

Musicplay Scope and Sequence K-6 (Middle School)

Element: Rhythm (Duration)	K	1	2	3	4	5	M
music may move to a steady beat	*	*	*	*	*	*	*
distinguish between beat and rhythm (<i>ex=experience</i>)	ex	*	*	*	*	*	*
there are strong and weak beats in music	ex	*	*	*	*	*	*
beats may be grouped in 2s, 3s or 4s	ex	ex	*	*	*	*	*
2/4, 4/4 meter		*	*	*	*	*	*
3/4 meter				*	*	*	*
6/8 meter						*	*
compound meter, 5/4 meter						*	*
♪ ♪ ♩ ♪ quarter note (ta), eighth notes (ti-ti), rest	*	*	*	*	*	*	*
duration is extended by tie or fermata			*	*	*	*	*
rhythmic ostinato: eg. ta ta ti-ti ta ♪ ♪ ♪ ♪	ex	*	*	*	*	*	*
♪ - ○ - half note, half rest, whole note, whole rest	ex	ex	*	*	*	*	*
♪. ♪♪♪ dotted half note, sixteenth notes				*	*	*	*
♪ 7 eighth note, eighth rest					*	*	*
♪ ♪ ♪ syncopation					*	*	*
♪. ♪ dotted quarter - eighth note						*	*
triplets							*
Element: Melody (Pitch)							
sounds may be high, low or in the middle	*	*	*	*	*	*	*
melodic contour: sounds move high-low or low-high	*	*	*	*	*	*	*
simple melodic patterns: so-mi, so-mi-la	*	*	*	*	*	*	*
drm sl (do re mi so la)			*	*	*	*	*
high do, low la, low so				*	*	*	*
5 line staff, letter names in treble clef					*	*	*
unison, step, skip, leap					*	*	*
major and minor tonality					*	*	*
major scales (C, F, G), key signatures						*	*
accidentals							*
modes							*
Element: Timbre	K	1	2	3	4	5	M
singing voice. speaking voice, vocal timbre	*	*	*	*	*	*	*
body percussion	*	*	*	*	*	*	*
classify non-pitched percussion	*	*	*	*	*	*	*
identify families of orchestral instruments			*	*	*	*	*
identify orchestral instruments				*	*	*	*
identify world instruments					*	*	*

Element: Expression - Dynamics, Tempo, Articulation	K	1	2	3	4	5	M
the beat in music may be fast or slow	*	*	*	*	*	*	*
tempo tell us how fast or slow the music should be played			*	*	*	*	*
tempo markings: adagio, moderato, allegro, presto			*	*	*	*	*
tempo markings: adagio, andante, presto, prestissimo				*	*	*	*
music may be fast or slow and change to one or the other suddenly or gradually			*	*	*	*	*
rit, accel, allegro, andante				*	*	*	*
music may express feelings	*	*	*	*	*	*	*
music may be soft or loud	*	*	*	*	*	*	*
dynamic terms and symbols: <i>f mp mf p</i> piano, forte, mezzo forte,			*	*	*	*	*
dynamic levels: <i>pp p mp mf f ff</i>				*	*	*	*
dynamics may change suddenly or gradually (accent, cresc. dim sfz)				*	*	*	*
changes in dynamics add to the effect of music:	*	*	*	*	*	*	*
music can be smooth or separated			*	*	*	*	*
legato, staccato refer to articulation				*	*	*	*
Element: Form							
music can be organized into sections - same / different (AB)	*	*	*	*	*	*	*
a section may be repeated (verse, chorus)					*	*	*
music is organized into phrases		*	*	*	*	*	*
phrases may be long or short		*	*	*	*	*	*
a whole piece may be comprised of few sections		*	*	*	*	*	*
sections may be identified by letter AB, ABA, AABA		*	*	*	*	*	*
there may be an introduction, interlude and ending					*	*	*
rondo form: ABACADA		*	*	*	*	*	*
theme and variations				*	*	*	*
first and second endings					*	*	*
Element: Texture and Harmony							
two or more sounds can occur simultaneously	*	*	*	*	*	*	*
melodies may be accompanied by harmony		*	*	*	*	*	*
accompany simple melodies with ostinato or bordun		*	*	*	*	*	*
pitched percussion instruments can create harmony	*	*	*	*	*	*	*
rounds and canons			*	*	*	*	*
two part songs, partner songs				*	*	*	*
layered melodies (Scoo be Doo)					*	*	*
I and V chords can accompany melodies				*	*	*	*
I-IV-V chords can accompany melodies						*	*
monophonic, polyhonic, homophonic music					*	*	*