

First Six Weeks**I. RHYTHM****A. Beat Bonding in a Variety of Ways**

1. Perform beat accompaniment for songs/poems with
 - a. body percussion
 - b. movement
 - c. unpitched percussion
2. While listening to music, imitate teacher performing beat/tempo using
 - a. isolated body parts (non-locomotor movement)
 - b. body percussion
 - c. walking

II. MELODY**A. Speaking and Singing**

1. Speak rhymes and finger-plays
2. Signal to show recognition of speaking and singing voices

B. Group and Solo Singing

1. Sing simple songs with narrow range, practicing good vocal tone
2. Echo-sing alone and with group

III. HARMONY**IV. FORM****A. Beginning and Ending**

1. Demonstrate a moment of stillness before and after performing
 - a. song/poem
 - b. movement to a listening example

V. EXPRESSIVE QUALITIES**A. Unpitched Instruments**

1. Practice using correct technique on triangle, cymbal, tambourine, woodblock, and guiro
2. Recognize/distinguish sounds of those unpitched instruments

VI. ANALYSIS

Second Six Weeks**I. RHYTHM**

- A. Beat Bonding in a Variety of Ways
 - 1. Perform beat accompaniment for new songs/poems with
 - a. body percussion
 - b. movement
 - c. unpitched or pitched instruments
 - 2. While listening to new musical examples, imitate teacher performing beat/tempo using
 - a. isolated body parts
 - b. body percussion
- B. Locomotor Movement – Walk, Jog
 - 1. Walk and jog in shared space
 - 2. Walk and jog in tempo

II. MELODY

- A. High and Low
 - 1. Respond to high and low sounds with movement
 - 2. Perform poems with high and low speaking voices
 - 3. Explore low/high sounds on pitched Orff instruments using correct mallet technique
 - 4. Sing songs with ascending and descending melodic patterns
- B. Pitch-Matching
 - 1. Echo-sing alone and with group

III. HARMONY

- A. Beat Accompaniment
 - 1. Perform beat accompaniment for a song using correct mallet technique

IV. FORM**V. EXPRESSIVE QUALITIES**

- A. Movement in Levels
 - 1. Explore body shapes in levels by
 - a. imitating teacher
 - b. creating own shapes in response to verbal cues
- B. Unpitched Instrument Technique
 - 1. Use correct technique to play unpitched instruments
- C. Dramatization of Story
 - 1. Perform and dramatize a story using movement and/or instruments

VI. ANALYSIS

- A. Unpitched Timbres
 - 1. Aurally identify sounds of triangle, woodblock, drum, tambourine, guiro, and cymbal

Third Six Weeks**I. RHYTHM**

- A. Beat Bonding in a Variety of Ways
 - 1. While listening to new musical examples, perform beat with
 - a. movement
 - b. body percussion
- B. Locomotor Movement – Jump, Hop
 - 1. Demonstrate jumping (landing on two feet) and hopping (landing on one) while
 - a. speaking a poem/singing a song
 - b. listening to music

II. MELODY

- A. Solfege and Hand Signs for Sol and Mi Pitches
 - 1. Sing pentatonic songs that include Sol-Mi patterns
 - 2. Echo-sing Sol-Mi melodic patterns using solfege and hand signs
 - 3. Identify Mi as sounding lower than Sol
 - 4. Sing Sol-Mi patterns from icons (pre-notation)
- B. Pitch-Matching
 - 1. Sing alone in
 - a. pitch-matching games
 - b. echo-songs or call-response songs

III. HARMONY

- A. Accompaniment
 - 1. Sing songs without accompaniment
 - 2. Sing songs with accompaniment
 - a. teacher playing guitar or piano
 - b. recorded examples
- B. Chord Bordun Accompaniment
 - 1. Perform chord bordun accompaniment to a pentatonic song

IV. FORM**V. EXPRESSIVE QUALITIES**

- A. Fast and Slow
 - 1. Speak a poem/sing a song, then repeat the poem/song in a new tempo
 - a. slower than the original
 - b. faster than the original
 - 2. Show awareness of fast and slow tempos, demonstrating the beat with
 - a. non-locomotor movement
 - b. body percussion
 - c. locomotor movement

VI. ANALYSIS

- A. Descriptions/Responses to Tempo Change
 - 1. Listen to music that includes tempo change and describe “what happened to the beat”

Fourth Six Weeks**I. RHYTHM**

- A. Beat Bonding in a Variety of Ways
 - 1. While listening to new musical examples, perform beat with
 - a. movement
 - b. body percussion/instruments
- B. Patterns of Sound and Silence (Icons)
 - 1. Discover beats of silence in a song or poem (rests)
 - 2. Echo patterns of one sound and no sound to the beat with
 - a. body percussion
 - b. unpitched
 - 3. Read iconic notation of 4-beat patterns of one sound and no sound to the beat (quarter and quarter rest), performing them with body percussion and/or unpitched instruments

II. MELODY

- A. Sol, Mi, La - Solfege and Hand Signs
 - 1. Sing pentatonic songs that include Sol-Mi-La patterns
 - 2. Echo-sing Sol-Mi-La patterns using solfege and hand signs
 - 3. Identify La as sounding higher than Sol
 - 4. Sing patterns from icons using
 - a. Sol-Mi
 - b. Sol-Mi-La
- B. Pitch-Matching
 - 1. Sing alone in
 - a. pitch-matching games
 - b. echo-songs or call-response songs

III. HARMONY**IV. FORM****V. EXPRESSIVE QUALITIES**

- A. Loud and Soft Dynamic Levels
 - 1. Speak a poem with loud and soft voices
 - 2. Respond with movement to show loud and soft dynamic levels in a listening example
- B. Mirror Movement
 - 1. Mirror teacher while listening to music with soft dynamic level
- C. Dramatization of a Folktale
 - 1. Perform a dramatization of a folktale with movement and instruments

VI. ANALYSIS

- A. Description/Movement Responses to Dynamics
 - 1. Describe differences in dynamics in listening examples
 - 2. Show dynamic changes through movement

Fifth Six Weeks**I. RHYTHM**

- A. Beat Bonding in a Variety of Ways
 - 1. Perform beat accompaniments for poems/rhymes/songs
 - a. body percussion
 - b. movement
 - c. instruments
- B. Rhythm of the Words (Poems, Rhymes, Songs)
 - 1. Perform rhythm of the words of a poem/song using
 - a. body percussion
 - b. unpitched instruments
 - c. pitched instruments set up in pentatonic scale
- C. 4-Beat Echo Patterns
 - 1. Echo 4-beat rhythm patterns in 2/4 and 6/8 with
 - a. body percussion
 - b. unpitched instruments
- D. Locomotor Movement – Gallop
 - 1. Gallop while
 - a. listening to 6/8 music
 - b. singing a song or speaking a poem in 6/8 meter

II. MELODY

- A. Simple Vocal Question and Answer
 - 1. Sing an improvised answer to a teacher-sung question using good vocal tone
- B. Pitch-Matching
 - 1. Sing alone in
 - a. pitch-matching games
 - b. echo-songs or call-response songs

III. HARMONY**IV. FORM**

- A. Sections
 - 1. Perform pieces with contrasting sections using
 - a. poems/songs
 - b. instruments
 - c. movement
 - 2. Perform movement to show like and different sections in a listening example

V. EXPRESSIVE QUALITIES**VI. ANALYSIS**

- A. Visual Identification of Icons
 - 1. Look at iconic representation of like and different sections and describe how many sections were alike

Sixth Six Weeks**I. RHYTHM**

- A. Beat vs. Rhythm
 - 1. Switch from performing beat to performing rhythm of the words of a song/poem using
 - a. body percussion
 - b. instruments
 - c. movement
- B. Traditional Notation (Quarter Note and Rest)
 - 1. Echo 2-measure patterns in 2/4 with one sound (to the beat) and no sound using body percussion
 - 2. Perform patterns of traditional notation of quarter note and quarter rest with
 - a. body percussion
 - b. unpitched instruments
- C. Locomotor Movement – Skip, Gallop
 - 1. Demonstrate skipping while
 - a. listening to music
 - b. singing a song/speaking a poem
 - 2. Demonstrate galloping in different directions
 - a. forward
 - b. sideward

II. MELODY

- A. Pitch-Matching
 - 1. Sing alone in
 - a. pitch-matching games
 - b. echo-songs or call-response songs
- B. Pentatonic Songs
 - 1. Sing pentatonic songs with good vocal tone

III. HARMONY

- A. Broken Chord Bordun Accompaniment
 - 1. Play a broken chord bordun beat accompaniment for a pentatonic song

IV. FORM**V. EXPRESSIVE QUALITIES**

- A. Vocal vs. Instrumental Music
 - 1. Listen to choral and instrumental music and label as
 - a. music performed by voices
 - b. music performed by instruments
 - 2. Perform a song/poem in two ways
 - a. voice only
 - b. instruments only

VI. ANALYSIS

- A. Mood Description
 - 1. Describe the mood of different listening examples (happy, sad, funny, scary, etc.)