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| SCS- Quarter 1 Pacing Guide**First Quarter*** Major Work of the Grade
* Areas of Reinforcement
* Areas of Enrichment
 |
| **Kindergarten** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** |
| **Perform*** Group Singing
* Simple songs/ narrow range/ vocal tone
* High/low
* Beat Awareness
* Performance Etiquette
 | **Perform*** Rhythmic speech/ Motions
* Beat Awareness/ competence
* Group/Solo Singing
* Simple songs/narrow range/vocal tone
* Singing games
* Performance Etiquette
 | **Perform*** Beat vs. Rhythm
* Rhythm of the words
* La-Sol-Mi-Re-Do (echo, sing, body scale, identify on staff, iconic notation, traditional notation)
* Rhythmic Echo
* Traditional Notation of quarter note/rest, two eighths
* Vocal tone
* Beat Competency
* Chord bordun/ Broken chord bordun
* Performance Etiquette
 | **Perform*** Beat vs. Rhythm
* Rhythmic Canon
* Traditional notation of quarter notes, two eighths, quarter rest, and half notes (read, create, and identify)
* Melodic direction
* Vocal technique
* Chord/ Broken chord

bordun* Instrument technique
* Performance Etiquette
* Pentatonic Scale
 | **Perform*** Traditional music notation for half, quarter, eighth notes and rests
* Pentatonic scale patterns with solfege and on instruments
* Ostinato
* 2-part canon (rhythmic, speech, vocal)
* Dynamics and Tempo
* Vocal technique
* Chord bordun/ broken chord / level borduns
* Instrument technique
* Beat vs. Rhythm
* Performance Etiquette
 | **Perform*** Traditional notation for whole, half, quarter, eighth, and sixteenth notes, syncopation
* Pentatonic/ diatonic (Fa and Ti) scales
* Recorder: B-A-G-E-D
* Rhythmic Ostinato
* 8-beat Rhythmic Canon
* Bordun accompaniments
* Dynamics
* Instrument techniques
* Performance Etiquette
 |
| **Create*** Explore high/low sounds through speech and movement
 | **Create*** High and Low/ singing, speaking, moving, instruments
 | **Create*** Movement showing high and low in music
* Create melody using Sol-Mi-La
 | **Create*** Improvise ascending and descending pentatonic patterns
* Improvise 8-beat rhythmic patterns using quarter notes/rests, two eighths, half notes
 | **Create*** Improvisation using a pentatonic scale
 | **Create*** Compose melodic introduction, interlude and/or coda to a major or minor song
* Improvise 8-beat rhythm patterns
* 8-beat Ostinato
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| **Respond*** Beginning and ending
* Vocal Timbres
* Speaking, singing, whispering and calling voices
* Unpitched timbres
* Appropriate audience behavior
 | **Respond*** Respond to high and low sounds with movement
* Beginning and ending
* Introduction
* Vocal and instrumental timbres
* Appropriate audience behavior
 | **Respond*** Verse-Refrain
* Unpitched percussion technique
* Categorize families of wood, metal, drums
* AA’/AB form
* ABA form
* Appropriate audience behavior
* Pitch and size
 | **Respond*** Verse-refrain form
* Rhythmic Ostinato
* AB and ABA form
* Appropriate audience etiquette
 | **Respond*** AB/ABA
* Phrases
* Appropriate audience etiquette
 | **Respond*** Evaluation
* Appropriate audience etiquette
 |
| **Connect*** Explore stories and poems (ELA)
* Perform short poems, nursery rhymes and finger-plays with motions to replace words (ELA)
 | **Connect*** Perform rhymes and fingerplays with motions to reinforce words.
 | **Connect*** Rhythm of the words (ELA)
* Dances from different cultures
* Understand clockwise, counter-clockwise, in and out
 | **Connect*** Pitch and size (SCIENCE)
* Patriotic song genre
* Music and dance from other cultures
 | **Connect*** Pitch/ Size
* Music and dance from other cultures
* Regional songs (TN)
 | **Connect*** Music and Dance from other cultures
* Patriotic Songs
* Perform and classify genres of music
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