|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 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 |
| **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 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 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** |
| **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 |
| **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 |