

# CIPS Arts Scope and Sequence: Music 2014

<b>Years 3-4: 7-9s</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 issues, beliefs and values can be explored in arts in general and specifically through music. They demonstrate an understanding that there are similarities and differences between the music of different cultures, places and times. They analyse their own musical works and identify areas to revise to improve its quality. They use strategies, based on what they know, to interpret music and understand the role of music in our world	Learners show that, as musicians, they can influence thinking and behaviour through the music they create. They think critically about their work and recognize that their personal interests, beliefs and values can inform their creative work. They show an understanding of the relationships between their musical works and those of others.
<b>Conceptual understandings</b>	<ul style="list-style-type: none"> <li>• When experiencing arts, we make connections between different cultures, places and times.</li> <li>• People explore issues, beliefs and values through arts.</li> <li>• There are different kinds of audiences responding to different arts.</li> <li>• We use what we know to interpret arts and deepen our understanding of ourselves and the world around us.</li> </ul>	<ul style="list-style-type: none"> <li>• Arts have the power to influence thinking and behaviour.</li> <li>• We make connections between our artwork and that of others to extend our thinking.</li> <li>• We can explore our personal interests, beliefs and values through arts.</li> </ul>
<b>Related concepts</b>	<b>Rhythm, Dynamics, Tempo, Pitch</b>	
<b>Learner Outcomes</b> [observable behaviours which are indicators of how learners are constructing meaning -possibilities for	Learners: <ul style="list-style-type: none"> <li>• sing with accuracy and control focusing awareness on the musical elements</li> <li>• sing partner songs</li> </ul>	Learners: <ul style="list-style-type: none"> <li>• create a musical composition expressing their own ideas and feelings on a social issue</li> <li>• deliver a musical message to different audiences (for example, peace</li> </ul>

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<p>learning]</p> <p><b>*=PYP attitudes</b></p>	<ul style="list-style-type: none"> <li>• discuss music that relates to social issues and/or values</li> <li>• compare aspects of music from different times and places</li> <li>• create and perform a movement sequence accompanied by music that they have created</li> <li>• share and compare their experiences as audience members at various performances</li> <li>• describe the process used to create their own music and compare it with others, in order to improve their compositions</li> <li>• analyse different compositions describing how the musical elements enhance the message</li> <li>• reflect upon how their music expresses their personal voice and the impact it has on others</li> </ul>	<p>message to parents, kindergarten children, friends)</p> <ul style="list-style-type: none"> <li>• create and perform a movement sequence using known musical elements</li> <li>• improvise upon a basic pattern to reinforce the importance of the individual within the group</li> <li>• create and record a composition focusing on form, structure and style to give more meaning to their message</li> <li>• express themselves as individuals through musical composition</li> <li>• read and write music using non-traditional notation</li> </ul>
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