<table>
<thead>
<tr>
<th>Enduring Understandings</th>
<th>Performing: Singing and Playing Instruments</th>
<th>Creating and Composing</th>
<th>Listening / Describing / Movement to music</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The use of a range of instruments to perform individually and as part of an ensemble for an audience in formal and informal settings; the voice is the most immediately available instrument for most students, regardless of age or ability.</td>
<td>The use of the students’ musical experience, imagination and suggestions to generate and organize sounds, using a variety of media to create compositions that communicate or record specific ideas or moods; students will use their experience and imagination to improvise and practise creative movement to music.</td>
<td>Move spontaneously to music of many styles.</td>
</tr>
<tr>
<td></td>
<td>Students will be able to</td>
<td>Students will be able to</td>
<td>Respond to changes in music (tempo, rhythm, pitch) through movement.</td>
</tr>
<tr>
<td></td>
<td>• Play simple rhythm instruments and body percussion to explore sound.</td>
<td>• Contributes creatively to class and small group compositions.</td>
<td>• Master basic locomotor movements (walk, march, jump, hop, gallop, etc.) and nonlocomotor movements (swing, shake, sway, etc.)</td>
</tr>
<tr>
<td></td>
<td>• Begin to learn a repertoire of age appropriate movement and action songs.</td>
<td>• Creates more complex rhythmic patterns using traditional rhythmic notation (quarter note, eighth note, half note, and rests).</td>
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<tr>
<td></td>
<td>• Move to music, playing simple games: stop-go, move-freeze, etc.</td>
<td>• Create simple accompaniment patterns (ostinati) on the Orff instruments, of at least two simultaneously</td>
<td></td>
</tr>
</tbody>
</table>
**Performing: Singing and Playing Instruments**

The use of a range of instruments to perform individually and as part of an ensemble for an audience in formal and informal settings; the voice is the most immediately available instrument for most students, regardless of age or ability.

- Continued play with simple rhythm instruments and body percussion to explore sound
- Explore the expressive possibilities of the voice
- Refine locomotor and non-locomotor movements using props, folk dances and songs with movement

**Students will be able to**

- Continue to play simple rhythm instruments and body percussion to explore sound.
- Sing folk and composed songs, with a beginning awareness of pitch and singing in time with others.

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**Creating and Composing**

The use of the students’ musical experience, imagination and suggestions to generate and organize sounds, using a variety of media to create compositions that communicate or record specific ideas or moods; students will use their experience and imagination to improvise and practice creative movement to music.

- Contributes creatively to class and small group compositions.
- Creates simple rhythmic patterns using traditional rhythmic notation.
- Uses musical accompaniment to dramatize a story (soundscapes, sound effects, rhythmic accompaniment).

**Students will be able to**

- Continue spontaneous movement to music of many styles.
- Continuing to respond to changes in music (tempo, rhythm, pitch) through movement.
- Refined and varied expression of locomotor and non-locomotor movements, movement with props, folk dances and songs with movement.

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**Listening / Describing / Movement to music**

- Continue spontaneous movement to music of many styles.
- Continuing to respond to changes in music (tempo, rhythm, pitch) through movement.
- Refined and varied expression of locomotor and non-locomotor movements, movement with props, folk dances and songs with movement.
## Music Scope & Sequence

### Enduring Understandings

**Performing: Singing and Playing Instruments**

The use of a range of instruments to perform individually and as part of an ensemble for an audience in formal and informal settings; the voice is the most immediately available instrument for most students, regardless of age or ability.

**Creating and Composing**

The use of the students’ musical experience, imagination and suggestions to generate and organize sounds, using a variety of media to create compositions that communicate or record specific ideas or moods; students will use their experience and imagination to improvise and practise creative movement to music.

**Listening / Describing / Movement to music**

- Begin use of Orff instruments to accompany simple songs using open bordun accompaniment.
- Use musical accompaniment to dramatize a story (soundscapes, sound effects, rhythm).
- Sing age-appropriate songs, while beginning to use the singing voice as distinct from the speaking voice.
- Respond to music with movement using props and musical games.
- Using a simple musical vocabulary

### Specific Learner Expectations

**Students will be able to**

**Performing: Singing and Playing Instruments**

- Sing folk and composed songs, although not always in pitch or in time with others, with a beginning distinction between singing and talking voice.
- Echoing rhythmic patterns using body percussion, four levels.
- First use of Orff instruments (xylophones, metallophones, Glockenspiele)

**Creating and Composing**

- Continue to create sounds on instruments, body percussion and other sound sources in the environment.
- Explore the expressive possibilities of the voice with an increasing awareness of range and pitch.
- Act out stories and songs using instruments, movement and voice.

**Listening / Describing / Movement to music**

- Respond to music (pitch duration, volume) through movement.
- Use a simple vocabulary of musical terms to describe sound.
- Show awareness of music from many cultures.
### Enduring Understandings

**Performing: Singing and Playing Instruments**  
The use of a range of instruments to perform individually and as part of an ensemble for an audience in formal and informal settings; the voice is the most immediately available instrument for most students, regardless of age or ability.

**Creating and Composing**  
The use of the students' musical experience, imagination and suggestions to generate and organize sounds, using a variety of media to create compositions that communicate or record specific ideas or moods; students will use their experience and imagination to improvise and practise creative movement to music.

**Listening / Describing / Movement to music**

### Specific Learner Expectations

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<tr>
<td>- Accompany songs with Orff instruments and hand-held percussion instruments.</td>
<td>- Sing folk and composed songs, with an increased awareness of pitch and time, with an awareness of using the singing voice.</td>
</tr>
<tr>
<td>- Improvise simple melodies using a pentatonic scale</td>
<td>- More intensive use of Orff instruments (xylophones, metallophones, glockenspiele) to accompany music.</td>
</tr>
<tr>
<td>- Use the singing voice as distinct from the speaking voice, singing rounds, canons, call-response, echo and verse songs.</td>
<td>- Compose and improvise simple melodies using a pentatonic scale.</td>
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<tr>
<td>- Use movement to respond to the elements of music and form.</td>
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</tr>
<tr>
<td>- Read rhythmic notation (quarter note, eighth note, half note, and equivalent rests).</td>
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<tr>
<td>- Begin to develop a vocabulary for describing music.</td>
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<tr>
<td><strong>Creating and Composing</strong></td>
<td><strong>Students will be able to</strong></td>
</tr>
<tr>
<td>- Create sounds on instruments, body</td>
<td>- Explore the expressive possibilities of the voice.</td>
</tr>
<tr>
<td>- Percussion and other sound sources in the environment.</td>
<td>- Act out stories and songs using instruments, movement and voice.</td>
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<td><strong>Listening / Describing / Movement to music</strong></td>
<td><strong>Students will be able to</strong></td>
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<td>- Respond to music (pitch duration, volume) through movement, using varying levels, shapes and styles.</td>
<td>- Use a more specific vocabulary of musical terms to describe sound.</td>
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<td>- Show awareness of music from many cultures.</td>
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### Enduring Understandings

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<th>Notation</th>
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<td>The use of traditional and non-traditional notation to read, interpret and record compositions, and recreate compositions.</td>
<td>Identifying and describing various musical elements and concepts, and learning to make personal musical decisions through both an active and reflective process.</td>
<td>The role music plays in society and in diverse cultures, both historical and contemporary.</td>
</tr>
</tbody>
</table>

### Specific Learner Expectations

### Students will be able to

**Performing: Singing and Playing Instruments**
- Sing with accuracy and control, focusing awareness on the musical elements of pitch, rhythm, duration and dynamics
- Sing with a clear tone
- Sing folk and composed songs from memory
- Begin to sing part songs and to sing simple ostinati
- Respond to the beat in music by clapping, walking, running or skipping
- Develop control on a widening range of instruments
- Play simple rhythmic patterns on classroom percussion instruments to accompany songs and rhythm activities
- Sing from signs and traditional notation
- Increase their song repertoire to include simple partner songs and continue to develop the ability to sing in harmony
- Sing and perform with others, developing ensemble skills and an awareness of audience
- Sing songs from a variety of times and cultures
- Continue to perform rhythmic and melodic patterns of increasing length on a variety of classroom instruments, and in different metres of two, three and four, by rote and/or traditional notation
- Play melodic patterns of increasing difficulty (from pentatonic to diatonic)
- Respond to directions from a conductor.

**Creating and Composing**
- Read rhythmic notation (quarter, eighth, half notes, quarter note rests) and perform on classroom instruments
- Perform with others and develop an awareness of ensemble and audience
- Improvise rhythmic and melodic phrases using body percussion, voice and classroom instruments
- Create music to tell a story using different dynamics, tempi and timbres
- Explore pitch in compositions
- Create new stanzas to familiar melodies
- Dramatise songs and stories, focusing on musical aspects
- Arrange sounds to create a specific mood or feeling
- Explore, create, select, combine and organize sounds
- Explore and organize sounds into simple musical forms such as strophic, binary or ternary
- Perform compositions using classroom instruments and other sound sources
- Use musical notation to record and communicate ideas

**Notation**
- Identify and use non-traditional and traditional notation to represent and record sound events and simple songs
- Use traditional and non-traditional notation and material to learn appropriate melodic content
- Read simple rhythmic notation (quarter, eighth, half notes and quarter note rests) and perform it on classroom instruments
- Use notation to practise and perform a piece of music
- Begin to read and notate using rhythm values of whole note and half note, whole and half rests
- Begin to read and notate using dotted rhythms in simple metres read and notate using basic rhythm values of quarter note, eighth note and quarter rest

**Listening and Appreciation**
- Develop an understanding of musical elements such as the difference between steady beat and rhythm, and awareness of metre
- Understand form in music
- Continue to describe musical elements using appropriate musical vocabulary, giving reasons for preferences
- Identify the sounds and names of an increasing number of instruments: orchestral, non-orchestral, non-western and multiethnic
- Develop an awareness and appreciation of music from different sources and cultures; its uses and associations

**Music in Society**
- They will listen with greater understanding to a range of music from different times and places.
- Develop an understanding of how music is used in different cultures.
- Be able to identify a number of styles which relate to a particular country or area of the world.
- Be able to identify a variety of folk instruments used in a particular country or region of the world.
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<td><strong>Students will be able to</strong>&lt;br&gt;- sing with accuracy and control, focusing awareness on the musical elements of pitch, rhythm, duration and dynamics&lt;br&gt;- sing with a clear tone&lt;br&gt;- sing folk and composed songs from memory&lt;br&gt;- Begin to sing part songs and to sing simple ostinati&lt;br&gt;- Respond to the beat in music by clapping, walking, running or skipping&lt;br&gt;- Develop control on a widening range of instruments&lt;br&gt;- Play simple rhythmic patterns on classroom percussion instruments to accompany songs and rhythm activities&lt;br&gt;- sing from signs and traditional notation&lt;br&gt;- increase their song repertoire to include simple partner songs and continue to develop the ability to sing in harmony&lt;br&gt;- sing and perform with others, developing ensemble skills and an awareness of audience&lt;br&gt;- sing songs from a variety of times and cultures&lt;br&gt;- continue to perform rhythmic and melodic patterns of increasing length on a variety of classroom instruments, and in different metres of two, three and four, by rote and/or traditional notation&lt;br&gt;- play melodic patterns of increasing difficulty (from pentatonic to diatonic)&lt;br&gt;- respond to directions from a conductor.</td>
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<td><strong>Students will be able to</strong>&lt;br&gt;- Read rhythmic notation (quarter, eighth, half notes, quarter note rests) and perform on classroom instruments&lt;br&gt;- Perform with others and develop an awareness of ensemble and audience&lt;br&gt;- Improve rhythmic and melodic phrases using body percussion, voice and classroom instruments&lt;br&gt;- Create music to tell a story using different dynamics, tempi and timbres&lt;br&gt;- Explore pitch in compositions&lt;br&gt;- Create new stanzas to familiar melodies&lt;br&gt;- Dramatise songs and stories, focusing on musical aspects&lt;br&gt;- arrange sounds to create a specific mood or feeling&lt;br&gt;- explore, create, select, combine and organize sounds&lt;br&gt;- explore and organize sounds into simple musical forms such as strophic, binary or ternary&lt;br&gt;- perform compositions using classroom instruments and other sound sources&lt;br&gt;- use musical notation to record and communicate ideas</td>
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| **Music in Society**<br>The role music plays in society and in diverse cultures, both historical and contemporary. | **Students will be able to**<br>- They will listen with greater understanding to a range of music from different times and places.<br>- Develop an understanding of how music is used in different cultures, for ceremonies, pleasure, to convey national spirit.<br>- Be able to identify a number of styles which relate to a particular country or area of the world<br>- Be able to identify a variety of folk instruments used in a particular country or region of the world

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- Learn to sing on pitch<br- Blend voices with others using a variety of song material-unison (two part and rounds)<br- Use untuned percussion instruments individually (ensemble)<br- Learn how to follow a conductor<br- Explore, select and combine sounds to create compositions indicating a specific feeling or mood<br- Use a form of notation (traditional or non traditional) to record and communicate the music<br- Respond to musical elements through composed and improvised movement<br- Become aware of a variety of music from many cultures
### Enduring Understandings

- Become aware of a variety of music from many cultures
- Communicate the music composed and improvised movement to music
- Explore, select and combine sounds, using appropriate singing style
- Perform expressively to show tempo, dynamics, texture, style and articulation
- Respond to directions from a conductor
- Use untuned percussion instruments
- Use traditional notation to read, interpret and record compositions, and recreate compositions.

### Performing: Singing and Playing Instruments

The use of a range of instruments to perform individually and as part of an ensemble for an audience in formal and informal settings; the voice is the most immediately available instrument for most students, regardless of age or ability.

- Learn to sing on pitch
- Blend voices with others using a variety of song material—unison (two part and rounds)
- Continue to develop an awareness and understanding of how music plays in society and in diverse cultures, both historical and contemporary.
- Develop an understanding of how music is used in different cultures, for ceremonies, pleasure, to convey national spirit.
- Continue to identify a number of styles which relate to a particular country or area of the world

### Creating and Composing

The use of the students’ musical experience, imagination and suggestions to create compositions through the use of media, instruments and other sound sources. Students will be able to experiment with sounds to create music in response to a range of stimuli.

- Create music in response to a range of stimuli
- Explore, create, select, and organize sounds in increasingly complex musical structures
- Purposefully organize sounds in simple musical forms including rondo
- Perform compositions

### Notation

The use of traditional and non-traditional notation to read, interpret and record compositions, and recreate compositions.

- Sing or play music using graphic or traditional notation
- Use graphic and traditional notation to record sound events and songs
- Read and perform rhythmic notation (whole, half, quarter, eighth and sixteenth note including simple, compound metres)
- Read and begin to write dotted rhythmic notation in simple time (compound metres)

### Listening and Appreciation

Identifying and describing various musical elements and concepts, and learning to make personal musical decisions through both an active and reflective process.

- Continue to distinguish and describe musical elements, melodic patterns and form
- Continue to distinguish a range of musical elements, including orchestral, non-orchestral, non-western and multi-ethnic
- Describe music using appropriate vocabulary, giving reasons for preferences
- Continue to develop an awareness and appreciation of music from different sources and cultures; its uses and associations.

### Students will be able to

- Sing songs or voice parts with increasing control, confidence and expression in a wider pitch range
- Sing more complex songs with increasing accuracy, including: singing notes of increased intervals; singing accurate note lengths; being aware of dynamics and tempo; using appropriate singing style
- Sing from traditional notation
- Sing songs from a variety of times and cultures
- Sing with others, using ensemble skills and develop an awareness of audience
- Play a wide range of instruments with increasing accuracy in solo and ensemble performances
- Perform complex rhythmic and melodic patterns in different simple and compound metres
- Perform expressively to show tempo, dynamics, texture, style and articulation
- Play music using non-traditional or traditional notation
- Respond to directions from a conductor.

- Use detailed notation to communicate ideas
- Improvise

- Use traditional/folk material to learn appropriate melodic content
- Read and perform rotational symbols for pitch and dynamics
- Record and communicate musical ideas through more detailed notations.
- Begin to read and notate using rhythm values of sixteenth note

- Describe music using appropriate vocabulary, giving reasons for preferences
- Continue to develop an awareness and appreciation of music from different sources and cultures; its uses and associations.
### Enduring Understandings

**Performing: Singing and Playing Instruments**
- The use of a range of instruments to perform individually and as part of an ensemble for an audience in formal and informal settings; the voice is the most immediately available instrument for most students, regardless of age or ability.

**Creating and Composing**
- The use of the students' musical experience, imagination and suggestions to generate and organize sounds, using a variety of media to create compositions that communicate or record specific ideas or moods; students will use their experience and imagination to improvise and practise creative movement to music.

**Notation**
- The use of traditional and non-traditional notation to read, interpret and record compositions, and recreate compositions.

**Listening and Appreciation**
- Identifying and describing various musical elements and concepts, and learning to make personal musical decisions through both an active and reflective process.

**Music in Society**
- The role music plays in society and in diverse cultures, both historical and contemporary.

### Specific Learner Expectations

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<td>- Compose and improvise on voice and classroom instruments with accuracy, control and an awareness of ensemble using the Greek modes</td>
<td>- sing songs or voice parts with increasing control, confidence and expression in a wider pitch range</td>
</tr>
<tr>
<td>- Perform 4-part canons using speech and movement</td>
<td>- sing more complex songs with increasing accuracy, including: singing notes of increased intervals; singing accurate note lengths; being aware of dynamics and tempo; using appropriate singing style</td>
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<tr>
<td>- Improvise, compose and create movement in mixed meter</td>
<td>- sing from traditional notation</td>
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<td>- Listen to and describe music using the elements of music as a guide</td>
<td>- sing songs from a variety of times and cultures</td>
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<td>- sing with others, using ensemble skills and develop an awareness of audience</td>
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<td>- experiment with sounds to create musical effects</td>
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<td>- explore, create, select, and organize sounds in increasingly complex musical structures</td>
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<td>- purposefully organize sounds in simple musical forms including rondo</td>
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<td>- perform compositions</td>
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<td>- using classroom</td>
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<td>- instruments and other sound sources</td>
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<td>- create alterations and variations in existing songs</td>
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<td>- Use devices of motif and sequence in compositions</td>
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<td>- read and perform rhythmic notation (whole, half, quarter, eighth and sixteenth note including simple (quarter, half, whole rest notation.)</td>
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<td>- read and begin to write dotted rhythmic notation in simple time (compound metres)</td>
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<td>- use notation to practice and perform a piece of music</td>
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<td>- Develop an understanding of how music is used in different cultures, for ceremonies, pleasure, to convey national spirit</td>
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<td>- Become knowledgeable about how music has shaped history in a country or region of the world</td>
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<td>- Be able to identify a number of styles which relate to a particular country or area of the world</td>
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