

Section 3: Specific Curriculum Outcomes

Organizers

Specific Curriculum Outcomes (SCOs) are a further delineation of the General Curriculum Outcomes (GCOs) at a particular grade level.

The Specific Curriculum Outcomes are grouped according to the following organizers

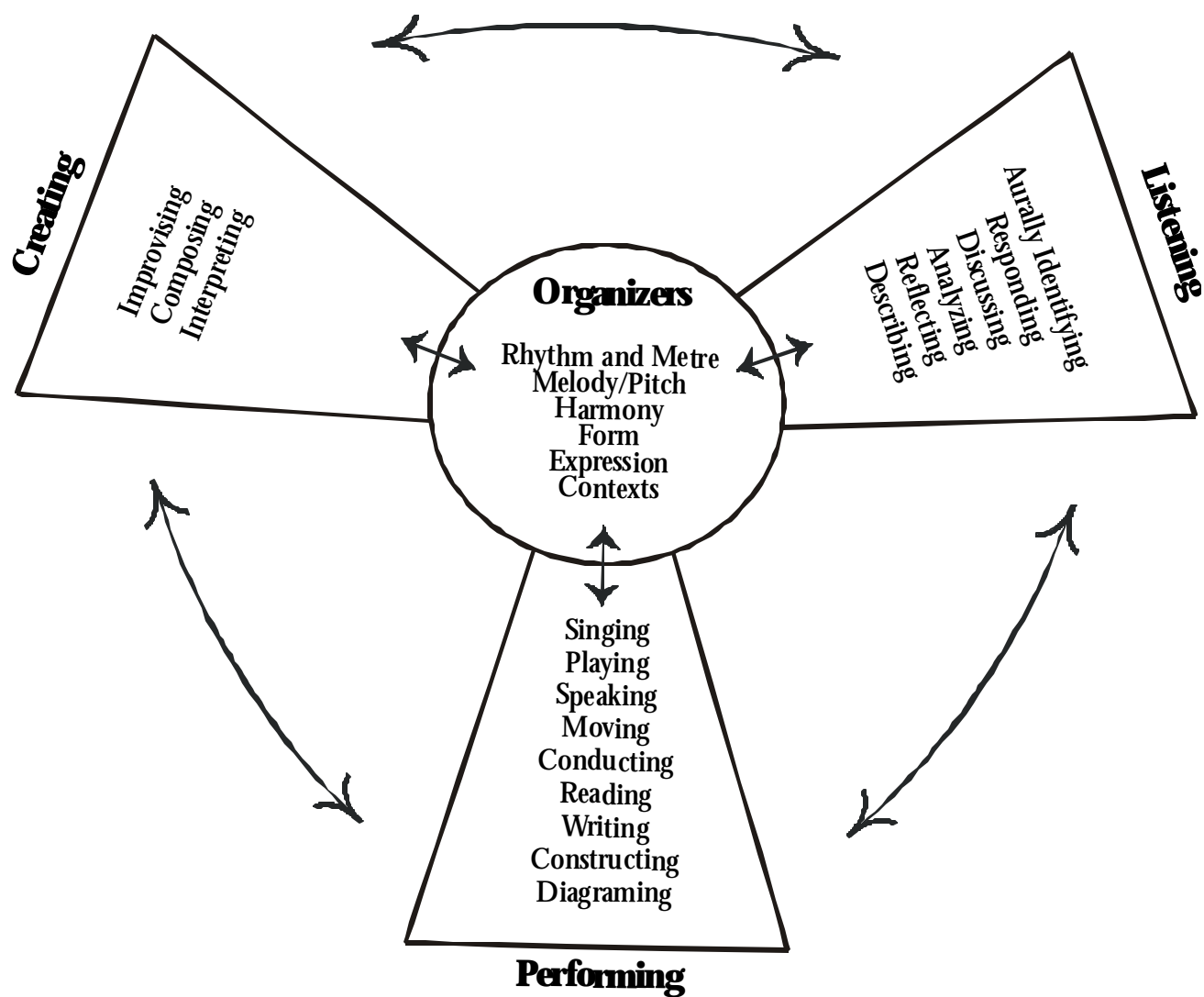
- **Rhythm and Metre**
- **Melody/Pitch**
- **Harmony**
- **Form**
- **Expression**
- **Contexts**

The Specific Curriculum Outcomes are **interdependent** and **linked**, to contribute to the accomplishment of the Key Stage Curriculum Outcomes and develop the broader understandings of the General Curriculum Outcomes.

To realize musical outcomes, students must be engaged and involved in authentic musical experiences as:

- **Performers**
- **Listeners**
- **Creators**



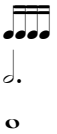

Students may be engaged as all three simultaneously.




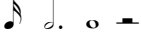



Teacher Reference: ***Teaching Towards Musical Understanding*** pages 4 - 7.

Overview of Specific Curriculum Outcomes K-6

Overview K-3

	K	1	2	3
Rhythm and Metre	<ul style="list-style-type: none"> beat rhythm stepping/skipping songs 	<ul style="list-style-type: none"> beat/rhythm grouping two, three, four beats stepping/skipping songs 	<ul style="list-style-type: none"> beat/rhythm grouping two, three, four beats 	<ul style="list-style-type: none"> beat/rhythm grouping two, three, four beats  <ul style="list-style-type: none"> use names: 
Melody/Pitch	<ul style="list-style-type: none"> higher/lower singing voice prepare s m and l s m in-tune singing 	<ul style="list-style-type: none"> higher/lower melodic contour s m l s m keys of F, C, G in-tune singing prepare r d 	<ul style="list-style-type: none"> l s m r d keys of F, C, G in-tune singing prepare d^l 	<ul style="list-style-type: none"> d^l l s m r d keys of F, C, G in-tune singing prepare l and s₁
Harmony		<ul style="list-style-type: none"> ostinati (rhythmic/melodic) 	<ul style="list-style-type: none"> ostinati (rhythmic/melodic) rounds/canons 2-part rhythmic exercises 	<ul style="list-style-type: none"> ostinati (rhythmic/melodic) rounds/canons part songs 2 and 3-part rhythmic exercises tonic chord roots (d and l)
Form		<ul style="list-style-type: none"> like and unlike <ul style="list-style-type: none"> - phrases - sections repeat sign 	<ul style="list-style-type: none"> like and unlike <ul style="list-style-type: none"> - a b - A B simple rondo 	<ul style="list-style-type: none"> contrasting and repeating <ul style="list-style-type: none"> - a b - A B simple rondo
Expression	<ul style="list-style-type: none"> louder/softer faster/slower sounds from varied sources 	<ul style="list-style-type: none"> louder/softer faster/slower sounds - environmental, vocal, classroom instruments 	<ul style="list-style-type: none"> tempo dynamics cresc./decresc. articulation (smooth/choppy) sounds notations orchestral families classroom percussion 	<ul style="list-style-type: none"> tempo pp, p, mp, mf, f, ff articulation tone colours notations instruments in families
Contexts	<ul style="list-style-type: none"> songs games folk music 	<ul style="list-style-type: none"> varied selections representing <ul style="list-style-type: none"> - own and other cultures - special occasions - seasons 	<ul style="list-style-type: none"> varied selections representing <ul style="list-style-type: none"> - own and other cultures - time periods 	<ul style="list-style-type: none"> varied selections representing <ul style="list-style-type: none"> - cultures - time periods

Overview 4-6

	4	5	6
Rhythm and Metre	<ul style="list-style-type: none"> beat/rhythm time signatures $\frac{2}{4}$ $\frac{3}{4}$ $\frac{4}{4}$  <ul style="list-style-type: none"> use names:  	<ul style="list-style-type: none"> beat/rhythm time signatures $\frac{2}{4}$ $\frac{3}{4}$ $\frac{4}{4}$ upbeat  use names:  	<ul style="list-style-type: none"> beat/rhythm time signatures $\frac{2}{4}$ $\frac{3}{4}$ $\frac{4}{4}$ upbeat  use terminology for notes/rests
Melody/Pitch	<ul style="list-style-type: none"> d₁ l s m r d l s₁ keys of F, C, G C¹ B A G E D soprano recorder in-tune, expressive singing prepare f t and t₁ 	<ul style="list-style-type: none"> d₁ l s m r d l s₁ keys of F, C, G D¹ F F# recorder in-tune, expressive singing prepare f t and t₁ 	<ul style="list-style-type: none"> f t and t₁ keys of F, C, G E¹ B^b C recorder in-tune, expressive singing
Harmony	<ul style="list-style-type: none"> ostinati (rhythmic/melodic) rounds/canons part songs 2 and 3-part rhythmic exercises tonic and dominant chord roots (d and s₁) (l and m₁) 	<ul style="list-style-type: none"> ostinati (rhythmic/melodic) rounds/canons part songs 2 and 3-part rhythmic exercises chord roots (d and s₁) (l and m₁) 	<ul style="list-style-type: none"> ostinati (rhythmic/melodic) rounds/canons selections in parts chord roots (d and s₁) (l and m₁)
Form	<ul style="list-style-type: none"> contrasting/repeating <ul style="list-style-type: none"> - a b - A B - rondo D.C. al fine 	<ul style="list-style-type: none"> contrasting/repeating <ul style="list-style-type: none"> - a b - A B - rondo first and second endings D.S. Coda 	<ul style="list-style-type: none"> contrasting/repeating <ul style="list-style-type: none"> - a b - A B - rondo simple variations
Expression	<ul style="list-style-type: none"> tempo dynamics articulation tone colours notations orchestral instruments 	<ul style="list-style-type: none"> tempo dynamics accent, legato, staccato tone colours notations orchestral instruments 	<ul style="list-style-type: none"> tempo dynamics articulation tone colours notations interpretation orchestral instruments soprano, alto, tenor, bass
Contexts	<ul style="list-style-type: none"> varied selections representing <ul style="list-style-type: none"> - cultures/time periods - composers/musicians 	<ul style="list-style-type: none"> varied selections representing <ul style="list-style-type: none"> - cultures/time periods - composers/musicians 	<ul style="list-style-type: none"> varied selections representing <ul style="list-style-type: none"> - cultures/time periods - composers/musicians

Grade Organization

At the beginning of each grade is a one page overview of the specific curriculum outcomes, which are listed under each of the six organizers - rhythm/metre, melody/pitch, harmony, form, expression, and contexts. This is followed by a section for each of the organizers, which is indicated at the top of the left hand page.

Each organizer comprises a two-page layout of four columns. In many cases the four-column spread continues to another two-page layout.

Column One: Specific Curriculum Outcomes

The first column lists the specific curriculum outcomes for the organizer. In most cases, both outcomes will be listed one after the other, in this first column. In some cases, the second outcome will appear on another page.

Column Two: Suggestions for Teaching and Learning

The second column begins by listing the modes of performing, listening, and creating, that relate to the specific curriculum outcome(s) found in column one. Items listed under ***Includes*** are reminders of things to remember and include when engaged in teaching and learning strategies.

This is followed by a number of suggestions for musical experiences that will support students' achievement of the outcomes listed in column one. These are listed under the separate modes of performing, listening, and creating. However, strategies are not necessarily exclusive to one mode and may apply to the other modes.

In most cases, the suggestions in column two will address the two outcomes listed in the first column and carry over to the following pages. In some cases, the suggestions in this column address a single outcome.

Column Three: Suggestions for Assessment

The third column suggests ways that students' achievement of the outcomes may be assessed and reflect a variety of assessment techniques. Suggestions for assessment may be used to assess student learning in relation to one single outcome, but generally apply to all the outcomes. These are placed near the end of the organizer, as indicated by the page number.

Column Four: Resources

The fourth column identifies the authorized resources, and musical selections and materials that may assist in the learning and teaching of outcomes. The resources usually begin on the second two-page layout as indicated by the page number. The resources are not listed opposite a particular strategy, but relate to all of the strategies in column two. Specific references to selections and topics are given. Teachers are encouraged to use a variety of resources to assist in the achievement of learning outcomes.