

Music: Grades Primary – Three Yearly Plans

NOTES

- The following Grades Primary – Three yearly plans are based on these four stages of learning:
 1. **Preliminary Play (Prelim Play):** aural introduction and engagement in spontaneous exploration of the skill/concept (experience by singing, moving, listening, playing instruments)
 2. **Label:** name the skill/concept (literacy)
 3. **Explore:** reinforce and practice skill/concept (sing, move, listen, play, read)
 4. **Create and Improve (Create & Imp.):** create and transfer learning to new applications
- Skills/concepts from the previous year will continue to be reviewed and built upon throughout subsequent years
- As skills/concepts are introduced, they will be reinforced and continued to be built upon throughout the year. Refer to specific grade level for indicators.
- As lesson plans are developed, ensure day-to-day *musicking* experiences include singing, moving, listening, playing, creating, and reading. Christopher Small defines *musicking* in this way: “To music is to take part, in any capacity, in a musical performance, whether by performing, by listening, by rehearsing or practicing, by providing material (what is called composition), or by dancing.”¹
- Outcome 5 is embedded in the music program throughout the year.
- Every skill/concept that is developed will reinforce that *musicking* communicates feelings, ideas, and understandings.
- This is one version of a yearly plan. It is a sample for you to consider as you develop your own yearly plan.
- **Concert preparation should be a continuation of ongoing learning of music skills and concepts in the classroom, not an interruption of the learning process.**

1. Christopher Small, *Musicking: The Meanings of Performing and Listening* (Middletown: Wesleyan University Press, 1998), 9.

Table Legend: Preliminary Play = Prelim Play; Create and Improve = Create/Imp

Grade Primary

	Outcome 1 (rhythm, meter, tempo)	Outcome 2 (melody, harmony)	Outcome 3 (texture, form)	Outcome 4 (synthesize elements)	Outcome 5 (cultures, com.)
September	Move in simple and compound meter Prelim Play steady beat	Sing (in-tune) songs / s m tone set Prelim Play speaking/singing voice	Prelim Play phrase	Prelim Play louder/softer	Embedded throughout the year: explore, perform, and value how music is expressed through culture
October	Label,/Explore steady beat Prelim Play faster/slower	Label/Explore speaking/singing voice	Prelim Play texture	Label/Explore louder/softer	
November	Label/Explore faster/slower Prelim Play rhythm	Prelim Play inner hearing	Label/Explore phrase Prelim Play AB		
December					
January	Create/Imp steady beat Label, Explore rhythm	Create/Imp speaking/singing voice Prelim Play higher/lower	Label/Explore texture	Create/Imp louder/softer	
February	Create/Imp faster/slower	Label/Explore higher/lower	Create/Imp phrase Label/Explore AB	Prelim Play timbre	
March	Create/Imp rhythm	Label/Explore inner hearing	Create/Imp texture	Label/Explore timbre	
April		Create/Imp higher/lower			
May		Create inner hearing	Create/Imp AB	Create/Imp timbre	
June					

Grade One

	Outcome 1 (rhythm, meter, tempo)	Outcome 2 (melody, harmony)	Outcome 3 (texture, form)	Outcome 4 (synthesize elements)	Outcome 5 (cultures, com.)
September	<p>Explore, Create & Imp Grade Primary skills and concepts</p> <p>Move in simple/compound meter, varying tempi</p>	<p>Explore, Create & Imp Grade Primary skills and concepts</p> <p>Sing (in-tune) songs / <i>s m r d</i> tone set</p> <p>Prelim Play / <i>s m</i></p>	<p>Explore, Create & Imp Grade Primary skills and concepts</p> <p>Create texture in various ways</p>	<p>Explore, Create & Imp Grade Primary skills and concepts</p> <p>Identify purposes for music</p>	<p>Explore, Create & Imp Grade Primary skills and concepts</p> <p>Embedded throughout the year: explore, perform, and value how music is expressed through culture</p>
October	<p>Prelim Play ta, ti-ti, ta-rest</p> <p>Prelim Play fast/slow</p>	<p>Prelim Play/Label staff notation</p> <p>Label/Explore <i>s m</i></p>	<p>Prelim Play/Label repeat sign</p> <p>Prelim Play rhythmic & melodic ostinato</p>	<p>Extend skill development of loud/soft and timbre</p>	
November	<p>Label/Explore ta, ti-ti</p> <p>Label/Explore fast/slow</p>	<p>Label/Explore /</p>	<p>Prelim Play AB</p> <p>Explore repeat sign</p>		
December					
January	<p>Create/Imp ta, ti-ti</p> <p>Create/Imp fast/slow</p>	<p>Explore / <i>s m</i> staff notation</p>	<p>Label/Explore rhythmic & melodic ostinato</p> <p>Label/Explore AB</p>		
February	<p>Label/Explore ta-rest</p> <p>Prelim Play strong/weak beats</p>	<p>Create/Imp / <i>s m</i></p>	<p>Create/Imp repeat sign</p>		
March	<p>Create/Imp ta-rest</p> <p>Label/Explore strong/ weak beats</p>		<p>Create/Imp rhythmic/ melodic ostinato</p>		
April	<p>Create/Imp strong/weak beats</p>	<p>Create/Imp / <i>s m</i> staff notation</p>	<p>Create/Imp AB</p>		
May					
June					

Grade Two

	Outcome 1 (rhythm, meter, tempo)	Outcome 2 (melody, harmony)	Outcome 3 (texture, form)	Outcome 4 (synthesize elements)	Outcome 5 (cultures, com.)
September	<p>Explore, Create & Imp Grade 1 skills and concepts</p> <p>Move in simple/compound meter, varying tempi</p> <p>↑ Prelim Play tie, too-oo, too-oo-rest</p>	<p>Explore, Create & Imp Grade 1 skills and concepts</p> <p>↑ Sing (in-tune) songs <i>d' l s m r d l s</i>, tone set</p>	<p>Explore, Create & Imp Grade 1 skills and concepts</p> <p>↑ Create/Imp melodic and rhythmic ostinato and texture with increasing complexity</p>	<p>Explore, Create & Imp Grade 1 skills and concepts</p> <p>↑ Identify reasons for creating music</p>	<p>Explore, Create & Imp Grade 1 skills and concepts</p> <p>↑ Embedded throughout the year: explore, perform, and value how music is expressed through culture</p>
October	<p>Prelim Play <i>adagio, andante, allegro</i></p> <p>Label/Explore tie, too-oo</p>	<p>Prelim Play sing and play <i>r d</i></p>	<p>Prelim Play/Label rounds</p>	<p>Prelim Play new expressive terms</p>	
November	<p>Prelim Play 4/4, 2/4</p> <p>Label/Explore <i>adagio, andante, allegro</i></p>	<p>Label/Explore <i>d</i></p>	<p>Explore rounds</p> <p>Prelim Play rondo form</p>	<p>Prelim Play various timbres</p> <p>Gradually Label/Explore new expressive terms</p>	
December					
January	<p>Label/Explore too-oo-est</p> <p>Label/Explore 4/4</p>	<p>Prelim Play <i>l s m r d</i> staff notation</p>	<p>Prelim Play 2-part phrases</p> <p>Create/Imp rounds</p>	<p>Label/Explore various timbres</p> <p>Create/Imp new expressive terms</p>	
February	<p>Prelim Play <i>toe, toe-rest</i></p> <p>Create/Imp tie, too-oo, too-oo-rest</p> <p>Label/Explore 2/4</p>	<p>Label/Explore <i>r</i></p>	<p>Label/Exp. 2-part phrases</p> <p>Label, Explore rondo form</p>	<p>Prelim Play/Label instrument families</p>	
March	<p>Create/Imp <i>adagio, andante, allegro</i></p>	<p>Label/Explore <i>l s m r d</i> staff notation</p>		<p>Create/Imp various timbres</p>	
April	<p>Label, Explore <i>toe, toe-rest</i></p> <p>Create & Imp 4/4, 2/4</p>	<p>Ceate/Imp <i>l s m r d</i></p>	<p>Create/Imp 2-part phrases</p> <p>Create & Imp rondo form</p>	<p>Explore instrument families</p>	
May	<p>Create/Imp <i>toe, toe-rest</i></p>	<p>Create/Imp <i>l s m r d</i> staff notation</p>		<p>Create/Explore instrument families</p>	
June					

Grade Three

	Outcome 1 (rhythm, meter, tempo)	Outcome 2 (melody, harmony)	Outcome 3 (texture, form)	Outcome 4 (synthesize elements)	Outcome 5 (cultures, com.)
September	<p>Explore, Create & Imp Grade Two skills and concepts</p> <p>↑ Label/Explore naming all rhythmic values by standard notational names as they appear</p>	<p>Explore, Create & Imp Grade Two skills and concepts</p> <p>↑ Sing (in-tune) extended penatonic tone set songs, two-part songs, rounds, partner songs, in major and minor keys</p>	<p>Explore, Create & Imp Grade Two skills and concepts</p> <p>↑ Create/Imp melodic and rhythmic ostinato with increasing complexity</p>	<p>Explore, Create & Imp Grade Two skills and concepts</p> <p>↑ Identify reasons for creating music</p> <p>↑ Prelim Play new expressive terms/sounds & timbres</p>	<p>Explore, Create & Imp Grade One skills and concepts</p> <p>↑ Embedded throughout the year: explore, perform, and value how music is expressed through culture</p>
October	<p>Prelim Play ti-ka-ti-ka</p> <p>Prelim Play new tempi terms</p> <p>Label/Explore ti-ka-ti-ka</p>	<p>↑ Prelim Play sing/play <i>d l</i></p> <p>Label/Explore <i>d l</i></p>	<p>Prelim Play contrasting/repeating phrases and sections</p>	<p>Gradually Label/Explore new expressive terms/sounds & timbres</p>	
November	<p>Prelim Play tay</p> <p>Gradually Label/Explore new tempi terms</p>	<p>Prelim Play sing/play <i>l l s l</i></p>	<p>Prelim Play soundscapes</p>	<p>Prelim Play orch. families</p>	
December					
January	<p>Label/Explore tay</p> <p>Prelim Play 3/4</p>	<p>Prelim Play <i>d l l s m r d l l s l</i> staff notation</p> <p>Label/Explore <i>s l</i></p>	<p>Label/Explore soundscapes</p>	<p>Create/Imp new expressive terms/sounds & timbres</p>	
February	<p>Create/Imp ti-ka-ti-ka</p> <p>Label/Explore 3/4</p>	<p>Label/Explore <i>l l</i></p> <p>Label/Explore <i>d l l s m r d l l s l</i> staff notation</p>	<p>Label/Explore contrasting/repeating phrases and sections</p>	<p>Label/Explore orch. families</p>	
March	<p>Create/Imp tay</p>	<p>Create & Imp <i>d l l s m r d l l s l</i></p>	<p>Create/Imp soundscapes</p>		
April	<p>Create/Imp new tempi terms</p>	<p>Create/Imp <i>d l l s m r d l l s l</i> staff notation</p>		<p>Create/Imp orch. families</p>	
May	<p>Create/Imp 3/4</p>		<p>Create/Imp phrases and sections</p>		
June	<p>↓</p>	<p>↓</p>	<p>↓</p>	<p>↓</p>	<p>↓</p>