

# CIPS Arts Scope and Sequence: Music 2015

<b>Years 1-2 (5-7s)</b>		
	<b>Responding</b>	<b>Creating</b>
<b>Strands</b>	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 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.
<b>Overall Expectations</b>	Learners show an understanding that ideas, feelings and experiences can be communicated through music. They recognize that their own music practices and creations may be different from others. They are beginning to reflect on and learn from their own stages of creating arts. They are aware that music like other artworks may be created with a specific audience in mind.	Learners show an understanding that they can use music to communicate their ideas, feelings and experiences. They use strategies to enhance the meaning conveyed by music they create and to make it more enjoyable for others. They are aware that their musical creations can provoke different responses from others. They understand the value of working individually and collaboratively when creating different musical forms
<b>Conceptual understandings</b>	<ul style="list-style-type: none"> <li>• We are receptive to art practices and artworks from different cultures, places and times (including our own).</li> <li>• People communicate ideas, feelings and experiences through the arts.</li> <li>• We can reflect on and learn from the different stages of creating.</li> <li>• There is a relationship between the artist and the audience.</li> </ul>	<ul style="list-style-type: none"> <li>• We can communicate our ideas, feelings and experiences through our artwork.</li> <li>• We solve problems during the creative process by thinking critically and imaginatively.</li> <li>• Applying a range of strategies helps us to express ourselves.</li> <li>• We are receptive to the value of working individually and</li> <li>• collaboratively to create art.</li> </ul>

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Related concepts	Rhythm, Dynamics, Tempo, Pitch	
<p><b>Learner Outcomes</b> [observable behaviors which are indicators of how learners are constructing meaning or -possibilities for learning]</p> <p><b>*=PYP attitudes</b></p>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• sing individually and in unison</li> <li>• Recognize music from a basic range of cultures and styles</li> <li>• Express their responses to music from different cultures and styles</li> <li>• Create a musical composition to match the mood of a visual image (for example, paintings, photographs, film)</li> <li>• Explore individually or collectively a musical response to a narrated story</li> <li>• Reflect on and communicate their reactions to music using musical vocabulary</li> <li>• Record and share the stages of the process of creating a composition</li> </ul> <p>Share performances with each other and give constructive criticism</p>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• rhythms, instruments, timbres to communicate ideas and feelings</li> <li>• express one or more moods/feelings in a musical composition</li> <li>• create music to represent different cultures and styles</li> <li>• create a soundscape based on personal experiences</li> <li>• collaboratively create a musical sequence using known musical elements (for example, rhythm, melody, contrast)</li> <li>• read, write and perform simple musical patterns and phrases</li> <li>• <b>create music for different purposes.</b></li> </ul>