

AGES 6-9

Foundations

Most students' first real music class. Over a semester they move from finding a steady beat to reading a few notes, playing a first chord, and performing a simple piece with the group. Rather than committing to one instrument, they rotate - piano, ukulele, guitar, percussion - learning the core skills that carry over to any instrument later. The goal isn't to produce a guitarist by December; it's to give a child the musical framework that makes whatever they choose next come faster.

The semester at a glance

Unit 1 - Pulse and Rhythm (Weeks 1-4)

- The steady beat: find the pulse; 4/4 common time; meet the class instruments
- Long and short: quarter vs. eighth notes; echo and call-and-response on percussion
- Meter and silence: 4/4 vs. 3/4 (the waltz feel); rests as part of the rhythm
- Rhythm in a song: play a rhythm part to a familiar song as a group

By the end: keep a steady beat, feel 4/4 vs. 3/4, and play simple quarter/eighth patterns.

Unit 2 - Notes and the Keyboard Map (Weeks 5-8)

- The natural notes and the keyboard as a map of music; high vs. low
- The C major scale: sing it and play it
- Reading begins: the treble clef; middle C and a few landmark notes
- Play what you read: a short melody from notation on a real instrument

By the end: name the natural notes, play and sing the C major scale, and read a few treble-clef notes.

Unit 3 - First Chords and Playing Together (Weeks 9-12)

- Major vs. minor: how they feel and sound; a listening game
- A first chord: easy chords on piano (C, G) and ukulele/guitar, in time together
- A first song with a chord; soft vs. loud (dynamics)
- Rotation: try the same song on a second instrument

By the end: tell major from minor, play a first chord, and play a simple song with the group.

Unit 4 - Songs, Sequencing and Showcase (Weeks 13-16)

- Song shape: verse and chorus; patterns and sequencing; choose the showcase song
- Rehearse as an ensemble; parts assigned
- Polish: dress rehearsal and steady-beat reps
- Week 16: showcase performance for parents

By the end: put the semester's skills into a piece and perform it.

Skills documented by semester's end

For the parent record - check each as your student demonstrates it.

☐	Keep a steady beat in 4/4 and 3/4
☐	Identify the natural notes and play the C major scale
☐	Read basic treble-clef notation
☐	Distinguish major from minor
☐	Play a simple chord and a short melody on at least one instrument
☐	Perform a piece as part of a group

AGES 10-14

Musicianship

For older students ready for the real framework - the theory behind the music they already listen to. Keys and scales, how chords are built and strung into progressions, hearing those progressions by ear, and playing along with other musicians. Everything is taught at an instrument and in a group, never from a worksheet. By the showcase, students can take a song, find its key, play the progression, add a simple melody or lead, and perform it together as an ensemble.

The semester at a glance

Unit 1 - Notes, Scales and Keys (Weeks 1-4)

- The 12 notes: the chromatic scale and where it comes from; intervals; find any note
- The major scale: build one from any starting note; the sound of major
- Minor and the relationship: relative majors and minors; how minor feels
- Keys: what it means for a song to be in a key; the diatonic family (I-vi)

By the end: build major and minor scales and understand keys and which chords belong to them.

Unit 2 - Chords and Progressions (Weeks 5-8)

- How chords are built: triads (1-3-5); major vs. minor
- Color: sevenths and sus chords; how a chord gets its flavor
- Progressions: I-IV-V-vi and why it's in everything; on piano and guitar
- Inversions and voicings: connect a progression so it flows

By the end: build major, minor and 7th chords, play a I-IV-V-vi progression, and use inversions.

Unit 3 - Ear Training and Reading (Weeks 9-12)

- Hear the changes: recognize a I-IV-V-vi by ear; call the chord that's coming
- Find the key: by ear and by chords; transpose to a new key
- Reading: chord/lyric sheets, tabs, and basic standard notation
- Groove: lock a pattern to a metronome; 8th vs. 16th feel

By the end: identify a common progression by ear, find and transpose a song's key, and read chord sheets and basic notation.

Unit 4 - Playing Together and Showcase (Weeks 13-16)

- Arrange a song: assign roles and parts; choose the showcase song
- Melody and simple lead over the progression within a scale
- Ensemble rehearsal and polish
- Week 16: ensemble showcase for parents

By the end: arrange and perform a song as an ensemble with a simple lead.

Skills documented by semester's end

For the parent record - check each as your student demonstrates it.

☐	Name and play major and minor scales in common keys
☐	Build and play I-IV-V-vi progressions using inversions
☐	Identify a song's key by ear
☐	Read chord sheets and basic notation
☐	Play a part in a group arrangement
☐	Take a simple improvised or lead line over a progression