

Curriculum Design

Music Grade one

Strand	Sub -strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 PERFORMING	1.1 Songs (7 lessons)	<p>By the end of the sub-strand the learner should be able to:</p> <ul style="list-style-type: none"> a) name types of songs performed for different purposes in the community to enhance communication, b) sing alone and with others variety of simple songs in unison from different cultures and time for enjoyment, c) clap/stamp/tap the steady beat (pulse) when singing familiar songs to demonstrate an awareness of the beat , d) sing verse 1 of the Kenya national anthem in English and/or Kiswahili with proper etiquette for cohesion and peaceful co-existence, e) apply expressive elements of music through singing to enhance musicianship and for enjoyment, f) express ideas, feelings and emotions through singing for effective communication, g) appreciate and enjoy singing songs from diverse cultures for cultural preservation and advancement. 	<ul style="list-style-type: none"> • Learners name types of songs performed in the community • Learners are guided to listen to and watch a variety of live or recorded songs and be probed to identify occasions when the songs are performed. • Learners are guided in singing various types of songs that is: story songs, lullabies, patriotic songs, action songs, sacred songs and other topical songs on pertinent and contemporary issues paying attention to accuracy in pitch, rhythm and words. • Learners are guided in applying expressive elements of music (loud, soft, fast, slow) while singing different types of songs • Learners are guided in identifying and discussing salient issues in topical and patriotic songs such as social cohesion, health, safety and values. • Learners are guided in identifying the beat in familiar songs by tapping, clapping and stamping and vary the tempi and dynamics to express feelings, ideas and emotions while singing. 	<ol style="list-style-type: none"> 1. During which activities do you sing? 2. Which songs do you like singing? 3. Why do you sing? 4. How do you feel when you sing? 5. What do the songs talk about? 6. How do you sing? 7. When do we sing the Kenya National anthem?

			<ul style="list-style-type: none"> • In groups, learners are guided in singing and dramatizing story and action songs • In groups and individually learners are guided in singing verse 1 of the Kenya National anthem paying attention to accuracy in words, rhythm and pitch • In pairs and in groups learners sing songs from diverse cultural sources. 	
<p>Core Competences to be developed: Communication and Collaboration, Creativity and Imagination, Citizenship, Critical thinking and Problem solving and Self-efficacy</p>				
<p>Link to PCIs: Life skills: Skills of knowing and living with others- assertiveness, friendship formation and effective communication: expressing feelings and emotions through singing, Skills of knowing and living with oneself-coping with emotions and stress- through singing varied songs</p> <p>Education for Sustainable Development :Topical songs on safety & security, parts of the body, waste management, fire, Disaster Risk Reduction: singing Topical songs</p> <p>Citizenship: singing the Kenya National Anthem, Patriotic songs.</p>			<p>Link to Values: Respect, Responsibility, Social justice, Unity, Patriotism, Love and Integrity.</p>	
<p>Links to other Activity areas : Language activities: Actions songs, Environmental activities: Songs on topical issues-environmental management, water conservation, safety and security, soil conservation, Animal issues, Mathematical activities: Action songs on Number work, Religious Education: sacred songs</p>			<p>Suggested Community Service Learning activities:</p> <ul style="list-style-type: none"> • Participating in singing in the community e.g. places of worship, family occasions • Visiting special needs schools in the neighbourhood and sharing singing sessions • Performing topical songs during community events 	
<p>Suggested Non formal Activity to support learning:</p> <ul style="list-style-type: none"> • Visits/field trips to music and cultural centres • Performing during various school events (such as assembly), and Kenya music festivals • Visiting older citizens to learn Kenyan folk songs and other types of songs 			<p>Suggested assessment: Oral/aural questions, portfolio, observation, check lists, adjudication using performance rubric</p>	

Suggested Resources

- Audio-visual excerpts of relevant of songs
- Audio visual equipment
- Musical instruments
- Music print material i.e. Music scores of songs and the Kenya National Anthem and song books
- Resource persons

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Confidently and accurately sings a wide range of simple songs in unison and verse 1 of the Kenya National anthem in English or Kiswahili executing all the elements of music and expressing feelings ideas and emotions.	Accurately sings a wide range of simple songs in unison and Sings verse 1 of the Kenya National anthem in English or Kiswahili executing the elements of music and expressing feelings ideas and emotions.	Sings some simple songs in unison and Sings verse 1 of the Kenya National anthem in English or Kiswahili executing elements of music and expressing feelings ideas and emotions.	Exhibits difficulty singing a wide range of simple songs in unison and verse 1 of the Kenya National anthem in English or Kiswahili executing elements of music and expressing feelings ideas and emotions.

Strand	Sub -strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
	1.2 Singing Games (5 lessons)	By the end of the sub- strand the learner should be able to: a) perform various singing games drawn from the local culture for enjoyment, b) apply the aspects of singing, movement, props and costumes in performing singing games to enhance the skills of performance,	<ul style="list-style-type: none"> • Learners are guided to watch a variety of live or recorded singing games from the locality using ICT devices. • Learners perform age-appropriate singing games with game aspects, movements and proper use of props and costumes observing own and others safety. 	<ol style="list-style-type: none"> 1. Which songs do you sing during play? 2. Name some of the materials or objects used during play. 3. What roles do you like taking during play?

		<ul style="list-style-type: none"> c) take precautions during performance of singing games for own and others safety, d) practice game etiquette for own and others respect, e) share available resources during performance of singing games for equity and integrity, f) appreciate and enjoy performing singing games from the local cultures. 	<ul style="list-style-type: none"> • Practice and performance of singing games to be done in pairs and in groups. • In groups learners practice game etiquette and share available resources equitably during performance of singing games. • In groups and individually learners are guided in performing singing games from the local cultures 	
<p>Core Competences to be developed: Communication and Collaboration, Creativity and Imagination, Critical thinking and Problem solving and Self-efficacy</p>				
<p>Link to PCIs: : Life Skills- Skills of knowing and living with oneself-self-awareness self-esteem coping with emotions and stress, Skills of knowing and living with others-assertiveness, effective communication, friendship formation, interpersonal relationship-through Performing Singing games</p> <p>Decision making skills- creativity and critical thinking- while performing singing games</p> <p>Education for sustainable development-Disaster Risk reduction-safety- safety in performing singing games</p>			<p>Link to Values: Respect, Responsibility, Unity, love, Patriotism, Social justice and Peace.</p>	
<p>Links to other Activity areas :English activities- parts of the body, Mathematical activities- numbers, Movement activities-locomotor and non-locomotor movements Environmental activities- environmental management, water conservation, safety and security, soil conservation, Animal issues, Religious Education- sacred songs</p>			<p>Suggested Community Service Learning activities:</p> <ul style="list-style-type: none"> • Visiting the older citizens to help out in various activities as well as get to learn traditional singing games by interacting with other children. 	
<p>Suggested Non formal Activity to support learning:</p> <ul style="list-style-type: none"> • Performing during various school events, Kenya music festivals and national days • Participate in singing games at home during play 			<p>Suggested assessment: Oral questions, portfolio, observation, adjudication, check lists</p>	

<ul style="list-style-type: none"> Watching singing games on audio visual equipment at home with parental guidance (TV - in children programs) 	
Suggested Resources <ul style="list-style-type: none"> Audio-visual excerpts of singing games Audio-visual equipment Costumes and props Resource persons 	

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Confidently and effectively performs singing games drawn from the local cultures applying movements, props and costumes and displays a wide range of performance skills	Effectively performs singing games drawn from the local cultures applying movements, props and costumes displaying considerable range of performance skills	Performs a few singing games drawn from the local cultures applying movements, props and costumes displaying limited range of performance skills	Lacks the skills of performing singing games drawn from diverse cultures and has difficulty applying movement, props and costumes

Strand	Sub -strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
	1.3 Musical Instruments (4 lessons)	By the end of the sub-strand the learner should be able to: a) name different percussion instruments that can be used to accompany singing and dancing to enhance communication, b) improvise body percussions to accompany songs for creativity and imagination and for enjoyment,	<ul style="list-style-type: none"> Learners look at real instruments/videos/pictures/ and are guided in identifying and naming them. Learners listen to sounds of different percussion instruments and name them. In groups and individually learners are guided in improvising body percussions by tapping, clapping, stamping and vocalising to accompany songs. 	<ol style="list-style-type: none"> Which musical instruments are used while singing or dancing? Which instruments are played by striking? Which instruments are played by shaking?

		<ul style="list-style-type: none"> c) improvise percussion instruments using locally available materials for creativity and imagination, d) improvise percussion accompaniment to songs and dances for enjoyment. 	<ul style="list-style-type: none"> • In groups and individually, learners are guided to improvise different percussion instruments such as rhythm sticks, shakers, rattles and drums using locally available materials and encouraged to share them with others. • Learners take turns playing the beat or a rhythmic pattern on improvised percussion instruments as the rest sing familiar songs, or for sound effects in a story. 	<ul style="list-style-type: none"> 4. In what ways would one accompany a song without using instruments? 5. What is the role of instruments in a song? 6. Which materials and objects can be used to make percussion instruments?
<p>Core Competences to be developed: Communication and Collaboration, Creativity and Imagination, Critical thinking and Problem solving and Self-efficacy.</p>				
<p>Link to PCIs: : Life Skills:-Skills of knowing and living with oneself-self-esteem, self-awareness, Skills of knowing and living with others- friendship formation, assertiveness, interpersonal relationship, Decision making skills- creative, critical thinking and decision making- while making and playing percussion instruments.</p> <p>Citizenship: use of improvised instruments to accompany patriotic songs.</p> <p>Education for Sustainable Development: waste management- use of locally available materials to improvise instruments, safety, animal welfare education.</p>			<p>Link to Values: Respect, Responsibility, unity, Patriotism and Peace.</p>	
<p>Links to other Activity areas: Environmental activities, Religious studies, English, Kiswahili, Indigenous language activities</p>			<p>Suggested Community Service Learning activities:</p> <ul style="list-style-type: none"> • Collecting used materials and objects from the community for use in improvising percussion instruments (recycling programs) • Playing instruments during events in the community such as places of worship and family occasions. 	
<p>Suggested Non formal Activity to support learning:</p> <ul style="list-style-type: none"> • Playing percussion instruments during various school events, Kenya music festivals, cultural festivals, Music club • Playing percussion instruments during events in the community e.g. places of worship, and family occasions, 			<p>Suggested assessment: Oral questions, portfolio, observation, check lists</p>	

<ul style="list-style-type: none"> • Visit music and cultural centres to interact with performers and artists and share experiences during lessons • Visiting older citizens to learn how to improvise and play different percussion instruments 	
<p>Suggested Resources</p> <ul style="list-style-type: none"> • Audio-visual excerpts of musical instruments • Musical instruments • Charts of musical instruments • Locally available materials for improvising percussion instruments 	

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Creatively and imaginatively creates and improvises body and other percussions in accompaniment to song and dance. Accurately identifies percussion instruments through observation.	Creates and improvises body and other percussions in accompaniment to song and dance. Accurately identifies percussion instruments through observation	Creates and improvises some body and other percussions in accompaniment to song and dance. Identifies some percussion instruments through observation	Inaccurately creates and improvises body and other percussions in accompaniment to song and dance. Exhibits difficulty identifying percussion instruments through observation

Strand	Sub -strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
	1.4 Dance (5 lessons)	By the end of the sub-strand the learner should be able to: a) identify various occasions during which dance is performed in the society, b) develop an awareness of body parts for their appropriate use in dance, c) apply body movements that are part of daily experience in a variety of ways in dance for self-expression and enjoyment, d) respond with movement to sound/music in a variety of ways for enjoyment, e) apply locomotor and non-locomotor/axial movements in creating own dance for enjoyment, f) observe basic elements of dance while dancing to enhance performance, g) take precautions during dance for own and others safety, h) practice etiquette during dance for own and others respect, i) use dance to express feelings and ideas for self-expression.	<ul style="list-style-type: none"> • Learners to identify occasions during which dance is performed in the society • Learners watch relevant recordings of different dances from ICT devices for experience purposes and to freely dance along • Learners to identify and use different body parts and to freely execute dance movements • Learners identify and use body movements that are part of daily experience (waving, matching, shoulder shrugging, nodding, sweeping motion) in dance • In groups and individually learners are guided in appropriate use of time, space, energy and relationships (elements of dance) in dance performance • Learners use locomotor and non-locomotor/axial movements in creating own dance movements • Pair and group dance sessions be used to enhance dance etiquette, cooperation and teamwork • Learners freely dance to music stimuli 	<ol style="list-style-type: none"> 1. During which occasions/events do you dance? 2. Why do people dance? 3. Which are some of the body movements we make every day? 4. Which parts of the body are commonly used when dancing? 5. How do you feel when you dance?

<p>Core Competences to be developed: Communication and Collaboration, Creativity and Imagination, Critical thinking and Problem solving , Digital Literacy, Self-efficacy</p>	
<p>Link to PCIs: Life Skills-skills of living and knowing oneself- self-esteem, self-awareness, Skills of knowing and living with others- effective communication, assertiveness, Decision making skills- creative and critical thinking and decision making- achieved through dance performance</p> <p>Education for sustainable Development:-Safety and security- safety in dance performance</p> <p>Citizenship:-social cohesion- performance of traditional dances from diverse cultures</p>	<p>Link to Values: Respect, Responsibility, Unity, Patriotism, Love and Social justice.</p>
<p>Links to other Activity areas: Movement activities, language activities (English, Indigenous languages, Kiswahili), Environmental studies, Mathematics activities, Health and Nutrition</p>	<p>Suggested Community Service Learning activities:</p> <ul style="list-style-type: none"> • Participate in dance events in the community e.g. places of worship, family occasions • Visiting older citizens to help in chores and learn traditional dances
<p>Suggested Resources</p> <ul style="list-style-type: none"> • Audio-visual excerpts of dance • Audio-visual equipment • Dance costumes and props • Multi-cultural musical instruments • Resource persons • Cultural centres 	

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Demonstrates exemplary use of body movements, expresses ideas, feelings and emotions with a high degree of effectiveness through dance	Demonstrates satisfactory use of body movements, expresses ideas, feelings and emotions with a considerable degree of effectiveness through dance	Demonstrates limited use of body movements, expresses ideas, feelings and emotions with a limited degree of effectiveness through dance	Demonstrates difficulty using body movements that are part of daily experience in a variety of ways in dance

Strand	Sub -strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 CREATING/ COMPOSING MUSIC	2.1 Rhythm (4 lessons)	<p>By the end of the sub- strand the learner should be able to:</p> <ol style="list-style-type: none"> identify and imitate items that maintain a constant beat for beat articulation, clap/tap/stamp/vocalise rhythms of names and sounds from the environment for rhythm articulation, identify repetition and variations to rhythms in familiar tunes in order to use the technique in varying other tunes and own composition, create simple rhythmic accompaniments to songs and stories/poems/rhymes using voice, body percussions or improvised percussion instruments as a basis of compositional skills, record and playback constant rhythmic sounds from the environment on a digital device for digital literacy 	<ul style="list-style-type: none"> In groups and individually learners are guided in identifying and clapping/tapping/stamping the beat of a clock or a metronome using an ICT device In groups and individually, learners are guided to clap/vocalise the rhythms of syllables in names such as pig, piglet, Mary, Patrick, duck, duckling and butterfly. In groups and individually, learners are guided to clap/vocalise sounds made by different machines/objects from the environment. Learners imitate and clap the rhythm of the sounds made by different animals/birds in the environment such as the cuckoo, donkey and crested crane. Learners listen to live/recorded music of familiar tunes with repetition and variations in rhythm and are guided in identifying the variations Learners take nature walks to identify different sounds in the environment that are rhythmical In pairs or in groups create own rhythms by tapping/clapping in accompaniment to simple songs and stories In groups or individually, learners record constant rhythmic sounds from the environment on digital devices 	<ol style="list-style-type: none"> Which objects make a repeated constant sound? Name animals in the environment that make repeated rhythmic sounds Which machines/ objects make repetitive rhythmic patterns?

<p>Core Competences to be developed: Communication and Collaboration, Creativity and Imagination, Digital literacy, Critical thinking and Problem solving, Self- efficacy, Learning to learn</p>	
<p>Link to PCIs: Life Skills: Skills of knowing and living with oneself-self-esteem, self-awareness- skills of knowing and living with others- assertiveness, interpersonal relationship, Decision making skills- creative thinking-creating own rhythms. Education for sustainable development: Animal welfare education-naming and imitating animal sounds Citizenship: social cohesion-group work on creating</p>	<p>Link to Values: Respect, Responsibility, Unity and Love.</p>
<p>Links to other Activity areas: English, Kiswahili language activities: pre-reading skill: breaking words into syllables. Mathematical activities: counting numbers, counting the number of syllables in names and words. Environmental studies: Animal issues, identifying animals and their sounds.</p>	<p>Suggested Community Service Learning activities:</p> <ul style="list-style-type: none"> • Encourage learners to perform (sing) in social gathering such as places of worship and share their experiences in class. • Encourage learners to take care of animals as they imitate the sounds the animals make
<p>Suggested Non formal Activity to support learning:</p> <ul style="list-style-type: none"> • Performing during various school events (school assembly), Kenya music festivals and events in the society (national days). • Nature walks to identify different sounds in the environment. 	<p>Suggested assessment: Oral questions, portfolio, observation</p>
<p>Suggested Resources</p> <ul style="list-style-type: none"> • Audio-visual excerpts of musical instruments • Musical instruments • Flash cards • Wall clocks • Digital devices • Locally available materials for improvising instruments 	

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Consistently and accurately: <ul style="list-style-type: none"> identifies repetition and variations to rhythm in familiar tunes Claps/taps/stamp/vocalises rhythms of names and sounds from the environment Creates simple rhythmic accompaniments to songs and stories/poems/rhymes using voice body percussions or improvised percussion instruments 	<ul style="list-style-type: none"> identifies repetition and variations to rhythm in familiar tunes Claps/taps/stamps/vocalises rhythms of names and sounds from the environment Creates simple rhythmic accompaniments to songs and stories/poems/rhymes using voice, body percussions or improvised percussion instruments 	<ul style="list-style-type: none"> identifies repetition and variations to rhythm in some familiar tunes Claps/taps/stamps/vocalises rhythms of names and sounds from the environment with some inaccuracies Creates simple rhythmic accompaniments to some songs and stories/poems/rhymes using voice, body percussions or improvised percussion instruments 	<ul style="list-style-type: none"> Exhibits difficulty identifying repetition and variations to rhythm in familiar tunes Inaccurately claps/taps/stamps/vocalises some rhythms of names and sounds from the environment Exhibits difficulty creating simple rhythmic accompaniments to songs and stories/poems/rhymes and using voice, body percussions or improvised percussion instruments

Strand	Sub -strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
	2.2 Melody (4 lessons)	By the end of the sub- strand the learner should be able to: <ol style="list-style-type: none"> identify melodic sounds from the environment for aural discrimination, identify melodic variations in simple familiar tunes to enhance listening skills and as a basis for composition, 	<ul style="list-style-type: none"> Learners listen to sounds in the environment (live or recoded) and are guided to identify rhythmic and melodic sounds Learners imitate sounds made by animals and birds such as the cuckoo and the crested crane. Learners listen to live/recorded familiar tunes with variations in the melody and are guided in identifying the variations 	<ol style="list-style-type: none"> Which animals in the environment make melodic sounds? What is the difference between these sounds? How can one vary a familiar tune?

		c) create simple melodic variations in familiar tunes as a basis for composition and for enjoyment.	<ul style="list-style-type: none"> Learners are guided in groups and individually to sing familiar tunes, introducing melodic variations. 	
Core Competences to be developed: Communication and Collaboration, Creativity and Imagination , Critical thinking and Problem solving , Self- efficacy, Digital literacy				
Link to PCIs: Life Skills: Skills of knowing and living with oneself-self-esteem, self-awareness- skills of knowing and living with others- assertiveness, interpersonal relationship, Decision making skills- creative thinking-creating own melodies. Education for sustainable development- Animal welfare education-naming and imitating animal sounds. Citizenship- social cohesion-group work on creating melodic variations Learners support programs-club and societies-Music club			Link to Values: Respect, Responsibility, Unity and Love.	
Links to other Activity areas: Mathematics Activities, language activities, Environmental Activities, English and Kiswahili Language activities, Religious education Activities			Suggested Community Service Learning activities: <ul style="list-style-type: none"> Performing during various school events (school assembly) Kenya music festivals, occasions in society (national days) Encourage learners to perform (sing) in social gatherings such as places of worship and share their experiences in class. 	
Suggested Non formal Activity to support learning: 1.Performing in school clubs such as music club			Suggested assessment: Oral questions, portfolio, observation	
Suggested Resources <ul style="list-style-type: none"> Percussion instruments Live/recorded music excerpts of familiar tunes ICT devices 				

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Accurately identifies and sings melodic variations in simple familiar tunes and independently creates a wide variety of simple melodic variations in familiar tunes	Accurately identifies and sings melodic variations in simple familiar tunes and creates a variety of simple melodic variations in familiar tunes	Identifies and sings a few melodic variations in simple familiar tunes and creates a simple melodic variations in familiar tunes with support	Displays inability to identify and create simple melodic variations in familiar tunes

Strand	Sub -strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 LISTENING AND RESPONDING	3.1 Elements of Music (4 lessons)	<p>By the end of the sub -strand the learner should be able to:</p> <ol style="list-style-type: none"> listen and identify sounds in the local environment for aural discrimination, respond imaginatively to sounds in the environment through movement or imitation for enjoyment, identify the character of musical pieces for emotional expression, identify the elements of music as used in a song to enhance for effective communication, imitate rhythmic and melodic patterns of music to enhance listening skills, respond to music stimuli imaginatively for self - expression and enjoyment, express initial personal reactions to musical performances for effective communication. 	<ul style="list-style-type: none"> Learners take a nature walk and are guided in listening and identifying sounds in the environment Learners listen and respond to sounds in the environment through; movement, vocalisation, imitation and discussions. Learners are guided in identifying and describing the character of selected pieces of music as either sad or happy Learners are guided to listen to live/ recorded music to identify and describe the elements of music used using music terminology: loud/ soft (dynamics), fast/ slow (Tempo), high/ low (Pitch), long /short (Duration) 	<ol style="list-style-type: none"> What is the source of the sound in the music? Is it from an instrument or voice? When you listen to the music, how does it make you feel? Is the music fast, slow, loud or soft? Where are you likely to hear this kind of music?

			<ul style="list-style-type: none"> • In groups and individually, learners are guided in listening to live/recorded music and imitate the rhythmic and melodic patterns • In groups or individually learners respond to music stimuli imaginatively and creatively • Learners to express personal opinions about a musical performance and are guided to show respect for the opinions of others. 	
Core Competences to be developed: Communication and Collaboration, Creativity and Imagination, Digital literacy, Critical thinking and Problem solving				
Link to PCIs: Life skills: Skills of knowing and living with oneself- self-awareness, skills of knowing and living with others, coping with emotions-expressing feelings and emotions- listening and responding to sounds and Music Education for Sustainable Development: Environmental awareness-listening to sounds in the environment Service learning and parental engagement: visits to the community to listen and respond to different types of music			Link to Values: Respect, Responsibility, Unity and Love.	
Links to other Activity areas: language activities: pronunciation, sounds, Religious activities: music for worship. Environmental studies: environmental management, Religious education-sacred songs Art: drawing; painting; Elements of art—An awareness of line, shape, pattern			Suggested Community Service Learning activities Encourage learners to attend live performances in the community.	
Suggested Non formal Activities to support learning: <ul style="list-style-type: none"> • Listening to and responding to music they listen to at home (such as on radio, TV, in places of worship, birthday parties) with parental help • Visits to music and cultural centres 			Suggested assessment: Oral questions, portfolio, observation, progress reports	

Suggested Resources

- Percussion instruments
- Live/recorded music excerpts of familiar tunes
- Audio- visual equipment (computer, video player)

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Accurately and confidently; <ul style="list-style-type: none">• Identifies, describes and imitates sounds in the local environment• Imitates rhythmic and melodic patterns responding imaginatively and creatively through movement• expresses initial personal reactions to musical performances• Identifies the all elements of music as used in a song.	Accurately; <ul style="list-style-type: none">• Identifies describes and imitates sounds in the local environment• imitates rhythmic and melodic patterns responding imaginatively and creatively through movement• expresses initial personal reactions to musical performances• Identifies most elements of music as used in a song.	<ul style="list-style-type: none">• Identifies, describes and imitates some sounds in the local environment• imitates some rhythmic and melodic patterns responding inappropriately through movement• expresses initial personal reactions to some musical performances• Identifies a few elements of music as used in a song.	Exhibits difficulty; <ul style="list-style-type: none">• Identifying, describing and imitating sounds in the local environment• imitating rhythmic and melodic patterns and responding through movement• expressing initial personal reactions to musical performances• Identifying most elements of music as used in a song