

Fourth Quarter					
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>Perform</p> <ul style="list-style-type: none"> • Rhymes/ finger-plays in 2/4 and 6/8 • Beat Awareness • Locomotor/ Non-locomotor Movement • Skipping • Group Singing/Solo singing • Simple songs/ narrow range/ vocal tone/ SM, SML/pentatonic/ diatonic/ vocal tone/ singing games • Chord Bordun • Performance Etiquette 	<p>Perform</p> <ul style="list-style-type: none"> • Rhythmic echo • Rhythm of the Words • Pentatonic Songs- that contain Sol-Mi or Sol-Mi-La • Pentatonic/diatonic songs • Iconic notation of quarter, two eighths and rest • Pitch matching • Solo singing • Chord bordun/ Tonic accompaniment • Performance Etiquette 	<p>Perform</p> <ul style="list-style-type: none"> • Read patterns of Quarter note, two eighths, quarter rest and half note with body percussion and unpitched percussion • Echo 8-beat patterns • La-Sol-Mi-Re-Do (Sing and play) • Chord/ Broken chord bordun • Melodic Ostinato • Simple Rondo • Performance Etiquette 	<p>Perform</p> <ul style="list-style-type: none"> • Traditional notation for quarter, two eighths, half and whole notes and rest • Perform 8-beat patterns • Extended pentatonic scale on staff and with solfege • Low La and Sol • High and Low Do • Melodic Direction • Chord/ Broken Chord/ Crossover Bordun • Accompaniments • 2-part Vocal Canon • Tempo and Dynamics • Performance Etiquette 	<p>Perform</p> <ul style="list-style-type: none"> • Traditional music notation for half, quarter, eighth and sixteenth notes, syncopation, dotted half note • Duple and Triple meter • Diatonic/ Pentatonic (Major and Minor) • Recorder: B-A-G-E-D • Bordun Accompaniments • Performance Etiquette 	<p>Perform</p> <ul style="list-style-type: none"> • Duple and Triple Meters • Traditional notation of previous rhythms plus dotted half note • Modal/ Diatonic melodies • Recorder: F#, F, D' • I, IV, V Accompaniment • 12-bar blues • 3-part vocal canon • Choose and perform dynamics • Performance Etiquette
<p>Create</p> <ul style="list-style-type: none"> • Answers to a teacher's sung questions 	<p>Create</p> <ul style="list-style-type: none"> • Patterns with sound/no sound/ two sounds per beat 	<p>Create</p> <ul style="list-style-type: none"> • 8-beat patterns using traditional notation that includes a half note starting on beats 1, 3, 5, or 7. • Mirror Movement • Melodic patterns using La-Sol-Mi-Re-Do 	<p>Create</p> <ul style="list-style-type: none"> • 8 beat rhythmic patterns • Introduction/ Interlude/ Coda • Question and Answer 	<p>Create</p> <ul style="list-style-type: none"> • Rondo w/ Melodic Question and Answer • Rhythm patterns with syncopation 	<p>Create</p> <ul style="list-style-type: none"> • Theme and Variation • Create vocal answers in varied modes and scales
<p>Respond</p> <ul style="list-style-type: none"> • AB, ABA Form • Loud and Soft • Rondo • Appropriate audience etiquette 	<p>Respond</p> <ul style="list-style-type: none"> • Like/different sections • Rondo using song, speech, instruments and movement • Appropriate audience 	<p>Respond</p> <ul style="list-style-type: none"> • Show the sections of Rondo using movement • Appropriate audience behavior 	<p>Respond</p> <ul style="list-style-type: none"> • Sectional Forms (Rondo) • Tempo and Dynamics • Mood in Poetry • Appropriate audience etiquette 	<p>Respond</p> <ul style="list-style-type: none"> • Dynamics (<i>p</i>, <i>mf</i>, <i>f</i>, <i>crescendo</i>, <i>decrescendo</i>) • Appropriate audience etiquette 	<p>Respond</p> <ul style="list-style-type: none"> • Proper audience etiquette • Evaluate musical performances

SCS Elementary /Orff Music Pacing Guide

2018-19

<p>Connect</p> <ul style="list-style-type: none"> • Dramatization of nursery rhymes using speaking/singing voices, movement, and unpitched instruments 	<p>etiquette</p> <p>Connect</p> <ul style="list-style-type: none"> • Dramatization of a folktale 	<p>Connect</p> <ul style="list-style-type: none"> • Songs and dances from different cultures 	<p>Connect</p> <ul style="list-style-type: none"> • Music and dance from other cultures (Mexico: Cinco de Mayo) • Mood in Poetry 	<p>Connect</p> <ul style="list-style-type: none"> • Music and Dance from varied cultures • Dynamics 	<p>Connect</p> <ul style="list-style-type: none"> • Blues/Calypso Styles • Compare and Contrast Previously Studied Styles
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