**September/October**

**Concept -Rhythm**

Kindergarten

* I can hearthe rhythm/beat

Grade One (I understand that)

* music can move to a steady beat
* the beat can be even/uneven
* music is made up of long and short sounds and silences and that these can be grouped to form patterns
* there is strong and weak beats in music

Grade Two (I understand that)

* rhythm pattern can accompany the melody
* rhythm patterns are made up of the beat and divisions of the beat
* beats can be grouped by accent
* notes/rests have a duration: quarter (ta), eighth (ti), half (to-o), whole (f-o-u-r)

Grade Three (I understand that)

* a dot, fermata and tie can extend the duration of a note/rest
* beats can be grouped in 2’s or 3’s
* some music does not have a steady beat
* time signature tells how beats are grouped

Grade Four (I understand that)

* beats can be grouped in 4’s
* metre changes my occur within music
* this note/rest has this duration: sixteenth (tika)

Grade Five (I understand that)

* dotted notes and their duration, and syncopation
* rhythm is created by combining beat, tempo, patterns, metre and duration

Grade Six (I understand that)

* there are many types of rhythms
* there are numerous rhythm patterns (triplet)

**September/October**

**Skills**

Many of these are overarching and are worked on weekly if not daily. This is just a schedule of when they will be concentrated on. Most skills listed in Gr. 1 are used and developed in higher grades.

**Kindergarten (I can)**

* pat the rhythm
* pat the beat

**Grade One (I can)**

Singing:

* respond to tone matching and echo games
* experience singing alone and in a group

Playing Instruments:

* explore the sound of various musical instruments
* play a steady beat using rhythm instruments
* echo rhythm patterns

Listening:

* identify and compare sounds (musical, non musical) high/low, loud/soft/short/long, up/down

Moving:

* move to the beat in music (walking, running, hopping, skipping)
* respond to beat through action and simple body percussion

Reading and Writing:

* recognize ta and ti ti rhythm patterns
* recognize rhythm patterns and follow left to right
* echo clap and chant written rhythm patterns

Creating:

* create a clapping/body percussion pattern

**Grade Two (I can)**

Singing, Listening, and Moving

* same as Gr. 1

Playing Instruments:

* play simple rhythm patterns (beat and divisions of the beat)

Reading and Writing:

* recognize whole, half, quarter notes and their rests, recognize eighth notes

Creating:

* create a clapping/body rhythm pattern consisting of 4 beats

**Grade Three I can, in addition to the above:**

Singing:

* sing ostinato patterns with songs

Moving:

* perform rhythmic patterns in music

Reading and Writing:

* recognize the eighth note and rest
* recognize 4/4 time signature

Creating:

* create clapping/body rhythms that are 4 beats long

**Grade Four I can, in addition to the above:**

Reading and Writing:

* recognize sixteenth notes and rests

Creating:

* create clapping/body rhythm/unpitched percussion patterns that are 4-8 beats long

**Grade Five , in addition to the above, I can:**

Creating:

* create clapping/body rhythm/pitched and unpitched percussion patterns that are 4-8 beats long

**Grade Six , in addition to the above, I can:**

Reading and Writing:

* understand the function of key signatures

Creating:

* create clapping/body rhythm/pitched and unpitched percussion patterns that are 8-16 beats long