

**Music Competencies:**

To interpret musical pieces

- Important musical educational concepts from Kodaly, Dalcroze, and Orff
  - Evaluation of pupil's ability to interpret beat and rhythm through movement, voice, and using various musical instruments
  - Evaluation of pupil's ability to read music
  - Evaluation of pupil's ability to develop their music ear
- This will include pitch matching, learning the names of instruments, music vocabulary, using popsicle sticks for building and understanding rhythm, playing melodies on the metallophone, and playing songs on the recorder.
- Assessment: Participation, tests, observation, and creativity

To invent vocal or instrumental pieces

- Evaluation of pupil's ability to express themselves using the information they have learned
  - Evaluation of pupil's ability to construct meaning by use of a composition procedure in accordance with the creative intention
  - Evaluation of pupil's ability to link musical phrases together
- This will include creating melodies using various musical instruments, using popsicle sticks to compose melodies, writing music compositions on music paper, and to stimulate their imagination that reflect their personality and experience.
- Assessment: Coherent organization of elements, observation, and effective use of knowledge related to elements of technique
- To interpret musical pieces and to invent vocal or instrumental pieces 70%

To appreciate musical works

- Evaluation of pupil's ability to identify repetition at a micro and macro level
  - Evaluation of pupil's ability to understand form
  - Evaluation of pupil's ability to analyse and form their own musical opinion
- This will include pieces of various composers to enrich their general knowledge of culture, to learn and use musical vocabulary to help them express themselves, and to develop artist awareness.
- Assessment: Participation, appropriate use of subject-specific vocabulary, finding connections between aspects of the work felt and sociocultural aspects.
- To appreciate musical works 30%

N.B. It depends on the students' abilities as a group, and how well and how quickly they master the competencies that determine if all planned work can be covered.