

Music—Essential Learning Outcomes 2015–2016

Music Primary	Music 1	Music 2	Music 3
ESSENTIAL LEARNING OUTCOMES AND PERFORMANCE INDICATORS			
Outcome 1: Students will perform, listen to, create, and reflect on rhythm, meter, and tempo using voice, movement, and instruments to express feelings, ideas, and understandings.			
<p>Indicators:</p> <ul style="list-style-type: none"> • move to beat and rhythm in simple and compound meter—walk, run, hop, gallop, and skip (PCD, COM, CI, CT) • move in space(s)—free, circle, lines (PCD, COM, CI, CT) • perform rhythmic activities using body percussion (clap, patsch, tap, step) and non-pitched percussion with emphasis on simple rhythms (COM, CI, CT) • improvise and create ways to keep the beat and simple rhythmic patterns using body percussion and non-pitched percussion (CZ, COM, CI, CT) • distinguish between beat and rhythm (COM, CI, CT) • distinguish between faster/slower (COM, CI, CT) • recognize how rhythm and tempo can communicate feelings, ideas, and understandings (PCD, CZ, COM, CI, CT) 	<p>Indicators:</p> <ul style="list-style-type: none"> • move to beat and rhythm in simple and compound meter with varying tempi—walk, run, hop, gallop, and skip (PCD, COM, CI, CT) • move in space(s)—free, circle, lines, partner (PCD, COM, CI, CT) • perform rhythmic activities using voice, body percussion (clap, patsch, tap, step), and non-pitched percussion using <i>ta</i> (quarter note), <i>ti-ti</i> (eighth notes), <i>ta-rest</i> (quarter rest) (□ †) (COM, CI, CT) • improvise and create using new rhythmic concepts with body percussion, non-pitched percussion, and found sounds (CZ, COM, CI, CT) • distinguish between stepping (simple) and swinging/skipping (compound) songs (COM, CI, CT) • identify strong and weak beats in $\frac{2}{4}$ and $\frac{4}{4}$ meter (COM, CI, CT) • create, notate, and perform new rhythmic concepts using adapted and/or standard notation (PCD, COM, CI, CT) • recognize how rhythm and tempo can communicate feelings, ideas, and understandings (PCD, CZ, COM, CI, CT) 	<p>Indicators:</p> <ul style="list-style-type: none"> • move to beat and rhythm in simple and compound meter with varying tempi—<i>adagio</i>, <i>andante</i>, <i>allegro</i> (PCD, COM, CI, CT) • move in space(s)—free, circle, lines, partner—with increasing difficulty (PCD, COM, CI, CT) • perform rhythmic activities using voice, body percussion (clap, patsch, tap, step, snap), and non-pitched percussion using <i>ta</i>, <i>ti-ti</i>, <i>ta-rest</i>, <i>tie</i>, <i>too-oo</i> (half note), <i>too-oo-rest</i> (half rest), <i>toe</i> (whole note), <i>toe-rest</i> (whole rest) (□ † ~ ↓ = ° ▯) (COM, CI, CT) • improvise and create using all known rhythmic concepts with body percussion, non-pitched percussion, and found sounds (CZ, COM, CI, CT) • identify $\frac{2}{4}$ and $\frac{4}{4}$ meter • create, notate, and perform all known rhythmic and metric concepts using adapted and/or standard notation (PCD, COM, CI, CT) • record dictated four-beat rhythm patterns using all known rhythmic concepts (COM, CI, CT) • express how rhythm, meter, and tempo can communicate feelings, ideas, and understandings (PCD, CZ, COM, CI, CT) 	<p>Indicators:</p> <ul style="list-style-type: none"> • move to beat and rhythm in simple and compound meter with varying tempi—<i>adagio</i>, <i>andante</i>, <i>allegro</i>, <i>largo</i>, <i>lento</i>, <i>moderato</i>, <i>presto</i>, <i>prestissimo</i> (PCD, COM, CI, CT) • move in space(s)—free, circle, double circle, lines, partner, double partner—with increasing difficulty (PCD, COM, CI, CT) • perform rhythmic activities using voice, body percussion (clap, patsch, tap, step, snap), and non-pitched percussion using <i>ta</i>, <i>ti-ti</i>, <i>ta-rest</i>, <i>tie</i>, <i>too-oo</i>, <i>too-oo-rest</i>, <i>toe</i>, <i>toe-rest</i>, <i>ti-ka-ti-ka</i> (sixteenth notes), <i>tay</i> (dotted half note) (□ † ~ ↓ = ° ▯ ↓) (COM, CI, CT) • name rhythmic values by their standard notational names (quarter note, half note, ...) • identify strong and weak beats in $\frac{3}{4}$ meter (COM, CI, CT) • improvise and create using all known rhythmic concepts with body percussion, non-pitched percussion, and found sounds (CZ, COM, CI, CT) • create, notate, and perform all known rhythmic and metric concepts using adapted and/or standard notation (PCD, COM, CI, CT) • record dictated three-beat and four-beat rhythm patterns using all known rhythmic concepts (COM, CI, CT) • express how rhythm, meter, and tempo can communicate feelings, ideas, and understandings (PCD, CZ, COM, CI, CT)

Music Primary	Music 1	Music 2	Music 3
ESSENTIAL LEARNING OUTCOMES AND PERFORMANCE INDICATORS			
Outcome 2: Students will perform, listen to, create, and reflect on melody and pitch using voice, movement, and instruments to express feelings, ideas, and understandings.			
<p>Indicators</p> <ul style="list-style-type: none"> distinguish between higher/lower (orally, aurally, visually, with movement) (COM, CI, CT) distinguish between speaking/singing voice (COM, CI, CT) sing a variety of songs with emphasis on the <i>l s m</i> tone set in an appropriate range (D to D¹) in simple and compound meter (COM, CI, CT) sing in tune, alone and with others (CZ, PCD, CI, CT) improvise and create through vocal exploration (CZ, PCD, COM, CI, CT) sing the words to a song aloud or with inner hearing, as directed (COM, CI, CT) recognize how melody and pitch can communicate feelings, ideas, and understandings (PCD, CZ, COM, CI, CT) 	<p>Indicators</p> <ul style="list-style-type: none"> identify by sound and sight, sing, and hand-sign <i>l s m</i> (COM, CI, CT) read known <i>l s m</i> songs from staff notation in the keys of F, G, and C (PCD, COM, CT) sing a variety of songs with emphasis on the <i>l s m r d</i> tone set in an appropriate range (D to D¹) in simple and compound meter (COM, CI, CT) sing in-tune, alone and with others (CZ, PCD, CI, CT) improvise and create using voice and pitched percussion (CZ, PCD, COM, CI, CT) echo sing, use inner hearing, and sing individually / with a group, <i>l s m</i> (COM, CI, CT) recognize how melody and pitch can communicate feelings, ideas, and understandings (PCD, CZ, COM, CI, CT) 	<p>Indicators</p> <ul style="list-style-type: none"> identify by sound and sight, sing, and hand-sign <i>l s m r d</i> (COM, CI, CT) read known <i>l s m r d</i> songs from staff notation in the keys of F, G, and C (PCD, COM, CT) sing a variety of songs with emphasis on the <i>d¹ l s m r d l₁ s₁</i> (extended pentatonic) tone set in an appropriate range (C to E¹) in simple and compound meter (COM, CI, CT) sing in-tune, alone and with others (CZ, PCD, CI, CT) improvise and create using voice and pitched percussion in the pentatonic tone set (CZ, PCD, COM, CI, CT) echo sing, use inner hearing, and sing individually/with a group <i>l s m r d</i> (COM, CI, CT) express how melody and pitch can communicate feelings, ideas, and understandings (PCD, CZ, COM, CI, CT) 	<p>Indicators</p> <ul style="list-style-type: none"> identify by sound and sight, sing, and hand-sign <i>d¹ l s m r d l₁ s₁</i> (COM, CI, CT) read known <i>d¹ l s m r d l₁ s₁</i> songs from staff notation in the keys of F, G, and C using solfege and absolute note names (PCD, COM, CT) sing a variety of songs with emphasis on the extended pentatonic tone set in an appropriate range (C to E¹) in simple and compound meter (COM, CI, CT) sing in-tune, alone and with others (CZ, PCD, CI, CT) improvise and create using voice and pitched percussion in the pentatonic tone set (CZ, PCD, COM, CI, CT) echo sing, use inner hearing, and sing individually / with a group patterns from the extended pentatonic scale (COM, CI, CT) express how melody and pitch can communicate feelings, ideas, and understandings (PCD, CZ, COM, CI, CT)

Music Primary	Music 1	Music 2	Music 3
ESSENTIAL LEARNING OUTCOMES AND PERFORMANCE INDICATORS			
Outcome 3: Students will perform, listen to, create, and reflect on texture and harmony using voice, movement, and instruments to express feelings, ideas, and understandings.			
<p>Indicators</p> <ul style="list-style-type: none"> create texture by keeping the beat while singing alone and with others (CZ, PCD, COM, CI, CT) create texture by performing the beat in a group while others perform the rhythm (and vice-versa) (CZ, PCD, COM, CI, CT) create textures using expressive sounds to represent words and ideas within songs, rhymes, and stories (CZ, PCD, COM, CI, CT) recognize how texture can communicate feelings, ideas, and understandings (PCD, CZ, COM, CI, CT) 	<p>Indicators</p> <ul style="list-style-type: none"> create texture by keeping the beat while singing alone and with others (CZ, PCD, COM, CI, CT) create texture by performing the beat in a group while others perform the rhythm (and vice-versa) (CZ, PCD, COM, CI, CT) create texture by performing the beat and rhythm simultaneously (CZ, PCD, COM, CI, CT) create textures using expressive sounds to represent words and ideas within songs, rhymes, and stories (CZ, PCD, COM, CI, CT) perform simple rhythmic and melodic (bordun) ostinati (CZ, PCD, COM, CI, CT) recognize how texture can communicate feelings, ideas, and understandings (PCD, CZ, COM, CI, CT) 	<p>Indicators</p> <ul style="list-style-type: none"> create textures using expressive sounds to represent words and ideas within songs, poems, and stories (CZ, PCD, COM, CI, CT) perform simple melodic ostinati (e.g., bordun) (CZ, PCD, COM, CI, CT) perform rhythmic ostinati while singing (e.g., hand jive, body percussion) (CZ, PCD, COM, CI, CT) perform and create simple two-part rhythmic phrases (CZ, PCD, COM, CI, CT) explore simple rounds (movement, singing, instruments) (CZ, PCD, COM, CI, CT) express how texture and harmony can communicate feelings, ideas, and understandings (PCD, CZ, COM, CI, CT) 	<p>Indicators</p> <ul style="list-style-type: none"> create soundscapes using expressive sounds to represent words and ideas within songs, poems, and stories (CZ, PCD, COM, CI, CT) perform melodic ostinati (e.g., colour parts, descant) (CZ, PCD, COM, CI, CT) perform rhythmic ostinati while singing (e.g., hand jive, body percussion) (CZ, PCD, COM, CI, CT) perform and create simple two-part and three-part rhythmic phrases (CZ, PCD, COM, CI, CT) sing two-part songs, rounds, and partner songs (CZ, PCD, COM, CI, CT) perform songs in both major (<i>doh</i>-centred) and minor (<i>lah</i>-centred) keys with tonal root accompaniment (CZ, PCD, COM, CI, CT) express how texture and harmony can communicate feelings, ideas, and understandings (PCD, CZ, COM, CI, CT)
Outcome 4: Students will perform, listen to, create, and reflect on form using voice, movement, and instruments to express feelings, ideas, and understandings.			
<p>Indicators</p> <ul style="list-style-type: none"> draw a line in the air to show phrases while singing (COM, CI, CT) perform an AB pattern using voice, movement, and/or instruments (PCD, COM, CI, CT) recognize how form can communicate feelings, ideas, and understandings (PCD, CZ, COM, CI, CT) 	<p>Indicators</p> <ul style="list-style-type: none"> draw a line in the air to show phrases while singing (COM, CI, CT) perform, listen to, and create like and unlike phrases (COM, CI, CT) identify and use repeat sign (COM, CI, CT) identify and perform a variety of AB patterns (e.g., ABA, ABBA) using voice, movement, and/or instruments (PCD, COM, CI, CT) recognize how form can communicate feelings, ideas, and understandings (PCD, CZ, COM, CI, CT) 	<p>Indicators</p> <ul style="list-style-type: none"> draw a line in the air to show phrases while singing and listening (COM, CI, CT) identify and use repeat sign (COM, CI, CT) identify, perform, listen to, and create a variety of AB patterns and simple rondo (e.g., ABACA) using voice, movement, and/or instruments (PCD, COM, CI, CT) express how form can communicate feelings, ideas, and understandings (PCD, CZ, COM, CI, CT) 	<p>Indicators</p> <ul style="list-style-type: none"> draw a line in the air to show phrases while singing and listening (COM, CI, CT) perform, listen to, and create contrasting and repeating phrases and sections (COM, CI, CT) identify, perform, listen to, and create a variety of AB patterns and simple rondo using voice, movement, and/or instruments (PCD, COM, CI, CT) express how form can communicate feelings, ideas, and understandings (PCD, CZ, COM, CI, CT)

Music Primary	Music 1	Music 2	Music 3
ESSENTIAL LEARNING OUTCOMES AND PERFORMANCE INDICATORS			
Outcome 5: Students will perform, listen to, create, and reflect on the elements of musical expression using voice, movement, and instruments to convey feelings, ideas, and understandings.			
<p>Indicators</p> <ul style="list-style-type: none"> distinguish between louder/softer using voices and instruments (COM, CI, CT) distinguish various timbres, including voice, body percussion, and classroom instruments (COM, CI, CT) recognize how musical expression can communicate feelings, ideas, and understandings (PCD, CZ, COM, CI, CT) 	<p>Indicators</p> <ul style="list-style-type: none"> distinguish between louder/softer using voices and instruments and apply accordingly to music-making (COM, CI, CT) distinguish various timbres, including voice, body percussion, classroom instruments, and found/non-traditional sounds (COM, CI, CT) identify purposes for music (PCD, CZ, COM, CI, CT) recognize how musical expression can communicate moods, feelings, ideas, and understandings (PCD, CZ, COM, CI, CT) 	<p>Indicators</p> <ul style="list-style-type: none"> identify expressive terms—<i>piano (p)</i>/<i>forte (f)</i>, gradually louder / gradually softer, smooth/jagged (COM, CT) distinguish various timbres including voice, body percussion, classroom instruments, found/non-traditional sounds, electronic sounds, and instrument families (woodwind, brass, percussion, strings, keyboard) (COM, CI, CT, T) evaluate and apply the expressive use of all elements of music using voices and instruments (COM, CI, CT) identify reasons for creating music (PCD, CZ, COM, CI, CT) express how musical expression can communicate moods, feelings, ideas, and understandings (PCD, CZ, COM, CI, CT) 	<p>Indicators</p> <ul style="list-style-type: none"> identify expressive terms—all dynamic markings, <i>crescendo</i>/<i>decrescendo</i>, <i>legato</i>/<i>staccato</i> (COM, CT) distinguish various timbres, including voice, body percussion, classroom instruments, found/non-traditional sounds, electronic sounds, instrument families, and the four orchestral families (COM, CI, CT, T) evaluate and apply the expressive use of all elements of music using voices and instruments (COM, CI, CT) identify reasons for creating music (PCD, CZ, COM, CI, CT) express how musical expression can communicate moods, feelings, ideas, and understandings (PCD, CZ, COM, CI, CT)
Outcome 6: Students will explore and reflect on a range of music from diverse cultures and communities, including Acadians, African Nova Scotians, Gaels, and Mi'kmaq, with respect and sensitivity.			
<p>Indicators</p> <ul style="list-style-type: none"> listen to, perform, and reflect upon songs, stories, singing games, rhymes, and chants from various cultures and genres, including Acadians, African Nova Scotians, Gaels, and Mi'kmaq (CZ, PCD, COM, CI, CT) describe and share music encountered at home both in daily life and as part of seasonal celebrations (CZ, PCD, COM, CI, CT) recognize that music has a context (e.g., historical, cultural, functional, for enjoyment [nonsense songs]) (CZ, PCD, COM, CT) 	<p>Indicators</p> <ul style="list-style-type: none"> listen to, perform, and reflect upon songs, stories, singing games, rhymes, and chants from various cultures and genres, including Acadians, African Nova Scotians, Gaels, and Mi'kmaq (CZ, PCD, COM, CI, CT) describe and share music encountered with friends, at play, and in the community (CZ, PCD, COM, CI, CT) make connections between music and the other arts (CZ, PCD, COM, CI, CT) recognize that music has a context (e.g., historical, cultural, functional, for enjoyment [nonsense songs]) (CZ, PCD, COM, CT) 	<p>Indicators</p> <ul style="list-style-type: none"> listen to, perform, and reflect upon songs, stories, singing games, rhymes, and chants from various cultures and genres, including Acadians, African Nova Scotians, Gaels, and Mi'kmaq (CZ, PCD, COM, CI, CT) describe and share music encountered at school, home, and in the broadening community (CZ, PCD, COM, CI, CT) make connections between music and the other arts with emphasis on visual imagery (CZ, PCD, COM, CI, CT) express that music has a context (e.g., historical, cultural, functional, for enjoyment [nonsense songs]) (CZ, PCD, COM, CT) 	<p>Indicators</p> <ul style="list-style-type: none"> listen to, perform, and reflect upon songs, stories, singing games, rhymes, and chants from various cultures and genres, including Acadians, African Nova Scotians, Gaels, and Mi'kmaq (CZ, PCD, COM, CI, CT) describe and share music encountered at school, home, and in the broadening community (CZ, PCD, COM, CI, CT) explore how technology has affected music in the past and present (CZ, PCD, COM, CI, CT, T) make connections between music and the other arts (CZ, PCD, COM, CI, CT) express that music has a context (e.g., historical, cultural, functional, for enjoyment [nonsense songs]) (CZ, PCD, COM, CT)