

Music: Grade 1

Overall Expectations

By the end of Grade 1, students will:

- * demonstrate an understanding of the basic elements of music specified for this grade (see below) through listening to, performing, and creating music;
- * use correctly the vocabulary and musical terminology associated with the specific expectations for this grade;
- * listen to and identify music from different cultures and historical periods (e.g., French-Canadian folk songs such as "Alouette", Native Canadian songs such as "Ho Ho Watenay");
- * communicate their response to music in ways appropriate for this grade (e.g., through visual arts, drama, creative movement, language).

Specific Expectations

By the end of Grade 1, students will:

Knowledge of Elements

- * identify correctly specific sounds heard in their classroom environment (e.g., sound of a door closing, chalk squeaking);
- * identify examples of beat in daily life and in music (e.g., heartbeat, steady pulse of a bass drum in a march);
- * identify rhythms in language (e.g., patterns of long and short sounds in nursery rhymes);
- * distinguish between beat and rhythm in a simple song;
- * identify higher- and lower-pitched sounds in their environment and in music;
- * identify examples of dynamics (the varying degree of volume of sound) in their environment and in music;
- * identify different tempi (faster and slower speeds) in their environment and in music;
- * reproduce specific pitches in group call and-response activities (e.g., respond with "I am fine" to the leader's question "How are you?").

Creative Work

- * express their responses to various kinds of music (e.g., fast, slow, loud, soft) by means of appropriate movements (e.g., marching, dancing);
- * sing music from a variety of cultures and historical periods;
- * create rhythmic patterns, using a variety of sounds (e.g., sounds made with the voice or instruments or by clapping);
- * produce a specific effect (e.g., the sound of wind, sounds of farm animals), using various sound sources (e.g., the voice, the body, musical instruments, "found" materials such as sticks or combs);
- * sing expressively, showing awareness of the meaning of the text;
- * create simple accompaniments and sound effects to songs, poems, and chants, using the voice, instruments, or "found" materials;
- * accompany songs, using appropriate rhythm instruments (e.g., tambourines), body percussion (e.g., clapping), or "found" instruments;
- * create and perform musical compositions, applying their knowledge of the elements of music and patterns of sound.

Critical Thinking

- * communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (e.g., computer, paints, crayons);
- * identify ways in which music is a part of their daily life (e.g., music is used in the media, in family celebrations);
- * describe their responses to music that they sing and hear, using appropriate vocabulary or musical terminology (e.g., "I like this music because it is fast and it makes me want to dance");
- * recognize that mood can be created through music (e.g., in "Lullaby" by Brahms, in "Dance of the Sugar Plum Fairy" by Tchaikovsky).

Music: Grade 2

Overall Expectations

By the end of Grade 2, student will:

- * demonstrate an understanding of the basic elements of music specified for this grade (see below) through listening to, performing, and creating music;
- * recognize a variety of sound sources and use some in performing and creating music;
- * use correctly the vocabulary and musical terminology associated with the specific expectations for this grade;
- * identify and perform music from various cultures and historical periods;
- * communicate their response to music in ways appropriate for this grade (e.g., through visual arts, drama, creative movement, language).

Specific Expectations

By the end of Grade 2, student will:

Knowledge of Elements

- * identify examples of beat in their environment and in music (e.g., ticking of clocks, steady pulse in rhymes or songs);
- * identify rhythmic patterns (e.g., clap the pattern of syllables in nursery rhymes);
- * distinguish between beat and rhythm in a variety of pieces of music;
- * identify higher- and lower-pitched sounds in a familiar melody;
- * reproduce specific pitches in call-and response activities (e.g., singing games);
- * identify examples of dynamics in pieces of music and describe how the loudness and softness are achieved (e.g., loudness results when a drum is struck with more force);
- * identify the tempo of various pieces of music;
- * identify the four families of orchestral instruments (strings, woodwinds, brass, percussion).

Creative Work

- * sing music from a variety of cultures and historical periods (e.g., folk songs);
- * create rhythmic and melodic patterns (e.g., ostinati), using a variety of sounds (e.g., vocal and instrumental sounds);
- * create simple patterned movement to familiar music, using their knowledge of beat and rhythm;
- * sing simple, familiar songs in tune in unison;
- * sing expressively, showing an understanding of the text;
- * accompany songs in an expressive way, using appropriate rhythm instruments, body percussion, or "found" instruments;
- * create and perform musical compositions, applying their knowledge of the elements of music and patterns of sound;
- * create short songs and instrumental pieces, using a variety of sound sources;
- * produce a specific effect (e.g., create a soundscape as background for a story or poem), using various sound sources (e.g., the voice, the body, instruments).

Critical Thinking

- * express their response to music from a variety of cultures and historical periods (e.g., "Largo al factotum della città" from *The Barber of Seville* by Rossini, "Lunatic Menu" by Ippu Do);
- * communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (e.g., create a dance, dramatize a song);
- * recognize that mood can be created through music (e.g., in a work such as *Carnival of the Animals* by Saint-Saëns);
- * explain, using basic musical terminology, their preference for specific songs or pieces of music;
- * recognize and explain the effects of different musical choices (e.g., slow music that is loud can be dramatic or ceremonial whereas slow music that is soft can suggest thoughtfulness).

Music: Grade 3

Overall Expectations

By the end of Grade 3, student will:

- * demonstrate an understanding of the basic elements of music specified for this grade (see below) through listening to, performing, and creating music;
- * create and perform music, using a variety of sound sources;
- * use correctly the vocabulary and musical terminology associated with the specific expectations for this grade;
- * identify and perform music from various cultures and historical periods;
- * communicate their response to music in ways appropriate for this grade (e.g., through visual arts, drama, creative movement, language).

Specific Expectations

By the end of Grade 3, student will:

Knowledge of Elements

- * demonstrate understanding of the difference between the terms beat and rhythm (e.g., indicate the beat in a piece of music while others perform the rhythmic patterns);
- * identify the beat, rhythm, melodic contour (or shape), dynamics, and tempo in familiar pieces of music;
- * recognize that sounds and silences of different durations may be represented by symbols;
- * identify the instruments within the percussion family of orchestral instruments (e.g., drums, wood blocks, piano).

Creative Work

- * sing music from a variety of cultures and historical periods;
- * substitute different words in familiar songs or create new verses, using their knowledge of rhythm to ensure that the new text fits with the melody;
- * create melodic contour "maps" that indicate the direction of pitches (higher, lower) in familiar songs (e.g., "Twinkle, Twinkle Little Star");
- * indicate, with appropriate arm movements, the dynamics heard in familiar music (e.g., big movements for loud passages, small movements for soft);
- * sing expressively, showing awareness that changes in volume or speed can help to convey the meaning of the text;
- * create or arrange music to accompany a reading or dramatization, using appropriate rhythm instruments, body percussion, or "found" instruments;
- * create and perform musical compositions in which they apply their knowledge of the elements of music and patterns of sounds, and use the voice, instruments, or "found" materials.

Critical Thinking

- * express their response to music from a variety of cultures and historical periods (e.g., "Chants Berbères" by Taos Amrouche);
- * communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (e.g., storytelling, software program for drawing, creative movement);
- * identify the feelings that are evoked by a particular piece of music (e.g., Peter and the Wolf by Sergei Prokofiev);
- * explain, using appropriate musical terminology, their preference for specific songs or pieces of music;
- * identify and explain the effects of different musical choices (e.g., the effects of choosing specific instruments).

Music: Grade 4

Overall Expectations

By the end of Grade 4, student will:

- * demonstrate an understanding of the basic elements of music specified for this grade (see below) through listening to, performing, and creating music;
- * create and perform music, using a variety of sound sources;
- * use correctly the musical terminology associated with the specific expectations for this grade;
- * begin to read standard musical notation;
- * identify and perform music from various cultures and historical periods;
- * communicate their response to music in ways appropriate for this grade (e.g., through visual arts, drama, creative movement, language).

Specific Expectations

By the end of Grade 4, student will:

Knowledge of Elements

- * recognize that the treble clef defines the names of the lines (e, g, b, d, f) and spaces (f, a, c, e) on the staff;
- * recognize that specific pitches may be represented by notes placed on a staff;
- * recognize that a unison consists of two notes on the same line or in the same space that are to be sung or played simultaneously;
- * distinguish between movement by a step (i.e., the interval between a note on a line and a note on the adjacent space, or vice versa) and movement by a skip (e.g., any interval larger than a step);
- * identify whole notes, half-notes, quarternotes, and eighth-notes, and their corresponding rests in 4/4 time;
- * identify the form verse-chorus in familiar songs;
- * identify the individual instruments of the woodwind, brass, string, and percussion families;
- * identify tone colours (the specific sounds of individual instruments or voices) in familiar music;
- * demonstrate an understanding of correct breathing technique and posture when playing and/or singing;
- * demonstrate knowledge of techniques to produce a clear and open head tone while singing;
- * demonstrate their understanding of beat through conducting a piece in 4/4 time, using the standard conducting pattern.

Creative Work

- * write new words to familiar melodies, using their knowledge of rhythm to ensure that the new text fits with the melody;
- * create an accompaniment for a story, poem, or drama presentation, using their knowledge of beat, rhythm, and tone colour;
- * read music, using their knowledge of contour mapping and notation;
- * read and perform simple rhythmic patterns in 4/4 time;
- * sing or play expressively, giving particular attention to using suitable dynamics and tempi;
- * create musical compositions that show appropriate use of some of the elements of music (e.g., tempo, dynamics, pitch, beat, rhythm, tone colour), and perform them;
- * create an accompaniment for a song, using a melodic ostinato (short melodic pattern repeated throughout the song);
- * sing and/or play in tune songs from a variety of times and places.

Critical Thinking

- * express their response to music from a variety of cultures and historical periods (e.g., "Frère Jacques", "Waltzing Matilda");
- * communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (e.g., a word-processing program, storytelling, a collage);
- * explain, using appropriate musical terminology, their preference for specific songs or pieces of music;
- * describe how a composer can manipulate the elements of music to create a specific mood (e.g., in *The Sorcerer's Apprentice* by Dukas);
- * explain the effects of different musical choices.

Music: Grade 5

Overall Expectations

By the end of Grade 5, student will:

- * demonstrate an understanding of the basic elements of music specified for this grade (see below) through listening to, performing, and creating music;
- * create and perform music, using a variety of sound sources;
- * use correctly the musical terminology associated with the specific expectations for this grade;
- * read simple musical notation;
- * identify and perform music from various cultures and historical periods;
- * communicate their response to music in ways appropriate for this grade (e.g., through language, visual arts, drama, creative movement).

Specific Expectations

By the end of Grade 5, student will:

Knowledge of Elements

- * interpret correctly whole notes, half-notes, quarter-notes, and eighth-notes, and the corresponding rests in 4/4 time;
- * conduct in 4/4 and 2/4 time, using standard conducting patterns;
- * recognize the major scale through listening and in notation;
- * demonstrate understanding of the meaning of the sharp, flat, and natural symbols;
- * explain the use of key signatures and identify the key (e.g., G major) of music they sing or play;
- * begin to sing or play the major scale in keys that occur in the music they sing or play;
- * identify the form of introduction, verse, and chorus in music that they sing, play, or hear;
- * recognize different kinds of tone colour in pieces of music (e.g., the sound of steel drums);
- * recognize and classify various instruments (e.g., as woodwind, brass, stringed, or percussion instruments);
- * sing or play in tune (e.g., in unison songs, "partner" songs, rounds);
- * demonstrate an understanding of correct breathing technique and posture when playing and/or singing.

Creative Work

- * create an accompaniment for a story, poem, or drama presentation, using their knowledge of beat, rhythm, tone colour, and melody;
- * sing or play expressively, showing awareness of different tone colours;
- * create musical compositions that show appropriate use of various elements of music (e.g., tempo, dynamics, melody, form, tone colour), and perform them;
- * create and perform a song based on a scene from a story or poem;
- * sing familiar songs and manipulate a musical element to change the overall effect (e.g., change tempo or rhythm in "Hot Cross Buns").

Critical Thinking

- * describe how various elements of music are combined to create different moods (e.g., compare tempo and melody in "Hard Day's Night" and "Yesterday" by the Beatles);
- * communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (e.g., computer graphics, charcoal drawings);
- * listen to music from the Renaissance period (e.g., Now Is the Month of Maying by Thomas Morley) and identify its main characteristics (e.g., polyphonic texture).

Music: Grade 6

Overall Expectations

By the end of Grade 6, student will:

- * demonstrate an understanding of the basic elements of music specified for this grade (see below) through listening to, performing, and creating music;
- * sing and play instruments with expression and proper technique (e.g., with correct breathing, posture, embouchure);
- * use correctly the musical terminology associated with the specific expectations for this grade;
- * read and perform from musical notation;
- * identify and perform music from various cultures and historical periods;
- * communicate their response to music in ways appropriate for this grade (e.g., through language, visual arts, drama, creative movement).

Specific Expectations

By the end of Grade 6, student will:

Knowledge of Elements

- * read correctly familiar and unfamiliar music that contains whole notes, half-notes, quarter-notes, and eighth-notes, and their corresponding rests in 4/4 time;
- * read correctly familiar and unfamiliar songs, using their knowledge of sharps, flats, naturals, and key signatures;
- * sing and play the major scale in keys that they encounter in the music they perform;
- * identify simple structural patterns in music that they sing, play, or hear (e.g., the pattern AABA in a simple four-lined folk song);
- * identify music that consists of a single line as monophonic (e.g., a song);
- * identify the type of texture in music from a variety of cultures and historical periods (homophonic, polyphonic);
- * identify different kinds of tone colour in various performing ensembles (e.g., Inuit singing group, Mariachi band, string quartet);
- * sing and play in tune.

Creative Work

- * sing or play expressively, giving particular attention to using suitable dynamics, tempi, and phrasing;
- * sing familiar songs and manipulate a musical element to change the overall effect (e.g., change tempo or rhythm in "Yellow Submarine");
- * create musical compositions that show appropriate use of various elements of music (e.g., tempo, dynamics, melody, rhythm, form, texture, tone colour), and perform them;
- * create an accompaniment for a story, poem, or drama presentation;
- * create and perform a song based on a scene from a story, poem, or play;
- * conduct pieces in 4/4, 2/4, and 3/4 time, using standard conducting patterns.

Critical Thinking

- * describe how the various elements of music are used to create mood in two pieces of music in different styles;
- * describe, through listening, the main characteristics of pieces of music from the Baroque and Classical periods (e.g., Water Music by Handel, Clarinet Concerto in A, K.622, by Mozart);
- * describe briefly the construction and use of an instrument (e.g., European flute, gong in a Javanese gamelan);
- * communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (e.g., painting, computer animation).

Music: Grade 7

Overall Expectations

By the end of Grade 7, student will:

- * demonstrate an understanding of the basic elements of music specified for this grade (see below) through listening to, performing, and creating music;
- * sing and play instruments with expression and proper technique (e.g., with correct breathing, posture, embouchure, intonation);
- * use correctly the musical terminology associated with the specific expectations for this grade;
- * read, write, and perform from musical notation accurately and with some fluency;
- * communicate their understanding and knowledge of music in appropriate ways (e.g., through an oral presentation of research, through creative movement);
- * identify and perform music of a variety of cultures and historical periods.

Specific Expectations

By the end of Grade 7, student will:

Knowledge of Elements

- * identify the names of the notes of the clef appropriate to their vocal range and/or instrument (e.g., treble clef, bass clef);
- * recognize unisons, seconds, and thirds aurally and in written form;
- * read music accurately from the staff, using their knowledge of notation (including sharps, flats, naturals, and key signatures) and intervals;
- * sing and play the major scale in keys that they encounter in the music they perform;
- * demonstrate the ability to produce the same pitch as others, vocally or instrumentally (e.g., while playing or singing in pairs, in sections, in a large group);
- * identify the dotted half-note, the dotted quarter-note, and the corresponding rests in pieces studied, and explain the function of the dot;
- * identify the dotted quarter-note and eighth-note combination and the eighth-quarter-eighth combination in pieces studied, and recognize the latter as a form of syncopation;
- * demonstrate an understanding of appropriate articulation in singing or playing music;
- * identify simple duple and triple metres and the corresponding time signatures (2/4 and 3/4) in music they sing or play;
- * identify note and rest values in 4/4, 3/4, and 2/4 time in pieces studied;
- * identify the upbeat and downbeat, as well as conducting patterns for 2/4, 3/4, and 4/4 metres, in pieces studied;
- * identify pick-up notes, first and second endings, and D.C. al fine in pieces studied;
- * demonstrate understanding of the markings and Italian terms for dynamics, tempo, articulation, and phrasing in the music they sing and play;
- * identify the type of texture in music appropriate for the grade (homophonic, polyphonic);
- * recognize binary form (AB) and ternary form (ABA) in music they perform and hear;
- * identify tone colours in various performing ensembles (e.g., brass trio, string quartet, marching band);
- * demonstrate understanding of correct breathing technique and posture when playing and/or singing.

Creative Work

- * sing or play a variety of pieces expressively;
- * sing familiar songs and manipulate a musical element to change the overall effect (e.g., change tempo or rhythm in "Ode to Joy" by Beethoven);
- * create and perform musical compositions that make use of elements of music studied in pieces learned in this grade;
- * create accompaniments for songs, using appropriate sounds and structures;
- * create and perform two contrasting songs based on a scene from a story, poem, or play, and connect them with dialogue.

Critical Thinking

- * describe how changes in texture alter the mood in a piece of music (e.g., "Hava Nagila", Clair de lune by Debussy);
- * describe, through listening, some characteristics of music of the Romantic period (e.g., Pictures at an Exhibition by Mussorgsky);
- * communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (e.g., a short essay, a dance drama);
- * describe their response to a musical performance in their community;
- * describe the history, construction, and use of an instrument (e.g., historical or period instrument such as the sackbut, or the instrument they play in class);
- * identify ways in which the music industry affects various aspects of society and the economy (e.g., hair styles, clothing styles, values).

Music: Grade 8

Overall Expectations

By the end of Grade 8, student will:

- * demonstrate an understanding of the basic elements of music specified for this grade (see below) through listening to, performing, and creating music;
- * sing and play instruments with expression and proper technique (e.g., with correct breathing or fingering);
- * use correctly the musical terminology associated with the specific expectations for this grade;
- * read, write, and perform from musical notation accurately and fluently;
- * communicate their understanding and knowledge of music in appropriate ways (e.g., compare the characteristics of music of different historical periods; represent their response to music through painting);
- * identify and perform music of a variety of cultures and historical periods.

Specific Expectations

By the end of Grade 8, student will:

Knowledge of Elements

- * read music appropriate for this grade, showing their understanding of the necessary aspects of notation (e.g., clefs, key signatures);
- * identify and perform the major scale in keys that they encounter in the music they sing or play;
- * demonstrate the ability to produce the same pitch as others, vocally or instrumentally (e.g., in pairs, in sections, in a large group);
- * identify metres and the corresponding time signatures in the pieces they play or sing;
- * play or sing music with appropriate articulation and phrasing;
- * conduct 2/4, 3/4, and 4/4 time, or a metre in a piece appropriate for their grade, correctly using standard conducting patterns (e.g., indications of upbeats, downbeats, and entries);
- * demonstrate understanding of the markings and Italian terms for dynamics, tempo, articulation, and phrasing in the music they play or sing;
- * explain the meaning of D.C. al coda, d.s. al fine, and d.s. al coda;
- * identify the type of texture in music appropriate for the grade;
- * recognize rondo form (ABACA) and theme-and-variations form (A,A1,A2, etc.) in music they perform and hear.

Creative Work

- * sing or play expressively pieces in various styles;
- * create musical compositions that make use of elements of music studied in this grade, write them in standard notation, and perform them;
- * create and perform a short musical that consists of contrasting songs, dialogue, and drama;
- * improvise a solo melodic line (accompanied or unaccompanied).

Critical Thinking

- * recognize and describe the difference between program music (e.g., The Moldau by Smetana) and absolute music (e.g., Symphony No. 40 in G Minor by Mozart);
- * describe some aspects of the historical context of music that they sing, play, or listen to (e.g., identify some major political events, social or philosophical movements, architectural or painting styles);
- * communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (e.g., videotape, improvisation, watercolour paintings);
- * describe their response to a musical performance in their community.