

First Six Weeks

I. RHYTHM

- A. Rhythmic Speech
 - 1. Perform rhymes and finger plays with motions to reinforce the words
- B. Beat Bonding
 - 1. 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. Group Singing
 - 1. Echo-sing with group
 - 2. Sing simple songs with narrow range, practicing good vocal tone
 - 3. Perform songs with motions to reinforce the words

III. HARMONY

IV. FORM

V. EXPRESSIVE QUALITIES

- A. Unpitched Timbres
 - 1. Respond to different unpitched instrument timbres with movement
 - a. non-locomotor
 - b. locomotor

VI. ANALYSIS

Second Six Weeks

I. RHYTHM

- A. Locomotor Movement – Walk, Jog, Gallop
 - 1. Demonstrate walking, jogging, and galloping in tempo with recorded or teacher-performed music
- B. Beat Bonding in a Variety of Ways
 - 1. While listening to new musical examples, imitate teacher, performing beat using
 - a. isolated body parts (non-locomotor)
 - b. body percussion
 - c. walking/jogging
 - d. shakers, guiros, and/or lummi sticks

II. MELODY

- A. High and Low
 - 1. Respond to high and low sounds with movement
 - 2. Perform poems with high and low speaking voices

Second Six Weeks

- B. Solo and Group Singing
 - 1. Sing songs with narrow range, using good vocal tone
 - 2. Sing alone in
 - a. pitch-matching games (Sol-Mi and Sol-Mi-La patterns)
 - b. echo-songs or call-response songs

III. HARMONY

IV. FORM

- A. Beginnings and Endings
 - 1. Demonstrate a moment of stillness before and after
 - a. performing a song/poem
 - b. moving to a listening example

V. EXPRESSIVE QUALITIES

- A. Unpitched Percussion Technique
 - 1. Demonstrate correct technique on shakers, lummi sticks, guiros
- B. Body Shapes
 - 1. Explore body shapes, responding to teacher's word cues: (high/low, wide/thin, crooked/straight... "Make a shape like a clothespin, candy cane, flickering candle, etc.")

VI. ANALYSIS

Third Six Weeks

I. RHYTHM

- A. Locomotor Movement
 - 1. Demonstrate jumping while
 - a. speaking a poem/singing a song
 - b. listening to music
 - 2. Demonstrate hopping while
 - a. speaking a poem/singing a song
 - b. listening to music
- B. Beat Bonding in a Variety of Ways
 - 1. While listening to new musical examples, imitate teacher, performing beat using
 - a. isolated body parts (non-locomotor)
 - b. body percussion
 - c. walking/jogging

II. MELODY

- A. Vocal Tone
 - 1. Sing songs with narrow range, using good vocal tone
 - 2. Sing alone in pitch-matching games
 - 3. Echo-songs or call-response songs
 - 4. Perform singing games
 - 5. Perform songs with motions to reinforce words

Third Six Weeks

III. HARMONY

IV. FORM

V. EXPRESSIVE QUALITIES

A. Fast and Slow

1. Show awareness of fast and slow tempos, demonstrating the beat with
 - a. non-locomotor movement
 - b. body percussion
 - c. locomotor movement

B. Unpitched Percussion Technique

1. Play unpitched instruments with correct technique
 - a. in "rests" in a song/poem
 - b. as beat accompaniment for a song/poem or listening example

VI. ANALYSIS

A. Tempo Description

1. Describe tempo changes in a listening example

Fourth Six Weeks

I. RHYTHM

A. Locomotor Movement

1. Demonstrate galloping
 - a. forward
 - b. sideward
2. Gallop while
 - a. listening to music
 - b. thinking the words of a song/poem
3. Demonstrate skipping own pathway while
 - a. listening to music
 - b. thinking the words of a poem/song

B. Beat Bonding in a Variety of Ways

1. While listening to new musical examples, imitate teacher, performing beat using
 - a. isolated body parts (non-locomotor)
 - b. body percussion
 - c. walking

II. MELODY

A. Ascending and Descending Melodic Patterns

1. Move to show melodic patterns
 - a. ascending
 - b. descending
2. Perform glissandos on pitched Orff instruments
 - a. ascending
 - b. descending

Fourth Six Weeks

- B. High and Low on Pitched Orff Instruments
 - 1. Perform low, middle, high sound clusters (pentatonic) on pitched Orff instruments with a song
- C. Vocal Pitch-Matching
 - 1. Perform solo singing in pitch-matching activities
- D. Group Singing
 - 1. Use good vocal tone performing
 - a. new songs
 - b. singing games

III. HARMONY

- A. Chord Bordun Accompaniment
 - 1. Perform chord bordun beat accompaniment for a pentatonic song, using good mallet technique

IV. FORM

V. EXPRESSIVE QUALITIES

- A. Nursery Rhymes
 - 1. Dramatize nursery rhymes using speaking/singing with movement and/or instruments
- B. Speaking and Singing
 - 1. Perform a piece that uses speaking and singing voices

VI. ANALYSIS

- A. Speaking vs. Singing Voice
 - 1. Distinguish between speaking and singing voices using a verbal/movement response

Fifth Six Weeks

I. RHYTHM

- A. Beat Bonding in a Variety of Ways
 - 1. While listening to new musical examples, imitate teacher, performing beat using
 - a. isolated body parts (non-locomotor)
 - b. body percussion
 - c. walking/jogging

II. MELODY

- A. Pitch-Matching
 - 1. Sing alone in pitch-matching activities
 - a. echoing teacher
 - b. answering teacher's sung question
- B. Group Singing
 - 1. Use good vocal tone performing
 - a. new pentatonic and diatonic songs
 - b. singing games

Fifth Six Weeks

III. HARMONY

IV. FORM

A. AA'/AB Form

1. Perform pieces in A A' and AB form using
 - a. songs/poems
 - b. movement or instruments

V. EXPRESSIVE QUALITIES

A. Loud and Soft

1. Speak a rhyme/poem using
 - a. loud voice
 - b. soft voice
2. Show changes in dynamics in a listening example by
 - a. imitating teacher's movements
 - b. responding with creative movement

VI. ANALYSIS

A. Dynamic Levels

1. Describe dynamics of two listening examples as soft or loud

Sixth Six Weeks

I. RHYTHM

A. Beat Bonding in a Variety of Ways

1. Demonstrate tempo of music with
 - a. non-locomotor creative movement
 - b. locomotor movement (walk, jog, jump, hop, gallop, skip)
 - c. body percussion
 - d. unpitched or pitched instruments

II. MELODY

A. Pitch-Matching

1. Demonstrate pitch-matching and good vocal tone singing
 - a. pentatonic songs
 - b. simple diatonic songs

B. Group Singing

1. Use good vocal tone performing
 - a. pentatonic and diatonic songs
 - b. singing games

III. HARMONY

IV. FORM

Sixth Six Weeks

V. EXPRESSIVE QUALITIES

- A. Dramatization of a Story (Mini-Musical)
 - 1. Perform a dramatization of a story using speaking/singing, movement, and instruments

VI. ANALYSIS

- A. Mood Description
 - 1. Describe mood of different listening examples: happy, sad, scary, funny, excited, etc.

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