**ByME Music 3**

Teaching Programme

Primary 3

**UNIT 1.** TIME FOR MUSIC

* **CONTENTS**

This unit focuses on the sound quality of length: note and rest symbols, duple metre, beats, downbeats, bar lines and double bar lines.

The unit also explores the types of sounds in our immediate environment, noise pollution, vocal technique and instrumental technique. Students learn how to play the notes si/B and la/A on the recorder.

Finally, students build an instrument that they will use in this unit and throughout the year.

* **VOCABULARY**

**Key vocabulary**

Song: verse and chorus

Note and rest symbols: crotchet, minim, quaver

Beats, downbeat, time signature, duple metre, bar, bar line

Rap music; kazoo

**More words**

Adjectives to describe music: lively, upbeat, energetic, happy, sad, calm

Adjectives to describe sounds: pleasant, unpleasant, long, short, natural, artificial

* **METHODOLOGY AND PROBLEM AREAS**

Students may find it difficult to remember the values of the note and rest symbols, clap a rhythm, or write symbols and compose bars correctly. To help them with this, you can revise the basic Dalcroze movements for the different note symbols. The notes can also be read with speaking names, making them easier to understand.

Students start learning to play the recorder in this unit. Make sure they start developing good habits in terms of posture, breathing and articulation.

* **DIVERSITY IN THE CLASSROOM**

**Reinforcement**

Help students write rhythms in bars by writing the note and rest symbols and their note values on the board.

**Extension**

Create and improvise new rhythms.

Create new melodies for recorder with the notes la/A and si/B.

Create new verses for the rap *Play the recorder*.

Clap the beat to the song *Play the recorder.*

Create different accompaniments to the rhythms in the unit using the kazoo.

* **CROSS-CURRICULAR LINKS**

Noise pollution is related to Natural Science.

Adding note values together and putting notes into bars are related to Mathematics.

Building and decorating a musical instrument is linked to Arts & Crafts.

* **ICT**

ICT is used when students search the Internet for information.

* **VALUES AND ATTITUDES**

**Teamwork.** Learning that teamwork leads to a better end result.

**Effort and perseverance**. Understanding the importance of making an effort and persevering when learning to play the recorder.

**Respect**. Being quiet and respectful during listening exercises or when classmates are performing.

* **EMOTIONAL INTELLIGENCE**

In this unit, students will analyse how a specific piece of music makes them feel, paying attention to changes in their mood.

Try to encourage them to play and sing in groups and individually in front of their classmates to improve their self-esteem and self-confidence.

* **ACTIVITIES WITH PARENTS**

It is important that students get into the habit of studying and practising the recorder at home. Parents can help by being a receptive audience, listening and encouraging their children. Parents must have a positive attitude to the new instrument, making positive comments at home.

Parents can also help students learn the song lyrics by working on them at home.

| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES [[1]](#footnote-1)** |
| --- | --- | --- | --- |
| Individual coordination and synchronisation when performing choreographies and dances: motor skills games accompanied by sound sequences and songs. | 1. Coordinate the movements and actions established in the melodies. | 1.1. Adapt body movements to the space available, the tempo of the music and the movements of classmates when doing movements, steps and choreographies. | AA |
| 2. Improve laterality and balance with and without movement. | 2.1. Adapt movements and actions for a song to the lyrics and beat. | AA |
| Identification, classification and reproduction of sounds according to their qualities: length. | 3. Identify, classify, reproduce and describe sounds according to their qualities. | 3.1. Identify, classify, reproduce and describe sounds according to their length, orally and in writing, using precise vocabulary. | CLAA |
| 4. Listen to music to identify qualities of sound. | 4.1. Associate note symbols with the quality of length. | CMCT |
| Familiarisation with elements of musical language related to rhythm: downbeat, duple metre; note symbols. | 5. Recognise duple rhythms by actively listening to simple pieces and extracts. | 5.1. Listen to, reproduce and write two-beat rhythms, using crotchets, quavers and crotchet rests. | CMCTAA |
| Keeping of the beat and depiction of accents as keys to learning musical language. | 6. Identify elements used in conventional graphical representation of music, using technical musical terms appropriately. | 6.1. Identify and name musical symbols and terms used on scores. | CL |
| 6.2. Translate simple melodies and rhythms to conventional musical language. | CMCTSIE |
| 6.3. Read, write and perform rhythms with minims, crotchets, quavers and pairs of quavers, as well as minim, crotchet and quaver rests. | CMCT |
| 7. Understand the importance of a good acoustic environment for improved health and coexistence. | 7. Understand the importance of a good acoustic environment for improved health and coexistence. | 7.1. Understand the importance of silence when doing auditory discrimination activities. | CSC |
| 7.2. Follow classroom rules to create a good working environment when doing activities. | CSC |
| 8. Find and select information using different media. | 8. Find and select information using different media. | 8.1. Use ICT in a basic way to record and reproduce sounds in the immediate environment. | CD |
| 9. Represent qualities of sound graphically using conventional and non-conventional symbols. | 9. Represent qualities of sound graphically using conventional and non-conventional symbols. | 9.1. Identify and depict, using non-conventional symbols, the qualities of the sounds in the natural and immediate environment. | AA |
| 10. Play songs on the recorder using the correct technique, and improvise rhythmic and melodic accompaniments, demonstrating responsibility in the performance. | 10. Play songs on the recorder using the correct technique, and improvise rhythmic and melodic accompaniments, demonstrating responsibility in the performance. | 10.1. Start learning recorder technique and play pieces on the recorder with the notes la/A and si/B. | AASIE |
| 10.2. Know the minimum recorder finger positions required by the teacher. | AA |
| 10.3. Use the correct posture and technique when playing the recorder. | AA |
| Performance and memorisation of a basic repertoire of pieces for recorder, with or without accompaniment. | 11. Memorise and perform a basic repertoire of instrumental pieces on the recorder. | 11.1. Perform and memorise a basic repertoire of songs on the recorder. | AA |
| Active listening to a selection of vocal and instrumental pieces of different styles from different cultures and periods, recognising some of their basic characteristics and expressive nature. | 12. Listen to and analyse the structure of simple pieces of music and describe their constituent elements. | 12.1. Show interest in recognising musical elements characteristic of pieces of music of different styles, appreciating their artistic value. | CEC |
| 12.2. Describe the ideas they have or sensations they feel when they hear a piece of music, orally or in writing. | CL |
| Vocal technique: phonation, articulation, intonation, tuning and breathing. Importance of vocal tract care. | 13. Use the correct posture, breathing and articulation when performing vocal pieces. | 13.1. Develop and apply good habits related to posture, breathing and articulation. | AA |
| 14. Do breathing exercises and vocal exercises and articulate properly. | 14.1. Do breathing exercises properly: breathe in through the nose, hold for three beats, then breathe out through the mouth. | AA |
| The voice and body as instruments. Good habits for voice, body and instrument care. | 15. Explore the expressive possibilities of the voice, taking basic steps for proper voice care and use. | 15.1. Explore the expressive possibilities of the voice, taking basic steps for proper voice care and use. | CLAACSCCEC |
| Construction of instruments using everyday materials and objects. | 16. Explore and use the expressive and sound possibilities of different materials and instruments. | 16.1. Transform various simple objects into instruments and use them as a means of expression. | AASIE |
| Creation of an information label for the instrument made (materials, how it was made, instrument family it belongs to, etc.). | 17. Make an information label for the instrument made. | 17.1. Make an information label for the instrument made. | CL |

 **UNIT 2.** MUSIC ON THE MOVE

* **CONTENTS**

This unit focuses on the sound quality of pitch: notes, stave, treble clef, high and low sounds.

The dance is used to practise performing a choreography and also to study binary form. The note sol/G on the recorder is introduced, and students play a chorus on the recorder.

The song *Treble clef* is used to work on vocal technique.

Both conventional and non-conventional musical language are used.

This unit also contains listening exercises and looks at voice types and different types of musical ensembles.

* **VOCABULARY**

**Key vocabulary**

Pitch: high and low notes

Treble clef, stave, ledger line

Voice types: male (tenor, bass), female (soprano, contralto), children's (boys and girls)

Ensembles: duet, trio, quartet, choir

Imperatives (*Dance* section): form, mark, pat, clap, tap

**More words**

Adjectives for feelings: energetic, nervous, agitated, lively

Skills and qualities needed to play an instrument: patience, dedication, perseverance

* **METHODOLOGY AND PROBLEM AREAS**

Students may find it difficult to remember the positions of notes on the stave. To help them with this, you can suggest that they think of the treble clef as a ring on their ring finger. In other words, the treble clef starts on the second line of the stave, and they can work out the positions of the rest of the notes from there.

Students dance a group dance in this unit. It is important that they listen carefully to the beat in order to coordinate their movements.

* **DIVERSITY IN THE CLASSROOM**

**Reinforcement**

Help students read notes on the stave. Let them write the names of the notes underneath the stave.

**Extension**

Compose a song with all the notes in the scale and write it on a stave.

Invent an accompaniment for the song *Treble clef*.

* **CROSS-CURRICULAR LINKS**

Jobs related to music are in the tertiary sector, which is studied in Social Science.

The positions of the notes on the stave and the division of pieces into bars are related to Mathematics.

Performing a choreography is linked to Physical Education.

* **ICT**

ICT is used when students search the Internet for information.

* **VALUES AND ATTITUDES**

**Effort and perseverance**. Understanding the hard work and perseverance required to master a discipline, such as playing an instrument.

**Self-confidence**. Being confident in their own abilities when composing and performing music.

**Respect and valuing the contributions of others**. Recognising everyone's contributions to achieving a common goal.

* **EMOTIONAL INTELLIGENCE**

Students analyse how a specific piece of music makes them feel.

Activities like playing an instrument, dancing, composing or singing in groups help develop social skills such as listening, coordination, participation and respect.

* **ACTIVITIES WITH PARENTS**

It is important that students get into the habit of studying and practising the recorder at home.

Parents can help students look online to find the definitions requested in the unit.

They can also sing with their children at home, taking turns to be the soloist, to help them gain confidence and overcome any shyness.

| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES [[2]](#footnote-2)** |
| --- | --- | --- | --- |
| Active listening to a selection of vocal and instrumental pieces of different styles from different cultures and periods, recognising some of their basic characteristics and expressive nature. | 1. Listen to and analyse the structure of simple pieces of music and describe their constituent elements. | 1.1. Show interest in recognising musical elements characteristic of pieces of music of different styles, appreciating their artistic value. | CLAA |
| 1.2. Describe the ideas they have or sensations they feel when they hear a piece of music, orally or in writing. | CLAA |
| 1.3. Talk about personal taste and their own opinion of a piece of music, giving reasons and accepting the opinions of others. | CLAA |
| Introduction to simple musical forms. | 2. Identify and describe simple musical forms. | 2.1. Identify and describe simple musical forms in different pieces. | CLCMCT |
| 2.2. Depict the musical form of pieces in listening exercises using non-conventional symbols. | CLCMCT |
| Exploration of the expressive, creative and movement possibilities of the body as a means of musical expression and social interaction. | 3. Explore body movement and expression by performing dances and choreographies, adapting movements to the rhythm in coordination with the rest of the group. | 3.1. Identify the body as an instrument to express feelings and emotions and as a means of social interaction. | CSCSIE |
| Body expression: actions and movements that can be done with different parts of the body, associated with sound stimuli and songs studied in class. | 4. Acquire expressive and creative abilities through body expression and dance. | 4.1. Use different movements, actions and positions associated with different sound stimuli, at different speeds and with different dynamics. | SIE |
| Recognition of dances learned in class. | 5. Listen and recognise dances learned in class. | 5.1. Listen and recognise dances learned in class. | SIE |
| Identification, classification and reproduction of sounds according to their qualities: pitch. | 6. Identify, classify, reproduce and describe sounds according to their pitch. | 6.1. Identify, classify, reproduce and describe sounds according to their pitch, orally and in writing, using precise vocabulary. | CLCMCT |
| 7. Listen to music to identify qualities of sound. | 7.1. Identify graphical representations of pitch (notes on the stave, do/C major scale) during a listening exercise using a simple score. | CLCMCT |
| Recognition and classification of voice types: soprano, contralto, tenor, bass and children's voices. | 8. Listen and recognise types of voices. | 8.1. Listen and recognise female, male and children's voices; soloists and ensembles. | CLCMCT |
| Musical activities and professions: composer, conductor and soloist. Knowing names of important examples. | 9. Look for information about music professionals (conductor, composer, soloist), and respect and value their work and contribution to music. | 9.1. Recognise the role and function of the composer, conductor and soloist in different ensembles. | CLCD |
| Finding and selecting information related to performers, composers and instruments in different printed and technological media. | 10. Find and select bibliographical information about composers, performers, instruments and events, using ICT responsibly and safely. | 10.1. Use different printed and technological media responsibly to find and select information related to different periods, performers and composers. | CLCD |
| Introduction to the recorder, including instrument care, and playing with correct posture and breathing technique. | 11. Play songs on the recorder using the correct technique, and improvise rhythmic and melodic accompaniments, demonstrating responsibility in group performances. | 11.1. Start learning recorder technique and play pieces on the recorder with the notes sol/G, la/A and si/B. | CLCMCT |
| 11.2. Know the minimum recorder finger positions required by the teacher. | CLCMCT |
| 11.3. Use the correct posture and technique when playing the recorder. | CLCMCT |
| Performance and memorisation of a basic repertoire of pieces for recorder, with or without accompaniment. | 12. Memorise and perform a basic repertoire of instrumental pieces on the recorder. | 12.1. Perform and memorise a basic repertoire of songs on the recorder. | CL |
| The voice and body as instruments. Good habits for voice, body and instrument care. | 13. Explore the expressive possibilities of the voice, taking basic steps for proper voice care and use. | 13.1. Explore the expressive possibilities of the voice, taking basic steps for proper voice care and use. | CL |
| Vocal performance of simple songs individually or in different ensembles (solo, duet, trio and chorus), with and without instrumental accompaniment. | 14. Perform, with the voice or instruments and using musical language, as a soloist or in a group, simple compositions containing repetition, variation and contrast. | 14.1. Learn to sing the songs proposed in unison, expressively and with correct breathing and articulation. | CL |
| 15. Take responsibility for their role in group performances, respecting the contributions of other performers and the conductor. | 15.1. Coordinate with the rest of the group when performing songs and vocal rhythms. | CL |

**UNIT 3.** PLAYING WITH MUSIC

* **CONTENTS**

This unit looks at songs in canon and rondo form.

As regards musical language, the unit explores melody, melodic lines, harmony and rhythm.

Theatre music is introduced: opera, *zarzuela* and musical theatre.

In instrumental technique, the note high do (do'/C') on the recorder is introduced, and students create accompaniments using the pentatonic scale on the xylophone.

Finally, students create a choreography.

* **VOCABULARY**

**Key vocabulary**

Monophonic and polyphonic music

Musical forms: canon, rondo

Rhythm, melody, harmony, melodic line; quadruple metre

Theatre music: opera, *zarzuela*, musical theatre; electric instruments, acoustic instruments

Pentatonic scale; choreography

**More words**

Toys: teddy bear, doll, drummer soldier, skittles, wooden blocks, balls, toy box, cuckoo clock

Verbs for describing musical forms: consists of, uses, has / doesn't have

* **METHODOLOGY AND PROBLEM AREAS**

Students may find it difficult to follow their parts when singing in canon. It is a good idea to associate each musical phrase with a movement. This will help them follow their own part when others are singing a different melody.

In this unit, students learn how to play the note high do (do'/C') on the recorder. Changing their finger position from si/B to high do may pose problems, so they need to practise this before they start learning the song.

* **DIVERSITY IN THE CLASSROOM**

**Reinforcement**

Students who are finding playing the recorder more difficult can simplify *Indian recorder* by not playing the third and fourth beats in each bar.

**Extension**

Create new melodies for recorder with the notes high do (do'/C'), si/B, la/A and sol/G.

* **CROSS-CURRICULAR LINKS**

Adding note values together and putting notes into bars are related to Mathematics.

Creating choreographies is linked to Physical Education.

* **ICT**

ICT is used when students search the Internet for information and record sounds and videos.

* **VALUES AND ATTITUDES**

**Appreciation**. Appreciating and enjoying different types of art in a respectful way.

**Respect**. Being quiet and respectful during listening exercises or when classmates are performing.

**Responsibility**. Taking responsibility for their part in a group performance to achieve the best possible result.

* **EMOTIONAL INTELLIGENCE**

In this unit, students think about the type of music they like to listen to in different situations.

Listening to a certain type of music can influence a person's mood. This unit encourages students to explore how music can make them feel relaxed.

* **ACTIVITIES WITH PARENTS**

Parents can help students recognise different types of theatre music by taking their children to an opera, *zarzuela* or musical, or watching one on television.

They can also help their children look for information online.

| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES [[3]](#footnote-3)** |
| --- | --- | --- | --- |
| Active listening to a selection of vocal and instrumental pieces of different styles from different cultures and periods, recognising some of their basic characteristics and expressive nature. | 1. Listen to and analyse the structure of simple pieces of music and describe their constituent elements. | 1.1. Show interest in recognising musical elements characteristic of pieces of music of different styles, appreciating their artistic value. | CLAA |
| 1.2. Describe the ideas they have or sensations they feel when they hear a piece of music, orally or in writing. | CLAA |
| 1.3. Talk about personal taste and their own opinion of a piece of music, giving reasons and accepting the opinions of others. | CLAA |
| Introduction to simple musical forms. | 2. Identify and describe simple musical forms: canon and rondo. | 2.1. Identify and describe simple musical forms in different pieces. | CL |
| Introduction to polyphonic singing using canon, with a focus on coordination with the rest of the group.  | 3. Perform, with the voice or instruments and using musical language, as a soloist or in a group, simple compositions containing repetition, variation and contrast. | 3.1. Sing songs in a coordinated way, taking into account the tempo and character of the music. | CLCMCT |
| 4. Take responsibility for their role in group performances, respecting the contributions of other performers and the conductor. | 4.1. Start learning about polyphonic singing using canon. | CLCMCT |
| Vocal technique: phonation, articulation, intonation, tuning and breathing. Importance of vocal tract care. | 5. Use the correct posture, breathing and articulation when performing vocal pieces. | 5.1. Develop and apply good habits related to posture, breathing and articulation. | SIE |
| 6. Do breathing exercises and vocal exercises, and articulate properly. | 6.1. Do breathing exercises properly: breathe in through the nose, hold for three beats, then breathe out through the mouth. | SIE |
| Recognition of different textures in pieces of music: monody and polyphony. | 7. Listen and recognise types of voices. | 7.1. Distinguish between monody and polyphony and define them orally and in writing. | CL |
| Gradual acquisition of a repertoire of songs from different periods, styles and cultures: songs in unison, canons and simple instrumental pieces.  | 8. Gradually acquire a repertoire of songs from different periods. | 8.1. Perform very simple pieces of music from different periods, styles and cultures, using the voice, body percussion or school instruments. | CLCEC |
| 8.2. Understand the importance of songs from different periods, styles and places for personal, social and cultural enrichment. | CLCEC |
| Familiarisation with elements of musical language related to rhythm: quadruple metre. | 9. Recognise, by actively listening to simple pieces and extracts, canon and rondo forms; quadruple rhythms. | 9.1. Listen to, reproduce and write four-beat rhythms, using crotchets, quavers and crotchet rests. | CLCMCT |
| 9.2. Listen to and reproduce four-beat pentatonic melodic patterns. | CL |
| Use of musical language as a key element for correct performance: stave, treble clef, note and rest symbols, rhythm, metre, pentatonic scale. | 10. Apply knowledge of musical language to group or individual performances of vocal and instrumental pieces containing musical procedures of variation and repetition. | 10.1. Read, write and perform rhythms with minims, crotchets, quavers and pairs of quavers, as well as minim and crotchet rests. | CLCMCT |
| 10.2. Use musical language to perform pieces. | CL |
| 10.3. Perform melodies with a small note range using a pitched instrument, learning the correct technique, as well as instrument parts and care. | CL |
| Recreational use of computer resources for visual and auditory recognition of sounds and instruments. | 11. Explore and use the expressive and sound possibilities of different electronic devices. | 11.1. Recognise simple digital musical applications or resources related to sounds or instruments studied in class previously. | CLCD |
| Introduction to the recorder, including instrument care, and playing with correct posture and breathing technique. | 12. Play songs on the recorder using the correct technique, and improvise rhythmic and melodic accompaniments, demonstrating responsibility in group performances. | 12.1. Start learning recorder technique and play pieces on the recorder with the notes high do/C’, sol/G, la/A and si/B. | CLCMCT |
| 12.2. Know the minimum recorder finger positions required by the teacher. | CLCMCT |
| 12.3. Use the correct posture and technique when playing the recorder. | CL |
| Performance and memorisation of a basic repertoire of pieces for recorder, with or without accompaniment. | 13. Memorise and perform a basic repertoire of instrumental pieces on the recorder. | 13.1. Perform and memorise a basic repertoire of songs on the recorder. | CL |
| Awareness of good posture and basic technique when playing school musical instruments. | 14. Play songs on instruments and with body percussion, using the correct technique, and improvise rhythmic and melodic accompaniments, demonstrating responsibility in group performances. | 14.1. Use the correct posture and technique when playing classroom instruments. | CL |
| Individual and group coordination and synchronisation in vocal and instrumental performances. | 15. Explore and use the expressive and sound possibilities of different materials and instruments. | 15.1. Perform rhythmic accompaniments and pieces using small percussion instruments. | CL |
| Exploration of the expressive, creative and movement possibilities of the body as a means of musical expression and social interaction. | 16. Explore body movement and expression by performing dances and choreographies, adapting movements to the rhythm in coordination with the rest of the group. | 16.1. Identify the body as an instrument to express feelings and emotions and as a means of social interaction. | CLCMCTCSC |
| Use of unchoreographed dance as a means of expression of emotions and feelings. | 17. Acquire expressive and creative abilities through body expression and dance. | 17.1. Use different movements, actions and positions associated with different sound stimuli, at different speeds and with different dynamics. | CL CEC |
| Invention and performance of simple choreographies. | 18. Improvise movements for two-, three- and four-beat bars, maintaining interest and enjoying the activity. | 18.1. Perform invented movements or sequences of movements to create a dance. | CLCEC |
| 18.2. Invent dance routines that coincide with the internal form of a piece of music, paying attention to time and space. | CLSIE |
| Digital audio and video recording in the classroom as a creative resource. | 19. Explore the teaching possibilities of free software to develop knowledge of musical language and notation, and record musical performances in the classroom. | 19.1. Use audiovisual media and computer resources to create pieces of music and sound accompaniments for pictures and plays. | CLCD |

**UNIT 4.** MUSICAL COLOURS

* **CONTENTS**

This unit explores the sound quality of timbre, and instrument families.

It also introduces the concepts of solo instruments and *tutti*, as well as the pause sign.

The unit works on vocal technique through an action song.

Finally, students learn a relaxation technique.

* **VOCABULARY**

**Key vocabulary**

Italian music words: *tutti*, solo, *fermata*, ostinato

Duple and quadruple metre

Timbre

Musical instruments: harp, violin, piano, clarinet, trumpet, xylophone, snare drum

**More words**

Adjectives to describe feelings: agitated, nervous, lively, excited, calm

Relaxation verbs: lie, breathe, deflate, concentrate on, think about, stand up, stretch

* **METHODOLOGY AND PROBLEM AREAS**

Students may find it difficult to start at the right time in a group performance. To help them, first identify the exact time they should start, and make sure the beat is clearly marked in order to maintain the tempo.

Students may find playing the notes mi/E and fa/F on the recorder difficult. Make sure they are covering the finger holes correctly and get them to blow softly.

Children may not find relaxing easy because they are self-conscious. Make sure they focus on their breathing, closing their eyes and forgetting about their classmates.

* **DIVERSITY IN THE CLASSROOM**

**Reinforcement**

Play recordings of the different instruments studied in the unit.

Create rhythms in duple and quadruple metre.

**Extension**

Create new melodies for recorder with the notes mi/E, fa/F, sol/G, la/A and si/B.

Find melodies containing the notes studied and practise them at home.

* **CROSS-CURRICULAR LINKS**

The materials used to make musical instruments and the way instruments make sounds are related to Natural Science.

Adding note values together and putting notes into bars are related to Mathematics.

Relaxation techniques and moving the body are related to Physical Education.

* **ICT**

ICT is used in activities in which students have to carry out research and find information.

* **VALUES AND ATTITUDES**

**Humility**. Valuing everyone's role in a group project (e.g. a group musical performance).

**Respect**. Valuing everyone's contribution when working in teams. Understanding the importance of silence to aid concentration, or when listening to others or relaxing.

**Responsibility**. Taking responsibility for the tasks assigned when working in a team.

* **EMOTIONAL INTELLIGENCE**

In this unit, students will discover which instrument timbre they like best and think about how different sounds make them feel.

Students will discover relaxation as a way of calming themselves down and connecting with positive emotions, enabling them to tackle activities with a clearer mind.

* **ACTIVITIES WITH PARENTS**

The central theme of this unit is instruments, so ideally parents will take their children to a live concert or at least watch a concert on the television or online and discuss it.

Students can also play the recorder activities in the unit for their parents. This will help them overcome any fear of performing in public.

| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES [[4]](#footnote-4)** |
| --- | --- | --- | --- |
| Active listening to a selection of vocal and instrumental pieces of different styles from different cultures and periods, recognising some of their basic characteristics and expressive nature. | 1. Listen to and analyse the structure of simple pieces of music and describe their constituent elements. | 1.1. Show interest in recognising musical elements characteristic of pieces of music of different styles, appreciating their artistic value. | CLAA |
| 1.2. Describe the ideas they have or sensations they feel when they hear a piece of music, orally or in writing. | CLAA |
| 1.3. Talk about personal taste and their own opinion of a piece of music, giving reasons and accepting the opinions of others. | CLAA |
| 1.4. Follow graphical representations of music using a dynamic score. | CLCMCTCD |
| Use of musical language as a key element for correct performance: pauses, duple and quadruple metre. | 2. Apply knowledge of musical language to group or individual performances of vocal and instrumental pieces containing musical procedures of variation. | 2.1. Identify and name musical symbols and terms used on scores. | CLCMCT |
| Identification, classification and reproduction of sounds according to their qualities: timbre. | 3. Identify, classify, reproduce and describe sounds according to their timbre. | 3.1. Identify, classify, reproduce and describe sounds according to their timbre, orally and in writing, using precise vocabulary. | CLCMCT |
| 4. Listen to music to identify qualities of sound: timbre. | 4.1. Distinguish between sounds according to their timbre, in exercises of increasing difficulty. | CLCMCT |
| Musical instruments: auditory recognition and classification into wind, string and pitched/unpitched percussion families. | 5. Recognise and classify musical instruments based on their appearance and the sounds they make. | 5.1. Recognise, identify and tell the difference between instruments in a performance based on their appearance and the sounds they make. | CLCMCT |
| 5.2. Recognise the different instruments around them and classify them into families (string, wind and percussion). | CLCMCTCD |
| 5.3. Recognise and identify percussion instruments used in the classroom based on their appearance and the sounds they make. | CLCMCTCD |
| Introduction to the recorder, including instrument care, and playing with correct posture and breathing technique. | 6. Play songs on the recorder using the correct technique, and improvise rhythmic and melodic accompaniments, demonstrating responsibility in group performances. | 6.1. Start learning recorder technique. | CLCMCT |
| 6.2. Play pieces on the recorder with the notes mi/E and fa/F. | CLCMCT |
| 6.3. Know the minimum recorder finger positions required by the teacher. | CLCMCT |
| 6.4. Use the correct posture and technique when playing the recorder. | CLCMCT |
| Performance and memorisation of a basic repertoire of pieces for recorder, with or without accompaniment. | 7. Memorise and perform a basic repertoire of instrumental pieces on the recorder. | 7.1. Perform and memorise a basic repertoire of songs on the recorder. | CL |
| Selection of materials and vocal sounds, objects and instruments to provide sound accompaniments for stories, plays, etc. | 8. Describe and use the sound possibilities of percussion instruments and the recorder as an accompaniment, remembering the importance of correct posture. | 8.1. Use the sound possibilities of percussion instruments and the recorder as means of expression. | CL |
| Individual and group coordination and synchronisation when performing choreographies and dances: motor skills games accompanied by sound sequences and songs. | 9. Coordinate the movements and actions established in the melodies. | 9.1. Adapt body movements, actions and ostinatos to songs and pieces of music, using them as a rhythmic accompaniment. | CLSIE |
| 9.2. Adapt their own sense of body rhythm to group performances. | CLSIE |
| Songs with actions. | 10. Use the body as a means of expression of feelings, emotions and imagination, using the correct posture and moving in time with the music. | 10.1. Adapt body movements to the space available and the movements of classmates.  | SIE |
| 10.2. Adapt movements to the lyrics of a song. | SIE |
| Creation and improvisation of short vocal compositions. | 11. Use different sound possibilities of the vocal tract in improvisation games. | 11.1. Understand the voice as an instrument and means of expression, starting with the song and its possibilities for performance, creation and improvisation. | CL |
| Rhythmic and melodic recreation of oral and written texts: poems, riddles, tongue-twisters, sequences, etc. | 12. Perform and memorise various rhythmic recital exercises using the correct diction, rhythm and variations in dynamics. | 12.1. Perform and memorise various rhythmic recital exercises using the correct diction, rhythm and variations in dynamics. | CL |
| Understanding of the importance of relaxation for better body health and awareness. | 13. Understand the importance of relaxation for better body health and awareness. | 13.1. Understand the importance of relaxation for better body health and awareness. | AACSC |
| Concentration and silence when listening to music in different contexts. | 14. Learn to follow rules when listening to or watching performances. | 14.1. Maintain concentration when listening to a piece of music, doing a classroom activity or watching a musical performance. | CLCSC |
| 14.2. Know, understand and follow the rules of listening during performances and listening exercises. | CLCSC |
| 15. Participate in activities with a positive attitude, being respectful of others. | 15.1. Participate in activities with a positive attitude, being respectful of others. | CLCSC |

**UNIT 5.** MUSICAL TRADITIONS

* **CONTENTS**

This unit focuses on folklore, particularly on the *jota*, folk instruments and the use of everyday objects as musical instruments.

The unit introduces triple metre and some of the Italian terms used to describe the speed of a piece, as well as the lied form.

The notes re/D and do/C on the recorder are introduced. Students then compose a lied for recorder using all the notes from do/C to high do/C'.

* **VOCABULARY**

**Key vocabulary**

Triple and quadruple metre

Folklore: *jota*

Folk instruments: bagpipe, didgeridoo, castanets, koto strings, pan flute,

*bandurria*, *caña*

Italian music words: *adagio, andante, allegro, presto, accelerando*, *ritardando*

**More words**

Everyday objects used as instruments: anvil, washboard, spoons, pestle and mortar

* **METHODOLOGY AND PROBLEM AREAS**

Students may find it difficult to recognise the different types of metre and time signature. To make it easier for them, help them to distinguish between the beat and downbeat, clapping the beat and stamping your foot on the downbeat.

Students should do exercises to control their breathing when playing the recorder, blowing more gently to create a good sound.

In the *Create* section, students are asked to compose and play a lied for recorder. In this exercise, it is important for students to be aware of their level of knowledge and the skills they have acquired. You can adjust the difficulty of the compositions to the abilities of each student, so that all students can play their compositions correctly.

* **DIVERSITY IN THE CLASSROOM**

**Reinforcement**

In theme B of the song *Looking south* for recorder, students who find it more difficult can play the first quaver in each pair as a crotchet. Rehearse the *jota* several times to make sure everyone is doing it correctly.

**Extension**

Encourage students to create a song book with popular songs and show it to their parents and grandparents.

Watch various performances of *jotas* in different autonomous communities in Spain and look for the differences between them.

* **CROSS-CURRICULAR LINKS**

Folk songs and dances in different autonomous communities are linked to Social Science.

The positions of the notes on the stave and division of pieces into bars are related to Mathematics.

Performing a dance is linked to Physical Education.

* **ICT**

ICT is used when students search the Internet for information.

* **VALUES AND ATTITUDES**

**Respect for other people's tastes**. People have different tastes and personal preferences, and it is important to respect them.

**Cultural diversity**. Valuing Spain's rich cultural heritage. Respecting older people. Recognising the importance of listening to and learning from older people, who can teach us about traditions.

* **EMOTIONAL INTELLIGENCE**

The research activity on the childhood songs of students’ parents or grandparents will help students understand the importance of oral tradition and connect with their elders.

* **ACTIVITIES WITH PARENTS**

It is important for parents to teach their children popular songs and dances that they know.

Parents can also help students look for everyday objects at home that could be used as musical instruments, experiment with them and let their children bring them to class.

They can also help students practise playing *Looking south* on the recorder.

| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES [[5]](#footnote-5)** |
| --- | --- | --- | --- |
| Active listening to a selection of vocal and instrumental pieces of different styles from different cultures and periods, recognising some of their basic characteristics and expressive nature. | 1. Listen to and analyse the structure of simple pieces of music and describe their constituent elements. | 1.1. Show interest in recognising musical elements characteristic of pieces of music of different styles, appreciating their artistic value. | CLAA |
| 1.2. Describe the ideas they have or sensations they feel when they hear a piece of music, orally or in writing. | CLAA |
| 1.3. Talk about personal taste and their own opinion of a piece of music, giving reasons and accepting the opinions of others. | CLAA |
| Exploration of the expressive, creative and movement possibilities of the body as a means of musical expression and social interaction. | 2. Explore body movement and expression by performing dances and choreographies, adapting movements to the rhythm in coordination with the rest of the group. | 2.1. Identify the body as an instrument to express feelings and emotions and as a means of social interaction. | CLCSC |
| Body expression: actions and movements that can be done with different parts of the body, associated with sound stimuli and songs studied in class. | 3. Acquire expressive and creative abilities through body expression and dance. | 3.1. Use different movements, actions and positions associated with different sound stimuli, at different speeds and with different dynamics. | SIE |
| Performance and memorisation of simple dances from different periods and places, in pairs or in groups. Enjoying the dances and awareness of their contribution to artistic and cultural heritage. | 4. Perform and creatively reproduce dances from different periods and places, valuing their contribution to artistic and cultural heritage. | 4.1. Perform and creatively reproduce dances from different periods and places, valuing their contribution to artistic and cultural heritage. | SIECEC |
| Identification of songs and instrumental pieces in triple metre and use of body movements to accompany them. | 5. Listen and recognise dances learned in class and use body movements to accompany them. | 5.1. Listen and recognise dances learned in class and use body movements to accompany them. | CLAA |
| Familiarisation with elements of musical language related to rhythm: duple, triple and quadruple metre. | 6. Recognise rhythms in duple, triple and quadruple metre by actively listening to simple pieces and extracts. | 6.1. Listen to, reproduce and write two-, three- and four-beat rhythms. | CLCMCT |
| Creation and improvisation of short compositions for voice, body percussion and instruments, and simple melodies and rhythms. | 7. Create and improvise simple compositions, using the sound and expressive possibilities of the voice, body and musical instruments, to express feelings or provide musical accompaniments to situations. | 7.1. Imitate and reproduce rhythms and melodies using the voice, body percussion or school instruments. | CLCMCT |
| Transformation of objects into musical instruments. | 8. Transform various simple objects into instruments and use them as a means of expression. | 8.1. Transform various simple objects into instruments and use them as a means of expression. | CL |
| Introduction to the recorder, including instrument care, and playing with correct posture and breathing technique. | 9. Play songs on the recorder using the correct technique, and improvise rhythmic and melodic accompaniments, demonstrating responsibility in group performances. | 9.1. Start learning recorder technique. | CLCMCT |
| 9.2. Play pieces on the recorder with the notes they know. | CLCMCT |
| 9.3. Know the minimum recorder finger positions required by the teacher. | CLCMCT |
| 9.4. Use the correct posture and technique when playing the recorder. | CLCMCT |
| Performance and memorisation of a basic repertoire of pieces for recorder, with or without accompaniment. | 10. Memorise and perform a basic repertoire of instrumental pieces on the recorder. | 10.1. Perform and memorise a basic repertoire of songs on the recorder. | CLCMCT |
| Instrumental performance of pieces of gradually increasing difficulty with the ternary form ABA, individually or in groups. | 11. Perform pieces with the ternary form ABA, individually or in groups. | 11.1. Perform pieces with the ternary form ABA, individually or in groups. | CLSIE |
| Classification of tempo and its variations: adagio, andante, accelerando and ritardando. | 12. Recognise fast and slow tempos and various melodic profiles by actively listening to simple pieces and extracts. | 12.1. Recognise fast and slow tempos and various melodic profiles by actively listening to simple pieces and extracts. | CLCMCT |
| Auditory analysis of simple pieces of music and description of their constituent parts. | 13. Listen to and analyse the structure of simple pieces of music and describe their constituent elements. | 13.1. Analyse, orally and in writing, key characteristics of the pieces heard using appropriate terminology. | CL |
| Familiarity with various pieces from different cultures to value musical heritage. | 14. Know examples of various pieces from their own culture and others to value musical heritage, understanding the importance of preserving and promoting that heritage, and learning to approach listening exercises and performances with respect. | 14.1. Listen to popular songs from other regions and countries. | CLCEC |
| 14.2. Appreciate the importance of preserving musical heritage by listening to a variety of pieces. |  CLCEC |
| Construction of instruments using everyday materials and objects. | 15. Make instruments using everyday materials and objects. | 15.1. Recognise instruments made with everyday objects. | CL |
| The voice and body as instruments. Good habits for voice, body and instrument care. | 16. Explore the expressive possibilities of the voice, taking basic steps for proper voice care and use. | 16.1. Explore the expressive possibilities of the voice, taking basic steps for proper voice care and use. | CL |
| 16.2. Learn to sing the songs proposed in unison, expressively and with correct breathing and articulation. | CL |
| Vocal performance of simple songs individually or in different ensembles (solo, duet, trio and chorus), with and without instrumental accompaniment. | 17. Perform, with the voice and using musical language, as a soloist or in a group, simple compositions containing repetition, variation and contrast. | 17.1. Sing the melodies learned in class with a melodic range of one octave correctly, individually or in groups. | CL |
| 18. Take responsibility for their role in group performances, respecting the contributions of other performers and the conductor. | 18.1. Coordinate with the rest of the group when performing songs and vocal rhythms. | CL |
| Introduction to simple musical forms: lied (ABA). | 19. Recognise the lied form by actively listening to simple pieces and extracts. | 19.1. Recognise the lied form. | CLCMCT |

**UNIT 6.** THE POWER OF MUSIC

* **CONTENTS**

This unit focuses on dynamics as well as the other qualities of sound studied throughout the year.

The unit includes two extracts from different periods: *Pléïades* by Iannis Xenakis and Ludwig van Beethoven's *Fifth Symphony.* The latter is studied using a non-conventional score.

Instrumental technique is developed using a popular song to be played on the recorder and accompanied with Orff instruments.

Note symbols are revised and semibreves and semiquavers are introduced.

Finally, students compose a group vocal piece by experimenting with different sounds.

* **VOCABULARY**

**Key vocabulary**

Semibreves, semiquavers, crotchet, minim

Sound qualities: dynamics, length, pitch, timbre

Italian music words: *forte, piano*

Orff instruments: chime bars, metallophone, xylophone, tambourine, cymbals, wood block

Humming

**More words**

Adjectives for feelings: nervous, surprised, sad, intrigued

Biography verbs: was born, got older, became deaf

Gestures: smile, yawn, snore, hum, stretch

Onomatopoeic words: shh, tick tock, ding dong, clack, boom, pop, baa, zap, choo choo

* **METHODOLOGY AND PROBLEM AREAS**

Students may find it difficult to follow the quadruple metre in the non-conventional score of Beethoven's *Fifth Symphony*. When they listen to it the first time, they can clap the beat and name the parts.

* **DIVERSITY IN THE CLASSROOM**

**Reinforcement**

Play games on the computer to practise equivalent notes.

**Extension**

Compose an eight-bar melody starting on sol/G and finishing on do/C, using all the note symbols learned so far.

Find more Orff instruments, giving examples of pitched and unpitched instruments.

* **CROSS-CURRICULAR LINKS**

The historical context of Beethoven's work is linked to Social Science.

Adding note values together, equivalent notes and putting notes into bars are related to Mathematics.

The graphical representation of bars in the non-conventional score is linked to Arts & Crafts.

* **ICT**

ICT is used when students search the Internet for information and record sounds and videos.

* **VALUES AND ATTITUDES**

**Knowledge**. Personal enrichment through appreciation of different types of art.

**Self-control**. Learning to control nerves and avoiding mental blocks when performing an instrumental piece.

**Losing inhibitions.** Overcoming shyness and enjoying the experience of exploring sounds with the voice and sharing those sounds with classmates.

* **EMOTIONAL INTELLIGENCE**

Students analyse their emotions before playing in a group or in public, and must come up with strategies to stay calm: breathing deeply, thinking about something that helps them relax, and remembering that even if they make a mistake they must carry on.

* **ACTIVITIES WITH PARENTS**

Parents can help students appreciate contemporary classical music. Such music is not heard as often as other types, but parents can take their children to a concert and talk about how the music makes them feel.

Parents can also help their children look for information online and practise the recorder scores in the unit.

| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES [[6]](#footnote-6)** |
| --- | --- | --- | --- |
| Active listening to a selection of vocal and instrumental pieces of different styles from different cultures and periods, recognising some of their basic characteristics and expressive nature. | 1. Listen to and analyse the structure of simple pieces of music and describe their constituent elements. | 1.1. Show interest in recognising musical elements characteristic of pieces of music of different styles, appreciating their artistic value. | CLAA |
| 1.2. Describe the ideas they have or sensations they feel when they hear a piece of music, orally or in writing. | CLAA |
| 1.3. Talk about personal taste and their own opinion of a piece of music, giving reasons and accepting the opinions of others. | CLAA |
| 1.4. Follow graphical representations of music using a dynamic score. | CLCMCT |
| Expression of opinions about various pieces of music from our culture and others. | 2. Know examples of various pieces from their own culture and others to value musical heritage, understanding the importance of preserving and promoting that heritage, and learning to approach listening exercises and performances with respect. | 2.1. Know the name of a composer and at least one of his or her works. | CLCDAA |
| 3. Express reasoned opinions in writing and orally through discussions and debates. | 3.1. Express reasoned opinions in writing and orally through discussions and debates. |  CLAA |
| Familiarisation with elements of musical language related to rhythm. | 4. Recognise fast and slow tempos and various melodic profiles by actively listening to simple pieces and extracts. | 4.1. Follow graphical representations of music using established or invented symbols or other artistic elements. | CLSIE |
| 4.2. Depict the musical form of pieces in listening exercises using non-conventional symbols. | CLCMCTSIE |
| Use of musical language as a key element for correct performance: stave, treble clef, note and rest symbols. | 5. Identify elements used in conventional graphical representation of music, using technical musical terms appropriately. | 5.1. Read, write and perform rhythms with semibreves, minims, crotchets, pairs of quavers, groups of four semi-quavers, a quaver and two semi-quavers combined, as well as semibreve, minim and crotchet rests. | CLCMCT |
| Distance between sounds. Basic analysis of intervals: from a second to an octave. | 6. Sing simple children's melodies with an appropriate vocal range and intervals. | 6.1. Read, write and perform simple melodies in the treble clef with the notes mi/E-sol/G-la/A and/or sol/G-la/A-si/B-do/C. | CLCMCT |
| 6.2. Imitate intervals: major and minor second, major and minor third, perfect fourth and perfect fifth. | CLCMCT |
| Qualities of sound and their symbols: length, dynamics, timbre, pitch. | 7. Identify, classify, reproduce and describe sounds according to their qualities. | 7.1. Adequately express sound qualities using their voice. | CL |
|  | 8.1. Distinguish between and describe constant sounds that combine two qualities. | CLCMCT |
| 8.2. Distinguish between sounds according to gradual variations in their qualities. | CLCMCT |
| Introduction to the recorder, including instrument care, and playing with correct posture and breathing technique. | 9. Play songs on the recorder using the correct technique, and improvise rhythmic and melodic accompaniments, demonstrating responsibility in group performances. | 9.1. Start learning recorder technique and play pieces on the recorder with the notes do/C and re/D. | CLCMCT |
| 9.2. Know the minimum recorder finger positions required by the teacher. | CLCMCT |
| 9.3. Use the correct posture and technique when playing the recorder. | CLCMCT |
| Performance and memorisation of a basic repertoire of pieces for recorder, with or without accompaniment. | 10. Memorise and perform a basic repertoire of instrumental pieces on the recorder. | 10.1. Perform and memorise a basic repertoire of songs on the recorder. | CL |
| Visual and auditory recognition of classroom instruments. Orff percussion instruments. | 11. Play songs and canons on instruments and with body percussion, using the correct technique, and improvise rhythmic and melodic accompaniments, demonstrating responsibility in group performances. | 11.1. Perform rhythmic accompaniments and pieces using small percussion instruments. | CL |
| Performance of basic dynamics (forte/piano) and tempo (fast/slow) using classroom instruments. | 12. Explore and use the expressive and sound possibilities of different materials and instruments. | 12.1. Explore and use the expressive and sound possibilities of different materials and instruments. | CL |
| Creation and improvisation of short simple vocal compositions, melodies and rhythms. | 13. Perform and improvise various rhythmic recital exercises using the correct diction, rhythm and variations in dynamics. | 13.1. Understand the voice as an instrument and means of expression, starting with the song and its possibilities for performance, creation and improvisation. | CLSIE |
| Representation of sound effects using non-conventional symbols. | 14. Create scores using non-conventional symbols. | 14.1. Create, conduct and perform simple scores using non-conventional symbols. | CLSIE |
| Exploration of the expressive and sound possibilities of the voice. | 15. Explore the expressive possibilities of the voice, taking basic steps for proper voice care and use. | 15.1. Recognise, describe and develop the sound possibilities of the voice, using musical colours and nuances as means of expression. | CL |

**TERM 1**

| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES [[7]](#footnote-7)** |
| --- | --- | --- | --- |
| Responsible use of new technologies as tools that make it possible to find, create and disseminate information. | 1. Find and select information about sounds and different types of music under guidance and using a critical approach. | 1.1. Use different media to reproduce music and use ICT to analyse artistic products. | CDAA |
|  | 2. Explore and use expressive and sound possibilities via the internet. | 2.1. Use audiovisual media and computer resources to create pieces of music. | CDAA |
| Introduction to digital musical notation using free software. | 3. Explore and use the expressive and sound possibilities of different materials and instruments, taking proper care of them. | 3.1. Use class instruments and materials correctly, keeping them tidy and in good condition. | AASIECEC |
| Responsibility in group instrumental performances and correct use of instruments. | 4. Participate in teams, doing their assigned portion of a task, recognising their role, having faith in their abilities and those of classmates, and controlling emotions in cases of conflict. | 4.1. Participate in teams, doing their assigned portion of a task, recognising their role, having faith in their abilities and those of classmates, and controlling emotions in cases of conflict. | AASIE |
| Attention, participation and responsibility in group performance activities. | 5. Participate and collaborate in activities, taking an interest and wanting to cooperate, understanding the importance of silence when making music. | 5.1. Participate and collaborate in activities, taking an interest and wanting to cooperate. | AASIE |
| Following rules and respecting the performances of others. | 6. Plan the creation of a product, proposing a plan of steps in order, and assessing the process and the quality of the results with the teacher's guidance. | 6.1. Plan the creation of a product, proposing a plan of steps in order, and assessing the process and the quality of the results with the teacher's guidance. | AASIE |
| Organisation and assessment of a project and the final product with the teacher's help. | 7. Gradually control the volume of the spoken voice and help create a good working environment. | 7.1. Gradually control the volume of the spoken voice and help create a good working environment. | CLCSC |

**TERM 2**

| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES [[8]](#footnote-8)** |
| --- | --- | --- | --- |
| Responsible use of new technologies as tools that make it possible to find, create and disseminate information. | 1. Find and select information about sounds and different types of music under guidance and using a critical approach. | 1.1. Use different media to reproduce music and use ICT to analyse artistic products. | CDAA |
| Introduction to digital musical notation using free software. | 2. Explore and use the expressive and sound possibilities of different electronic devices. | 2.1. Use audiovisual media and computer resources to create pieces of music. | CDAA |
| Semantic fields to expand and consolidate specific musical terminology. | 3. Recognise and use musical vocabulary when working with classmates in cooperative activities or explaining the process followed to complete learning tasks. | 3.1. Recognise and use musical vocabulary when working with classmates in cooperative activities or explaining the process followed to complete learning tasks. | CLCSC |
| Acoustic instruments from the different families (string, wind, percussion) and electric instruments. Visual identification. | 4. Recognise instruments in pictures and classify them into families, giving the names of some of them. | 4.1. Distinguish between and classify acoustic and electronic instruments, vocal registers, and vocal and instrumental ensembles. | CLAASIE |
| Understanding of verbal and non-verbal information in explanations and instructions in family, school and social environments. | 5. Capture the overall meaning of oral texts, recognising primary and secondary ideas, and participating in conversations and group discussions. | 5.1. Capture the overall meaning of oral texts, recognising primary and secondary ideas, and participating in conversations and group discussions. | CLAASIE |
| Adapting to change. Resilience, overcoming obstacles and failures. Use of cooperative learning strategies. | 6. Concentrate and consistently follow instructions for learning tasks, adapting to changes without being discouraged by difficulties, and asking for help if needed. | 6.1. Concentrate and consistently follow instructions for learning tasks, adapting to changes without being discouraged by difficulties, and asking for help if needed. | AACSCSIE |

**TERM 3**

| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES [[9]](#footnote-9)** |
| --- | --- | --- | --- |
| Responsible use of new technologies as tools that make it possible to find, create and disseminate information. | 1. Find and select information about sounds and different types of music under guidance and using a critical approach. | 1.1. Use different media to reproduce music and use ICT to analyse artistic products. | CDAA |
| Introduction to digital musical notation using free software. | 2. Explore and use the expressive and sound possibilities of different electronic devices. | 2.1. Use audiovisual media and computer resources to create pieces of music. | CDAA |
| Recognition and identification of musical instruments and recordings using multimedia teaching software. | 3. Recognise and identify musical instruments and recordings using multimedia teaching software. | 3.1. Recognise and identify musical instruments and recordings using multimedia teaching software. | CDAASIE |
| Recognition of the principles underpinning rights for the use and distribution of information. | 4. Recognise the principles underpinning rights for the use and distribution of information. | 4.1. Understand, accept and respect guidelines regulating intellectual property relating to reproducing and copying music. | AACSCSIE |
| Following rules, respect for the performances of others and understanding of the importance of silence for musical expression and enjoyment. | 5. Participate and collaborate in activities, taking an interest and wanting to cooperate, understanding the importance of silence when making music. | 5.1. Participate and collaborate in activities, taking an interest and wanting to cooperate. | AACSC |
| 5.2. Participate and collaborate, understanding the importance of silence when making music. | AACSCSIE |

1. KEY COMPETENCES

LIN Competence in linguistic communication

MST Competence in mathematics, science and technology

DIG Digital competence

SOC Competence in social awareness and citizenship

CUL Competence in artistic and cultural awareness

LTL Competence in learning to learn

AUT Competence in autonomous learning and personal initiative [↑](#footnote-ref-1)
2. KEY COMPETENCES

LIN Competence in linguistic communication

MST Competence in mathematics, science and technology

DIG Digital competence

SOC Competence in social awareness and citizenship

CUL Competence in artistic and cultural awareness

LTL Competence in learning to learn

AUT Competence in autonomous learning and personal initiative [↑](#footnote-ref-2)
3. KEY COMPETENCES

LIN Competence in linguistic communication

MST Competence in mathematics, science and technology

DIG Digital competence

SOC Competence in social awareness and citizenship

CUL Competence in artistic and cultural awareness

LTL Competence in learning to learn

AUT Competence in autonomous learning and personal initiative [↑](#footnote-ref-3)
4. KEY COMPETENCES

LIN Competence in linguistic communication

MST Competence in mathematics, science and technology

DIG Digital competence

SOC Competence in social awareness and citizenship

CUL Competence in artistic and cultural awareness

LTL Competence in learning to learn

AUT Competence in autonomous learning and personal initiative [↑](#footnote-ref-4)
5. KEY COMPETENCES

LIN Competence in linguistic communication

MST Competence in mathematics, science and technology

DIG Digital competence

SOC Competence in social awareness and citizenship

CUL Competence in artistic and cultural awareness

LTL Competence in learning to learn

AUT Competence in autonomous learning and personal initiative [↑](#footnote-ref-5)
6. KEY COMPETENCES

LIN Competence in linguistic communication

MST Competence in mathematics, science and technology

DIG Digital competence

SOC Competence in social awareness and citizenship

CUL Competence in artistic and cultural awareness

LTL Competence in learning to learn

AUT Competence in autonomous learning and personal initiative [↑](#footnote-ref-6)
7. KEY COMPETENCES

LIN Competence in linguistic communication

MST Competence in mathematics, science and technology

DIG Digital competence

SOC Competence in social awareness and citizenship

CUL Competence in artistic and cultural awareness

LTL Competence in learning to learn

AUT Competence in autonomous learning and personal initiative [↑](#footnote-ref-7)
8. 8 KEY COMPETENCES

LIN Competence in linguistic communication

MST Competence in mathematics, science and technology

DIG Digital competence

SOC Competence in social awareness and citizenship

CUL Competence in artistic and cultural awareness

LTL Competence in learning to learn

AUT Competence in autonomous learning and personal initiative [↑](#footnote-ref-8)
9. KEY COMPETENCES

LIN Competence in linguistic communication

MST Competence in mathematics, science and technology

DIG Digital competence

SOC Competence in social awareness and citizenship

CUL Competence in artistic and cultural awareness

LTL Competence in learning to learn

AUT Competence in autonomous learning and personal initiative [↑](#footnote-ref-9)