

**First Six Weeks****I. RHYTHM**

- A. Beat vs. Rhythm
  - 1. Perform beat accompaniment for song/poem with
    - a. body percussion
    - b. movement
    - c. instruments
  - 2. Perform rhythm of the words of a song/poem with
    - a. body percussion
    - b. movement
    - c. unpitched instruments
  - 3. Aurally distinguish performances of beat and rhythm of the words of song/poem
- B. Traditional Notation - Quarter, Two Eighths, Quarter Rest
  - 1. Identify notated rhythmic patterns (quarter, two eighths, and quarter rest) for a line of a poem
- C. Ostinato Accompaniments
  - 1. Perform simple ostinato accompaniments with
    - a. speech
    - b. body percussion
    - c. instruments
- D. Movement/Dance – Body Facing, Directional Changes
  - 1. Demonstrate body facing
    - a. in
    - b. out
    - c. clockwise
    - d. counterclockwise
  - 2. Directional changes
    - a. forward
    - b. backward
    - c. sideward

**II. MELODY**

- A. Vocal Tone
  - 1. Practice good vocal tone singing pentatonic songs
    - a. echo-sing La, Sol, Mi, Re, Do patterns
- B. Melodic Direction of Phrases
  - 1. Move to show melodic shape of phrases
- C. Solfege and Hand Signs for Pentatonic Scale (La, Sol, Mi, Re, Do)
  - 1. Sing solfege patterns
- D. Size/Pitch Relationship
  - 1. Describe the relationship of size of instrument and its pitch

**III. HARMONY**

- A. Chord Bordun Accompaniment
  - 1. Perform chord bordun accompaniment
- B. Correct Mallet Technique
  - 1. Perform song accompaniment using correct mallet technique

**First Six Weeks****IV. FORM**

- A. Verse-Refrain Songs
  - 1. Perform verse-refrain songs
- B. AB, ABA
  - 1. Perform AB and/or ABA pieces using
    - a. speaking/singing
    - b. instruments and/or movement

**V. EXPRESSIVE QUALITIES**

- A. Tempo Recognition
  - 1. Demonstrate tempo awareness with
    - a. movement
    - b. body percussion
    - c. instrumental accompaniment for song/poem
- B. Movement - Body Levels
  - 1. Demonstrate body levels
    - a. high
    - b. medium
    - c. low
- C. Unpitched Instrument Technique
  - 1. Demonstrate correct technique using unpitched instrument technique by
    - a. echoing 4-beat patterns
    - b. performing rhythm of the words of a poem

**VI. ANALYSIS****Second Six Weeks****I. RHYTHM**

- A. 8-Beat Patterns – Three Levels of Body Percussion
  - 1. Echo 8-beat rhythmic patterns using three levels of body percussion
- B. Traditional Notation – Quarter, Two Eighths, Quarter Rest
  - 1. Practice writing quarter note, two eighth notes, and quarter rest
- C. Movement/Dance – Elbow Swing
  - 1. Demonstrate elbow swing through structured folkdance

**II. MELODY**

- A. Vocal Tone
  - 1. Practice singing pentatonic songs with good vocal tone
- B. Melodic Direction of Phrases
  - 1. Move to show melodic shape of phrases
- C. Solfege and Hand Signs for Pentatonic Scale (La, Sol, Mi, Re, Do)
  - 1. Echo-sing La, Sol, Mi, Re, Do patterns using hand signs

**III. HARMONY**

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

**Second Six Weeks****IV. FORM****V. EXPRESSIVE QUALITIES**

- A. Methods of Sound Production
  - 1. Categorize instruments by how they produce sound
    - a. vibrating strings
    - b. striking/shaking
    - c. windblown
- B. Pitched Instruments vs. Unpitched Instruments
  - 1. Identify melodic and rhythmic Orff instruments
  - 2. Perform piece with melodic instruments in one section and rhythmic instruments in another section

**VI. ANALYSIS****Third Six Weeks****I. RHYTHM**

- A. Patterns in 2/4 and 6/8 Meters
  - 1. Echo 8-beat rhythmic patterns in 2/4
    - a. body percussion and/or unpitched
  - 2. Perform songs/poems in 2/4
  - 3. Echo 8-beat rhythmic patterns in 6/8
    - a. body percussion and/or unpitched
  - 4. Perform songs/poems in 6/8
- B. Movement/Dance – Do-Si-Do
  - 1. Demonstrate do-si-do in a structured folkdance
- C. Direction of Travel – Clockwise, Counterclockwise
  - 1. Demonstrate clockwise and counterclockwise directions of travel

**II. MELODY**

- A. Melodic Patterns – Steps, Skips, Repeated Tones
  - 1. Identify neighboring tones in pentatonic scale
  - 2. Perform melodic patterns that contain steps, skips, and repeated tones
  - 3. Improvise melodic pattern of given rhythm that contains steps, skips and repeated tones

**III. HARMONY**

- A. Cross-Over Bordun Accompaniment
  - 1. Perform cross-over bordun with correct mallet technique to accompany a pentatonic/modal song

**IV. FORM**

- A. Introduction and Coda
  - 1. Perform the introduction and coda of song/poem
  - 2. Create introduction and coda of song/poem

**Third Six Weeks****V. EXPRESSIVE QUALITIES**

- A. Mirror Movement
  - 1. Teacher-led mirror movement with recorded music
  - 2. Partner-led mirror movement with recorded music
- B. Contrasting Body Shapes
  - 1. Show contrasting body shapes
    - a. high/medium/low
    - b. wide/narrow
    - c. angular/curved
    - d. other

**VI. ANALYSIS**

- A. Student Performance Assessment
  - 1. Apply teacher rubric for student performance

**Fourth Six Weeks****I. RHYTHM**

- A. Traditional Notation - Half Notes and Whole Notes
  - 1. Identify half note and whole note in notated rhythmic patterns
  - 2. Echo 8-beat rhythmic patterns that include half and whole notes
    - a. Body percussion
    - b. Movement

**II. MELODY**

- A. Pentatonic Scale on Staff
  - 1. Identify pitches in pentatonic scale on staff
- B. Pentatonic Melody for Given Rhythm
  - 1. Create pentatonic melody for given rhythms using pitched instruments

**III. HARMONY**

- A. Melodic Ostinato
  - 1. Perform melodic ostinatos of poem/song
    - a. instrumental
    - b. vocal

**IV. FORM**

- A. Rhythmic Canon
  - 1. Perform rhythmic canon using speech
- B. Phrase Awareness
  - 1. Show awareness of phrase structure using
    - a. body percussion
    - b. movement

**Fourth Six Weeks****V. EXPRESSIVE QUALITIES**

- A. Mood in Poetry
  - 1. Create setting of poem that expresses its mood and imagery through
    - a. instrument timbre
    - b. movement

**VI. ANALYSIS**

- A. Student Performance Assessment
  - 1. Apply teacher rubric for student performance

**Fifth Six Weeks****I. RHYTHM**

- A. Traditional Notation - Half Notes and Whole Notes
  - 1. Practice writing half notes and whole notes

**II. MELODY****III. HARMONY****IV. FORM**

- A. Sectional Forms
  - 1. Perform/label AB, ABA sections of song/poem
  - 2. Perform a rondo using
    - a. speech/song
    - b. movement and/or instruments
    - c. label sections of a rondo
  - 3. Identify introduction and coda in a performance of a song/poem

**V. EXPRESSIVE QUALITIES**

- A. Shadow Movement
  - 1. Perform shadow movement in groups of three or four
- B. Dynamic Changes
  - 1. Echo 8-beat body percussion patterns with different dynamic levels
  - 2. Perform different dynamic levels (piano, forte, crescendo, decrescendo, etc.) with a song/poem

**VI. ANALYSIS**

- A. Dynamic Changes
  - 1. Analyze dynamics in given pieces
- B. Sectional Form
  - 1. Label sections in given pieces

**Sixth Six Weeks****I. RHYTHM**

- A. Movement Question and Answer
  - 1. perform question and answer

**II. MELODY**

- A. Melodic Patterns – La, So, Mi, Re, Do, and High Do
  - 1. Echo-sing
- B. Songs with High Do
  - 1. Perform song that includes high Do

**III. HARMONY**

- A. 2-Part Canon
  - 1. Sing a simple 2-part canon

**IV. FORM****IV. EXPRESSIVE QUALITIES**

- A. Orchestral Families
  - 1. Listen to instrument families of the orchestra

**V. ANALYSIS**

- A. Orchestral Instrument Families
  - 1. Categorize families of the orchestra by sound production
    - a. vibrating strings
    - b. struck/shaken
    - c. windblown