

CURRICULUM MAP B

| Implementation phases of each topic/theme/concept | New beginnings/choices – Changes – Balance – Expansion – Diversity – Extension/Interdependence | | | | | | | | | |
|--|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| School year: | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun |
| Integrated topics/or organizing concepts/themes | | | | | | | | | | |
| Music in- culture and in-context | | | | | | | | | | |
| Music carriers (makers, singers, dancers, instrumentalists). | | | | | | | | | | |
| Meaning in the song lyrics. | | | | | | | | | | |
| Meaning cultural: Uses and functions (see explanation in ch.1). | | | | | | | | | | |
| Aural/oral transmission. | | | | | | | | | | |
| Visual transmission/Representation (iconic or symbolic representation). | | | | | | | | | | |
| Musical instrument awareness (types, particular instruments cultural status, timbre and aesthetic of sound). | | | | | | | | | | |
| Music-as sound culture | | | | | | | | | | |
| Sound awareness. Discover and experience new sounds and sound patterns, create composition/improvisations out of different sounds. Discuss how children understand them, what they mean to them, listen to different voices singing. Respond with discussion or body movement and quality gesture, experience and talk about different musical styles, articulation, musical meanings. | | | | | | | | | | |
| Perform one melody (solo and in unison, rounds melody and drones, melody and ostinato). | | | | | | | | | | |
| Perform intervals. | | | | | | | | | | |

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| Rhythm | | | | | | | | | | |
| Meter (duple, triple, compound). | | | | | | | | | | |
| Rhythmic ostinato. | | | | | | | | | | |
| Rhythm and instruments. | | | | | | | | | | |
| Rhythm and melody (instrumental, vocal, combined). | | | | | | | | | | |
| Listening | | | | | | | | | | |
| (a) Enactive (see explanations for a, b, c in ch.1). | | | | | | | | | | |
| (b) Engaged. | | | | | | | | | | |
| (c) Attentive. | | | | | | | | | | |
| Form/structure (ab, aba, rondo etc.) | | | | | | | | | | |
| Creating intercultural music | | | | | | | | | | |
| Improvising in performance. | | | | | | | | | | |
| Composing. | | | | | | | | | | |
| Develop a story musically. | | | | | | | | | | |
| Use strophic form or rondo form to develop/tell a story. | | | | | | | | | | |
| Extend and expand music in integrated holistic ways. | | | | | | | | | | |
| Extension in interdisciplinary and cross disciplinary ways. | | | | | | | | | | |
| Educational goals. | | | | | | | | | | |