

Yew Chung International School

YCIS CREATIVE AND PERFORMING ARTS

Dance, music, theatre, and the visual arts have endured as a universal language in all cultures throughout the ages. The arts convey knowledge and meaning not learned through the study of other subjects. Study in and through the arts employs a form of thinking and a way of knowing based on human judgment, invention, creativity, and imagination. Arts education offers students the opportunity to envision, set goals, solve problems, experiment, evaluate, revise, imagine, work collaboratively, and apply self-discipline. As they study and create in the arts, students use the potential of the human mind to its full and unique capacity. Creative and performing arts are a vital part of the YCIS educational programme for all students.

YCIS CREATIVE & PERFORMING ARTS DOMAINS

MUSIC

I. ARTISTIC PERCEPTION: ELEMENTS OF MUSIC

Students will understand the theory of music through reading, notating, listening to and describing music and other aural information, using the terminology of music.

II.A. CREATIVE EXPRESSION: PERFORMING

Students will apply vocal and instrumental musical skills in performing a varied repertoire of music.

II.B. CREATIVE EXPRESSION: CREATING

Students will compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology as appropriate.

III. ARTISTIC APPRECIATION: LISTENING AND APPRAISING

Students will critically assess, analyse and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

IV. HISTORICAL & CULTURAL CONTEXT

Students will analyse the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

V. CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Students will apply what they learn in music across other subject areas; and will develop creativity and competencies in problem solving, communication, and management of time and resources that contribute to lifelong learning. In addition, students will learn about careers in and related to music.

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YCIS MUSIC CURRICULUM FRAMEWORK
Music Guiding Statements

Purpose and Vision

The purpose for studying Music at YCIS is for students to develop self-expression and skills in listening, appreciating, creating and performing. Through the study of Music, students learn to communicate effectively, as well as to empathise and interact with people and ideas in a dynamic global society.

Music provides students the opportunity to build social skills, self-discipline, critical thinking skills and confidence in singing, listening, moving, and performing instrumentally. Through varied activities and venues, music affords students an avenue to develop their potential, which in turn nurtures creativity.

By becoming active participants in Music, YCIS students develop an appreciation and enjoyment of music from around the world that strengthens their understandings and bonds between peoples and cultures, thus nurturing their global awareness. Music is a unique pathway with the capacity to employ the vital human sense of hearing as an access route to understanding creativity and communication.

Guiding Principles

Students learn Music best when they...

- Are provided a safe environment with a culture of positive peer relationships that acknowledges differentiation of skills and prior learning.
- Experience music through a variety of mediums: practical, theoretical, cultural, and technology.
- Have a go and have fun!
- Are exposed to a variety of teaching styles and assessments.
- Recognise the presence of music outside the classroom and the influence of music on their personal lives.
- Are exposed to a variety of different musical cultures and realise its significance in their development as global citizens.
- Acknowledge music as another means of language and communication development.
- Progress according to their own skill level, with positive recognition of the abilities of others.
- Are fully engaged participants in their own learning.
- Know that their creativity is nurtured and celebrated.
- Acquire the appropriate language to be able to discuss elements of music.
- Consolidate theoretical knowledge through practical application using instruments and voice.
- Experience music through a variety of mediums: practical, theoretical, and cultural.
- Explore music through contemporary technology.

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- Participate in practical application of classroom skills in school ensembles.
- Engage in personal and group reflection based on the learning standards.
- Perform in formal and informal settings.
- Can access and understand clearly defined learning standards and expectations.

Overarching Music Expectations

Upon graduating from YCIS, students will be equipped to:

- Love music.
- Understand the role that music plays in enriching their lives.
- Comprehend and appreciate music in context.
- Value music of different genres and styles.
- Appreciate the cultural value of music as a means of personal and communal identification.
- Respect and approach music from a range of cultures with an open mind.
- Be creators, collaborators, performers, contributors and participants.
- Apply the discipline, confidence and commitment required to achieve mastery.
- Evaluate the technical structures of music.
- Access and create music using appropriate technologies.
- Engage in the world of music as lifelong participants.

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YCIS MUSIC CURRICULUM FRAMEWORK

The YCIS Music Learning Standards define the essential skills, content, concepts, and understandings that students will know and be able to do at each year level. The Music Learning Standards are organized according to the Creative and Performing Arts Domains, and are interwoven throughout the YCIS Music Programme.

YEAR 1

In Year 1, students sing and play instruments, become aware of music in their daily experience, and learn about music from various cultures. Creating movements in response to music helps students connect to dance and discern variations in rhythm, tempo, and dynamics.

I. ARTISTIC PERCEPTION: Elements of Music	II.A. CREATIVE EXPRESSION: Performing	II.B. CREATIVE EXPRESSION: Creating	III. ARTISTIC APPRECIATION: Listening & Appraising	IV. HISTORICAL & CULTURAL CONTEXT	V. CONNECTIONS, RELATIONSHIPS, & APPLICATIONS
<p>Students will:</p> <p>MU1.1 Use icons or invented symbols to represent musical sounds and ideas.</p> <p>MU1.2 Use body movement to respond to dynamics and tempo.</p> <p>MU1.3 Identify & describe basic elements in music (high/low, slow/fast, loud/soft).</p>	<p>Students will:</p> <p>MU1.4 Move and use body percussion and instruments to demonstrate awareness of beat and tempo.</p> <p>MU1.5 Use the voice to speak, chant, and sing.</p> <p>MU1.6 Perform in class and at assemblies using appropriate behavior.</p>	<p>Students will:</p> <p>MU1.7 Improvise simple instrumental and/or vocal accompaniments to multicultural songs, recorded selections, stories, and poems.</p> <p>MU1.8 Create movements in response to music.</p>	<p>Students will:</p> <p>MU1.9 Actively participate in a variety of musical activities.</p> <p>MU1.10 Identify the sources of a wide variety of sounds.</p>	<p>Students will:</p> <p>MU1.11 Use personal experiences to describe music from diverse cultures.</p> <p>MU1.12 Use developmentally appropriate movements to respond to music from various genres and styles (rhythm, melody).</p> <p>MU1.13 Identify and sing the different kinds of folk and community songs familiar in the local context of China.</p>	<p>Students will:</p> <p>MU1.14 Improvise songs to accompany games, stories, and class activities across subject areas.</p> <p>MU1.15 Demonstrate an awareness of music as a part of daily life.</p>

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YCIS MUSIC CURRICULUM FRAMEWORK					
YEAR 2					
<p>In Year 2, students sing and play classroom instruments to improve listening skills, accuracy and technique, and understanding of musical forms. By improvising simple rhythmic accompaniments and learning singing games from various cultures, students begin their creative work in music and learn to focus listening on music and dance by creating and performing movements.</p>					
I. ARTISTIC PERCEPTION: Elements of Music	II.A. CREATIVE EXPRESSION: Performing	II.B. CREATIVE EXPRESSION: Creating	III. ARTISTIC APPRECIATION: Listening & Appraising	IV. HISTORICAL & CULTURAL CONTEXT	V. CONNECTIONS, RELATIONSHIPS, & APPLICATIONS
<p>Students will:</p> <p>MU2.1 Use icons or invented symbols to represent beat.</p> <p>MU2.2 Use basic elements of music (high/low, slow/fast, loud/soft/simple time – 2/4, 3/4, 4/4).</p> <p>MU2.3 Identify simple rhythmic patterns, using eighth notes, quarter notes, half notes, and rests.</p>	<p>Students will:</p> <p>MU2.4 Use the singing voice to echo short melodic patterns.</p> <p>MU2.5 Sing age-appropriate songs from memory.</p> <p>MU2.6 Play classroom instruments using appropriate techniques.</p> <p>MU2.7 Demonstrate awareness of beat, tempo, dynamics, and melodic direction through movement and playing instruments.</p> <p>MU2.8 Perform in class and at assemblies using appropriate behavior.</p>	<p>Students will:</p> <p>MU2.9 Create accompaniments using the voice or a variety of classroom instruments.</p> <p>MU2.10 Create simple sequences of movements that correspond to specific music.</p>	<p>Students will:</p> <p>MU2.11 Identify and compare the various uses of music in daily experiences.</p> <p>MU2.12 Identify and talk about music written for specific purposes (work song, lullaby, holiday song).</p>	<p>Students will:</p> <p>MU2.13 Sing and play simple games, and perform dances from various cultures.</p> <p>MU2.14 Use personal experiences to describe voices and instruments from diverse cultures.</p> <p>MU2.15 Use developmentally appropriate movements to respond to music from various genres, periods, and styles (rhythm, melody, form).</p> <p>MU2.16 Identify and sing the different kinds of folk and community songs familiar in the local context of China.</p>	<p>Students will:</p> <p>MU2.17 Use music together with dance, theatre, and the visual arts for story telling (cross-curricular links).</p> <p>MU2.18 Identify and talk about the reasons that artists create dances, music, theatre pieces, and works of visual art.</p>

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YCIS MUSIC CURRICULUM FRAMEWORK

YEAR 3

In Year 3, students learn verbal syllables, such as *sol* and *fa*, for the degrees of the musical scale called *solfège*. In doing so, students learn to read, write, and perform simple patterns of pitch, a process that leads to a whole world of listening to, playing, singing, and composing music.

I. ARTISTIC PERCEPTION: Elements of Music	II.A. CREATIVE EXPRESSION: Performing	II.B. CREATIVE EXPRESSION: Creating	III. ARTISTIC APPRECIATION: Listening & Appraising	IV. HISTORICAL & CULTURAL CONTEXT	V. CONNECTIONS, RELATIONSHIPS, & APPLICATIONS
<p>Students will:</p> <p>MU3.1 Identify and use simple rhythmic patterns, using eighth notes, quarter notes, half notes, and rests.</p> <p>MU3.2 Read, write, and perform simple patterns of pitch (solfege).</p> <p>MU3.3 Identify ascending/descending melody and even/uneven rhythm patterns in selected pieces of music.</p> <p>MU3.4 Identify simple musical forms (AB, ABA).</p> <p>MU3.5 Visually and aurally identify individual wind, string, brass, and percussion instruments used in a variety of music.</p>	<p>Students will:</p> <p>MU3.6 Sing with accuracy in a developmentally appropriate range demonstrating dynamics and tempo.</p> <p>MU3.7 Sing age-appropriate songs from memory.</p> <p>MU3.8 Play rhythmic ostinatos on classroom instruments.</p> <p>MU3.9 Perform using appropriate behavior and stage etiquette.</p>	<p>Students will:</p> <p>MU3.10 Improvise simple rhythmic and melodic accompaniments, using voice and a variety of classroom instruments.</p> <p>MU3.11 Create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music.</p>	<p>Students will:</p> <p>MU3.12 Use the terminology of music previously learned to discuss individual preferences for specific music.</p> <p>MU3.13 Identify how musical elements communicate ideas and moods.</p> <p>MU3.14 Respond to a live performance with appropriate audience behaviour.</p>	<p>Students will:</p> <p>MU3.15 Identify the uses of specific music in daily life and specific events.</p> <p>MU3.16 Participate in music from various cultures through dance, song, games and playing instruments.</p> <p>MU3.17 Identify and sing the different kinds of folk and community songs familiar in the local context of China.</p>	<p>Students will:</p> <p>MU3.18 Identify similar themes in stories, songs, and art forms (patterns, texture, cross curricular links).</p> <p>MU3.19 Identify and discuss individuals and groups who compose and perform music.</p>

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YCIS MUSIC CURRICULUM FRAMEWORK

YEAR 4

In Year 4, students focus on rhythmic patterns, musical forms, melody, harmony, and timbre as they read, write, and perform music. Increased listening skills help students identify qualities in music selections in the four families of orchestral instruments, and in male and female adult voices. By singing from memory, students improve their accuracy and are able to create rhythmic and melodic phrases. They compare and contrast music from around the world, honing their ability to select and use specific criteria to judge the quality of a musical performance. Students learn to describe how musical elements help the composer or performer communicate an idea or mood, and are able to identify the use of similar elements, such as pattern and rhythm, in other art forms.

I. ARTISTIC PERCEPTION: <b style="color: #c00000;">Elements of Music	II.A. CREATIVE EXPRESSION: <b style="color: #c00000;">Performing	II.B. CREATIVE EXPRESSION: <b style="color: #c00000;">Creating	III. ARTISTIC APPRECIATION: <b style="color: #c00000;">Listening & Appraising	IV. HISTORICAL & CULTURAL CONTEXT	V. CONNECTIONS, RELATIONSHIPS, & APPLICATIONS
<p>Students will:</p> <p>MU4.1 Read, write, and perform simple rhythmic patterns using eighth notes, quarter notes, half notes, dotted half notes, whole notes, and rests including British terminology and 6/8 time.</p> <p>MU4.2 Identify melody, harmony, accompaniment and timbre in selected pieces when presented aurally.</p> <p>MU4.3 Identify visually and aurally the four families of orchestral instruments, and describe the way in which sound is produced on the various instruments.</p> <p>MU4.4 Identify simple musical forms (AABA, AABB, round, verse, and refrain).</p>	<p>Students will:</p> <p>MU4.5 Sing with accuracy in a developmentally appropriate range demonstrating articulation and phrasing.</p> <p>MU4.6 Sing age appropriate songs from memory, including rounds, two part songs, and ostinatos.</p> <p>MU4.7 Play rhythmic and melodic ostinatos on classroom instruments.</p> <p>MU4.8 Play melodies using diatonic and pentatonic scales.</p> <p>MU4.9 Perform using appropriate behaviour and stage etiquette.</p>	<p>Students will:</p> <p>MU4.10 Create and improvise melodies using diatonic and pentatonic scales</p> <p>MU4.11 Create short, rhythmic, and melodic phrases in 'call and response' form.</p> <p>MU4.12 Create developmentally appropriate movements to express pitch, tempo, form, and dynamics.</p>	<p>Students will:</p> <p>MU4.13 Select and use specific criteria in making judgments of a musical performance.</p> <p>MU4.14 Students will describe how specific musical elements communicate particular ideas or moods in music.</p>	<p>Students will:</p> <p>MU4.15 Students will identify the uses of music in various cultures and time periods.</p> <p>MU4.16 Sing memorized songs from diverse cultures.</p> <p>MU4.17 Play memorized songs from diverse cultures.</p> <p>MU4.18 Identify differences and commonalities in music from various cultures.</p> <p>MU4.19 Identify and sing the different kinds of folk and community songs familiar in the local context of China.</p>	<p>Students will:</p> <p>MU4.20 Identify the use of similar elements in music and other art forms, e.g. form, pattern, rhythm.</p> <p>MU4.21 Identify what a range of musicians and composers do to create music of different styles.</p> <p>MU4.22 Begin to utilise technology in exploring and recording music (iPads, iPods, computer labs).</p>

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YCIS MUSIC CURRICULUM FRAMEWORK					
YEAR 5					
<p>In Year 5, students not only sing and play melodies and accompaniments in various forms and from many cultures, but also compose melodic patterns, a precursor to writing music. Students also employ their expanding vocabulary of music and classify a variety of instruments by how they produce sound. By learning more about music from around the world, students can recognize the influence of culture on music. They also evaluate how practice and rehearsal improve their performance.</p>					
I. ARTISTIC PERCEPTION: Elements of Music	II.A. CREATIVE EXPRESSION: Performing	II.B. CREATIVE EXPRESSION: Creating	III. ARTISTIC APPRECIATION: Listening & Appraising	IV. HISTORICAL & CULTURAL CONTEXT	V. CONNECTIONS, RELATIONSHIPS, & APPLICATIONS
<p>Students will:</p> <p>MU5.1 Read, write and perform simple songs and scales in major keys using informal melodic notation.</p> <p>MU5.2 Read, write, and perform rhythmic notation including sixteenth notes and dotted notes.</p> <p>MU5.3 Describe music according to its elements, using the terminology of music.</p> <p>MU5.4 Recognise and describe aural examples of musical forms.</p>	<p>Students will:</p> <p>MU5.5 Sing a varied repertoire of music from diverse cultures alone and with others (rounds, descants, and songs with ostinatos).</p> <p>MU5.6 Use classroom instruments to play melodies and accompaniments from a varied repertoire of music, alone and with others (rounds, descants, and ostinatos).</p> <p>MU5.7 Perform using appropriate behaviour and stage etiquette.</p>	<p>Students will:</p> <p>MU5.8 Compose and improvise simple rhythmic and melodic patterns on classroom instruments.</p> <p>MU5.9 Create dance movements to express or represent intent in specific music.</p>	<p>Students will:</p> <p>MU5.10 Use specific criteria when judging the relative quality of musical performances.</p> <p>MU5.11 Describe the characteristics and features that make up a performance.</p> <p>MU5.12 Evaluate improvement in personal musical performances after practice or rehearsal.</p>	<p>Students will:</p> <p>MU5.13 Identify music and dances from diverse cultures and time periods.</p> <p>MU5.14 Sing, play and perform songs and dances from diverse cultures and time periods.</p> <p>MU5.15 Compare musical styles from two or more cultures.</p> <p>MU5.16 Recognise the influence of various cultures on music.</p> <p>MU5.17 Classify how a variety of instruments from diverse cultures produce sound.</p> <p>MU5.18 Identify and sing the different kinds of folk and community songs familiar in the local context of China.</p>	<p>Students will:</p> <p>MU5.19 Identify and interpret expressive characteristics in works of art and music.</p> <p>MU5.20 Integrate several art disciplines (dance, music, or visual arts) into a well-organised presentation or performance.</p> <p>MU5.21 Utilise technology in exploring and recording music (iPads, iPods, computer labs).</p>

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YCIS MUSIC CURRICULUM FRAMEWORK

YEAR 6

In Year 6, students analyse how different elements are used in music of various styles and from diverse cultures as they increase their musical skills by singing and playing instruments. They also learn to create simple melodies and read and write those melodies on the treble clef. And because of their increased knowledge of musical elements and vocabulary, students develop and apply appropriate criteria to support their opinions about specific musical selections.

I. ARTISTIC PERCEPTION: <b style="color: #c00000;">Elements of Music	II.A. CREATIVE EXPRESSION: <b style="color: #c00000;">Performing	II.B. CREATIVE EXPRESSION: <b style="color: #c00000;">Creating	III. ARTISTIC APPRECIATION: <b style="color: #c00000;">Listening & Appraising	IV. HISTORICAL & CULTURAL CONTEXT	V. CONNECTIONS, RELATIONSHIPS, & APPLICATIONS
<p>Students will:</p> <p>MU6.1 Read, write, and perform simple melodic notation and scales in treble clef in major keys.</p> <p>MU6.2 Read, write, and perform rhythmic notation, including sixteenth notes, dotted notes and syncopation.</p> <p>MU6.3 Identify and describe music forms including theme and variations (twelve bar blues).</p>	<p>Students will:</p> <p>MU6.4 Sing a varied repertoire of music expressively, including rounds, descants, ostinatos and songs in two-part harmony.</p> <p>MU6.5 Use classroom instruments to play melodies and accompaniments from a varied repertoire of music (rounds, descants, ostinatos and two-part harmony).</p> <p>MU6.6 Perform using appropriate behaviour and stage etiquette.</p>	<p>Students will:</p> <p>MU6.7 Compose, improvise, and perform basic rhythmic, melodic, and chordal patterns independently on classroom instruments.</p> <p>MU6.8 Create musical works or responses to music using various forms of technology.</p>	<p>Students will:</p> <p>MU6.9 Identify and analyse differences in tempo and dynamics in contrasting music selections.</p> <p>MU6.10 Develop and apply appropriate criteria to support personal opinions of specific musical works.</p>	<p>Students will:</p> <p>MU6.11 Describe the social functions of a variety of musical forms from various cultures and time periods (folk songs and dances).</p> <p>MU6.12 Analyse the use of music elements in aural examples from various genres and cultures.</p> <p>MU6.13 Sing and play music from diverse cultures and time periods.</p> <p>MU6.14 Describe the influence of various cultures and historical events on music and society.</p> <p>MU6.15 Identify and sing the different kinds of folk and community songs familiar in the local context of China.</p> <p>MU6.16 Explore Chinese dance.</p>	<p>Students will:</p> <p>MU6.17 Explain the role of music in community events and the media.</p> <p>MU6.18 Identify ways in which music professions are similar to or different from one another.</p> <p>MU6.19 Utilise technology in exploring and recording music (iPads, iPods, computer labs).</p> <p>MU6.20 Learn about careers in and related to music.</p>

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YCIS MUSIC CURRICULUM FRAMEWORK

The YCIS Music Learning Standards define the essential skills, content, concepts, values, and enduring understandings that students will know and be able to do at each year level. The standards are organized according to the Creative and Performing Arts Domains, and are interwoven throughout the YCIS Music Programme.

YEAR 7

In Year 7, students use standard music symbols for pitch, meter, and rhythm. They can improvise short, simple melodies and arrange favourite musical examples for different groups of voices or instruments. Students are also able to relate why specific musical works of the past are considered exemplary and can explain how music can convey mental images, feelings, and emotions. As they perform, students are able to move beyond rote performances of musical selections and employ deeper emotional subtleties.

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<p>Students will:</p> <p>MU7.1 Identify the elements of pitch, melody, rhythm, texture, timbre/tone colour, structure/form, harmony, tempo, and dynamics, and tonality.</p> <p>MU7.2 Recognise and create rhythmic notation in duple and triple meters.</p> <p>MU7.3 Recognise and transcribe simple aural examples into rhythmic notation and melodic shape.</p> <p>MU7.4 Begin to read</p>	<p>Students will:</p> <p>MU7.7 Sing and/or play a repertoire of musical literature representing various genres, styles, and cultures.</p> <p>MU7.8 Sing and/or play in unison and in simple harmony.</p> <p>MU7.9 Demonstrate basic understanding of dynamics and control of tempo when performing.</p> <p>MU7.10 Perform melodic and rhythmic variations in groups.</p>	<p>Students will:</p> <p>MU7.12 Recognise and create common chords.</p> <p>MU7.13 Recognise and create in standard musical forms (binary, ternary, and strophic).</p> <p>MU7.14 Compose short pieces in simple, duple, triple and quadruple (common) meters.</p> <p>MU7.15 Arrange simple rhythmic pieces for voices and/or instruments.</p> <p>MU7.16 Create short melodies to be</p>	<p>Students will:</p> <p>MU7.18 Develop criteria to evaluate and reflect upon the effectiveness of musical performances and compositions</p> <p>MU7.19 Identify musical elements representing various genres, styles, and cultures with emphasis on melody and rhythm.</p> <p>MU7.20 Develop criteria to appropriately evaluate and analyse genre and style.</p>	<p>Students will:</p> <p>MU7.22 Identify the functions of music and the place of musicians in society in selected cultures.</p> <p>MU7.23 Identify how music is related to social functions, changing ideas and cultural values.</p> <p>MU7.24 Identify the links between distinguishing characteristics of musical genres and styles from selected cultures.</p>	<p>Students will:</p> <p>MU7.26 Integrate music with another art form (visual art, theatre, film, dance); and collaborate with peers to achieve an artistic outcome.</p> <p>MU7.27 Describe how music is created for use in popular songs, television and internet media.</p> <p>MU7.28 Make links across other disciplines to affirm relationships and applications.</p>

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<p>scored music, and use this as a visual cue when listening,</p> <p>MU7.5 Identify basic harmonic progressions.</p> <p>MU7.6 Aurally and visually identify instruments from Western, Chinese, and other global cultures.</p>	<p>MU7.11 Demonstrate the development of positive performance skills, to include good posture, confident presentation, appropriate repertoire choice, and management of performance anxiety.</p>	<p>performed with and without accompaniment.</p> <p>MU7.17 Identify and develop compositional practices using a range of technologies and software (Garageband, Audacity, Noteflight).</p>	<p>MU7.21 Identify how and why people use and respond to music, based on specific music examples from at least two different musical cultures,</p>	<p>MU7.25 Students will identify musical works by style, genre, and historical period.</p>	<p>MU7. 29 Identify and learn about careers in music.</p>
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YEAR 8

In Year 8, students sing and perform various styles of music from different cultures to improve their technical accuracy. They learn to discern how musical elements, such as tonality and intervals, vary according to culture and style as they study larger and more complex operatic and fugue forms. By applying their vocal or instrumental skills, students can perform a repertoire of music from many styles and cultures, which helps them to compose and arrange original works. By comparing and contrasting two works performed by different musicians or performing groups, students can apply their skills in artistic perception and appreciation.

I. ARTISTIC PERCEPTION: Elements of Music	II.A. CREATIVE EXPRESSION: Performing	II.B. CREATIVE EXPRESSION: Creating	III. ARTISTIC APPRECIATION: Listening & Appraising	IV. HISTORICAL & CULTURAL CONTEXT	V. CONNECTIONS, RELATIONSHIPS, & APPLICATIONS
<p>Students will:</p> <p>MU8.1 Identify and demonstrate understanding of the elements of pitch, melody, rhythm, texture, timbre/tone colour, structure/form, harmony, tempo, dynamics, and tonality.</p> <p>MU8.2 Recognise and create rhythmic notation in duple, triple, and compound meters.</p> <p>MU8.3 Transcribe simple aural examples into rhythmic and melodic notation.</p> <p>MU8.4 Read scored music and identify</p>	<p>Students will:</p> <p>MU8.7 Sing and/or play a repertoire of musical literature representing various genres, styles, and cultures.</p> <p>MU8.8 Sing and/or play in unison and in harmony.</p> <p>MU8.9 Demonstrate understanding of dynamics, melodic shape, and control of tempo when performing.</p> <p>MU8.10 Perform melodic and rhythmic variations individually and in groups.</p>	<p>Students will:</p> <p>MU8.12 Recognise and create common chord and harmonic progressions.</p> <p>MU8.13 Recognise and create in standard musical forms (binary, ternary, strophic, and rondo).</p> <p>MU8.14 Compose short pieces in duple, triple, quadruple (common), and compound meters.</p> <p>MU8.15 Arrange simple pieces for voices and/or instruments.</p> <p>MU8.16 Create short melodies to be</p>	<p>Students will:</p> <p>MU8.18 Use selected criteria to evaluate and reflect upon the quality and effectiveness of musical performances and compositions.</p> <p>MU8.19 Compare and analyse the use of musical elements representing various genres, styles, and cultures, with emphasis on melody, rhythm, and texture.</p> <p>MU8.20 Apply appropriate criteria to evaluate and analyse genre and style.</p> <p>MU8.21 Evaluate and</p>	<p>Students will:</p> <p>MU8.22 Compare and contrast the functions of music and the place of musicians in society in various selected cultures.</p> <p>MU8.23 Analyse and explain how music is related to social functions, changing ideas, and cultural values.</p> <p>MU8.24 Compare and analyse links between the distinguishing characteristics of musical genres and</p>	<p>Students will:</p> <p>MU8.26 Integrate music with two other art forms (visual art, theatre, film, dance), and collaborate with peers to achieve an artistic outcome.</p> <p>MU8.27 Describe and analyse how music is created and adapted for use in popular styles in global settings.</p> <p>MU8.28 Make links across other disciplines to affirm integrated relationships and</p>

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<p>musical elements to use as a visual cue when listening.</p> <p>MU8.5 Reproduce basic harmonic progressions.</p> <p>MU8.6 Aurally and visually identify instruments from Western, Chinese, and other global cultures.</p>	<p>MU8.11 Demonstrate positive performance skills, to include good posture, confident presentation, appropriate repertoire choice, and management of performance anxiety.</p>	<p>performed with and without accompaniment.</p> <p>MU8.17 Demonstrate compositional practices using a range of technologies and software (Garageband, Audacity, Noteflight).</p>	<p>analyse how and why people use and respond to music, based on specific music examples from at least two different musical cultures.</p>	<p>styles from a variety of cultures.</p> <p>MU8.25 Classify musical works by style, genre, and historical period.</p>	<p>applications of music.</p> <p>MU8.29 Identify and explore career pathways in music.</p>
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YCIS MUSIC CURRICULUM FRAMEWORK

YEAR 9

In Year 9, students use their increased vocabulary to explore in depth how musical elements are used in music of different styles from various cultures, especially the use of chords and harmonic progressions. As they sing or perform on an instrument, they practice sight-reading at a more difficult level and are evaluated for their accuracy and expressive quality. Now they have the musical background needed to compose short pieces in various meters.

I. ARTISTIC PERCEPTION: Elements of Music	II.A. CREATIVE EXPRESSION: Performing	II.B. CREATIVE EXPRESSION: Creating	III. ARTISTIC APPRECIATION: Listening & Appraising	IV. HISTORICAL & CULTURAL CONTEXT	V. CONNECTIONS, RELATIONSHIPS, & APPLICATIONS
<p>Students will:</p> <p>MU9.1 Identify and apply the elements of pitch, melody, rhythm, texture, timbre/tone colour, structure/form, harmony, tempo, dynamics, and tonality.</p> <p>MU9.2 Recognise and create rhythmic notation in duple, triple, compound, and mixed meters.</p> <p>MU9.3 Transcribe aural examples into rhythmic and melodic notation.</p> <p>MU9.4 Read and interpret scored music to identify musical elements to use as a visual cue when</p>	<p>Students will:</p> <p>MU9.7 Sing and/or play a repertoire of musical literature representing various genres, styles, and cultures.</p> <p>MU9.8 Sing and/or play in unison and in harmony.</p> <p>MU9.9 Demonstrate accurate dynamics, texture, timbre, melodic shape and control of tempo when performing.</p> <p>MU9.10 Improvise and/or perform melodic and rhythmic variations individually and in groups.</p> <p>MU9.11 Consistently</p>	<p>Students will:</p> <p>MU9.12 Recognise, create, and perform common chord and harmonic progressions.</p> <p>MU9.13 Recognise and create in standard musical forms, e.g. binary, ternary, rondo, strophic, theme & variations.</p> <p>MU9.14 Compose short pieces in duple, triple, quadruple (common), mixed, and compound meters.</p> <p>MU9.15 Arrange simple pieces for voices and/or instruments.</p> <p>MU9.16 Create short melodies to be</p>	<p>Students will:</p> <p>MU9.18 Use detailed criteria to evaluate, analyse, and reflect upon the quality and effectiveness of musical performances and compositions.</p> <p>MU9.19 Analyse and compare the use of musical elements representing various genres, styles, and cultures with emphasis on melody, rhythm, texture and basic harmonic progressions.</p> <p>MU9.20 Apply detailed and appropriate criteria to evaluate and analyse genre and style.</p>	<p>Students will:</p> <p>MU9.22 Compare and contrast the functions of music and the place of musicians in society in various cultures.</p> <p>MU9.23 Explain how music is related to social functions, changing ideas and cultural values.</p> <p>MU9.24 Compare, contrast and explore links between the distinguishing characteristics of musical genres and styles from a variety of cultures.</p> <p>MU9.25 Identify and classify musical works by style, genre, and</p>	<p>Students will:</p> <p>MU9.26 Compare music with two or more art forms and demonstrate how the characteristic medium of each (sound in music, visual stimuli in visual arts, movement in dance, human relationships in theatre) can be used to collaboratively transform events, scenes, emotions or ideas.</p> <p>MU9.27 Describe and analyse how music is created and adapted for use in film, video,</p>

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<p>listening.</p> <p>MU9.5 Reproduce basic harmonic progressions.</p> <p>MU9.6 Aurally and visually identify instruments from global cultures, including Chinese and Western.</p>	<p>demonstrate positive performance skills, to include good posture, confident presentation, appropriate repertoire choice and management of performance anxiety.</p>	<p>performed with and without accompaniment.</p> <p>MU9.17 Demonstrate compositional practice using a range of technologies and software (Garageband, Sibelius, and Finale).</p>	<p>MU9.21 Evaluate and analyse how and why people use and respond to music, based on specific music examples from at least two different musical cultures,</p>	<p>historical period, and explain why a piece is representative of a particular style.</p>	<p>television, gaming and mass media.</p> <p>MU9.28 Make links across other disciplines to affirm integrated relationships and applications of music.</p> <p>MU9.29 Identify music career pathways and the skills and education necessary for various careers in music.</p>
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*The YCIS Creative & Performing Arts: Music Framework (2015)
is adopted from the Visual & Performing Arts Framework for California Schools, Sacramento (2014)*