



# MUSIC

## SCOPE AND SEQUENCE



**NEXUS**  
INTERNATIONAL  
SCHOOL  
SINGAPORE

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## Overview

Music education encompasses a plethora of potential learning situations. Some of this musical learning goes on in the classroom in the form of weekly music lessons and at other times within the school structure. At Nexus, we acknowledge this distinction and seek to inculcate in our learners both an understanding of the way in which music strategies will enhance their engagement in a Unit Of Inquiry and also empower cultural and theoretical elements of music. Instrumental learning is an essential parallel program in which individual or small group lessons support learners' interpersonal and performance skills.

The process of music is a creative endeavour where a fixed outcome is not necessarily the objective. Learners are encouraged to approach their music tasks in a spirit of exploration and an awareness of how music skills enable them to develop their learning through the combined strands; **Creating, Responding, Listening and Appraising**. As we support learners with their developing ability to create and respond in music we acknowledge that the process is organic and that progress reflects a learner's interest and level of maturity. Music allows for differentiation and this can be seen throughout our curriculum.

Creating:

- Composing
- Improvising

Responding:

- Performance
- Listening and Appraising

The Nexus Music Continuum builds on likely and expected learning outcomes, skills, processes and experiences at each stage of a Nexus learner's education. This document is designed to show how each phase of their learning feeds into and builds towards the next; it is a progression which furthermore is mindful of the fact that learners may be at differing stages of this continuum regardless of their chronological age. The phases however, which are largely determined by age are outlined below.

## Creating

By the end of this Phase	Learners will be able to:
Phase 1	<p><b><u>Composing &amp; Improvising</u></b>            Use vocal sounds, rhythms and instruments to express feelings or ideas            Create and accompany music using a variety of sounds and instruments            Explore sound as a means of expressing imaginative ideas            Create their own basic musical instruments            Record their personal, visual interpretation of elements of sound (for example, loud/soft, high/low, fast/slow)</p> <p><b><u>Performing</u></b>            Play unturned percussion instruments in time with a beat            Use the voice and body to create musical patterns            Recreate sounds from familiar experiences</p>
Phase 2	<p><b><u>Composing &amp; Improvising</u></b>            Explore vocal sounds, rhythms, instruments, timbres to communicate ideas and feelings            Express one or more moods/feelings in a musical composition            Create music to represent different cultures and styles            Create a soundscape based on personal experiences            Collaboratively create a musical sequence using known musical elements (for example, rhythm, melody, contrast)            Create music for different purposes</p> <p><b><u>Performing</u></b>            Read, write and perform simple musical patterns and phrases</p>
Phase 3	<p><b><u>Composing &amp; Improvising</u></b>            Create a musical compositions expressing their own ideas and feelings on a social issue            Create and record a composition focusing on form, structure and style to give more meaning to their message            Express themselves as individuals through musical composition            Read and write music using non-traditional notation            Improvise upon a basic pattern to reinforce the importance of the individual within the group            Create and perform a movement sequence using known musical elements</p> <p><b><u>Performing</u></b>            Deliver a musical message to different audiences (for examples, peace message to parents, kindergarten children, friends)</p>
Phase 4	<p><b><u>Composing &amp; Improvising</u></b>            Create music that will be continually refined after being shared with others            Incorporate the other arts and available resources in order to broaden their creative expression            Read and write music in traditional and/or non-traditional notation</p> <p><b><u>Performing</u></b>            Present, in small groups, innovative musical performances on a selected issue</p>

## Responding

By the end of this Phase	Learners will be able to:
Phase 1	<p><b><u>Listening and Responding:</u></b>            Place and time; personal contexts            Bring music from home to share            Describe the differences in music            Describe how music makes them feel            Distinguish the sounds of different instruments in music            Express their responses to music in multiple ways (drawing, games, songs, dance, oral discussion)            Recognise different sources of music in daily life            Recognise that sounds can be notated in a variety of ways</p> <p><b><u>Singing, Performing &amp; Creating</u></b>            Use voice to imitate sounds and learn songs            Explore body and untuned percussion instrument sounds            Move their bodies to express the mood of the music            Listen to music and create their own work in response</p> <p><b><u>Reading</u></b>            Recognition of non-traditional notation (e.g. big/small shapes(loud/quiet), short/long lines(duration), high/low lines or stairs moving up/down (pitch))</p>
Phase 2	<p><b><u>Listening and Responding:</u></b>            Place and time; personal contexts            Recognize music from a basic range of cultures and styles            Express their responses to music from different cultures and styles            Reflect on and communicate their reactions to music using musical vocabulary            Record and share the stages of the process of creating a composition</p> <p><b><u>Singing, Performing &amp; Creating</u></b>            Sing individually and in unison            Explore individually or collectively a musical response to a narrated story            Create a musical composition to match the mood of a visual image (for example, paintings, photographs, film)</p> <p><b><u>Reflecting and Evaluating</u></b>            Share performances with each other and give constructive criticism</p> <p><b><u>Instrumental</u></b>            Able to play simple sets of rhythms, written using traditional notation, using percussive instruments            (Y2) Able to play chime bars aurally and by recognising C, D, and E on treble clef</p> <p><b><u>Reading</u></b>            Recognition of traditional notation - crotchets, quavers, minims, semibreves, crotchet rest            Recognition of dynamics symbols (piano, forte, crescendo) and tempo (presto, largo)            (Y2) Recognition of staff, lines/spaces in a staff, treble/bass clefs, and C, D, E on treble clef</p> <p><b><u>Music Technology</u></b>            Able to explore musical concepts using simple iPad applications as well as games</p>

Phase 3	<p><b><u>Listening and Responding:</u></b> Place and time; personal contexts Discuss music that relates to social issues and/or values Compare aspects of music from different times and places Share and compare their experiences as audience members at various performance Analyse different compositions describing how the musical elements enhance the message Describe the process used to create their own music and compare it with others, in order to improve their compositions</p> <p><b><u>Singing, Performing &amp; Creating</u></b> Sing with accuracy and control focusing awareness on the music elements Sing partner songs Create and perform a movement sequence accompanied by music that they have created</p> <p><b><u>Reflecting and Evaluating</u></b> Reflect upon how their music expresses their personal voice and the impact it has on others.</p> <p><b><u>Instrumental</u></b> (Y3) Able to play chords (that use 1 to 3 fingers) using simple rhythmic patterns on ukulele (Y3) Able to pick simple melodies (Y4) Able to play recorder with clear tone (Y4) Able to play a simple melody on the violin, hold bow correctly</p> <p><b><u>Reading</u></b> (Y4) Recognition of traditional notation - all music notes including 'ties' and 'dotted minim' (Y4) Recognition of pitch - middle C to high C on treble clef</p> <p><b><u>Music Technology:</u></b> Able to use basic skills on a device to explore digital audio and instrumental recording software</p>
Phase 4	<p><b><u>Listening and Responding:</u></b> Place and time; personal contexts Explain the role and relevance of music in their own culture, its uses and associations through place and time. Interpret and explain the cultural and/or historical perspective of a musical composition Explore different artistic presentations that are/were innovative and their implications</p> <p><b><u>Singing, Performing &amp; Creating</u></b> Sing individually and in harmony</p> <p><b><u>Reflecting and Evaluating</u></b> Modify their practices and/or compositions based on the audiences' responses</p> <p><b><u>Instrumental</u></b> (Y5) Able to play doods with clear tone (Y5) Able to play a simple melody on the violin, using different strings, hold bow correctly, produce a clear tone (Y6) Able to play clarineos with clear tone, simple melodies using E,D,C</p> <p><b><u>Reading</u></b></p>

	<p>Recognition of traditional notation - all music notes Recognition of pitch - middle C to high C on treble clef</p> <p><b><u>Music Technology</u></b> Able to utilise a variety of musical applications, using both iPad and laptop, as a digital recording tool</p>
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