



# Georgetown ISD Elementary Music Scope and Sequence

	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Rhythm</b>	steady beat long/short	steady beat long/short quarter note eighth notes quarter rest rhythm ostinato	steady beat half note half rest ostinato	<b>duple/triple</b> dotted half note half rest whole note whole rest sixteenth notes	tie syncopation dotted quarter sixteenth notes eighth/sixteenth combo time signature eighth rest	time signature eighth rest dotted eighth-sixteenth triolet
<b>Melody</b>	high/low	high/low SO, MI, LA	<b>low DO, RE</b> melody pentatonic scale	intervals: step, skip <b>low LA, high DO, low SO</b> pentatonic scale staff music alphabet	intervals: step, skip FA, TI octave treble clef staff <b>music alphabet</b>	intervals: step, skip, leap octave
<b>Harmony</b>	ostinato	ostinato accompaniment major/minor	ostinato <b>accompaniment</b> major/minor round	<b>ostinato</b> <b>major/minor</b> round	partner songs chord I, V, IV	partner songs chord I, IV, V
<b>Timbre</b>	sing/speak whisper/shout classroom instruments	<b>sing/speak</b> <b>whisper/shout</b> <b>adult vs. child voice</b> <b>wood, metal, skin</b>	woodwind, brass string percussion	woodwind, brass string percussion keyboard orchestra composer, conductor folk & world instruments	<b>woodwind, brass</b> string percussion keyboard orchestra <b>composer, conductor</b> folk & world instruments	<b>folk &amp; world instruments</b> soprano, alto, tenor, bass
<b>Form</b>	same/different call/response AB, ABA	<b>same/different</b> call/response verse/refrain <b>phrase</b> <b>repeat sign</b> AB, ABA	<b>call/response</b> <b>verse/refrain</b> <b>double bar line</b> AB, ABA <b>introduction</b> rondo	<b>rondo</b> <b>interlude</b> fine coda d.c. al fine	<b>d.c. al fine</b> <b>blues, jazz, rock &amp; roll</b>	<b>opera, ballet</b> symphony, concerto
<b>Expression</b>	loud/soft fast/slow smooth/detached	<b>loud/soft</b> <b>fast/slow</b> tempo <b>smooth/detached</b>	tempo dynamics <b>P, F, PP, FF</b> <b>forte, piano</b>	<b>dynamics</b> <b>fermata</b> <b>MF, MP</b> accent/slur <b>getting faster/slower</b>	<b>accent/slur</b> staccato/legato accelerando/ritardando adagio, andante moderato, allegro	<b>staccato/legato</b> <b>accelerando/ritardando</b> <b>adagio, andante</b> <b>moderato, allegro</b>
<b>Production</b>	expressive movement vocal exploration	<b>expressive movement</b> <b>vocal exploration</b> instrumental exploration improvise	improvise compose	<b>improvise</b> <b>compose</b>		

This document reflects a spiraling curriculum. It is expected that content introduced will be reinforced in successive grade levels. The words that are **bolded** indicate the grade level at which the students are responsible for the mastery of the concept or skill.