

EARLY CHILDHOOD EDUCATION
Visual Arts
Scope & Sequence

CONCEPTS/SKILL	CLASS			
	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
1.0 DRAWING				
1.1 LINE				
1.1.1 Perception of line: Form and length	◆	✓	✓	✓
1.2 SHAPE DISCRIMINATION				
1.2.1 Shape Identification: Regular	◆	✓	✓	✓
1.2.2 Irregular	◆	✓	✓	✓
1.2.3 Scribbling	◆	✓	✓	✓
1.2.4 Early representational drawings	◆	✓	✓	✓
1.2.5 Drawing shapes	◆	✓	✓	✓
1.2.6 Representational drawings, etching	◆	✓	✓	✓
1.2.7 Creating patterns, designs, and pictures using lines and shapes	◆	✓	✓	✓
1.2.8 Observational drawings	◆	✓	✓	✓
1.2.9 Portraits of self and family members, friends	◆	✓	✓	✓
2.0 PAINTING				
2.1 COLOUR				
2.1.1 Primary	◆	✓	✓	✓
2.1.2 Secondary	◆	✓	✓	✓
2.1.3 Colour mixing	◆	✓	✓	✓
2.1.4 Brush techniques	◆	✓	✓	✓
2.1.5 Media	◆	✓	✓	✓
2.1.6 Surfaces	◆	✓	✓	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

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CONCEPTS/SKILL	CLASS			
	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
2.1.7 Blow painting	◆	✓	✓	✓
2.1.8 Spatter painting	◆	✓	✓	✓
2.1.9 Block painting	◆	✓	✓	✓
2.1.1.0 Blob painting	◆	✓	✓	✓
3.0 PRINTING				
3.0.1 Hand, finger and foot prints	◆	✓	✓	✓
3.0.2 Printing with found objects	◆	✓	✓	✓
3.0.3 Stencil printing	◆	✓	✓	✓
3.0.4 Block printing	◆	✓	✓	✓
3.0.5 Designs using prints	◆	✓	✓	✓
4.0 PAPER CRAFT				
4.0.1 Folding	◆	✓	✓	✓
4.0.2 Tearing	◆	✓	✓	✓
4.0.3 Cutting	◆	✓	✓	✓
4.0.4 Collages	◆	✓	✓	✓
4.0.5 Mosaics	◆	✓	✓	✓
4.0.6 Masks	◆	✓	✓	✓
4.0.6.1 Use line, shape, and colour to create masks	◆	✓	✓	✓

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CONCEPTS/SKILL	CLASS			
	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
5.0 MODELLING				
5.0.1 Play dough, plasticine, clay	◆	✓	✓	✓
5.0.2 Papier mache	◆	✓	✓	✓
5.0.3 Sculpture	◆	✓	✓	✓
6.0 TOY MAKING				
6.0.1 Paper toys	◆	✓	✓	✓
6.0.2 Rag dolls	◆	✓	✓	✓
6.0.3 Toys from variety of discarded materials	◆	✓	✓	✓
7.0 PUPPETRY				
7.0.1 Simple puppets – stick, paper bags, finger	◆	✓	✓	✓
7.0.2 Elaborate puppets, sock, variety of discarded materials	◆	✓	✓	✓
7.0.3 Puppet show/creations	◆	✓	✓	✓

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EARLY CHILDHOOD EDUCATION

Visual Arts

ATTAINMENT TARGETS

Ministry of Education
& Human Resource Development

EARLY CHILDHOOD EDUCATION
Visual Arts
Attainment Targets

PUPILS SHOULD BE ABLE TO:

CLASS

		Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
2.0	PAINTING				
2.0.1	Acknowledge colour in everyday life	◆	✓	✓	✓
2.0.2	Identify the primary colours	◆	✓	✓	✓
2.0.3	Experiment with different media and observes the various effects	◆	✓	✓	✓
2.0.4	Show effective use of brush, finger, and other objects in painting	◆	✓	✓	✓
2.0.5	Paint to the sound of various types of music	◆	✓	✓	✓
2.0.6	Use dots (pointillism) to create designs for greeting cards and pictures	◆	✓	✓	✓
2.0.7	Demonstrate correct grasp of paint brush for painting	◆	✓	✓	✓
2.0.8	Wipe brush appropriately before applying paint to surface	◆	✓	✓	✓
2.0.9	Apply paint to surfaces using a variety of tools (fingers, hand, foot, sponge, string, stencils, found objects, marbles, comb, natural objects, corrugated card, spray bottles)	◆	✓	✓	✓
2.0.10	Communicate feelings through the use of colour	◆	✓	✓	✓
2.0.11	Demonstrate visual awareness of space and shape	◆	✓	✓	✓
2.0.12	Demonstrate the ability to listen attentively and carry out instructions	◆	✓	✓	✓
2.0.13	Trail string and other pliable materials to create designs	◆	✓	✓	✓
2.0.14	Demonstrate originality and expressiveness	◆	✓	✓	✓
2.0.15	Use brushes to demonstrate backward and forward movement	◆	✓	✓	✓
2.0.16	Apply paint smoothly and evenly to surfaces	◆	✓	✓	✓
2.0.17	Paint on a variety of surfaces (wet paper, newspaper, wood, glass, wire, etc)	◆	✓	✓	✓
2.0.18	Paint with various media (water, poster paint, food dyes, fabric paint, berries)	◆	✓	✓	✓

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PUPILS SHOULD BE ABLE TO:

	CLASS			
	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
1.0 DRAWING				
1.0.1 Create an awareness of a variety of lines	◆	✓	✓	✓
1.0.2 Discover, observe and become sensitive to lines in nature and the environment	◆	✓	✓	✓
1.0.3 Discover the use of lines in creating shapes	◆	✓	✓	✓
1.0.4 Develop eye-hand coordination	◆	✓	✓	✓
1.0.5 Use geometric and regular shapes to create designs	◆	✓	✓	✓
1.0.6 Create shapes using various techniques	◆	✓	✓	✓
1.0.7 Create line designs using the computer	◆	✓	✓	✓
1.0.8 Use shapes to create designs, patterns and pictures (using the same, or a combination of shapes)	◆	✓	✓	✓
1.0.9 Make observational drawings of objects, things and scenes from the environment.	◆	✓	✓	✓
1.0.10 Draw portraits of self, family members and friends	◆	✓	✓	✓
1.0.11 Combine two or more letters or figures to create a design	◆	✓	✓	✓
1.0.12 Manipulate various media to create compositions	◆	✓	✓	✓
1.0.13 Demonstrate creative thought through the visual arts	◆	✓	✓	✓
1.0.14 Demonstrate personal expression through the visual arts	◆	✓	✓	✓
1.0.15 Create unique designs by using a variety of media and materials	◆	✓	✓	✓
1.0.16 Represent the visual arts in the study of various topics across the curriculum	◆	✓	✓	✓

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PUPILS SHOULD BE ABLE TO:

	CLASS			
	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
2.0.19 Use technology to compose	◆	✓	✓	✓
2.0.20 Demonstrate an ability to control the flow of paint as he or she works	◆	✓	✓	✓
2.0.21 Experience the emergence of new colours as paints are mixed	◆	✓	✓	✓
3.0 PRINTING				
3.0.1 Create prints using fingers and hands	◆	✓	✓	✓
3.0.2 Use natural and found objects to create prints	◆	✓	✓	✓
3.0.3 Use stencils in the printing process	◆	✓	✓	✓
3.0.4 Create prints using block printing methods	◆	✓	✓	✓
3.0.5 Use prints to create designs and pictures	◆	✓	✓	✓
4.0 PAPER CRAFT				
4.0.1 Tear paper to create pictures (collage)	◆	✓	✓	✓
4.0.2 Fold paper/card to create various objects (booklets, greeting cards, fans, baskets, hats, flowers, boats)	◆	✓	✓	✓
4.0.3 Cut paper to create objects/pictures (boats, hats, aeroplanes, loop chains, beads, flowers, lanterns, etc)	◆	✓	✓	✓
4.0.4 Create pictures and designs by tearing, folding and manipulating paper	◆	✓	✓	✓
4.0.5 Weave simple patterns from paper, card (over-under techniques)	◆	✓	✓	✓
4.0.6 Thread and lace card-shapes	◆	✓	✓	✓
4.0.7 Prepare and use paper for papier maché	◆	✓	✓	✓
4.0.8 Complete collages using different materials (e.g. torn/cut paper; newspaper etc.)	◆	✓	✓	✓
4.0.9 Tear paper to make mosaic patterns on bottles and other containers	◆	✓	✓	✓

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PUPILS SHOULD BE ABLE TO:

CLASS

	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
4.0.10 Use paper bags to create masks, etc.	◆	✓	✓	✓
4.0.11 Create greeting cards from card and other oddments	◆	✓	✓	✓
4.0.12 Create puppets from paper bags and other junk materials	◆	✓	✓	✓
4.0.2 Crush paper to develop fine motor coordination	◆	✓	✓	✓
5.0 MODELLING				
5.0.1 Identify and use various textures found in the environment	◆	✓	✓	✓
5.0.2 Work individually on projects	◆	✓	✓	✓
5.0.3 Work cooperatively on projects with peers	◆	✓	✓	✓
5.0.4 Demonstrate creative thought through the visual arts	◆	✓	✓	✓
5.0.5 Create unique designs by using a variety of media and materials	◆	✓	✓	✓
5.0.6 Model animals, birds, fishes and fruits using malleable materials (e.g. play dough, clay, plasticine etc.)	◆	✓	✓	✓
5.0.7 Experience form, space and texture	◆	✓	✓	✓
5.0.8 Demonstrate understanding of the terms (a) modelling (b) model	◆	✓	✓	✓
5.0.9 Design and create colourful masks using papier maché	◆	✓	✓	✗
5.0.10 Create toys from re-usable materials	◆	✓	✓	✓
5.0.11 Create puppets from socks, pet bottles, paper bags, boxes	◆	✓	✓	✓
5.0.12 Demonstrate imaginative skills through dramatization with puppets	◆	✓	✓	✓
5.0.13 Demonstrate originality through the use of stick and finger puppets	◆	✓	✓	✓
5.0.14 Demonstrate expressiveness through the use of stick and finger puppets	◆	✓	✓	✓
5.0.15 Create mobiles from re-usable materials	◆	✓	✓	✓

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EARLY CHILDHOOD EDUCATION

Visual Arts

SYLLABUS

Ministry of Education
& Human Resource Development

Visual Arts Syllabus

DRAWING

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
<p>Line: Perception of line: Form Length</p> <p>Eye-hand co-ordination</p> <p>Shape discrimination: Identification Manipulation</p>	<p>Creates an awareness of a variety of lines.</p> <p>Discovers, observes and becomes sensitive to lines in nature and the environment.</p> <p>Discovers the use of lines in creating shapes.</p> <p>Develops eye-hand co-ordination.</p>	<ul style="list-style-type: none"> ◆ Grasping art tools (pencils, brushes, crayons and other drawing materials) appropriately to develop psycho-motor skills. ◆ Manipulating art tools to form lines. ◆ Tearing, cutting and sorting paper for shape discrimination. ◆ Discussing lines in nature such as designs on leaves, veins, branches, etc. based on observation. ◆ Tracing shapes of leaves with fingers. ◆ Taking a line for a walk, run, hop, skip, loop, etc. using non-traditional drawing tools to create lines e.g. feathers, craft sticks, etc. ◆ Trailing 	<p>Crayons Pencils Markers Chalk Pictures Flowers Leaves and shapes Paint brushes Feathers Craft Sticks Khus-khus grass Arrows Bamboo Objects of different shapes</p>	<p>Observation Checklist Teacher-student conferencing Portfolios Parental Involvement Work samples</p>

Visual Arts Syllabus

DRAWING

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
<p>Line: Perception of line: Form Length</p> <p>Eye-hand co-ordination</p> <p>Shape discrimination: Identification Manipulation</p>	<p>Discovers, observes and becomes sensitive to lines in nature and the environment.</p> <p>Discovers the use of lines in creating shapes.</p> <p>Develops eye-hand co-ordination</p>	<ul style="list-style-type: none"> ◆ String pulling ◆ Drawing to music ◆ Painting ◆ Create patterns: using a variety of lines (Thick lines, thin lines, etc.) using writing forms ◆ Drip painting ◆ Blow painting ◆ Finger painting ◆ Reading and reciting poems and stories about shapes. ◆ Engaging in nature walks and field trips. ◆ Making pictures using a variety of lines. ◆ Experimenting with non-traditional tools (e.g. Khus Khus grass, bamboo). 	<p>Crayons</p> <p>Pencils</p> <p>Markers</p> <p>Chalk</p> <p>Pictures</p> <p>Flowers</p> <p>Leaves and shapes</p> <p>Paint brushes</p> <p>Feathers</p> <p>Craft</p> <p>Sticks</p> <p>Khus-khus grass</p> <p>Arrows</p> <p>Bamboo</p> <p>Objects of different shapes</p>	<p>Observation</p> <p>Checklist</p> <p>Teacher-student conferencing</p> <p>Portfolios</p> <p>Parental Involvement</p> <p>Work samples</p>

Visual Arts Syllabus

SHAPE

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Shape: Perception of shape: Regular Irregular	<p>Recognises that shapes are found everywhere.</p> <p>Identifies various geometric shapes.</p> <p>Identifies the use of shapes found in the environment to create different designs/patterns using geometric and regular shapes.</p> <p>Groups a number of geometric shapes together until they form a picture.</p> <p>Combines two or more letters or figures, scenes or designs to create a novel design.</p>	<ul style="list-style-type: none"> ◆ Making cards using shapes ◆ Creating mobiles using a variety of shapes. ◆ Participating in an observational tour to discover and identify shapes found in the school environment. ◆ Experiments with geometrical and irregular shapes in creating designs and patterns. ◆ Gain knowledge of other countries by discussing shapes on maps. ◆ Use maps to find different shapes. ◆ Manipulate shapes of various materials to create Mosaic pictures. ◆ Sponge painting. ◆ Selecting, sorting and printing patterns using hand prints, leaf prints, corrugated card, and found objects. ◆ Crayon rubbings. 	Newspaper Old magazine Crepe paper Glue Paints Clay Dough Old telephone directories	Observation Checklist Teacher-student conferencing Portfolios Parental Involvement

Visual Arts Syllabus

SHAPE

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Shape: Perception of shape: Regular Irregular	Discovers, observes and becomes sensitive to lines in nature and the environment. Discovers the use of lines in creating shapes. Develops eye-hand co-ordination	<ul style="list-style-type: none"> ◆ Making cards using shapes ◆ Creating mobiles using a variety of shapes. ◆ Arranging torn/cut shapes in a creative manner on paper/ card, etc. ◆ Finger painting ◆ Doodling to find and outline shapes. ◆ Monochromatic painting using shapes. ◆ Mask-/puppet making ◆ Arranging shapes to create new designs or patterns. ◆ Creating new shapes in drawings ◆ Using clay, plasticine and play dough to make models of letters and shapes. ◆ Paper folding and tearing ◆ Creating toys from shapes 	Newspaper Old magazine Crepe paper Glue Paints Clay Dough Old telephone directories	Observation Checklist Teacher-student conferencing Portfolios Parental Involvement Work samples

Visual Arts Syllabus

SHAPE

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Shape: Perception of shape: Regular Irregular	Discovers, observes and becomes sensitive to lines in nature and the environment. Discovers the use of lines in creating shapes. Develops eye-hand co-ordination	<ul style="list-style-type: none"> ◆ Tearing and cutting irregular shapes or geometric shapes from used gift paper, coloured magazine, newspaper, etc. ◆ Creating wall hangings ◆ Making puzzles using shapes ◆ Finger painting. ◆ Decorating shoe boxes and paper bags. ◆ Doodling exercises - find shapes in doodles. Outline the shapes found. ◆ Monochromatic painting using shapes. ◆ Making masks/puppets. ◆ Modelling using clay, plasticine, flour. Dough. ◆ Paper folding and tearing. ◆ Creating toys from shapes. ◆ Card shapes, making patterns and using the same to create regular and irregular shapes. ◆ Making Christmas cards, Birthday and Mother's and Father's Day cards. ◆ Using Torn paper shapes to create pictures. ◆ Mobile making using a variety of shapes - two & three dimensional shapes using papier mâché. ◆ Making puzzles. ◆ Create wall hangings. 	Newspaper Old magazine Crepe paper Glue Paints Clay Dough Old telephone directories	Observation Checklist Teacher-student conferencing Portfolios Parental Involvement Work samples

Visual Arts Syllabus

COLOUR

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Colour: Primary Secondary Colour mixing	<p>Identifies the Primary and Secondary colours.</p> <p>Develops creative techniques in applying colour to a given surface.</p> <p>Appreciates the use of colour in everyday life.</p> <p>Expresses emotions through the use of colour.</p> <p>Discovers colour in nature.</p> <p>Develops an awareness of colour mixing to create new colours.</p> <p>Develops eye-hand coordination and fine motor skills through the manipulation of art tools and Movement of body parts.</p>	<ul style="list-style-type: none"> ◆ Identifying colours in a painting. ◆ Discussing observations as colours are mixed. ◆ Engaging in 'Show and tell' and then paints interpretations. ◆ Experimenting with coloured chalk on black construction paper. ◆ Dressing up in colourful costumes and describes them. ◆ Using a brush to create a variety of shapes using different colours. ◆ Illustrating any aspect of a story or poem using the primary colours. ◆ Engages in Blow painting with overlapping shapes. ◆ Painting wood blocks and smooth stones. ◆ "Print making" using vegetables or found objects. 	Paint mix Chubbie stumps Coloured chalks Finger paints Different types of paper Newsprint Newspaper Junior bond sugar paper Wood blocks Black construction paper	Observation Checklist Teacher-student conferencing Portfolios Parental Involvement Work samples

Visual Arts Syllabus

COLOUR

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
<p>Colour:</p> <p>Turn taking Cooperation/ sharing</p>	<p>Appreciates working in groups to develop social skills.</p>	<ul style="list-style-type: none"> ◆ In small groups, experiments with water and paint by blowing on a piece of paper held in hand, to see how it moves. ◆ On junior art paper, drops water and blows it around. Observes how the water moves. ◆ Puts a primary colour on the same sheet of paper and states what happens. ◆ Dramatises movement to soft soothing music; thunderous and loud music using paint. 	<p>Black construction paper</p> <p>Paint mix</p> <p>Chubbie stumps</p> <p>Coloured chalks</p> <p>Finger paints</p> <p>Different types of paper</p> <p>Newsprint</p> <p>Newspaper</p> <p>Junior bond sugar paper</p>	<p>Observation</p> <p>Checklist</p> <p>Teacher-student conferencing</p> <p>Portfolios</p> <p>Parental Involvement</p> <p>Work samples</p>

Visual Arts Syllabus

MODELLING

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
<p>Texture:</p> <p>Hand-eye coordination.</p> <p>Texture-related vocabulary: Rough/smooth Hard/soft, etc.</p>	<p>Develops observational skills through identification of various textures found in their environment.</p> <p>Explores the visual and tactile qualities of selected material.</p>	<ul style="list-style-type: none"> ◆ Identifying various textures in the school community ◆ Feeling objects placed in a container without being able to see them. Determines the texture of each object and uses the correct terminology to describe the texture of the objects felt. ◆ Collecting objects and uses their tactile qualities to identify them (e.g. books, cardboard boxes, ◆ Discovering the texture of objects found in the environment (leaves, seeds, stones, shells, bottle caps, bark from trees, coins, etc.) ◆ Developing eye-hand coordination to create textured impressions in clay and plasticine. 	<p>Clay</p> <p>Plasticine</p> <p>Play dough</p> <p>Seeds</p> <p>Shells</p> <p>Leaves</p> <p>Sand</p> <p>Magazines</p> <p>Photographs</p> <p>Pictures</p> <p>Plastic: Spoons Forks Knives</p> <p>Craft sticks can be used as tools</p>	<p>Observation</p> <p>Checklist</p> <p>Teacher-student conferencing</p> <p>Portfolios</p> <p>Parental Involvement</p>

Visual Arts Syllabus

MODELLING

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
<p>Texture: Hand as a tool</p> <p>Effect of pressure: Fingers Finger tips Finger nails Palm Knuckles</p>	<p>Creates a variety of textures using different tools.</p>	<ul style="list-style-type: none"> ◆ Discussing the source of selected objects. ◆ Sorting objects according to texture. ◆ In a group, each child examines a finished piece of work to identify the various textures by touching, feeling, etc. ◆ Manipulating various tools to create patterns and designs. ◆ Works cooperatively with others to build relief patterns on slabs of clay using the addition method. ◆ Createing textures on slabs of clay by: Making impressions using various objects - Subtractive method 	<p>Newspaper Toilet tissue Clay Plasticine Play dough, etc. Samples of textured objects made from clay, porcelain, etc.</p>	<p>Observation Checklist Teacher-student conferencing Portfolios Parental Involvement</p>

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MODELLING

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
<p>Texture: Hand as a tool</p> <p>Effect of pressure: Fingers Finger tips Finger nails Palm Knuckles</p>	<p>Creates a variety of textures using different tools.</p>	<ul style="list-style-type: none"> ◆ Viewing and discussing what kinds of tools were used to create the patterns and textures ◆ Using pliable substances (clay, plasticine, play dough) to create faces and objects familiar to students. ◆ Creating unique designs with various textures by gluing seeds, sand and other found objects on various surfaces. ◆ Creating various textures using paper, foil, bristol board, etc. by punching holes, crumpling, cutting or tearing regular and irregular shapes 	<p>Clay Plasticine Play dough, etc. Samples of textured objects made from clay, porcelain, etc.</p>	<p>Observation Checklist Teacher-student conferencing Portfolios Parental Involvement Work sample</p>

Visual Arts Syllabus

SHAPE

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Shape: Curves Sides Points/Corners	<p>Creates an awareness of shape and how shapes are used in everyday life.</p> <p>Develops the ability to use various media to create compositions.</p>	<ul style="list-style-type: none"> ◆ Observing shapes and identifies objects inside and outside the classroom ◆ Collecting objects of various shapes for discussion. ◆ Discussing the appropriateness of various materials for the given projects. ◆ Uses modelling clay, plasticine, dough, paper, etc. to create: Irregular shapes pre-determined shapes. ◆ Selecting, assembling, glues, and joining objects together to create regular and irregular shapes (to make masks, sculptured 3D objects.) 	Clay Plasticine Paper Play dough A collection of bisque-fired objects of various shapes and sizes Redi-mixed colour Shells, Seeds Wire, Foil, Cardboard, Bristol board, Old newspapers Paper cups, Bamboo and other found objects.	Observation Checklist Teacher-student conferencing Portfolios Parental Involvement Work samples

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SHAPE

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Shape: Assembling Sorting Arranging Cutting Gluing Manipulation Simple tools Squeezing Modelling with hands	To create various shapes using various techniques.	<ul style="list-style-type: none"> ◆ Gluing and joining parts together to create various shapes. ◆ Reproducing simple objects with which students are familiar. ◆ Describing in detail the shapes of various objects without naming them. ◆ Identifying the objects so described. 	Clay Plasticine Play dough Shells Seeds Wire Foil Found objects Books Magazines Pictures	Observation Checklist Teacher-student conferencing Portfolios Parental Involvement Work samples

Visual Arts Syllabus

MASKS

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Masks: Perception of line Eye-hand coordination Shape discrimination Colour Texture Effect of pressure Shape	The child: Exhibits free expression through the visual arts. Develops personal expression through the visual arts. Develops imaginative skills through dramatisation. Creates unique designs by using a variety of media and materials.	<ul style="list-style-type: none"> ◆ Dramatizing various moods and expressions e.g. sad, happy, vexed, surprised and fearful faces. ◆ Cutting, tearing, sticking, arranging, designs, and applying paints and materials to create masks. ◆ Viewing a short video presentation of revellers in a Kadooment band, to study the uses of shape, colour and texture ◆ Identifying and mimicking characters. ◆ Observing and applying colour to a mask ◆ Displaying pictures photographs and samples for discussion. ◆ Using line, shape and colour, to create faces showing various moods and expressions. 	Crayons Paints Markers Variety of: drawing papers inks food dyes Corrugated card (from boxes) Assorted construction paper Scissors (round tip) Glue Found materials (seeds, beads, coconut mid-ribs) Buttons Feathers Cord	Observation Checklist Teacher-student conferencing Portfolios Parental Involvement Work sample

Visual Arts Syllabus

MASKS

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
<p>Masks:</p> <p>Perception of line</p> <p>Eye-hand coordination</p> <p>Shape discrimination</p> <p>Colour</p> <p>Texture</p> <p>Effect of pressure</p> <p>Shape</p>	<p>The child:</p> <p>Exhibits free expression through the visual arts.</p> <p>Develops personal expression through the visual arts.</p> <p>Develops imaginative skills through dramatisation.</p> <p>Creates unique designs by using a variety of media and materials.</p>	<ul style="list-style-type: none"> ◆ Creating masks (characters from Sesame Street; Kadooment; Animals and Halloween). ◆ Creating masks using paper bags, paper plates, small card boxes, fabric, plasticine, clay and papier mache. ◆ Creating masks for story-telling, display, as a response to literature 	<p>Wool</p> <p>Ribbon</p> <p>Braid</p> <p>Cloth</p> <p>Sequins</p> <p>Colourful magazine pages</p> <p>Disposable plates</p> <p>Card boxes</p> <p>Sponge</p>	<p>Observation</p> <p>Checklist</p> <p>Teacher-student conferencing</p> <p>Portfolios</p> <p>Parental involvement</p> <p>Work sample</p>

Visual Arts Syllabus

PUPPETRY

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Puppetry:	Demonstrates a knowledge of puppetry.	<ul style="list-style-type: none"> ◆ Discussing characteristics of puppets ('Sesame Street' and 'The Muppets' Characters among others.) ◆ Discussing characteristics of family members and imaginary characters for making puppets. ◆ Exploring the material (feeling, rolling, etc.) 	Finger tips Polar sticks Felt tip pens Paper-bags Disposable plates Card Eyes Ears Hair Sponge Clay Play dough, Plasticine	Observation Checklist Teacher-student conferencing Portfolios Parental involvement Work samples
Eye-hand coordination Rolling Stretching Kneading Cutting Pasting	Develops manipulative skills through puppetry.	<ul style="list-style-type: none"> ◆ Creating a cast of family and fantasy characters for a puppet show. ◆ Drawing facial features on: Fingers Sticks Paper-bags Disposable plates, etc. 	Felt Large needles Card Crayons Markers Paint Glue	

Visual Arts Syllabus

PUPPETRY

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Turn taking Sharing Observation Emotion Shape Size Features	Constructs puppets as part of a group. Interacts with peers through the use of puppets. Demonstrates imaginative skills and originality through dramatization with puppets.	<ul style="list-style-type: none"> ◆ Using sponge on puppets. ◆ Forming shapes to fit on finger tips. ◆ Tracing hand, and draws on features on fingers parts. ◆ Drawing puppets on card. ◆ Cutting and pasting same on stick. ◆ Pasting of: Eyes, ears, hair, etc. ◆ Dramatizing different emotions (e.g. happy; sad) to observe of expressions. ◆ Observing and discussing the different shapes and sizes of faces. ◆ Sharing materials, thoughts and ideas with peers. ◆ Organizing elements within a theatrical background. ◆ Discussing aspects of a puppetry production. ◆ Telling a story for dramatization. ◆ Making different kinds of puppets: Walking Felt Card Decorative paper bags Disposable plates ◆ Using puppets in topics related to Social Studies, Religious Education, (e.g. "The Feeding The Five Thousand.") 	Paper bags Disposable plates Cotton buds Raffia Wool Seeds Sticks Card Scissors Crayons Markers Glue Scrap materials Cardboard boxes Discarded material Tempera paints Large brushes String Cord Glue Lace	Observation Checklist Teacher-student conferencing Portfolios Parental Involvement Work samples

Visual Arts Syllabus

PAPER CRAFT

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
<p>Paper Craft:</p> <p>Cut Tear Stick Arrange Fold Pleat Colour Motor skills Problems solving Hand-eye coordination Design Apply</p>	<p>Develops an awareness of the use of paper in creating designs and functional objects in every day life.</p> <p>Develops fine motor skills by handling paper.</p> <p>Discovers ways of correlating craft work with other subject areas.</p>	<ul style="list-style-type: none"> ◆ Folding and tears paper to create pictures and objects. ◆ Grouping, tearing and painting paper for use. ◆ Decorating paper by: Drip painting, Blow painting, Paper cutting to create abstract and geometrical shapes. ◆ Creating shapes and two dimensional objects e.g. birds, fishes, animals, human figures. ◆ Creating two and three dimensional paper and box sculpture. ◆ Engaging in paper quilling to create a picture, design or 3D objects. ◆ Engaging in Paper pleating to create fans and decorations. ◆ Curling and arranging paper to create shapes, designs and pictures. 	<p>Bristol board Card board Glue Scissors Paints Brushes Crayons Newspapers Foil boxes Juice boxes Construction paper Magazine pages</p>	<p>Observation Checklist Teacher-student conferencing Portfolios Parental Involvement Work samples</p>

Visual Arts Syllabus

PAPER CRAFT

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Construction Assemblage Production Design Responsibility Task completion Team spirit Problem solving	Maintains concentration through accurate tearing, cutting, folding and assembling. Creates works of art using different types of paper. Enjoys working individually. Develops team spirit through group work. Develops positive self-esteem and self-motivation. Works with a wide range of materials including the recycling of materials.	<ul style="list-style-type: none"> ◆ Discussing a variety of paper craft objects selected by the student and teacher. ◆ Making: <ul style="list-style-type: none"> Boats Fans Windmills Paper bags Gift bags Planes Birds, etc. ◆ Creating pop-up designs. ◆ Paper dyeing ◆ Creating paper batik designs using flour paste. ◆ Making paper flowers, fruits and vegetables. ◆ Making paper collage designs using a variety of papers, including newspaper. ◆ Paper weaving. ◆ Making Papier mâché items (fruits, animals, etc) 	Food dyes Dylon dyes Foil wrap Wax paper Flour Glue A variety of paper ice-cream/butter tubs Paint brushes Clothes pegs Sponge	Observation Checklist Teacher-student conferencing Portfolios Parental Involvement Work samples

Visual Arts Syllabus

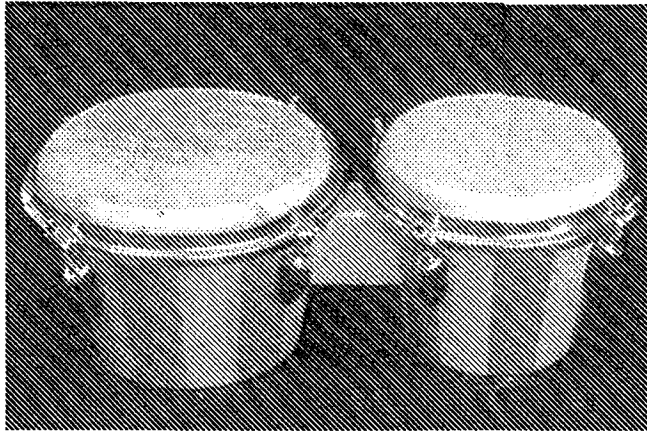
TOY MAKING

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Toy-making: Sensory perception Imagination Selecting Observation Planning Sorting Sequence Analysing Creating Cutting Assembling Organising Manipulating	Then child: Demonstrates creative and mental development. Creates toys from recycled materials. Develops imaginative thought. Exhibits self-expression and individuality. Co-operates through group work. Develops an awareness of good designs.	<ul style="list-style-type: none"> ◆ Discovering ways in which materials may be used through touching, feeling, viewing, and exploring ◆ Viewing video presentations depicting various toys (e.g. examining costumes and dress from other countries). ◆ Creating plants, animals and other objects seen in the environment e.g. paper trees, felt and sponge, animals, miniature, furniture - using match boxes, card, paper cups, boxes and ice-cream or butter tubs. ◆ Making rag dolls, paper dolls, pep bottles and papier mache dolls. ◆ Constructing socks and stocking dolls, figurines using off-cuts of wood to create a toy truck, cars, buses etc. ◆ Creating: Animals from card boxes and paper towel rolls. 	A variety of boxes Sponge Styrol foam Wool Felt Seeds Socks Stockings Spools Pep bottles Off cuts of wood and fabric Newspaper Magazine pages Cored Sisal Straw Shredded paper Card Coloured paper Glue Bottle caps	Observation Checklist Teacher-student conferencing Portfolios Parental Involvement Work samples

Visual Arts Syllabus

TOY MAKING

TOPICS/ CONCEPTS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Detailing Texturing Expression Dialogue Interaction Cooperation Dramatising	Demonstrates creative and mental development. Creates toys from recycled materials. Develops imaginative thought. Exhibits self-expression and individuality. Co-operates through group work. Develops an awareness	♦ Creating: Rockets from foil and paper towel rolls. Musical instruments using glass, tin and plastic jars, guitars, tambourines, using wire and flattened bottle caps, triangles, using wire bamboo. Percussion instruments using a variety of seeds in plastic jars and jugs, making fishing boats, pin wheels. Mobiles depicting fishes, birds, butterflies and other animals. A box-car and skittles.	Paints Crayons Buttons Ribbon Sequins Craft Scissors Burlap VCR equipment Paper bags Straws from the Coconut mid-ribs Sticks and twigs Rope Shells Clothes pegs Foam vegetable trays Cotton balls Cellophane Tree bark	Observation Checklist Teacher-student conferencing Portfolios Parental Involvement Work samples



EARLY CHILDHOOD EDUCATION

Music

SCOPE & SEQUENCE

Ministry of Education
& Human Resource Development

Music

Scope & Sequence

CONCEPTS/SKILL	CLASS			
	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
1.0 SOUND				
1.0.1 Awareness of sound	◆	✓	✓	✓
1.0.2 Familiarity with everyday sounds in the environment	◆	✓	✓	✓
1.0.3 Experimenting with sounds	◆	✓	✓	✓
1.0.4 Selecting sounds made by a variety of sounds sources	◆	✓	✓	✓
2.0 RHYTHM				
2.0.1 Rhythm Patterns	◆	✓	✓	✓
2.0.2 Even and Uneven Patterns	◆	✓	✓	✓
2.0.3 Rhythm of the melody	◆	✓	✓	✓
2.0.4 Memorize and internalize rhythms	◆	✓	✓	✓
2.0.5 Imitate and recall simple rhythms	◆	✓	✓	✓
2.0.6 Rhythmic scores	◆	✓	✓	✓
3.0 PULSE				
3.0.1 Steady Pulse/beat	◆	✓	✓	✓
3.0.2 Metre (two's, three's and four's)	◆	✓	✓	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

Music Scope & Sequence

CONCEPTS/SKILL	CLASS			
	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
4.0 MELODY				
4.0.1 High, low and medium pitches	◆	✓	✓	✓
4.0.2 Loud/soft	◆	✓	✓	✓
4.0.3 Colour/texture	◆	✓	✓	✓
4.0.4 Long/short	◆	✓	✓	✓
4.0.5 Wide ranging repertory of songs	◆	✓	✓	✓
4.0.6 Alphabetical, counting, sorting, cumulative songs	◆	✓	✓	✓
4.0.7 Nursery and folk songs	◆	✓	✓	✓
4.0.8 Singing games	◆	✓	✓	✓
4.0.9 Religious songs	◆	✓	✓	✓
4.0.10 Modern, calypso, pop and fun songs	◆	✓	✓	✓
5.0 ACCENT				
5.0.1 Demonstrating of accent through use of body movement		◆	✓	✓
5.0.2 Demonstrating accent through play percussion instruments		◆	✓	✓
6.0 PHRASING				
6.0.1 Performing a variety of motor activities to demonstrate understanding of phrasing in music	◆	✓	✓	✓
6.0.2 Performing a variety of rhythm activities to demonstrate understanding of phrasing in music		◆	✓	✓

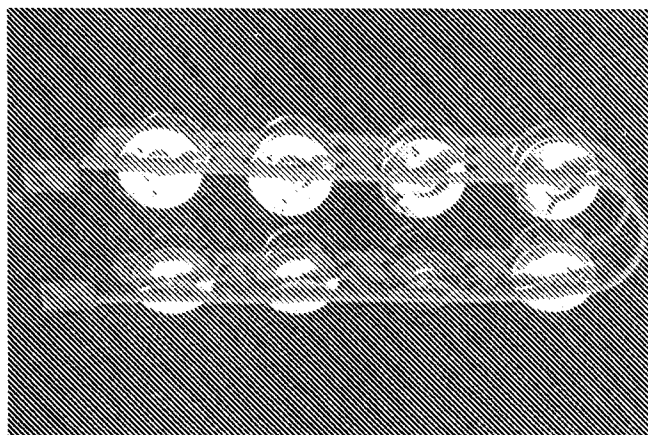
◆ Begins teaching the concepts/skill
 ✓ Maintains and develops the concepts/skill

Music Scope & Sequence

CONCEPTS/SKILL	CLASS			
	Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
7.0 INFORMATION TECHNOLOGY AND MUSIC				
7.0.1 Identifying hardware and software	◆	✓	✓	✓
7.0.2 Using software to solve musical problems	◆	✓	✓	✓
7.0.3 Using software to compose	◆	✓	✓	✓
8.0 RELAXATION				
8.0.1 Body awareness	◆	✓	✓	✓
8.0.2 Spatial awareness	◆	✓	✓	✓
8.0.3 Breath control	◆	✓	✓	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill



EARLY CHILDHOOD EDUCATION

Music

ATTAINMENT TARGETS

Ministry of Education
& Human Resource Development

EARLY CHILDHOOD EDUCATION
Music
Attainment Targets

PUPILS SHOULD BE ABLE TO:

		CLASS			
		Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
1.0	SOUND				
1.0.1	Demonstrate a general awareness of sound	◆	✓	✓	✓
1.0.2	Demonstrate a familiarity with everyday sounds in the environment	◆	✓	✓	✓
1.0.3	Experiment with sounds	◆	✓	✓	✓
1.0.4	Select sounds made by a variety of sound sources	◆	✓	✓	✓
1.0.5	Describe sounds made by a variety of sound sources	◆	✓	✓	✓
2.0	RHYTHM				
2.0.1	Imitate and recall simple rhythmic patterns by clapping and by playing on untuned percussion instruments	◆	✓	✓	✓
2.0.2	Imitate and recall simple melodic patterns by singing	◆	✓	✓	✓
2.0.3	Imitate and recall simple melodic patterns by playing on tuned percussion	◆	✓	✓	✓
2.0.4	Combine an arrangement of rhythmic patterns in order to provide a simple accompaniment to a song	◆	✓	✓	✓
2.0.5	Combine an arrangement of melodic patterns in order to provide a simple accompaniment to a song	◆	✓	✓	✓
3.0	PULSE				
3.0.1	Perform appropriate body movement to chants poem, songs or recorded music	◆	✓	✓	✓
3.0.2	Walk to beat of songs and poems	◆	✓	✓	✓
3.0.3	Use percussion instrument to play pulse of songs or recorded music	◆	✓	✓	✓
3.0.4	Co-ordinate hands to play games involving pulse activity	◆	✓	✓	✓
3.0.5	Perform specific movement to the beat of music	◆	✓	✓	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

EARLY CHILDHOOD EDUCATION
Music
Attainment Targets

PUPILS SHOULD BE ABLE TO:

CLASS

		Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
4.0	MELODY				
4.0.1	Recognise pitch (high/low)	◆	✓	✓	✓
4.0.2	Recognise dynamics (loud/soft)	◆	✓	✓	✓
4.0.3	Recognise timbre (colour/texture)	◆	✓	✓	✓
4.0.4	Recognise duration (long/short)	◆	✓	✓	✓
4.0.5	Recall and participate in a wide ranging repertory of songs appropriate to the age groups in as many as possible of the following categories:	◆	✓	✓	✓
4.0.5.1	alphabetical, counting, sorting, cumulative songs	◆	✓	✓	✓
4.0.5.2	nursery and folk songs	◆	✓	✓	✓
4.0.5.3	singing games	◆	✓	✓	✓
4.0.5.4	religious songs	◆	✓	✓	✓
4.0.5.5	modern, calypso, pop and fun songs	◆	✓	✓	✓
4.0.6	Participate in simple improvisation using voice in response to a direct stimulus	◆	✓	✓	✓
4.0.7	Participate in simple improvisation using instruments in response to a direct stimulus	◆	✓	✓	✓
4.0.8	Play by ear on percussion instruments or recorders or both	◆	✓	✓	✓
4.0.9	Invent a melody or a short composition using voice	◆	✓	✓	✓
4.0.10	Invent a melody or a short composition using instruments	◆	✓	✓	✓
4.0.11	Participate as a member of a group involved in making music	◆	✓	✓	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill

Music Attainment Targets

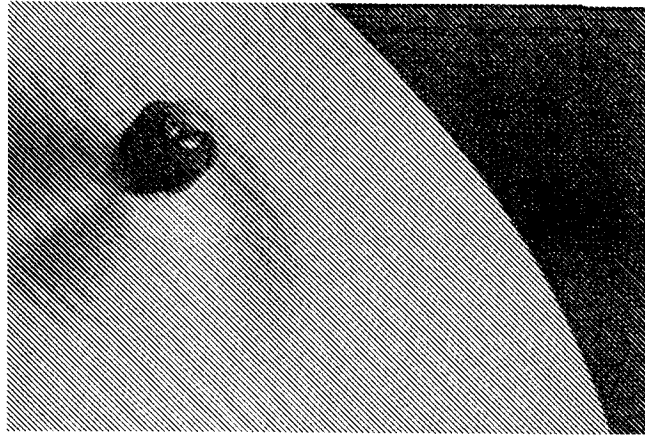
PUPILS SHOULD BE ABLE TO:

CLASS

		Nursery 3-4	Reception 4-5	Infants A 5-6	Infants B 6-7
5.0	ACCENT				
5.0.1	Recognise isolated accent beat by performing appropriate movement		◆	✓	✓
5.0.2	Respond to the accented beat appropriately		◆	✓	✓
5.0.3	Identify the accented word		◆	✓	✓
6.0	PHRASING				
6.0.1	Perform specific actions during specific phrasing of a song	◆	✓	✓	✓
6.0.2	Identify the beginning and ending of musical phrasing	◆	✓	✓	✓
6.0.3	Identify the number of phrases in a song or poem	◆	✓	✓	✓
7.0	INFORMATION TECHNOLOGY AND MUSIC				
7.0.1	Select appropriate software and inserts correctly in the computer	◆	✓	✓	✓
7.0.2	Solve musical problems using appropriate software			◆	✓
7.0.3	Compose a tune using appropriate software			◆	✓
8.0	RELAXATION				
8.0.1	Participate in activities which will decrease tension	◆	✓	✓	✓
8.0.2	Engage in activities to develop body control	◆	✓	✓	✓
8.0.3	Develop the ability to "unwind"	◆	✓	✓	✓
8.0.4	Distinguish between a tensed and relaxed body	◆	✓	✓	✓
8.0.5	Participate in activities to enhance vocal tone	◆	✓	✓	✓
8.0.6	Respond to musical selections appropriately	◆	✓	✓	✓

◆ Begins teaching the concepts/skill

✓ Maintains and develops the concepts/skill



EARLY CHILDHOOD EDUCATION

Music

SYLLABUS

Ministry of Education
& Human Resource Development

Music Syllabus

3 - 5 Age Group

Rhythm

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
<p>Develops a movement vocabulary</p> <p>Performs/ responds to movement activity centered on self</p> <p>Moves/ expresses responses to:</p> <p>a) Sustained sounds</p> <p>b) Staccato sounds</p> <p>c) legato sounds</p> <p>d) lets' pretend ideas</p>	<p>Expressive/directed movement</p> <p>Movement, vocabulary walk, run, jump, hop, skip, gallop, slide, sway, twirl.</p> <p>Directionality forward/ backward, etc.</p> <p>Levels: high, low.</p> <p>Co-ordination.</p>	<ul style="list-style-type: none"> ◆ Exploring various ways in which their fingers, heads, shoulders, feet, etc. can move ◆ Using locomotor movements freely in their own space, e.g. walking, running, jumping, skipping, hopping, galloping, sliding, etc. ◆ Instructing children while moving to: <ol style="list-style-type: none"> a) vary levels-high-mid- line low. b) Change direction - forward, backward sideways etc. c) change body positions: armsstretched high, outstretched, body slanted forward, backward, sideways. 	<p>Markers to define boundaries in which children are to move</p>	<p>Observation</p> <p>Performance Tasks</p>

Music Syllabus

Level One

General Objective: The child develops effective listening and speaking skills.

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
<p>Develops motor skills so that rhythmic concepts can be experienced through music</p> <p>Demonstrates through a variety of movement activities, their understanding of the basic pulse of music</p>	<p>Listening - Auditory perception (discrimination, sequencing, memory)</p>	<ul style="list-style-type: none"> ◆ Give each child a feather or a balloon. Have the child keep it in the air by hitting it with the hands or blowing. 	<p>Feathers, balloons.</p>	<p>Performance Tasks Observation</p>
	<p>Perform appropriate body movements to rhythmic chants, poems, songs or recorded music</p> <p>Walk to the beat of songs and poems.</p> <p>Use rhythm percussion instruments to play the pulse of songs or recorded music.</p>	<ul style="list-style-type: none"> ◆ Moving like a rag doll or some floppy animal. Alternate this with moving stiffly like a soldier or a robot ◆ Stamping, walking, jumping to the beat of simple poems and tunes. ◆ Listening to environmental sounds with a steady beat e.g. ticking of a clock; dripping water; and reproducing same 	<p>Rag doll, floppy toy, wind-up toy</p> <p>Objects for listening, e.g. keyboard, recording of sounds.</p> <p>Poems, songs.</p>	<p>Reflections</p>

Music Syllabus

Level One

General Objective: The child develops strategies for effective reading and writing.

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
<p>Demonstrates through a variety of movement activities, their understanding of the basic pulse of music</p>	<p>Perform appropriate body movements to rhythmic chants, poems, songs or recorded music</p> <p>Walk to the beat of songs and poems.</p> <p>Use rhythm percussion instruments to play the pulse of songs or recorded music.</p>	<p>◆ Keep the beat of rhymes, poems and songs using simple body percussion</p> <p>e.g.</p> <p>a. pat knees</p> <p>b. clapping - using different parts of the hands - edges, two fingers in palm</p> <p>c. combine (a) and (b) e.g. pat, pat, pat, pat clap, clap, clap, clap</p> <p>OR</p> <p>pat, clap, pat, clap</p> <p>OR</p> <p>pat, clap, clap, clap</p> <p>d. snapping fingers</p> <p>e. combine (a) (b) and (d)</p> <p>f. stamp feet.</p> <p>Children may suggest combination of these.</p>	<p>Poems, Songs</p> <p>Percussion Instruments</p>	<p>Performance Tasks</p> <p>Observation</p> <p>Reflections</p>

Music

Syllabus

RHYTHM PATTERN

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
<p>Recognises, reproduces and creates rhythm patterns.</p>	<p>Tap the pattern represented by pictures, words, poems, songs e.g. ball apple</p> <p>Echo clap after the teacher.</p> <p>Use line notation. Z represents a rest then compare/ match with graphic notation e.g.</p> <p>Create own answering rhythm</p>	<ul style="list-style-type: none"> ◆ Listening to sounds in the environment and repeating/ reproducing pattern by clapping, stamping, and playing on instruments. ◆ Sounds such as raindrops, someone walking, running, skipping; the gallop of horses' hoofs. ◆ Teacher claps or plays a simple rhythm pattern on a drum or other rhythm instrument e.g. And children echo the pattern by clapping, tapping, playing on a rhythm instrument. 	<p>Things in the environment</p> <p>Rhythm instruments</p>	<p>Performance Tasks</p> <p>Observation</p> <p>Oral Interviews</p>

Music Syllabus

DYNAMICS

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
<p>Sings, moves and plays rhythm instruments to show their understanding of dynamics in music</p> <p>Demonstrates understanding of tempo in music by singing, moving, and playing rhythm instruments</p>	<p>Some music gets louder, some music gets softer. A variety of objects; taped recordings of environmental sounds.</p> <p>Carnival of the Animals - by Saint Saens</p> <p>Peter and the Wolf. (PROKOFIEV)</p> <p>Recognise and identify fast/ slow movements in objects, words, poems and songs</p> <p>Recognise that a piece of music may be fast or slow</p>	<ul style="list-style-type: none"> ◆ Imitating and comparing loud and soft environment sounds. ◆ Play music, which is at times distinctly loud and at others distinct soft. Ask the children to stamp feet when the music is loud and tip-toe when it is soft ◆ Initiating movements to indicate fast, slow, heavy, light. Movements of animals, machines falling rain, popping corn, etc. ◆ Children listen to selected classical music pieces and initiate in movement the animals described in the music. 	<p>A variety of objects; taped recordings of environmental sounds.</p> <p>Carnival of the Animals - by Saint Saens</p> <p>Peter and the Wolf. (PROKOFIEV)</p>	<p>Observation</p> <p>Performance Tasks</p> <p>Reflections</p> <p>Oral Interviews</p>

Music Syllabus

TIMBRE

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Demonstrates recognition of tone colour by exploring and using a variety of sound sources.	Distinguish differences in tonal quality of sounds.	<ul style="list-style-type: none"> ◆ Environmental walk - children close eyes and listen in order to identify, initiate and the various environmental sounds heard. ◆ Room Tap - tap objects around the room. Children identify each while their eyes are closed. ◆ Create a 'sound box' with the children. The teacher or a child selects and makes a sound with an object from the box. Children will identify the object. 	<p>Objects in the room.</p> <p>Sticks, stones, sand, bottles, caps, old utensils, wood, paperclips.</p>	<p>Performance Tasks</p> <p>Reflections</p> <p>Observations</p>

Music Syllabus

RHYTHM

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
<p>uses the elements of line notation to read, play and create rhythmic phrases.</p>	<p>Notation and instrumental work.</p> <p>Read and tap rhythms illustrated by graphic notation.</p>	<ul style="list-style-type: none"> ◆ Pulse and pattern - playing by ear (refer to sections on pulse and rhythmic pattern). ◆ Begin with speech and graphic symbols. 	<p>Pictures of familiar objects with one and two syllables e.g. Cat, rab-bit/</p>	

Music Syllabus

ACCENT

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
<p>Demonstrates understanding of accent through the use of body movements and play percussion instruments</p>	<p>Recognise the isolated accented beat by performing appropriate movements.</p> <p>Recognise and respond to the accented beat.</p>	<ul style="list-style-type: none"> ◆ Teacher plays a series of pulse beats on a percussion instrument, accenting some of the beats. Children walk in one direction on the accented beat and change direction on the accented beat. ◆ Teacher plays softly on a percussion instrument, while the children are out of sight. On each accented beat, one child enters with a spring until all are in and moving. The children can walk, run or skip. 	<p>Percussion instruments</p>	<p>Observation</p> <p>Performance Tasks</p> <p>Reflections</p>

Music Syllabus

PHRASING

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
<p>Demonstrates understanding of phrasing in music by performing a variety of motor/rhythmic activities</p>	<p>Identify the number of phrases in a song or poem.</p> <p>Perform specific actions during specific phrases of a song.</p> <p>Identify the beginning and ending of musical phrases.</p>	<ul style="list-style-type: none"> ◆ Teacher reads nursery rhyme or song text to pupils. Re-read making arcs on the chalk board to indicate phrases. ◆ Pupils recite or sing a nursery rhyme, breathing at the beginning of each phrase. ◆ Choose suitable nursery rhymes or songs and let pupils step to the beat making a gesture at the phrase ends. 	<p>Song books, text, nursery rhymes and songs e.g. Tom, Tom, Incy, Wincy Spider, Humpty Dumpty.</p> <p>Piggy on the Railway, Fudge, Fudge call the Judge.</p>	<p>Observations</p> <p>Performance Tasks</p> <p>Reflections</p> <p>Oral Interviews</p>

Music Syllabus

RHYTHM-PULSE

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
<p>Demonstrates recognition of high and low sounds by:</p> <p>relating high and low objects in the environment.</p> <p>Body movement.</p>	<p>Recognise and initiate sounds in the environment.</p> <p>identify relative highness and lowness of tones.</p>	<ul style="list-style-type: none"> ◆ Listen to a variety of environmental sounds e.g. birds tweeting, dogs barking, sirens, aeroplanes, someone hammering, etc. <ul style="list-style-type: none"> a. Name source of each sound; b. recognise related pictures; c. initiate sounds. ◆ Identify and initiate: <ul style="list-style-type: none"> a. High pitched sounds e.g. siren, children screaming at play; b. Low pitched sounds, e.g. drum. ◆ Sound stories - Create or select a story in which the children can use their voices effectively to initiate high/low rising and falling sounds, e.g. a hurricane, a party. 	<p>Pre-recorded tape with environmental sounds.</p> <p>pictures depicting sound sources.</p> <p>The Three Bears Billy Goats Gruff</p> <p>The Lion and the Mouse</p> <p>The Three Little Pigs</p>	<p>Creations</p> <p>Observations</p> <p>Performance Tasks</p> <p>Oral Interviews</p>

Music Syllabus

MELODY

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
<p>Memorises and internalizes songs and musical ideas of increasing length.</p> <p>Sing an expanding repertoire of songs requiring a variety of vocal technique.</p>	<p>Recognise melody of familiar songs.</p> <p>Initiate pitches.</p> <p>Sing answering phrases.</p>	<ul style="list-style-type: none"> ◆ Children identify familiar songs by listening to melody (tune) only. ◆ Teacher or children hum familiar tunes for others to identify. ◆ Perform singing exercises using the pentatonic scale to: <ul style="list-style-type: none"> ni, ning, ungh and combination of the above with: <ul style="list-style-type: none"> I) ay-eg ni-ay, ning-ayugh-ay; II) ni-a, ning-a, ungh-a; III) sing to noo-no. 	<p>Pentatonic scale</p> <p>Do, re, me, sol, la.</p>	<p>Observation</p> <p>Performance Tasks</p> <p>Reflections</p>

Music Syllabus

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
<p>Find own singing voices</p> <p>participates in class/ group vocal singing.</p> <p>Develops awareness of phrase length.</p>	<p>Sing simple songs with gradually improving pitch and tonal quality</p> <p>sing simple unison songs with some control of breathing.</p>	<ul style="list-style-type: none"> ◆ The child operates the cassette at will, singing, improvised songs within the feeling of tonality established by the sounds of the instruments. ◆ Teacher sings greetings, names of children (while marking the Attendance Register) and children initiate and respond appropriately <p>e.g. Hello Please Stop; Teacher - 'Mary Joseph' Child - 'I am here'.</p>	<p>Tape Recorder</p> <p>Tapes</p> <p>Percussion Instruments</p> <p>Register</p>	<p>Observations</p> <p>Performance Tasks</p> <p>Reflections</p> <p>Creations</p>

Music Syllabus

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
<p>Cultivates a controlled, unbroken singing sound, using one breath per melodic phrase</p> <p>Acquires a storehouse of muscular experiences, which will give meaning to the learning of musical concepts.</p>	<p>Breath control. Relaxation. Body awareness. Spatial awareness. Breath control.</p>	<ul style="list-style-type: none"> ◆ Raise one or both arms while breathing through the mouth slowly. As the arm(s) reaches overhead, stop breathing and hold for a brief movement. ◆ Slowly lower arm(s) while breathing out through the mouth with slightly parted teeth making an unvoiced 'sssss' sound. ◆ Breathe like a fat man (stomach and chest move out, shoulders remain still). ◆ Children move like rag dolls or some floppy animal. ◆ Alternate this with moving stiffly like a wooden soldier or robot. 	<p>Rag dolls, Wind up/wooden toys, *</p> <p>Charts Raggedy Ann, Solider Brave, Soldier True</p>	<p>Performance Tasks</p> <p>Observation</p> <p>Creations</p>

Music Syllabus

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
<p>Participates in activities, which will decrease tension, enhance vocal tone, eliminate shallow breathing and develop control.</p> <p>Develops the ability to unwind and senses the difference between a tense and a relaxed body.</p>	<p>Breath control</p> <p>Relaxation</p> <p>Body awareness</p> <p>Spatial awareness</p>	<p>♦ Teacher plays, while some children sing the song and others respond to the rhythm and mood of the song.</p>	<p>Balloons Waltzes- Blue Danube The Skaters</p> <p>Waltz by Strauss Scarves Chart-shake your fingers</p>	<p>Observation</p> <p>Performance Tasks</p>

Music Syllabus

5 - 7 Age Group

RHYTHM-PULSE REGULARITY

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
<p>Demonstrates through a variety of physical movement the ability to respond to the regular throb or beat of the music.</p>	<p>Perform various physical movements to songs and pre-recorded music.</p> <p>Create/perform appropriate actions to song and hand clapping games.</p>	<ul style="list-style-type: none"> ◆ Walking, clapping, clicking, snapping to the beat of poems and songs. ◆ Engage children in a variety of activities using bean bags, lummi sticks, balls and hoops. ◆ Children move and repeat word patterns to help keep the beat. e.g. walk, walk, clap, clap stamp, clap, clap up down, up down. ◆ Use recording of local and regional songs for hand clapping games. Performing appropriate movements to keep the beat. 	<p>Pre-recorded tapes and booklets.</p> <p>Lummi stick activities.</p> <p>Folk song selections</p>	<p>Performance Tasks</p> <p>Observations</p> <p>Creations</p> <p>Reflections</p>

Music Syllabus

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
<p>Demonstrates through a variety of physical movement the ability to respond to the regular throb or beat of the music.</p>	<p>Recognise strong and weak beats in music.</p>	<ul style="list-style-type: none"> ◆ Pupils listen to recorded selections to determine the various groupings by the use of body. ◆ A drum could then be played on the accented beat and a triangle or softer sounding instrument, played on the weak beats. E.g. percussion instruments. 	<p>Pre-recorded tape with graded examples of songs and instrumental music in difficult metres.</p> <p>Rhythm instruments.</p>	<p>Observations</p> <p>Performance Tasks</p>

Music Syllabus

RHYTHM NOTATION

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
<p>Reads and plays rhythm patterns involving the following:-</p> <p>a. graphic notation</p> <p>b. line notation</p> <p>c. standard</p> <p>d. notation</p> <p>Participates in activities to demonstrate their knowledge and understanding of the above.</p>	<p>Note values - the duration value of musical tones/sounds are represented by symbols called notes and rests.</p> <p>Orally associate movement names with durations.</p>	<ul style="list-style-type: none"> ◆ Choose two nursery rhythms or songs; a 'walking' tune and a 'running' tune'. ◆ While playing/singing the walking tune, teacher invites pupils to 'walk' the rhythm. The same procedure is used for the 'running' tune. ◆ Introduce tunes, which are played very slowly and have children walk the rhythm. ◆ Select a tune and notation it on board either in crochets - walk; quavers - run, minims - step-wait. <p>Baa, Baa, Black Sheep</p> <p>Have you Any Wool</p>	<p>I am walking</p> <p>Polly Put the Kettle on.</p>	<p>Performance Tasks</p> <p>Observation</p> <p>Creations</p> <p>Reflections</p>

Music Syllabus

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
<p>Reads and plays rhythm patterns involving the following:-</p> <p>e. graphic notation</p> <p>f. line notation</p> <p>g. standard</p> <p>h. notation</p> <p>Participates in activities to demonstrate their knowledge and understanding of the above.</p>	<p>Note values - the durational value of musical tones/ sounds are represented by symbols called notes and rests.</p> <p>Orally associate movement names with durations.</p>	<p>◆ Instructions: If the tune 'walks', walk anywhere. If the tune 'runs', run on the spot. If the tune step/waits walks and bend</p>	<p>I am walking</p> <p>Polly Put the Kettle on.</p>	<p>Performance Tasks</p> <p>Observation</p> <p>Creations</p> <p>Reflections</p>

Music Syllabus

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
<p>Participates in activities to demonstrate their knowledge and understanding of the above</p>	<p>Identify rests and perform specific actions on them.</p> <p>Create, read and play percussion scores.</p>	<ul style="list-style-type: none"> ◆ Choose a poem where the rest occurs at the end of a phrase. Recite and tap fingers to the beat. On the silent beat (rest) put hands on shoulders/ open hands/ gently blow e.g. Tick Tock(Appendix) ◆ Pupils read and play a variety of unison, two part and three part percussion scores. ◆ Pupils create and record, with teachers' assistance, percussion scores for known songs and poems. 	<p>Poems:</p> <p>Four Little Monkeys Teddy Bear</p> <p>Wee Little Winkie</p> <p>Here Sits The Brigadier</p> <p>Tick Tock</p> <p>Refer: Percussion scores at end of syllabus (Appendix)</p>	<p>Observation</p> <p>Creations</p> <p>Performance Tasks</p> <p>Reflections</p>

Music Syllabus

STYLE AND EXPRESSION

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
<p>Identifies a variety of musical styles and their functions</p> <p>Makes musical judgements about style and expression.</p>	Recognise and respond to differences in dynamic levels	<ul style="list-style-type: none"> ◆ Teacher dictates, by clapping, simple rhythm patterns at different dynamic levels. ◆ Children echo each pattern vary the activity by giving patterns to each child and by repeating each pattern at a different dynamic level. ◆ Recite familiar chants and poems, experimenting with varying dynamic levels. e.g. loudly - f softly - p ◆ start softly, gradually get louder or vice versa. 	Poems	<p>Observation</p> <p>Performance Tasks</p> <p>Creations</p>

Music Syllabus

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Makes musical judgements about style and expression.	Develop knowledge of terminology, abbreviations and signs.	<ul style="list-style-type: none"> ◆ Use appropriate abbreviations and terminology to suit songs p, ppp, f, ff, fff. < > crescendo decrescendo ◆ Singing tunes at varying dynamic levels. Compare differences and note effect on mood. ◆ Creating a story using body percussion e.g. rainstorm wind -rub palms together small -raindrops - click tongues big raindrops - pat knees. 	Manuscript Books	Observation Performance Tasks Reflections Creations

Music Syllabus

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Makes musical judgements about style and expression.	Respond to various styles of music by: listening discussing singing moving creating	<ul style="list-style-type: none"> ◆ Children listen to recordings of music of different styles, from different cultures and music used for various occasions and festivals e.g. church, films, National Anthem, Christmas, etc. i. Discuss the characteristics of the music i.e. tempo, harmony, melody, rhythm, dynamics, etc. ii. Describe the mood and the story it conveys/implies. iii. Perform appropriate movements to accompany the music. 	<p>The Nutcracker Suite by Peter Tchaikovsky</p> <p>Peter and the Wolf by Prokofiev</p> <p>Carnival of the Animals by Saint Saens</p> <p>Waltz of the Flowers from the Nutcracker Suite</p>	<p>Performance Tasks</p> <p>Observation</p> <p>Creations</p>

Music Syllabus

TEMPO

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
<p>Performs, sings, moves and plays rhythm instruments appropriately, to demonstrate sensitivity to changes in the tempo of music.</p>	<p>Distinguish between fast and slow tempo.</p>	<ul style="list-style-type: none"> ◆ Children find their own slow/quick walking speeds, without a predetermined tempo ◆ Use ideas to encourage slow/fast steps. ◆ Teacher sings/plays a tune, several times, to a slow pulse, then to a quick pulse. ◆ Have a child set the tempo of songs they are about to sing, by tapping or walking an agreed number of pulses before the song starts. ◆ Teacher recites appropriate rhymes/poems. ◆ Pupils state at which tempo they should be said. ◆ Recite again, while tapping the pulse, pupils join in. 	<p>Poems: Snail, Snail Fox is Running Little Pony Hush My Babe Parade of the Animals</p>	<p>Performance Tasks Observation Creations Reflections</p>

Music Syllabus

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
<p>Performs, sings, moves and plays rhythm instruments appropriately, to demonstrate sensitivity to changes in the tempo of music</p>	<p>Distinguish between fast and slow tempo.</p>	<ul style="list-style-type: none"> ◆ Arrange pupils in three groups: <ul style="list-style-type: none"> a. bicycles move when their tempo is played on a triangle, slowing when the triangles music slow; b. cars move to drum beat; c. jets move to a castanets beat. ◆ Each group stands in a line holding hands. 	<p>Percussion Instruments</p>	<p>Performance Tasks</p> <p>Observation</p> <p>Creations</p> <p>Reflection</p>

Music Syllabus

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Distinguishes the quality of: Environmental sounds the human voice percussion and orchestral instruments.	Recognise and initiate environmental sounds Associate names with actual instruments or pictures of instruments	<ul style="list-style-type: none"> ◆ Teacher prepares a tape of pre-recorded sounds and pictures of farm/wild animals, musical instruments, vehicles, machines, etc, and display on chalk/felt board. Pupils - a) listen to recorded sounds and point to the picture associated with the sounds heard b) Make the appropriate sound as teacher points to the picture. ◆ Teacher arranges pupils in groups each representing a farm animal. ◆ Pupils recites poem "The Barnyard" and invites the group to participate at appropriate places by: 	Pictures: pre-recorded music Tape with animal sounds e.g. Come to the Zoo with Me Old McDonald Had a Farm.	Performance Tasks Observation Oral interviews Creations

Music Syllabus

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Distinguishes the quality of: Environmental sounds the human voice percussion and orchestral instruments	Identify animal sounds Classify musical instruments	a) Making the sound of the animal c) Creating an appropriate chant for each animal sound. ◆ Display percussion instruments, and allow pupils to sort according to: i) way instrument is played; ii) sound of instrument; iii) materials from which instrument is made. ◆ Create compositions using instruments to produce contrasting or similar tones ◆ Tape pupils compositions, listen and discuss.	Poem: 'The Barnyard' Percussion Instruments Tape Recorder Tapes	Performance Tasks Observations Creations Reflections

Music Syllabus

MELODY- A line of single notes which move up, down or repeat, i.e. a tune

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Acquires an understanding of melody and demonstrate it through a variety of musical activities.	<p>Recognise that</p> <ol style="list-style-type: none"> 1. there are several sounds of various pitches in the environment; 2. musical tones may be high, medium or low pitched. <p>Recognise and compare environmental sounds.</p>	<ul style="list-style-type: none"> ◆ Strike various materials including instruments and objects, either in the classroom or brought from home, and have children <ol style="list-style-type: none"> a) name the object or instrument heard b) select the object or instrument that produces the same sound. ◆ Classify environmental sounds and tones of rhythm instruments as being high or low pitched. e.g. Compare bells with the sound of a drum. ◆ Teacher plays familiar tunes in low, middle and high pitches. Discuss and compare pitches and overall mood. 	<p>A variety of metal, wooden and plastic objects</p> <p>percussion instruments.</p>	<p>Performance Tasks</p> <p>Observation</p> <p>Creations</p> <p>Reflections</p>

Music Syllabus

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
Acquires an understanding of melody and demonstrates it through a variety of musical activities	Recognise that 3. there are several sounds of various pitches in the environment; 4. musical tones may be high, medium or low pitched. Recognise and compare environmental sounds	<ul style="list-style-type: none"> ◆ Select recorded music that is predominately high or low ◆ Children respond with high or low body movements ◆ Extend the activity by using music that illustrates medium pitch ◆ Small groups and individuals sing songs in high, medium and low pitches 	Tape Recorded Tapes	Performance Tasks Observation Reflections

Music Syllabus

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
<p>Responds to harmonic sounds by:</p> <p style="padding-left: 40px;">moving</p> <p style="padding-left: 40px;">singing</p> <p>playing tuned instruments with a reasonable degree of auditory discrimination and creativity</p>	<p>Sing and/or play melodic ostinato patterns.</p>	<ul style="list-style-type: none"> ◆ Select well-known pentatonic songs. Sing a two or three note ostinato pattern while pupils sing the song. ◆ Choose a small group of pupils to sing the ostinato pattern while the rest of the class sings the song. 	<p>Songs:</p> <p>Rain, Rain, Go Away</p> <p>Ostinato - Go Away</p> <p>Hot Cross Buns</p> <p>Ostinato - Hot Cross Buns</p> <p>Are You Sleeping</p> <p>Ostinato - Ding, Dong Bell</p> <p>Jingle At The Window</p> <p>Ostinato - Window, Window</p>	<p>Observation</p> <p>Performance</p> <p>Reflections</p> <p>Oral Interviews</p>

Music Syllabus

TERNARY FORM

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
<p>Demonstrates understanding of form through listening, moving and composing.</p>	<p>Recognise that some music is written in three sections; the first and third are similar, the second contrasting (ABA)</p> <p>(Many songs in form repeat A or B more than once e.g. AABA or ABBA or AABBA.</p>	<ul style="list-style-type: none"> ◆ Divide the class into two groups. (A and B) Distribute rhythm instruments to group one. The other group will sing. Teacher plays the tune, 'A' sings and 'B' plays the rhythm. Roles can be reversed. ◆ Select a song with three sections e.g. "Shoo Fly!" Pupils sing the first section while tapping the beat. ◆ In Section B - I feel, I feel - pupils alternate a knee slap and finger snap. ◆ Upon repeating Section A pupils resume clapping the beat. ◆ Group 2 has none. Teacher plays the tune. Group I will sing Section A while Group II will play rhythm (pulse of Section B. Roles can be reversed. 	<p>See Appendix</p>	<p>Performance Tasks</p> <p>Creations</p> <p>Reflections</p> <p>Oral Interviews</p>

Music Syllabus

FORM - The overall plan of a piece of music

TOPICS	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES	ASSESSMENT
<p>Pupils will recognise and respond to musical phases by:</p> <ul style="list-style-type: none"> performing bodily movements singing playing instruments and other forms of expression. 	<p>Recognise and respond to musical phrases by means of body movement/ other forms of expression.</p> <p>Identify phrases in two and four phrase songs/ rhymes/ poems.</p>	<ul style="list-style-type: none"> ◆ Prepare pictures to accompany songs/rhymes. Each picture must represent a phrase of the song. ◆ Place (each group representing a phrase of the song/rhyme), and then place a picture on the floor in front of each group. ◆ Sing/play the song or recite the rhyme and pupils tap/ play musical instruments when their phrase is sung/recited. 	<p>Pictures related to songs/ rhymes percussion instruments</p> <p>Songs/rhymes:</p> <p>Georgie Porgie</p> <p>Hickory, Dickey Dock</p> <p>Incy, Wincy, Spider</p> <p>Hey Diddle Diddle</p>	<p>Creations</p> <p>Oral interviews</p> <p>Performance Tasks</p>