



ISOP PYP

ARTS: MUSIC

Scope and Sequence

People experience and use music in their everyday life. Serving many purposes, music stimulates comprehensive development, provides inspiration, soothes and allows us to communicate in a unique way. A broad range of musical practices can nourish students' sensitivity, imagination and creativity.

Through classifying and analysing sounds, composing, exploring body music, harmonizing, listening, playing instruments, singing, notating, reading music, songwriting and recording, students have an opportunity to discover ways of responding to and creating pieces of art.

Music activity equips learners with a varied repertoire of musical styles and helps to construct an understanding of students' environment and surroundings. By exposing students to a wide and varied repertoire of musical styles, they can begin to construct an understanding of their environment, their surroundings and structures and begin to develop personal connections with them.

The PYP music classroom provides an environment that stimulates and challenges students and it is well resourced.

Music strands	
RESPONDING	The process of <i>responding</i> provides students with opportunities to respond to their own and other artists' works and processes, and in so doing develop the skills of critical analysis, interpretation, evaluation, reflection and communication. Students will demonstrate knowledge and understanding of the concepts, methods and elements of dance, drama, music and visual arts, including using specialized language. Students consider their own and other artists' works in context and from different perspectives in order to construct meaning and inform their own future works and processes. The responding strand is not simply about reflecting; responding may include creative acts and encompasses presenting, sharing and communicating one's own understanding. By responding to their own artwork and that of others, students become more mindful of their own artistic development and the role that arts play in the world around them.
CREATING	The process of <i>creating</i> provides students with opportunities to communicate distinctive forms of meaning, develop their technical skills, take creative risks, solve problems and visualize consequences. Students are encouraged to draw on their imagination, experiences and knowledge of materials and processes as starting points for creative exploration. They can make connections between their work and that of other artists to inform their thinking and to provide inspiration. Both independently and collaboratively, students participate in creative processes through which they can communicate ideas and express feelings. The creating strand provides opportunities for students to explore their personal interests, beliefs and values and to engage in a personal artistic journey.

Responding

	K	K2	G1	G2	G3	G4	G5
Conceptual understandings	<p>We enjoy and experience different forms of arts.</p> <p>The art is a means of communication and expression.</p> <p>People make meaning through the use of symbols.</p> <p>People share art with others.</p> <p>We express our responses to artwork in a variety of ways.</p> <p>We reflect on our artwork and the work of others.</p>	<p>We enjoy and experience different forms of arts.</p> <p>The art is a means of communication and expression.</p> <p>People make meaning through the use of symbols.</p> <p>People share art with others.</p> <p>We express our responses to artwork in a variety of ways.</p> <p>We reflect on our artwork and the work of others.</p>	<p>We enjoy and experience different forms of arts.</p> <p>The art is a means of communication and expression.</p> <p>People make meaning through the use of symbols.</p> <p>People share art with others.</p> <p>We express our responses to artwork in a variety of ways.</p> <p>We reflect on our artwork and the work of others.</p>	<p>We are receptive to art practices and artworks from different cultures, places and times (including our own).</p> <p>People communicate ideas, feelings and experiences through the arts.</p> <p>We can reflect on and learn from the different stages of creating.</p> <p>There is a relationship between the artist and the audience.</p>	<p>People communicate ideas, feelings and experiences through the arts.</p> <p>We can reflect on and learn from the different stages of creating.</p> <p>There is a relationship between the artist and the audience.</p> <p>People explore issues, beliefs and values through arts.</p> <p>We use what we know to interpret art and deepen our understanding of ourselves and the world around us.</p>	<p>When experiencing arts, we make connections between different cultures, places and times.</p> <p>There are different kinds of audiences responding to different arts.</p> <p>People explore issues, beliefs and values through arts.</p> <p>People communicate across cultures, places and times through arts.</p> <p>The arts provide us with multiple perspectives.</p> <p>Through exploring arts across cultures, places and times we can appreciate that people innovate</p>	<p>Through exploring arts across cultures, places and times we can appreciate that people innovate.</p> <p>People communicate across cultures, places and times through arts.</p> <p>The arts provide us with multiple perspectives.</p> <p>We reflect and act on the responses to our creative work.</p>

<p>Music and Dance</p>	<p><u>Learning outcomes</u> Learners:</p> <ul style="list-style-type: none"> - use voice to express and imitate sounds - sing in unison and individually, accompanied and unaccompanied - describe the differences in music and how music makes them feel - express the mood of the music - recognize the sounds of different instruments - explore body and untuned percussion instruments sounds, - respond to music in multiple ways (drawing, games, songs, dance, oral discussion) - show curiosity about dance movements - respond with movement to sound and silence (move and freeze) 	<p><u>Learning outcomes</u> Learners:</p> <ul style="list-style-type: none"> - use voice to express and imitate sounds - sing in unison and individually, accompanied and unaccompanied - describe the differences in music and how music makes them feel - express the mood of the music - recognize the sounds of different instruments - explore body and untuned percussion instruments sounds, - respond to music in multiple ways (drawing, games, songs, dance, oral discussion) - show curiosity about dance movements - respond with movement to sound and silence (move and freeze) 	<p><u>Learning outcomes</u> Learners:</p> <ul style="list-style-type: none"> - use voice to express and imitate sounds - sing in unison and individually, accompanied and unaccompanied - describe the differences in music - express the mood of the music - recognize the sounds of different instruments - explore body and untuned percussion instruments sounds, - respond to music in multiple ways (drawing, games, songs, dance, oral discussion) - show curiosity about dance movements - respond with movement to sound and silence (move and freeze) 	<p><u>Learning outcomes</u> Learners:</p> <ul style="list-style-type: none"> - sing in unison and individually, accompanied and unaccompanied - reproduce the sound with accuracy - recognize and express music from selected range of cultures and styles - improvise music to match the mood of a visual image - create a musical response to a narrated story - communicate and reflect on music using appropriate musical vocabulary - develop the stages of the process of creating a composition - share performances with each other and give constructive criticism 	<p><u>Learning outcomes</u> Learners:</p> <ul style="list-style-type: none"> -sing in unison and individually, accompanied and unaccompanied, - reproduce the sound with accuracy - sing partner songs - discuss music that relates to social issues/ or values - explore and compare aspects of music from different times and places - share and their experiences as audience members at various performances - create and perform a movement sequence accompanied by the music of their choice or music they have created - reflect upon how the music expresses their personal voice and the impact it has on others 	<p><u>Learning outcomes</u> Learners:</p> <ul style="list-style-type: none"> - sing with accuracy and control focusing awareness on the musical elements - sing partner songs - identify and discuss music that relates to social issues or values - create and perform a movement sequence accompanied by music they have created - share and compare their experiences as audience members at various performances - compare the processes used to create their own music - analyse different compositions describing how the musical elements enhance the message - share their music to express their personal 	<p><u>Learning outcomes</u> Learners:</p> <ul style="list-style-type: none"> - sing with accuracy and control focusing awareness on the musical elements - sing partner songs - identify and discuss music that relates to social issues or values - interpret and explain the cultural and/or historical perspectives of a musical composition - explore different artistic presentations that are/were innovative and their implications - identify dance components such as rhythm and use of space in their own and others' dance creations - recognize that sound can be notated in a variety of ways (rhythm values, notes etc.)
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	<ul style="list-style-type: none"> - demonstrate the steady beat with movement - perform musical stories and musical plays - listen to music and respond to its elements 	<ul style="list-style-type: none"> - demonstrate the steady beat with movement - perform musical stories and musical plays - perform simple dance movements - echo simple rhythms - listen to music and respond to its elements 	<ul style="list-style-type: none"> - demonstrate the steady beat with movement - perform musical stories and musical plays - perform simple dance movements - echo simple rhythms - sing and play from non-traditional notation - listen to music and respond to its elements 	<ul style="list-style-type: none"> - perform a variety of dance movements - respond with movement to elements of music - demonstrate the steady beat with movement - listen to music and respond to its elements - use musical plays to tell stories about people and events from various cultures - describe the dynamic connection between music and drama - discuss and explain the way ideas, feelings and experiences can be communicated through music, stories and performance 	<ul style="list-style-type: none"> - reflect on and communicate their reactions to music using musical vocabulary - share performances with each other and give constructive criticism - compare a variety of dancing movements - identify dance components such as rhythm and use of space in their own and others' dance creations - identify and explain why certain body postures and movements communicate certain ideas and feelings - describe the ideas and feelings communicated through body movements 	<p>voice and the impact it has on others</p> <ul style="list-style-type: none"> - explain the cultural and/or historical perspectives of a musical composition - explore different artistic presentations that are/were innovative and their implications - recognize that dance plays an innovative role in communicating ideas within cultures and societies - identify dance components such as rhythm and use of space in their own and others dance creations - recognize the theme of a dance and communicate the personal interpretation - consider the composition of an audience when preparing an effective 	<ul style="list-style-type: none"> - recognize and name musical elements in order to use them in their own compositions - communicate and reflect on music using appropriate musical vocabulary - analyze different compositions describing how the musical elements enhance the message - create and perform a movement sequence accompanied by the music of their choice or music they have created
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						formal and/or informal presentation - recognize and discuss how the consequences and actions of a performance teach the audience and performers life lessons	
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Creating

	K	K2	G1	G2	G3	G4	G5
Conceptual understandings	<p>We can enjoy and learn from creating art.</p> <p>The creative process involves joining in, exploring and taking risks.</p> <p>In creating art, people make choices to construct meaning about the world around them.</p> <p>We can express ourselves through arts.</p>	<p>We can enjoy and learn from creating art.</p> <p>The creative process involves joining in, exploring and taking risks.</p> <p>In creating art, people make choices to construct meaning about the world around them.</p> <p>We can express ourselves through arts.</p>	<p>We can enjoy and learn from creating art.</p> <p>The creative process involves joining in, exploring and taking risks.</p> <p>In creating art, people make choices to construct meaning about the world around them.</p> <p>We can express ourselves through arts.</p>	<p>We can communicate our ideas, feelings and experiences through our artwork.</p> <p>We solve problems during the creative process by thinking critically and imaginatively.</p> <p>Applying a range of strategies helps us to express ourselves.</p> <p>We are receptive to the value of working individually and</p>	<p>Arts have the power to influence thinking and behaviour.</p> <p>We make connections between our artwork and that of others to extend our thinking.</p> <p>We can explore our personal interests, beliefs and values through arts.</p> <p>We solve problems during the creative process by thinking critically and</p>	<p>Arts have the power to influence thinking and behaviour.</p> <p>We make connections between our artwork and that of others to extend our thinking.</p> <p>We can explore our personal interests, beliefs and values through arts.</p> <p>Arts provide opportunities to explore our creative</p>	<p>We act on the responses to our artwork to inform and challenge our artistic development.</p> <p>We explore a range of possibilities and perspectives to communicate in broader ways through our creative work.</p> <p>Arts provide opportunities to explore our creative potential and engage in a personal artistic</p>

	Our experiences and imagination can inspire us to create.	Our experiences and imagination can inspire us to create.	Our experiences and imagination can inspire us to create.	collaboratively to create art.	imaginatively. We can enjoy and learn from creating art.	potential and engage in a personal artistic journey. We explore a range of possibilities and perspectives to communicate in broader ways through our creative work.	journey. Arts have the power to influence thinking and behaviour. We make connections between our artwork and that of others to extend our thinking. We can explore our personal interests, beliefs and values through arts.
Music and Dance	<u>Learning outcomes</u> Learners: <ul style="list-style-type: none"> - make use of music as another language for expression and communication - express feelings and ideas using vocal sounds, rhythms and instruments - improvise music using untuned percussion instruments and variety of sounds - participate in performing and creating music - make and improvise 	<u>Learning outcomes</u> Learners: <ul style="list-style-type: none"> - make use of music as another language for expression and communication - express feelings and ideas using vocal sounds, rhythms and instruments - improvise music using untuned percussion instruments and variety of sounds - participate in performing and creating music - make and improvise 	<u>Learning outcomes</u> Learners: <ul style="list-style-type: none"> - make use of music as another language for expression and communication - express feelings and ideas using vocal sounds, rhythms and instruments - improvise music using untuned percussion instruments and variety of sounds - participate in performing and creating music - make and improvise 	<u>Learning outcomes</u> Learners: <ul style="list-style-type: none"> - use vocal sounds, rhythms, instruments and timbres to communicate ideas and feelings - express moods and feelings in musical composition - imitate sounds to represent different moods and situations - use known musical elements (such as rhythm, melody, 	<u>Learning outcomes</u> Learners: <ul style="list-style-type: none"> - create and perform a movement sequence using known musical elements - deliver a musical message to different audiences - explore vocal sounds, rhythms, instruments, timbres to communicate ideas and feelings - perform simple patterns and phrases 	<u>Learning outcomes</u> Learners: <ul style="list-style-type: none"> - deliver a musical message to different audiences - create and record a composition focusing on form, structure and style to give more meaning to their message - read and write music using non-traditional and traditional notation - explore vocal sounds, rhythms, 	<u>Learning outcomes</u> Learners: <ul style="list-style-type: none"> - create music to represent different cultures and styles, - present, in small groups, innovative musical performances on a selected issue - incorporate the other arts and available resources in order to broaden their creative expression - read and write music in traditional

	<p>a visual interpretation of elements of sounds (loud/soft, high/low, fast/slow)</p> <ul style="list-style-type: none"> - recreate sounds from familiar situations - communicate and express feelings through body movements - explore body movement such as fast, slow, big, small, strong, smooth, sharp, tension and relaxation - use music with body movement - explore basic bodily movements and the use of space - participate in musical stories - use stimulus materials to extend body movements (such as scarves, balls etc.) - explore different types of movement such as jumping, travelling and turning 	<p>a visual interpretation of elements of sounds (loud/soft, high/low, fast/slow)</p> <ul style="list-style-type: none"> - recreate sounds from familiar situations - communicate and express feelings through body movements - explore body movement such as fast, slow, big, small, strong, smooth, sharp, tension and relaxation - use music with body movement - explore basic bodily movements and the use of space - participate in musical stories - explore different types of movement such as jumping, travelling and turning - tapping, clapping and humming songs, rhythms and melodies 	<p>a visual interpretation of elements of sounds (loud/soft, high/low, fast/slow)</p> <ul style="list-style-type: none"> - recreate sounds from familiar situations - communicate and express feelings through body movements - explore body movement such as fast, slow, big, small, strong, smooth, sharp, tension and relaxation - use music with body movement - explore basic bodily movements and the use of space - participate in musical stories - create their own basic musical instruments - recognize musical sounds and instruments through audio, visual and aural means - perform simple musical phrases and patterns 	<p>contrast) to create simple compositions</p> <ul style="list-style-type: none"> - perform simple musical phrases and patterns - form movements to various musical tempos and moods - move freely through the space to show levels of low, medium and high and change direction - explore different types of movement such as jumping, travelling and turning - work cooperatively towards a common goal taking an active part in a creative experience - make use of simple musical performance to share ideas - create or improvise imitative sounds to reflect simple stories - choose and use appropriate instruments to enhance the message 	<ul style="list-style-type: none"> - express themselves as individuals through music - read and write music using non-traditional notation - create their own basic musical instruments - explore various sources of musical and natural rhythms such as beat, breath, emotional and environmental rhythms, - create music to various tempos - design a dance phrase - express their unique values, beliefs and interests through dance and music - interpret and replicate selected dance styles and genres - use pantomime and sounds to reflect 	<p>instruments, timbres to communicate ideas and feelings</p> <ul style="list-style-type: none"> - perform simple patterns and phrases - express themselves as individuals through music - create music to represent different cultures and styles, - produce simple compositions using known musical elements and instruments - explore various sources of musical and natural rhythms such as beat, breath, emotional and environmental rhythms, - improvise to create various movements for specific purposes - perform musical games that focus on musical elements and body movements - identify how cultural connections can be 	<p>and non-traditional notation</p> <ul style="list-style-type: none"> - improvise to create various movements for specific purposes - analyse the reflections of others into the creative process when evaluating and improving - express themselves as individuals through music - compose music to express a text, idea, or feeling - perform compositions and simple songs using classroom instruments and other sound sources - work to develop each other's ideas during the creative process
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	<ul style="list-style-type: none"> - tapping, clapping and humming songs, rhythms and melodies 		<ul style="list-style-type: none"> - explore different types of movement such as jumping, travelling and turning - develop the ability to cooperate and communicate with others in creating musical activities and dance movements - create or improvise imitative sounds to reflect simple stories - tapping, clapping and humming songs, rhythms and melodies 	<ul style="list-style-type: none"> of a visual or imaginary images - create and repeat simple ostinati - tapping, clapping and humming songs, rhythms and melodies 	<ul style="list-style-type: none"> certain situations and moods 	<ul style="list-style-type: none"> made with different types of music 	
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MUSIC AND ELEMENTS OF DANCE AND DRAMA

K1

Responding

Conceptual understandings	Learning outcomes
<p>We enjoy and experience different forms of arts.</p> <p>The art is a means of communication and expression.</p> <p>People make meaning through the use of symbols.</p> <p>People share art with others.</p> <p>We express our responses to artwork in a variety of ways.</p> <p>We reflect on our artwork and the work of others.</p>	<p>Learners:</p> <ul style="list-style-type: none">- use voice to express and imitate sounds- sing in unison and individually, accompanied and unaccompanied- describe the differences in music and how music makes them feel- express the mood of the music- recognize the sounds of different instruments- explore body and untuned percussion instruments sounds,- respond to music in multiple ways (drawing, games, songs, dance, oral discussion)- show curiosity about dance movements- respond with movement to sound and silence (move and freeze)- demonstrate the steady beat with movement- perform musical stories and musical plays- listen to music and respond to its elements

Creating

Conceptual understandings	Learning outcomes
<p>We can enjoy and learn from creating art.</p> <p>The creative process involves joining in, exploring and taking risks.</p> <p>In creating art, people make choices to construct meaning about the world around them.</p>	<p>Learners:</p> <ul style="list-style-type: none">- make use of music as another language for expression and communication- express feelings and ideas using vocal sounds, rhythms and instruments- improvise music using untuned percussion instruments and variety of sounds- participate in performing and creating music

We can express ourselves through arts.

Our experiences and imagination can inspire us to create.

- make and improvise a visual interpretation of elements of sounds (loud/soft, high/low, fast/slow)
- recreate sounds from familiar situations
- communicate and express feelings through body movements
- explore body movement such as fast, slow, big, small, strong, smooth, sharp, tension and relaxation
- use music with body movement
- explore basic bodily movements and the use of space
- participate in musical stories
- use stimulus materials to extend body movements (such as scarves, balls etc.)
- explore different types of movement such as jumping, travelling and turning
- tapping, clapping and humming songs, rhythms and melodies

MUSIC AND ELEMENTS OF DANCE AND DRAMA

K2

Responding

Conceptual understandings	Learning outcomes
<p>We enjoy and experience different forms of arts.</p> <p>The art is a means of communication and expression.</p> <p>People make meaning through the use of symbols.</p> <p>People share art with others.</p> <p>We express our responses to artwork in a variety of ways.</p> <p>We reflect on our artwork and the work of others.</p>	<p>Learners:</p> <ul style="list-style-type: none">- use voice to express and imitate sounds- sing in unison and individually, accompanied and unaccompanied- describe the differences in music and how music makes them feel- express the mood of the music- recognize the sounds of different instruments- explore body and untuned percussion instruments sounds,- respond to music in multiple ways (drawing, games, songs, dance, oral discussion)- show curiosity about dance movements- respond with movement to sound and silence (move and freeze)- demonstrate the steady beat with movement- perform musical stories and musical plays- perform simple dance movements- echo simple rhythms- listen to music and respond to its elements

Creating

Conceptual understandings	Learning outcomes
<p>We can enjoy and learn from creating art.</p> <p>The creative process involves joining in, exploring and taking risks.</p>	<p>Learners:</p> <ul style="list-style-type: none">- make use of music as another language for expression and communication- express feelings and ideas using vocal sounds, rhythms and instruments

In creating art, people make choices to construct meaning about the world around them.

We can express ourselves through arts.

Our experiences and imagination can inspire us to create.

- improvise music using untuned percussion instruments and variety of sounds
- participate in performing and creating music
- make and improvise a visual interpretation of elements of sounds (loud/soft, high/low, fast/slow)
- recreate sounds from familiar situations
- communicate and express feelings through body movements
- explore body movement such as fast, slow, big, small, strong, smooth, sharp, tension and relaxation
- use music with body movement
- explore basic bodily movements and the use of space
- participate in musical stories
- explore different types of movement such as jumping, travelling and turning
- tapping, clapping and humming songs, rhythms and melodies

MUSIC AND ELEMENTS OF DANCE AND DRAMA

G1

Responding

Conceptual understandings	Learning outcomes
<p>We enjoy and experience different forms of arts.</p> <p>The art is a means of communication and expression.</p> <p>People make meaning through the use of symbols.</p> <p>People share art with others.</p> <p>We express our responses to artwork in a variety of ways.</p> <p>We reflect on our artwork and the work of others.</p>	<p>Learners:</p> <ul style="list-style-type: none">- use voice to express and imitate sounds- sing in unison and individually, accompanied and unaccompanied- describe the differences in music- express the mood of the music- recognize the sounds of different instruments- explore body and untuned percussion instruments sounds,- respond to music in multiple ways (drawing, games, songs, dance, oral discussion)- show curiosity about dance movements- respond with movement to sound and silence (move and freeze)- demonstrate the steady beat with movement- perform musical stories and musical plays- perform simple dance movements- echo simple rhythms- sing and play from non-traditional notation- listen to music and respond to its elements- Sing the Polish anthem

Creating

Conceptual understandings	Learning outcomes
<p>We can enjoy and learn from creating art.</p> <p>The creative process involves joining in, exploring and taking risks.</p> <p>In creating art, people make choices to construct meaning about the world around them.</p> <p>We can express ourselves through arts.</p> <p>Our experiences and imagination can inspire us to create.</p>	<ul style="list-style-type: none">- make use of music as another language for expression and communication- express feelings and ideas using vocal sounds, rhythms and instruments- improvise music using untuned percussion instruments and variety of sounds- participate in performing and creating music- make and improvise a visual interpretation of elements of sounds (loud/soft, high/low, fast/slow)- recreate sounds from familiar situations- communicate and express feelings through body movements- explore body movement such as fast, slow, big, small, strong, smooth, sharp, tension and relaxation- use music with body movement- explore basic bodily movements and the use of space- participate in musical stories- create their own basic musical instruments- recognize musical sounds and instruments through audio, visual and aural means- perform simple musical phrases and patterns- explore different types of movement such as jumping, travelling and turning- develop the ability to cooperate and communicate with others in creating musical activities and dance movements- create or improvise imitative sounds to reflect simple stories- tapping, clapping and humming songs, rhythms and melodies

MUSIC AND ELEMENTS OF DANCE AND DRAMA

G2

Responding

Conceptual understandings	Learning outcomes
<p>We are receptive to art practices and artworks from different cultures, places and times (including our own).</p> <p>People communicate ideas, feelings and experiences through the arts.</p> <p>We can reflect on and learn from the different stages of creating.</p> <p>There is a relationship between the artist and the audience.</p>	<p>Learners:</p> <ul style="list-style-type: none">- sing in unison and individually, accompanied and unaccompanied- reproduce the sound with accuracy- recognize and express music from selected range of cultures and styles- improvise music to match the mood of a visual image- create a musical response to a narrated story- communicate and reflect on music using appropriate musical vocabulary- develop the stages of the process of creating a composition- share performances with each other and give constructive criticism- perform a variety of dance movements- respond with movement to elements of music- demonstrate the steady beat with movement- listen to music and respond to its elements- use musical plays to tell stories about people and events from various cultures- describe the dynamic connection between music and drama- discuss and explain the way ideas, feelings and experiences can be communicated through music, stories and performance- recognize and write basic musical symbols (note and rest duration, treble, bass clef)

Creating

Conceptual understandings	Learning outcomes
<p>We can communicate our ideas, feelings and experiences through our artwork.</p> <p>We solve problems during the creative process by thinking critically and imaginatively.</p> <p>Applying a range of strategies helps us to express ourselves.</p> <p>We are receptive to the value of working individually and collaboratively to create art.</p>	<p>Learners:</p> <ul style="list-style-type: none">- use vocal sounds, rhythms, instruments and timbres to communicate ideas and feelings- express moods and feelings in musical composition- imitate sounds to represent different moods and situations- use known musical elements (such as rhythm, melody, contrast) to create simple compositions- perform simple musical phrases and patterns- form movements to various musical tempos and moods- move freely through the space to show levels of low, medium and high and change direction- explore different types of movement such as jumping, travelling and turning- work cooperatively towards a common goal taking an active part in a creative experience- make use of simple musical performance to share ideas- create or improvise imitative sounds to reflect simple stories- choose and use appropriate instruments to enhance the message of a visual or imaginary images- create and repeat simple ostinati- tapping, clapping and humming songs, rhythms and melodies

MUSIC AND ELEMENTS OF DANCE AND DRAMA

G3

Responding

Conceptual understandings	Learning outcomes
<p>People communicate ideas, feelings and experiences through the arts.</p> <p>We can reflect on and learn from the different stages of creating.</p> <p>There is a relationship between the artist and the audience.</p> <p>People explore issues, beliefs and values through arts.</p> <p>We use what we know to interpret art and deepen our understanding of ourselves and the world around us.</p>	<p>Learners:</p> <ul style="list-style-type: none">-sing in unison and individually, accompanied and unaccompanied,- reproduce the sound with accuracy- sing partner songs- discuss music that relates to social issues/ or values- explore and compare aspects of music from different times and places- share and their experiences as audience members at various performances- create and perform a movement sequence accompanied by the music of their choice or music they have created- reflect upon how the music expresses their personal voice and the impact it has on others- reflect on and communicate their reactions to music using musical vocabulary- share performances with each other and give constructive criticism- compare a variety of dancing movements- identify dance components such as rhythm and use of space in their own and others' dance creations- identify and explain why certain body postures and movements communicate certain ideas and feelings- describe the ideas and feelings communicated through body movements

Creating

Conceptual understandings	Learning outcomes
<p>Arts have the power to influence thinking and behaviour.</p> <p>We make connections between our artwork and that of others to extend our thinking.</p> <p>We can explore our personal interests, beliefs and values through arts.</p> <p>We solve problems during the creative process by thinking critically and imaginatively.</p> <p>We can enjoy and learn from creating art.</p>	<p>Learners:</p> <ul style="list-style-type: none">- create and perform a movement sequence using known musical elements- deliver a musical message to different audiences- explore vocal sounds, rhythms, instruments, timbres to communicate ideas and feelings- perform simple patterns and phrases- express themselves as individuals through music- read and write music using non-traditional notation- create their own basic musical instruments- explore various sources of musical and natural rhythms such as beat, breath, emotional and environmental rhythms,- create music to various tempos- design a dance phrase- express their unique values, beliefs and interests through dance and music- interpret and replicate selected dance styles and genres- use pantomime and sounds to reflect certain situations and moods

MUSIC AND ELEMENTS OF DANCE AND DRAMA

G4

Responding

Conceptual understandings	Learning outcomes
<p>When experiencing arts, we make connections between different cultures, places and times.</p> <p>There are different kinds of audiences responding to different arts.</p> <p>People explore issues, beliefs and values through arts.</p> <p>People communicate across cultures, places and times through arts.</p> <p>The arts provide us with multiple perspectives.</p> <p>Through exploring arts across cultures, places and times we can appreciate that people innovation.</p>	<p>Learners:</p> <ul style="list-style-type: none">- sing with accuracy and control focusing awareness on the musical elements- sing partner songs- identify and discuss music that relates to social issues or values- create and perform a movement sequence accompanied by music they have created- share and compare their experiences as audience members at various performances- compare the processes used to create their own music- analyse different compositions describing how the musical elements enhance the message- share their music to express their personal voice and the impact it has on others- explain the cultural and/or historical perspectives of a musical composition- explore different artistic presentations that are/were innovative and their implications- recognize that dance plays an innovative role in communicating ideas within cultures and societies- identify dance components such as rhythm and use of space in their own and others dance creations- recognize the theme of a dance and communicate the personal interpretation- consider the composition of an audience when preparing an effective formal and/or informal presentation- recognize and discuss how the consequences and actions of a performance teach the audience and performers life lessons

Creating

Conceptual understandings	Learning outcomes
<p>Arts have the power to influence thinking and behaviour.</p> <p>We make connections between our artwork and that of others to extend our thinking.</p> <p>We can explore our personal interests, beliefs and values through arts.</p> <p>Arts provide opportunities to explore our creative potential and engage in a personal artistic journey.</p> <p>We explore a range of possibilities and perspectives to communicate in broader ways through our creative work.</p>	<p>Learners:</p> <ul style="list-style-type: none">- deliver a musical message to different audiences- create and record a composition focusing on form, structure and style to give more meaning to their message- read and write music using non-traditional and traditional notation- explore vocal sounds, rhythms, instruments, timbres to communicate ideas and feelings- perform simple patterns and phrases, improvise rhythms in simple and compound time- express themselves as individuals through music- create music to represent different cultures and styles,- produce simple compositions using known musical elements and instruments- explore various sources of musical and natural rhythms such as beat, breath, emotional and environmental rhythms,- improvise to create various movements for specific purposes- perform musical games that focus on musical elements and body movements- identify how cultural connections can be made with different types of music

MUSIC AND ELEMENTS OF DANCE AND DRAMA

G5

Responding

Conceptual understandings	Learning outcomes
<p>Through exploring arts across cultures, places and times we can appreciate that people innovate.</p> <p>People communicate across cultures, places and times through arts.</p> <p>The arts provide us with multiple perspectives.</p> <p>We reflect and act on the responses to our creative work.</p>	<p>Learners:</p> <ul style="list-style-type: none">- sing with accuracy and control focusing awareness on the musical elements- sing partner songs- identify and discuss music that relates to social issues or values- interpret and explain the cultural and/or historical perspectives of a musical composition- explore different artistic presentations that are/were innovative and their implications- identify dance components such as rhythm and use of space in their own and others' dance creations- recognize that sound can be notated in a variety of ways (rhythm values, notes etc.)- recognize and name musical elements in order to use them in their own compositions- communicate and reflect on music using appropriate musical vocabulary- analyze different compositions describing how the musical elements enhance the message- create and perform a movement sequence accompanied by the music of their choice or music they have created

Creating

Conceptual understandings	Learning outcomes
<p>We act on the responses to our artwork to inform and challenge our artistic development.</p> <p>We explore a range of possibilities and perspectives to communicate in broader ways through our creative work.</p> <p>Arts provide opportunities to explore our creative potential and engage in a personal artistic journey.</p> <p>Arts have the power to influence thinking and behaviour.</p> <p>We make connections between our artwork and that of others to extend our thinking.</p> <p>We can explore our personal interests, beliefs and values through arts.</p>	<p>Learners:</p> <ul style="list-style-type: none">- create music to represent different cultures and styles,- present, in small groups, innovative musical performances on a selected issue- incorporate the other arts and available resources in order to broaden their creative expression- read and write music in traditional and non-traditional notation- improvise to create various movements for specific purposes- analyse the reflections of others into the creative process when evaluating and improving- express themselves as individuals through music- compose music to express a text, idea, or feeling- perform compositions and simple songs using classroom instruments and other sound sources- work to develop each other's ideas during the creative process