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| SCS- Quarter 3 Pacing Guide  **Third Quarter**   * Major Work of the Grade * Areas of Reinforcement * Areas of Enrichment | | | | | |
| **Kindergarten** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | **Grade 5** |
| **Perform**   * Rhymes/ short poems in 2/4 and 6/8 * Locomotor/ Non-locomotor Movement * Gallop, slide, jump and hop * Group Singing/Solo singing * Simple songs/ narrow range/ vocal tone/ SM, SML/vocal tone/ singing games * Chord Bordun * Beat Awareness * Performance Etiquette | **Perform**   * Beat competence/ sequenced movement * Perform movement that reinforces phrases * Patterns with one sound, no sound, two sounds per beat * Pentatonic Songs that contain S-M, S-M-L * Iconic notation of S-M, S-M-L and quarter, two eighth and rest * Pitch matching * Solo singing * Tonic Accompaniment * Performance Etiquette | **Perform**   * Simple Ostinato * Level Bordun * Half note * Beat and Rhythm: Quarter note, two eighths, quarter note in speech, song and movement * Read/sing/play Do’-La-Sol-Mi-Re-Do patterns * 8-beat patterns * Chord/ Broken chord bordun * Performance Etiquette | **Perform**   * Crossover Bordun * Melodic Canon * Dynamic changes * Echo, perform, read from traditional notation for quarter, two eighths, half and whole notes and rest * Pentatonic scale on staff * High and Low Do * Melodic Ostinato * Directional markings (repeat, D.C., fine, coda) * Performance Etiquette | **Perform**   * Traditional music notation for half, quarter, eighth and sixteenth notes * Diatonic Scale/ Fa and Ti * Recorder: B-A-G-E * Melodic and Rhythmic Ostinato * Question and Answer (movement and rhythmic) * Dynamics: Crescendo/ decrescendo * Performance Etiquette | **Perform**   * Traditional notation for whole, half, quarter, eighth, and sixteenth notes, and syncopation * Skips, steps and repeated notes * Recorder: D’-C’-B-A-G-F#-E-D-C * Partner Songs * Melodic question and answer * Performance Etiquette |
| **Create**   * Answers to a teacher’s sung question individually or in a group | **Create**   * Patterns with sound/no sound/ two sounds per beat | **Create**   * Introduction and Coda | **Create**   * Pentatonic improvisation to a given rhythm * Rhythmic Question and Answer | **Create**   * Rondo w/ Question and Answer * Compose and perform a simple 4-measure melody | **Create**   * Melodies w/ skips, steps and repeated notes * Melodic Q and A |

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| **Respond**   * AA’ Form * AB, ABA Form * Loud and Soft * Vocal vs. Instrumental * Appropriate audience etiquette | **Respond**   * AB, ABA Form * Loud/Soft Dynamics * Appropriate audience etiquette | **Respond**   * Categorize barred instruments * Forte and piano * ABA * Orchestral Timbres * Appropriate audience etiquette | **Respond**   * Moody in poetry * Dynamic changes * Orchestral families * Appropriate audience etiquette | **Respond**   * Sudden/Gradual dynamic changes * Orchestra instruments * Appropriate audience etiquette | **Respond**   * Rondo Form with Q& A * Individual orchestral instruments * Appropriate audience etiquette * Evaluate music performances |
| **Connect**   * Dramatization of nursery rhymes using speaking/singing voices, movement, and unpitched instruments * Explore emotions and imagery through music | **Connect**   * Songs and Dances from the United States. | **Connect**   * Dances from different cultures (Israel) | **Connect**   * Music and dance from other cultures (Serbia-Yugoslavia) * Spiritual song genre | **Connect**   * Music and Dance from varied cultures * Expressive speech * Work song genre | **Connect**   * Music and Dance from other cultures (Bolivia) * Spiritual song genre |