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| SCS- Quarter 4 Pacing Guide**Fourth Quarter*** Major Work of the Grade
* Areas of Reinforcement
* Areas of Enrichment
 |
| **Kindergarten** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** |
| **Perform*** Skipping
* Rhymes/ finger-playsin 2/4 and 6/8
* Beat Awareness
* Locomotor/ Non-locomotor Movement
* Group Singing/Solo singing
* Simple songs/ narrow range/ vocal tone/ SM, SML/pentatonic/ diatonic/ vocal tone/ singing games
* Chord Bordun
* Performance Etiquette
 | **Perform*** Rhythmic echo
* Rhythm of the Words
* Iconic notation of quarter, two eighths and rest
* Pitch matching
* Solo singing
* Chord bordun/ Tonic accompaniment
* Pentatonic Songs- that contain Sol-Mi, Sol-Mi-La, or Mi-Re-Do
* Pentatonic/diatonic songs
* Performance Etiquette
 | **Perform*** Read patterns of Quarter note, two eighths, quarter rest and half note with body percussion and unpitched percussion
* Level bordun
* Melodic Ostinato
* Pentatonic Melodies (Sing and play)
* Simple Rondo
* Chord/ Broken chord bordun
* Echo 8-beat patterns
* Performance Etiquette
 | **Perform*** Chord/ Broken Chord/ Crossover Level Bordun Accomp.
* 2-part Vocal Canon
* Low La and Sol
* Traditional notation for quarter, two eighths, half and whole notes and rest
* Perform 8-beat patterns
* Extended pentatonic scale on staff and with solfege
* High and Low Do
* Melodic Direction
* Tempo and Dynamics
* Performance Etiquette
 | **Perform*** 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
* Simple two-chord accompaniments (I-V, I-IV, I-iii, I-vii)
* Performance Etiquette
 | **Perform*** 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
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| **Create*** Answers to a teacher’s sung questions
 | **Create*** Patterns with sound/no sound/ two sounds per beat
 | **Create*** Mirror Movement
* 8-beat patterns using traditional notation that includes a half note starting on beats 1, 3, 5, or 7.
* Melodic patterns using La-Sol-Mi-Re-Do
 | **Create*** 8 beat melodic patterns
* Introduction/ Interlude/ Coda
* Question and Answer
 | **Create*** Rondo w/ Melodic Question and Answer
* Rhythm patterns with syncopation
 | **Create*** Theme and Variation
* Create vocal answers in varied modes and scales
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| **Respond*** Rondo
* AB, ABA Form
* Loud and Soft
* Appropriate audience etiquette
 | **Respond*** Like/different sections
* Rondo using song, speech, instruments and movement
* Appropriate audience etiquette
 | **Respond*** Show the sections of Rondo using movement
* Appropriate audience behavior
 | **Respond*** Sectional Forms (Rondo)
* Mood in Poetry
* Tempo and Dynamics
* Appropriate audience etiquette
 | **Respond*** Dynamics (*p, mf, f, crescendo, decrescendo)*
* Appropriate audience etiquette
 | **Respond*** Proper audience etiquette
* Evaluate musical performances
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| **Connect*** Dramatization of nursery rhymes using speaking/singing voices, movement, and unpitched instruments
 | **Connect*** Dramatization of a folktale
 | **Connect*** Songs and dances from different cultures
 | **Connect*** Music and dance from other cultures (Mexico: Cinco de Mayo)
* Mood in Poetry
 | **Connect*** Music and Dance from varied cultures
* Dynamics
 | **Connect*** Blues/Calypso Styles
* Compare and Contrast Previously Studied Styles
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