

Music Scope and Sequence

IICS Music Scope and Sequence Document Last Updated 2013. SM

Composing

Analysis

Production

Performing

Communicating

Strand: CREATING

Learning Experience:

Phase 1	Phase 2	Phase 3	Phase 4
<p>Conceptual Understanding</p> <p>1.1 We can enjoy and learn from creating art.</p> <p>1.2 The creative process involves joining in, exploring and taking risks.</p> <p>1.3 In creating art, people make choices to construct meaning about the world around them.</p> <p>1.4 We can express ourselves through arts.</p> <p>1.5 Our experiences and imagination can inspire us to create.</p>	<p>Conceptual Understanding</p> <p>1.1 We can communicate our ideas, feelings and experiences through our artwork.</p> <p>1.2 We solve problems during the creative process by thinking critically and imaginatively.</p> <p>1.3 Applying a range of strategies helps us to express ourselves.</p> <p>1.4 We are receptive to the value of working individually and collaboratively to create art.</p>	<p>Conceptual Understanding</p> <p>1.1 Arts have the power to influence thinking and behaviour.</p> <p>1.2 We make connections between our artwork and that of others to extend our thinking.</p> <p>1.3 We can explore our personal interests, beliefs and values through arts.</p>	<p>Conceptual Understanding</p> <p>1.1 We act on the responses to our artwork to inform and challenge our artistic development.</p> <p>1.2 We explore a range of possibilities and perspectives to communicate in broader ways through our creative work.</p> <p>1.3 Arts provide opportunities to explore our creative potential and engage in a personal artistic journey.</p>
<p>Learning Outcomes</p> <p>1.1 create and accompany music using a variety of sounds and instruments</p> <p>1.1 play unturned percussion instruments in time with a beat</p> <p>1.1 use the voice and body to create musical</p>	<p>Learning Outcomes</p> <p>1.1 explore vocal sounds,rhythms, instruments, timbres to communicate ideas and feelings</p> <p>1.1 express one or more moods/feelings in a</p>	<p>Learning Outcomes</p> <p>1.1 deliver a musical message to different audiences (for example, peace message to parents, kindergarten children, friends)</p> <p>1.1 create and perform a movement</p>	<p>Learning Outcomes</p> <p>1.1 present, in small groups, innovative musical performances on a selected issue</p> <p>1.2 read and write music in traditional and/or</p>

patterns	musical composition	sequence using known musical elements	nontraditional notation
<p>1.2 participate in performing and creating music both individually and collectively</p> <p>1.3 record their personal, visual interpretation of elements of sound (for example, loud/soft, high/low, fast/slow)</p> <p>1.4 use vocal sounds, rhythms and instruments to express feelings or ideas</p> <p>1.5 explore sound as a means of expressing imaginative ideas</p> <p>1.5 recreate sounds from familiar experiences</p> <p>1.5 create their own basic musical instruments</p>	<p>1.2 create music to represent different cultures and styles</p> <p>1.3 collaboratively create a musical sequence using known musical elements (for example, rhythm, melody, contrast)</p> <p>1.3 create music for different purposes.</p> <p>1.4 create a soundscape based on personal experiences</p> <p>1.4 read, write and perform simple musical patterns and phrases</p>	<p>1.1 read and write music using non-traditional notation</p> <p>1.2 create and record a composition focusing on form, structure and style to give more meaning to their message</p> <p>1.2 improvise upon a basic pattern to reinforce the importance of the individual within the group</p> <p>1.3 create a musical composition expressing their own ideas and feelings on a social issue</p> <p>1.3 express themselves as individuals through musical composition</p>	<p>1.3 incorporate the other arts and available resources in order to broaden their creative expression</p> <p>1.3 create music that will be continually refined after being shared with others</p>

Composing

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Strand: RESPONDING

Learning Experience:

Phase 1-	Phase 2	Phase 3	Phase 4
<p>Conceptual Understanding</p> <p>1.1 We enjoy and experience different forms of arts.</p> <p>1.2 The art is a means of communication and expression.</p> <p>1.3 People make meaning through the use of symbols.</p> <p>1.4 People share art with others.</p> <p>1.5 We express our responses to artwork in a variety of ways.</p> <p>1.6 We reflect on our artwork and the work of others.</p>	<p>Conceptual Understanding</p> <p>1.1 We are receptive to art practices and artworks from different cultures, places and times (including our own).</p> <p>1.2 People communicate ideas, feelings and experiences through the arts.</p> <p>1.3 We can reflect on and learn from the different stages of creating.</p> <p>1.4 There is a relationship between the artist and the audience.</p>	<p>Conceptual Understanding</p> <p>1.1 When experiencing arts, we make connections between different cultures, places and times.</p> <p>1.2 People explore issues, beliefs and values through arts.</p> <p>1.3 There are different kinds of audiences responding to different arts.</p> <p>1.4 We use what we know to interpret arts and deepen our understanding of ourselves and the world around us.</p>	<p>Conceptual Understanding</p> <p>1.1 Through exploring arts across cultures, places and times we can appreciate that people innovate.</p> <p>1.2 People communicate across cultures, places and times through arts.</p> <p>1.3 The arts provide us with multiple perspectives.</p> <p>1.4 We reflect and act on the responses to our creative work.</p>
<p>Learning Outcomes</p> <p>1.1 explore body and untuned percussion instrument sounds</p> <p>1.1 recognize different sources of music in daily life</p>	<p>Learning Outcomes</p> <p>1.1 recognize music from a basic range of cultures and styles</p> <p>1.2 create a musical composition to match the</p>	<p>Learning Outcomes</p> <p>1.1 compare aspects of music from different times and places</p> <p>1.4 sing partner songs</p> <p>1.2 discuss music that relates to social issues</p>	<p>Learning Outcomes</p> <p>1.1 interpret and explain the cultural and/or historical perspectives of a musical composition</p> <p>1.1 sing individually and in harmony</p> <p>1.2 explain the role and relevance of music in their</p>

<p>1.1 describe differences in music</p> <p>1.2 use voice to imitate sounds and learn songs</p> <p>1.3 recognize that sound can be notated in a variety of ways.</p> <p>1.3 distinguish the sounds of different instruments in music</p> <p>1.4 bring music from home to share</p> <p>1.5 express their responses to music in multiple ways (drawings, games, songs, dance, oral discussion)</p> <p>1.5 move their bodies to express the mood of the music</p> <p>1.6 listen to music and create their own work in response</p>	<p>mood of a visual image (for example, paintings, photographs, film)</p> <p>1.2 sing individually and in unison</p> <p>1.2 express their responses to music from different cultures and styles</p> <p>1.3 record and share the stages of the process of creating a composition</p> <p>1.3 explore individually or collectively a musical response to a narrated story</p> <p>1.4 reflect on and communicate their reactions to music using musical vocabulary</p> <p>1.4 share performances with each other and give constructive criticism</p>	<p>and/or values</p> <p>1.2 sing with accuracy and control focusing awareness on the musical elements</p> <p>1.3 analyse different compositions describing how the musical elements enhance the message</p> <p>1.3 share and compare their experience as audience members at various performances</p> <p>1.4 describe the process used to create their own music and compare it with others, in order to improve their compositions</p> <p>1.4 reflect upon how their music expresses their personal voice and the impact it has on others</p> <p>1.4 create and perform a movement sequence accompanied by music they have created</p>	<p>own culture, its uses and associations through place and time</p> <p>1.3 explore different artistic presentations that are/were innovative and their implications</p> <p>1.4 modify their practices and/or compositions based on the audiences' responses</p>
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