

### 3. MUSIC CURRICULUM

Topic	Skills	Knowledge	Understanding	Attitude	Content	Method/ Strategies	Evaluation	Area(s) of Integration
<b>3.1 Rhythm 1</b>	Counting Musically	Recognise the symbols for $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ notes and rests.	How the symbols for $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ and are used musically.	Listening to music analytically	The use of $\frac{1}{2}$ , $\frac{1}{4}$ , and $\frac{1}{8}$ notes and rests as time signs.	Listening and responding to rhythmic patterns. Perform songs with strong rhythmic base Charts, Tape recorder, C.D. player.	Rhythm tests, reading rhythmically. Recognising the difference between the notes.	Factorise, multiples, counting patterns.
	Moving to music in 2 and 4 beats.	Counting in groups of 2 and 4.			Songs about our neighbours and the people of our community. Music from the countries with whom we share borders,	Listen, Look, play and sing music from our friends and neighbours. Copies of songs to be learnt.	To have sight identification tests.	Dance Movement.

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	Listen, Sing and read notes in $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ notes and rests.					Sharing of music to explore the characteristics of good and evil.		
<b>3.2 Rhythm 2</b>	Writing rhythmic patterns using $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ notes.	Sing, Play, listen to music which uses $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ notes.	How to apply the symbols to the musical page to understand what is there.		The $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ notes in various rhythmic patterns.	Students listen, write, sing and play rhythmic patterns. Differentiate between strong and weak beats.	Compose rhythmic patterns. Sing and play in groups.	Drawing and painting in patterns.
	Rhythmic sight-reading using $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ notes.	Identify simple rhythmic patterns and rhythmic notation.	The terminology for rhythmic notation	Derive pleasure from performance of created rhythmic patterns		Tapes, C.D's charts, copies of rhythm games and charts.		
<b>3.3 Melody</b>	Play and Sing descending and ascending patterns of music.	How and when music moves by step, leap or jump.	How to follow musical patterns through musical lines.	Derive pleasure from performing and reacting to music moving up and down.		Playing or Listening to music as it moves up or down. Using the body to demonstrate ascending and descending melodies.	Use of several aural exercises to determine movement of music.	Dancing, Art and Sequences in Maths.

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						Copies of music which shows ascending and descending patterns.		
<b>3.4 Dynamics</b>	Singing and/or playing (soft and loud) (b) fast and slow.	Differentiate between Soft and Loud. Fast and Slow.	That the creation of music depends on the dynamics of the melodies.	Derive pleasure from using dynamics in music.	Classify people, animals and objects, which do things, fast or slow, soft or loud. Listen to, play, sing music using the symbols for fast, slow, soft, loud.	Teaching the symbols for fast, slow, soft and loud. e.g. piano, forte, tapes and C.D's for listening and analysis.	Analyse music for its dynamics. Put in the dynamics for written music.	Science: Waves, vibration, frequency of sound and pitch.
<b>3.5 Masquerade Bands</b>	Learning about Masquerade.	To know the various sections of the masquerade Band.	The importance of the Masquerade Band to the community.	Listen to the differences found in the Masquerade Band.	Listen to Masquerade music. Identify the costumes.	Elements of the Masquerade Band: The Costumes The Music, The Dance Steps,	Drawing of the Masquerade Band.	Social Studies, History and Art.

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<b>3.5 Masquerade Bands (cont'd)</b>					The work of a masquerade Band.	The Toast, The work of the Band.	Identifying the various sections of the Band.	