

Music							
Topic	Key Concepts	Related Concepts	Theme	ATL skills	Lines of Inquiry	Summative Assessments	Assessment Objectives
Using music as a medium of expression (Singing)	Function Responsibility	Singing, Rhythm, Beat	Using music as a medium of expression	Communication Social Self- Management	How we use expression in music. How singing help us to express and communicate ideas. Ways in which we express feelings or ideas in music with voice. How people respond to music differently.	Assessment A: The assessment will be a performance. All students will sing the songs learnt in music class in unison Assessment B : Students will perform alone and in groups multiple songs keeping the steady beat as well as singing with the right pitch.	-Students will respond to the beat throughout movement activities. - Students will sing alone and with others. - Students will sing and play keeping the steady beat. - Students will follow the stead beat while listening to a variety of musical pieces. -Students will sing on tune.
Music in different contexts. Exploring change in music. Exposure to elements of music through musical games. Singing and playing percussion instruments.	Perspective Connection Causation	listening, singing, tempo, beat , expression, playing instruments, analysing different types of music.	Music in different contexts. Exploring change in music. Exposure to elements of music through musical games. Singing and playing percussion instruments.	Communication Social Thinking	Students will explore different types of music and analyse how music can change depending on the genre, culture or era. Students will keep developing their singing skills by learning multiple songs. Students will be able to combine singing with body movements. Students will be able to share their opinion related to live performances as well as exploring different performances. Students will respond to dance.	Assessment A: Describe the speed of the music. Is it fast or slow? How does there music started? Loud, soft or medium? Assessment B : Could you please mention which of these two musical samples is faster? Assessment C: Describe how the music or a live performance make you feel? Assessment D: Performances. Students will demonstrate their performance skills while participating in a live performance.	-Sing individually and in unison. -Express their responses to music from different cultures and styles. -Explore vocal sounds, rhythms, instruments, timbres to communicate ideas and feelings. -Show curiosity about live and recorded dance performances. -Describe the ideas and feelings communicated through body movements. -Respond to dance through spoken, written, visual and/ or kinesthetic mediums. -Move their bodies to express the mood of the music. -Identify changes in music (Fast/slow and Loud and Soft) Tempo and Dynamics.
Beat is the heart of Music.	Form Change Function	beat, expression, listening and responding, movement, play along, tempo, middle-high-low, composers	Beat is the heart of Music	Self- Management Communication Thinking	How can we keep the steady beat? Why are beat and tempo important elements of music? What does steady beat means in music?	Assessment: Explain what is beat? How do we use it in a music piece and how can we measure it?	Students will use musical vocabulary to explain what is beat? Students will demonstrate understanding of beat in music. Students will be able to followinf the beat in a musical piece or a song Students will sing alone or in unison keeping the steady beat.
Music and Expression	Change Form Function	Playing percussion instruments, Singing,	How can we express ourselves through music.	Thinking Communication	Expressing ourselves when composing. Expressing ourselves when dancing.	Assessment: Performance: students will share different ways of expressing through	Students will be able to express their feelings and moods while dancing different types of musical genres and songs Students will be able to express themselves by creating simple rhythmical patterns with unpitched percussion instruments.



		Movement, Creating.			Expressing ourselves when playing a musical instrument. Expressing ourselves when singing.	music when performing.	Students will be able to express themselves when singing different songs.
How the musical world works?	Form Responsibility Change	Singing, Melody, Timbre, Beat and Rhythm, movement, playing percussion instruments.	How the musical world works?	Thinking Research Self- Management	Inquiring into a variety of music topics related of how the musical world works.	Assessment: Demonstrate understanding of the topics studied in the Unit through outcome.	Students will sing on tune keeping the steady beat songs from different backgrounds and cultures. Students will listening and echo simple melodies. Students will the beat when performing simple rhythmical patterns. Students will use body gestures to communicate when singing.

Please note: At times areas of the curriculum will change based on the learning needs and interests of the students.