



MUSIC

SCOPE AND SEQUENCE



NEXUS
INTERNATIONAL
SCHOOL
SINGAPORE

OUR MISSION

BUILDING AN EMPOWERING, LEARNING-FOCUSED COMMUNITY

THE NEXUS WAY

<p>INCLUSION</p> <p>Nexus learners develop a strong understanding of themselves and a true empathy for others. They benefit from a world-class, learner-centred education that empowers them to discover their passions and achieve personal excellence.</p>	<p>MINDSETS</p> <p>Nexus learners demonstrate an open and creative mindset that encourages deep inquiry and critical thinking. By investigating concepts, learners develop a growing understanding that enables them to explore interconnected ideas.</p>	<p>INNOVATION</p> <p>Nexus learners are challenged through authentic, technology-rich and transformative learning experiences. Our innovative learning environments, together with our dynamic approaches to learning, put us at the forefront of global educational practices.</p>	<p>RELATIONSHIPS</p> <p>Nexus learners thrive through effective learning-focused relationships in an ambitious and collaborative community. A restorative culture of respect and high expectations drives all that we do.</p>
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OUR CORE VALUES

RESPECTING and caring for each other
 being dedicated to a culture of **E**XCELLENCE
 openness in **C**OMMUNICATION
 acting with **I**NTEGRITY
 being **P**ASSIONATE in what we do
 creating **E**NJOYABLE environments

OUR VISION

To **educate the youth of the world** to take their productive place as **leaders in the global community**.

 Member of Taylor's Education Group



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Overview

Music education encompasses a variety of potential learning situations. 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 and Responding**. 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
- Performing

Responding:

- Listening & Responding
- Singing, Performing & Creating
- Reflecting & Evaluating
- Instrumental
- Reading
- Music Technology

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 phase.

The Music learning intentions are designed to be used flexibly when planning the programme. They should take into account each learner's development, readiness, needs, and prior learning. Learners of all abilities are challenged to improve their musical understanding, but they are also supported and encouraged to enjoy making, performing, and sharing music as part of a creative and connected lifestyle with links to other areas of the curriculum and community. The Music Scope and Sequence addresses both the learner's current experiences and their preparation for the future. We encourage learners to find opportunities to apply their musical knowledge, skills, and understanding both in school and in the wider world, leading to action through reflection, performance, and creativity.

CREATING

Learners develop their musical understanding through creating and performing. They explore sounds, instruments, and digital tools to express ideas, while building confidence in singing, playing, and ensemble work. Over time, they refine compositions and performances with greater structure, expression, and creativity, presenting polished works for different audiences.

Related concepts: Expression, Communication, Structure, Collaboration, Innovation, Creativity, Interpretation, Technique, Style, Genre, Performance, Composition, Audience, Emotion, Identity

Phase 1 (N - KG)	Phase 2 (Y1 – 2)	Phase 3 (Y3 – 4)	Phase 4 (Y5 – 6)
Composing & Improvising			
<ul style="list-style-type: none"> ● Explore vocal sounds, rhythms, and untuned percussion. ● Recreate familiar sounds. ● Use sound to express ideas/feelings. ● Record visual symbols for sound. ● Create simple instruments. 	<ul style="list-style-type: none"> ● Explore sounds and instruments to share ideas. ● Create music for moods, stories, or cultures. ● Make soundscapes for images/stories. ● Work together to build short musical patterns. ● Use simple notation and symbols. ● Record and layer sounds with technology. 	<ul style="list-style-type: none"> ● Compose short pieces that show an idea or issue. ● Improvise simple rhythms or melodies in groups. ● Create movement with music. ● Use traditional and graphic notation. 	<ul style="list-style-type: none"> ● Compose pieces refined through feedback. ● Use structure, form, and style in compositions. ● Combine music with drama, visuals, or movement. ● Notate using staff notation and graphic scores. ● Use digital tools to refine and present compositions. ● Incorporate traditional and graphic notation into creating pieces of Music.
Performing			
<ul style="list-style-type: none"> ● Sing/play untuned percussion with beat. ● Use voice to imitate sounds. ● Join group music-making. ● Move body to music. ● Share music informally. 	<ul style="list-style-type: none"> ● Sing alone and together with accurate pitch and rhythm. ● Perform simple songs, chants, and rhymes. ● Play percussion to make rhythmic and melodic patterns in an ensemble.. ● Accompany songs or stories with instruments. ● Share short performances with confidence. 	<ul style="list-style-type: none"> ● Sing with accuracy and control (partner songs/rounds). ● Perform with expression in groups. ● Play instruments with developing technique. ● Accompany songs with instrumental parts. ● Perform in small ensembles with awareness of roles. 	<ul style="list-style-type: none"> ● Sing together with expression. ● Present innovative group performances on themes/issues. ● Play instruments fluently in ensembles. ● Experiment with new sounds/timbres. ● Perform confidently for different audiences.

RESPONDING

Learners develop their understanding of music by exploring, performing, and reflecting on sounds, instruments, notation, and digital media. They respond to their own and others' work, giving feedback and considering how tone, rhythm, technique, and technology convey mood, ideas, and meaning. As their skills progress, they analyse performances and compositions, interpret complex notation, refine creative choices, and evaluate how innovation and instrumental or digital tools enhance musical expression.

Related concepts: Interpretation, Media, Genre, Audience, Perspective, Representation, Emotion, Culture, Identity, Communication

Phase 1 (N - KG)	Phase 2 (Y1–2)	Phase 3 (Y3–4)	Phase 4 (Y5–6)
Listening & Responding			
<ul style="list-style-type: none"> Bring music from home. Notice differences (loud/soft, fast/slow). Distinguish instrument sounds. Moves body to music. Recognise music in daily life. 	<ul style="list-style-type: none"> Listen to music from different cultures. Notice fast/slow, loud/soft, high/low. Show responses through movement, art, or words. 	<ul style="list-style-type: none"> Compare music across cultures and times. Discuss how music shares values or issues. Explain how musical elements add meaning. 	<ul style="list-style-type: none"> Explain music's role in culture across time. Interpret cultural/historical context. Explore innovative performances and their impact.
Singing, Performing & Creating			
<ul style="list-style-type: none"> Respond through games, songs, and dance. Express feelings through sound/movement. 	<ul style="list-style-type: none"> Notice how others perform music. Share how performances make you feel. 	<ul style="list-style-type: none"> Respond to peer and professional performances. Compare how performances express mood or message. 	<ul style="list-style-type: none"> Analyse performances for expression and innovation. Compare interpretations across contexts.
Reflecting & Evaluating			
<ul style="list-style-type: none"> Say how music makes them feel. Share likes/dislikes. Give simple feedback. 	<ul style="list-style-type: none"> Share and record steps of making music. Use simple words to describe reactions. Give and receive basic feedback. 	<ul style="list-style-type: none"> Explain your process for making music. Compare and refine work with peers. Reflect on how music shows your personal voice. 	<ul style="list-style-type: none"> Adapt music based on audience response. Critique using music vocabulary. Evaluate how innovation impacts music.
Instrumental			
<ul style="list-style-type: none"> Explore untuned percussion sounds. Identify instrument timbres. 	<ul style="list-style-type: none"> React to different instrument sounds. Share how instruments show moods or ideas. 	<ul style="list-style-type: none"> Respond to peers' instrumental playing. Comment on tone, rhythm, and group control. 	<ul style="list-style-type: none"> Analyse instrumental works for technique, style, and mood. Explain how choices change meaning.

Reading			
<ul style="list-style-type: none"> ● Recognise that sound can be shown in pictures/symbols. ● Match visuals with sounds. 	<ul style="list-style-type: none"> ● Respond to graphic scores and simple rhythms. ● Match symbols to sound. 	<ul style="list-style-type: none"> ● Use traditional and graphic notation in performance. ● Recognize signs for dynamics, tempo, articulation. 	<ul style="list-style-type: none"> ● Read and respond to complex notation. ● Analyse how notation shapes interpretation.
Music Technology			
<ul style="list-style-type: none"> ● Listen to recordings and respond. ● Record and play back my own music. ● Explore sound-making apps. 	<ul style="list-style-type: none"> ● Listen to digital pieces and comment. ● Share how technology changes sound. 	<ul style="list-style-type: none"> ● Evaluate how technology changes compositions and performances. ● Notice layers and effects in digital music. 	<ul style="list-style-type: none"> ● Critique peer and professional digital works. ● Reflect on how technology extends creativity. ● Analyse layers, loops, and effects.