



## PYP Music Curriculum 2020-21

### Responding

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> <li>• Describe how music makes them feel</li> <li>• Describe the differences in music</li> <li>• Distinguish the sounds of different instruments in music</li> <li>• Sing individually and in unison</li> <li>• Recognize music from a basic range of cultures and styles.</li> <li>• Listen to music and create their own work in response</li> </ul>	<ul style="list-style-type: none"> <li>• Share and compare their experiences as audience members at various performance</li> <li>• Describe the differences in music.</li> <li>• Express their responses to music in multiple ways (drawings, games, songs, dance, oral discussion)</li> <li>• Distinguish the sounds of different instruments in music</li> <li>• Describe how music makes them feel</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish the sounds of different instruments in music</li> <li>• Express their responses to music in multiple ways (drawings, games, songs, dance, oral discussion)</li> <li>• Compare aspects of music from different times and places</li> <li>• Sing individually and in unison</li> <li>• Explore individually or collectively a musical response to a narrated story</li> <li>• Bring music from home to share.</li> <li>• Describe the differences in music</li> </ul>	<ul style="list-style-type: none"> <li>• Share and compare their experience as audience members at various performance</li> <li>• Compare aspects of music from different times and places</li> <li>• Analyse different compositions describing how the musical elements enhance the message.</li> <li>• Sing with accuracy and control focusing awareness on the musical elements</li> <li>• Discuss music that relates to social issues and/or value</li> <li>• Explore individually or collectively a</li> </ul>	<ul style="list-style-type: none"> <li>• Share and compare their experiences as audience members at various performances</li> <li>• Explore different artistic presentation that are/were innovative and their implications</li> <li>• Compare aspects of music from different times and palaces</li> <li>• Explain the role and relevant of music in their own culture its uses and association through place and time</li> </ul>

		<ul style="list-style-type: none"> <li>Analyse their responsibilities towards music in multiple ways (drawings, games, songs, dance, oral discussion)</li> </ul>	<p>musical response to a narrated story.</p> <ul style="list-style-type: none"> <li>Express their responses to music from different cultures and styles</li> <li>Explore different artistic presentations that are/ were innovative and their implications.</li> </ul>	
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<b><u>Creating</u></b>				
<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<ul style="list-style-type: none"> <li>Recognize music from a basic range of cultures and styles.</li> <li>Recreate sounds from familiar experiences</li> </ul>	<ul style="list-style-type: none"> <li>Use vocal sounds, rhythms and instruments to express feelings or ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Importance of an organization to promote their interest, beliefs and values through arts.</li> </ul>	<ul style="list-style-type: none"> <li>Recreate sounds from familiar experiences.</li> <li>Use vocal sounds, rhythms and instruments to express feelings or ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Create and perform a movement sequencing using known musical elements.</li> </ul>