

# Music P-3

*Streamlined Curriculum*

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### Music P-3 Streamlined Curriculum

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Prepared by the Department of Education and Early Childhood Development

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Music P	Music 1	Music 2	Music 3
<p><b>Learners will investigate how rhythm, meter, and tempo communicate feelings and ideas.</b></p> <p><b>Rationale:</b> For learners to investigate how the elements of rhythm, meter, and tempo communicate feelings and ideas it is essential for them to experience learning through listening, discovering, singing, moving, reading, and playing instruments. Independent and collaborative experiences assist learners in developing responsive skill sets that can be applied in a variety of settings. Learners will have opportunities to communicate their understanding through improvisation, performance, creation, and reflection and will gain experience in how the complexities of music are interwoven in a way that expresses feelings and ideas.</p>			
<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>Investigate how to move in space through simple and compound meter</li> <li>Select fast and slow tempi that respond to feelings and ideas</li> <li>Perform simple rhythmic activities to convey feelings and ideas</li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>Investigate how to move in space through simple and compound meter</li> <li>Select fast and slow tempi that respond to feelings and ideas</li> <li>Perform simple rhythmic activities to convey feelings and ideas</li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>Investigate how to move in space through simple and compound meter</li> <li>Select varying tempi that convey feelings and ideas</li> <li>Perform simple rhythmic activities to convey feelings and ideas</li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>Investigate how to move in space through simple and compound meter</li> <li>Select varying tempi that convey feelings and ideas</li> <li>Perform simple rhythmic activities to convey feelings and ideas</li> <li>Apply rhythmic values using standard notational names and other representations</li> </ul>
<p><b>Suggestions for Learning Experiences</b></p> <ul style="list-style-type: none"> <li>Move to beat and rhythm in simple and compound meter—walk, run, hop, gallop, and skip</li> <li>Move in space(s)—free, circle, lines, levels.</li> <li>Perform rhythmic activities using body percussion (e.g. clap, patsch, tap, step) and non-pitched percussion with emphasis on simple rhythms</li> <li>Improvise and create ways to keep the beat and simple rhythmic patterns using body percussion and non-pitched percussion</li> <li>Distinguish between beat and rhythm</li> <li>Distinguish between faster/slower</li> <li>Recognize how rhythm and tempo can communicate feelings and ideas</li> </ul> <p><i>(continue to next page)</i></p>	<p><b>Suggestions for Learning Experiences</b></p> <ul style="list-style-type: none"> <li>Move to beat and rhythm in simple and compound meter with varying tempi—walk, run, hop, gallop, and skip</li> <li>Move in space(s)—free, circle, lines, partner</li> <li>Perform rhythmic activities using voice, body percussion (e.g. clap, patsch, tap, step), and non-pitched percussion using <i>ta</i> (quarter note), <i>ti-ti</i> (eighth notes), <i>ta-rest</i> (quarter rest) (   □ † ) or other representations such as takadimi</li> <li>Respond to and identify strong and weak beats in <math>\frac{2}{4}</math> and <math>\frac{4}{4}</math> meter</li> <li>Improvise and perform using new rhythmic concepts with body percussion, non-pitched percussion, and found sounds</li> </ul>	<p><b>Suggestions for Learning Experiences</b></p> <ul style="list-style-type: none"> <li>Move to beat and rhythm in simple and compound meter with varying tempi—<i>adagio, andante, allegro, slow, moderate, fast</i></li> <li>Move in space(s)—free, circle, lines, partner—with increasing difficulty</li> <li>Perform rhythmic activities using voice, body percussion (e.g. clap, patsch, tap, step, snap), and non-pitched percussion using <i>ta, ti-ti, ta-rest, tie, too-oo</i> (half note), <i>too-oo-rest</i> (half rest), <i>toe</i> (whole note), <i>toe-rest</i> (whole rest) (   □ † tie ↓ - o - ) or other representations such as takadimi</li> <li>Respond to and identify strong and weak beats in <math>\frac{2}{4}</math> and <math>\frac{4}{4}</math> meter</li> </ul>	<p><b>Suggestions for Learning Experiences</b></p> <ul style="list-style-type: none"> <li>Move to beat and rhythm in simple and compound meter with varying tempi (using a variety of terms such as <i>adagio, andante, allegro, double time, laid back, largo, lento, moderato, presto, prestissimo, spirited, steady rock, swinging, up-tempo</i>)</li> <li>Move in space(s)—free, circle, double circle, lines, partner, double partner—with increasing difficulty</li> <li>Perform rhythmic activities using voice, body percussion (e.g., clap, patsch, tap, step, snap), beatboxing, and non-pitched percussion using <i>ta, ti-ti, ta-rest, tie, too-oo, too-oo-rest, toe, toe-rest, tika-tika</i> (sixteenth notes), <i>tay</i> (dotted half note)</li> </ul>

Music P	Music 1	Music 2	Music 3
<p><b>Learners will investigate how rhythm, meter, and tempo communicate feelings and ideas.</b></p> <p><b>Rationale:</b> For learners to investigate how the elements of rhythm, meter, and tempo communicate feelings and ideas it is essential for them to experience learning through listening, discovering, singing, moving, reading, and playing instruments. Independent and collaborative experiences assist learners in developing responsive skill sets that can be applied in a variety of settings. Learners will have opportunities to communicate their understanding through improvisation, performance, creation, and reflection and will gain experience in how the complexities of music are interwoven in a way that expresses feelings and ideas.</p>			
<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>Investigate how to move in space through simple and compound meter</li> <li>Select fast and slow tempi that respond to feelings and ideas</li> <li>Perform simple rhythmic activities to convey feelings and ideas</li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>Investigate how to move in space through simple and compound meter</li> <li>Select fast and slow tempi that respond to feelings and ideas</li> <li>Perform simple rhythmic activities to convey feelings and ideas</li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>Investigate how to move in space through simple and compound meter</li> <li>Select varying tempi that convey feelings and ideas</li> <li>Perform simple rhythmic activities to convey feelings and ideas</li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>Investigate how to move in space through simple and compound meter</li> <li>Select varying tempi that convey feelings and ideas</li> <li>Perform simple rhythmic activities to convey feelings and ideas</li> <li>Apply rhythmic values using standard notational names and other representations</li> </ul>
	<ul style="list-style-type: none"> <li>Distinguish between stepping (simple) and swinging/skipping (compound) songs</li> <li>Improvise and create freely</li> <li>Create and notate new rhythmic concepts using multiple forms of notation</li> <li>Recognize how rhythm and tempo can communicate feelings</li> </ul>	<ul style="list-style-type: none"> <li>Improvise and perform using all known rhythmic concepts with body percussion, non-pitched percussion, and found sounds</li> <li>Improvise and create freely</li> <li>Create and notate all known rhythmic and metric concepts using multiple forms of notation</li> <li>Record dictated four-beat rhythm patterns using all known rhythmic concepts</li> <li>Express how rhythm, meter, and tempo can communicate feelings and ideas</li> </ul>	<ul style="list-style-type: none"> <li>(   □ † tie ♩ - ◦ - ≡ ♩ ) or other representations such as <i>takadimi</i></li> <li>Name rhythmic values by their standard notational names (e.g., quarter note, half note)</li> <li>Respond to and identify strong and weak beats in <math>\frac{3}{4}</math> meter</li> <li>Improvise and perform using all known rhythmic concepts with body percussion, non-pitched percussion, and found sounds, individually and with others</li> <li>Improvise and create freely</li> <li>Create and notate all known rhythmic and metric concepts using multiple forms of notation</li> <li>Record dictated three-beat and four-beat rhythm patterns using all known rhythmic concepts</li> <li>Express how rhythm, meter, and tempo can communicate feelings and ideas</li> </ul>

Music P	Music 1	Music 2	Music 3
<p><b>Learners will investigate the role of melody in the communication of feelings and ideas.</b>  <b>Rationale:</b> Through listening, discovering singing in ever-expanding ranges and tone sets, moving, reading, and playing instruments learners will investigate the element of melody as a means to convey feelings and ideas. Independent and collaborative experiences assist learners in developing responsive skill sets that can be applied in a variety of settings. Learners will have opportunities to communicate their understanding through improvisation, performance, creation, and reflection and will gain experience in how the complexities of music are interwoven in a way that expresses feelings and ideas.</p>		<p><b>Learners will investigate the role of melody and harmony in the communication of feelings and ideas.</b>  <b>Rationale:</b> Through listening, discovering, singing in ever-expanding ranges and tone sets, moving, reading, and playing instruments learners will investigate the elements of melody and harmony as a means to convey feelings and ideas. Independent and collaborative experiences assist learners in developing responsive skill sets that can be applied in a variety of settings. Learners will have opportunities to communicate their understanding through improvisation, performance, creation, and reflection and will gain experience in how the complexities of music are interwoven in a way that expresses feelings and ideas.</p>	
<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>Investigate the relationship between speaking and singing voices</li> <li>Select strategies for singing in-tune</li> <li>Investigate how pitches combine in the creation of melody</li> <li>Question the use of melody to convey feelings and ideas</li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>Investigate the relationship between speaking and singing voices</li> <li>Select strategies for singing in-tune</li> <li>Investigate how pitches combine in the creation of melody</li> <li>Question the use of melody to convey feelings and ideas</li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>Investigate the relationship between speaking and singing voices</li> <li>Select strategies for singing in-tune</li> <li>Investigate how pitches combine in the creation of melody</li> <li>Question the use of melody to convey feelings and ideas</li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>Investigate the relationship between speaking and singing voices</li> <li>Select strategies for singing in-tune</li> <li>Investigate how pitches combine in the creation of melody and harmony</li> <li>Question the use of melody and harmony to convey feelings and ideas</li> </ul>
<p><b>Suggestions for Learning Experiences</b></p> <ul style="list-style-type: none"> <li>Distinguish between higher/lower (orally, aurally, visually, with movement)</li> <li>Distinguish between speaking/singing voice</li> <li>Sing a variety of songs with emphasis on the <i>l s m</i> tone set in an appropriate range (D to D<sup>1</sup>) in simple and compound meter</li> <li>Sing in tune, individually and with others</li> </ul> <p><i>(continue to next page)</i></p>	<p><b>Suggestions for Learning Experiences</b></p> <ul style="list-style-type: none"> <li>Identify by sound and sight, sing, and hand-sign <i>l s m</i></li> <li>Read known <i>l s m</i> songs from staff notation in the keys of F, G, and C</li> <li>Sing a variety of songs with emphasis on the <i>l s m r d</i> tone set in an appropriate range (D to D<sup>1</sup>) in simple and compound meter</li> <li>Sing in-tune, individually and with others</li> <li>Improvise and create using voice and pitched percussion</li> </ul>	<p><b>Suggestions for Learning Experiences</b></p> <ul style="list-style-type: none"> <li>Identify by sound and sight, sing, and hand-sign <i>l s m r d</i></li> <li>Read known <i>l s m r d</i> songs from staff notation in the keys of F, G, and C</li> <li>Sing a variety of songs with emphasis on the <i>d<sup>1</sup> l s m r d l<sub>1</sub> s<sub>1</sub></i> (extended pentatonic) tone set in an appropriate range (C to E<sup>1</sup>) in simple and compound meter</li> <li>Sing in-tune, individually and with others</li> </ul>	<p><b>Suggestions for Learning Experiences</b></p> <ul style="list-style-type: none"> <li>Identify by sound and sight, sing, and hand-sign <i>d<sup>1</sup> l s m r d l<sub>1</sub> s<sub>1</sub></i></li> <li>Read known <i>d<sup>1</sup> l s m r d l<sub>1</sub> s<sub>1</sub></i> songs from staff notation in the keys of F, G, and C using solfege and absolute note names</li> <li>Sing a variety of songs with emphasis on the extended pentatonic tone set in an appropriate range (C to E<sup>1</sup>) in simple and compound meter</li> <li>Sing in tune, individually and with others</li> <li>Improvise and create using voice and pitched percussion in the pentatonic tone set</li> <li>Echo sing, use inner hearing, and sing individually or with a group, patterns from the extended pentatonic scale</li> <li>Sing two-part songs, rounds, and partner songs</li> </ul>

Music P	Music 1	Music 2	Music 3
<p><b>Learners will investigate the role of melody in the communication of feelings and ideas.</b>  <b>Rationale:</b> Through listening, discovering singing in ever-expanding ranges and tone sets, moving, reading, and playing instruments learners will investigate the element of melody as a means to convey feelings and ideas. Independent and collaborative experiences assist learners in developing responsive skill sets that can be applied in a variety of settings. Learners will have opportunities to communicate their understanding through improvisation, performance, creation, and reflection and will gain experience in how the complexities of music are interwoven in a way that expresses feelings and ideas.</p>		<p><b>Learners will investigate the role of melody and harmony in the communication of feelings and ideas.</b>  <b>Rationale:</b> Through listening, discovering, singing in ever-expanding ranges and tone sets, moving, reading, and playing instruments learners will investigate the elements of melody and harmony as a means to convey feelings and ideas. Independent and collaborative experiences assist learners in developing responsive skill sets that can be applied in a variety of settings. Learners will have opportunities to communicate their understanding through improvisation, performance, creation, and reflection and will gain experience in how the complexities of music are interwoven in a way that expresses feelings and ideas.</p>	
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<ul style="list-style-type: none"> <li>Improvise and create through vocal exploration</li> <li>Sing the words to a song aloud or with inner hearing, as directed</li> <li>Recognize how melody can communicate feelings and ideas</li> </ul>	<ul style="list-style-type: none"> <li>Echo sing, use inner hearing, and sing individually and with others, <i>l s m</i></li> <li>Recognize how melody can communicate feelings and ideas</li> </ul>	<ul style="list-style-type: none"> <li>Improvise and create using voice and pitched percussion in the pentatonic tone set</li> <li>Echo sing, use inner hearing, and sing individually and with others, <i>l s m r d</i></li> <li>Express how melody can communicate feelings and ideas</li> </ul>	<ul style="list-style-type: none"> <li>Perform songs in both major (<i>doh-centred</i>) and minor (<i>lah-centred</i>) keys with tonal root accompaniment.</li> <li>Express how melody can communicate feelings and ideas</li> </ul>

Music P	Music 1	Music 2	Music 3
<p><b>Learners will analyse the role of texture and form in communicating feelings and ideas.</b></p> <p><b>Rationale:</b> In order for learners to analyse the elements of texture and form, it will be necessary to explore the creation of texture and the use of phrases and form in musical compositions. As learners experience these concepts, they will gain a depth and breadth of knowledge to analyse the use of texture and form to communicate feelings and ideas. It is essential for them to experience learning alone and with others through listening, discovering, singing, moving, reading, and playing instruments. Learners will have opportunities to communicate their understanding through improvisation, performance, creation, and reflection and will gain experience in how the complexities of music are interwoven in a way that expresses feelings and ideas.</p>			
<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>Investigate strategies that are used in the creation of texture</li> <li>Compare texture in a variety of musical compositions</li> <li>Investigate how phrases are organized in musical compositions to create form</li> <li>Analyse how phrases are used to communicate feelings and ideas</li> </ul>			
<p><b>Suggestions for Learning Experiences</b></p> <ul style="list-style-type: none"> <li>Create texture by keeping the beat while singing individually and with others</li> <li>Create texture by performing the beat in a group while others perform the rhythm</li> <li>Create texture using expressive sounds to represent words and ideas within songs, rhymes, and stories</li> <li>Draw a line in the air to show phrases while singing</li> <li>Perform an AB pattern using voice, movement, dance, and/or instruments</li> <li>Recognize how texture and form can communicate feelings and ideas</li> </ul>	<p><b>Suggestions for Learning Experiences</b></p> <ul style="list-style-type: none"> <li>Create texture by keeping the beat while singing individually and with others</li> <li>Create texture by performing the beat in a group while others perform the rhythm</li> <li>Create texture by performing the beat and rhythm simultaneously</li> <li>Create texture using expressive sounds to represent words and ideas within songs, raps, rhymes, and stories</li> <li>Perform simple rhythmic and melodic ostinato</li> <li>Draw a line in the air to show phrases while singing</li> <li>Perform, listen to, and create like and unlike phrases</li> <li>Identify and use repeat sign</li> <li>Identify and perform a variety of AB patterns (e.g., ABA, ABBA) using voice, movement, dance, and/or instruments</li> <li>Recognize how texture and form can communicate feelings and ideas</li> </ul>	<p><b>Suggestions for Learning Experiences</b></p> <ul style="list-style-type: none"> <li>Perform simple melodic ostinati</li> <li>Perform rhythmic ostinati while singing (e.g., hand jive, body percussion)</li> <li>Perform and create simple two-part rhythmic phrases</li> <li>Create textures using expressive sounds to represent words and ideas within songs, poems, raps, and stories</li> <li>Explore simple rounds (movement, singing, instruments)</li> <li>Show phrases while singing, playing, and listening in a variety of ways</li> <li>Identify, perform, listen to, and create a variety of AB patterns and simple rondo using voice, movement, dance, and instruments with increasing length and complexity</li> <li>Identify theme and variations and other representations</li> <li>Express how texture and form can communicate feelings and ideas</li> </ul>	<p><b>Suggestions for Learning Experiences</b></p> <ul style="list-style-type: none"> <li>Create soundscapes using expressive sounds to represent words and ideas within songs, poems, and stories</li> <li>Perform melodic ostinati (e.g., colour parts, descant)</li> <li>Perform rhythmic ostinati while singing (e.g., hand jive, body percussions)</li> <li>Perform and create simple two-part and three-part rhythmic phrase</li> <li>Draw a line in the air to show phrases while singing and listening</li> <li>Perform, listen to, and create contrasting and repeating phrases and sections</li> <li>Identify, perform, listen to, and create a variety of AB patterns and simple rondo using voice, movement, dance, and instruments</li> <li>Express how texture and form can communicate feelings and ideas</li> </ul>

Music P	Music 1	Music 2	Music 3
<p><b>Learners will analyse how composers and performers combine the elements of music to communicate feelings.</b></p> <p><b>Rationale:</b> Learners will investigate the elements of timbre and volume as a means to convey feelings and ideas. Additionally, they will analyze how multiple elements of music combine in a coherent manner to communicate emotion in compositions and performances. It is essential for them to experience learning alone and with others through listening, discovering, singing, moving, reading, and playing instruments. Learners will have opportunities to communicate their understanding through improvisation, performance, creation, and reflection and will gain experience in how the complexities of music are interwoven in a way that expresses feelings and ideas.</p>			
<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>Investigate how timbre and volume are used in musical expression</li> <li>Investigate the use of the elements of music to express feelings and ideas</li> <li>Compare the effect of different combinations of the elements of music to convey feelings and ideas</li> </ul>			
<p><b>Suggestions for Learning Experiences</b></p> <ul style="list-style-type: none"> <li>Distinguish between louder/softer using voices and instruments</li> <li>Distinguish various timbres, including voice, body percussion, and classroom instruments</li> <li>Recognize how musical expression can communicate feelings and ideas</li> </ul>	<p><b>Suggestions for Learning Experiences</b></p> <ul style="list-style-type: none"> <li>Distinguish between louder/softer using voices and instruments and apply accordingly to music-making</li> <li>Distinguish various timbres, including voice, body percussion, classroom instruments, and found sounds</li> <li>Identify purposes for music</li> <li>Recognize how musical expression can communicate feelings and ideas</li> </ul>	<p><b>Suggestions for Learning Experiences</b></p> <ul style="list-style-type: none"> <li>Identify expressive terms - <i>piano (p)/forte (f)</i>, gradually louder/gradually softer, smooth/jagged</li> <li>Evaluate and apply the expressive use of all elements of music using voices and instruments</li> <li>Distinguish various timbres, including voice, body percussion, classroom instruments, found sounds, electronic sounds, and instrument families (wind, percussion, strings, keyboard, including world instruments)</li> <li>Identify reasons for creating music.</li> <li>Recognize how musical expression can communicate feelings and ideas</li> </ul>	<p><b>Suggestions for Learning Experiences</b></p> <ul style="list-style-type: none"> <li>Identify expressive terms including dynamics, articulations, and timbre (e.g., <i>bouncy, choppy, crescendo/decrescendo, legato/staccato, quiet/loud/quiet, smooth</i>).</li> <li>Evaluate and apply the expressive use of all elements of music using movement, voices, and instruments</li> <li>Distinguish various timbres, including voice, body percussion, classroom instruments, found sounds, electronic sounds and instruments, acoustic and amplified sounds, instrument families, the four orchestral families, and world instruments</li> <li>Identify reasons for creating music</li> <li>Express how musical expression can communicate feelings and ideas</li> </ul>



Music P	Music 1	Music 2	Music 3
<p><b>Learners will investigate how the culture of the Mi’kmaq, Acadians, African Nova Scotians, Gaels, and other communities is expressed through music.</b></p> <p><b>Rationale:</b> Music informs, influences, and sustains culture and identity. Through comparison, analysis, and performance of music from various cultures, learners will develop a deeper understanding of what makes cultures and people unique. It is essential that every opportunity be taken to promote the exposure of musical experiences derived from a variety of cultures in real time (and over time), as our learners’ ways of knowing and experiencing the world are many. Singing classic, grade appropriate, song material with the focus on text is a critical consideration. The music classroom is a place where deliberate, thoughtful selection of repertoire, activities, and involvement of mentors should reflect the learners and all voices of our ever-changing school landscape - a place where past and future can intersect in the most creative and respectful atmospheres. Culture is not an event; it permeates the environment to be actively and consistently fostered by all within it. Whether working on their own music or that of others, learners must see themselves. This will enable all students to feel valued and engaged.</p>			
<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>• Perform music of various cultures and communities</li> <li>• Investigate the similarities and differences of music from various cultures and communities</li> <li>• Investigate how music informs culture</li> <li>• Investigate the purpose and context of music in various cultures</li> </ul>			
<p><b>Suggestions for Learning Experiences</b></p> <ul style="list-style-type: none"> <li>• Listen to, perform, and reflect upon songs, stories, singing games, rhymes, drumming, and chants from various local and global cultures and genres</li> <li>• Describe and share music encountered at home both in daily life and as part of seasonal celebrations</li> <li>• Investigate the uses of music (i.e. historical, cultural, functional, ceremonial, for enjoyment [nonsense songs])</li> <li>• Reflect upon understandings gained from exploring various cultures and communities</li> </ul>	<p><b>Suggestions for Learning Experiences</b></p> <ul style="list-style-type: none"> <li>• Listen to, perform, and reflect upon songs, stories, singing games, rhymes, drumming, and chants from various local and global cultures and genres</li> <li>• Describe and share music encountered with friends, at play, and in the community</li> <li>• Investigate connections between music and the other arts</li> <li>• Investigate the uses of music (i.e. historical, cultural, functional, ceremonial, for enjoyment [nonsense songs])</li> <li>• Reflect upon understandings gained from exploring various cultures and communities</li> </ul>	<p><b>Suggestions for Learning Experiences</b></p> <ul style="list-style-type: none"> <li>• Listen to, perform, and reflect upon songs, stories, singing games, rhymes, drumming, and chants from various local and global cultures and genres</li> <li>• Describe, share, and value music of various genres encountered at home and in the broadening community</li> <li>• Investigate connections between music and the other arts with emphasis on visual imagery.</li> <li>• Investigate the uses of music (i.e. historical, cultural, functional, ceremonial, for enjoyment [nonsense songs])</li> <li>• Reflect upon understandings gained from exploring various cultures and communities</li> </ul>	<p><b>Suggestions for Learning Experiences</b></p> <ul style="list-style-type: none"> <li>• Listen to, perform, and reflect upon songs, stories, singing games, rhymes, drumming, and chants from various local and global cultures and genres (e.g., jigs, “Mi’kmaq Honour Song,” pop music, spirituals)</li> <li>• Describe, share, and value music of various genres encountered at home and in the broadening community</li> <li>• Investigate connections between music and the other arts</li> <li>• Investigate the uses of music (i.e. historical, cultural, functional, ceremonial, for enjoyment [nonsense songs])</li> <li>• Reflect upon understandings gained from exploring various cultures and communities</li> </ul>