

Music 4-6

At-a-Glance

Website References

Website references contained within this document are provided solely as a convenience and do not constitute an endorsement by the Department of Education of the content, policies, or products of the referenced website. The department does not control the referenced websites and subsequent links, and is not responsible for the accuracy, legality, or content of those websites. Referenced website content may change without notice.

Regional Education Centres and educators are required under the Department's Public School Programs Network Access and Use Policy to preview and evaluate sites before recommending them for student use. If an outdated or inappropriate site is found, please report it to <curriculum@novascotia.ca>.

Music 4-6 At-a-Glance

© Crown copyright, Province of Nova Scotia, 2022

Prepared by the Department of Education and Early Childhood Development

This is the most recent version of the current curriculum materials as used by teachers in Nova Scotia.

The contents of this publication may be reproduced in part provided the intended use is for non-commercial purposes and full acknowledgment is given to the Nova Scotia Department of Education.

Music 4-6 At-a-Glance (by grade level)

Music Four

Learners will investigate how rhythm, meter, and tempo communicate feelings and ideas.	Learners will analyze the role of melody and harmony in the communication of feelings and ideas.	Learners will evaluate the role of texture and form in communicating feelings and ideas.	Learners will analyse how composers and performers combine the elements of music to communicate feelings.	Learners will analyze how the culture of the Mi'kmaq, Acadians, African Nova Scotians, Gaels, and other communities is expressed through music.
<p>Indicators</p> <ul style="list-style-type: none"> Investigate how to move in space through simple and compound meter Apply tempi to convey feelings and ideas Perform rhythmic activities to convey feelings and ideas Question how rhythmic values relate to standard notation 	<p>Indicators</p> <ul style="list-style-type: none"> Investigate strategies used for singing in-tune Analyse how pitches combine in the creation of melody and harmony Question the use of melody and harmony to convey feelings and ideas Investigate how scale patterns are used to convey feelings and ideas 	<p>Indicators</p> <ul style="list-style-type: none"> Analyse how musical sounds are layered to evoke feelings and ideas Compare texture in a variety of musical compositions Investigate how phrases are organized in musical compositions to create form Analyse how phrases are used to communicate feelings and ideas 	<p>Indicators</p> <ul style="list-style-type: none"> Investigate how timbre and volume are used in musical expression Investigate the use of the elements of music to express feelings and ideas Analyse the effect of different combinations of the elements of music to convey feelings and ideas 	<p>Indicators</p> <ul style="list-style-type: none"> Perform music of various cultures and communities Compare music from various cultures and communities Analyse how music informs and sustains culture Investigate the development of musical devices across cultures and over time Analyse the purpose and context of music in various cultures and communities
<p>Suggestions for Learning Experiences</p> <ul style="list-style-type: none"> Move to beat and rhythm in simple and compound meter with varying tempi (using a variety of terms such as <i>adagio</i>, <i>andante</i>, <i>allegro</i>, <i>double time</i>, <i>laid back</i>, <i>largo</i>, <i>lento</i>, <i>moderato</i>, <i>presto</i>, <i>prestissimo</i>, <i>spirited</i>, <i>steady rock</i>, <i>swinging</i>, <i>up-tempo</i>) Move in space(s) in response to rhythmic durations (e.g., walk to quarter notes, eighth notes) and musical styles—free, circle, double circle, lines, partner, double partner—with increasing difficulty Perform rhythmic activities using voice, body percussion (e.g., clap, patsch, tap, step, snap), beatboxing, and non- 	<p>Suggestions for Learning Experiences</p> <ul style="list-style-type: none"> Identify by sound and sight, sing, and hand-sign <i>d l s f m r d l s l</i> Identify by sound and sight, sing, and hand-sign <i>fa</i>, pentachord (<i>d r m f s</i> / whole, whole, half, whole step pattern) Read known <i>d l s f m r d l s l</i> songs from staff notation in the keys of F, G, and C major along with relative minors using solfege and absolute note names 	<p>Suggestions for Learning Experiences</p> <ul style="list-style-type: none"> Use multiple forms of notation and expressive sounds to represent words and ideas within songs, poems, and stories Sing, play, improvise, and create melodic ostinati (e.g., complementary colour parts, descant) Identify the difference between bordun and bass line (I, V chord change) Perform rhythmic ostinati while singing (e.g., hand jive, body percussion) 	<p>Suggestions for Learning Experiences</p> <ul style="list-style-type: none"> Investigate expressive terms including dynamics and timbre (e.g., <i>bouncy</i>, <i>choppy</i>, <i>crescendo/decrescendo</i>, <i>legato/staccato</i>, <i>quiet/loud/quiet</i>, <i>smooth</i>) Distinguish increasingly complex 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 Identify reasons for creating music 	<p>Suggestions for Learning Experiences</p> <ul style="list-style-type: none"> Listen to, perform, and reflect upon songs, stories, singing games, rhymes, drumming, and chants from various local and global cultures and genres (e.g., composers, Indigenous peoples, jigs, “Mi’kmaq Honour Song,” pop music, songwriters, spirituals) Describe, share, and value music of various cultures and genres encountered at home and in the broadening community Compare the similarities and differences of music from various cultures

Music 4-6 At-a-Glance (by grade level)

<p>pitched percussion in simple and compound time</p> <ul style="list-style-type: none"> Name and use rhythmic values by their standard notational names (e.g., quarter note, half note) and using <i>ta</i>, <i>ti-ti</i>, <i>ta-rest</i>, <i>tie</i>, <i>too-oo</i>, <i>too-oo-rest</i>, <i>toe</i>, <i>toe-rest</i>, <i>tika-tika</i>, <i>tay</i>, <i>tam-ti</i>, <i>ti-tam</i> (dotted quarter note/eighth note, <i>ti-tika</i>, <i>tika-ti</i> (eighth note/2 sixteenths)) (□ } tie ♩ - ° - ■■) or other representations such as <i>takadimi</i> Respond to and identify music with time signatures of $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, including conducting patterns Improvise and perform using all known rhythmic concepts with body percussion, non-pitched percussion, and found sounds, individually, and with others Improvise and create freely, individually, and with others. Create and notate all known rhythmic and metric concepts using multiple forms of notation Record dictated rhythm patterns using all known rhythmic concepts Express how rhythm, meter, and tempo can communicate feelings and ideas 	<ul style="list-style-type: none"> Recognize and identify flat and sharp symbols and their purpose Sing a variety of songs with emphasis on the diatonic tone sets (major and minor) with an appropriate range (B^b to F^l) in simple and compound meter Sing in tune and play instruments, individually and with others Improvise and create using voice and pitched instruments. Echo sing/play, use inner hearing, sing/play, individually or with a group, melodic patterns Perform and create two-part and three-part melodic phrases Sing two-part songs, rounds, and partner songs Sing and play songs using tonic and dominant chord roots (I, V) Perform songs in both major (<i>doh</i>-centred) and minor (<i>lah</i>-centred) keys with tonal root accompaniment Express how melody and harmony can communicate feelings and ideas 	<ul style="list-style-type: none"> Perform and create two-part and three-part rhythmic phrases Draw a line in the air to show phrases while singing and listening Perform, listen to, and create contrasting and repeating phrases and sections Identify, perform, listen to, and create a variety of AB patterns and simple rondo using voice, movement, dance, and instruments Express how texture and form can communicate feelings and ideas 	<ul style="list-style-type: none"> Move in space(s) expressively (e.g., Laban movement concepts such as sudden/sustained, direct/indirect, strong/light) Apply the expressive use of all elements of music Express how the elements of music can communicate feelings and ideas 	<ul style="list-style-type: none"> Compare how culture is expressed in music and other arts forms Examine how context can inform and sustain culture (i.e. historical, cultural, functional, ceremonial, for enjoyment [nonsense songs]) Reflect upon understandings gained from exploring various cultures and communities
---	--	---	--	--

Music 4-6 At-a-Glance (by grade level)

Music Five				
Learners will investigate how rhythm, meter, and tempo communicate feelings and ideas.	Learners will analyze the role of melody and harmony in the communication of feelings and ideas.	Learners will evaluate the role of texture and form in communicating feelings and ideas.	Learners will analyse how composers and performers combine the elements of music to communicate feelings.	Learners will analyze how the culture of the Mi'kmaq, Acadians, African Nova Scotians, Gaels, and other communities is expressed through music.
<p>Indicators</p> <ul style="list-style-type: none"> Investigate how to move in space through simple and compound meter Apply tempi to convey feelings and ideas Perform rhythmic activities to convey feelings and ideas Question how rhythmic values relate to standard notation 	<p>Indicators</p> <ul style="list-style-type: none"> Investigate strategies used for singing in-tune Analyse how pitches combine in the creation of melody and harmony Question the use of melody and harmony to convey feelings and ideas Investigate how scale patterns are used to convey feelings and ideas 	<p>Indicators</p> <ul style="list-style-type: none"> Analyse how musical sounds are layered to evoke feelings and ideas Compare texture in a variety of musical compositions Investigate how phrases are organized in musical compositions to create form Analyse how phrases are used to communicate feelings and ideas 	<p>Indicators</p> <ul style="list-style-type: none"> Investigate how timbre and volume are used in musical expression Investigate the use of the elements of music to express feelings and ideas Analyse the effect of different combinations of the elements of music to convey feelings and ideas 	<p>Indicators</p> <ul style="list-style-type: none"> Perform music of various cultures and communities Compare music from various cultures and communities Analyse how music informs and sustains culture Investigate the development of musical devices across cultures and over time Analyse the purpose and context of music in various cultures and communities
<p>Suggestions for Learning Experiences</p> <ul style="list-style-type: none"> Move to beat and rhythm in simple and compound meter with varying tempi (using a variety of terms such as <i>adagio</i>, <i>andante</i>, <i>allegro</i>, <i>double time</i>, <i>laid back</i>, <i>largo</i>, <i>lento</i>, <i>moderato</i>, <i>presto</i>, <i>prestissimo</i>, <i>spirited</i>, <i>steady rock</i>, <i>swinging</i>, <i>up-tempo</i>) Move in space(s) in response to rhythmic durations (e.g., walk to quarter notes, eighth notes) and musical styles—free, circle, double circle, lines, partner, double partner—with increasing difficulty Perform rhythmic activities using voice, body percussion (e.g., clap, patsch, tap, step, snap), beatboxing, and non- 	<p>Suggestions for Learning Experiences</p> <ul style="list-style-type: none"> Identify by sound and sight, sing, and hand-sign <i>d l t l s f m r d l l s l</i> Identify by sound and sight, sing, and hand-sign <i>fa & ti</i>, diatonic/major scale (<i>d r m f s l t d /</i> whole, whole, half, whole, whole, whole, half step pattern) Read known <i>d l t l s f m r d l l s l</i> songs from staff notation in the keys of F, G, and C major along with relative minors using solfege and absolute note names 	<p>Suggestions for Learning Experiences</p> <ul style="list-style-type: none"> Use multiple forms of notation and expressive sounds to represent words and ideas within songs, poems, and stories Sing, play, improvise, and create melodic ostinati (e.g., complementary colour parts, descant) Identify the difference between bordun and bass line (I, IV, V chord change) Perform rhythmic ostinati while singing (e.g., hand jive, body percussion) 	<p>Suggestions for Learning Experiences</p> <ul style="list-style-type: none"> Investigate expressive terms including dynamics and timbre (e.g., <i>bouncy</i>, <i>choppy</i>, <i>crescendo/decrescendo</i>, <i>legato/staccato</i>, <i>quiet/loud/quiet</i>, <i>smooth</i>) Distinguish increasingly complex 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 	<p>Suggestions for Learning Experiences</p> <ul style="list-style-type: none"> Listen to, perform, and reflect upon songs, stories, singing games, rhymes, drumming, and chants from various local and global cultures and genres (e.g., Africa, Asia, composers, jigs, “Mi’kmaq Honour Song,” pop music, songwriters, spirituals) Describe, share, and value music of various cultures and genres encountered at home and in the broadening community Investigate how pop music has influenced the music of various cultures Compare how culture is expressed in music and other arts forms

Music 4-6 At-a-Glance (by grade level)

<p>pitched percussion in simple and compound time</p> <ul style="list-style-type: none"> Name and use rhythmic values by their standard notational names (e.g., quarter note, half note) and using <i>ta, ti-ti, ta-rest, tie, too-oo, too-oo-rest, toe, toe-rest, tika-tika, tay, tam-ti, ti-tam, ti-tika, tika-ti, tim-ka, ka-tim</i> (dotted eighth/sixteenth), <i>syn-co-pa</i> (eighth/quarter/eighth), as well as subdividing beats numerically (1 + 2 + ...) (□ † tie ↓ = ° = □□□ ↓ □□ □□ □□ □□ . . .) or other representations such as <i>takadimi</i> Respond to and identify music with time signatures of $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, $\frac{5}{4}$, including conducting patterns Improvise and perform using all known rhythmic concepts with body percussion, non-pitched percussion, and found sounds, individually, and with others Improvise and create freely, individually, and with others. Create and notate all known rhythmic and metric concepts using multiple forms of notation Record dictated rhythm patterns using all known rhythmic concepts Express how rhythm, meter, and tempo can communicate feelings and ideas 	<ul style="list-style-type: none"> Recognize and identify flat and sharp symbols and their purpose Sing a variety of songs with emphasis on the diatonic tone sets (major and minor) with an appropriate range (B^b₁ to F¹) in simple and compound meter Sing in tune and play instruments, individually and with others Improvise and create using voice and pitched instruments. Echo sing/play, use inner hearing, sing/play, individually or with a group, melodic patterns Perform and create two-part and three-part melodic phrases Sing two-part songs, rounds, and partner songs Sing and play songs using tonic, subdominant, and dominant chord roots (I, IV, V) Perform songs in both major (<i>doh</i>-centred) and minor (<i>lah</i>-centred) keys with tonal root accompaniment Express how melody and harmony can communicate feelings and ideas 	<ul style="list-style-type: none"> Perform and create two-part and three-part rhythmic phrases Perform increasingly difficult arrangements (multi-part pieces) Show phrases while singing, playing, and listening in a variety of ways 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 Identify <i>D.S. al Coda</i>, 1st and 2nd endings, and other representations such as “<i>head to the tail</i>” Express how texture and harmony can communicate feelings and ideas 	<ul style="list-style-type: none"> Identify reasons for creating music Move in space(s) expressively (e.g., Laban movement concepts such as sudden/sustained, direct/indirect, strong/light) Apply the expressive use of all elements of music Express how the elements of music can communicate feelings and ideas 	<ul style="list-style-type: none"> Analyse how musical context informs and sustains culture (e.g., historical, cultural, functional, and for enjoyment) Reflect upon understandings gained from exploring various cultures and communities
---	--	--	---	--

Music 4–6 At-a-Glance

Music Six				
Learners will investigate how rhythm, meter, and tempo communicate feelings and ideas.	Learners will analyze the role of melody and harmony in the communication of feelings and ideas.	Learners will evaluate the role of texture and form in communicating feelings and ideas.	Learners will analyse how composers and performers combine the elements of music to communicate feelings.	Learners will analyze how the culture of the Mi'kmaq, Acadians, African Nova Scotians, Gaels, and other communities is expressed through music.
<p>Indicators</p> <ul style="list-style-type: none"> Investigate how to move in space through simple and compound meter Apply tempi to convey feelings and ideas Perform rhythmic activities to convey feelings and ideas Question how rhythmic values relate to standard notation 	<p>Indicators</p> <ul style="list-style-type: none"> Investigate strategies used for singing in-tune Analyse how pitches combine in the creation of melody and harmony Question the use of melody and harmony to convey feelings and ideas Investigate how scale patterns are used to convey feelings and ideas 	<p>Indicators</p> <ul style="list-style-type: none"> Analyse how musical sounds are layered to evoke feelings and ideas Compare texture in a variety of musical compositions Investigate how phrases are organized in musical compositions to create form Analyse how phrases are used to communicate feelings and ideas 	<p>Indicators</p> <ul style="list-style-type: none"> Investigate how timbre and volume are used in musical expression Investigate the use of the elements of music to express feelings and ideas Analyse the effect of different combinations of the elements of music to convey feelings and ideas 	<p>Indicators</p> <ul style="list-style-type: none"> Perform music of various cultures and communities Compare music from various cultures and communities Analyse how music informs and sustains culture Investigate the development of musical devices across cultures and over time Analyse the purpose and context of music in various cultures and communities
<p>Suggestions for Learning Experiences</p> <ul style="list-style-type: none"> Move to beat and rhythm in simple and compound meter with varying tempi (using a variety of terms such as <i>adagio</i>, <i>andante</i>, <i>allegro</i>, <i>double time</i>, <i>laid back</i>, <i>largo</i>, <i>lento</i>, <i>moderato</i>, <i>presto</i>, <i>prestissimo</i>, <i>spirited</i>, <i>steady rock</i>, <i>swinging</i>, <i>up-tempo</i>) Move in space(s) in response to rhythmic durations (e.g., walk to quarter notes, eighth notes) and musical styles—free, circle, double circle, lines, partner, double partner—with increasing difficulty Perform rhythmic activities using voice, body percussion (e.g., clap, patsch, tap, step, snap), beatboxing, and non- 	<p>Suggestions for Learning Experiences</p> <ul style="list-style-type: none"> Identify by sound and sight, sing, and hand-sign <i>d' t l s f m r d l s j</i> Identify by sound and sight, sing, and hand-sign <i>fa & ti</i>, diatonic/major scale (<i>d r m f s l t d</i> whole, whole, half, whole, whole, whole, half step pattern), natural minor scale (<i>l t d r m f s l</i>) and chromatic scale Read known <i>d' t l s f m r d l s j</i> songs from staff notation in the keys of F, G, and C major along with relative minors using 	<p>Suggestions for Learning Experiences</p> <ul style="list-style-type: none"> Use multiple forms of notation and expressive sounds to represent words and ideas within songs, poems, and stories Sing, play, improvise, and create melodic ostinati (e.g., complementary colour parts, descant) Identify the difference between bordun and bass line (I, IV, V chord change) Perform rhythmic ostinati while singing (e.g., hand jive, body percussion) 	<p>Suggestions for Learning Experiences</p> <ul style="list-style-type: none"> Investigate expressive terms including dynamics and timbre (e.g., <i>bouncy</i>, <i>choppy</i>, <i>crescendo/decrescendo</i>, <i>legato/staccato</i>, <i>quiet/loud/quiet</i>, <i>smooth</i>) Distinguish increasingly complex 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 	<p>Suggestions for Learning Experiences</p> <ul style="list-style-type: none"> Listen to, perform, and reflect upon songs, stories, singing games, rhymes, drumming, and chants from various local and global cultures and genres (e.g., composers, Europe, jigs, Latin America, “Mi’kmaq Honour Song,” pop music, songwriters, spirituals) Describe, share, and value music of various cultures and genres encountered at home and in the broadening community Investigate how pop music has influenced the music of various cultures Investigate how culture is expressed in music and other arts forms

Music 4-6 At-a-Glance (by grade level)

<p>pitched percussion in simple and compound time</p> <ul style="list-style-type: none"> Name and use rhythmic values by their standard notational names (e.g., quarter note, half note) and using <i>ta, ti-ti, ta-rest, tie, too-oo, too-oo-rest, toe, toe-rest, tika-tika, tay, tam-ti, ti-tam, ti-tika, tika-ti, tim-ka, ka-tim, syn-co-pa</i>, as well as subdividing beats numerically (1 + 2 + ...) (□ † tie ♩ - ° - □□ ♩ □ □ □ □ . . .) or other representations such as <i>takadimi</i> Name rhythmic values in compound time (e.g., three eighth notes, dotted quarter note) Respond to and identify music with time signatures of $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, $\frac{4}{8}$, and $\frac{6}{8}$ including conducting patterns Improvise and perform using all known rhythmic concepts with body percussion, non-pitched percussion, and found sounds, individually, and with others Improvise and create freely, individually, and with others. Create and notate all known rhythmic and metric concepts using multiple forms of notation Record dictated rhythm patterns using all known rhythmic concepts Express how rhythm, meter, and tempo can communicate feelings and ideas 	<p>solfege and absolute note names</p> <ul style="list-style-type: none"> Recognize a variety of clefs and their purpose Sing a variety of songs with emphasis on the diatonic tone set diatonic tone sets (major and minor) with an appropriate range (B^b to F^l) in simple and compound meter Sing in tune and play instruments, individually and with others Improvise and create using voice and pitched instruments. Echo sing/play, use inner hearing, sing/play, individually or with a group, melodic patterns Perform and create two-part and three-part melodic phrases Sing two-part songs, rounds, and partner songs Sing, play, and identify tonic, subdominant, and dominant chord roots (I, IV, V) in song repertoire Perform songs in both major (<i>doh</i>-centred) and minor (<i>lah</i>-centred) keys with tonal root accompaniment Express how melody and harmony can communicate feelings and ideas 	<ul style="list-style-type: none"> Perform and create two-part and three-part rhythmic phrases Perform increasingly difficult arrangements (multi-part pieces) Show phrases while singing, playing and listening in a variety of ways 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 Identify theme and variations and other representations Express how texture and form can communicate feelings and ideas 	<ul style="list-style-type: none"> Identify reasons for creating music Move in space(s) expressively (e.g., Laban movement concepts such as sudden/sustained, direct/indirect, strong/light) Apply the expressive use of all elements of music Express how the elements of music can communicate feelings and ideas 	<ul style="list-style-type: none"> Analyse how musical context informs and sustains culture (e.g., historical, cultural, functional, and for enjoyment) Reflect upon understandings gained from exploring various cultures and communities
---	--	---	---	--