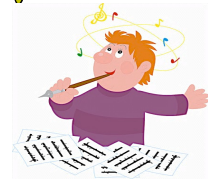
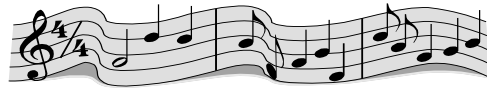
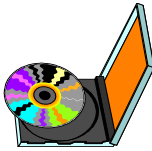
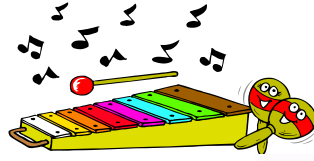


K-6 Curriculum Guide (Suggested)

Experiences Include: Singing, Moving, Listening, Reading, Writing, Improvising, and Composing



Elements Include:

Kindergarten

Vocal Exploration

Voices (Speak, Sing)

Singing in tune

Beat

Fast/Slow

Loud/Soft

High/Low

Strong/Weak Beats

Higher/Lower Pitches

Musical Ideas (preparation for Motive and Phrase)

Rhythm (the way the words go)

Beat vs. Rhythm

**Multiple improvisational opportunities incorporated using above concepts*

First Grade

Review Kindergarten concepts

Beat against rhythm

Strong/Weak Beats

Motive and Phrase

One and two sounds per beat

ta and ti ti ♩ ♪

Dictation of ta and ti ti ♩ ♪


Rest 

Form (Same/Different Motives)

Repeat Signs

Rhythmic Ostinato


Accent <

so and *mi*  

Skip (distance between s and m)

Staff (at this point typically a 2- or 3-line staff)

Construct (compose) using s and m

la (but only approached from *so*) 

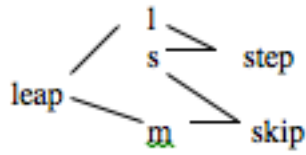
Step (distance between s and l)

Form - AB and Question/Answer (same/different)

Second Grade

Review Grade 1 concepts

la m-l “turn” and leap



Rhythmic Canon

do 

do clef

2 ta Meter 


Bar line / End Bar / Measure

Tie 

Half Note 

Half Rest 


Concept: For each note value/duration there is a rest equivalent

Re (as approached in a descending pattern *m - r - d*) 

Rhythmic Dication of 4-beat Patterns using | □ Z P

Motivic Forms

Melodic ostinato

Four Sixteenth Notes (Set)  (tiri-tiri or tika-tika)

Form - ABA

Third Grade

Review Grade 2 Concepts


re (as approached to and/or from *so*)  *so-re* and *re-so*


Dotted-Half Note 

3 Meter and 4 Meter

Treble Clef Sign

Low *la*,

Separate 8th Notes 

Tie with 8th Notes 

SynCOpa 

Pentatonic

High *do'*

Tonal Center (*do* and *la* pentatonic)

Melodic canon

Part-singing

tiri -ti or tika-ti



ti-tiri or ti - tika

Antecruses: *two types—internal and external*

Fourth Grade

Review Grade 3 Concepts


Slur

Low *so*, (Low *so*, should first be approached from *la*, then approached from *do*)

Tonal Center (*so* and *re*)

Triplets 

Whole Note

tam-ti and ti-tam 

fa (Always present *fa* from a descending *s f m r d* pattern) 

Form – Rondo

ti 

Major scale

Whole Steps and Half Steps

Absolute Pitch/Note Names

Fifth Grade



Review Grade 4 Concepts

Eighth Rest

I and V Chords

Major/Minor Tonality

Dotted-eighth sixteenth patterns

 
(tim-ri or tim-ka) and (ti-rim or tik-um)

Accidentals - Sharp/Flat/Natural

Key signatures – C, F and G

Sixth Grade

Review Grade 5 Concepts

si

fi

Minor Scales

Harmony (I-V, I-IV-V)

Form: Theme and Variations

Form: Classical Period (Real/Tonal Answers)

Simple vs. Compound Meter

Meters of 3/8 and 6/8 and Patterns of Compound Meter



Seventh and Eighth Grade

Review Grade 6 Concepts

Chords V7 - ii - IV

Form: Orchestral and dance forms

Keys of D and Bb

Chromatic Scale

Intervals

Modes - dorian, mixolydian

Cut Time