

First Six Weeks**I. RHYTHM**

- A. Traditional Notation – Quarter, Two Eighths, Quarter Rest, and Half Note
 - 1. Read and perform patterns using quarter, two eighths, quarter rest and half notes with
 - a. speech
 - b. body percussion
 - c. instruments
 - d. movement
- B. 2-Part Rhythmic Canon
 - 1. Perform 2-part rhythmic canons using
 - a. speech
 - b. body percussion
- C. Movement/Dance
 - 1. Demonstrate body facing (in, out, clockwise, counterclockwise)
 - 2. Demonstrate directional changes (forward, backward, sideward)
 - 3. Demonstrate levels of space
 - 4. Demonstrate basic dance steps – side-close

II. MELODY

- A. Vocal Tone
 - 1. Practice singing with good vocal tone
- B. Solfege and Hand Signs for the Extended Pentatonic Scale (La, Sol, Mi, Re, Do, and high Do)
 - 1. Sing extended pentatonic scale patterns (La, Sol, Mi, Re, Do, and high Do) using solfege and hand signs
 - 2. Play extended pentatonic patterns using the pitched Orff instruments
- C. Relationship of Instrument Size/Sound
 - 1. Identify highest and lowest pitches on the pitched Orff instruments
 - 2. Describe relationship of size of the sound source/instrument and its pitch

III. HARMONY

- A. Bordun Accompaniments
 - 1. Play chord, broken chord, cross-over accompaniment with correct mallet technique
- B. Rhythmic Ostinato
 - 1. Perform rhythmic ostinato with
 - a. body percussion
 - b. instruments

IV. FORM**V. EXPRESSIVE QUALITIES**

- A. Dynamic Markings to Rhythmic Speech
 - 1. Choose dynamic markings (p, mf, f, crescendo, decrescendo) for metered and unmetered poetry and perform with
 - a. speech
 - b. movement and/or instruments
- B. Unpitched Percussion Technique
 - 1. Play unpitched Orff instruments with poetry/song using correct technique

VI. ANALYSIS

Second Six Weeks**I. RHYTHM**

- A. Traditional Notation – Four Sixteenth Notes and Previous Rhythms
 - 1. Perform patterns using half rest, four sixteenth notes, whole note with
 - a. speech/song
 - b. movement
 - c. instruments
 - 2. Write patterns using quarter, two eighths, quarter rest, half note, and half rest
- B. Movement/Dance
 - 1. Demonstrate group formations (circle, line, scatter, groups of four, double circle)
 - 2. Perform basic dance steps: step-hop, step-touch, and side-close

II. MELODY

- A. Melodic Phrases
 - 1. Perform melodic patterns that move from low to high and high to low
 - a. vocally
 - b. with mallets
 - 2. Move to show the shape of melodic phrases
 - 3. Identify like and different melodic phrases in a song
- B. Major and Minor Diatonic Pieces
 - 1. Perform songs in major and minor diatonic scales
 - a. singing
 - b. playing the pitched Orff instruments

III. HARMONY

- A. 2-Part Vocal Canon
 - 1. Perform a 2-part vocal canon
- B. Bordun Accompaniments
 - 1. Perform a level bordun and a cross-over bordun accompaniment to a pentatonic song

IV. FORM

- A. 8-Beat Rhythmic Phrases
 - 1. Echo 8-beat like and different phrases using
 - a. body percussion
 - b. instruments
- B. 8-Beat Movement Ostinato
 - 1. Create an 8-beat movement ostinato that accompanies a musical listening example

V. EXPRESSIVE QUALITIES

- A. Gradual Change of Tempo
 - 1. Identify accelerando in a listening example
- B. Levels of Space
 - 1. Perform appropriate movement representing all levels of space

VI. ANALYSIS

- A. Application of Teacher Rubric
 - 1. Apply teacher rubric to a group performance
- B. Analysis of Phrase Structure
 - 1. Describe phrase structure of a melody

Third Six Weeks**I. RHYTHM**

- A. Traditional Notation – One Eighth and Two Sixteenths, and Two Sixteenths and One Eighth
 - 1. Perform patterns using one eighth and two sixteenth notes and two sixteenth notes and one eighth using
 - a. speech/song
 - b. body percussion
 - c. instruments
 - 2. Write patterns using four sixteenth notes, one eighth and two sixteenth notes, and two sixteenth notes and one eighth note
- B. Movement/Dance
 - 1. Perform previous dance steps and add side-cross, side-back, and grapevine

II. MELODY

- A. Diatonic Melodies
 - 1. Sing diatonic melodies with Fa and Ti
 - 2. Play diatonic melodies on the pitched instruments
- B. Traditional Notation (B-A-G-E)
 - 1. Identify B-A-G-E in a given melody

III. HARMONY

- A. 2-Chord Accompaniment
 - 1. Perform a simple 2-chord accompaniment (I-V, I-VII or I-VI) to a given melody
- B. Partner Songs
 - 1. Perform partner songs

IV. FORM

- A. Verse-Refrain Song
 - 1. Sing and identify a verse-refrain song
- B. Movement Question and Answer
 - 1. Create a 7-beat movement phrase to answer the teacher's 8-beat movement question
 - 2. Create an 8-beat movement question
 - 3. With partners, create movement questions (8 beats) and answers (7-beats)

V. EXPRESSIVE QUALITIES**VI. ANALYSIS**

- A. Teacher Rubrics
 - 1. Apply teacher rubrics to group performances

Fourth Six Weeks**I. RHYTHM**

- A. Traditional Notation – One Eighth, One Quarter, One Eighth (Syncopation)
 - 1. Perform syncopated patterns using
 - a. speech/singing
 - b. unpitched and pitched instruments
 - b. movement
 - 2. Identify syncopated patterns in a given melody

II. MELODY

- A. Steps, Skips, and Repeated Tones in a Notated Melody
 - 1. Identify steps, skips, and repeated tones in a notated melody
 - 2. Compose pentatonic melodies that include steps, skips, and repeated tones and perform on
 - a. pitched instruments or recorder
- B. Traditional Notation (B-A-G-E-D)
 - 1. Identify B-A-G-E-D in a notated melody

III. HARMONY

- A. 3-Part Vocal Canon
 - 1. Perform a 3-part vocal canon

IV. FORM

- A. Rhythmic Question and Answer
 - 1. Create an 8-beat rhythmic question and answer with partner using
 - a. body percussion
 - b. unpitched instruments

V. EXPRESSIVE QUALITIES

- A. Student-Created Dance
 - 1. In groups, use dance vocabulary to create a B section

VI. ANALYSIS

- A. Student Rubrics
 - 1. Apply student rubrics to group performance

Fifth Six Weeks**I. RHYTHM**

- A. Traditional Notation – Whole Note
 - 1. Sing and perform patterns that include whole note
- B. 2/4, 3/4, 4/4 Meter
 - 1. Perform and conduct poems/songs in 2/4, 3/4, and 4/4
- C. Traditional Notation – Dotted Half Note
 - 1. Echo rhythmic patterns in 3/4 using dotted half note
- D. Movement/Dance
 - 1. Perform a polka step in a folk dance
 - 2. Perform a waltz step in structured movement

II. MELODY

- A. Diatonic Scale
 - 1. Echo and perform diatonic melodies through
 - a. singing
 - b. instruments
- B. Traditional Notation
 - 1. Identify B-A-G-E-D-C in a given melody

III. HARMONY

- A. Tonic Chord in Keys of C, F, and G
 - 1. Sing/spell tonic chord in C, F, and G

IV. FORM

- A. Melodic Question and Answer
 - 1. Perform a melodic answer in pentatonic scale with
 - a. pitched instruments/singing
 - 2. With a partner, perform a melodic question and/or answer using pitched instruments
- B. Introduction, Interlude, Coda
 - 1. Identify introduction, interlude, and coda in
 - a. poem/songs
 - b. listening examples
 - 2. Create an introduction, interlude, and coda for poem/song

V. EXPRESSIVE QUALITIES

- A. Gradual Change of Tempo
 - 1. Identify a ritardando in a performance/listening example
 - 2. Perform a ritardando with instruments/voices/movement

VI. ANALYSIS

- A. 2/4 and 3/4 Meter
 - 1. Identify songs or listening examples in 2/4 and 3/4

Sixth Six Weeks**I. RHYTHM****A. Downbeat and Upbeat in 2/4, 3/4, 4/4**

1. Demonstrate and identify the upbeat and downbeat of 2/4, 3/4, and 4/4 melodies

II. MELODY**III. HARMONY****A. I-V Accompaniment**

1. Using the pitched instruments, perform a I-V accompaniment to a folk song
2. Identify the chord changes in a I-V accompaniment

IV. FORM**A. Contrasting Sections**

1. Describe sectional form

B. Creation of Rondo Form

1. In small groups, create a rondo using speech/song, movement, and unpitched instruments

V. EXPRESSIVE QUALITIES**A. Orchestral Instruments**

1. Identify individual orchestral instruments

VI. ANALYSIS**A. Student-Created Rubrics**

1. Create a rubric to critique student-created rondos