**ByME Music 4**

Teaching Programme

Primary 4

**UNIT 1.** AFRICAN AIRS

* **CONTENTS**

This unit focuses on vocal and instrumental technique, time signatures and downbeats.

It also explores Orff instruments and the rondo form, and includes an activity to build an instrument.

* **VOCABULARY**

**Key vocabulary**

Music language: bar, time signature, duple / triple / quadruple metre, downbeat

Orff instruments: keyboard percussion instruments, small percussion instruments

Music form: rondo, couplets

African folk music: bongoracas, bongos, maracas

**More words**

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

Describing processes: first, then, after, finally

* **METHODOLOGY AND PROBLEM AREAS**

Students may find it difficult to remember the note value of each note symbol and how to draw the symbols. You can help them by writing or projecting the symbols and their note values on the board and revising them.

Revise duple, triple and quadruple metre before you start the unit to make sure students remember these concepts.

Because children find performing with instruments difficult, it is a good idea to revise reading rhythms and notes before doing this activity.

* **DIVERSITY IN THE CLASSROOM**

**Reinforcement**

Facilitate contributions to group performances, taking both the instrument and the melody or rhythm played into account.

Mark the beat and downbeats in the various group activities.

Create rhythms in duple, triple and quadruple metre.

Play various melodies on the recorder.

**Extension**

Create and improvise new rhythms to be used as accompaniments.

Create new couplets and melodies for the rondo.

Look online to find more information about Orff and Orff instruments, and film soundtracks.

Improvise accompaniments with keyboard percussion instruments.

* **CROSS-CURRICULAR LINKS**

Topics related to geography and cultural diversity are linked to Social Science.

Adding note values together and putting notes into bars is linked to Mathematics.

Making posters and building and decorating a musical instrument are linked to Arts & Crafts.

* **ICT**

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

* **VALUES AND ATTITUDES**

**Identity**. Thinking about the importance of preserving customs and traditions that are part of the identity of a specific place.

**Respect**. Appreciating different traditions and cultural expressions around the world

**Teamwork.** Reinforcing the idea that working together as a team results in a better end product.

* **EMOTIONAL INTELLIGENCE**

Students will analyse how a specific piece of music makes them feel and discuss soundtracks they find particularly moving with their classmates.

* **ACTIVITIES WITH PARENTS**

Parents can help students find popular and traditional songs from different countries as well as other information requested in the unit.

They can also help students explore songs and music of different styles, making them aware of cultural diversity and encouraging respect for different art forms.

| **CONTENTS** | **EVALUATION CRITERIA** | **LEAºRNING STANDARDS** | **KEY COMPETENCES [[1]](#footnote-1)** |
| --- | --- | --- | --- |
| Writing short descriptions and commentaries on various pieces and performances using simple, precise vocabulary. | 1. Describe and explain, orally and in writing, key characteristics of the pieces heard using appropriate language. | 1.1. Describe and explain, orally and in writing, key characteristics of the pieces heard using appropriate language. | CLCEC |
| 2. Explain the feelings and sensations they feel and ideas they have when they hear a piece of music, orally or in writing. | 2.1. Explain the feelings and sensations they feel and ideas they have when they hear a piece of music, orally or in writing. | CLCEC |
| 3. Describe their personal opinion about a piece of music in a reasoned way and accept the opinions of others. | 3.1. Describe their personal opinion about a piece of music in a reasoned way and accept the opinions of others. | CLCEC |
| Active listening to a selection of vocal and instrumental pieces of different styles from different cultures and periods. | 4. Know pieces of different styles and from different periods and cultures, understanding that they are part of a people's cultural identity, heritage and traditions. | 4.1. Know and value pieces of music of different styles from different periods and cultures, understanding the origin of their artistic and expressive style. | CLAACSCCEC |
| 5. Understand the importance of preserving and promoting cultural heritage. | 5.1. Take an interest in discovering pieces of music with different characteristics and use them as a framework for their own creations. | CLAACEC |
| 5.2. Appreciate the importance of preserving musical heritage by listening to a variety of different styles. | CLAACEC |
| Gradual acquisition and vocal and instrumental performance of a repertoire of pieces of music of different styles from different periods and cultures, showing confidence in group performances and respecting the contributions of others. | 6. Perform simple compositions containing repetition, variation and contrast, individually or in groups, using the voice or instruments and musical language, taking responsibility for their role in group performances, respecting the contributions of other performers and the conductor. | 6.1. Perform vocal and instrumental pieces of different styles from different periods and cultures for various ensembles, with and without accompaniment. | CLAA |
| 6.2. Know and perform songs of different styles from different places and periods, valuing their contribution to personal, social and cultural enrichment. | CLCSCCEC |
| Conventional musical language: note and rest symbols, tempo, rhythm, metre (duple, triple, quadruple), parts of the stave (treble clef, time signature, bar lines). | 7. Recognise the basic parts of a musical score, correctly interpreting all the information provided. | 7.1. Use musical language to perform pieces and songs of different styles from different periods and cultures, valuing their contribution to personal, social and cultural enrichment, and taking responsibility for their role in group performances. | CLAA |
| 8. Read, write and perform short melodies. | 8.1. Translate simple melodies and rhythms to conventional musical language. | CLCMCTAA |
| 9. Distinguish between duple and triple accentuation in simple melodies. | 9.1. Distinguish between duple and triple accentuation, playing examples on instruments. | CLCMCTAA |
| 10. Identify and recognise the notes learned. | 10.1. Recognise, read and imitate the notes do/C, re/D, mi/E, fa/F, sol/G, la/A, si/B, do’/high C and re’/high D. | CLCMCTAA |
| Use of pitched and unpitched percussion | 11. Improvise and provide a rhythmic accompaniment to a melody with percussion instruments, and classify the classroom percussion instruments into groups or families. | 11.1. Use and appreciate the sound possibilities of the recorder and percussion instruments as accompaniments to simple texts and stories. | CLCDAASIE |
| Finding and selecting information related to composers in different printed and technological media. | 12. Find and select bibliographical information about composers, using ICT responsibly and safely. | 12.1. Use different printed and technological media responsibly to find and select information related to composers. | CDAASIE |
| Reinforcement of recorder technique: breathing, phrasing and articulation. | 13. Start learning recorder technique and finger positions. | 13.1. Know the minimum recorder finger positions required by the teacher. | CLAA |
| Performance and memorisation of a basic repertoire of instrumental pieces for recorder, with or without accompaniment. | 14. Perform and memorise short pieces on the recorder, as a soloist or in groups, using the correct breathing and posture. | 14.1. Play pieces and extracts on the recorder using the notes played with the left hand (sol/G, la/A, si/B, do/C and re/D), reading them on a score. | CLAA |
| 14.2. Memorise simple pieces on the recorder. | CLAA |
| Instruments as means of expression: using them to accompany texts, recital exercises, songs and dances. | 15. Accompany various musical compositions, keeping the beat, playing at the correct speed and using contrasts in dynamics. | 15.1. Use the voice and musical instruments to accompany recordings, songs and body movements. | CLAA |
| Reinforcement of good technique when using classroom instruments: precision and hand independence. | 16. Perform pieces of a suitable level on various instruments, reinforcing technique. | 16.1. Perform pieces of music involving the use of rhythmic and melodic instruments, adapting their performance to that of the rest of the group. | CLAA |
| 17. Use the correct technique and posture when playing rhythms or melodies on each classroom instrument. | 17.1. Know and use the correct posture (arms, hands, body, back) for good performance. | CLAA |
| Identification of the form of a piece of music: rondo (ABACA). | 18. Analyse the structure of a piece of music and describe its constituent elements: melody, rhythm and timbre of voices and instruments. | 18.1. Recognise, analyse and describe, orally and in writing, the form of a piece of music and its constituent elements: melody, rhythm and timbre of voices and instruments. | CLCMCT |
| Construction of simple musical instruments using everyday objects and making information labels for the instruments built. | 19. Find the information required to build simple instruments. | 19.1. Explore the musical qualities of the musical instruments made with everyday objects, and use them to accompany compositions or plays. | CLAACEC |

 **UNIT 2.** LATIN RHYTHMS

* **CONTENTS**

This unit explores the length of notes, examining semibreves and semiquavers.

The unit also looks at Latin music and instruments, focusing on the cha-cha-cha.

Students learn to play high re (re/D') on the recorder.

Finally, this unit introduces the concept of copyright.

* **VOCABULARY**

**Key vocabulary**

Musical genre: cha-cha-cha

Music language: minims, crotchets, quavers, semibreves, semiquavers, score

Latin music: samba, salsa, cumbia, congas

Copyright

**More words**

Adjectives for feelings: energetic, lively, excited, happy, nervous, agitated

Imperatives: face your partner / the front / the other way, step to the side / away

* **METHODOLOGY AND PROBLEM AREAS**

Students may find dancing the choreography difficult. Help them by getting them to associate the beat with the movements, memorise the choreography and move in time with their partner.

Students may also find understanding the length of beats and notes difficult. Help them by practising reading rhythms.

* **DIVERSITY IN THE CLASSROOM**

**Reinforcement**

Mark the beats of the different rhythms in the unit by marching around the classroom.

Pat your legs to the rhythm of the cha-cha-cha, with or without the music.

**Extension**

Invent a new choreography for the cha-cha-cha, combining different steps from dances you already know.

Find tutorials on the cha-cha-cha.

Find recordings of the instruments studied.

Find out about the origins of the cha-cha-cha.

* **CROSS-CURRICULAR LINKS**

Understanding note values and converting them into fractions of time are linked to Mathematics.

Spatial awareness and keeping time when dancing are linked to Physical Education.

Learning about dances from other cultures is related to Social Science.

Creating non-conventional codes is related to Arts & Crafts.

* **ICT**

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

* **VALUES AND ATTITUDES**

**Creativity**. Understanding the importance of creativity as a means of personal expression and innovation.

**Curiosity**. Understanding that curiosity helps us learn.

* **EMOTIONAL INTELLIGENCE**

In this unit, students will think about the type of music and dances they enjoy in their free time. They will learn that dancing is a means of expression, and explore how dancing makes them feel.

* **ACTIVITIES WITH PARENTS**

Parents can dance the cha-cha-cha choreography with their children to help them gain confidence and overcome any fear of performing.

They can also teach them other simple choreographies and dance them together.

Parents can help their children find the information requested in the activities.

They can also help them practise the songs on the recorder, helping them develop their expressive ability.

| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES [[2]](#footnote-2)** |
| --- | --- | --- | --- |
| Writing short descriptions and commentaries on various pieces and performances using simple, precise vocabulary. | 1. Describe and explain, orally and in writing, key characteristics of the pieces heard using appropriate language. | 1.1. Describe and explain, orally and in writing, key characteristics of the pieces heard using appropriate language. | CL |
| 2. Explain the feelings and sensations they feel and ideas they have when they hear a piece of music, orally or in writing. | 2.1. Explain the feelings and sensations they feel and ideas they have when they hear a piece of music, orally or in writing. | CL |
| 3. Describe their personal opinion about a piece of music in a reasoned way and accept the opinions of others. | 3.1. Describe their personal opinion about a piece of music in a reasoned way and accept the opinions of others. | CL |
| Visual and auditory recognition of the most characteristic instruments of classical orchestras and popular music, and classification into families: string, wind, percussion and electric. | 4. Recognise and name acoustic and electronic instruments based on their appearance and the sounds they make. | 4.1. Recognise and classify the most characteristic instruments of classical orchestras and popular music based on their appearance and the sounds they make. | CL |
| Active listening to a selection of vocal and instrumental pieces of different styles from different cultures and periods. | 5. Recognise some of the pieces of music heard in class and remember important information about them. | 5.1. Recognise basic characteristics of pieces of different genres and styles from different periods, associating them with their creators. | CLCEC |
| Exploration of the dramatic, creative and movement possibilities of the body as a means of musical expression. | 6. Use the expressive, musical and creative abilities of the body in movement, using suitable codes in structured situations in time and space. | 6.1. Identify the body as an instrument to express feelings and emotions and as a means of social interaction. | AASIE |
| Posture. Adapting movements to the space available and the movements of classmates when performing dances. Rhythmic precision, dynamics and coordination. | 7. Control the general posture of the body and parts of the body, when moving or stationary. | 7.1. Control posture and coordination with music through dance performances. | AASIE |
| 8. Adapt posture, movements and actions to the tempo and dynamics of the music. | 8.1. Adapt movements to the space available and the movements of classmates. | AASIE |
| Performance and recognition of dances from different periods and places, especially Spain, in pairs or in groups. | 9. Perform and creatively reproduce dances from different periods and places, valuing their contribution to artistic and cultural heritage. | 9.1. Know, perform and creatively reproduce dances from different periods and places, valuing their contribution to artistic and cultural heritage. | AASIE |
| 10. Memorise and perform a basic repertoire of dances in groups. | 10.1. Memorise and perform a basic repertoire of dances in groups. | AASIE |
| Translation into movement of musical elements such as form, rhythm and melody. | 11. Reproduce dance movements adapted to the form of a piece of music in coordination with the rest of the group. | 11.1. Memorise sequences of different steps, perform them rhythmically in coordination with the rest of the group, and incorporate them into a dance learned. | AASIE |
| 11.2. Perform simple dances, adapting movements to the music, lyrics, form and the movements of classmates. | AASIE |
| Simple rhythms with semibreves, minims, crotchets, quavers, semiquavers and their equivalent rests. | 12. Create rhythm diagrams using the note symbols learned. | 12.1. Create rhythm diagrams using the note symbols learned. | CMCT |
| Performance of pieces using instruments or body movements (rhythm) by reading them on a stave or imitating them, expanding the repertoire with pieces including semibreves, semibreve rests and semiquavers. | 13. Read, write and perform short melodies. | 13.1. Read, write and perform short melodies. | CLCMCT |
| 13.2. Listen and imitate diatonic scales correctly. | CLCMCT |
| Identification and classification of instrument families. | 14. Recognise and classify instruments into families and subfamilies, describing their characteristics orally and in writing. | 14.1. Recognise and classify instruments. | CLCEC |
| Finding and selecting information related to performers, composers and instruments in different printed and technological media. | 15. Find and select bibliographical information about composers, performers and instruments, using ICT responsibly and safely. | 15.1. Use different printed and technological media responsibly to find and select information related to different periods, performers, composers and instruments. | CLCEC |
| Reinforcement of recorder technique: breathing, phrasing and articulation. | 16. Use the correct technique and posture when playing rhythms or melodies on each classroom instrument. | 16.1. Know and use the correct posture (arms, hands, body, back) for good performance. | CLCMCT |
| Performance and memorisation of a basic repertoire of instrumental pieces for recorder, with or without accompaniment. | 17. Perform and memorise short pieces on the recorder, as a soloist or in groups, using the correct breathing and posture. | 17.1. Play pieces and extracts on the recorder using the notes played with the left hand (sol/G, la/A, si/B, do/C and re/D), reading them on a score. | CLCMCT |
| 17.2. Memorise simple pieces on the recorder. | CLCMCT |
| Use of musical language to read and perform simple songs and instrumental pieces, with and without accompaniment. | 18. Recognise the basic parts of a musical score, correctly interpreting all the information provided. | 18.1. Use musical language to perform pieces and songs of different styles from different periods and cultures, valuing their contribution to personal, social and cultural enrichment, and taking responsibility for their role in group performances. | CLCMCT |
| Respect for the work of composers and artists, as well as for licences to use, modify or distribute contents. | 19. Respect and value the work of different professionals and their contribution to music: composer and performer. | 19.1. Understand and respect guidelines regulating intellectual property relating to reproducing and copying music. | CDSIE |
| Importance of good voice, body and instrument care: healthy habits. | 20. Use correct breathing, paying attention to phrasing. | 20.1. Explore the expressive possibilities of the voice, taking basic steps for proper voice care and use. | SIE |
| Vocal technique: phonation, articulation, intonation, tuning and breathing. | 21. Gradually control the volume of the spoken voice and help create a good working environment. | 21.1. Control their breathing, adapting it to the structure of the sounds emitted. | SIE |
| 21.2. Use the voice properly when speaking or singing, remembering healthy habits. | SIE |
| Importance of interest, effort and individual contributions to group activities. | 22. Make an effort during body expression and dance activities, respecting and accepting others. | 22.1. Perform and participate in the dances learned, showing an interest in and respecting the contributions of classmates. | SIE |
| Identification of the form of a piece of music. Depiction using non-conventional symbols. | 23. Analyse the structure of a piece of music and describe its constituent elements. | 23.1. Depict simple musical forms using non-conventional symbols. | CLCMCT |
| Use of conventional and non-conventional musical language in new creations. | 24. Freely improvise melodic profiles with the voice using words or phrases in the context of a musical game. | 24.1. Freely improvise melodic profiles with the voice using words or phrases in the context of a musical game. | SIE |
| 25. Improvise various voice effects in groups, in a synchronised way, respecting the contributions of the conductor. | 25.1. Use the voice properly in individual and group productions through arrangements and improvisation applied to prosodic and musical features. | SIE |
| 26. Improvise around the pentatonic scale using classroom instruments, and start creating pieces using the elements of musical language learned, respecting the contributions of others and the conductor. | 26.1. Improvise around the pentatonic scale using classroom instruments, and start creating pieces using the elements of musical language learned, respecting the contributions of others and the conductor. | AA |
| Responsible use of new technologies as tools that make it possible to find, create and disseminate information. | 27. Explore and use the expressive and sound possibilities of different electronic devices. | 27.1. Use audiovisual media, computer resources and recording techniques to create pieces of music. | CD |
| 28. Find and select information in different media about sound, sound production and different types of music, under guidance and using a critical approach. | 28.1. Use ICT to create, record and reproduce different sounds. | CD |

**UNIT 3.** ASIAN ECHOES

* **CONTENTS**

This unit focuses on vocal technique and being expressive when playing instruments.

It introduces the concepts of intervals, tones, semitones and pentatonic and diatonic scales.

The unit also explores Asian music and repeat signs, and introduces students to musical composition.

The parts of the recorder and how it produces sound are also introduced.

* **VOCABULARY**

**Key vocabulary**

Vocal technique: relaxation, breathing, projection, articulation, warming up

Music language: interval, tone, semitone, diatonic scales, pentatonic scales, repeat signs, D.C. (*Da capo*)

Asian musical instruments: koto, shakuhachi, pipa, erhu, taiko

Parts of the recorder: mouthpiece, windway, labium

Luthier, Stradivarius

**More words**

Adjectives to describe feelings of relaxation: relaxed, serene, calm, peaceful, sleepy

Song lyric vocabulary: mighty, soul, legends and fables, dawn

* **METHODOLOGY AND PROBLEM AREAS**

Work on vocal technique as part of your usual class routine, correcting any mistakes you notice so that students acquire good habits.

Children may find memorising the intervals between notes difficult. To help them, make posters showing the scales to make them easier to learn.

* **DIVERSITY IN THE CLASSROOM**

**Reinforcement**

Facilitate contributions to group performances, taking both the instrument and the melody or rhythm played into account.

Rehearse with students individually.

**Extension**

Look at the accompaniments to *The East* on pages 66 and 67.

Look online to find more information about luthiers and Asian instruments.

Find more examples of repeat signs.

* **CROSS-CURRICULAR LINKS**

Topics related to geography and cultural diversity when talking about Asia are linked to Social Science.

The materials used to make musical instruments are linked to Natural Science.

Sequences of musical notes in order are linked to Mathematics.

* **ICT**

ICT is used when students search the internet for information.

* **VALUES AND ATTITUDES**

**Versatility**. Understanding that music can be used for many different purposes, depending on the type of music and the region of the world.

**Respect**. Appreciating different traditions and cultural expressions around the world

**Teamwork.** Reinforcing the idea that working together as a team results in a better end product.

* **EMOTIONAL INTELLIGENCE**

Students will learn to understand how music affects their mood, feelings and emotions, and how this can even affect people's mental and physical wellbeing.

* **ACTIVITIES WITH PARENTS**

Parents can help their children familiarise themselves with the geography and cultures of Asia.

They can also help them find information about Asian music.

By rehearsing the pieces in the unit with them, parents can help their children improve their performances in class and overcome any self-consciousness, building their self-confidence.

| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES [[3]](#footnote-3)** |
| --- | --- | --- | --- |
| Writing short descriptions and commentaries on various pieces and performances using simple, precise vocabulary. | 1. Describe and explain, orally and in writing, key characteristics of the pieces heard using appropriate language. | 1.1. Describe and explain, orally and in writing, key characteristics of the pieces heard using appropriate language. | CLCEC |
| 2. Explain the feelings and sensations they feel and ideas they have when they hear a piece of music, orally or in writing. | 2.1. Explain the feelings and sensations they feel and ideas they have when they hear a piece of music, orally or in writing. | CLCEC |
| 3. Describe their personal opinion about a piece of music in a reasoned way and accept the opinions of others. | 3.1. Describe their personal opinion about a piece of music in a reasoned way and accept the opinions of others. | CLCEC |
| Exploration of the expressive and sound possibilities of the voice. | 4. Explore the expressive possibilities of the voice, taking basic steps for proper voice care and use. | 4.1. Explore the expressive possibilities of the voice, taking basic steps for proper voice care and use. | SIE |
| 5. Understand the importance of taking care of the voice as an instrument and means of expression, starting with the song and its possibilities for performance, creation and improvisation, both individually and in groups. | 5.1. Use the voice properly when speaking or singing, remembering healthy habits. | AA |
| Individual and group coordination and synchronisation in vocal or instrumental performances. | 6. Perform songs as a soloist, in duets, trios and choirs, with correct articulation and tuning, in an uninhibited and agreeable way, demonstrating confidence in their own abilities. | 6.1. Sing and perform songs individually and in groups with the correct articulation and tuning. | AA |
| 7. Coordinate with the rest of the group when performing songs and rhythms, trying to balance the dynamics of the different voices. | 7.1. Coordinate with the rest of the group when performing songs and rhythms, trying to balance the dynamics of the different voices. | AA |
| 8. Take responsibility for their role in group performances, respecting the contributions of other performers and the conductor. | 8.1. Take responsibility for their role in group performances, respecting the contributions of other performers and the conductor. | AA |
| 9. Memorise and perform the songs and vocal rhythms learned in class in an expressive way, with correct breathing, tuning and articulation. | 9.1. Memorise and perform the songs and vocal rhythms learned in class in an expressive way, with correct breathing, tuning and articulation. | AA |
| Vocal performance of songs by imitation or reading them on a stave. | 10. Sing melodies in unison. | 10.1. Sing songs in a coordinated way, taking into account the tempo and character of the music. | AA |
| Conventional musical language: scale (pentatonic and diatonic), intervals (tone, semitone, sharp, flat). | 11. Recognise the basic parts of a musical score, correctly interpreting all the information provided. | 11.1. Read, write and perform melodies based on the pentatonic scale using musical language. | CLCMCT |
| Active listening to a selection of vocal and instrumental pieces of different styles from different cultures and periods. Recognition and oral and written expression of basic elements. | 12. Know pieces of different styles and from different periods and cultures, understanding that they are part of a people's cultural identity, heritage and traditions. | 12.1. Know and value pieces of music of different styles from different periods and cultures, understanding the origin of their artistic and expressive style and character. | CLCDCEC |
| Performance of vocal and instrumental pieces containing repetition, variation and contrast. | 13. Perform, with the voice or instruments and using musical language, as a soloist or in a group, simple compositions containing repetition, variation and contrast. | 13.1. Perform vocal and instrumental pieces containing repetition, variation and contrast for different ensembles, with or without accompaniment. | CLCMCT |
| Conventional musical language: repeat signs. | 14. Read, write and perform short melodies. | 14.1. Read and make small modifications to pieces of music using musical language. | CLCMCT |
| Performance and memorisation of a basic repertoire of instrumental pieces for recorder, with or without accompaniment. | 15. Perform and memorise short pieces on the recorder, as a soloist or in groups, using the correct breathing and posture. | 15.1. Memorise simple pieces on the recorder. | CLCMCT |
| Use musical language to perform pieces. | 16. Read, write and perform syncopated rhythms using musical language. | 16.1. Read, write and perform syncopated melodies and melodies based on the major scale using musical language. | CLCMCT |
| Noise pollution: identification of situations of noise pollution and actively contributing to decreasing such pollution. | 17. Understand the importance of silence when listening to and enjoying music. | 17.1. Demonstrate that they value and respect the musical contributions of classmates. | CLSIE |
| 18. Pay attention when doing activities. | 18.1. Be silent and pay attention when listening to pieces of music. | CLSIE |
| Understanding of the importance of silence for musical expression and enjoyment. | 19. Participate in activities, paying attention and taking an interest, understanding the importance of silence when making music. | 19.1. Value the work of classmates and actively participate in group performances. | CLSIE |

**UNIT 4.** MUSIC IN EUROPE

* **CONTENTS**

This unit works on listening and explores dynamics.

It introduces opera and voice types, with examples from *The Magic Flute* by Wolfgang Amadeus Mozart.

Finally, the unit includes a performance using mime.

* **VOCABULARY**

**Key vocabulary**

Anthem

Sound qualities: dynamics, pitch, length, timbre

Italian music words: *piano*, *mezzo-forte*, *forte*, *crescendo*, *diminuendo*

Jobs: carpenters, costume designers, painters, stage designers, makeup artists, librettists

Voice types: bass, baritone, tenor, contralto, mezzo-soprano, soprano

Ensembles: solo, duet, trio, quartet, choir

Elements of opera: aria

**More words**

Adjectives for moods and feelings: brave, solemn, strong, excited, energised, optimistic

* **METHODOLOGY AND PROBLEM AREAS**

Listening exercises require students to concentrate and pay attention. Create a relaxed, calm atmosphere in the classroom before starting a listening exercise. Give students background information about the story and what they should be focusing on. This will help them enjoy and make the most out of the activity.

When you look at dynamics, revise the other qualities of sound so that students can put dynamics into context.

It is a good idea to revise and practise reading rhythms and notes before doing the instrumental performances.

* **DIVERSITY IN THE CLASSROOM**

**Reinforcement**

Split the listening exercise into short sections to help students who find it difficult to maintain concentration. Ask for partial answers, either orally or in writing.

Use percussion instruments with skins to mark the downbeats and dynamics.

**Extension**

Create conventional and non-conventional scores of rhythms with different dynamic symbols and abbreviations.

Look online to find more information about Mozart, opera and *The Magic Flute*.

* **CROSS-CURRICULAR LINKS**

Topics related to geography and cultural diversity are linked to Social Science.

Learning vocabulary, story plots and vocal technique are directly related to English Language and Literature.

Visual arts in the sets and costumes of operas are linked to Arts & Crafts.

* **ICT**

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

Students can also watch scenes from *The Magic Flute* using ICT.

* **VALUES AND ATTITUDES**

**Tolerance**. Being able to respect the opinions and ideas of others, even if they are different to your own, understanding the contribution they can make.

**Solidarity**. Understanding solidarity as a selfless act of collaboration with others.

**Sensitivity**. Developing the ability to appreciate and enjoy art forms and cultural expressions that are different to the ones you are used to.

* **EMOTIONAL INTELLIGENCE**

Students will discover how a specific melody or composition can be enjoyed by people from many different cultures, as is the case of anthems used to commemorate a sporting or cultural event.

* **ACTIVITIES WITH PARENTS**

Parents can help students learn about Europe and the life and work of Mozart, as well as listen to, watch and understand *The Magic Flute*.

| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES [[4]](#footnote-4)** |
| --- | --- | --- | --- |
| Writing short descriptions and commentaries on various pieces and performances using simple, precise vocabulary. | 1. Describe and explain, orally and in writing, key characteristics of the pieces heard using appropriate language. | 1.1. Describe and explain, orally and in writing, key characteristics of the pieces heard using appropriate language. | CL |
| 2. Explain the feelings and sensations they feel and ideas they have when they hear a piece of music, orally or in writing. | 2.1. Explain the feelings and sensations they feel and ideas they have when they hear a piece of music, orally or in writing. | CL |
| 3. Describe their personal opinion about a piece of music in a reasoned way and accept the opinions of others. | 3.1. Describe their personal opinion about a piece of music in a reasoned way and accept the opinions of others. | CL |
| Simple short dictation exercises: melodies and rhythms. | 4. Represent elements and characteristics of music graphically, establishing links between what they hear and the symbols used. | 4.1. Represent the different musical elements of a piece of music graphically using a simple dynamic score. | CLCMCT |
| Introduction to the history of music and composers. | 5. Know pieces of different styles and from different periods and cultures, understanding that they are part of a people's cultural identity, heritage and traditions. | 5.1. Know and value pieces of music of different styles from different periods and cultures, understanding the origin of their artistic and expressive style. | CLCEC |
| 6. Recognise some of the pieces of music heard in class and remember important information about them. | 6.1. Recognise basic characteristics of pieces of different genres and styles from different periods, associating them with their creators. | CLCEC |
| Enjoyment of pieces of music of different styles. | 7. Enjoy listening to pieces of music of different styles. | 7.1. Enjoy listening to pieces of music of different styles. | CLCMCT |
| Identification, classification and reproduction of sounds according to their qualities: pitch, dynamics, timbre and length. | 8. Listen to music to explore the possibilities of sound and use them as a framework for their own creations. | 8.1. Identify, classify and reproduce single sounds and combinations of sounds according to their qualities, depicting them using conventional and non-conventional symbols. | CLCMCT |
| 9. Identify, classify and depict sounds graphically according to their qualities. | 9.1. Depict the qualities of sound studied in their own creations. | CLCMCT |
| Visual and auditory recognition of different voice types: soprano, contralto, tenor, bass and children's voices. | 10. Recognise different types of voices. | 10.1. Know and classify male and female voices. | CLAASIE |
| 11. Recognise vocal ensembles, paying attention to the pitch of the sound (high/low). | 11.1. Recognise and identify different vocal ensembles: soloist, duet, trio, choir. | CLAASIE |
| 12. Identify different voices when listening to an orchestral piece. | 12.1. Identify different voices when listening to an orchestral piece. | CLAASIE |
| Identification of different vocal ensembles: soloist, duet, trio, choir. | 13. Recognise different vocal ensembles: soloist, duet, trio, choir. | 13.1. Identify different vocal ensembles. | CLAASIE |
| Musical activities and professions: composer, conductor and performer. The audience. | 14. Respect and value the work of different professionals and their contribution to music: composer, conductor and performer. | 14.1. Recognise and understand the importance of the roles of the composer, conductor, performers and audience, both in live performances and in videos and/or pictures. | CLAASIE |
| Knowing the functions of different music professionals. | 15. Know and describe different jobs and activities related to music. | 15.1. Know and describe different jobs and activities related to music. | CLCDAA |
| Performance and memorisation of a basic repertoire of instrumental pieces for recorder, with or without accompaniment. | 16. Perform and memorise short pieces on the recorder, as a soloist or in groups, using the correct breathing and posture. | 16.1. Know the minimum recorder finger positions required by the teacher. | CLCMCT |
| Awareness of and compliance with rules of listening during performances and listening exercises. | 17. Learn to follow rules when listening to or watching performances. | 17.1. Know, understand and follow the rules of listening during performances and listening exercises. | CL |
| Accompaniment of selected songs or extracts using ostinatos and drones with the voice, small percussion instruments, body percussion and keyboard percussion instruments. | 18. Use the sound possibilities of the voice as an accompaniment for plays and stories, remembering healthy habits for voice care. | 18.1. Be imaginative when using materials to create sound accompaniments for stories, pictures, plays, etc. | CLAASIE |
| 19. Accompany various musical compositions, keeping the beat, playing at the correct speed and using contrasts in dynamics. | 19.1. Use the sound possibilities of the voice to provide an accompaniment for stories and plays. | CLAASIE |
| Use of unchoreographed dance as a means of expression of emotions and feelings. | 20. Do choreographed and unchoreographed body expression activities, adapting to the character of the music and the emotions it evokes. | 20.1. Do choreographed and unchoreographed movements in time with music. | CECSIE |
| Enjoying movement activities. | 21. Make an effort during body expression activities, respecting and accepting others. | 21.1. Perform and participate, showing an interest in and respecting the contributions of classmates. | AASIE |
| Movements with body expression: actions and looks. | 22. Express a musical message using the body. | 22.1. Explore and use the expressive possibilities of the body by expressing emotions, ideas and situations associated with the music heard. | AASIE |
| Responsibility in group instrumental performances and respect for the contributions of other performers and the conductor. | 23. Play their instrument and corresponding part in coordination with the rest of the group. | 23.1. Perform pieces of music involving the use of rhythmic and melodic instruments, adapting their performance to that of the rest of the group. | AASIE |
| Audiovisual media, recording and computer resources to create pieces of music and sound accompaniments for pictures and plays. | 24. Know and explore different digital media for performing melodies and/or rhythms. | 24.1. Use audiovisual media, computer resources and recording techniques to create pieces of music and sound accompaniments for pictures and plays. | CLCMCTCD |

**UNIT 5.** MELODIES OF SPAIN

* **CONTENTS**

This unit explores Spanish folk music and the differences between classical and popular music, and between religious and secular music. It also includes a choreography for a paso doble.

As regards musical language, the unit introduces sharps, flats and dotted notes. It also explores tempo.

Finally, students are asked to compose a lied.

* **VOCABULARY**

**Key vocabulary**

Music language: sharp symbol, flat symbol, dot, dotted notes, tone, semitone, upbeat, downbeat

Spanish folk dances: *pasodoble, jota, chotis*

Types of music in Spain: popular, classical, religious, secular

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

Metronome, lied

**More words**

Past tense verbs: created, composed, played, copied, performed

* **METHODOLOGY AND PROBLEM AREAS**

Students may find it difficult to distinguish between different types of music. To help them, ask a series of questions about extracts of music, like: Is the structure simple or complex? Is it an orchestral piece? Where or when do you think it is being played? What is its purpose?

Students may also find learning the choreography difficult. Remind them to try to adapt their movements to the rhythm and dance in time with their partner.

* **DIVERSITY IN THE CLASSROOM**

**Reinforcement**

March around the classroom in time to the extracts in the unit, clapping on the downbeats.

**Extension**

Clap four-bar improvised rhythms while listening to *My pasodoble*.

Find a famous paso doble and invent a choreography using the steps learned in the unit.

Improvise new steps for the paso doble.

Set a metronome to tick in time with your pulse. Take your pulse after running or while breathing deeply.

Find more Italian terms for different tempos.

* **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 and valuing the contributions of others**. Appreciating the richness and diversity of cultural heritage, especially musical heritage, and respecting people's different musical tastes.

**Being expressive**. Understanding that the body can be used as a means of expression through dance.

**Working in groups**. Valuing the contributions of all members of a group when performing a piece together.

* **EMOTIONAL INTELLIGENCE**

Students will learn that stage fright is an emotional response to stressful situations, in which they lose their ability to communicate. They will learn to identify the symptoms and use tools to overcome it.

* **ACTIVITIES WITH PARENTS**

Parents can dance the choreography for the paso doble or invent a new one at home and dance it with their children. This will help children overcome their fear of performing and feel more confident during performance activities in class.

To consolidate students’ understanding of popular music, classical music, religious music and secular music, parents can help them look for examples (online or in their own collections) and listen to them together.

| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES [[5]](#footnote-5)** |
| --- | --- | --- | --- |
| Writing short descriptions and commentaries on various pieces and performances using simple, precise vocabulary. | 1. Describe and explain, orally and in writing, key characteristics of the pieces heard using appropriate language. | 1.1. Describe and explain, orally and in writing, key characteristics of the pieces heard using appropriate language. | CL |
| 2. Explain the feelings and sensations they feel and ideas they have when they hear a piece of music, orally or in writing. | 2.1. Explain the feelings and sensations they feel and ideas they have when they hear a piece of music, orally or in writing. | CL |
| 3. Describe their personal opinion about a piece of music in a reasoned way and accept the opinions of others. | 3.1. Describe their personal opinion about a piece of music in a reasoned way and accept the opinions of others. | CL |
| Enjoying movement activities and dances. | 4. Make an effort during body expression and dance activities, respecting and accepting others. | 4.1. Perform and participate in the dances learned, showing an interest in and respecting the contributions of classmates. | CMCTSIE |
| Practice and memorisation of basic group movement techniques: dancing in pairs. | 5. Reproduce dance movements adapted to the form of a piece of music in coordination with the rest of the group. | 5.1. Perform simple dances, adapting movements to the music, lyrics, form and the movements of classmates. | CMCTSIE |
| Classification of tempo and its variations: adagio, andante, allegro, presto, accelerando and ritardando. | 6. Recognise different tempos and changes in dynamics. | 6.1. Listen to pieces of music and recognise variations in tempo and dynamics, and provide an evaluation of them. | CLCMCT |
| 7. Actively listen to more complex extracts and pieces and recognise basic tempos using the appropriate musical language. | 7.1. Recognise the tempo in extracts of music. | CLCMCT |
| Active listening to a selection of vocal and instrumental pieces of different styles from different cultures and periods. | 8. Know pieces of different styles and from different periods and cultures, understanding that they are part of a people's cultural identity, heritage and traditions. | 8.1. Know and value pieces of music of different styles from different periods and cultures, understanding the origin of their artistic and expressive style. | CLCMCT |
| Conventional musical language: tempo, upbeats, dots. | 9. Recognise the basic parts of a musical score, correctly interpreting all the information provided. | 9.1. Recognise the rhythm, tempo, melody and timbre of a piece or extract. | CLCMCT |
| 10. Recognise the notes do/C, re/D, mi/E, fa/F, sol/G, la/A, si/B, do’/high C and re’/high D. | 10.1. Recognise, read and imitate the notes do/C, re/D, mi/E, fa/F, sol/G, la/A, si/B, do’/high C and re’/high D. | CLCMCT |
| 11. Imitate intervals: major and minor second, major and minor third, perfect fourth, perfect fifth, major and minor sixth and perfect octave. | 11.1. Imitate intervals: major and minor second, major and minor third, perfect fourth, perfect fifth, major and minor sixth and perfect octave. | CLCMCT |
| Performance of melodies in unison, distinguishing between verse and chorus. | 12. Sing simple children's melodies with an appropriate vocal range. | 12.1. Sing songs in a coordinated way, taking into account the tempo and character of the music. | CL |
| Identification and classification of instruments. | 13. Recognise and classify instruments into families and subfamilies, describing their main characteristics orally and in writing. | 13.1. Recognise and classify instrumental ensembles based on pictures or real examples. | CLCDCEC |
| Identification of the form of a piece of music: lied (ABA). | 14. Analyse the structure of pieces of music, including lieds, and describe their constituent elements. | 14.1. Recognise, analyse and describe the form of pieces of music, including lieds, orally and in writing. | CLCMCT |
| The musical scale: pentatonic scales. | 15. Work with pentatonic scales. | 15.1. Work with and recognise the pentatonic scale. | CLCMCT |
| Creation and improvisation of vocal and instrumental rhythms and melodies based on prosodic or musical features or the pentatonic scale. | 16. Perform simple invented rhythmic recital exercises based on riddles, sayings, poems, etc. | 16.1. Invent a six-beat sound message (duple and/or triple accentuation) using conventional symbols. | CLCMCT |
| Conventional musical language: note and rest symbols, rhythm, metre (duple), scale (pentatonic), parts of the stave (treble clef, time signature, bar lines). | 17. Read, write and perform short melodies. | 17.1. Read, write and perform melodies based on the pentatonic scale using musical language. | CLCMCT |
| 17.2. Translate simple melodies and rhythms to conventional musical language. | CLCMCT |

**UNIT 6.** HARMONIES FROM THE NEW WORLD

* **CONTENTS**

This unit looks at dots, ties and pauses and instrument families.

It also introduces two types of music in the United States: classical music and popular music. Extracts of examples are included: *The Entertainer* by Scott Joplin; the second movement, *Largo*, of the *New World Symphony* by Antonín Dvořák; and an instrumental version of *Mary had a little lamb*.

Finally, students create a choreography.

* **VOCABULARY**

**Key vocabulary**

Musical instruments: cor anglais, oboe

Music language: dot, tie, pause sign (*fermata*)

Instrument families: string (bowed, plucked, struck), percussion (pitched, unpitched), wind (woodwind, brass), electric (electronic, electroacoustic)

Popular music in the USA: jazz, blues, hip-hop, country music, folk music

Choreography, choreographer

**More words**

Story verbs: approach, see, reach, begin

Past tense verbs to describe a process: discussed, invented, wrote down, rehearsed, performed

* **METHODOLOGY AND PROBLEM AREAS**

A non-conventional score is used to help students understand the music in one of the listening exercises. Associating music with images helps students listen actively in a simpler, more effective way.

Some students may find playing an instrument difficult or embarrassing, so here they do it in teams, keeping in time with the recordings and their classmates.

If students have difficulty learning the different instrument families and understanding the new musical language introduced, use exercises that link what they hear to pictures they can see. These contents can be learned with practice.

* **DIVERSITY IN THE CLASSROOM**

**Reinforcement**

Improve recorder technique using the information and exercises on pages 62-63.

**Extension**

Play *Te Deum* by Marc-Antoine Charpentier (page 65) on the recorder.

* **CROSS-CURRICULAR LINKS**

The historical context of the different types of American music is linked to Social Science.

Classifying instruments into families based on how they make sounds is linked to Natural Science.

Adding note values together and equivalent notes are related to Mathematics.

Creating and performing choreographies is linked to Physical Education.

* **ICT**

ICT is used when students search the internet for information.

* **VALUES AND ATTITUDES**

**Respect and equality**. Appreciating and enjoying art forms of different origins.

**Creativity**. Understanding that the body can be used as a means of expression.

**Team spirit.** Recognising the importance of teamwork.

* **EMOTIONAL INTELLIGENCE**

Students will learn that stage fright is an emotional response to stressful situations, in which they lose their ability to communicate. They will learn to identify the symptoms and use tools to overcome it.

* **ACTIVITIES WITH PARENTS**

Parents can help their children overcome any fear of performing by listening carefully and respectfully to their performances on the recorder.

They can also help students appreciate music of different origins, such as American music in all its forms and for its different purposes, focusing on film soundtracks.

| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES [[6]](#footnote-6)** |
| --- | --- | --- | --- |
| Writing short descriptions and commentaries on various pieces and performances using simple, precise vocabulary. | 1. Describe and explain, orally and in writing, key characteristics of the pieces heard using appropriate language. | 1.1. Describe and explain, orally and in writing, key characteristics of the pieces heard using appropriate language. | CL |
| 2. Explain the feelings and sensations they feel and ideas they have when they hear a piece of music, orally or in writing. | 2.1. Explain the feelings and sensations they feel and ideas they have when they hear a piece of music, orally or in writing. | CL |
| 3. Describe their personal opinion about a piece of music in a reasoned way and accept the opinions of others. | 3.1. Describe their personal opinion about a piece of music in a reasoned way and accept the opinions of others. | CL |
| 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 describing them orally and in writing. | 4. Know pieces of different styles and from different periods and cultures, understanding that they are part of a people's cultural identity, heritage and traditions. | 4.1. Know and value pieces of music of different styles from different periods and cultures, understanding the origin of their artistic and expressive style. | CLCEC |
| Familiarisation with elements of musical language: melody (rhythmic and melodic motifs). | 5. Identify a rhythmic or melodic motif when listening to a piece of music. | 5.1. Represent the different musical elements of a piece of music graphically using a simple dynamic score. | CLCMCT |
| Auditory recognition of instruments. | 6. Listen and recognise instruments. | 6.1. Identify different instruments when listening to an orchestral piece. | CLCMCT |
| Conventional musical language: dots, ties, pauses, syncopation. | 7. Recognise the basic parts of a musical score, correctly interpreting all the information provided. | 7.1. Read, write and perform syncopated melodies with dots, ties and pauses using musical language. | CLCMCT |
| 7.2. Read and make small modifications to pieces of music using musical language. | CLCMCT |
| Visual and auditory recognition of the most characteristic instruments of classical orchestras and popular music, and classification into families: string, wind, percussion and electric. | 8. Recognise and name different instruments based on their appearance and the sounds they make. | 8.1. Recognise and classify the most characteristic instruments of classical orchestras and popular music based on their appearance and the sounds they make. | AASIE |
| Performance of melodies in unison and in canon for three voices. | 9. Sing melodies in unison and in canon. | 9.1. Sing the melodies learned with a vocal range of one octave in groups in unison and/or in canon. | CLCMCT |
| 10. Perform songs and canons for three voices that may contain a complete scale by reading them on a stave or imitating them. | 10.1. Perform songs and canons for three voices that may contain a complete scale by reading them on a stave or imitating them. | CL |
| Identification of the form of a piece of music and recognition of different textures: polyphony. | 11. Analyse the structure of a piece of music and describe its constituent elements. | 11.1. Recognise, analyse and describe the form of a piece of music orally and in writing. | CLCMCT |
| Performance of canons, paying attention to coordination and synchronisation with the rest of the group. | 12. Perform canons, paying attention to coordination and synchronisation with the rest of the group. | 12.1. Perform, create and improvise vocal pieces (canons), paying attention to coordination and synchronisation with the rest of the group. | CLSIE |
| Performance and memorisation of a basic repertoire of instrumental pieces for recorder, with or without accompaniment. | 13. Perform and memorise short pieces on the recorder, as a soloist or in groups, using the correct breathing and posture. | 13.1. Play pieces and extracts on the recorder using the notes played with the left hand (sol/G, la/A, si/B, do/C and re/D), reading them on a score. | CLCMCT |
| 13.2. Memorise simple pieces on the recorder. | CL |
| Introduction to the main genres of music. | 14. Know musical genres and do a project on suggested composers and performers. | 14.1. Know different musical genres and do a research project on suggested performers. | CLCSCCEC |
| Responsible use of new technologies as tools that make it possible to find, create and disseminate information. | 15. Find and select information in different media about sound, sound production and different types of music, under guidance and using a critical approach. | 15.1. Find and select information in different media about sound, sound production and different types of music, under guidance and using a critical approach. | CDSIE |
| Use of pitched and unpitched percussion instruments and Orff instruments. | 16. Improvise and provide a rhythmic accompaniment to a melody with percussion instruments. | 16.1. Use and appreciate the sound possibilities of the recorder and percussion instruments as accompaniments to simple texts and stories. | CL |
| Reinforcement of good technique when using classroom instruments: precision and hand independence. | 17. Perform pieces of a suitable level on various instruments, reinforcing technique. | 17.1. Perform pieces of music involving the use of rhythmic and melodic instruments, adapting their performance to that of the rest of the group. | SIE |
| 18. Play their instrument and corresponding part in coordination with the rest of the group. | 18.1. Know and use the correct posture (arms, hands, body, back) for good group performance. | SIE |
| 19. Use the correct technique and posture when playing rhythms or melodies on each classroom instrument. | 19.1. Use the correct technique and posture when playing rhythms or melodies on each classroom instrument. | AA |
| Creation of choreographies after analysis of a piece of music, paying attention to order in time and space. | 20. Suggest steps and movements suitable for a musical motif when creating a dance together in a group. | 20.1. Invent dance routines that coincide with the internal form of a piece of music, paying attention to time and space. | SIE |
| Understanding of the structure of a piece of music in order to create choreographies. | 21. Improvise choreographies representing the form, rhythm and melody of pieces heard and studied in class. | 21.1. Improvise choreographies representing the form, rhythm and melody of pieces heard and studied in class. | CEC |

**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 in different media about sound, sound production and different types of music, under guidance and using a critical approach. | 1.1. Use ICT to create, record and reproduce different sounds. | CLCDAA |
| Use and identification of common sound reproduction devices. | 2. Identify basic sound reproduction devices. | 2.1. Identify basic sound reproduction devices. | CLCDAA |
| Audiovisual media, recording and computer resources to create music. | 3. Explore and use the expressive and sound possibilities of different electronic devices. | 3.1. Use digital musical resources or applications related to sounds and instruments used previously in the classroom. | CLCDAA |
| 4. Know and explore different digital media for performing melodies and/or rhythms. | 4.1. Use the sound possibilities of different instruments through computer resources. | CLCDAA |
| Introduction to sequencing programs for didactic listening. | 5. Use free software for musical performance, listening and notation. | 5.1. Use a basic digital medium to perform melodies. | CLCDAA |
| Elements and aspects of music. Dynamic nuances and accentuation. | 6. Express a musical message using the body, paying attention to different nuances. | 6.1. Express a melody using the body and movement, paying attention to dynamic nuances and/or accentuation in an uninhibited, spontaneous way. | CMCTSIE |
| Finding and selecting information in different printed and technological media, and interest in attending and participating in different live musical performances. | 7. Find and select information about events. | 7.1. Find and select information about events. | CLCDAA |
| Device care and maintenance. | 8. Take good care of the devices used. | 8.1. Take good care of the devices used. | AACSC |
| Completion of group projects, transforming ideas into actions and fulfilling assigned roles in tasks involving several classmates. | 9. Participate in teams, doing their assigned portion of a task to achieve common goals, accepting their role, making contributions and helping other members of the group, and expressing emotions in cases of conflict in a respectful way. | 9.1. Participate in teams, doing their assigned portion of a task to achieve common goals, accepting their role, making contributions and helping other members of the group, and expressing emotions in cases of conflict in a respectful way. | AACSCSIE |
| Organisation and project management. Selection of technical information and materials. Evaluation of the project and product using guidelines. | 10. Plan the creation of a product or completion of a task, proposing a plan of steps in order, selecting the materials, and assessing the process and the quality of the results with the help of observation guidelines. | 10.1. Plan the creation of a product or completion of a task, proposing a plan of steps in order, selecting the materials, and assessing the process and the quality of the results. | AACSCSIE |
| Awareness of and compliance with rules of listening during performances and listening exercises. | 11. Follow classroom rules to create a good working environment when doing activities. | 11.1. Demonstrate that they value and respect the musical contributions of classmates and other musical figures and professionals. | AACSCSIE |
| 12. Understand the importance of silence when listening to and enjoying music. | 12.1. Be silent and pay attention when listening to pieces of music. | AACSCSIE |
| Importance of interest, effort and individual contributions to group activities. | 13. Make an effort during body expression and dance activities, respecting and accepting others. | 13.1. Perform and participate, showing an interest in and respecting the contributions of classmates. | AACSCSIE |

**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 in different media about sound, sound production and different types of music, under guidance and using a critical approach. | 1.1. Use ICT to create, record and reproduce different sounds. | CLCDAA |
| Introduction to sequencing programs for didactic listening and further exploration of digital musical notation using free software. | 2. Use free software for musical performance, listening and notation. | 2.1. Use a basic digital medium to perform melodies. | CLCDAA |
| Finding and selecting information in different printed and technological media, and interest in attending and participating in different live musical performances. | 3. Find and select information about events. | 3.1. Find and select information about events. | CLCDAA |
| Organisation and project management. Selection of technical information and materials. Evaluation of the project and product using guidelines. | 4. Plan the creation of a product or completion of a task, proposing a plan of steps in order, selecting the materials, and assessing the process and the quality of the results with the help of observation guidelines. | 4.1. Plan the creation of a product or completion of a task, proposing a plan of steps in order, selecting the materials, and assessing the process and the quality of the results. | AACSCSIE |
| Awareness of and compliance with rules of listening during performances and listening exercises. | 5. Follow classroom rules to create a good working environment when doing activities. | 5.1. Demonstrate that they value and respect the musical contributions of classmates and other musical figures and professionals. | CLSIECEC |
| 6. Understand the importance of silence when listening to and enjoying music. | 6.1. Be silent and pay attention when listening to pieces of music. | CLSIECEC |

**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 in different media about sound, sound production and different types of music, under guidance and using a critical approach. | 1.1. Use ICT to create, record and reproduce different sounds. | CLCDAA |
| Audiovisual media, recording and computer resources to create music. | 2. Explore and use the expressive and sound possibilities of different electronic devices. | 2.1. Use digital musical resources or applications related to sounds and instruments used previously in the classroom. | CLCDAA |
| 3. Know and explore different digital media for performing melodies and/or rhythms. | 3.1. Use the sound possibilities of different instruments through computer resources. | CLCDAA |
| Introduction to sequencing programs for didactic listening and further exploration of digital musical notation using free software. | 4. Use free software for musical performance, listening and notation. | 4.1. Use a basic digital medium to perform melodies. | CLCDAA |
| Completion of group projects, transforming ideas into actions and fulfilling assigned roles in tasks involving several classmates. | 5. Participate in teams, doing their assigned portion of a task to achieve common goals, accepting their role, making contributions and helping other members of the group, and expressing emotions in cases of conflict in a respectful way. | 5.1. Participate in teams, doing their assigned portion of a task to achieve common goals, accepting their role, making contributions and helping other members of the group, and expressing emotions in cases of conflict in a respectful way. | AACSCSIE |
| Organisation and project management. Selection of technical information and materials. Evaluation of the project and product using guidelines. | 6. Plan the creation of a product or completion of a task, proposing a plan of steps in order, selecting the materials, and assessing the process and the quality of the results with the help of observation guidelines. | 6.1. Plan the creation of a product or completion of a task, proposing a plan of steps in order, selecting the materials, and assessing the process and the quality of the results with the help of guidelines. | AACSCSIE |
| Awareness of and compliance with rules of listening during performances and listening exercises. | 7. Follow classroom rules to create a good working environment when doing activities. | 7.1. Demonstrate that they value and respect the musical contributions of classmates and other musical figures and professionals. | CLSIECEC |
| 8. Understand the importance of silence when listening to and enjoying music. | 8.1. Be silent and pay attention when listening to pieces of music. | CLSIECEC |
| Exploration of the expressive and sound possibilities of the voice. | 9. Explore the expressive possibilities of the voice, taking basic steps for proper voice care and use. | 9.1. Explore the expressive possibilities of the voice, taking basic steps for proper voice care and use. | CLSIECEC |

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)