

# **PRIMARY MUSIC SYLLABUS**

**CLASS 1-4**

**MINISTRY OF EDUCATION AND HUMAN RESOURCE DEVELOPMENT**

**BARBADOS**

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## **RATIONALE**

The underlying aim of the music curriculum, in accordance with the thrust of the Ministry of Education in its Curriculum Reform for schools in Barbados, is to develop students' musical skills and appreciation through singing, playing, composing and listening.

Music encourages students to develop their aesthetic sensitivities and creative abilities as it inspires, entertains, soothes or excites. It provides opportunities for students to communicate their feelings and emotions to others. It is also an effective means of presenting social issues and desirable values to the public through lyrics. It is unique in its capacity to transcend language barriers and also the cultural peculiarities of a particular people or region and hence can be used as a unifying force in education.

The music curriculum is designed to:

- provide an awareness and appreciation of organized sound patterns;
- provide skills in movement; (such as motor coordination and dexterity)
- promote vocal skills, and skills in aural imagery, acquired through exploring and organizing sound;
- promote sensitive, analytical and critical responses to a variety of musical forms;

- promote the capacity to express ideas, thoughts and feelings through music;
- provide an awareness and understanding of traditions, idioms and musical styles from a variety of cultures, times and places;
- provide the experience of fulfillment which derives from striving for the highest possible artistic and technical standards.

Since it is very important that young voices be nurtured while they are involved in musical activity, the curriculum encourages the teaching of singing which provides a central resource in performing and composing at every level. Singing also fosters the acquisition of aural perception and aural memory, which may lead naturally to the learning of written notation.

Music trains students to respond spontaneously to sounds, and then to become selective and discriminating. Musical activities in schools should therefore provide students with an important focus for their corporate life, projecting an ethos and image for their values, traditions and standards.

## **GENERAL OBJECTIVES**

The Primary Level Music Programme aims to develop students who will:

- have a basic knowledge of the elements of music and an awareness of music in their environment;
- be able to expand their imagination and creative skills through music making;
- experience personal satisfaction and self-confidence as they strive for excellence through musical activity;
- be able to improvise and compose music;
- cultivate an enthusiasm for music that will foster the desire to continue music education beyond the primary level;
- appreciate different types of music associated with a variety of cultures and societies;
- use the current technologies in the creative appreciation of music;
- have an appreciation of the importance of music to other subjects.
- display social and emotional learning skills while being involved in performance situations;
- demonstrate a spirit of cooperation, unity and the ability to work together to achieve common goals;

## **FORMAT OF THE SYLLABUS**

The Primary Music Curriculum is divided into General Objectives, Scope and Sequence, Attainment Targets and a detailed outline of the content, specific objectives, suggested activities and assessment strategies as well as suggested resources. When a concept/skill is first introduced in the Scope and Sequence, it is indicated by a v, and a 4 indicates in which future class(es) the concept/skill has to be maintained and further developed.

The Scope and Sequence gives a brief outline of the topics that are to be covered at each level.

The Attainment Targets are written in class levels and they indicate what each student should be able to achieve at the end of each class level.

The specific objectives are clearly defined and indicate what each student should be able to achieve at the end of each class.

The suggested activities are designed to broaden and hone a variety of musical skills, and are designed to facilitate collaborative and cooperative work in the classroom. They also encourage cross-curricular activities which are indicated by a key where VA = Visual Arts, LA = Language Arts, SS = Social Studies, IS =Integrated Science, IT = Information Technology. The activities are intended only as a guide to teachers, and are therefore by no means prescriptive or restrictive.

Teachers are therefore encouraged to promote further integration among subject areas and to become as creative as possible to make the lessons stimulating and exciting.

# SCOPE AND SEQUENCE

- Begins teaching the concept/skill/fact
- 4 Maintain and develop concept/skill/fact

	CLASS			
	1	2	3	4
<b>1.0 SINGING</b>				
1.0.1 Simple songs	<input type="checkbox"/>	4	4	4
1.0.2 Classical songs	<input type="checkbox"/>	4	4	4
<b>2.0 PERFORMANCE AND INSTRUMENTS</b>				
2.0.1 Playing simple pieces on the recorder	<input type="checkbox"/>	4	4	4
2.0.2 Elements of music –rhythm, pulse, pitch, timbre, etc.	<input type="checkbox"/>	4	4	4
2.0.3 Performing using the notes ‘B’, ‘A’, and ‘G’.	<input type="checkbox"/>	4	4	4
2.0.4 Ordering sounds	<input type="checkbox"/>	4	4	4
2.0.5 Untuned and tuned percussion instruments	<input type="checkbox"/>	4	4	4
2.0.6 Play simple tunes on steel pan	<input type="checkbox"/>	4	4	4
<b>3.0 COMPOSING</b>				
3.0.1 Compose simple tunes using ‘B’, ‘A’ and ‘G’	<input type="checkbox"/>	4	4	4
3.0.2 Develop rhythmic patterns	<input type="checkbox"/>	4	4	4
3.0.3 Introduction to treble staff and notes found on it	<input type="checkbox"/>	4	4	4
3.0.4 Compose simple lyrics	<input type="checkbox"/>	4	4	4
3.0.5 Introduction to treble clef	<input type="checkbox"/>	4	4	4

- Begins teaching the concept/skill/fact**
- 4** **Maintain and develop concept/skill/fact**

	<b>CLASS</b>			
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>4.0 APPRECIATION AND LISTENING</b>				
4.0.1 Local and regional songs	<input type="checkbox"/>	4	4	4
4.0.2 Popular classics	<input type="checkbox"/>	4	4	4
4.0.3 Appreciate a variety of music	<input type="checkbox"/>	4	4	4
4.0.4 Folk songs	<input type="checkbox"/>	4	4	4
4.0.5 Identification of specific instruments – trumpet, guitar, piano, tuk band, drums & selected African instruments	<input type="checkbox"/>	4	4	4
<b>5.0 MUSIC READING</b>				
5.0.1 Simple music reading using ‘B’, ‘A’, and ‘G’	<input type="checkbox"/>	4	4	4
5.0.2 Recorder work and the notes ‘B’, ‘A’ and ‘G’	<input type="checkbox"/>	4	4	4

# ATTAINMENT TARGETS

## INTRODUCTION

The Attainment Targets in Music set out knowledge, skills, attitudes, behaviours and understandings that pupils are expected to have at the end of each class. They enable schools to provide future citizens with the knowledge, skills and appreciation of Music and the importance of Music in their lives.

The Music Attainment Targets are designed to ensure that:

- ❑ pupils obtain a knowledge of the structure of music;
- ❑ pupils show proficiency in Music making e.g. playing, composing and improvisation;
- ❑ pupils recognise and appreciate music made by different instruments;
- ❑ pupils sing a variety of songs;
- ❑ pupils demonstrate a level of discrimination among different types of Music;
- ❑ pupils understand and appreciate the importance of Music in their everyday lives;
- ❑ pupils engage in cooperative activities which encourage socialisation;
- ❑ pupils have an awareness and understanding of traditions, idioms and musical styles from Barbados, the Caribbean and the wider world.

**Pupils understand and demonstrate ways in which Music is made.**

*The pupil should be able to:*

- ❑ sing a variety of songs;
- ❑ play simple pieces with confidence and awareness of pulse - using the recorder or other instruments;
- ❑ explore, select and order sounds, make compositions that have a simple structure.

**Pupils recognise and appreciate Music made by different musical instruments.**

*The pupil should be able to:*

- ❑ make expressive use of some of the musical elements which include dynamics and timbre;
- ❑ recognise Music made by selected musical instruments by listening to tapes, live music, CDs;
- ❑ talk about/describe how different types of Music impact on their emotions.

**Pupils will demonstrate a knowledge of indigenous musical forms and instruments.**

*The pupil should be able to:*

- ❑ name and recognise instruments in tuk band;
- ❑ make music using other indigenous materials e.g. bottles, saw, comb.

### CLASS ONE (1)

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>Singing</b>	<p><b>Pupils will be able to:</b> sing a variety of simple songs which elicit pitch, duration, dynamics, tempo, timbre, texture and pulse (beat).</p> <p>use movement to express rhythmic patterns in songs.</p>	<p>Singing Caribbean and Latin American folk songs.</p> <p>Map work to locate places (SS)</p> <p>Movement to music through marching and dance.</p> <p>Oral presentations (LA)</p> <p>Drawing (VA)</p> <p>Writing compositions (LA)</p> <p>Simple rhythmic improvisation.</p>	<p>Map work to locate places</p> <p>Observation</p> <p>Performance</p> <p>Oral Presentations</p> <p>Drawing</p> <p>Composition</p>	<p>Selected folk songs</p> <p>Books</p> <p>Cassettes</p> <p>CDs</p> <p>Tape recorders</p> <p>Radio</p> <p>Tuned and untuned percussion instruments</p>
<b>Performance &amp; Instrument</b>	<p>use sounds and respond to music individually, in pairs, in groups and as a class.</p> <p>Perform/play the instruments – tuned/untuned.</p>	<p>Using untuned percussion instruments. E.g. percussion band</p>	<p>Observation</p> <p>Performance</p>	<p>Castanet (Shak-shak)</p> <p>Drums</p> <p>Maracas</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>Introduction to Music Reading through recorder work around the notes 'B', 'A', 'F', 'F' Sharp and 'G'.</b>	recognize the treble clef and identify its position and use on the staff.  engage in simple music reading using 'B', 'A', and 'G'.	Correct: a) holding of recorder; b) placing of fingers; c) blowing into the instrument. d) Correct posture e) Care of the recorder	Practice	Text Sheet music
<b>Compose</b>	Compose simple tunes using given notes 'B', 'A' and 'G' to given rhythm patterns.  identify and learn the notes on the staff.	Compose rhythms.  Compose simple lyrics (LA)  Identify titles of nursery rhymes and jingles through clapping	Observation Simple written tests	Music Manuscript  Cassette tapes  Computer-aided programmes

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>Appreciation &amp; Listening</b>	<p>listen carefully to selected local and regional songs and also popular classics.</p> <p>recognise the origin of some songs.</p> <p>appreciate a variety of music.</p> <p>identify specific folk songs.</p>	<p>Read rhythm scores.</p> <p>Clap rhythms of songs.</p> <p>Involvement through use of available percussion instruments.</p> <p>Listen to a variety of songs from different countries (SS)</p> <p>Map work to locate places (SS)</p> <p>Write essays about the songs (LA).</p> <p>Oral presentation (LA)</p> <p>Discuss various songs (LA).</p> <p>Drumming and the use of drums in ceremonies and communication in Africa</p>	<p>Observation</p> <p>Map work to locate places.</p> <p>Performance</p> <p>Oral presentation</p>	<p>Selected songs: E.g. Emmertton - by Gabby Gary Sobers – by The Merryman Education by Sparrow Jesu's Joy of Man's Desiring Ode to Joy African songs Kum Ba Ya</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>Appreciation and Listening (continued)</b>	<p>identify music associated with specific instruments e.g. trumpet, trombone, guitar, piano, tuk band.</p> <p>identify music made by different instruments e.g. high notes, low notes.</p>	<p>Rhythm dictation.</p> <p>Listen to music for general appreciation.</p> <p>Teacher plays musical instruments/recordings of same for pupils to listen.</p> <p>Write short paragraphs on different aspects of music e.g. instruments used in tuk band and how they are played.(LA)</p> <p>Use a variety of media to demonstrate range of sounds (IS)</p>	<p>Project to be determined by teacher e.g. Songs of Barbados using indigenous musical instruments</p>	<p>Use of combs and bottles, strings, rubber bands (Careful supervision needed).</p> <p>Posters of different instruments</p> <p>Internet resources</p> <p>Tuk bands</p>
	listen , respond and perform using tuned and untuned instruments.	Listen to stories and respond using animated substitution	Performance	Selected stories

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The Music Attainment Targets are designed to ensure that:

- ❑ pupils obtain a knowledge of the structure of music;
- ❑ pupils show proficiency in Music making e.g. playing, composing and improvisation;
- ❑ pupils recognise and appreciate music made by different instruments;
- ❑ pupils sing a variety of songs;
- ❑ pupils demonstrate a level of discrimination among different types of Music;
- ❑ pupils understand and appreciate the importance of Music in their everyday lives;
- ❑ pupils engage in cooperative activities which encourage socialisation;
- ❑ pupils have an awareness and understanding of traditions, idioms and musical styles from Barbados, the Caribbean and the wider world.

# ATTAINMENT TARGETS

## CLASS 2

### **Understand and demonstrate ways in which we can create our own music.**

*The pupil should be able to:*

- ❑ sing rounds and a variety of folk songs and other songs;
- ❑ participate in group work with tuned and untuned percussion instruments;
- ❑ make up simple calypso tunes;
- ❑ demonstrate the ability to maintain an independent rhythm while performing with a group;
- ❑ compose simple tunes using "B", "A" and "G" on the recorder;
- ❑ use appropriate musical vocabulary.

### **Demonstrate an appreciation for different musical instruments.**

*The pupil should be able to:*

- ❑ make expressive use of some of the musical elements which include dynamics, timbre and french rhythm;
- ❑ recognise Caribbean, Latin American, African and popular classical music made by selected musical instruments by listening to tapes, live music, CDs;
- ❑ talk about/describe how different types of Music impact on his emotions.

**Demonstrate a knowledge of indigenous music and instruments.**

*The pupil should be able to:*

- ❑ name and recognise instruments in tuk band and orchestra
- ❑ make music using other indigenous materials e.g. bottles, saw, comb, maracas, bamboo.

## CLASS TWO (2)

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>Singing</b>	<p><b>Pupils will be able to:</b> sing more varied songs and rounds which elicit pitch, duration, dynamics, tempo, timbre, texture and pulse (beat).</p> <p>compose simple calypso using local topics</p>	<p>Vocal exercises to vowel sounds. Singing of songs in binary form. Sing and play simple and attractive rounds.</p> <p>Sing and play Caribbean, African and Latin American folk songs, calypsos, modern songs, and hymns suitable for assembly.</p>	<p>Observation</p> <p>Performance</p>	<p>Music sheets</p> <p>Cassette tapes</p> <p>CDs</p> <p>Selected songs Recorder ensemble and school band.</p>
<b>Performance &amp; Instrument</b>	<p>play tunes involving 'C' in the 3<sup>rd</sup> space and 'D' on 4<sup>th</sup> line.</p> <p>play simple pentatonic tunes with tuned and untuned percussion e.g. the recorder, xylophone, triangle, maracas.</p> <p>(Selected pupils will be introduced to keyboards, wood-wind and brass-wind instruments).</p>	<p>Rhythm work. Integration of pitch and sound. Graphing pitch lines e.g.</p> <p style="text-align: center;">             up      down      stay      —              /      \      /      \           </p> <p>Vocal and rhythmic improvisation.</p> <p>Playing prepared exercises.</p>	<p>Observation</p> <p>Performance</p>	<p>Instruments:</p> <p>Recorder Xylophone Triangle Maracas</p> <p>Music sheets</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>Recorder</b> <b>More work on 'B', 'A' and 'G' and introduce 'E' and 'D' above middle 'C'</b>	give students more practice in reading music and understanding time values and rhythm patterns e.g. introduction to French rhythm (time) names.	Clapping of rhythms.  Through clapping of rhythm patterns, identify rhythms of nursery rhymes and folk songs.	Observation  Performance	Book 1 "Play the Recorder" by Robert Salkeld
<b>Composing</b>	compose using line/graphic/standard notation to write simple melodies.	Record melodies.  complete given phrases using line/graphic/standard notation.	Observation  Listen to recordings of Music composed in classroom and evaluate it.	Music Manuscript paper  Cassette recorders

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>Appreciation &amp; Listening</b>	listen carefully to selected Caribbean, Latin American, African music and popular classics.	<p>Movement.</p> <p>Listen critically.</p> <p>Dance.</p> <p>Write poems and create tunes for them (LA)</p> <p>Percussion work.</p> <p>Write composition on works listened to (LA).</p> <p>Draw pictures to illustrate feelings etc. (VA)</p>	<p>Displays of portfolios</p> <p>Performance</p> <p>Pencil and paper test</p> <p>Written work</p>	<p>Selected Caribbean, Latin American and African Music</p> <p>Popular classics</p> <p>Cassette tapes with Caribbean Music</p> <p>CDs and CD players with Caribbean Music.</p> <p>Local Performers</p> <p>Resource persons from NCF</p> <p>Performing artists (can be invited)</p>

## ATTAINMENT TARGETS

### CLASS 3

**Understand and demonstrate ways in which we can create our own Music.**

*The pupil should be able to:*

- sing unison songs and rounds;
- play the recorder, add 'C' and 'D' and then introduce the right hand; (:NOTE: Teachers should avoid writing the letters under the notes as this hampers children's understanding of rhythm and their ability to read music);
- compose simple tunes around the notes covered on the recorder;
- compose calypso for graduations and crop-over;
- explore, select and order sounds, make compositions that have a simple structure;
- evaluate how venue, occasion and purpose of projects affect the way how music is created, performed and heard;
- analyze their work in a more critical fashion.
- use available Information technology to further enhance composition, listening and appreciation.

**Demonstrate an appreciation for different musical instruments.**

*The pupil should be able to:*

- make expressive use of some of the musical elements which include dynamics and timbre;
- recognise Music made by selected musical instruments by listening to tapes, live music, CDs;
- respond to music, identifying changes in character and mood;
- recognise how musical elements and resources are used to communicate moods and ideas;
- discuss, write about or draw to illustrate the feelings aroused by the music listened to;
- relate aspects of conversational Spanish to music/sounds/songs of Latin America and Africa;
- be involved in groups and group activities e.g. recorder group, steel band, school band.

**Demonstrate a knowledge of indigenous music and instruments.**

*The pupil should be able to:*

- name and recognise instruments in tuk band, and some orchestral instruments;
- make music using indigenous materials e.g. bottles, saw, comb;
- display confidence and creativity when performing their own compositions.

**CLASS THREE (3)**

<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>SUGGESTED RESOURCES</b>
<b>Singing</b>	<p><b>Pupils will be able to:</b></p> <p>sing unison songs, rounds, hymns which elicit the elements of music e.g. rhythm, pulse, timbre, etc.</p> <p>sing a variety of songs from around the world.</p> <p>Compose calypso for crop-over and other social events.</p>	<p>Singing echo songs:</p> <ul style="list-style-type: none"> <li>- singing/reciting/playing ostinato patterns to accompany songs;</li> <li>- singing pentatonic songs together.</li> <li>- Group work – solo and back-up singers accompanied using available resources.</li> </ul>	<p>Observation.</p> <p>Map work.</p> <p>Vocal exercises.</p> <p>Performance.</p>	<p>Music sheets</p> <p>Selected songs</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>Performance &amp; Instrument</b>	<p><b>Pupils will be able to:</b></p> <p>play tunes involving 'C' in the 3<sup>rd</sup> space and 'D' on 4<sup>th</sup> line.</p> <p>play tunes involving pinch 'E' and the 4<sup>th</sup> space of the treble staff.</p> <p>play scales of 'C', 'G' and 'D' major.</p> <p>use the right hand after proficiency has been achieved in the above-mentioned objective.</p> <p>play tunes involving 'E', 'D', middle 'C', 'F' and 'F' sharp below the treble staff.</p>	<p>Rhythm work.</p> <p>Intonation (IS)</p> <p>Vocal and rhythmic improvisation.</p> <p>Playing prepared exercises.</p> <p>Playing prepared exercises using the given notes.</p> <p>Rhythm work:</p> <ul style="list-style-type: none"> <li>- clapping;</li> <li>- rhythmic improvisation.</li> </ul>	<p>Writing some of the simple rhythmic patterns that they clap.</p> <p>e.g. 2 4</p> <p>Performance</p>	<p>Suggested tunes</p> <p>Book 1 –“Play the Recorder” by Robert Salkeld</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>Composing</b>	<p><b>Pupils will be able to:</b></p> <p>Compose simple tunes.</p> <p>Use Information Technology to enhance their composition.</p>	<p>Rhythm work.</p> <p>Playing tunes which they have composed for themselves and their peers.</p> <p>Composing with the use of the computer. (IT)</p>	<p>Critical analysis of their practical work.</p> <p>Self evaluation</p>	<p>Music manuscript</p> <p>CDs</p> <p>Computers</p> <p>Cassette tapes</p>
<b>Appreciation &amp; Listening</b>	<p>Respond to live and recorded music.</p> <p>Sing, listen and discuss songs from around the world.</p>	<p>Dancing } to music</p> <p>Marching } to music</p> <p>Clapping } to music</p> <p>Stamping } to music</p> <p>Discussion of Map work (SS)</p> <p>Research project (LA)</p>	<p>Performance</p> <p>Project work</p>	<p>Selected wall maps</p> <p>Outline maps</p> <p>Posters</p> <p>Internet work</p>

# ATTAINMENT TARGETS

## CLASS 4

**Understand and demonstrate ways in which we can create our own music.**

*The pupil should be able to:*

- sing a variety of folk songs and other songs, rounds and simple two-part songs;
- participate in a recorder ensemble using two part material;
- show an awareness of the other performers and fit their own part within a composition;
- demonstrate the ability to maintain an independent rhythm while performing with a group;
- compose calypso for graduations, crop-over and other social occasions;
- use Information technology to enhance composition, listening and appreciation;
- improvise accompaniments of pentatonic songs;
- use the recorder as a means of helping them in melody writing;
- evaluate how venue, occasion and audience affect the way how music is created, performed and heard;
- analyze their work in a more critical fashion.

**Demonstrate an appreciation for Music made by different musical instruments.**

*The pupil should be able to:*

- make expressive use of some of the musical elements which include dynamics and timbre;
- recognise music made by selected musical instruments by listening to tapes, live music, CDs;
- talk about/describe how different types of music, played by various instruments, impact on their emotions;
- respond to music identifying changes in character and moods, as expressed by different instruments in an orchestra;
- appreciate the cultural heritage and folklore of the region in their investigation of indigenous genres and idioms;
- be involved in groups and group activities e.g. recorder group, steel band, tuk band, school band.

**Demonstrate a knowledge of indigenous musical forms and instruments.**

*The pupil should be able to:*

- name and recognise instruments in tuk band and other instruments in the orchestra;
- make music using other indigenous materials e.g. bottles, saw, comb;
- relate music to specific country/region e.g. Caribbean, Africa, Europe, Barbados;
- display confidence and creativity when performing;

**SYLLABUS  
CLASS FOUR (4)**

<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>SUGGESTED RESOURCES</b>
<b>Singing</b>	<p><b>Pupils will be able to:</b></p> <p>sing unison, simple two-part songs, rounds and hymns.</p> <p>sing a variety of songs from around the world.</p> <p>sing easy classical songs.</p> <p>Watch intonation.</p> <p>Compose and perform their own calypsos, folk songs, or other songs.</p>	<p>Singing echo songs.</p> <p>Singing/reciting/playing ostinato patterns to accompany songs.</p> <p>Singing pentatonic songs together.</p> <p>Singing songs in ternary form e.g. The Ash Grove and selected African songs.</p> <p>Map work (SS)</p> <p>Listening to songs on tape recorder and singing same e.g. Schubert's and Brahms Leider, Caribbean and African classics. (LA, SS)</p>	<p>Observation.</p> <p>Map work.</p> <p>Vocal exercises.</p> <p>Performance.</p>	<p>Selected songs from <u>Folk Songs of the World</u>.</p> <p>Caribbean and African songs.</p> <p><u>Unison songs</u> Callers Jumbies John Belly Mama Miz Mattie</p> <p><u>Round songs</u> Old Abram Brown. Where is John. White sand and grey sand. Sweetly sings a donkey.</p>

<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>SUGGESTED RESOURCES</b>
<b>Improvisation of accompaniments</b>	Improvise an accompaniment using a drone on the tonic and dominant notes of the scale.	Varied rhythms and instruments. Provide accompaniments on their instruments while others are singing or playing folk tunes and calypsos.	Performance with assistance from teacher Group performances Observation	Piano Keyboard  Recorder Computer

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<b>Instrumental Performance (recorder or any other chosen by teacher and student) &amp; knowledge of Instruments</b>	<p><b>Pupils will be able to:</b>  play tunes involving pinch 'E' (4<sup>th</sup> space), pinch 'F' (5<sup>th</sup> line), pinch F# (5<sup>th</sup> line, pinch 'G', F# (1<sup>st</sup> space) and C# (3<sup>rd</sup> space) ) of the treble staff.</p> <p>Play scales and pieces in the keys of C, G, and D majors.</p> <p>Identify selected instruments from musical families.</p> <p>Discuss performances critically.  Create musical performances.</p>	<p>Exercises to master technique of pinching , e.g  1) rhythm exercises involving pinch E, F, F#, and G; 2) composition of tunes using pinch E, F, F#, and G.</p> <p>Listen to recordings of vocal and instrumental performances.</p> <p>Attend live performances.</p> <p>Compile a performance profile of their performances as well as performances attended and recordings listened to—(listing instruments recognized).</p>	<p>Written work on simple rhythm patterns that they clap.  e.g.</p> <p>2  4  3  4</p> <p>Group performances</p> <p>Solo Performances</p> <p>Oral presentations</p> <p>Projects</p>	<p>Recorder Manuscript</p> <p>Cassette recorders and tapes</p> <p>CDs</p> <p>Computers</p> <p>Television</p> <p><u>Play the Recorder Book 1</u>, by Robert Salkeld.</p> <p>Internet, CD Roms.</p>

		(LA). Use Information Technology to gain knowledge about the history of the recorder. (IT, HI)		
<b>Sight Reading</b>	Sight read easy tonic soh-fah.	Exercises on tonic-triad and use of hand signs.	Aural test.	Chalkboard Simple music texts

<b>TOPIC</b>	<b>OBJECTIVES</b>	<b>SUGGESTED ACTIVITIES</b>	<b>ASSESSMENT</b>	<b>SUGGESTED RESOURCES</b>
<b>Composing</b>	<p>Use Information Technology to enhance their composition.</p> <p>Write melodies in binary and ternary form.</p> <p>Compose short folk-styled songs and calypsos</p>	<p>Compose music in binary and ternary form. (IT)</p> <p>Performance of compositions</p> <p>Compile a composition profile</p>	<p>Performance</p> <p>Play melodies</p> <p>Written work on music manuscript</p>	<p>Music manuscript</p> <p>CDs and CD players</p> <p>Computers</p> <p>Book – “Beginning to compose” by John Davies</p>

TOPIC	OBJECTIVES	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p><b>Appreciation and Listening</b></p>	<p><b>Pupils will be able to:</b></p> <p>Listen carefully to selected local, regional and international songs and also "programme music".</p> <p>Identify specific instruments—trumpet, guitar, piano, tuk band, drums, and selected African instruments.</p> <p>Discuss critically music heard.</p>	<p>Listening to Music Identifying instruments and motifs as they listen. Writing about their impressions of the songs(LA) Map work on countries of origins of songs (SS)</p> <p>Attend a live concert and give an oral and written presentation of their impressions—including information on the instruments used, music heard, and performers.(LA, SS)</p> <p>Listen to music and identify the musical styles and instruments (and their roles) studied in class</p>	<p>Written work</p> <p>Projects</p> <p>Oral presentation</p> <p>Aural work</p>	<p>Examples of "programme music" "Peter and the wolf" by Prokofiev. "1812" by Tchaikovsky "Nutcracker Suite " by Tchaikovsky "Socerer's Apprentice" by Dukas "Carnival of the Animals " by Saint Saens.</p> <p>Various examples of Dub, Reggae, Calypso and Latin American Music.</p> <p>Tape recorder Videos CDs Internet</p>

## SUGGESTED RESOURCES

### 7-9 Age Group

The Puffing Song Book Compiled by Leslie Woodgate

Oxford University Press Catalogues - Songs for Juniors

My Book of Nature Songs

Vera Gray - OUP

Play, clap, Whistle & Sing - Anne Mendoza

Mrs. Jenny Wren Arthur Baynon

A Spring Song No. 2 - Frank Bridge

Shadow March - Norma Gilbert

Six Simple Rounds - Elizabeth Barnard

Arnold Bentley - Songs to Sing & Play

Songs for Juniors - John Horton (Schufield)

### 9-12 Age Group

#### Unison Songs

I Got a Robe

Nobody Knows the Trouble I See

Swing Low Sweet Chariot

The Jumblies Unison - Armstrong Gibbs

Callers - Arthur Benjamin

#### Rounds

Frere Jacques

Three Blind Mice

Old Abram Brown - Benjamin Britten

## SONG LIST FOR 7 - 11 AGE GROUP

Brahms

Brahms

Attributed to Mozart

Schubert

Schubert

American Folk Song

French Folk Song

English Traditional Song

English Folk Song

Tune by J. Hook, Words by W. Upton

Larry Cunningham

Vern Best

Vern Best

Doris Provencal

The Nightingale

Ladybird

Cradle Song

The Wild Rose

To Sylvia

Skip To My Lou

The Little Boy and The Sheep

The Animals Went In Two By Two

Sweet Nightingale

The Lass of Richmond Hill

Beautiful Barbados

Barbados You're So Beautiful

Welcome The Morning Sun

Barbados My Homeland

The Ash Grove

Kum Ba Ya

Folk Songs of Barbados by:

Trevor Marshall

Peggy McGeary

Grace Thompson

All Through the Night

Green Sleeves

Ba ba Black Sheep

Drink To Me Only With Thine Eyes

The Barbados National Anthem

Murder in de Market

Hurrah for Jin Jin

John Belly Mama

Brudda Nelly

Miz Mattie

See Muh Lil' Brown Gal

Da Cocoa Tea

Guantanamera

Millie Gon a Brazil

Michael Row the Boat

Emmerton

Angelina

Nobody Business

Jamaica Farewell

Belleplaine

Linstead Market

Island in the Sun

Gary Sobers

Janey

Yellow Bird

Mango Vert

Me na go Married

# AFRICIAN SONGS

## Book - "Folk Songs of the World"

### North of the Sahara

- Rona Djinak - We have come here - Algeria (243)
- Ajjamal Wanna - Cararan Song - Libya (244)
- Walla Zala Mudduja - Night's Dark Shadows - Morocco (245)
- Mahiya Jua Zalab - Song of the Fig Vendors - Tunisia (246)
- Doos Ya Lellee - Dance with Gladness - Egypt (248)

### South of the Sahara

- Khoë Li - The Moon - Basutoland (256)
- Kattan, Kattan - Run, Run - Bechuanaland (257)
- Tangishaka - Burundi (258)
- È Lala È Liyo - Chad (259)
- Débwangué - Congo Republic (260)
- Tole Ya Wati - Thank Yoy, Wati - Ethiopia (261)
- Soru Dance - Ghana (262)

- Ka Tam Ma Wui - One Morning I Rose - Gabon (264)
- Ssemusota - Giant Snake - Kenya (265)
- I'm Going' Chop Crab - Liberia (266)
- Ny O L'on Nanary - Song of the Orphan - Madogascar (267)
- Maene Sandhleni - Cruel Baboon - Malawi (268)
- È, Ie, Ie - Mozambique (269)
- Yeke, Omo Mi-Do Not Cry, My Child - Nigeria (270)
- Tou Oua - Republic of the Congo (272)
- Manthi 'Ki- Spirit Song - Rhodesia (273)
- Iga'ma Lo Tando - Song of Love - Republic of South Africa (274)
- Fhola Li Na Mulandu - Snuff is Very Guilty - Republic of South Africa (275)
- Mamma, 'Kwill 'N Man He' - Mother, I want a Husband - Republic of South Africa (276)
- Imandwa - Rwanda (278)
- Mofe Mani S'mo Ho Gbeke - Ev'rybody Loves Saturday Night - Sierra Leone (279)
- Shellilá Shek - Our Great Leader - Somalia (280)
- Gbodi - The Gazelle - Sudan (281)
- Yaya- War Song - Tanzania (282)
- Bwalobera Nkere - The Frogs - Uganda (283)

**\* Numbers in brackets represent the songs in the book "Folk Songs of the World".**

## GLOSSARY

- Bar** - Another name for measure
- Beat** - A repeating pulse or throb that is felt or heard in music
- Binary** - A musical form that has two distinct sections, often written A, B.
- Clef** - A symbol that tells where pitches are on the staff.
- Composer** - A person who makes up a piece of music by putting sounds together in his/her own way.
- Compose** - make up a piece of music.
- Drone** - A deep sustained monotonous sound to accompany a melody.
- Ensemble** - A group of singers or players.
- Graphic notation** - The depiction of the sound in visual form.
- Harmony** - Two or more notes or tones sounded or played simultaneously.
- Major scale** - A scale having half steps between notes three and four and seven and eight, and whole steps between all others.
- Melody** - A tune, song/air – a line of single notes that move up, down or are repeated to form a musical idea.
- Mood** - The type of feeling created by the music, e.g. happy, sad.
- Notation** - The writing of music to indicate pitch and rhythm.
- Ostinato** - A constantly repeated pattern that is melodic rhythmic or spoken (chanted).

<b>Pattern</b>	-	<b>An arrangement of notes, or melody or rhythm.</b>
<b>Pentatonic Scale</b>	-	<b>A scale that has five notes, e.g. do, re, me, sol and la.</b>
<b>Pitch</b>	-	<b>The highness or lowness of a tone, the location of a musical sound in the tonal scale.</b>
<b>Percussion</b>	-	<b>A group of pitched and unpitched instruments that are played by being struck or shaken.</b>
<b>Pulse</b>	-	<b>Same as beat</b>
<b>Rest</b>	-	<b>A symbol of silence in Music</b>
<b>Rhythm</b>	-	<b>The way movement is organised in music, using beat, no beat, long and short sounds, meter, accent, no accent, tempo, syncopation etc. Also used to indicate the flow of music in time.</b>
<b>Round</b>	-	<b>A melody strictly in pitch and rhythm any numbers of beats later, goes back to the beginning and end at different times.</b>
<b>Scale</b>	-	<b>An arrangement of pitches from low to high according to specific patterns of intervals, major, minor, pentatonic.</b>
<b>Staff/stave</b>	-	<b>A set of five horizontal lines on which music is written.</b>
<b>Sharp</b>	-	<b>A symbol that raises a tone one half step.</b>
<b>Texture</b>	-	<b>The way melody and harmony go together, a melody alone, or two or more melodies together.</b>
<b>Tempo</b>	-	<b>The speed of the beat or pulse of a composition.</b>
<b>Timbre</b>	-	<b>The quality of a sound that distinguishes it from other sounds, instrument and voices e.g. tinkling, rattling, smooth, ringing.</b>

- Treble Clef** - **The symbol which curls around the 2<sup>nd</sup> line 'G', and indicate that the music will sound high.**
- Unison** - **All voices singing the same pitch.**
- Xylophone** - **A percussion instrument made of wood, laid out like keyboard and played by striking mallets of different weights and hardness.**