

Fine Arts – Draft Music Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
Organizing Idea	Foundational Elements: Music literacy is developed through knowledge and application of foundational elements.								
Guiding Question	What are the qualities of sound?			How can musical sounds be interpreted?			In what ways can tone and duration contribute to music?		
Learning Outcome	Children explore sound in music.			Students examine musical sounds as they relate to rhythm, melody, dynamics, harmony, and form.			Students relate tone and duration to rhythm, melody, dynamics, and harmony.		
	Knowledge	Understanding	Skills and Procedures	Knowledge	Understanding	Skills and Procedures	Knowledge	Understanding	Skills and Procedures
	<p>A steady beat is compared to the regular beating of the heart.</p> <p>A steady beat is the regular pulse that occurs in music and can be heard in <i>Victor Herbert's March of the Toys, from Babes in Toyland</i>.</p> <p>Nursery rhymes, singing games, and action songs support the exploration of a steady beat.</p> <p>A steady beat can be felt in the body through body percussion or moving.</p> <p>The First Nations and Inuit drum emphasizes a steady beat.</p>	<p>A musical sound can have a steady beat.</p>	<p>Respond to a steady beat in a variety of ways, including action songs, playing instruments, moving, and body percussion.</p> <p>Recognize a steady beat in a variety of music repertoires.</p> <p>Practise playing a steady beat on instruments.</p>	<p>A steady beat is compared to the regular beating of the heart.</p> <p>A steady beat can be felt in the body through body percussion, playing instruments, or moving.</p> <p>The First Nations and Inuit drum emphasizes a steady beat.</p> <p>Music selections that emphasize a steady beat can include</p> <ul style="list-style-type: none"> • <i>A Tribe Called Red, Electric PowWow</i> • <i>Leroy Anderson, Sleigh Ride</i> 	<p>A steady beat is the regular pulse that occurs in music.</p>	<p>Respond to a steady beat in a variety of ways, including action songs, playing instruments, moving, and body percussion.</p> <p>Identify a steady beat when listening to music.</p> <p>Identify and explore the difference between steady beat and rhythm.</p>	<p>Duration is the length of time that sounds or silences are sustained in music.</p> <p>The duration of sounds and silences is represented by music symbols.</p> <p>Visual representation of music symbols in written form is known as standard notation, but it can also be represented using stick notation or other manipulatives.</p> <p>Rhythmic symbols have values that indicate the specific duration of a note or a rest.</p> <p>The duration of a silence in music, known as a rest, is equal in duration to its corresponding note.</p> <p>The rhythmic duration of a whole note or whole rest is equal to the duration of two half notes or half rests, or four quarter notes or quarter rests.</p> <p>Syllable names for rhythmic sounds can be invented and may vary and include</p> <ul style="list-style-type: none"> • <i>ta</i> for a quarter note • <i>ti-ti</i> for two eighth notes • <i>ta-a</i> for a half note • <i>ta-a-a-a</i> for whole note 	<p>Duration is measured by how many beats a musical sound lasts.</p>	<p>Demonstrate the difference between beat and rhythm.</p> <p>Identify the rhythmic values of individual and combined rhythms.</p> <p>Practise reading and writing rhythm patterns.</p> <p>Notate short rhythm patterns from dictation.</p> <p>Generate a rhythmic answer in response to a rhythmic question.</p>

Fine Arts – Draft Music Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
							Call and response is a musical form that can support rhythmic exploration.		
	<p>Long and short sounds are called rhythms and are related to syllables in a word.</p> <p>The rhythm of a word refers to the syllables heard in the word.</p> <p>Simple word rhythms can be found in nursery rhymes, poems, and children's songs.</p> <p>Word rhythms can be spoken or played using body percussion or non-pitched percussion instruments.</p> <p>Silences in music are an absence of sound.</p> <p>Body percussion is the art of making sound with the body, including</p> <ul style="list-style-type: none"> • clapping • snapping • patching • stomping • rubbing 	<p>Sounds and silences in music can be long or short.</p>	<p>Recognize the difference between short and long sounds.</p> <p>Identify how many syllable sounds make up the rhythm of individual words.</p> <p>Demonstrate the rhythm of words using body percussion or non-pitched percussion instruments.</p>	<p>The rhythm of a word refers to the syllables heard in the word.</p> <p>Simple word rhythms can be found in nursery rhymes, poems, and children's songs.</p> <p>Word rhythms can be spoken or played using body percussion or non-pitched percussion instruments.</p> <p>Rhythm includes long and short sounds represented by a musical symbol called a note.</p> <p>Silences in music are the absence of sound and are represented by a rhythmic symbol called a rest.</p> <p>A silence or rest in music can be indicated by using a gesture.</p> <p>A rhythmic symbol has a specific value that describes how many beats it lasts.</p> <p>The rhythmic value of one quarter note or quarter rest is worth one beat and is equal in value to two eighth notes.</p>	<p>A musical sound can be described by how many beats it lasts.</p> <p>Rhythm is a series of long and short sounds and silences.</p> <p>Rhythmic sounds can have matching syllable names.</p>	<p>Identify how many syllable sounds make up the rhythm of individual words.</p> <p>Demonstrate the rhythm of words using body percussion or non-pitched instruments.</p> <p>Use syllable names to refer to rhythms when reading music.</p> <p>Echo rhythm patterns using instruments or body percussion.</p> <p>Practise reading and writing rhythms using simple notation, such as stick notation.</p> <p>Identify the number of beats that make up a simple rhythm.</p> <p>Demonstrate an understanding of how to read music symbols from left to right.</p>	<p>Measures are combined to create phrases.</p> <p>Measure can be repeated when indicated with a repeat sign.</p> <p>A double bar line is used to indicate the end of a musical piece.</p> <p>The time signature is a music symbol that indicates beat groupings.</p> <p>Beat groupings are known as measures and are divided up using bar lines when notated.</p> <p>Rhythm patterns are made up of the beat and divisions of the beat.</p> <p>Rhythm patterns can accompany a melody.</p> <p>Beat groupings indicate weak and strong pulses.</p> <p>Beats may be grouped by accents, which usually emphasize the first beat after a bar line.</p> <p>Music that emphasizes beat groupings of three can include <i>Pyotr Ilyich Tchaikovsky, Waltz, from Swan Lake</i>.</p>	<p>Duration can be indicated by various beat groupings.</p> <p>Beat groupings can include two, three, or four beats per measure.</p>	<p>Recognize 2/4 and 3/4 time signatures.</p> <p>Identify the function of bar lines, repeat signs, and double bar lines.</p> <p>Experience strong and weak pulses in music in a variety of ways.</p> <p>Recognize accents within beat groupings of two, three, and four.</p>

Fine Arts – Draft Music Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
				<p>Syllable names for rhythmic sounds can be invented and can include</p> <ul style="list-style-type: none"> • <i>ta</i> for quarter note • <i>ti-ti</i> for two eighth notes <p>In Western music, printed music symbols are read and written from left to right.</p> <p>Stick notation is a simplified way of representing rhythmic symbols.</p> <p>Body percussion is the art of making sound with the body, including</p> <ul style="list-style-type: none"> • clapping • snapping • patching • stomping • rubbing 					
	<p>Sounds can have qualities that can be described as high or low (pitch).</p> <p>Sounds have qualities that can be described as fast or slow (tempo), as heard in</p> <ul style="list-style-type: none"> • fast: <i>Johann Strauss II, Thunder and Lightning Polka, Op. 324</i> • slow: <i>Johann Pachelbel, Canon in D Major</i>; and <i>Frédéric Chopin, Nocturne No. 1</i> <p>Sounds have qualities that can be described as loud or soft (dynamics), as heard in <i>Gioachino Rossini, The William Tell Overture</i>.</p>	<p>Sound is produced when something vibrates.</p> <p>Sounds can be high or low, fast or slow, and loud or soft.</p> <p>Sounds can be produced in a variety of ways.</p>	<p>Explore high and low sounds using the singing voice and instruments.</p> <p>Differentiate between sounds that can be high or low, fast or slow, and loud or soft.</p> <p>Respond in a variety of ways to sounds that can be loud or soft, fast or slow, and high or low.</p> <p>Explore the four qualities of the human voice within poetry, nursery rhymes, and songs.</p> <p>Experience singing in unison.</p> <p>Identify musical and non-musical sounds.</p>	<p>Differences in high and low sounds (pitch) can be identified using solfege and hand signs representing the pitches <i>sol</i>, <i>mi</i>, and <i>lah</i>.</p> <p>Solfege is a system of assigning a syllable name to a musical sound.</p> <p>A sequence of sounds can move from high to low, low to high, or stay the same.</p> <p>A melody is a sequence of high, low, and medium sounds.</p>	<p>Sounds can be high, low, or in the middle (pitch).</p>	<p>Differentiate between sounds that vary in pitch.</p> <p>Practise reading <i>sol-mi-lah</i> patterns using hand signs and a two- or three-line music staff.</p> <p>Build <i>sol-mi-lah</i> patterns on a two- or three-line music staff. Represent pitch through gestures, movement, and hand signs.</p> <p>Respond to pitch matching and echo singing.</p> <p>Experience singing alone and in a group. Demonstrate in-tune singing in unison.</p>	<p>Tones are high, low, and medium sounds that are assigned various pitches.</p> <p>Tones can move from low to high, high to low, or stay the same.</p> <p>Tones in Western music can be labelled with the absolute pitch names ABCDEFG or solfege. Printed music symbols show the direction of a melody.</p> <p>Melodies can move up or down by scale steps and leaps.</p> <p>Melodies can be based upon major, minor, and five-tone (pentatonic) scales.</p>	<p>Melody is a sequence of high, medium, and low tones.</p> <p>Tones can be grouped into melodic patterns.</p>	<p>Detect the rise and fall of a melody.</p> <p>Practise reading and writing pitches off a simple three-line music staff.</p> <p>Respond with accuracy to tone matching with other voices or instruments.</p> <p>Extend the understanding of solfege to include the pitches <i>re</i> and <i>doh</i>.</p> <p>Demonstrate how to follow music notation from left to right.</p> <p>Recognize gestures, symbols, or hand signs that represent pitch.</p>

Fine Arts – Draft Music Kindergarten to Grade 6 Curriculum

	Kindergarten		Grade 1		Grade 2		
	<p>Sounds can be created by voices, instruments, and the environment, including weather, animals, and machines.</p> <p>Sounds can occur at the same time as other sounds.</p> <p>The human voice can produce different qualities of sound through</p> <ul style="list-style-type: none"> • speaking • singing • whispering • shouting <p>Sound can be interpreted as musical or non-musical.</p> <p>Sounds can create noise when there is no pattern of sound.</p> <p>Found sounds can be incorporated into music, as heard in <i>Leroy Anderson's The Typewriter</i>.</p>	<p>Explore musical sounds using instruments and found sounds.</p>	<p>Gestures, hand signs, and movement can be used to indicate sounds that are high, low, or in the middle.</p> <p>High and low sounds can be visually represented on a basic music staff of two or three lines using music notes or non-music symbols.</p> <p>High and low sounds can be sung or played on pitched instruments.</p> <p>Pitched instruments can include barred instruments such as the glockenspiel, xylophone, and metallophone.</p>			<p>Major scales can be described as bright and cheerful sounds, as heard in <i>Felix Mendelssohn's Wedding March, from A Midsummer Night's Dream</i>.</p> <p>Minor scales can be described as sad or dark sounds, as heard in <i>Johann Sebastian Bach's Toccata and Fugue in D Minor</i>.</p> <p>Melodic patterns, phrases, or sections can be described as alike or different.</p> <p>Musical forms can organize musical patterns in various ways, and can include</p> <ul style="list-style-type: none"> • ab, abab (phrase form) • verse and chorus • introductions • interludes • an ending (coda) <p>A whole piece of music can include a number of sections that may be alike or different and can include AB, ABA, ABAB (sectional form), as heard in</p> <ul style="list-style-type: none"> • <i>Camille Saint-Saëns, Carnival of the Animals – Fossils, in which the xylophone part is A and the clarinet solo is B</i> • <i>traditional French Canadian folk song Vive la Canadienne</i> 	<p>Identify and label phrases or sections of music that are alike, similar, or different.</p> <p>Differentiate between major and minor sounds in music.</p> <p>Experience singing, listening to, and playing music in major, minor, and pentatonic scales.</p>

Fine Arts – Draft Music Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
	<p>Sounds that repeat themselves more than twice are known as a pattern.</p> <p>A series of high and low sounds can create patterns (melody).</p> <p>Rhythmic patterns are a series of long and short sounds.</p> <p>Patterns can be created through a combination of sounds, including</p> <ul style="list-style-type: none"> • long and short • high and low • fast and slow • loud and soft <p>The musical work <i>Bolero</i>, by Maurice Ravel, features a repeated pattern (rhythmic ostinato) played by the snare drum.</p>	<p>Sounds can be organized into patterns.</p>	<p>Identify musical patterns in a variety of ways.</p> <p>Practise playing or clapping rhythmic patterns.</p> <p>Demonstrate musical patterns with body percussion, instruments, and movement.</p>	<p>Sounds that repeat themselves more than twice are known as a pattern.</p> <p>Phrases can be labelled using letters of the alphabet, shapes, or pictures (phrase form).</p> <p>The length of a phrase can be represented with gestures, with movement, or by taking a breath when singing.</p> <p>Nursery rhymes, songs, and poetry can have patterns (phrase form), including ab, aba, and other combinations.</p> <p>A section of music can be repeated (verse and chorus)</p> <p>Music selections can have short, repeated patterns of sound (ostinato) as heard in</p> <ul style="list-style-type: none"> • <i>Gustav Holst, The Planets, Movement 1: Mars</i> • <i>Maurice Ravel, Bolero</i> 	<p>Sounds can be organized into patterns or phrases that are alike or different.</p>	<p>Identify phrases that are alike or different.</p> <p>Illustrate phrase form through the use of movement, body percussion, or instruments.</p> <p>Identify rhythmic or melodic patterns in a variety of music selections.</p> <p>Practise sustaining a rhythmic or melodic ostinato within a piece of music.</p>	<p>Children typically have higher singing voices due to their smaller bodies and vocal chords. The adult male voice typically sounds lower than the adult female voice.</p> <p>Specific instruments may be chosen for their ability to represent a particular feeling, character, or mood in a musical work, as heard in <i>Sergei Prokofiev's Peter and the Wolf</i>.</p> <p>An instrument can be described as having sound that is</p> <ul style="list-style-type: none"> • airy • brassy • mellow • bright • dark <p>Smaller instruments, such as the flute, produce higher sounds than larger instruments, such as the tuba.</p>	<p>Tone has colour, known as timbre.</p> <p>Tone colour or timbre is affected by an instrument's size and shape.</p> <p>An instrument's timbre, including the voice, can represent a feeling, mood, or character.</p>	<p>Discriminate between the tone colour of different singing voices, which can vary with age and physical traits (e.g., adult/child, male/female).</p> <p>Differentiate between the size of an instrument and the quality or volume of sound produced.</p> <p>Relate the timbre of an instrument to its ability to represent feelings or characters.</p>
	<p>The quality of a sound (tone colour) changes depending on the material the object or instrument is made of.</p> <p>The quality of a sound can be described as bright, dull, happy, or sad.</p>	<p>Sound is affected by the material of an object or instrument.</p>	<p>Classify non-pitched percussion instruments according to the material they are made of.</p> <p>Explore how non-pitched percussion instruments can enhance a song or poem.</p> <p>Describe various musical sounds.</p>	<p>Music symbols are used to indicate the volume of sound, including <i>f</i> for loud and <i>p</i> for soft.</p> <p>In Western music, dynamics are described by using Italian terms, including <i>forte</i> for loud and <i>piano</i> for soft and can be heard in</p>	<p>Sound has volume that can be loud or soft (dynamics).</p> <p>Sound can be fast or slow (tempo)</p>	<p>Use music vocabulary to describe sound in music.</p> <p>Differentiate between loud-soft and fast-slow musical sounds.</p> <p>Recognize and respond to soft (<i>p</i>) and loud (<i>f</i>) symbols in music.</p> <p>Explore tempo and dynamics in a variety of ways.</p>	<p>Tempo in music can gradually get faster or slower.</p> <p>The Italian term <i>accelerando</i> describes music that gradually gets faster, and the term <i>ritardando</i> describes music that gradually gets slower.</p>	<p>Tone has dynamics and tempo.</p> <p>Tone can have an emotional quality that communicates mood in music.</p>	<p>Identify and respond to music symbols that indicate crescendo, decrescendo, and accent.</p> <p>Differentiate between tempos that gradually increase or decrease in speed.</p> <p>Use music vocabulary to describe the dynamics and tempo.</p>

Fine Arts – Draft Music Kindergarten to Grade 6 Curriculum

	Kindergarten		Grade 1		Grade 2		
	<p>Non-pitched percussion instruments can be categorized according to the material they are made of, including</p> <ul style="list-style-type: none"> • woods, such as wood blocks or claves • skins, such as hand drums • metals, such as triangles and finger cymbals • shakers, such as maracas • scrapers, such as the guiro <p>Non-pitched percussion instruments produce one tone and can be described as having colour, as heard in <i>Leroy Anderson’s Plink, Plank, Plunk</i>.</p> <p>Barred instruments have different qualities of sound, including</p> <ul style="list-style-type: none"> • glockenspiels, which have bright metal sounds • xylophones, which have wooden sounds • metallophones, which have dull metal sounds 		<ul style="list-style-type: none"> • <i>Camille Saint-Saëns, Danse Macabre in G Minor, Op. 40</i> • <i>Edvard Grieg, Morning and In the Hall of the Mountain King, from Peer Gynt (orchestral)</i> <p>Sound has speed (tempo) that indicates how fast or slow music is performed, as heard in</p> <ul style="list-style-type: none"> • <i>Edvard Grieg, Morning and In the Hall of the Mountain King, from Peer Gynt (orchestral)</i> • <i>Brahms, Hungarian Dance No. 5</i> <p>Sounds can be played smoothly (legato) or detached (staccato).</p> <p>A strong sound can be added to music to create an effect (accent), as heard in <i>Franz Joseph Haydn, Symphony No. 94, Surprise</i>.</p> <p>Musical sounds can be produced in a way that expresses feelings or moods, as heard in</p> <ul style="list-style-type: none"> • the Canadian national anthem, <i>O Canada</i> • <i>Antonio Vivaldi, Four Seasons, Violin Concerto in G Minor, Op. 8, No. 2, RV 315 L'estate: 3. Presto</i> 		<p>Tones that gradually increase or decrease in volume are referred to as <i>crescendo</i> and <i>decrescendo</i>, as heard in <i>Pyotr Ilyich Tchaikovsky’s Overture, from the Nutcracker</i>.</p> <p>Music dynamics that suddenly change are called accents and are indicated using the > symbol.</p> <p>Tones that sound detached when played are called <i>staccato</i> and those that sound smooth are referred to as <i>legato</i>, as heard in</p> <ul style="list-style-type: none"> • staccato: <ul style="list-style-type: none"> – <i>Robert Schumann, The Wild Horseman</i> – <i>Leroy Anderson, Jazz Pizzicato</i> • legato: <ul style="list-style-type: none"> – <i>Camille Saint-Saëns, The Swan in Carnival of the Animals</i> 		<p>Discuss how dynamics and tempo contribute to the mood of a musical piece.</p>

Fine Arts – Draft Music Kindergarten to Grade 6 Curriculum

Kindergarten				Grade 1			Grade 2		
				<p>The human voice can produce different qualities of sound through</p> <ul style="list-style-type: none"> • speaking • singing • whispering • shouting <p>Non-pitched percussion instruments can make sounds that reflect the material that the instrument is made of and its name, including</p> <ul style="list-style-type: none"> • woods, such as wood blocks • skins, such as drums • metals, such as the triangle and finger cymbals • shakers, such as the maraca • scrapers, such as the guiro <p>Two or more sounds can occur at the same time (harmony).</p> <p>Sound can be interpreted as musical or non-musical.</p> <p>Sounds can create noise when there is no pattern of sound.</p> <p>Barred instruments have different qualities of sound, including</p> <ul style="list-style-type: none"> • glockenspiels, which have bright metal sounds • xylophones, which have wooden sounds • metallophones, which have dull metal sounds 	<p>Musical instruments and the human voice have different qualities of sound (timbre).</p>	<p>Explore the qualities of the human voice within various poems, nursery rhymes, and songs.</p> <p>Identify and compare musical and non-musical sounds.</p> <p>Explore and describe the sound of various musical instruments.</p> <p>Classify non-pitched percussion instruments according to the material they are made of.</p> <p>Demonstrate the difference between a singing voice and a speaking voice.</p>	<p>Some combinations of tones sound pleasing when combined and are called chords.</p> <p>Major and minor chords have different sounds.</p> <p>Melodies can be accompanied by harmony.</p> <p>Chords can be played on keyboard and barred instruments.</p> <p>The pitches <i>doh</i> and <i>soh</i> can be played on barred instruments as a way to accompany a melody.</p>	<p>Tones can be combined and played at the same time to create harmony.</p>	<p>Differentiate between tones played individually and tones played as chords.</p> <p>Explore the difference between the sound of major and minor chords.</p> <p>Play simple chords to accompany melodies.</p>

Fine Arts – Draft Music Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
Organizing Idea	Creating and Presenting: Ideas can be represented musically through artworks that draw upon foundational knowledge.								
Guiding Question	How does an idea in music develop?			How can an idea be expressed musically?			How can a message be represented musically?		
Learning Outcome	Children express ideas through the exploration of musical sounds made by instruments, voices, and the environment.			Students construct an idea musically using the elements of music, instruments, and voices.			Students experiment with how a message can be created and presented through the use of instruments, voices, and movement.		
	Knowledge	Understanding	Skills and Procedures	Knowledge	Understanding	Skills and Procedures	Knowledge	Understanding	Skills and Procedures
	<p>A musical idea can be created and presented individually or in groups.</p> <p>A musical idea can be created using</p> <ul style="list-style-type: none"> • instruments • found sounds • body percussion • movement • voices <p>A musical idea can be created by combining sounds that are</p> <ul style="list-style-type: none"> • high and low • fast and slow • loud and soft • long and short <p>Nursery rhymes and poems can be sung to familiar melodies.</p> <p>Soundscapes and sound effects can enhance a musical idea when added to text, including poems, stories, and picture books.</p> <p>An idea in music can be presented informally, as in a music class, or formally, including in a concert.</p>	<p>Communicating an idea in music involves creating and presenting.</p> <p>An idea in music can communicate feelings and preferences.</p>	<p>Collaborate with others to develop a musical idea.</p> <p>Create a musical idea using instruments and found sounds.</p> <p>Generate movement ideas to accompany a musical idea.</p> <p>Play soundscapes or sound effects as a way to enhance a musical idea.</p> <p>Participate as a performer and as an audience member in a variety of musical experiences.</p>	<p>Musical ideas can be expressed through</p> <ul style="list-style-type: none"> • singing • moving • playing instruments • writing rhythms and melodies <p>Inspiration for an idea in music can come from a variety of sources, including</p> <ul style="list-style-type: none"> • other musicians or music • stories • imagination • the environment • artworks and images <p>Soundscapes and sound effects can enhance a musical idea when added to text, including poems, stories, and picture books.</p> <p>The words of a song, known as lyrics, are important to understanding the meaning of the text.</p> <p>Phrase form, including ab, aba, and other combinations, can be used to structure a musical idea.</p>	<p>A musical idea can be expressed using sounds that vary in pitch, dynamics, tempo, and rhythm.</p> <p>A musician is an individual who can create, appreciate, and perform ideas in music.</p>	<p>Explore musical ideas in response to an inspiration.</p> <p>Create musical patterns or phrases that include sounds that are high-low, long-short, loud-soft, and fast-slow.</p> <p>Use planned body movements to accompany musical ideas.</p> <p>Perform music to accompany a story.</p> <p>Compose a musical idea within a given phrase form.</p>	<p>Lyrics are used in music to convey a message through singing.</p> <p>Music with lyrics can be sung in any language.</p> <p>Messages in music can be expressed through songs that celebrate</p> <ul style="list-style-type: none"> • holidays • seasons • ceremony • nationality • cultural heritage <p>Music from Francophone communities can include</p> <ul style="list-style-type: none"> • <i>Sur le pont d'Avignon</i> • <i>Fais dodo</i> • <i>Alouette, gentille alouette</i> • <i>Frère Jacques</i> • <i>En roulant ma boule</i> 	<p>Verbal communication of a message can be shared in a variety of ways through music.</p> <p>Verbal communication of a message can express a variety of feelings and experiences.</p>	<p>Sing a variety of songs individually and in unison.</p> <p>Create new lyrics to familiar melodies.</p> <p>Explore music sung in other languages, including French-Canadian folk songs.</p>

Fine Arts – Draft Music Kindergarten to Grade 6 Curriculum

	Kindergarten		Grade 1			Grade 2			
	Participating as an audience member or as a performer includes expectations or rules (artistic protocols and etiquette).								
	<p>Inspiration for an idea in music can come from a variety of sources, including</p> <ul style="list-style-type: none"> • other musicians and music • stories • imagination • the environment • artworks and images <p>Objects or found sounds and instruments can be used in traditional or non-traditional ways when creating music.</p> <p>Sharing and discussing ideas with others can support collaboration in music.</p>	<p>A musical idea can be unique, shared, or borrowed.</p> <p>An artistic idea can be developed through interacting with others in music.</p>	<p>Share and accept ideas from one another in music.</p> <p>Explore musical ideas in response to an inspiration.</p> <p>Investigate how music can be created through traditional and non-traditional use of instruments.</p>	<p>Musical ideas can express feelings, interests, and preferences.</p> <p>Nursery rhymes and poems can be sung to familiar melodies.</p> <p>Collaboration can foster a safe learning environment in music through listening to others' ideas, solving problems, and making decisions.</p> <p>Instruments, voices, and objects or found sounds can be used in traditional or non-traditional ways when creating music.</p> <p>Participating as an audience member or as a performer includes expectations or rules (artistic protocols and etiquette).</p>	<p>A musical idea can come from brainstorming and collaboration.</p>	<p>Create a musical idea through the exploration of various instruments and found sounds.</p> <p>Collaborate to make up new lyrics to familiar melodies or to accompany rhythms.</p> <p>Collaborate with one another when creating, refining, and revising a musical idea.</p> <p>Participate as an audience member and performer in a variety of musical experiences.</p>	<p>Non-verbal communication of a message can be communicated through</p> <ul style="list-style-type: none"> • movement • gestures • instruments • body percussion <p>The elements of music can be used in various ways to non-verbally communicate mood or meaning in music, including</p> <ul style="list-style-type: none"> • melody, including major and minor scales • rhythm • harmony • dynamics and tempo • form <p>Instruments have a specific timbre that can be used to represent a message.</p> <p>Rhythmic and melodic patterns can be arranged in phrases that are alike, similar, or different in order to communicate a message.</p> <p>Melodic or rhythmic patterns can represent a character or theme in a story.</p>	<p>Non-verbal communication of a message in music can be shared in a variety of ways.</p>	<p>Explore how the elements of music can be applied to communicate feelings, characters, or mood.</p> <p>Perform arrangements of music for instruments and voices.</p> <p>Play rhythmic or melodic ostinatos to accompany songs or poems.</p> <p>Respond in a variety of ways when actively listening for changes in dynamics and tempo.</p> <p>Create improvised or planned movements to accompany poems, songs, and stories.</p> <p>Create rhythmic or melodic patterns that can represent a character or theme.</p> <p>Illustrate form in music through movement or by playing an instrument.</p>

Fine Arts – Draft Music Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
							Movement and gestures can accompany musical expressions to enhance meaning of a message.		
				<p>Understanding the elements of music contributes to creating an idea.</p> <p>Practice can require repetition of a skill or presentation in order to learn it well.</p> <p>An idea in music can be presented informally, as in a music class, or formally, including in a concert.</p>	Developing an idea through music may take practice.	<p>Practise sharing and accepting ideas from others.</p> <p>Rehearse music selections before performing for an audience.</p>	<p>A message in music can be generated, sent, received, and interpreted.</p> <p>Practising music before performing for an audience can help clarify roles and refine skills and techniques.</p> <p>Structure in a musical presentation can help an audience know when the experience begins and ends.</p> <p>Empathy and perspectives can be gained through creating, viewing, and talking about music.</p> <p>Expectations for participating in music, known as artistic protocols and etiquette, can change depending on the context in which the music is experienced.</p>	<p>The sharing of a message involves the musician and the audience.</p> <p>Audience members can have various feelings about musical works.</p>	<p>Participate as an audience member and as a performer in a variety of musical experiences.</p> <p>Rehearse music before performing for an audience.</p> <p>Share interpretations or feelings about musical works or performances.</p> <p>Demonstrate an understanding of artistic protocols and etiquette within various music experiences.</p>
							<p>Creative processes can include</p> <ul style="list-style-type: none"> • practice • generating an idea • giving and receiving feedback • reflection <p>Generating an idea may involve creative thinking and problem solving.</p>	<p>Development of a message in music can involve creative processes.</p> <p>Messages can be clearly communicated when the elements of music, voices, or instruments are combined with a purpose.</p>	<p>Apply creative processes when creating music.</p> <p>Discuss how the purposeful use of instruments can strengthen communication of a message.</p>

Fine Arts – Draft Music Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
Organizing Idea	Appreciation: Recognizing beauty, goodness, and truth in music can be developed by understanding the complexity and richness of great works of music, the artists who create and perform them, and the historical and cultural contexts from which they originate.								
Guiding Question	What is the function of music in local communities?			What function did music serve in ancient China, ancient Egypt, and prehistoric times?			How might cultures from the past and present contribute to an appreciation of music?		
Learning Outcome	Children examine the function of music in the lives of individuals.			Students investigate the function of music in ancient times and present day.			Students investigate culture in relation to music from ancient Greece and present day. Students examine culture through First Nations, Métis, and Inuit music.		
	Knowledge	Understanding	Skills and Procedures	Knowledge	Understanding	Skills and Procedures	Knowledge	Understanding	Skills and Procedures
	<p>The function for creating and sharing music can include</p> <ul style="list-style-type: none"> to celebrate life events to learn or teach new skills to be entertained to be creative <p>The function of music can be to accompany dance, drama, and visual arts.</p>	<p>Music can have a specific function in the lives of individuals.</p>	<p>Share personal experiences with music.</p> <p>Describe where music can be experienced.</p>	<p>Music serves a variety of functions in the lives of individuals, including</p> <ul style="list-style-type: none"> celebrations learning or teaching entertainment to be creative <p>The function of music can be to accompany dance, drama, and visual arts.</p> <p>Music can be combined with other art forms, as heard in</p> <ul style="list-style-type: none"> musical theatre: <ul style="list-style-type: none"> <i>The Sound of Music</i> by Richard Rodgers and Oscar Hammerstein II ballet: <ul style="list-style-type: none"> <i>The Nutcracker and Sleeping Beauty</i> by Pyotr Ilyich Tchaikovsky opera: <ul style="list-style-type: none"> <i>Hansel and Gretel</i> by Engelbert Humperdinck 	<p>Music can have a specific function in a community.</p>	<p>Discuss where music can be experienced.</p> <p>Share personal experiences with music.</p> <p>Observe opera, ballet, and musical theatre as musical expressions that combine music, singing, and acting.</p>	<p>Experiences in music can include learning about music from the past and the people who created it.</p> <p>Individual components of music can communicate culture, including the use of rhythms, melodies, and instruments.</p> <p>The ancient Greeks used numbers to identify different pitches in music.</p> <p>Musical styles in ancient Greece were known for being slow and ceremonial, or quick and lively.</p> <p>Music in ancient Greece often accompanied dance and poetry.</p> <p>Music from ancient Greece was never recorded but is known to have been a feature of celebrations, social events, and religious gatherings.</p>	<p>Culture is what people do and a way of thinking.</p> <p>The musical culture of ancient Greece informed many aspects of present-day music.</p>	<p>Identify how culture may be communicated through music.</p> <p>Create music in quick or slow styles, as related to ancient Greek music.</p> <p>Explore how melodies can be notated using numbers.</p>

Fine Arts – Draft Music Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
							<p>In ancient Greece, musical instruments included</p> <ul style="list-style-type: none"> • drums • flutes • cymbals • bells • tambourines • castanets <p>The lyre, a stringed, harp-like instrument, was the most important instrument in ancient Greece and was used to accompany discussions about philosophy and storytelling.</p> <p>The harp is considered to be the oldest instrument from ancient Greece.</p> <p>The strings for stringed instruments were made from the muscles of various animals.</p>		
				<p>Music in ancient Egypt and ancient China may have been used for entertainment, festivals, and enjoyment.</p> <p>Music in ancient times may have been used to accompany poetry, drama, and dance.</p> <p>The oldest musical instrument ever found by archeologists is the Divje Babe flute.</p>	<p>Ancient societies used music for a variety of functions.</p> <p>Knowledge about people who lived a long time ago can be learned through music.</p>	<p>Discuss how instruments from ancient times compare to modern-day instruments.</p> <p>Explore the function of music in ancient times as an inspiration for talking about and creating music.</p>	<p>First Nations, Métis, and Inuit music can reflect ways of life, including</p> <ul style="list-style-type: none"> • tradition • beliefs • history • relationships • traditional teachings <p>First Nations, Métis, and Inuit communities may have specific protocols related to how or with whom music is shared or performed.</p>	<p>Culture can be revealed through First Nations, Métis, and Inuit music.</p> <p>A sense of community and well-being among participants can be established through First Nations, Métis, and Inuit music.</p>	<p>Experience First Nations, Métis, and Inuit music.</p> <p>Discuss how culture can be communicated through First Nations, Métis, and Inuit music.</p> <p>Discuss the benefits of music in one's life or community.</p>

Fine Arts – Draft Music Kindergarten to Grade 6 Curriculum

				<p>Ancient Chinese music used 12 different kinds of musical notes to create music (12-tone system).</p> <p>Ancient Chinese music was used for ceremonies, entertainment, and to match with sounds of nature.</p> <p>Ancient Chinese instruments were traditionally grouped into eight categories based on the materials from which they were made, including</p> <ul style="list-style-type: none"> • clay • bamboo • metal • hide • silk • wood • gourds • stone <p>Strings for instruments in ancient China were made of silk.</p> <p>Ancient Egyptian instruments were similar to instruments used today, including</p> <ul style="list-style-type: none"> • instruments that produced sound with air, such as flutes (aerophones) • instruments that vibrate when struck, shaken or scraped, such as a bell, gong, or rattle (idiophones) 			<p>First Nations, Métis, and Inuit express music for ceremony in a variety of ways, including</p> <ul style="list-style-type: none"> • drumming • playing end-blown flutes • singing • throat singing • playing rattles • playing fiddles • playing rasps • playing clappers <p>First Nations, Métis, and Inuit find sources of inspiration for music in the land, including</p> <ul style="list-style-type: none"> • water • wind • plants • animals <p>Music in First Nations, Métis, and Inuit communities can have individual and collective benefits, including</p> <ul style="list-style-type: none"> • social well-being • physical health • spiritual connection • emotional and mental well-being • intellectual development <p>First Nations, Métis, and Inuit music includes oral traditions that can be passed on between and among individuals and communities with specific protocol.</p>	
--	--	--	--	---	--	--	--	--

Fine Arts – Draft Music Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1		Grade 2			
				<ul style="list-style-type: none"> instruments like drums or kazoos that produce sound by striking, rubbing, or singing into a stretched membrane (membranophone) <p>In ancient Egypt, musical performances usually included singing, chanting, and hand clapping.</p> <p>Musicians in ancient Egypt played music for the community or specific events.</p> <p>Musicians who had the honour of playing music for gods or goddesses were usually women.</p>					

Fine Arts – Draft Music Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
Organizing Idea	Foundational Elements: Music literacy is developed through knowledge and application of foundational elements.					
Guiding Question	To what extent do tone and duration affect the way music is perceived?			What is the role of structure in music?		
Learning Outcome	Students analyze tone and duration as a way to enhance expression.			Students investigate how structure contributes to understanding rhythm, melody, harmony, form, and dynamics.		
	Knowledge	Understanding	Skills and Procedures	Knowledge	Understanding	Skills and Procedures
	<p>The duration of a musical note is related to its rhythmic value.</p> <p>The duration of a sound or silence can be extended or shortened.</p> <p>The duration of a rhythm or musical sound can be extended by</p> <ul style="list-style-type: none"> placing a dot next to a rhythm, such as a half note, to extend the duration of the note by one beat a tie that connects two notes of the same pitch together, extending their individual rhythmic values to be the sum of the duration a fermata to indicate an unspecified pause or sustaining of a note <p>Syllable names for rhythmic sounds can be invented, including <i>ta-a-a</i> to represent the dotted half note.</p> <p>The duration of an eighth rest is equal in duration to one eighth note.</p> <p>The duration of a measure is indicated by</p> <ul style="list-style-type: none"> a time signature bar lines to visually indicate beat groupings a double bar line to indicate the end of a piece repeat signs to indicate measures to be repeated <p>The top number of a time signature indicates how many beats are in a measure.</p>	<p>Music symbols have varied durations and direct how music should be played.</p>	<p>Differentiate between the time signatures 3/4 and 4/4 in various musical selections.</p> <p>Illustrate strong-weak beat patterns in 2/4, 3/4, and 4/4 time signatures through the use of body percussion, non-pitched percussion, or movement.</p> <p>Recognize symbols that extend the duration of a musical sound or rhythm.</p> <p>Practise notating rhythms within a given time signature and from dictation.</p> <p>Recognize and respond to written music symbols that direct how music should be played.</p> <p>Experiment with how changes in dynamics can add an effect to music.</p> <p>Use music vocabulary related to tempo and dynamics when responding to music.</p>	<p>Components that contribute to rhythmic structures include</p> <ul style="list-style-type: none"> bar lines double bar lines repeat signs time signatures rhythms of varying durations <p>The structure of beat groupings (metre) in music are identified using a symbol called a time signature, including 2/4, 3/4, 4/4, and 6/8.</p> <p>A time signature of 6/8 includes the beat grouping of six eighth notes per measure and can be heard in <i>Newfoundland folk songs Bonavist' Harbour and I'se the B'y</i>.</p> <p>The duration of four sixteenth notes is equal in duration to two eighth notes or one quarter note and their corresponding rests.</p> <p>Syllable names for rhythmic sounds can be invented, including <i>ti-ka ti-ka</i> to refer to four sixteenth notes.</p> <p>Sixteenth notes and eighth notes can be combined to create rhythms called <i>ti ti-ka</i> and <i>ti-ka ti</i>.</p> <p>Counting beats aloud or internalizing beat helps a musician maintain a steady beat, follow notation, and respond to rhythms with accuracy.</p>	<p>Rhythmic structures are organized by the duration of beats within measures and measures within a phrase.</p>	<p>Experience singing and playing music written in a variety of time signatures, including 6/8.</p> <p>Notate from dictation rhythmic patterns structured with 2/4, 3/4, and 4/4 time signatures.</p> <p>Practise sight-reading rhythmic phrases.</p> <p>Demonstrate how counting beats aloud or internally can support a steady beat.</p> <p>Incorporate sixteenth notes with other known rhythms when reading and writing music.</p>

Fine Arts – Draft Music Kindergarten to Grade 6 Curriculum

<p>A strong beat in 4/4 time occurs on the first and third beat of the measure; whereas in 3/4 time, it occurs on the first beat.</p> <p>The placement of an accent in music can depend on the time signature.</p> <p>Selections of music written in 2/4, 3/4, and 4/4 time can include</p> <ul style="list-style-type: none"> • 2/4: Scott Joplin, <i>The Entertainer</i> • 3/4: Arthur Scammell, <i>Squid Jiggin' Ground</i> • 4/4: Alexander Muir, <i>The Maple Leaf Forever</i> <p>Dynamics direct how music should be played, and can be notated using a music symbol on the musical score, including</p> <ul style="list-style-type: none"> • <i>mf</i> to indicate <i>mezzo-forte</i>, which means moderately loud • <i>mp</i> to indicate <i>mezzo-piano</i>, which means moderately soft • <i>pp</i> to indicate <i>pianissimo</i>, which means very soft • <i>ff</i> to indicate <i>fortissimo</i>, which means very loud <p>In Western music, Italian terms are used to label tempo, including</p> <ul style="list-style-type: none"> • <i>allegro</i>, meaning fast • <i>presto</i>, meaning very fast • <i>adagio</i>, meaning slow • <i>largo</i>, meaning very slow <p>Music symbols (articulation markings) can indicate the duration of music notes, including</p> <ul style="list-style-type: none"> • staccato and legato • phrase marks to indicate length of phrases • accents to indicate emphasis of a sound <p>Examples of dynamics (articulations) highlighted in music can include</p> <ul style="list-style-type: none"> • <i>legato</i>: <i>She's Like the Swallow</i> • <i>staccato</i>: <i>Leroy Anderson, Plink, Plank, Plunk</i> 			
--	--	--	--

Fine Arts – Draft Music Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
	<ul style="list-style-type: none"> • <i>accent: Antonin Dvořák, New World Symphony, 4th movement: Allegro con fuoco</i> 					
	<p>Examples of music that do not follow a steady beat can include</p> <ul style="list-style-type: none"> • <i>Gregorian chants</i> • <i>Jean Coulthard, Shizen (3 Nature Sketches from Japan): No. 1, Wind in the Pines</i> • <i>Jocelyn Morlock, Ornithomancy for flute and orchestra</i> <p>Free jazz was an improvised style of jazz music that did not have a steady beat, as heard in <i>John Coltrane's Like Sonny</i>.</p>	<p>Duration of a musical sound may not follow a steady beat.</p>	<p>Sustain a steady beat when singing or playing music.</p> <p>Discuss features of musical selections that do not follow a steady beat.</p> <p>Differentiate between music that does and does not have a steady beat.</p>	<p>A scale can be structured on a major or minor scale using the letters ABCDEFG (absolute pitch).</p> <p>Pitches can be sung using syllables belonging to solfege, including the fourth and seventh notes of the scale known as <i>fa</i> and <i>ti</i>.</p> <p>Music can be structured on the C major scale in which the scale starts and ends on the note C.</p> <p>The structure of a scale can begin and end on its home tone (tonic).</p> <p>The structure of the pentatonic scale omits the fourth and seventh degrees of the scale.</p> <p>An interval is the space between two pitches and can be illustrated on the lines and spaces of a music staff.</p> <p>There are numerous ways to structure a melody using intervals that move by steps, skips, and repeats.</p> <p>Melodies that are similar can have the same rhythmic structure but have different pitches assigned to each rhythm.</p>	<p>Melodic structure is influenced by the organization of pitch.</p> <p>Combining phrases of varying lengths contributes to the structure of a melody.</p>	<p>Identify the pitch names associated with the lines and spaces of the treble clef staff.</p> <p>Practise sight-reading individual pitches and simple melodies from a music staff.</p> <p>Extend solfege training to include the pitches <i>fa</i> and <i>ti</i>.</p> <p>Demonstrate in-tune singing alone and in unison.</p> <p>Detect melodic direction by steps, skips, and repeats.</p> <p>Explore how a melody can be structured on a C major scale.</p> <p>Explore the music staff as a way to document music ideas.</p> <p>Use planned body movements to illustrate musical patterns.</p>
	<p>In Western music, the letters ABCDEFG (absolute pitches) are organized on the five lines and four spaces of the music staff.</p> <p>Treble clef signs organize high and low pitches.</p> <p>The treble clef indicates pitches on the staff that begin at middle C and move higher.</p> <p>Pitches belonging on the lines of the treble clef are labelled EGBDF.</p>	<p>Tones are visually represented as pitch when placed on a music staff.</p>	<p>Detect and illustrate the contour of a melody.</p> <p>Identify pitches that belong to the lines and spaces of the music staff belonging to the treble clef.</p> <p>Explore how melodies can be created using tones that move by steps, skips, repeats, and leaps.</p> <p>Create simple melodies that demonstrate repetition and contrast.</p>	<p>Chords can be labelled using Roman numerals (I, IV, V).</p> <p>The one (I) and five (V) chord can be used to accompany a melody.</p> <p>Chords can be played repeatedly on pitched instruments, including barred instruments (borduns).</p> <p>Major and minor chords have different sounds.</p>	<p>Chords can be used to accompany melodies.</p> <p>Chords can structure music by providing a tonal centre.</p>	<p>Differentiate between the sound of major and minor chords.</p> <p>Listen to music from various cultures to identify the sound of drones and the instruments that play them.</p> <p>Sustain a steady beat when playing a drone or bordun.</p> <p>Accompany melodies with chords.</p>

Fine Arts – Draft Music Kindergarten to Grade 6 Curriculum

	Grade 3		Grade 4			
	<p>Pitches belonging in the spaces of the treble clef are labelled FACE.</p> <p>A melody has contour or shape that indicates the direction and movement of tones.</p> <p>Movement of tones by scale steps, skips, repeats, and leaps can be visually represented using music notes on a staff.</p> <p>Tones can move from high to low, low to high, or stay in the middle.</p> <p>Repetition and contrast can organize music into predictable segments within a musical form.</p>		<p>Practise writing pitches or simple melodies on a music staff.</p> <p>Experiment with various ways to visually notate musical ideas.</p>	<p>A drone provides a tonal centre for music and is created by sustaining or repeating a note or chord.</p> <p>Drones can be played by a variety of instruments across cultures, as heard in</p> <ul style="list-style-type: none"> • <i>bagpipe music</i> • <i>the tanpura, an instrument from North India that plays multiple pitches at the same time</i> <p>Playing a drone or bordun requires sustaining a steady beat.</p> <p>Melodies of the same harmonic structure can be combined to create harmony, including</p> <ul style="list-style-type: none"> • two- and three-part canons • partner songs • melodic ostinatos 		<p>Sing or play instruments in two- or three-part canons, partner songs, and melodic ostinatos.</p>
	<p>A scale is a series of eight tones (octave) organized into ascending or descending pitches.</p> <p>A five-tone scale is called a pentatonic scale.</p> <p>Tones within a scale move up or down by steps or half steps.</p> <p>Home tone (tonic) is the primary pitch or first note of the scale that is assigned to the key of the music.</p> <p>A melody can begin and end on the home tone to give the music structure.</p> <p>When music ends on the home tone, it gives the melody a sense of completion.</p> <p>Solfege can extend below the note <i>doh</i> to include low <i>lah</i> and low <i>soh</i>, and can also extend to include high <i>doh</i>.</p> <p>Music written in a major or minor scale can establish a mood or feeling for the piece.</p>	<p>Tones in a melody can be combined to create a major, minor, or pentatonic scale.</p>	<p>Differentiate between music written in major and minor keys.</p> <p>Experience music that is based on the major, minor, and pentatonic scales.</p> <p>Extend the use of solfege training with hand signs to include low <i>lah</i>, low <i>soh</i>, and high <i>doh</i>.</p> <p>Extend vocal development to include in-tune singing alone and in unison.</p> <p>Differentiate between music that does and does not end on a home tone.</p> <p>Differentiate between the structure of an octave and a pentatonic scale.</p> <p>Use pitched instruments to play tone-matching games and pentatonic accompaniments.</p>	<p>There are many ways that a musical idea can be structured using musical forms, including</p> <ul style="list-style-type: none"> • repetition and contrast • first and second endings • interlude • ABACA (rondo), as heard in <i>Johannes Brahms, Hungarian Dance No. 5</i> • canon, as heard in <i>Georg Philipp Telemann, third movement from the Canon Mélo dieux (Canonic Sonata) No. 1 in G major, BWV 40: 118</i> • introduction, verse, and chorus, as heard in the traditional work song <i>Donkey Riding</i> <p>Repetition and contrast can organize music into predictable segments within a musical form.</p> <p>Call and response usually starts with a solo part followed by a response by an ensemble, as heard in the song <i>Funga Alafia</i>.</p>	<p>Structure is the organization of duration, tone, and patterns in music.</p>	<p>Identify and demonstrate the structure of musical forms in a variety of music activities.</p> <p>Identify melodic themes in a variety of listening exercises.</p> <p>Use call and response in a variety of singing and instrument-playing exercises.</p>

Fine Arts – Draft Music Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
	<p>An example of music written in a major or minor scale is</p> <ul style="list-style-type: none"> • <i>major: Georges Bizet, Carmen: No. 1 Prelude</i> • <i>minor: Pyotr Ilyich Tchaikovsky, The Birch Tree Melody used in the fourth movement from Symphony No. 4 in F Minor, Op. 36</i> <p>Pitched instruments, including recorders and barred instruments, can be used to explore pitch, melodies, and scales.</p>			<p>The way in which music is structured can include a melodic phrase, a motif, or a theme, as heard in Wolfgang Amadeus Mozart's opera <i>The Magic Flute</i>, including</p> <ul style="list-style-type: none"> • <i>Overture; Introduction, Zu Hilfe! Zu Hilfe! (Tamino, Three Ladies)</i> • <i>Aria, Der Vogelfänger bin ich ja (Papageno)</i> • <i>Recitative and Aria, O zittre nicht, mein lieber Sohn (Queen of the Night)</i> • <i>Aria, Ein Mädchen oder Weibchen (Papageno)</i> • <i>Duet, Pa-pa-gena! Pa-pa-geno! (Papageno and Papagena)</i> • <i>Finale, Recitative and Chorus, Die Strahlen der Sonne (Sarastro and Chorus)</i> 		
	<p>Two or more melodies can be combined or layered to create harmony in the form of a descant, partner song, or canon, as heard in</p> <ul style="list-style-type: none"> • descant: – <i>Johann Sebastian Bach, Jesu, Joy of Man's Desiring</i> • round: – <i>French folk songs Frère Jacques and Alouette, gentille alouette</i> <p>A descant is a treble melody that is played or sung above a main melody.</p> <p>A chord is three or more tones that are played at the same time and can be used to accompany a melody.</p> <p>Some pitched instruments can play chords, including keyboards, barred instruments, tone chimes, ukuleles, and hand bells.</p> <p>Instruments that can only play one tone can be layered with other tones to create harmony, including resonator bells and voices.</p>	<p>Harmony is created when two or more tones sound at the same time.</p>	<p>Perform music written in two parts, canon, or partner songs.</p> <p>Explore how chords can be used to accompany a melody.</p> <p>Perform music that incorporates layers of sound.</p>	<p>Visual representation of music can include written notation, music maps, or digital media.</p> <p>Music can be notated using invented notation as a way to document musical ideas.</p> <p>Music maps can be used to read music or as a non-standard way of notating melodic contour, form, or vocal and instrument parts.</p> <p>Music symbols can be visually represented to direct how a piece of music should be performed, including</p> <ul style="list-style-type: none"> • dynamic (articulation) markings, including phrase, accent, legato, and staccato • dynamic range of soft sounds, including <i>pp</i>, <i>mp</i>, and <i>p</i> to indicate <i>pianissimo</i>, <i>mezzo-piano</i>, and <i>piano</i> • dynamic range of loud sounds, including <i>ff</i>, <i>mf</i>, and <i>f</i> to indicate <i>fortissimo</i>, <i>mezzo-forte</i>, and <i>forte</i> 	<p>The structure of music can be represented visually, auditorily, or kinesthetically.</p>	<p>Use music vocabulary to describe how mood or emotion can be conveyed through music.</p> <p>Apply changes in dynamics and tempo when singing and playing instruments.</p> <p>Use a music map to follow or document a musical idea.</p> <p>Classify instruments of the orchestra by family name.</p> <p>Develop musicianship skills.</p>

Fine Arts – Draft Music Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
				<p>In Western music, Italian terms and symbols are used to label tempo, including</p> <ul style="list-style-type: none"> • <i>ritardando (rit.)</i>, which means to gradually get slower • <i>accelerando (accel.)</i>, which means to gradually get faster • <i>andante</i>, which means moderately slow or at a walking pace <p>The instruments in an orchestra are generally arranged by musical families on a stage with the maestro placed front and centre to lead the ensemble.</p> <p>Music can be played and performed using movement and a variety of instruments, including handbells, tone chimes, recorders, ukuleles, pitched and non-pitched percussion instruments, and voices.</p> <p>Chords can be visually represented using chord symbols for instruments, including handbells and ukuleles.</p> <p>Auditory representation of musical structures can be enhanced through the development of musicianship skills, including</p> <ul style="list-style-type: none"> • ear training • sight-reading • playing instruments such as the recorder with good intonation • in-tune singing • proper use of instrument techniques <p>The structure of music can be reflected kinesthetically through movement, gestures, or using manipulatives.</p>		
	<p>Sections within a piece of music can vary in duration and include</p> <ul style="list-style-type: none"> • phrases that can be short or long • measures that can be two, three, or four beats long 	<p>Duration is the continuum of time between when music starts and ends.</p> <p>The way in which music is structured can affect the duration of a piece.</p>	<p>Practise how to read music off a simple music score.</p> <p>Create movement to illustrate a variety of musical forms.</p>			

Fine Arts – Draft Music Kindergarten to Grade 6 Curriculum

	Grade 3		Grade 4			
	<ul style="list-style-type: none"> introductions that indicate the beginning of a piece a coda, which is a short section or theme placed at the end of a piece of music interludes, which are instrumental sections placed between verses of a song <p>Musical forms can vary in duration, including</p> <ul style="list-style-type: none"> phrase form ab, aba, abba, and other variations binary AB ternary ABA verse and chorus <p>A printed piece of music (musical score) is used to illustrate the duration of a piece of music.</p> <p>Duration of a rhythmic or melodic pattern can be extended by repeating the pattern many times (ostinato).</p> <p>Changes in tempo can affect the duration of a musical piece.</p>		<p>Practise sustaining a rhythmic or melodic ostinato.</p> <p>Explore how the duration of a section of music can be extended.</p> <p>Identify the length of a musical phrase in a variety of listening exercises.</p> <p>Recognize the role of an introduction, an interlude, and a coda in music.</p>			
	<p>Tone clusters can be used to embellish or give tone colour to an accompaniment.</p> <p>A tone cluster is a type of chord that is structured on a series of three or more adjacent notes in a scale played at the same time.</p> <p>Instrument families in Western music include the strings, woodwinds, brass, and percussion.</p> <p>The quality of an instrument's sound can change depending on how the instrument is played, including those that are</p> <ul style="list-style-type: none"> bowed plucked struck strummed blown scraped 	<p>Tone colour, or timbre, classifies instruments into families.</p>	<p>Experiment with tone clusters as a way to embellish a musical accompaniment.</p> <p>Discriminate between the timbre of various sounds, including instruments, voices, and environmental sounds, through live or recorded music.</p> <p>Recognize the instruments of the four families of the orchestra.</p>			

Fine Arts – Draft Music Kindergarten to Grade 6 Curriculum

	Grade 3		Grade 4		
<p>Instruments from around the world and from various cultures can have similar features in the way they are constructed and played.</p> <p>Examples of music that highlight each of the instrument families can include</p> <ul style="list-style-type: none"> • brass: <ul style="list-style-type: none"> – <i>Aaron Copland, Fanfare for the Common Man</i> • strings: <ul style="list-style-type: none"> – <i>Samuel Barber, Adagio for Strings</i> – <i>Antonio Vivaldi, Four Seasons, Spring I: Allegro</i> • woodwinds: <ul style="list-style-type: none"> – <i>George Gershwin, Rhapsody in Blue (clarinet)</i> – <i>Wolfgang Amadeus Mozart, Clarinet Concerto in A major, 2nd Movement</i> • percussion: <ul style="list-style-type: none"> – <i>Harry Freedman, Samba No. 1, from the ballet Oiseaux Exotiques</i> – <i>Johann Sebastian Bach, The Well-Tempered Clavier (keyboard)</i> 					

Fine Arts – Draft Music Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
Organizing Idea	Creating and Presenting: Ideas can be represented musically through artworks that draw upon foundational knowledge.					
Guiding Question	How can a message in music reflect what we value and understand?			How can a narrative contribute to creating and presenting music?		
Learning Outcome	Students represent messages through artistic choices related to the elements of music.			Students employ narrative as a structure for organizing musical ideas.		
	Knowledge	Understanding	Skills and Procedures	Knowledge	Understanding	Skills and Procedures
	<p>Artistic choices can be made intentionally to share a message through</p> <ul style="list-style-type: none"> the use and combination of the elements of music instruments, singing, or a combination of both documenting music through notation writing lyrics phrasing and articulations <p>Music forms can help organize musical messages and sounds into a structure, including</p> <ul style="list-style-type: none"> binary form AB ternary form ABA phrase form abab and other combinations verse and chorus <p>Messages in music can be enhanced by adding harmony while singing or playing instruments.</p>	<p>Musicians intentionally choose ways to effectively share a message.</p> <p>The elements of music can be combined in an infinite number of patterns to create a musical message.</p>	<p>Create patterns in music by combining melody, rhythm, dynamics, and form.</p> <p>Make artistic choices related to dynamics, phrasing, and other articulations when creating music.</p> <p>Create music within a given musical form.</p> <p>Create movement to demonstrate form in music.</p> <p>Perform rhythmic and melodic ostinatos to accompany poems or songs.</p> <p>Perform various arrangements of music that incorporate instruments, singing, or movement.</p>	<p>A narrative in music may or may not represent a sequence of events in the order in which they happened.</p> <p>A musical narrative can be structured through</p> <ul style="list-style-type: none"> solo performance of a voice or an instrument small groups such as duets, trios, or quartets large groups improvisation melodic or rhythmic phrases <p>Narratives in music can be created with</p> <ul style="list-style-type: none"> instruments lyrics and singing melodic or rhythmic themes or motifs invented sounds or sounds from the environment notation <p>Soundscapes can be created to accompany a narrative told through text by combining a variety of sounds.</p> <p>Narratives can be structured with a variety of musical forms.</p> <p>Inspiration for a narrative may come from</p> <ul style="list-style-type: none"> stories, legends, myths poetry film, television, or other digital media people or characters the environment 	<p>A narrative in music can be communicated as a partial or whole representation.</p> <p>A narrative can be factual or fictitious.</p>	<p>Perform arrangements of music that can represent a narrative.</p> <p>Create melodic and rhythmic themes to represent a narrative.</p> <p>Create soundscape compositions to accompany stories, poetry, or other forms of narratives.</p> <p>Discuss the meaning conveyed through the use of lyrics in a variety of songs.</p> <p>Explore new ways to create, notate, or share musical ideas.</p>
	Messages in music can represent a variety of things, including ideas, experiences, and feelings.	A message is at the centre of communication in music.	Create a musical message that represents an idea, an experience, or a feeling.	Perspectives can be developed by experiencing the music of others.	A narrative can communicate points of view or perspectives of an individual or a group.	Participate in a variety of folk or social dances.

Fine Arts – Draft Music Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
	<p>The circle is a symbol that can communicate a message in music, including connection.</p> <p>A message in music can be enhanced for an audience by incorporating movement or dance, dramatic expression, and narration.</p> <p>Music performed to a steady beat can help clarify the message being communicated.</p> <p>Message can be enhanced when singing includes</p> <ul style="list-style-type: none"> • expression in the form of phrasing • facial expressions • application of dynamics • movement or gestures • accuracy in pitch <p>Creative processes can help develop and clarify a message in music, including</p> <ul style="list-style-type: none"> • generating ideas • problem solving • reflection • giving and receiving feedback • refinement • rehearsal <p>Messages communicated through music can be interpreted in different ways by an audience.</p> <p>Feedback from others can clarify how messages are presented in future performances.</p>	<p>An audience receives and interprets the messages communicated through music.</p> <p>Messages can represent what a musician or composer means to communicate.</p>	<p>Extend vocal development to include expression and accuracy in pitch.</p> <p>Apply creative processes to the creation of a message in music.</p> <p>Participate as an audience member and as a performer in a variety of musical experiences.</p> <p>Incorporate movement, dramatic expression, or narration in the presentation of music.</p> <p>Evaluate the effectiveness of artistic choices in communicating a message through music.</p>	<p>Points of view or perspectives can reflect emotions, experiences, and culture.</p> <p>The elements of music can communicate points of view in a narrative.</p> <ul style="list-style-type: none"> • Dynamics can add emotional quality to the music. • A scale structure of minor or major can convey mood. • Time signature can convey a particular musical style in which the narrative is told. • Rhythmic and melodic patterns can be created to communicate a theme or motif. • Form can be used to structure how the narrative is told. <p>Music that tells a narrative can be connected to a variety of social or folk dances.</p>		<p>Create a musical theme that can represent a point of view in a narrative.</p>
				<p>Communication of a narrative can be enhanced by the performer through musicianship skills.</p> <p>Communication of a narrative can be performed individually or as an ensemble.</p> <p>A music director or teacher can give performance or conducting cues that direct an ensemble.</p>	<p>A musical narrative can be shaped by the musician, the composer, the ensemble, or the audience.</p>	<p>Perform music, individually and in a group, with a focus on developing musicianship skills.</p> <p>Respond to director cues when performing music.</p> <p>Experiment with conducting or directing simple or familiar songs with peers.</p>

Fine Arts – Draft Music Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4	
				<p>Working with an ensemble can develop skills that can be transferred to other areas of learning.</p> <p>A composer can create and document music through writing or notation to communicate how music is to be played.</p> <p>A musician may interpret and perform the elements of music in a way that is different from what the composer intended.</p> <p>Music can be combined with other art forms, including visual arts, drama, and dance, to create a narrative.</p> <p>Expression of a narrative in music can be refined by applying creative processes.</p>	<p>Examine how a familiar song or simple melody can change from its original intent when one or more elements are altered.</p> <p>Incorporate movement, gestures, or props to enhance presentation of a musical narrative.</p> <p>Apply creative processes when creating a narrative.</p> <p>Participate in music as a performer and as an audience member.</p>

Fine Arts – Draft Music Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
Organizing Idea	Appreciation: Recognizing beauty, goodness, and truth in music can be developed by understanding the complexity and richness of great works of music, the artists who create and perform them, and the historical and cultural contexts from which they originate.					
Guiding Question	How can an understanding of culture contribute to learning about the music of ancient Rome and New France?			What is the role of culture in shaping music from medieval Europe, medieval Islam, and Alberta?		
Learning Outcome	Students relate musical cultures of the past with modern-day music.			Students investigate how culture is reflected in music across various times and places.		
	Knowledge	Understanding	Skills and Procedures	Knowledge	Understanding	Skills and Procedures
	<p>From historical times to today, cultures have valued music for a variety of reasons, including religious or creative expression, entertainment, or education.</p> <p>In some cultures, musical instruments have spiritual significance.</p> <p>Using vocabulary related to the elements of music can contribute to discussions about music.</p> <p>Artistic protocols and etiquette may change based on the community, culture, presentation, and location of a musical performance.</p>	<p>Music is valued differently across cultures throughout history.</p> <p>Artistic communities can be a venue for artistic expression within various cultures.</p>	<p>Describe the value of music in one's life and culture.</p> <p>Demonstrate artistic protocols and etiquette in various music experiences.</p> <p>Use music vocabulary when responding to musical works.</p>	<p>Culture can be enhanced when artistic communities participate, communicate, are engaged, and share responsibilities.</p> <p>The culture of an artistic community can support the caring and respectful inclusion of all participants.</p>	<p>When communities unite through the arts, culture can be learned.</p> <p>The culture of an artistic community is about shared ways of being together and reaching common goals.</p>	<p>Participate in music as members of an artistic community.</p> <p>Demonstrate how artistic roles and responsibilities contribute to a sense of community.</p>
	<p>In ancient Rome, music was valued for its ability to educate people.</p> <p>Many aspects of Roman music were adopted from ancient Greece.</p> <p>The Romans used music for a variety of reasons, including</p> <ul style="list-style-type: none"> • special occasions • celebrations • military and sporting events • gladiator contests • hunting <p>The different styles of Roman music were used to accompany dances that told a story.</p>	<p>Ancient Roman culture was reflected through musical traditions and beliefs about music.</p> <p>The cultures of ancient Rome had an influence on modern-day music and musical instruments.</p>	<p>Compare classifications of instruments from ancient Rome to modern-day instruments.</p> <p>Design an instrument in the style of those found in ancient Rome.</p>	<p>The use of music in First Nations and Inuit cultures has been practised in ceremony and celebration predating European arrival.</p> <p>First Nations, Métis, and Inuit music can</p> <ul style="list-style-type: none"> • share teachings and histories • communicate values and beliefs • show gratitude and reverence • demonstrate reciprocity • connect with ancestors • reflect spirituality • contribute to healing <p>Many of the first settlers to Alberta were French-Canadian.</p> <p>Francophone contributions to music in Alberta included</p> <ul style="list-style-type: none"> • the introduction of the organ and sheet music • traditional voyageur songs • the introduction of fiddle music 	<p>Music in Alberta can reflect the culture of those who came before us and those who live here now.</p>	<p>Discuss examples of knowledge that First Nations, Métis, and Inuit can share through music.</p> <p>Listen to fiddle music as an inspiration for talking about music.</p> <p>Sing or play traditional voyageur songs.</p>

Fine Arts – Draft Music Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
	<p>The classification of instruments in ancient Rome was similar to Western orchestral instruments, including brass, woodwind, percussion, and strings.</p> <p>Types of instruments used in ancient Rome included</p> <ul style="list-style-type: none"> • instruments that produce sound with air, such as a bagpipe, a panpipe, an oboe, or a tuba (aerophones) • instruments that vibrate when struck, shaken, or scraped, such as a gong, bell, or rattle (idiophones) • instruments, like a drum or kazoo, that produce sound by striking, rubbing, or singing into a stretched membrane (membranophones) • instruments, like a guitar or piano, that have strings that are plucked, bowed, or struck (chordophones) 			<p>Voyageurs sang rhythmic paddling songs as they canoed through the rivers of Canada to trade furs, including</p> <ul style="list-style-type: none"> • A la Claire fontaine • Ah! si mon moine voulait danser • C'est l'aviron 		
	<p>Music was a significant part of First Nations culture in New France for hundreds of years before the arrival of the European settlers.</p> <p>First Nations music in New France reflected traditions and beliefs that continue to be honoured and celebrated today.</p> <p>Protocols related to how or with whom music is shared were part of First Nations cultures in New France and continue to hold significant importance today.</p> <p>Folk music reflects the lives, traditions, or customs of a group of people from a specific country, region, or culture.</p>	<p>European settlers introduced folk music and European instruments to New France.</p> <p>Music in New France served a variety of purposes for the diverse groups of people who lived there.</p>	<p>Experience a variety of folk music.</p> <p>Play music using traditional French-Canadian instruments.</p> <p>Listen to First Nations, Métis, or Inuit music as an inspiration for talking about musical traditions.</p>	<p>Gregorian chants were a common form of unaccompanied singing used in the medieval Catholic church that contained only one melody (monophonic).</p> <p>Music that has more than one melody (polyphonic) was introduced to the Catholic church in later medieval times.</p> <p>During the seventh century, songs sung were about love, war, and other issues important to people.</p> <p>Styles of medieval music, including the ballad, rondeau, and motet, were created during the 12th century and continue to be used today.</p>	<p>Culture was revealed through the musical structures and styles of the middle ages.</p>	<p>Listen to Gregorian chants as an inspiration for talking about music.</p> <p>Experience the music of the Middle Ages.</p> <p>Use improvisation to create musical ideas and express personal style.</p>

Fine Arts – Draft Music Kindergarten to Grade 6 Curriculum

	Grade 3		Grade 4		
	<p>The Western form of music common to Canada today was influenced by European folk music and traditions brought to New France.</p> <p>Musical instruments commonly used in New France included the</p> <ul style="list-style-type: none"> • violin • guitar • flute • fife • trumpet <p>Features of music that were popularized as symbols of French-Canadian culture include</p> <ul style="list-style-type: none"> • bonhomme giguer (wooden man) • fiddle • spoons • foot tapping 			<p>Medieval Islamic music had a basic notation system and was primarily based on vocal music containing one melody.</p> <p>Musicians used improvisation as a way to create a personal style of music.</p> <p>Medieval Islamic music was usually performed as a solo or small ensemble.</p> <p>The seventh century included the Golden Age of Islam in which music was highly valued and learned by most people.</p> <p>Ziryab was a well-known musician, composer, and poet of this time.</p> <p>Arabic scholars further developed musical knowledge from the Greeks by creating new systems of notation, new rhythms and musical sounds, and ways of making instruments.</p>	

Fine Arts – Draft Music Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
Organizing Idea	Foundational Elements: Music literacy is developed through knowledge and application of foundational elements.					
Guiding Question	What is the relationship between rhythmic, melodic, and harmonic structures in music?			How are musical structures represented across various musical contexts?		
Learning Outcome	Students examine how musical structures can be organized or combined to shape musical ideas.			Students analyze musical structures to extend understanding of melody, rhythm, and harmony.		
	Knowledge	Understanding	Skills and Procedures	Knowledge	Understanding	Skills and Procedures
	<p>Music can be structured using a document called a score that visually represents rhythm, melody, harmony, form, and dynamics on a grand staff.</p> <p>In Western music, the grand staff joins and organizes tones and durations belonging to the treble clef and bass clef.</p> <p>The bass clef indicates pitches on the staff that begin at middle C and move lower.</p> <p>Pitches on the lines of the bass clef are labelled GBDFA.</p> <p>Pitches on the spaces of the bass clef are labelled ACEG.</p> <p>Middle C is a pitch that is shared between the treble clef and bass clef and is written on a ledger line.</p> <p>A ledger line is used to notate pitches that extend above or below the grand staff.</p> <p>Music symbols and abbreviations of terms can be illustrated on a musical score and direct how to play music, including</p> <ul style="list-style-type: none"> • articulation markings, including phrase, accent, legato, staccato, and fermata • dynamic range of soft sounds, including <i>pp</i>, <i>mp</i>, and <i>p</i> to indicate <i>pianissimo</i>, <i>mezzo-piano</i>, and <i>piano</i> • dynamic range of loud sounds, including <i>ff</i>, <i>mf</i>, and <i>f</i> to indicate <i>fortissimo</i>, <i>mezzo-forte</i>, and <i>forte</i> • (<i>cresc</i>) to indicate <i>crescendo</i> 	<p>Structure in music can reflect how the elements of music are organized.</p>	<p>Develop the ability to sight-read and play music from a simple musical score.</p> <p>Identify the notes belonging to the lines and spaces of the treble and bass clef.</p> <p>Practise writing pitches or simple melodies on a music staff.</p> <p>Differentiate between melodies and rhythms that do and do not end with a sense of completion.</p>	<p>Pitch names ABCDEFG belonging to the grand staff and solfege can be used to structure a melody.</p> <p>Melodies may be based on various scales, including</p> <ul style="list-style-type: none"> • major or minor (diatonic) • pentatonic • blues • modes <p>Modes are scales that have existed since the Middle Ages and include Ionian, which is the same as the major diatonic scale.</p> <p>A pentatonic scale with the addition of a raised 4th creates the structure for a blues scale.</p> <p>A major and minor scale have a relative relationship, including</p> <ul style="list-style-type: none"> • the relative minor of F major is d minor • the relative minor of G major is e minor • the relative minor of C major is a minor <p>Major and minor scales of the same key have the same key signature but a different home tone (tonic).</p> <p>Key signatures are music symbols that indicate the key in which the music is written.</p> <p>Key signatures are placed on the music staff at the beginning of a piece of music and include</p> <ul style="list-style-type: none"> • F sharp to indicate the key of G major or e minor • B flat to indicate the key of F major or d minor 	<p>Melodic and rhythmic structures are foundational elements of music.</p> <p>The structure of a melody changes when the rhythm changes.</p>	<p>Explore how a melody can change when its rhythm changes.</p> <p>Practise sight-reading rhythms and melodies.</p> <p>Identify the absolute pitch names associated with the lines and spaces of the grand staff.</p> <p>Experience major scales and minor scales in a variety of music activities.</p> <p>Explore the function of a key signature.</p> <p>Experience music structured on the 12-bar blues scale.</p> <p>Notate from dictation rhythm patterns belonging to 2/4, 3/4, and 4/4 time signatures.</p> <p>Sing and play music written in 6/8 time.</p>

Fine Arts – Draft Music Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
	<ul style="list-style-type: none"> • (<i>dim</i>) to indicate <i>diminuendo</i> or <i>decrescendo</i> • time signature • accidentals • rhythms and clef signs • notes indicating pitch <p>There are numerous music symbols and abbreviations of terms that can be notated on a musical score.</p> <p>A melodic or rhythmic phrase can be structured in a way that indicates an ending point to the phrase, giving it a sense of completion (cadence).</p> <p>A melodic phrase sounds complete when it ends on the home tone (tonic).</p> <p>A rhythmic phrase sounds complete when it ends on a strong beat.</p>			<ul style="list-style-type: none"> • no key signature to indicate the key of C major or a minor <p>The rhythmic value of notes in 6/8 time are different than in simple metres and include</p> <ul style="list-style-type: none"> • a quarter note, which is worth two beats • an eighth note, which is worth one beat • a dotted quarter note, which is worth three beats <p>A triplet rhythm structured with eighth notes is played in the space of one beat.</p>		
	<p>Structures for organizing rhythms can include</p> <ul style="list-style-type: none"> • bar lines • double bar lines • repeat signs • time signatures • codas • introductions • first and second endings <p>Counting beats aloud or internally can assist in keeping a steady beat when reading, playing, and singing music.</p> <p>Numerous combinations of rhythms can be created using</p> <ul style="list-style-type: none"> • whole notes • half notes • quarter notes • eighth notes • sixteenth notes 	<p>Rhythmic structures are created by combining beat, tempo, patterns, metre, and duration.</p>	<p>Notate rhythms from dictation using known time signatures.</p> <p>Demonstrate accuracy when reading and writing rhythms.</p> <p>Identify and perform syncopated rhythms in music.</p> <p>Experience singing and playing music in known time signatures, including 6/8.</p> <p>Aurally identify metre changes within a piece of music.</p> <p>Practise counting beats while interpreting music.</p>	<p>A complex harmony is structured with many tones and produces rich musical sounds, also known as texture, as found in</p> <ul style="list-style-type: none"> • three- and four-part canons • two-part soprano/alto songs • descants • music arrangements with multiple parts <p>Many different kinds of chords can be used to accompany a melody.</p> <p>A major chord is structured using the root note (tonic) and the third and fifth degrees of the scale. For example,</p> <ul style="list-style-type: none"> • the C major chord contains the notes C, E, and G • the F major chord contains the notes F, A, and C • the G major chord contains the notes G, B, and D 	<p>Harmonic structures may be simple or complex.</p> <p>Harmony stems from an understanding of melody and rhythm.</p> <p>A simple harmony consists of chords built with a few tones and chord changes.</p>	<p>Differentiate between chord progressions that do or do not end with a sense of completion.</p> <p>Recognize how layering pitched and non-pitched musical sounds contributes to texture.</p> <p>Perform accompaniments for melodies using chords.</p> <p>Extend vocal repertoire to include music written with two or more harmonic parts.</p> <p>Differentiate between the sounds of the I, IV, and V chord.</p> <p>Identify chord changes in a basic 12-bar blues chord progression.</p> <p>Identify the notes belonging to the C, F, and G major chords.</p>

Fine Arts – Draft Music Kindergarten to Grade 6 Curriculum

	Grade 5		Grade 6	
	<p>The duration of a rhythmic pattern can become more complex by adding dots, ties, or combinations of rhythms, including</p> <ul style="list-style-type: none"> • dotted quarter notes and rests • sixteenth notes combined with eighth notes • syncopation, which combines eighth notes with a quarter note <p>Syncopation may be created when accents are placed unexpectedly on an off-beat, as heard in</p> <ul style="list-style-type: none"> • <i>George Frideric Handel, Water Music: Suite No. 2 in D Major, HWV 349, II. Alla Hornpipe</i> • <i>Leroy Anderson, The Syncopated Clock</i> • <i>traditional Jamaican children’s song Go Mango Walk</i> <p>The first beat that occurs immediately after the bar line is known as the downbeat, which can be accented.</p> <p>Duple metre, or 2/4 time, is a grouping of two beats per measure and alternates one strong beat with one weaker beat.</p> <p>Triple metre, or 3/4 time, is a grouping of three beats per measure and starts with one strong beat followed by two weaker beats.</p> <p>Quadruple metre, or 4/4 time, is a grouping of four beats per measure with an accent falling on beats one and three.</p> <p>Compound metre includes 6/8 time, where the six beats are divided into groups of three and an accent falls on beats one and four.</p> <p>One piece of music can have several metre changes in it, as heard in <i>Igor Stravinsky’s L’Histoire du soldat</i>.</p>		<p>A basic 12-bar blues chord progression is structured using a pattern of I, IV, and V chords of any scale, as heard in <i>B. B. King’s The Thrill is Gone</i>.</p> <p>Chord progression can be structured to give a musical phrase a sense of completion (cadence).</p>	

Fine Arts – Draft Music Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
	<p>Music can be structured on the C, F, and G major scales.</p> <p>Melodies based on pentatonic scales omit the fourth and seventh notes of the scale when played, including</p> <ul style="list-style-type: none"> • C major pentatonic scales, which omit the notes F and B • F major pentatonic scales, which omit the notes B and E • G major pentatonic scales, which omit the notes C and F <p>Pentatonic scales used in musical works can include <i>Claude Debussy's La fille aux cheveux de lin (The Girl with the Flaxen Hair)</i>.</p> <p>A music symbol called an accidental is placed at the beginning of a musical score to define the scale name, including</p> <ul style="list-style-type: none"> • B flat to indicate an F major scale • F sharp to indicate a G major scale • no accidental to indicate a C major scale <p>Accidentals are visually represented as the black notes on a keyboard.</p> <p>Solfege can be used to explore and structure melodies, including all notes from low <i>soh</i> to high <i>doh</i>.</p> <p>Intervals used to structure a melody can be classified as</p> <ul style="list-style-type: none"> • a step, which is an interval of a 2nd • a skip, which is an interval of a 3rd • a leap, which is an interval of a 4th or more • a repeat, which has no change 	<p>Melodic structure is based on a sequence of consecutive pitches that gives shape to a melody.</p> <p>A melody can be structured on a major or minor scale using the pitches ABCDEFG.</p>	<p>Distinguish between major and minor tonalities when listening to music.</p> <p>Identify the notes belonging to the C, F, and G major pentatonic scales.</p> <p>Recognize the role of accidentals in music.</p> <p>Extend vocal development by using tonic solfege when reading music and sight-singing.</p> <p>Explore intervals as a way to structure the creation of a melody.</p>	<p>Theme and variation is a musical form in which the rhythmic, melodic, or harmonic structure is altered in some way to change the main theme of the music.</p> <p>Structure of theme and variation found in music selections can include <i>Wolfgang Amadeus Mozart's variations on Ah! vous dirai-je Maman</i> (familiarily known as <i>Twinkle Twinkle Little Star</i>).</p> <p>Changes in dynamics, tempo, and articulations, such as legato, staccato, phrase marks, and slurs, can affect the structure of a musical piece.</p> <p>A slur in music is a curved line that joins two pitches together to indicate that they are to be played legato or without separation.</p> <p>Major and minor key changes can occur within a piece of music, as heard in <i>Franz Schubert, Six Moments Musicaux, D. 780, Op. 94</i>.</p> <p>Accidentals can be used to change an interval or to indicate pitches that do not belong to the key signature in which the music is written, including</p> <ul style="list-style-type: none"> • sharps that indicate the specific pitch to be raised • flats that indicate the pitch to be lowered • natural signs, which return the pitch that was changed back to a natural state <p>Metre can be altered to include irregular beat groupings, including 5/4 and 7/8, as heard in</p> <ul style="list-style-type: none"> • 5/4 metre – <i>Dave Brubeck, Take Five</i> • 7/8 metre – <i>Sergei Prokofiev, Piano Sonata No. 7 in B-Flat major, Op. 83: III. Precipitato</i> 	<p>Structures in music can achieve a purpose or effect in the way the elements of music are altered, omitted, or combined.</p>	<p>Interpret and respond with accuracy to music symbols and terms notated in scores.</p> <p>Recognize how to respond to accidentals in music.</p> <p>Explore how a simple melody can change when structured on a different home tone.</p> <p>Respond with movement to music written with irregular metres.</p>

Fine Arts – Draft Music Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
				<p>The structure of a melody can be altered by changing the scale in which it is written.</p> <p>A melody can be transposed to a different key signature by changing the home tone (tonic).</p>		
	<p>The structure of a chord in music is vertically organized using three pitches (a triad) stacked on top of each other when notated.</p> <p>The bottom note of a chord is known as the root note (tonic).</p> <p>The root note is related to the major or minor scale on which the chord is based, including</p> <ul style="list-style-type: none"> the root note of the I chord in the C major scale is C the root note of the IV chord in the C major scale is F the root note of the V chord in the C major scale is G <p>A chord progression is a series of two or more chords used to accompany a melody.</p> <p>A basic chord progression can follow a I–IV–V pattern to accompany a melody.</p> <p>Chord charts or diagrams can be used as a form of music notation for instruments, including the guitar, handbells, and ukulele.</p> <p>The singing voice and some instruments, such as handbells and recorders, can produce only one tone at a time but can produce chords when layered with other instruments or voices.</p>	<p>Chord structure is a significant element in harmony.</p> <p>The tonal centre (tonic) is what makes a harmony sound stable or at rest.</p>	<p>Identify the root note for the I, IV, and V chords within the major scales of C, F, and G.</p> <p>Aurally identify chord changes.</p> <p>Explore chord progressions based on the I, IV, and V chords as a way to accompany a melody.</p> <p>Develop the ability to read chords and chord diagrams.</p> <p>Perform music in three- and four-part canons and two-part soprano-alto songs.</p>	<p>Composers may structure a musical work based on a variety of factors, including ensemble size and what instruments or voices to highlight.</p> <p>Western music choirs are structured according to group members' vocal ranges, including bass, tenor, alto, and soprano, as heard in</p> <ul style="list-style-type: none"> <i>Gustav Mahler, Symphony No. 8 in E-Flat Major (Symphony of a Thousand) Pt. 1</i> <p>Big band ensembles give jazz music a larger sound, as heard in</p> <ul style="list-style-type: none"> <i>Glenn Miller, In the Mood</i> <i>Mart Kenney, When I Get Back to Calgary</i> <p>Musical styles may have specific characteristics and features that are recognizable, including the use of banjo and fiddle in country music.</p> <p>Music can be written for voices or instruments that are to be performed as a solo, duet, or small and large ensembles.</p> <p>Music can be notated in various ways across cultures:</p> <ul style="list-style-type: none"> Numbers are used to notate pitch in an Indonesian percussion ensemble (gamelan). Rhythmic notation in the music of the Middle East is learned by relating chants or words to deep sounds called <i>dumm</i> and high or bright sounds called <i>takk</i>. 	<p>Musical structures may reflect the purpose for which the music was created.</p> <p>Structure can reflect musical styles and culture.</p>	<p>Recognize that some music is written exclusively for specific instruments or voices.</p> <p>Observe live or recorded music performances to examine various musical structures.</p> <p>Explore the relationship between music and dance styles.</p> <p>Investigate how tone and scales are named and labelled in various cultures.</p> <p>Explore how melodies can be notated using letters, numbers, or solfege.</p> <p>Explore and perform various styles of music.</p> <p>Identify characteristics of musical styles, as related to the repertoire.</p>

Fine Arts – Draft Music Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
				<ul style="list-style-type: none"> • North India’s vocal solfege relates the seven pitches of the Western solfege to syllables called <i>sargam</i>: <i>sa, re, ga, ma, pa, dha, ni</i>. <p>Latin American music has a relationship to dance styles, including the mambo, tango, and cha-cha, as heard in</p> <ul style="list-style-type: none"> • <i>Gerardo Matos Rodriguez, La Cumparsita Tango</i> • <i>Orestes Lopez, Mambo</i> 		
	<p>Musical forms give structure to music and can include</p> <ul style="list-style-type: none"> • binary AB form • ternary ABA form • ABACA (rondo) • verse and chorus • call and response <p>Repetition and contrast give unity and variety of form in music.</p> <p>Examples of musical forms can include</p> <ul style="list-style-type: none"> • rondo form: <ul style="list-style-type: none"> – <i>Wolfgang Amadeus Mozart, Rondo Alla Turca</i> • call and response: <ul style="list-style-type: none"> – <i>Chuck Berry, School Day (Ring Ring Goes The Bell)</i> <p>There can be a relationship between the musical form of a song and its lyrics.</p> <p>Improvisation is a way to structure music.</p> <p>Jazz music often features a solo instrument that improvises a section of music.</p> <p>Musical form, dynamics, rhythm, and metre can have a relationship to the form of an accompanying dance.</p>	<p>Structure is the form that gives shape to music.</p>	<p>Illustrate various musical forms using planned movement.</p> <p>Perform music written within various forms.</p> <p>Consider how the lyrics of a song can be related to the musical form.</p> <p>Experience music examples that feature solo artists who improvise a section of music.</p> <p>Identify how elements of music, including dynamics and form, can provide structure to a dance.</p>			

Fine Arts – Draft Music Kindergarten to Grade 6 Curriculum

	Grade 5		Grade 6			
	<p>Composers and musicians can create and play music to convey a mood or create a visual image for the listener, as heard in</p> <ul style="list-style-type: none"> • <i>Carl Orff, Carmina Burana</i> • <i>Gordon Lightfoot, If You Could Read My Mind</i> <p>The string instruments, such as the violin or cello, can represent emotions related to sadness, tranquility, or joy.</p> <p>A bass drum can indicate a mood of mystery or tension.</p> <p>Instrument-playing techniques and vocal skills develop with practice.</p> <p>Instrument-playing techniques can contribute to how music is presented and can include</p> <ul style="list-style-type: none"> • body position • playing position • breath control • accuracy in playing notes, rhythms, and melodies <p>Singing and playing techniques can be practised through warm-up exercises.</p> <p>Vocal development can improve through practice and contribute to how music is presented and can include</p> <ul style="list-style-type: none"> • body position • breath control • phrasing • adjusting volume of voice to create balance with others • accuracy in pitch <p>The instruments of the orchestra can be used to highlight different music works, including a symphony that contains four sections of music called movements, each of which can vary in length, theme, or mood.</p>	<p>The way in which music is played and presented can reflect structure.</p>	<p>Identify various instruments, including the instruments of the orchestra, by name, sound, and picture.</p> <p>Explore how music is presented across a variety of cultures.</p> <p>Develop vocal and instrument-playing techniques.</p> <p>Demonstrate in-tune singing alone and in a group to accompanied or unaccompanied music.</p> <p>Use music vocabulary to describe how mood or emotion is conveyed through music.</p>			

Fine Arts – Draft Music Kindergarten to Grade 6 Curriculum

	Grade 5		Grade 6			
	<p>Non-Western music ensembles can be structured for a purpose that is significant to the culture:</p> <ul style="list-style-type: none"> • First Nations will use circle formations in powwow music. • A Japanese sankyoku ensemble may be organized in a seating position on the floor of the stage. • Inuit throat singers will face each other while singing. 					

Fine Arts – Draft Music Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
Organizing Idea	Creating and Presenting: Ideas can be represented musically through artworks that draw upon foundational knowledge.					
Guiding Question	How can narrative in music contribute to understanding diverse stories and experiences?			How can artistic intention strengthen communication of musical ideas?		
Learning Outcome	Students represent musical narratives based on a variety of inspirations and through the application of artistic choices.			Students examine intention as an integral part of artistic expression in music.		
	Knowledge	Understanding	Skills and Procedures	Knowledge	Understanding	Skills and Procedures
	<p>The structure of a musical narrative can include a beginning, a problem, and a resolution.</p> <p>The structure of a musical narrative can be similar to the structure of a narrative in text.</p> <p>Parts of a narrative in music may be excluded, leaving the audience to assume what happened before and after the narrative was presented.</p> <p>Narrative can be represented individually or collectively.</p> <p>Musical narratives can be told through</p> <ul style="list-style-type: none"> • singing • playing instruments • musical theatre • digital music • opera • ballet <p>Musical forms can give structure to a narrative.</p> <p>Various styles of music can be used to represent a narrative.</p>	<p>A narrative can be structured to describe the past, the present, or the future.</p>	<p>Experiment with a variety of musical forms as structures for creating or performing a narrative.</p> <p>Combine instruments, voices, and movement in the performance of a musical narrative.</p> <p>Explore improvisation as a way to structure a musical narrative.</p>	<p>The elements of music give structure to a musical work in the way that they are organized and represented.</p> <p>Repetition and contrast and melodic themes can help an audience perceive and anticipate the structure of music.</p> <p>Intentional organization of a music performance can include</p> <ul style="list-style-type: none"> • musicians following cues from the director or maestro • musicians tuning their instruments before playing • an audience clapping when the maestro enters the stage • pauses between musical selections, including intermissions <p>An audience may interpret a musical work in a way that differs from what the artist intended.</p> <p>Internalizing beats while performing music ensures that musicians keep a steady beat.</p> <p>Program notes that accompany musical works can describe the intention of the composer.</p> <p>Musical ideas can be notated so that they can be shared and interpreted by others.</p>	<p>Intention becomes evident to the artist and audience when music has structure and organization.</p>	<p>Demonstrate how to follow conductor cues and internalize beats or counting when performing music individually and within an ensemble.</p> <p>Apply repetition and contrast to the creation of music ideas.</p> <p>Perform music within a variety of musical forms.</p> <p>Apply knowledge of rhythmic, melodic, and harmonic structures to the creation of a musical idea.</p> <p>Create and perform music based on a theme.</p> <p>Notate original compositions through the use of standard or invented notation.</p> <p>Participate as an audience member and as a performer in music.</p>
	<p>The creation of a narrative can be based on</p> <ul style="list-style-type: none"> • stories, legends, myths, and poetry • fictional events and characters • historical or cultural events • other music and musicians 	<p>A musical narrative can communicate knowledge and understandings about the world.</p> <p>A narrative in music can be represented in diverse ways and can provide connections to culture and history.</p>	<p>Sing a variety of songs based on a narrative.</p> <p>Experience how narratives can be expressed through First Nations, Métis, or Inuit music.</p>	<p>Intention can be communicated in music through planned compositions or improvisations that use singing, instrument playing, and movement.</p>	<p>Intention refers to what a musician or composer means to express.</p> <p>Intention can be linked to the purposeful creation, expression, or appreciation of music.</p>	<p>Demonstrate how the elements of music can be intentionally used to create a musical idea.</p> <p>Explore how mood or emotion can be intentionally created in an original composition.</p>

Fine Arts – Draft Music Kindergarten to Grade 6 Curriculum

	Grade 5		Grade 6			
	<p>Universal themes can occur in narratives and can include</p> <ul style="list-style-type: none"> • redemption • survival • quest <p>Composers can create music to communicate a narrative, as heard in</p> <ul style="list-style-type: none"> • stories: <ul style="list-style-type: none"> – American folk song <i>Follow the Drinking Gourd</i> – <i>Chuck Berry, Johnny B. Goode</i> – <i>Franz Schubert, Unfinished Symphony</i> • events: <ul style="list-style-type: none"> – <i>Franz Joseph Haydn, Mass in Time of War</i> – Nova Scotia folk song <i>Farewell to Nova Scotia</i> <p>Musical narratives can be communicated through the lyrics of a song, as heard in</p> <ul style="list-style-type: none"> • Canadian folk song <i>A Scarborough Settler's Lament</i> • French-Canadian folk song <i>I Went to the Market</i> • <i>Ian Tyson, Four Strong Winds</i> <p>Music can preserve cultural and historical narratives through recording, sharing, and notating music.</p> <p>Narratives can be expressed through the spirit or life of First Nations, Métis, and Inuit music.</p> <p>First Nations, Métis, and Inuit narratives may originate from the land and include</p> <ul style="list-style-type: none"> • wind • water • soil • animals • plants 		<p>Re-create lyrics to a familiar melody as a way to communicate a narrative.</p> <p>Collaborate to create a musical narrative based on an inspiration or a theme.</p> <p>Examine how features of a musical narrative can convey knowledge about history or culture.</p>	<p>The elements of music can be intentionally combined, altered, or omitted in the creation of a musical idea.</p> <p>The mood or emotion of a musical piece can be communicated through artistic choices related to the elements of music and the use of instruments or voices.</p> <p>A variety of stimuli can be used to focus intention, including</p> <ul style="list-style-type: none"> • images • music • poetry • stories • artworks <p>Movement and dance can be intentionally used to accompany musical works.</p>		<p>Improvise musical ideas through singing, playing instruments, and moving.</p> <p>Evaluate the effectiveness of artistic choices used in the creation of a musical idea.</p> <p>Create music in response to a stimulus.</p> <p>Experiment with how a melody or a familiar song can change by adjusting one or more of the elements of music.</p>

Fine Arts – Draft Music Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
	<p>Artistic choices can be used to revise and re-imagine how a narrative is expressed.</p> <p>The scale in which a melody is based can give a narrative a characteristic quality.</p> <p>Dynamics and tempo can contribute to the mood of a narrative.</p> <p>The intentional use or omission of a steady beat in music can influence how a narrative is understood by an audience.</p> <p>Movement can be used to illustrate and accompany a musical narrative.</p> <p>Layers of sounds can enhance how a narrative is communicated.</p> <p>Feedback from an audience can influence future performances.</p>	<p>A narrative in music can take an audience on a journey by entertaining and persuading.</p> <p>A narrative in music may be perceived by an audience in a way that differs from what the artist intended.</p>	<p>Experiment with how the meaning of a narrative can change when one or more of the elements of music are altered or omitted.</p> <p>Rehearse music in preparation for performing it for an audience.</p> <p>Participate as an audience member and as a performer in music.</p> <p>Apply creative processes to the creation of a musical narrative.</p> <p>Evaluate the effectiveness of artistic choices used in the creation of a musical narrative.</p>	<p>A performer's artistic intention can be enhanced or refined by</p> <ul style="list-style-type: none"> • listening to the musical works of others • rehearsal • practising skills and techniques, including in-tune singing • participating in warm-ups for voice and instruments <p>Music can be intentionally created or performed for enjoyment or expression.</p> <p>Communicating intention can involve creative processes, including</p> <ul style="list-style-type: none"> • decision making in the creation of a musical idea • problem solving • taking creative risks, including trying unfamiliar or new techniques or instruments • considering and implementing feedback • reflection 	<p>A musician's intention may emphasize process over product.</p> <p>Growth as a musician can occur when engaging with the creative process in new and meaningful ways.</p>	<p>Engage in regular music practice and warm-ups.</p> <p>Practise singing to include accurate in-tune singing, expression, and phrasing.</p> <p>Rehearse music prior to sharing with an audience.</p> <p>Create and present music for enjoyment.</p> <p>Create musical ideas with the intention of exploring new techniques, styles, or instruments.</p> <p>Use creative processes to explore, revise, and refine musical ideas.</p> <p>Describe how feedback was incorporated to clarify or enhance artistic intention.</p>

Fine Arts – Draft Music Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
Organizing Idea	Appreciation: Recognizing beauty, goodness, and truth in music can be developed by understanding the complexity and richness of great works of music, the artists who create and perform them, and the historical and cultural contexts from which they originate.					
Guiding Question	How was societal change reflected in music during colonial Canada, the Renaissance, and the Protestant Reformation?			How did societal change influence how music was appreciated during the Enlightenment, the French Revolution, and throughout the history of the United States of America?		
Learning Outcome	Students investigate how changes in societies of the past have influenced the creation and sharing of music.			Students relate change to historical events and appreciation of music practices.		
	Knowledge	Understanding	Skills and Procedures	Knowledge	Understanding	Skills and Procedures
	<p>Modern-day musical styles and genres can be based on music from the past, such as</p> <ul style="list-style-type: none"> • folk music, which is generally passed down through oral traditions • blues music, which is a style influenced by work songs, church songs, and folk songs of the southern United States <p>The drum is one of the oldest percussion instruments in the world, first explored by beating on hollow tree trunks, then featuring a drum head made of dried animal hide, and evolving to include synthetic, human-made drum heads.</p> <p>The drum is valued as a universal means of communication, which can transmit messages through the use of beat and rhythm.</p>	<p>Music has changed over time as communities and cultures have evolved.</p> <p>New ways of creating music can emerge based on the blending of cultural practices.</p>	<p>Experience a variety of folk and blues music.</p> <p>Discuss how popular music today may have been influenced by music of the past.</p> <p>Explore drumming as a form of making music.</p>	<p>Appreciation can shape individual artistry, curiosity, and engagement in music.</p> <p>Responses to and appreciation for music can reflect personal preferences and perspectives.</p> <p>Music vocabulary can be used when responding to or sharing opinions about music.</p> <p>Appreciation of music as an art form can change with experience and inform future decisions about participation in music.</p> <p>Popular (pop) culture evolved from oral traditions in folk music and is appreciated as a form of expression from the people for the people.</p>	<p>Appreciation of music can change through active reflection and experiences with music.</p>	<p>Use music vocabulary when responding to or sharing opinions about music.</p> <p>Discuss how popular culture influences the creation and sharing of music.</p>
	<p>First Nations and Inuit cultural practices and traditional music was banned by the Canadian government.</p> <p>First Nations, Métis, and Inuit continued to practise traditional music in secret as an act of resistance.</p> <p>The settlers from Europe brought songs and dances from England and France, which contributed to music that continues to be shared today.</p> <p>The first settlers to record music in Canada were French missionaries.</p>	<p>Music in colonial Canada was reflective of changes that occurred in Europe at the same time.</p>	<p>Sing or play <i>O Canada</i>.</p> <p>Sing and play a variety of French-Canadian music.</p>	<p>Music during the Enlightenment was composed with the ideas of freedom, democracy, and reason in mind.</p> <p>The Enlightenment was heavily influenced by the discovery of Pompeii, which reignited an interest in Greek and Roman arts.</p> <p>The ancient Greeks developed a series of scales, called modes, that serve as a structure for melodies today, including Ionian, which is the same as the major scale (diatonic).</p> <p>The Enlightenment was known for baroque and classical styles of music.</p>	<p>The way music is understood and appreciated has changed throughout history.</p>	<p>Listen to and view music from the Enlightenment as an inspiration for playing and talking about music.</p> <p>Investigate composers and music of other times, places, and cultures.</p>

Fine Arts – Draft Music Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
	<p>Voyageurs used music to lift their spirits and keep time as they worked collaboratively to paddle their canoes to transport goods as part of the fur trade.</p> <p>Voyageurs sang songs that described their work and life, including</p> <ul style="list-style-type: none"> • <i>Un Canadien Errant</i> • <i>En roulant ma boule</i> • <i>J'entend Le Moulin</i> • <i>Vive la Canadienne!</i> <p>The Canadian national anthem was originally created in French and later translated to English in 1906.</p> <p>The English version of <i>O Canada</i> that was the most accepted version was written in 1927.</p>			<p>During the Enlightenment, the focus of music shifted from vocal to instrumental, resulting in the creation of symphonies and concertos, including the works of</p> <ul style="list-style-type: none"> • Robert Schumann • Johann Sebastian Bach • George Frederick Handel • Franz Joseph Haydn <p>The classical period is considered the height of operatic composition, and works from this period can include</p> <ul style="list-style-type: none"> • <i>Barber of Seville</i> • <i>Fidelio</i> • <i>Marriage of Figaro</i> <p>Music and singing were fundamentally important parts of the French Revolution as people could sing songs about freedom and brotherhood.</p> <p>Catchy tunes during the French Revolution helped listeners remember lyrics and motivated political and military causes.</p>		
	<p>The Renaissance era was about people bettering themselves through education, literature, science, and the arts.</p> <p>New instruments, including the trombone, violin, and harpsichord, emerged during the Renaissance and contributed to the further evolution of other instruments.</p> <p>Composers often created music to reflect the metre groupings of two and three beats to support the popularity of social dance.</p> <p>Dances structured with duple metre included the bourrée and gavotte; the minuet and sarabande were structured with triple metre.</p> <p>Opera arose as an art form in Florence in an attempt to copy music of ancient Greece.</p>	<p>Music went through a significant change during the Renaissance and Protestant Reformation.</p>	<p>Explore music and dance common to the Renaissance era.</p> <p>Discuss how the Protestant Reformation changed the way music was experienced.</p> <p>Sing choral music.</p>	<p>Before the colonization of the United States of America, the Indigenous people had a rich and historical tradition of music that continues to be celebrated today.</p> <p>As the United States of America became colonized, people brought with them large and varied music traditions.</p> <p>African-American spirituals, which are the foundation for popular music in the United States of America, developed during this time.</p> <p>African-American blues evolved during the early 20th century and later evolved to create genres like rhythm and blues, swing, gospel, Motown, soul, and rock and roll, including</p> <ul style="list-style-type: none"> • <i>Lead Belly, Goodnight, Irene</i> 	<p>Music traditions existed prior to the colonization of the United States of America, and evolved as more people came to the land.</p>	<p>Listen to and view music from the United States of America as an inspiration for playing and talking about music.</p>

Fine Arts – Draft Music Kindergarten to Grade 6 Curriculum

	Grade 5		Grade 6	
	<p>Royalty often hired their own court musicians to perform religious (sacred) and non-religious music (secular).</p> <p>Composers of non-religious music tried to communicate more emotion and human experience in their music.</p> <p>Non-religious songs common during this time were the chanson, madrigal, and German lied.</p> <p>Religious music common during this time included the mass, motet, and laude.</p> <p>Most musicians and singers were trained in churches.</p> <p>During the Protestant Reformation, the way music was shared changed drastically due to the invention of the printing press, which allowed music to be copied and widely shared.</p> <p>Music in Protestant churches was different than in the Catholic church in that</p> <ul style="list-style-type: none"> • hymns were sung in local languages (e.g., German instead of Latin) • the congregation was given permission to sing • women were allowed to participate in the performance of religious music <p>Music became more complex during the Protestant Reformation, including choral music, which required the use musical instruments to accompany voices.</p>			<ul style="list-style-type: none"> • <i>Robert Johnson, Cross Road Blues</i> • <i>Ray Charles, Georgia on my Mind</i> <p>Jazz and blues (sometimes “rhythm and blues”) are music forms that are closely linked and that grew out of African-American musical culture.</p> <p>The Harlem Renaissance (1917–1930s) was a period in time where Black musicians felt free to express Black lives and identity through their music.</p> <p>Jazz was the major form of music during the Harlem Renaissance and is known for its improvisational form, swing notes, and call and response vocals, as seen through artists such as</p> <ul style="list-style-type: none"> • <i>Duke Ellington</i> • <i>Billie Holiday</i> • <i>Louis Armstrong</i> <p>Appalachian music is a form of folk music in the United States of America that grew from the need of the people to communicate their ways of life and being, including coal mining, and drew on their roots in Scottish, Irish, and northern English ballads, as well as southern Black musical forms, including</p> <ul style="list-style-type: none"> • <i>Sixteen Tons</i> • <i>Which Side Are You On?</i> • <i>A Man of Constant Sorrow</i> <p>Appalachian music informed modern country music, which can include</p> <ul style="list-style-type: none"> • jug bands • honky-tonk • bluegrass • hillbilly