Kindergarten Grade Long-term Plans

Objectives	August	September	October	November	December	January	February	March	April	May
RHYTHM										
R.1 - Pulse										
R.2 - Meter										
R.3 - Rhythm patterns										
R.4 - UPP technique										
R.5 - Mvt. games, simple org. dances										
MELODY										
M.1 - Vocal tone production										
M.2 - Songs in a limited range										
M.3 - Repertoire songs										
M.4 - Size of sound source/pitch										
M.5 - High/low, melodic dir.										
	August	September	October	November	December	January	February	March	April	May
HARMONY										
H.1 - Tonality diff (M/m)										
H.2 - Ostinato, teacher accomp.										
H.5 - Mallet technique										
FORM										
F.1 - Phrase										
F.2 - AB, ABA form										
EXPRESSIVE QUALITIES										
EQ.1 - Creative movement to interpret										
EQ.2 - Styles of cultures and periods										
EQ.3 - Follow a conductor										
EQ.4 - Tempo contrasts										
EQ.5 - Dynamic contrasts										
EQ.6 - Timbre contrasts										
EQ.7 - Categorize instruments/families										
EQ.9 - Role of music and dance										
EQ.10 - Connect music										

First Grade Long-term Plans

Objectives	August	September	October	November	December	January	February	March	April	May
RHYTHM										
R.1 - Pulse										
R.2 - Meter										
R.3 - Rhythm patterns										
R.4 - UPP technique										
R.5 - Mvt. games, simple org. dances										
MELODY										
M.1 - Vocal tone production										
M.2 - Melodic patterns (solfege & Curwen)										
M.3 - Repertoire songs										
M.4 - Size of sound source/pitch										
M.5 - High/low, melodic dir, contour										
	August	September	October	November	December	January	February	March	April	May
HARMONY										
H.1 - Tonality diff (M/m)										
H.2 - Ostinato, rhythmic										
H.5 - Mallet technique										
H.6 - Bordun accompaniment										
FORM										
F.1 - Phrase										
F.2 - AB, ABA form										
EXPRESSIVE QUALITIES										
EQ.1 - Creative movement to interpret										
EQ.2 - Styles of cultures and periods										
EQ.3 - Follow a conductor										
EQ.4 - Tempo contrasts										
EQ.5 - Dynamic contrasts										
EQ.6 - Timbre contrasts										
EQ.7 - Categorize instruments/families										
EQ.8 - Symbols										
EQ.9 - Role of music and dance										
EQ.10 - Connect music										

Second Grade Long-term Plans

Objectives	August	September	October	November	December	January	February	March	April	May
RHYTHM										
R.1 - Pulse										
R.2 - Meter										
R.3 - Rhythm patterns										
R.4 - UPP technique										
R.5 - Mvt. games, simple org. dances										
MELODY										
M.1 - Vocal tone production										
M.2 - Melodic patterns (solfege & Curwen)										
M.3 - Repertoire songs										
M.4 - Size of sound source/pitch										
M.5 - High/low, melodic dir, contour										
M.6 - Intervallic relationships										
	August	September	October	November	December	January	February	March	April	May
HARMONY										
H.1 - Tonality diff (M/m)										
H.2 - Ostinato										
H.3 - Two part round										
H.4 - Musical score with 2 parts										
H.5 - Mallet technique										
H.6 - Bordun accompaniment										
FORM										
F.1 - Phrase										
F.2 - AB, ABA form										
F.3 - Intro, coda										
F.4 - Rondo form (ABACA)										
	August	September	October	November	December	January	February	March	April	May
EXPRESSIVE QUALITIES										
EQ.1 - Creative movement to interpret										
EQ.2 - Styles of cultures and periods										
EQ.3 - Follow a conductor										
EQ.4 - Tempo contrasts										
EQ.5 - Dynamic contrasts										
EQ.6 - Timbre contrasts										
EQ.7 - Categorize instruments/families										
EQ.8 - Symbols										
EQ.9 - Role of music and dance										
EQ.10 - Connect music										

Third Grade Long-term Plans

Objectives	August	September	October	November	December	January	February	March	April	May
RHYTHM										
R.1 - Pulse										
R.2 - Meter										
R.3 - Rhythm patterns										
R.4 - UPP technique										
R.5 - Dance vocab. simple org. dances										
MELODY										
M.1 - Vocal tone production										
M.2 - Melodic patterns (solfege & Curwen)										
M.3 - Repertoire songs										
M.4 - Size of sound source/pitch										
M.5 - High/low. melodic dir. contour										
M.6 - Intervallic relationships										
M.7 - Scale patterns										
M.8 - Treble clef alphabet										
M.9 - Recorder										
	August	September	October	November	December	January	February	March	April	May
HARMONY										
H.1 - Tonality diff (M/m. chord changes)										
H.2 - Ostinato										
H.3 - Two and Three part round										
H.4 - Musical score with 2 or 3 parts										
H.5 - Mallet technique										
H.6 - Bordun accompaniment										
FORM										
F.1 - Phrase										
F.2 - AB. ABA form										
F.3 - Intro. interlude. coda										
F.4 - Rondo form (ABACA)										
	August	September	October	November	December	January	February	March	April	May
EXPRESSIVE QUALITIES										
EQ.1 - Creative movement to interpret										
EQ.2 - Styles of cultures and periods										
EQ.3 - Follow a conductor										
EQ.4 - Tempo contrasts										
EQ.5 - Dynamic contrasts										
EQ.6 - Timbre contrasts										
EQ.7 - Categorize instruments/families										
EQ.8 - Symbols										
EQ.9 - Role of music and dance										
EQ.10 - Connect music										

Fourth Grade Long-term Plans

Objectives	August	September	October	November	December	January	February	March	April	May
RHYTHM										
R.1 - Pulse										
R.2 - Meter										
R.3 - Rhythm patterns										
R.4 - UPP technique										
R.5 - Dance vocab. simple org. dances										
MELODY										
M.1 - Vocal tone production										
M.2 - Melodic patterns (solfege & Curwen)										
M.3 - Repertoire songs										
M.4 - Size of sound source/pitch										
M.5 - High/low. melodic dir. contour										
M.6 - Intervallic relationships										
M.7 - Scale patterns										
M.8 - Treble clef alphabet										
M.9 - Recorder										
	August	September	October	November	December	January	February	March	April	May
HARMONY										
H.1 - Tonality diff (M/m. chord changes)										
H.2 - Ostinato										
H.3 - Two and Three part round										
H.4 - Musical score with multiple parts										
H.5 - Mallet technique										
H.6 - Bordun accompaniment										
H.7 - Tonic accompaniment										
H.8 - Chord changes										
H.9 - Partner songs. descants										
FORM										
F.1 - Phrase										
F.2 - AB. ABA. AABA form										
F.3 - Intro. interlude. coda										
F.4 - Rondo form (ABACA)										
	August	September	October	November	December	January	February	March	April	May
EXPRESSIVE QUALITIES										
EQ.1 - Creative movement to interpret										
EQ.2 - Styles of cultures and periods										
EQ.3 - Follow a conductor										
EQ.4 - Tempo contrasts										
EQ.5 - Dynamic contrasts										
EQ.6 - Timbre contrasts										
EQ.7 - Categorize instruments/families										
EQ.8 - Symbols										
EQ.9 - Role of music and dance										
EQ.10 - Connect music										

Fifth Grade Long-term Plans

Objectives	August	September	October	November	December	January	February	March	April	May
RHYTHM										
R.1 - Pulse										
R.2 - Meter										
R.3 - Rhythm patterns										
R.4 - UPP technique										
R.5 - Folk/social dance										
MELODY										
M.1 - Vocal tone production										
M.2 - Melodic patterns (solfege & Curwen)										
M.3 - Repertoire songs										
M.4 - Size of sound source/pitch										
M.5 - High/low, melodic dir, contour										
M.6 - Intervallic relationships										
M.7 - Scale patterns										
M.8 - Treble clef alphabet										
M.9 - Recorder										
	August	September	October	November	December	January	February	March	April	May
HARMONY										
H.1 - Tonality diff (M/m, chord changes)										
H.2 - Ostinato										
H.3 - Two and Three part round										
H.4 - Musical score with multiple parts										
H.5 - Mallet technique										
H.6 - Bordun accompaniment										
H.7 - Tonic accompaniment										
H.8 - Chord changes										
H.9 - Partner songs, descants										
FORM										
F.1 - Phrase										
F.2 - AB, ABA, AABA form										
F.3 - Intro, interlude, coda										
F.4 - Rondo form (ABACA)										
F.5 - Theme and variation form										
	August	September	October	November	December	January	February	March	April	May
EXPRESSIVE QUALITIES										
EQ.1 - Creative movement to interpret										
EQ.2 - Styles of cultures and periods										
EQ.3 - Follow a conductor										
EQ.4 - Tempo contrasts										
EQ.5 - Dynamic contrasts										
EQ.6 - Timbre contrasts										
EQ.7 - Categorize instruments/families										
EQ.8 - Symbols										
EQ.9 - Role of music and dance										
EQ.10 - Connect music										