

Scope and Sequence

Step 1

Beat vs. Rhythm

Goals

- Students will show they can “feel” a beat by being able to accurately identify a beat level to any given piece.
- Students will be able to accurately tap out multiple beat levels on any given piece.
- Students will be able to tap a beat while simultaneously “chooing” a different beat level.

Step 2

Main Beat – Introduce icon representing the main beat

Goals

- Students will be able to identify and tap the “main beat” in any given piece.
- Students will be able to accurately “choo,” air tongue, and buzz the iconic rhythm on the board

Step 3

Various Beat Levels/Durations – introduce icons representing 1:1, 2:1, and 4:1 ratios.

Goals

- Students will be able to “choo,” air tongue, and buzz iconic examples of rhythmic durations using all 4 ratios.
- Students will be able to manipulate the icons and perform their own rhythms.
- Students will be able to identify songs associated with iconic examples on the board.
- Students will be able to manipulate icons into songs selected by the teacher.
- Students will be able to manipulate icons into songs they select on their own.
- Students will be able to play on their instrument iconic examples with note names labeled on each icon.

Step 4

Introduction of rests

Goals

- Same as step 3 but with rests included.

Step 5

Introduction of symbols using the duration triangle

Goals

- Students will fully memorize and independently recreate, and label the duration triangle.
- Students will be able to accurately verbally identify all durations longer than the main beat with various 1:1 ratios given on the duration triangle.

Step 6

Putting durational symbols to the icons

Goals

- Students will perform rhythms with symbols right above the icons
- Students will label the icons themselves with the correct symbols according to what is established as the main beat (1:1).
- Students will perform rhythms using only the symbols
- Students will compose their own rhythms using only symbols.
- Students will begin reading music out of their method books.
- Students will play notes on the staff using only the durations.
- After icons on staff, students will play symbols on staff.

Step 7

Introduction of beat levels shorter than the main beat

Goals

- Students will be able to choo, buzz, and play on their instrument iconic durational values of $\frac{1}{2}$:1, and $\frac{1}{4}$:1.
- Students will identify corresponding symbols on the duration triangle.
- Students will perform iconic examples with symbols written right below the main beat.
- Students will perform rhythm examples using only symbols with various 1:1 ratios.
- Students will play pieces in method book and/or sheet music using notes shorter than the main beat level.

Step 8

Introduction of 3:1 ratio and dotted rhythms

Goals

- Students will be able to perform rhythm examples with 3:1 ratios of various types of main beats.
- Students will be able to transfer knowledge of micro beats to 3:1 ratios that aren't based off of the main beat such as dotted quarter in 4/4 time, dotted 8th with 16th in 4/4 time.