

RESPONDING

PHASE 1	PHASE 2	PHASE 3	PHASE 4	PHASE 5
<p>Conceptual understandings:</p> <p><i>We are receptive to art practices and artworks from different cultures, places and times (including our own).</i></p> <p><i>People communicate ideas, feelings and experiences through the arts.</i></p> <p><i>We can reflect on and learn from the different stages of creating.</i></p> <p><i>There is a relationship between the artist and the audience.</i></p>	<p>Conceptual understandings:</p> <p><i>When experiencing arts, we make connections between different cultures, places and times.</i></p> <p><i>People explore issues, beliefs and values through arts.</i></p> <p><i>There are different kinds of audiences responding to different arts.</i></p> <p><i>We use what we know to interpret arts and deepen our understanding of ourselves and the world around us.</i></p>	<p>Conceptual understandings:</p> <p><i>When experiencing arts, we make connections between different cultures, places and times.</i></p> <p><i>People explore issues, beliefs and values through arts.</i></p> <p><i>There are different kinds of audiences responding to different arts.</i></p> <p><i>We use what we know to interpret arts and deepen our understanding of ourselves and the world around us.</i></p>	<p>Conceptual understandings:</p> <p><i>Through exploring arts across cultures, places and times we can appreciate that people innovate.</i></p> <p><i>People communicate across cultures, places and times through arts.</i></p> <p><i>The arts provide us with multiple perspectives.</i></p> <p><i>We reflect and act on the responses to our creative work.</i></p>	<p>Conceptual understandings:</p> <p><i>Through exploring arts across cultures, places and times we can appreciate that people innovate.</i></p> <p><i>People communicate across cultures, places and times through arts.</i></p> <p><i>The arts provide us with multiple perspectives.</i></p> <p><i>We reflect and act on the responses to our creative work.</i></p>
Use voice to imitate sounds and learn songs	Sing with accuracy and control focusing awareness on the musical elements	Sing with accuracy and control focusing awareness on the musical elements	Sing individually and in harmony	Sing individually and in harmony
Recognize music from a basic range of cultures and styles	Sing partner songs	Sing partner songs	Explain the role and relevance of music in their own culture, its uses and associations through place and time	Explain the role and relevance of music in their own culture, its uses and associations through place and time
Express their responses to music from different cultures and styles	Discuss music that relates to social issues and/or values	Discuss music that relates to social issues and/or values	Interpret and explain the cultural and/or historical perspectives of a musical composition	Interpret and explain the cultural and/or historical perspectives of a musical composition
Create a musical composition to match the mood of a visual image (for example, paintings, photographs, film)	Compare aspects of music from different times and places	Compare aspects of music from different times and places	Modify their practices and/or compositions based on the audiences' responses	Modify their practices and/or compositions based on the audiences' responses
Explore individually or collectively a musical response to a narrated story	Create and perform a movement sequence accompanied by music that they have created	Create and perform a movement sequence accompanied by music that they have created	Explore different artistic presentations that are/were innovative and their implications.	Explore different artistic presentations that are/were innovative and their implications.

ISÄ PYP MUSIC SCOPE AND SEQUENCE



Reflect on and communicate their reactions to music using musical vocabulary	Share and compare their experiences as audience members at various performances	Share and compare their experiences as audience members at various performances		
Record and share the stages of the process of creating a composition	Describe the process used to create their own music and compare it with others, in order to improve their compositions	Describe the process used to create their own music and compare it with others, in order to improve their compositions		
Share performances with each other and give constructive criticism.	Analyse different compositions describing how the musical elements enhance the message	Analyse different compositions describing how the musical elements enhance the message		
	Reflect upon how their music expresses their personal voice and the impact it has on others	Reflect upon how their music expresses their personal voice and the impact it has on others		

CREATING

PHASE 1	PHASE 2	PHASE 3	PHASE 4	PHASE 5
<p>Conceptual understandings:</p> <p><i>We can communicate our ideas, feelings and experiences through our artwork.</i></p> <p><i>We solve problems during the creative process by thinking critically and imaginatively.</i></p> <p><i>Applying a range of strategies helps us to express ourselves.</i></p> <p><i>We are receptive to the value of working individually and collaboratively to create art.</i></p>	<p>Conceptual understandings:</p> <p><i>Arts have the power to influence thinking and behaviour.</i></p> <p><i>We make connections between our artwork and that of others to extend our thinking.</i></p> <p><i>We can explore our personal interests, beliefs and values through arts.</i></p>	<p>Conceptual understandings:</p> <p><i>Arts have the power to influence thinking and behaviour.</i></p> <p><i>We make connections between our artwork and that of others to extend our thinking.</i></p> <p><i>We can explore our personal interests, beliefs and values through arts.</i></p>	<p>Conceptual understandings:</p> <p><i>We act on the responses to our artwork to inform and challenge our artistic development.</i></p> <p><i>We explore a range of possibilities and perspectives to communicate in broader ways through our creative work.</i></p> <p><i>Arts provide opportunities to explore our creative potential and engage in a personal artistic journey.</i></p>	<p>Conceptual understandings:</p> <p><i>We act on the responses to our artwork to inform and challenge our artistic development.</i></p> <p><i>We explore a range of possibilities and perspectives to communicate in broader ways through our creative work.</i></p> <p><i>Arts provide opportunities to explore our creative potential and engage in a personal artistic journey.</i></p>
Explore vocal sounds, rhythms, instruments, timbres to communicate ideas and feelings	Create a musical composition expressing their own ideas and feelings on a social issue	Create a musical composition expressing their own ideas and feelings on a social issue	Create music that will be continually refined after being shared with others	Create music that will be continually refined after being shared with others
Express one or more moods/feelings in a musical composition	Deliver a musical message to different audiences (for example, peace message to parents, kindergarten children, friends)	Deliver a musical message to different audiences (for example, peace message to parents, kindergarten children, friends)	Present, in small groups, innovative musical performances on a selected issue	Present, in small groups, innovative musical performances on a selected issue
Create music to represent different cultures and styles	Create and perform a movement sequence using known musical elements	Create and perform a movement sequence using known musical elements	Incorporate the other arts and available resources in order to broaden their creative expression	Incorporate the other arts and available resources in order to broaden their creative expression
Create a soundscape based on personal experiences	Improvise upon a basic pattern to reinforce the importance of the individual within the group	Improvise upon a basic pattern to reinforce the importance of the individual within the group	Read and write music in traditional and/or non-traditional notation.	Read and write music in traditional and/or non-traditional notation.
Collaboratively create a musical sequence using known musical elements (for example, rhythm, melody, contrast)	Create and record a composition focusing on form, structure and style to give more meaning to their message	Create and record a composition focusing on form, structure and style to give more meaning to their message		

ISÄ PYP MUSIC SCOPE AND SEQUENCE



Read, write and perform simple musical patterns and phrases	Express themselves as individuals through musical composition	Express themselves as individuals through musical composition		
Create music for different purposes.	Read and write music using non-traditional notation.	Read and write music using non-traditional notation.		