

| | September | October | November | December | January | February | March | April | May | June |
|---------------------|---|---|---|--|--|--|---|---|--|---|
| Kindergarten | Pulse, Fast Vs. Slow, Tone Production. Incorporate Kinder curriculum by reinforcing classroom apple songs, lessons involving farm animals. | High Vs. Low; Unpitched Percussion; Short Rhythm Patterns; Long Vs. Short Repertoire | Dramatic Play, Body Awareness, Longer Rhythm Patterns. Incorporate Kinder curriculum by singing songs about farming. | Pulse Against Rhythm, Same Vs. Different, Up Vs. Down | Phrase, Vocal Qualities. Incorporate Kinder curriculum by singing songs about bugs and critters! | Prepare So-Mi, Call And Response Start musical! | Form: Time, Space, Shape, Force. Incorporate Kinder curriculum by singing songs about flowers and growth. | Time Signatures, Sound Vs. Silence | Experience 2/4, 4/4, 6/8. PERFORMANCE THIS MONTH! | Mallet Technique |
| Assessment | | Clap your own 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. Reinforce First curriculum by building the first grade music community. | Rest = Q, Titi = N, Repertoire, Mallet Technique, Same Vs. Different, Identify Unpitched Percussion. Reinforce First curriculum by singing about the Earth cycle. | Phrase, Loud Vs. Quiet, Simple Bordun (Chord), Vocal Qualities (Speak Vs. Sing). Reinforce First curriculum by talking about germs in the music classroom. | Vocal Qualities (Whisper Vs. Shout, Sing Un/Accompanied In Unison. Reinforce First curriculum by singing songs about water. | Qn, Stick Notation Vs. Staff Notation, Solfege = So-Mi, Introduce Repeat Sign. Reinforce First curriculum by singing holiday songs from various traditions. | Experience 2/4, 4/4, 6/8 Songs, Experience Ostinato. Reinforce First curriculum by singing songs about cooking food. Start musical! | Solfege = La, Echo Short Rhythms, Form: AB/ABA, Unpitched Percussion (Wood, Metal, Skin). Reinforce First curriculum by talking about the "music of the spheres," Holst's Planets, etc. | Body Percussion. Reinforce First curriculum by talking about the personification of water through music. | Pitched Percussion (Wood, Metal). Reinforce First curriculum by talking about vocal tradition and the passing down of folk songs. PERFORMANCE THIS MONTH! | Contour. Reinforce HEART skills in the music classroom. |
| Assessment | Wkst: Assessing Up Vs. Down | | | | Wkst: Assessing Ta And Ti-Ti | | Wkst: Assessing Unpitched Instr | | Wkst: Assessing So-Mi-La | |
| Second | Pulse, Contour. Reinforce Second curriculum by building in ukulele strumming. C and C7 chords. | N = Ee, Vocal Technique, Phrase, Mallet Technique. Reinforce Second curriculum by singing songs about great migrations, singing while playing separate rhythms. | Quq = H, QQ = H, Repertoire, Experience Ostinato, Experience Vocal Ostinato, Coda, Forte Vs. Piano. Reinforce Second curriculum by discussing Native American vocal tradition. F chord, chord transfer. | Holiday songs on the uke! Reinforce Second curriculum by singing songs from or about each continent. | Solfege: Do-Re, Major Vs. Minor. Reinforce Second curriculum by singing spirituals and discussing their integral part in the Underground Railroad. Am chord. | Solfege: Mi, Simple Bordun (Broken). Reinforce Second curriculum by singing songs involving our HEART skills. Combine learned chords into one piece. | Solfege: So-La-Mi-Re-Do Accent. PERFORMANCE THIS MONTH! | t Tempo, Form: ABC, Time, Space, Shape, Force. Reinforce Second curriculum by singing songs about bugs! G7 chord. | Suspended Pitch. Reinforce Second curriculum by singing songs about various habitats, discussing commonly used music effects used to infer certain environments. Dm chord. | Time Signatures. Reinforce Second curriculum by talking about and listening to music involving life and death, fugues, requiems, etc. |
| Assessment | | | | Wkst: Wood/Metal Timbres | | | Wkst: Assessing Mi-Re-Do | | Wkst: Beats Per Measure | |
| Third | Pulse, Hh = W, Vocal Technique, Ukulele Technique, Phrase. Reinforce Third curriculum by discussing the body as a projection device, and how to cope with mistakes in the music classroom. C and C7 chords. | Pulse, Hh = W, Vocal Technique, Phrase, Pentatonic Scales. Reinforce Third curriculum by introducing the Animaniacs' Around the World song! | Ququq = D, Time Signature: 3/4, Solfege: High Do. Continue the Animaniac's Around the World song! F chord, chord transfer. | Interlude, Crescendo Vs. Decrescendo. Reinforce Third curriculum by listening to and discussing how weather is personified through music. Singin' in the Rain on Ukes! | Y, Time Signature: 4/4, Canon/Round, Form: Extended. Continue weather personification. Am chord. | Solfege: Low La, Orchestral String Family. Reinforce Third curriculum by discussing music tradition in ancient civilizations. Combine learned chords into one piece. | Question-Answer Songs, Solfege: Fa, Score Reading, Orchestral Percussion Family, Rhythm. Continue ancient civilizations. PERFORMANCE THIS MONTH! | Time Signature: 2/4, Conduct In 2 & 3, Form: Rondo, Major/Minor. Reinforce Third curriculum by discussing and practicing old oral traditions. G7 chord. | Fermata, Solfege: Low So, Hand Drum Accent. Continue oral tradition. Dm chord. | Treble Clef, Lines Vs. Space. Discuss and listen to songs that deal with memoirs. |
| 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. Reinforce Fourth curriculum by listening to songs from Hawai'i, learning about famous Hawai'ian musicians. | Ostinato, Form: Rondo, Canon/Round. Reinforce Fourth curriculum by introducing music from the focus Native American tribes in their class. | Question-Answer Songs, Simple Bordun (Level), Orchestral Woodwinds. Continue focus on tribes in the 3 ranges. | Mallet Technique, Phrase. Reinforce Fourth curriculum by music about Native American and settler relations. | Accelerando Vs. Ritardando, Form: A Prime, Treble Clef. Reinforce Fourth curriculum by discussing music as a short story. | Pick-Up (Anacrusis), Conduct In 3, Ledger Lines. Reinforce Fourth curriculum by discussing and listening to music born of African American history and tradition. PERFORMANCE THIS MONTH! | Moving Bordun, Orchestral Brass Family. Reinforce Fourth curriculum by discussing sound and physics. | Visualize 6/8, Scale, Pp/Ff, Notating Rhythm. Continue sound and physics, music from the Oregon Trail. | I-V. Reinforce Fourth curriculum by listening to and discussing music from current Oregon and PNW composers. | D.C. Al Fine, Glissando. Reinforce Fourth curriculum by discussing how music can influence the future. |
| Assessment | Wkst: Create A Sentence For EGBDF | | | | | | Wkst: Recorder - Fingerings | Wkst: Write Each Rhythm You Hear | | |
| Fifth | Pulse, Je, Repertoire, Mallet Technique, Ostinato. Reinforce Fifth curriculum by singing the Fifty Nifty United States song. | Scale (Minor), Major Vs. Minor, Expression, Treble Clef. Continue Fifty Nifty, songs about regional plants. | Canon/Round, Phrase, Form: Rondo. Reinforce Fifth curriculum by listening to music about the American Revolution, singing folk songs from the NE US. | Orchestral Families. Continue NE US. | Experience Mixolydian Mode, Time Signature: 5/4, 1st/2nd Endings, Partner Songs. Reinforce Fifth curriculum by singing folk songs from the SE US, listening to music integral to the Civil War and the Underground Railroad. | Mf, Theme And Variations Rhythm Cards. Continue SE US and Civil War. PERFORMANCE THIS MONTH! | Descant, Found Sounds/Aural Skills. Reinforce Fifth curriculum by singing folk songs from the Midwest US. | Time Signature: 7/8 Experience Dorian Mode. Reinforce Fifth curriculum by singing folk songs from the SW US. | Experience Mixed Meter, Counter melody. Reinforce Fifth curriculum by singing folk songs from the West US. | I-V, I-IV-V, I-VII. Reinforce Fifth curriculum by wrapping up regional music traditions, discussing poetry in song. |
| 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 | | | |