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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
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| **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
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| **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
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