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| SCS- Quarter 2 Pacing Guide  **Second 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 and Solo Singing * Simple songs/ narrow range/ vocal tone/ SM, SML * High/low through speech and movement * Steady Beat Awareness * Performance Etiquette | **Perform**   * Rhythmic speech/ Motions * Read/create/perform patterns of sound and silence * Group/Solo Singing * Echo-sing 4-beat patterns of Sol and Mi using body scale * Simple songs/narrow range/vocal tone * Singing games * Chord Bordun * Pitch matching * Beat Awareness/ competence * Performance Etiquette | **Perform**   * Beat vs. Rhythm * Echo/ perform/ move to show/ read/ identify/ notate 4-beat patterns with quarter, two eighths and quarter rest * Sing, play and move to show ascending and descending melodic patterns * Broken chord bordun * Pitch matching on La-Sol-Mi-Re-Do * Play Sol-Mi and Sol-La-Mi patterns on pitched percussion * Performance Etiquette | **Perform**   * Skips, steps and repeated tones * Pentatonic scale with low La and Sol (sing/play) * Chord Bordun/ Broken chord bordun/ Crossover bordun/ Level bordun * Rhythmic Canon * Echo 8 beat patterns in 2/4 and 6/8 * Perform songs and movement in 2/4 and 6/8 * Traditional music notation of quarter notes, two eighths, quarter rest, tied quarters and half notes * Performance Etiquette | **Perform**   * Traditional music notation for whole half, quarter, eighth notes and rests * Recorder: B-A-G * Skips, Steps and Repeated Tones * Partner songs * Level and crossover borduns * Pentatonic Scale * Performance Etiquette | **Perform**   * Traditional notation for half, quarter, eighth, and sixteenth notes, syncopation, one eighth paired with two sixteenths * Melodic and rhythmic notation * Two- and Three- Part Canon * Recorder: C’-B-A-G-E-D-C * Simple two-chord accompaniments (I-V, I-IV, I-iii, I-vii) * Instrument Technique (pitched and unpitched) * Performance Etiquette |
| **Create**   * Exploration of upward/downward improvising sounds * Explore high/low sounds through speech and movement | **Create**   * Movement that shows changes in tempo * Create 4-beat patterns of sound and silence using iconic notation * High and Low/ singing, speaking, moving, instruments | **Create**   * Compose 4-beat rhythm patterns using iconic or traditional notation * Improvisational singing and/or playing music using Sol-Mi-La | **Create**   * Improvise pentatonic patterns with skips, steps and repeated tones * Create 8-beat rhythm patterns using quarter notes, two eighths, and quarter rest, tied quarters, and half notes * Create Introduction and Coda for a song or poem | **Create**   * Improvisation using skips, steps and repeated notes * 8-beat rhythmic ostinato accompaniments * Introduction/Interlude/Coda | **Create**   * Movement/rhythmic question and answers |

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| **Respond**   * Fast/slow tempo * Beginning and ending * Vocal Timbres * Speaking, singing, whispering and calling voices * Unpitched timbres * Appropriate audience behavior | **Respond**   * Experience songs with accompaniment/ no accompaniment * AA’ Form * Vocal and instrumental timbres * High and Low * Beginning and ending * Introduction * Appropriate audience behavior | **Respond**   * Introduction/ Coda * Tempo Changes * Appropriate audience etiquette | **Respond**   * Follow a listening map with introduction and coda * Appropriate audience etiquette | **Respond**   * Like and Different phrases * Phrase length * Appropriate audience etiquette | **Respond**   * Compare and contrast listening examples * Form * Evaluation * Appropriate audience etiquette |
| **Connect**   * Rhythmic speech/ motions (ELA | **Connect**   * Dramatize stories with instruments or movement to represent characters or special words | **Connect**   * Dances from different cultures | **Connect**   * Music and dance from other cultures * Sound production methods: vibrating strings, striking, windblown (SCIENCE) * Holiday song genre | **Connect**   * Music and Dance from other cultures * Holiday song genre | **Connect**   * Music and Dance from other cultures * Perform and classify genres of music * Holiday song genre |