

Scope and Sequence – ABC Music & Me: Move & Groove

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
Unit Title	Jazz Kitchen	Sounds Abound	Dance with Me	Drums, Drums, Drums	Feel the Music	Rhythms of the Land	Giggles	Join the Parade	Jumping Beans
Theme	Food – in the kitchen and at the grocery store	Storytelling through words, sounds and visual elements	Dance – expressive and creative	Drumming!	Emotions and feelings	Native Americans	Humor and laughter	Community events and parades	Latin America

Language and Literacy

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
Unit Title	Jazz Kitchen	Sounds Abound	Dance with Me	Drums, Drums, Drums	Feel the Music	Rhythms of the Land	Giggles	Join the Parade	Jumping Beans
LISTENING:									
Focused Listening	Develop attention skills, auditory acuity, and sound discrimination skills: <ul style="list-style-type: none"> • Quarter note • Eighth note • Footsteps • Toast popping • Jazz music 	Develop attention skills, auditory acuity, and sound discrimination skills: <ul style="list-style-type: none"> • Instrumental sound effects • Humming 	Develop attention skills, auditory acuity, and sound discrimination skills: <ul style="list-style-type: none"> • Echo • Music for and sounds of tap, jazz, and ballet • String instruments: violin and double bass • Music in duple and triple meter 	Develop attention skills, auditory acuity, and sound discrimination skills: <ul style="list-style-type: none"> • African music and instruments • Accelerando • Steel drums 	Develop attention skills, auditory acuity, and sound discrimination skills: <ul style="list-style-type: none"> • Minor and major tones • Music with <i>crescendo</i> and <i>decrescendo</i> • Beethoven • Rhyming words • Brass instruments: trumpet, horn, trombone, tuba 	Develop attention skills, auditory acuity, and sound discrimination skills: <ul style="list-style-type: none"> • Native American instruments, music, and language 	Develop attention skills, auditory acuity, and sound discrimination skills: <ul style="list-style-type: none"> • Folk instruments: washboard, saw, spoons, banjo, and jaw harp • Ticking clocks and alarms • <i>Presto</i> and <i>Largo</i> music 	Develop attention skills, auditory acuity, and sound discrimination skills: <ul style="list-style-type: none"> • Instruments: pennywhistle, piccolo • Woodwind instruments: flute, oboe, clarinet, and bassoon • Marching music • Symphony 	Develop attention skills, auditory acuity, and sound discrimination skills: <ul style="list-style-type: none"> • Sound vs. silence • Quarter notes and rests • Donkey sounds • Latin music and Spanish language
Follow Directions	Respond to aural cues.	Respond to aural cues.	Respond to aural cues.	Respond to aural cues.	Respond to aural cues.	Respond to aural cues.	Respond to aural cues.	Respond to aural cues.	Respond to aural cues.

Scope and Sequence – ABC Music & Me: Move & Groove

Vocabulary – Spoken Words	Respond to verbs such as stop, walk, run, dance, tap, jump, peek, swing, chop, and pop with matching movements.	Label body parts and movements. Respond to up high/down low, and to verbs such as hum, wave, sweep, swim, and wiggle with matching movements Respond to descriptive language by moving body appropriately: zigzag, curvy, and circular.	Respond to verbs such as echo, dance, tap, and pose, with matching movements. Learn and experience dance-related vocabulary: jig, ballet, tap, and jazz.	Respond to verbs such as echo, hold hands, turn, pass, twist, and rumble with matching movements. Label body parts of self (e.g. head, shoulders, chest) and animals (e.g. paws, tails, hooves).	Learn, experience, and appropriately respond to vocabulary related to feelings. Respond to apart/together, small/big, and verbs such as crouch, grow, raise, bend, march, and slide with matching movements.	Respond to verbs such as twirl, sway, tiptoe, pretend, growl, grind, and twist with matching movements. Label fingers (e.g. thumb, pointer, middle, etc.). Learn and experience vocabulary related to Native Americans.	Respond to quickly/slowly and to verbs such as giggle, laugh, wake up, pat, clap, and stomp with matching movements.	Respond to quiet/loud and to verbs such as scoot, rub, march, scratch, and whisper with matching movements. Learn and experience vocabulary related to parades and marching bands.	Respond to verbs such as move/freeze, step/stop, sweep, wiggle, hop, and rest with matching movements Learn and experience vocabulary related to Latin American music, language, and culture.
Vocabulary Picture Cards	toaster soup shopping cart pot milk and cookies kitchen grocery store bubbles	whale waterfall rock, river bridge octopus, monkey, bee horse & pony, elephant	mirror band	jungle hug	sheep orchestra kitten chicken and chicks	sun stop squirrel snow, rain nest Native Americans hiker, forest fence, feather cave, bird bicycle, bear	salt & pepper puppy & dog hog or pig frog flea fly mosquito clocks camel banana apple	Parade marching band flag conductor & baton	rainforest lizard farm duck donkey
Story Comprehension	<i>Noodles from Scratch</i>	<i>If I Had a Big Blue Boat</i>	<i>Dance of Our Own</i>	<i>Drum Circle</i>	<i>The Duel</i>	<i>Pedal Pump, Pedal Pump</i>	<i>Giggles</i>	<i>Henry's Parade</i>	<i>A Quieter Instrument</i>
Poems, Songs, and Fingerplays (*)	<i>Groovin' Hello/ Goodbye Jive</i> <i>Go into the Kitchen</i> <i>The Muffin Man</i> <i>Scat Singing</i>	<i>Groovin' Hello/ Goodbye Jive</i> <i>Wee Willie Winkie</i> <i>Elephants Have Wrinkles</i>	<i>Groovin' Hello/ Goodbye Jive</i> <i>Whoever Can It Be?</i> <i>Piggy Jig</i> <i>Who's That?</i>	<i>Groovin' Hello/ Goodbye Jive</i> <i>My Bike</i> <i>Che Che Koolay</i> <i>Parrot Talk</i>	<i>Groovin' Hello/ Goodbye Jive</i> <i>My Kitten</i> <i>Hëvënu Shalom</i> <i>Oopsy Daisy</i>	<i>Groovin' Hello/ Goodbye Jive</i> <i>Rainbow Song</i> <i>Duck Dance</i> <i>*Counting Fingers</i>	<i>Groovin' Hello/ Goodbye Jive</i> <i>Pass the Shoe</i> <i>*Sally the Camel</i> <i>The Sloth</i>	<i>Groovin' Hello/ Goodbye Jive</i> <i>Toodala</i> <i>My Sandblocks</i> <i>1-2, Tie My Shoe</i>	<i>Groovin' Hello/ Goodbye Jive</i> <i>Clap Your Hands</i> <i>I Like to Play the Sticks</i>

Scope and Sequence – ABC Music & Me: Move & Groove

	<p><i>Walk, Walk, Walk</i></p> <p><i>Milk and Cookies</i></p> <p><i>Go Into the Kitchen</i></p> <p><i>*Choop, Chop, Chippity Chop</i></p> <p><i>Mrs. Murphy's Chowder</i></p> <p><i>Toast, Toast</i></p>	<p><i>Epo I Tai Tai E</i></p> <p><i>Put a Rock in My Pocket</i></p> <p><i>My Pony Joe</i></p> <p><i>*Tommy Thumbs</i></p>	<p><i>All the Fish Are Swimming in the Water</i></p> <p><i>Buenos Días</i></p>	<p><i>Mazoo</i></p> <p><i>Owisana</i></p> <p><i>My Head and My Shoulders</i></p> <p><i>Rumble in the Jungle</i></p> <p><i>Pass it On</i></p>	<p><i>Little Bo-Peep</i></p> <p><i>Hey, Lolly</i></p> <p><i>John Jacob Jingleheimer Schmitt</i></p>	<p><i>Land of the Silver Birch</i></p> <p><i>A Big Black Bear</i></p> <p><i>Spirit of the Sun</i></p>	<p><i>Flea, Fly, Mosquito</i></p> <p><i>Salt and Pepper</i></p> <p><i>Apples and Bananas</i></p> <p><i>Gan-Goo</i></p>	<p><i>*Lirum, Larum</i></p>	<p><i>Sweetly Sings the Donkey</i></p> <p><i>Mama Paquita</i></p> <p><i>My Farm</i></p> <p><i>Hot Cross Buns</i></p>
Family Guide Activity	Follow verbal directions; respond with creating noodle art.	Follow verbal directions; sort big and small items.	Listen for details; respond by pointing.	Listen to directions; respond by counting and coloring.	Listen to directions; respond by counting and coloring.	Listen for rhyming words; respond by pointing or circling.	Listen for long vowel sounds; respond by pointing or circling.	Follow verbal directions; respond arranging in size order.	Follow verbal instructions; respond by pinning the tail on the donkey.
SPEAKING:									
Say Words and Sounds	<p>Develop rhythmic speaking skills.</p> <p>Develop singing skills.</p> <p>Develop language skills and expand vocabulary.</p> <p>Echo words and sounds.</p> <p>Explore using nonsense syllables in a scat.</p>	<p>Develop rhythmic speaking skills.</p> <p>Develop singing skills.</p> <p>Develop language skills and expand vocabulary.</p> <p>Echo words and sounds.</p> <p>Practice humming.</p>	<p>Develop rhythmic speaking skills.</p> <p>Develop singing skills.</p> <p>Develop language skills and expand vocabulary.</p> <p>Practice matching pitch.</p> <p>Practice saying Spanish words.</p> <p>Engage in vocal play.</p>	<p>Develop rhythmic speaking skills.</p> <p>Develop singing skills.</p> <p>Develop language skills and expand vocabulary.</p> <p>Echo words and sounds.</p> <p>Engage in call-and-response.</p>	<p>Develop rhythmic speaking skills.</p> <p>Develop singing skills.</p> <p>Develop language skills and expand vocabulary.</p> <p>Discuss feelings.</p> <p>Engage in vocal play.</p> <p>Develop and practice phonemic</p>	<p>Develop rhythmic speaking skills.</p> <p>Develop singing skills.</p> <p>Develop language skills and expand vocabulary.</p> <p>Engage in vocal play.</p> <p>Chant rhythmically.</p> <p>Develop vocal skills.</p>	<p>Develop rhythmic speaking skills.</p> <p>Develop singing skills.</p> <p>Develop language skills and expand vocabulary.</p> <p>Interact socially.</p> <p>Engage in pretend play.</p> <p>Develop pitch awareness.</p> <p>Explore vocal</p>	<p>Develop rhythmic speaking skills.</p> <p>Develop singing skills.</p> <p>Develop language skills and expand vocabulary.</p> <p>Explore different voices.</p> <p>Interact socially.</p>	<p>Develop rhythmic speaking skills.</p> <p>Develop singing skills.</p> <p>Develop language skills and expand vocabulary.</p> <p>Interact socially.</p> <p>Practice saying Spanish words.</p> <p>Engage in pretend play.</p> <p>Develop</p>

Scope and Sequence – ABC Music & Me: Move & Groove

					awareness: rhyming words.		sounds.		awareness of pitch and tonality. Make animal sounds.
Sing Songs & Musical Fingerplays (*)	<i>Groovin' Hello/ Goodbye Jive</i> <i>Noodles from Scratch</i> <i>Milk and Cookies</i>	<i>Groovin' Hello/ Goodbye Jive</i> <i>Elephants have Wrinkles</i>	<i>Groovin' Hello/ Goodbye Jive</i> <i>Whoever Can it Be?</i> <i>Who's That?</i> <i>Buenos Días</i>	<i>Groovin' Hello/ Goodbye Jive</i> <i>Che Che Koolay</i> <i>Parrot Talk</i> <i>My Head and My Shoulders</i>	<i>Groovin' Hello/ Goodbye Jive</i> <i>Little Bo-Peep</i> <i>Little Bo-Peep Vocal Play</i> <i>Hey, Lolly</i>	<i>Groovin' Hello/ Goodbye Jive</i> <i>*Counting Fingers</i> <i>Rhythm Echoes</i> <i>Feed the Birds</i>	<i>Groovin' Hello/ Goodbye Jive</i> <i>Pass the Shoe</i> <i>Sally the Camel</i> <i>Old Lady No-Nose</i> <i>Flea, Fly, Mosquito</i> <i>Apples and Bananas</i> <i>Gang-Goo</i>	<i>Groovin' Hello/ Goodbye Jive</i> <i>My Voice</i> <i>Toodala</i> <i>1-2, Tie My Shoe</i> <i>*Lirum, Larum</i>	<i>Groovin' Hello/ Goodbye Jive</i> <i>Clap Your Hands</i> <i>Sweetly Sings the Donkey</i> <i>My Farm</i> <i>Hot Cross Buns</i>
Family Guide Activity	Talk about favorite foods and which foods to include on a menu.	Say animal sounds.	Have a discussion about using greetings. Sing a song and say "Good morning" in different languages.	Parrot different phrases.	Say rhyming words.	Describe, "What is happening in the picture." Invent and tell the ending to a story.	Discuss fast and slow things. Practice speaking very slowly and very quickly.	Describe "What is happening in the picture." Say a nursery rhyme.	Describe what story the pictures tell.
READING:									
Match sounds with written symbols.	Quarter notes ("walking") and eighth notes ("running")	Graphic notation of plot of a musical story	Treble clef (higher pitches) and bass clef (lower pitches)	Rhythm patterns (ta, ti-ti)	Crescendo (louder) and decrescendo (softer)	Rhythm patterns (ti-ti ta)	Largo (slow) and presto (fast)	Piano (soft) and forte (loud)	Rhythm patterns with quarter notes and rests
Family Guide Activity	Practice visual discrimination to determine which	Read numbers and count how many.	Practice visual discrimination by matching	Read letters and identify the sounds they	Match facial expressions to words.	Match words to pictures.	Read and complete patterns.	Color by number.	Color and read a mini book about what farm

Scope and Sequence – ABC Music & Me: Move & Groove

	has more.		items to solve a puzzle.	make, and match upper and lowercase letters.					animals eat.
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WRITING:									
Writing Guide Activities (4)	Trace and write the letter Mm; Connect the dots between numbers. Coloring; Trace letters; Write short word. Trace and write the letter Zz; Trace diagonal lines. Trace curvy lines.	Trace and write the letter Bb; Draw and write a word that starts with Bb. Trace curvy and zigzag lines. Trace and write the letter Oo; Complete words with long-O sounds. Trace and write the word "hand"; Trace own hand; Write name; Record ideas.	Trace and write the letter Tt; Trace horizontal lines. Follow a path by tracing without touching the sides. Connect the dots between numbers; Coloring. Trace and write the letter Ww; Trace zigzag shapes.	Practice tracing and writing lowercase "d" and "b." Practice tracing and writing 1/one and 2/two. Practice tracing and writing 3/three and 4/four. Label parts of the body.	Practice tracing and writing the letter Ee. Draw lines through a maze. Color and cut out shapes; Write name. Practice writing the letter Jj; Color.	Trace and color; Write name; Cut out shapes. Practice V-shapes; Trace and write the letter Vv. Trace and draw circles. Trace and write the letter Cc and C-shapes.	Trace and write Hh letters and words. Draw curvy lines through a maze without touching the sides. Trace and write Gg letters and words. Draw a funny frog; Write for a purpose.	Coloring; Cut out shapes; Glue shapes together. Trace and write the letter Pp. Trace and write 5/five and 6/six; Trace and draw triangles and squares. Trace and write Ll letters and words.	Trace and write the letter Rr; Coloring; Write for a purpose. Color by number; Answer questions. Trace and write Ff letters and words. Count and write how many.
	Family Guide Activity	Draw lines through a maze.	Trace and write the letter Ee. Connect the dots between numbers.	Write the missing letters of the alphabet.	Write words that start with the "dr" consonant blend. Color in a black-line picture.	Draw a self-portrait and record personal information.	Trace and write the letter Tt.	Trace and write numbers 1-5.	Trace the words for numbers 1-10.

Scope and Sequence – ABC Music & Me: Move & Groove

Mathematics and Cognitive Development

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
Unit Title	Jazz Kitchen	Sounds Abound	Dance with Me	Drums, Drums, Drums	Feel the Music	Rhythms of the Land	Giggles	Join the Parade	Jumping Beans
GEOMETRY AND SPATIAL SENSE									
Note: While this program does not include an explicit focus on developing geometry and spatial sense during classroom lessons, academic research shows a strong link between music instruction and gains in young children’s spatial-temporal reasoning. Request summary of research to learn more.									
Identify and work with shapes	Writing Guide: Spatial practice with tracing lines and coloring. Family Guide: Build spatial awareness by completing a maze.	Writing Guide: Spatial practice by tracing path. Family Guide: Distinguish spatial differences (big/small).	Writing Guide: Spatial practice by tracing paths Family Guide: Put together a square puzzle using triangular pieces by matching visual images.	Family Guide: Identify and color shapes/items.	Writing Guide: Build spatial awareness by completing a maze. Identify and match shapes.	Writing Guide: Spatial practice by tracing lines and cutting shapes. Trace and draw circles. Family Guide: Spatial practice through coloring.	Writing Guide: Spatial practice by tracing circular and curvy lines. Family Guide: Complete a puzzle by correctly aligning visual images.	Writing Guide: Practice spatial skills and shape knowledge by using triangles to match and create another shape.	Family Guide: Develop spatial awareness by pinning tail on donkey.
Describe spatial relationships using positional words	Describe spatial relationships of how to move body or play instruments using positional words.	Describe spatial relationships of how to move body or play instruments using positional words. Family Guide: Place items “in” a hoop.	Describe spatial relationships of how to move body or play instruments using positional words.	Describe spatial relationships of how to move body or play instruments using positional words.	Describe spatial relationships of how to move body or play instruments using positional words.	Describe spatial relationships of how to move body or play instruments using positional words.	Describe spatial relationships of how to move body or play instruments using positional words.	Describe spatial relationships of how to move body or play instruments using positional words.	Describe spatial relationships of how to move body or play instruments using positional words.
MEASUREMENT AND PATTERNS									
Recognize and duplicate patterns	Recognize, experience, and duplicate steady beat and sound patterns. Recreate	Recognize, experience, and duplicate steady beat. Recreate physical patterns	Recognize, experience, and duplicate steady beat: Patterns of twos and threes. Recreate	Recognize, experience, and duplicate steady beat: quarter notes and eighth notes, and ti-ti ta vocal rhythms.	Recognize, experience, and duplicate steady beat. Recreate physical patterns	Recognize, experience, and duplicate steady beat: Beat and no beat, ti-ti ta (or “grinding corn”).	Recognize, experience, and duplicate steady beat: Tempo, <i>presto</i> and <i>largo</i> (slow and fast).	Recognize, experience, and duplicate steady beat. Recreate physical patterns	Recognize, experience, and duplicate steady beat: Understand the absence of sound in a rhythm (rest),

Scope and Sequence – ABC Music & Me: Move & Groove

	physical patterns in physical movement or fingerplays.	in physical movement or fingerplays.	physical patterns in physical movement or fingerplays.	Recreate physical patterns in physical movement or fingerplays.	in physical movement or fingerplays.	Recreate physical patterns in physical movement or fingerplays. Singing/Vocal Play: Echo vocal patterns.	Recreate physical patterns in physical movement or fingerplays: <i>Presto</i> and <i>largo</i> (slow and fast). Singing/Vocal Play: Echo vocal patterns. Family Guide: Recognize and complete a visual pattern.	in physical movement or fingerplays.	and counting out a beat (1-8). Recreate physical patterns in physical movement or fingerplays.
Make comparisons	Compare quarter and eighth notes. Compare sounds to determine appropriate physical response or movement. Compare musical sounds: sounds of instruments, genres or types of music (jazz and scat), and timbre (high/low).	Listen for timbre and compare the way things sound: Same/different or high/low. Compare sounds to determine appropriate physical response or movement. Compare musical sounds: sounds of instruments, genres or types of music: graphic notation. Family Guide: Compare big and small items.	Compare sounds to determine appropriate physical response or movement. Compare musical sounds: sounds of instruments, genres or types of music: Classical music, duple and triple meter, tap, jazz, ballet, and jig. Treble clef: Compare high and low sounds.	Compare sounds to determine appropriate physical response or movement: <i>Accelerando</i> . Compare musical sounds: sounds of instruments, genres or types of music: Beats that speed up (<i>accelerando</i>) and African music and drums.	Compare sounds to determine appropriate physical response or movement: <i>crescendo</i> and <i>decrescendo</i> . Compare musical sounds: sounds of instruments, genres or types of music: major/minor chords, loud/soft, and <i>crescendo</i> and <i>decrescendo</i> . Writing Guide: Compare shape qualities to make visual matches.	Compare sounds to determine appropriate physical response or movement. Compare musical sounds: sounds of instruments, genres or types of music: Native American instruments, music, and language.	Compare sounds to determine appropriate physical response or movement. Compare musical sounds: sounds of instruments, genres or types of music: Folk instruments, tempo, and humor.	Compare sounds to determine appropriate physical response or movement. Compare musical sounds: sounds of instruments, genres or types of music: <i>Piano</i> and <i>forte</i> (quiet and loud), and marching band or parade instruments and music. Family Guide: Complete puzzle by organizing by size (smallest/largest)	Compare sounds to determine appropriate physical response or movement: Rests and “move and freeze.” Compare musical sounds: sounds of instruments, genres or types of music: Rests, Latin American language, music, and instruments

Scope and Sequence – ABC Music & Me: Move & Groove

NUMBER AND OPERATIONS									
Count and work with numbers	Family Guide: Count items to identify “more.”	Family Guide: Read number and color in matching number of items.	Count out rhythms: one-two and one-two-three. Family Guide: Read numbers to connect dots.	Writing Guide: Write 1 (one), 2 (two), 3 (three), and 4 (four). Family Guide: Color in specific amounts of shapes/items and count total number of items.	Family Guide: Count to 7, 8, and 9.	Fingerplay: Count fingers, 1-5.	Singing: Count backwards from five. Family Guide: Count backwards from five.	Singing: Count to ten in groups of two. Writing Guide: Write 5 (five) and 6 (six). Family Guide: Write number words to ten.	Movement: Count out beat, 1-8, and move to this count. Writing Guide: Read numbers to color puzzle. Count and write numbers.
One-to-one correspondence	Movement: Make hand motion for each of quarter and eighth note beats. Pass out individual instruments (one/two per child) or share a single instrument.	Singing/Vocal Play: Echo once per word or phrase. Pass out individual instruments (one/two per child) or share a single instrument.	Singing/Vocal Play: Echo once per word or phrase. Pass out individual instruments (one/two per child) or share a single instrument.	Singing/Vocal Play: Echo once per word or phrase. Pass out individual instruments (one/two per child) or share a single instrument.	Singing/Vocal Play: Echo once per word or phrase. Pass out individual instruments (one/two per child) or share a single instrument.	Singing/Vocal Play: Echo once per word or phrase. Pass out individual instruments (one/two per child) or share a single instrument.	Singing/Vocal Play: Echo once per word or phrase. Pass out individual instruments (one/two per child) or share a single instrument.	Pass out individual instruments (one/two per child) or share a single instrument.	Pass out individual instruments (one/two per child) or share a single instrument.
SCIENTIFIC AND COGNITIVE DEVELOPMENT									
Gather information, investigate, observe and predict	Observe illustrations and make predictions about a story. Gather information about specific subjects or instruments, investigate, and make observations based on visual or audio	Observe illustrations and make predictions about a story. Gather information about specific subjects or instruments, investigate, and make observations based on visual or audio	Movement: Investigate different types of dance: Tap, jazz, ballet, and jig. Observe illustrations and make predictions about a story. Gather information about specific subjects or	Observe illustrations and make predictions about the story. Gather information about specific subjects or instruments, investigate, and make observations based on visual or audio	Observe illustrations and make predictions about a story. Gather information about specific subjects or instruments, investigate, and make observations based on visual or audio	Observe illustrations and make predictions about a story. Gather information about specific subjects or instruments, investigate, and make observations based on visual or audio	Observe illustrations and make predictions about a story. Gather information about specific subjects or instruments, investigate, and make observations based on visual or audio	Observe illustrations and make predictions about a story. Gather information about specific subjects or instruments, investigate, and make observations based on visual or audio	Observe illustrations and make predictions about a story. Gather information about specific subjects or instruments, investigate, and make observations based on visual or audio

Scope and Sequence – ABC Music & Me: Move & Groove

	characteristics. Family Guide: Count items to identify “more.”	characteristics.	instruments, investigate, and make observations based on visual or audio characteristics.	characteristics.	characteristics: Emotion cards.	characteristics. Pretend Play: Practice investigation and observation skills such as “stop, look, listen.”	characteristics.	characteristics.	characteristics. Pretend Play: Practice investigation and observation skills while taking a pretend walk in a rain forest. Family Guide: Make predictions based on visual information
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Physical Development

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
Unit Title	Jazz Kitchen	Sounds Abound	Dance with Me	Drums, Drums, Drums	Feel the Music	Rhythms of the Land	Giggles	Join the Parade	Jumping Beans
GROSS MOTOR: Demonstrate locomotor skills and balance while moving.									
Basic Movements	Clap and swish hands; Nod head; Walk, stop, run, jump, take tiny steps, tap feet, and crouch.	Clap and swing hands; Walk, bend over, pick up, trot, gallop, slow down, and stop; Move in curvy, zigzag, or circular ways.	Flap and roll arms, pound fists, and push hands; Pat knees, move high, low, and side-to-side, and march.	Punch air and cross arms; Jump backwards, take tiny steps forwards, hug self, flap arms, and hold hands by mouth; Hold hands or hook arms and walk with a partner in a circle; Pass a ball; Touch head, shoulders, chest, middle,	Nod head and tap shoulders; Slowly move hands from far apart to close together; Crouch down and grow taller slowly; Hold hands and walk in a circle, raise hands high and then touch toes; Punch and swing hands;	Nod head, cross arms, and tap; March, tap, clap and stop; Cross and uncross arms, move arms large arcs; stretch, walk, and peek; Dance while shaking instruments.	Push and cross arms, nod head; Dance; Tap knees with both hands and alternating hands; Move in a sequence (stomp, pat, clap).	Clap hands, swing arms; Swish arms and clap hands high, low, and side-to-side; March; Dance, tiptoe, and march alone and with a partner; Sit and stand to aural cues; March while waving a prop.	Pound one fist on the other, swish arms; Clap hands, tap knees, stretch arms; Walk and stop/freeze when prompted; Pat knees with alternating hands; Dance in a sequence (walk, bounce and clap, free dance, and raise arms up).

Scope and Sequence – ABC Music & Me: Move & Groove

				knees, and toes; Move body parts in and out in a <i>Hokey Pokey</i> circle dance.					
Creative Movement	Move to a beat with different parts of the body (head, shoulders, legs) while seated.	Move like an elephant (stomp, move arms like trunks, splash, swim).	Dance a jig.	Move scarves in inventive ways to a beat (zigzag, twist, circle, up/down, side-to-side).	Move in a happy way (marching, jumping) and in a sneaky, tiptoe-y way.	Tiptoe quietly. Fly like a goose.	Clap and bounce, walk in a circle, walk into the center and back out.	March in an imaginary parade.	Move like jumping beans (rest, wiggle, jump).
Expressive Movement	Dance to jazzy music.	Dance like whales to music using scarves.	Move like a tap dancer (tap toes and heels, stand on one foot and tap the other); Move like a ballet dancer (pose, twirl, leap, and move arms gracefully);	Dance with scarves to music.	Move to brass instrument music (march, waddle, sway, slide feet).	Move like a balloon or cloud (twirl, sway) to music;;	Move like clocks (dance, move fast like little clocks and slow like big clocks, lie down and pretend to sleep); Move slowly like a sloth, pretend to hand upside-down with arms and legs in the air.	Dance differently to quiet and loud music.	Hop and jump to music while staying in one place, hop/jump forward, backward, and sideways, and hop on one foot then the other; Move with a prop to music.
FINE MOTOR: Control small muscles in hands.									
Demonstrate ability to grip, hold, shake, and exert control when playing musical instruments.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Make small hand movements, wiggle fingers, and participate in fingerplays.	✓	✓	✓	✓	✓	✓	✓	✓	✓

Scope and Sequence – ABC Music & Me: Move & Groove

FINE MOTOR: Coordinate eye-hand movement.									
Shake an instrument using large and small movements.	✓	✓	✓		✓	✓	✓	✓	✓
Strike, tap, or scrape an instrument set together or on a surface.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Strike or tap an instrument using a hand, mallet, or striker.	✓	✓	✓	✓		✓	✓	✓	✓
Use instruments to develop steady beat.	✓	✓	✓	✓	✓	✓	✓	✓	✓
FINE MOTOR: Develop the muscle tone for and practice writing & drawing.									
Grasp the rhythm sticks, one bell jingle, mallet, or striker in various ways.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Family Guide: Draw, write, trace, & make marks on paper.	✓	✓	✓	✓	✓	✓	✓	✓	✓

Scope and Sequence – ABC Music & Me: Move & Groove

Social and Emotional Development

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
Unit Title	Jazz Kitchen	Sounds Abound	Dance with Me	Drums, Drums, Drums	Feel the Music	Rhythms of the Land	Giggles	Join the Parade	Jumping Beans
SENSE OF SELF:									
Develop confidence through predictable routines.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Show trust in adults by imitating teacher-modeled behaviors.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use singing voice, movements, and instruments to express emotion.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Assert needs and desires during turn-taking and suggest movements during circle time activities.	✓	✓	✓	✓	✓	✓	✓	✓	✓
RESPONSIBILITY FOR SELF AND OTHERS:									
Develop self-direction by choosing sounds and movements	✓	✓	✓	✓	✓	✓	✓	✓	✓

Scope and Sequence – ABC Music & Me: Move & Groove

to produce independently.									
Pantomime self-help skills, chores, and practices for healthy living.	✓	✓				✓			✓
Care for classroom materials, by following rituals during instrument clean-up time.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Follow classroom rules and routines during structured circle-times.	✓	✓	✓	✓	✓	✓	✓	✓	✓
PROSOCIAL BEHAVIOR:									
Cooperate with peers during group movement activities, showing respect for peers' space.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Share and respect the rights of others by turn-taking with shared instruments.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use thinking skills to resolve conflicts during instrument	✓	✓	✓	✓	✓	✓	✓	✓	✓

Scope and Sequence – ABC Music & Me: Move & Groove

exploration and group movement									
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Music

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
Unit Title	Jazz Kitchen	Sounds Abound	Dance with Me	Drums, Drums, Drums	Feel the Music	Rhythms of the Land	Giggles	Join the Parade	Jumping Beans
Musical Genre	Jazz	Sound Effects	Dance music: ballet, tap, jazz, jigs	African and South American drumming	Classical music (Beethoven)	Native American music with bells, rattles and voices	American folk music	Marches (Sousa)	Latin American music
Participate in Group Singing	√	√	√	√	√	√	√	√	√
Vocal Development	Scat singing	Humming	Echoing, matching pitch	Call and response	Vocal play	Chanting	Sol-mi-la	Speaking, singing, whispering, calling	Interval of descending 5 th , echoing
Develop Steady Beat	√	√	√	√	√	√	√	√	√
Explore Rhythmic Patterns	√	√	√	√	√	√	√	√	√
Music Concept	Steady beat	Using objects as instruments	Music in 2, music in 3	Accelerando	Tonalities: major and minor	Rhythm patterns	Tempo: slow and fast	Dynamics: loud and quiet	Sound, rest
Music Vocabulary	Quarter and eighth notes	Timbre	Treble and bass clef	<i>Accelerando</i>	<i>Crescendo</i> and <i>decrescendo</i>	Beat and the “ti-ti ta” musical pattern	<i>Presto</i> and <i>largo</i>	<i>Piano</i> and <i>forte</i>	Quarter notes and rests
Pre-Music-Reading	Quarter and eighth notes	Graphic notation of musical story	Treble and bass clef	Rhythm patterns: ta, ti-ti	Graphic notation for <i>crescendo</i> & <i>decrescendo</i>	Rhythm pattern: ti-ti ta	Graphic notation for fast and slow	p (piano) and f (forte)	Rhythm patterns with quarter note and rest

Scope and Sequence – ABC Music & Me: Move & Groove

Instruments: Look and Listen	Vibraphone, double bass, drum set, flute	Temple blocks	String instruments: violin, double bass	Doundoun, sansa	Brass instruments: trumpet, horn, trombone, tuba	Gourd rattles, pow wow drum, ankle bells	Banjo, jaw harp, spoons	Penny whistle, shakuhachi flute, flute, clarinet, oboe	Panpipes, maracas
Play Musical Instruments	√	√	√	√	√	√	√	√	√
Play-Along Instrument or prop (one per child)	Egg shakers Sandblocks	Egg shakers One-bell jingle Scarves	Lummi sticks Egg shakers Zig zag blocks	Lummi sticks Scarves	One-bell jingles Castanets Lummi sticks Egg shakers	One-bell jingles Egg shakers Scarves	Zig zag blocks Castanets	One-bell jingles Lummi sticks Sandblocks Rhythm sticks	Rhythm sticks Egg shakers Scarves
Shared Instrument or prop (one per class)	Two-tone woodblock Drum	Drum Resonator bars Triangle Guiro	Glockenspiel Woodblock	Drum Ball	Finger cymbals	Resonator bars Drum	Guiro	Triangle and striker	Resonator bars
Take-Home Instrument	Jingle stick	n/a	Lummi sticks	n/a	Maraca	n/a	Harmonica	n/a	Panpipe
Play Keyboard (optional)	√	√	√	√	√	√	√	√	√
Keyboard Concepts	White keys, black keys, quarter notes	Sound effects, elbow-to-write glissando	Right hand, left hand	Single key, cluster of keys	One hand at a time, two hands together	Finger numbers	Largo, presto	Piano, forte	Sets of three black keys