P Play to illustrate high/low contrasts

- 2.1C Explore songs in a limited range

Strand 3: Harmony

3.2S Speak a rhyme with a teacher/accompanied ostinato