

## CIPS Arts Scope and Sequence: Music 2015

<b>Years 5-6: 9-11s</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 throughout different cultures, places and times, people have innovated and created new modes in across the arts and specifically in music. They can analyse different musical forms and identify common or recurring themes or issues. They recognize that there are many ways to enjoy and interpret music.  They accept feedback from others	Learners show an understanding that their own musical creations work can be interpreted and appreciated in different ways. They explore different media and begin to innovate in music. They consider the feedback from others in improving their work. They recognize that creating in music provides a sense of accomplishment, not only in the process, but also in providing them with a way to understand the world.
<b>Conceptual understandings</b>	<ul style="list-style-type: none"> <li>• Through exploring arts across cultures, places and times we can appreciate that people innovate.</li> <li>• People communicate across cultures, places and times through arts.</li> <li>• The arts provide us with multiple perspectives.</li> <li>• We reflect and act on the responses to our creative work.</li> </ul>	<ul style="list-style-type: none"> <li>• We act on the responses to our artwork to inform and challenge our artistic development.</li> <li>• We explore a range of possibilities and perspectives to communicate in broader ways through our creative work.</li> <li>• Arts provide opportunities to explore our creative potential and engage in a personal artistic journey.</li> </ul>
<b>Related concepts</b>	<b>Rhythm, Dynamics, Tempo, Pitch</b>	

## CIPS Arts Scope and Sequence: Music 2015

<p><b>Learner Outcomes</b> [observable behaviours which are indicators of how learners are constructing meaning -possibilities for learning]</p> <p>*=PYP attitudes</p>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• sing individually and in harmony</li> <li>• explain the role and relevance of music in their own culture, its uses and associations through place and time</li> <li>• interpret and explain the cultural and/or historical perspectives of a musical composition</li> <li>• modify their practices and/or compositions based on the audiences' responses</li> <li>• explore different artistic presentations that are/ were innovative and their implications.</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• create music that will be continually refined after being shared with others</li> <li>• present, in small groups, innovative musical performances on a selected issue</li> <li>• incorporate the other arts and available resources in order to broaden their creative expression</li> <li>• Read and write music in traditional and/or nontraditional notation.</li> </ul>
---	---	---