

	September	October	November	December	January	February	March	April	May	June
Kindergarten	Pulse, Fast Vs. Slow, Tone Production	High Vs. Low; Unpitched Percussion; Short Rhythm Patterns; Long Vs. Short Repertoire	Dramatic Play, Body Awareness, Longer Rhythm Patterns	Pulse Against Rhythm, Same Vs. Different, Up Vs. Down	Phrase, Vocal Qualities	Prepare So-Mi, Call And Response	Form: Time, Space, Shape, Force	Time Signatures, Sound Vs. Silence	Experience 2/4, 4/4, 6/8	Mallet Technique
Assessment		Clap Your First Name			Assessing High Vs. Low	Assess Moving To A Pulse			Assess Ability To Match Pitch	
First	Pulse = Ta = Q, Sound Vs. Silence, Fast Vs. Slow, High Vs. Low, Up Vs. Down	Rest = Q, Titi = N, Repertoire, Mallet Technique, Same Vs. Different, Identify Unpitched Percussion	Phrase, Loud Vs. Quiet, Simple Bordun (Chord), Vocal Qualities (Speak Vs. Sing)	Vocal Qualities (Whisper Vs. Shout, Sing Un/Accompanied In Unison)	Qn, Stick Notation Vs. Staff Notation, Solfege = So-Mi, Introduce Repeat Sign	Experience 2/4, 4/4, 6/8 Songs, Experience Ostinato	Solfege = La, Echo Short Rhythms, Form: AB/ABA, Unpitched Percussion (Wood, Metal, Skin)	Body Percussion	Pitched Percussion (Wood, Metal)	Contour
Assessment	Wkst: Assessing Up Vs. Down				Wkst: Assessing Ta And TI-TI		Wkst: Assessing Unpitched Instr.		Wkst: Assessing So-Mi-La	
Second	Pulse, Contour	N = Ee, Vocal Technique, Phrase, Mallet Technique, Hand Drum Technique	Quq = H, QQ = H, Repertoire, Experience Ostinato, Experience Vocal Ostinato, Coda, Forte Vs. Piano	Pitched Percussion (Xylophone, Metallophone, Glockenspiel)	Solfege: Do-Re, Major Vs. Minor	Solfege: Mi, Simple Bordun (Broken)	Solfege: So-La-Mi-Re-Do Accent	Tempo, Form: ABC, Time, Space, Shape, Force	Suspended Pitch	Time Signatures
Assessment				Wkst: Wood/Metal Timbres			Wkst: Assessing Mi-Re-Do		Wkst: Beats Per Measure	
Third	Pulse, Hh = W, Vocal Technique, Mallet Technique, Phrase	Pulse, Hh = W, Vocal Technique, Mallet Technique, Phrase, Pentatonic Scales	Ququq = D, Time Signature: 3/4, Solfege: High Do	Interlude, Crescendo Vs. Decrescendo	Y, Time Signature: 4/4, Canon/Round, Form: Extended	Solfege: Low La, Orchestral String Family	Question-Answer Songs, Solfege: Fa, Score Reading, Orchestral Percussion Family, Rhythm	Time Signature: 2/4, Conduct In 2 & 3, Form: Rondo, Major/Minor	Fermata, Solfege: Low So, Hand Drum Accent	Treble Clef, Lines Vs. Spaces
Assessment		Wkst: Draw In The Missing Notes		Wkst: Intro/Interlude/Coda	Wkst: Assessing Note Recognition		Wkst: Assessing Note Values	Wkst: Major Vs. Minor		
Fourth	Pulse, Syncopation, Repertoire, Lines Vs. Spaces, Recorder	Ostinato, Form: Rondo, Canon/Round	Question-Answer Songs, Simple Bordun (Level), Orchestral Woodwinds	Mallet Technique, Phrase	Accelerando Vs. Ritardando, Form: A Prime, Treble Clef	Pick-Up (Anacrusis), Conduct In 3, Ledger Lines	Moving Bordun, Orchestral Brass Family	Visualize 6/8, Scale, Pp/Ff, Notating Rhythm	I-V	D.C. Al Fine, Glissando
Assessment	Wkst: Create A Sentence For EGBDF				Wkst: Name The Note On A Staff		Wkst: Recorder - Fingerings	Wkst: Write Each Rhythm You Hear		
Fifth	Pulse, Je, Repertoire, Mallet Technique, Ostinato	Scale (Minor), Major Vs. Minor, Expression, Treble Clef	Canon/Round, Phrase, Form: Rondo	Orchestral Families	Experience Mixolydian Mode, Time Signature: 5/4, 1st/2nd Endings, Partner Songs	Mf, Theme And Variations Rhythm Cards	Descant, Found Sounds/Aural Skills	Time Signature: 7/8 Experience Dorian Mode	Experience Mixed Meter, Counter melody	I-V, I-IV-V, I-VII
Assessment		Wkst: identify the notes to create a word		Wkst: name the 4 families; list one instrument from each family		Wkst: write each rhythm you hear	Wkst: write each melody you hear			