

Musicplay K-6 Elementary Music Curriculum Correlations to 2010 BC Music Curriculum

Kindergarten

Exploring and Creating

Prescribed Learning Outcomes		
It is expected that students will:		
A1 sing and play classroom repertoire	<ul style="list-style-type: none"> • Musicplay for Kindergarten has 175 musical selections to sing, play or listen to 	
A2 represent personal thoughts, images, and feelings experienced in classroom repertoire	<ul style="list-style-type: none"> • TE #14 (draw pictures of friends) #18 (make puppets, tell story) #24 Listen to song and ask questions about it. There are many opportunities in Musicplay K to represent thoughts, images and feelings. 	
A3 create sounds to accompany stories, nursery rhymes, or songs	<ul style="list-style-type: none"> • Instrument exploration: #149 (Chickamy), 92 Listen to me play • #18 - Orff acc. #21 - play Boomwhackers #22 - shape drums, n/p #29 - play beat on n/ • Poems: Jelly in the Bowl, acc. n/p #55 Put the Beat - transfer to instruments • #64 Play the Bells to Celebrate 	
Elements and Skills		
B1 respond to beat in music	<ul style="list-style-type: none"> • #3-Count and Go move to beat #4-Listen While I Play the Beat beat + name • #29 - play beat on n/p Students respond to beat in every lesson in K. • #55 Put the Beat in your Feet - transfer to instruments 	
B2 demonstrate rhythmic patterns from classroom repertoire	<ul style="list-style-type: none"> • #23 Hey! Hey! - rhythm shown with shapes • #37 Pumpkin Fat - rhythm shown with shapes • Poem - Jelly in the bowl: pat words (rhythm) • #61 S-A-N-T-A children clap ta ta titi ta rhythm • #128 keep beat with b/p while music plays (German Dance) • #163 Naughty Kitty Cat, notation is shown 	
B3 sing short melodies	<ul style="list-style-type: none"> • Songs using so-mi and la-so-mi include #16 Andy Pandly #23 Hey Hey, #37 Pumpkin Fat and many more! 	
B4 distinguish one melody from another	<ul style="list-style-type: none"> • Students sing many different melodies in Musicplay. • In #76 children sing 3 different solos • #124 - children show melodic contour with arm motions 	
B5 use voice or instruments to explore elements of expression	<ul style="list-style-type: none"> • #13 Loud voice - quiet voice - children explore loud, quiet, low, high, spooket, nice, fast, slow, scary, weird #60 explore vocal timbre, #76 vocal timbre • #84 Pages Train, #85 Chew Chew - fast/slow 	
Context		
C1 participate in music activities from a variety of historical, cultural, and social contexts	<ul style="list-style-type: none"> • Musicplay for Kindergarten includes songs that are Celtic, Chinese, Spanish, French, Japanese, Brazillian, Caribbean, African, Canadian, American and Anglo-European. Listening examples come from a variety of periods. 	

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Grade 1

Exploring and Creating

Prescribed Learning Outcomes It is expected that students will:		
A1 sing and play classroom repertoire	<ul style="list-style-type: none"> • Musicplay1 has 111 musical selections to sing, play or listen to. 	
A2 represent personal thoughts, images, and feelings experienced in classroom repertoire	<ul style="list-style-type: none"> • Listening Resource Kit 1, students create art or write about how music makes them feel or what it makes them think of. 	
A3 create sounds to accompany stories, nursery rhymes, or songs	<ul style="list-style-type: none"> • create new verse #17 Hop old Squirrel #24 Hey Betty Martin #42 Down by the Bay create sound effects #29 Bats and Cats #51 Bells on the Sleigh • create accompaniment to story: 102a. Chicken Little • 58a. Singing (poems) 58b. Soap Bubbles 58c. Whistle #113a. Poems • 78a. Insect Soundscape create soundscape with insect sounds 	
Elements and Skills		
B1 respond to beat in music	<ul style="list-style-type: none"> • 4-Snail Snail PPT 4a.-Beat and Rhythm 5-Sam the Robot Man • 13 - Hickory 	
B2 demonstrate an awareness of rhythmic patterns and melodic phrases in classroom repertoire	<ul style="list-style-type: none"> • Rhythm 4-Snail 9-Choo Choo 20 - Bye Low 24-Hey Betty 34-Bounce the Ball 36-Cuckoo (+more) PPT 4a.-Beat and Rhythm PPT 9a. Label Ta, ti-ti 	
B3 perform rhythmic patterns from classroom repertoire	<ul style="list-style-type: none"> • 4-Snail 9-Choo Choo 20 - Bye Low 24-Hey Betty 34-Bounce the Ball 36-Cuckoo 	
B4 sing short melodies	<ul style="list-style-type: none"> • 4-Snail Snail PPT 4a.-Beat and Rhythm 9-Choo Choo Train • PPT 9a. Label Ta, ti-ti 	
B5 identify elements of tempo, dynamics, articulation, and timbre in classroom repertoire	<ul style="list-style-type: none"> • Tempo 7-Grand Old Duke 61-Head & Shoulders 77-Old Gray Cat Dynamics 24-Hey Betty 20-Bye Low 89-Bunny Hides also in Listen Kit 1 • Vocal Timbre #2-Mountaintop 6a-Three Monkeys 9b-Grandmas Glasses • 36-Cuckoo 41-Hello Game 	
B6 demonstrate appropriate use of classroom instruments	<ul style="list-style-type: none"> • Instruments 51-Bells on Sleigh 55-Strawberry 78a. Soundscape • 67-Aikendrum Orff arrangements are given for about 1/3 of the songs 	
Context		
C1 participate in music activities from a variety of historical, cultural, and social contexts	<ul style="list-style-type: none"> • Multicultural Africa 19-Kye Koolay Hanukkah 54-One Big Family (multi) • French #43-Fais dodo, 57-Vive 64-Un Deux Troix Spanish 56-Pimpon, 102, 103 La Vibora, El Coqui 	
D1 demonstrate appropriate performance skills in music settings	<ul style="list-style-type: none"> • Teacher observe and evaluate - 	
D2 describe their response to a music work (Evaluate Perf)	<ul style="list-style-type: none"> • evaluate performance PPT 83-My dog • PPT-88 Five Little Ducks, respond to Performance • Also - Listening Kit 1, listening log, response journal 	

Grade 2

Musicplay K-6 Elementary Music Curriculum Correlations to 2010 BC Music Curriculum

Exploring and Creating

Prescribed Learning Outcomes It is expected that students will:		
A1 sing and play classroom repertoire	<ul style="list-style-type: none"> • Musicplay 2 has 98 songs to sing and play, plus 29 selections in the Listening Resource Kit 2 to listen and play with 	
A2 represent personal thoughts, images, and feelings experienced in classroom repertoire	<ul style="list-style-type: none"> • Reflect on a Song #21 Birds and Bats • Listening Kit 2 Listening Log and Response Journal asks students to describe how the music makes them feel, or what they think of. PPT21 - What's That - reflect PPT13 - I've been Working 	
A3 create sounds to accompany stories, nursery rhymes, or songs	<ul style="list-style-type: none"> • create sound effects, B Sections, Rondo #16 Time to Play #22 Birds and Bats #25 create ostinato #46 Apples create ost #51 I Like to Play 72a. Rain Poems, Soundscape create sound • Poems: 37b. Flea Poem 37c. Extremes 37d. Jack Frost (Poem) .pptx • 70a. Don't Say Ain't 93a. Ooey Gooey Marshmallows.pptx • March wk 2 - create acc. for Mmm Cookies, Robert Munsch 	
Elements and Skills:		
B1 perform rhythmic patterns and sequences from classroom repertoire	<ul style="list-style-type: none"> • Rhythm Patterns ♩ ♪ 4-Engine 10-Bounce High 13-Bell Horses 8 ♩ ♪ ♯ 16-Time to Play 37 Johnny Caught Flea • tie 12 Obwisana half note 18- Falling Leaves 5-Hill Hill whole note 33-Napoleon 	
B2 sing simple songs	<ul style="list-style-type: none"> • All 98 songs in Musicplay 2 are simple enough to sing. Songs with a limited range: So-mi Songs 4-Engine 5-Hill 27-Starlight la-so-mi 13-Bell Horses 32-Doggie 36-Bluebells 66-It's Raining • The note range (of reading songs) extends to mrd, s m d, ls mrd 	
B3 represent metre, rhythmic patterns, and melody	<ul style="list-style-type: none"> • Meter 10-Bounce High 27-Starlight 35- On Top 3/4 58- The More compre 2/4 3/4 4/4 Rhythm Patterns - see B1 Melody - see B2 	
B4 use tempo, dynamics, articulation, and timbre in classroom repertoire	<ul style="list-style-type: none"> • dynamics 11-John Jacob 21-What's that 62-Cat Came Back 75-Find Basket • Tempo 6-Poor Little Bug 26-Grand Old Duke 14-Tony Chestnut • timbre of voices 32-Doggie timbre n/p instruments 43-Ring the Bells • 51-I Like to Play 56-Gitsagakomim 	
B5 demonstrate appropriate use of classroom instruments	<ul style="list-style-type: none"> • n/p instruments 43-Ring the Bells 51-I Like to Play 56-Gitsagakomim • Orff arrangements are given for about 1/3 of the songs 	
Context:		
C1 participate in music activities from a variety of historical, cultural, and social contexts	#2-O Canada, #2A-My Country 'tis of Thee (USA), #12-Obwisana (Ghana), #91-Kagome (Japan), #85-Japanese Frog Song, #48-Japanese New Year Song, #56-Gitsagakomim (Blackfoot), #80-Salish Hand Game	
Presenting and Performing:		
D1 demonstrate appropriate performance skills in a range of music settings	<ul style="list-style-type: none"> • Teacher observe and assess 	
D2 respond to specific aspects of a music work or performance	Listening Resource Kit 2: page 18, Listening Log Song #15, Song #7, 8, 21,	

Grade 3

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Exploring and Creating

Prescribed Learning Outcomes		
It is expected that students will:		
A1 sing and play classroom repertoire	<ul style="list-style-type: none"> There are 104 songs and listening examples in Musicplay 3, plus 28 listening selections in the Listening Kit 3 	
A2 represent personal thoughts, images, and feelings experienced in classroom repertoire	<ul style="list-style-type: none"> Respond to Music 13-Seasons 62-Austrian 86-Mariachi In the Listening Resource Kit 3 there is a Response Journal and Listening Log 	
A3 create music to interpret poems, stories, and songs	<p>create acc. #2, 6, 7, 8, 9, 69, 87 create acc. with n/p #3, 61, 85 create accompaniment for a story #29a create accompaniment for a poem 96b.</p>	
Elements and Skills:		
B1 perform rhythmic patterns and sequences from classroom repertoire	<p>beat - label #2 ♪ ♪ ♪ ♪ ♪ #2, 5, 6 (label), 7, 10, 12, 17, 22, 24, 43 ♪ ♪ ♪ ♪ ♪ ♪ ♪ ♪ ♪ ♪ ♪ #8 (label all) ♪ #14, 16, 23, 65, 88 ♪ ♪ ♪ ♪ #9, 31 ♪ ♪ ♪ (prepare) #11, 20, 33, 35 ♪ ♪ ♪ ♪ ♪ ♪ ♪ ♪ ♪ ♪ ♪ #28, 41, 52, 60, 70, 92, 95</p>	
B2 sing simple melodies	<p>All songs in Musicplay 3 are simple enough to sing if taught by rote. Reading songs are sequenced as follows: staff #3a s m (Label) #7 d m s #2, 10, 12 (label do), drm s #78, d m s d' #8 drm sl #9, 51, 52, 56, 66, 67, 69, 83, 92 low la,so #28 s,l, drm (s) #25, 28, 36, 70, 88, 70, 88</p>	
B3 represent metre, rhythmic patterns, and melody	<ul style="list-style-type: none"> see B1 	
B4 perform elements of tempo, dynamics, and articulation in classroom repertoire	<p>tempo terms-label #10, 53b dynamics mf f p #1, 13, 22, 22a, 53b crescendo, dim. #13, 53b dynamics, tempo, pitch #5 (label), 53b, 83, accent 6, 63 fermata #14, 88, 104 rit #1 slur #1, 21</p>	
B5 demonstrate appropriate use of classroom instruments	<p>classify n/p #11 Orff arrangements are given for about 1/3 of the songs</p>	
Context:		
C1 participate in music activities from a variety of historical, cultural, and social contexts	<p>Cultures represented in Musicplay 3 include Canadian, American, Australian, Aboriginal, Spiritual, Canadian folk, Spanish, Japanese, Caribbean Hanukkah, Carnival, Chinese New Years, French Canadian folk, Irish, Maori Mexican, African</p>	
Presenting and Performing:		
D1 demonstrate appropriate performance skills in a range of music settings	<ul style="list-style-type: none"> teacher observe and assess 	
D2 identify aspects of a music presentation that evoke a response	<ul style="list-style-type: none"> Respond to Music 13-Seasons 62-Austrian 86-Mariachi 	

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Grade 4

Exploring and Creating

Prescribed Learning Outcomes It is expected that students will:		
A1 apply rhythm, melody, and elements of expression through singing and playing of classroom repertoire		
A2 explain thoughts, images, and feelings derived from a music experience	A personal response worksheet page is given in the reproducibles section. Listening Kit 4 includes a listening log and response journal starters.	
A3 apply elements of rhythm, melody, and expression in composition		
Elements and Skills:		
B1 sing or play rhythmic patterns from standard notation	label beat/rhythm #5  #5, 26  #10, 21, 22, 25  #90,  #4, 44, 47, 70, 80, 81, 91,  #6, 33, 58, 59, 69, 70, 80, 81, 89    1, 12, 15, 18, 33, 34, 53	
B2 sing or play from aural sources	Recordings are provided for all songs in Musicplay 4	
B3 sing or play melodies in unison and in simple textures	Unison - many songs Rounds #4, 10, 15, 29, 37, 44, 47, 52, 58, 62, 75, 76, 85 Partner Songs #11, 33, 80 Two part Choral #41	
B4 identify form in melodic and rhythmic structure	verse-chorus #8, 27 (label), 46 multi-measure rest #42 Rondo #18, 83 Form - #23	
B5 use standard or invented notation to represent melodic phrases and rhythmic patterns	Staff #1 Absolute Note Names - #1 Solfa - reviewed, and expanded Rhythms - see B1	
B6 demonstrate appropriate use of classroom instruments	create body perc acc. #84 Soundscape 26a, 44a, 61a create ostinato #15, 39, 85 create u/p acc. #1, 19, 40,	
Context:	<ul style="list-style-type: none"> Orff arrangements are given for about 1/3 of the songs 	
C1 participate in music from a variety of historical, cultural, and social contexts	The following cultures are represented in Musicplay 4. French, American, Canadian, Spais, Maori, Native American, Hebrew, Australian, Japanese, Jamaican and Scottish In the Listening Resource Kit 4, there are listening examples from all periods.	
C2 identify music events and activities in the local community	role of music in community #4a, 41a Music in Society 20- Mariachi 24-Sakitwin	
Presenting and Performing:		
D1 apply skills and attitudes appropriate to a range of music experiences, demonstrating: –audience engagement –performance skills –respect for the contributions of others	Self assessments are included in the reproducibles pages in the TE. Audience etiquette activities are given in the Listening Resource Kit 4 pages 68, 69.	
D2 apply established criteria to reflect on their own and others' work	Evaluate Performance PPT #1-Wake Me PPT 61 - Springtime Listen/Evaluate 44a Clock Soundscape, 61a Thunderstorm Soundscape 44a, 61a, 83, 89	

Grade 5

Musicplay K-6 Elementary Music Curriculum Correlations to 2010 BC Music Curriculum

Exploring and Creating

Prescribed Learning Outcomes It is expected that students will:		
A1 apply rhythm, melody, and elements of expression through singing and playing of classroom repertoire	<ul style="list-style-type: none"> There are 102 songs and musical examples in Musicplay 5. See B1 for specific rhythmic elements. 	
A2 explain thoughts, images, and feelings derived from a music experience	pg. 69 Concert Manners worksheet	
A3 apply elements of rhythm, melody, and expression in composition reate sound effects #54 I've a Car, 68 Click go the Shears create verses #19 Whistle Daughter, 92 I Let Her Go improvising #53 Scoo Be Doo, 56 Five Four Groove	create new words 3 Little Tommy, 38 Winter is Here, 93 Take me Oucreate ostinato #52 Hot Potato, 53 Scoo Be Doo, 79 John Kanaka create rondo 8 Ickle Ockle, 89 Play that Rhythm,	
Elements and Skills: B1 sing or play rhythmic patterns from standard notation ♪ ♪ ♫ ♬ ♯ 3 Tommy Tinker, 6 Pass Stick, 8 Ickle Ockle, 13 Button, 30 Sing the Scale, 38 Winter is Here, 77 Old Woman, 90 Come and Sing ♪♪♪♪ Song # 24 Raindrops, 80 Drill, 82 Hey Ho, 85 Come Follow	7 #10 Four White Horses ♪♪♪ Song #1 Mama, 54 I've a Car, 74 Haida, 80 Drill, 82 Hey Ho ♪ ♪ ♪ #9 Liza Jane, 15 Alabama Gal, 16 Linstead, 19 Whistle Daughter, 75 Funga Alafia, ♪ ♪ Song # 25 El Torojil, 28 Our Old Sow, 41 Campana, 45 Early to Bed, 52 Hot Potato, 70 Deep and Wide , 79 John Kanaka, 94 Ball Go Round ♪ ♪ ♪. #73 Un Canadien	
B2 sing or play from aural sources	<ul style="list-style-type: none"> All songs in Musicplay 5 are recorded 	
B3 maintain a melodic or harmonic part in simple textures	Part Singing: TE/SE: Two Part #7, 16, 23, 29, 37, 44, 81 Part Singing - Rounds: #3, 12, 18, 24, 30, 38, 45, 50, 74, 82, 90,	
B4 describe form in rhythmic and melodic structure verse-chorus: #4 School Day Blues, 7 When I Believe, 14 Jack was Every Inch, 29 Ah! Si mon moine, 36 Banks of the Don, 56, 57, 61, 68, 80 84, 91, 99	ABA form-Listen Kit 5 #19, 7 Rondo form-Listen Kit 5#18 theme & Variations-Listen Kit 5 #3,4,5	
B5 use standard or invented notation to represent melodic phrases, rhythmic patterns, and elements of expression Staff and Letter Names: #3 Notes are names using letters and/or solfa Rhythm patterns are taught as per B1	Expressive Elements: Dynamics - Listen 5# 1, 13, 19, 21, 24, 16 Dynamics songs #18a, 21 Lady in, 44 Snowflakes, 77 Old Woman Tempo - Listen 5 #6, 1 Tempo - songs #17 Ronald, 44 Snowflakes, 70 Deep and Wide, 72 I am Slowly rubato, rit songs #44 Snowflakes, 74 Haida	
B6 demonstrate appropriate use of classroom instruments	<ul style="list-style-type: none"> Orff arrangements are given for about 1/3 of the songs 	
Context: C1 participate in music from diverse historical, cultural, and social contexts Historical Periods in the Listening Resource Kit 5 include Renaissance, Baroque, Classical, Romantic and 20th Century.	Cultures in SE/TE include English, American, Canadian, Caribbean, Jamaican, Spanish, African-American, Iroquois, Cree, Hebrew, Sprituals, Jazz, French, Chinese, Japanese and African.	
C2 identify music opportunities in the local community	PPT 47, 48, pg. 69 Concert Manners worksheet	
Presenting and Performing:		
D1 apply skills and attitudes appropriate to a range of music experiences, demonstrating: – performance skills and etiquette – audience engagement – respect for the contributions of others	<ul style="list-style-type: none"> audience behavior #42a Listen Kit 5 pg 69, 70 performance skills - teacher observe and assess 	
D2 apply established criteria to refine their own and others' work	develop criteria assess composition #23a, Develop criteria to evaluate performances 77a,	
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Grade 6

Musicplay K-6 Elementary Music Curriculum Correlations to 2010 BC Music Curriculum

Exploring and Creating

Prescribed Learning Outcomes It is expected that students will:		
A1 use rhythm, melody, and elements of expression in performance repertoire to interpret a range of thoughts, images, and feelings	<ul style="list-style-type: none"> • #35-36 students discuss how elements of music affect mood • (worksheet 24, and PPT 35-36) 	
A2 analyse thoughts, images, and feelings derived from a variety of music media sources	<ul style="list-style-type: none"> • PPT 4a - Identify elements of music, students discuss how music makes them feel 35a. How music creates moods 	
A3 apply rhythm, melody, and elements of expression in their compositions	<ul style="list-style-type: none"> • PPT 80-90 and Worksheets 17-22 students compose rhythms, verses, piggyback songs, rap and blues 	
Elements and Skills:		
B1 sing or play rhythmic patterns from standard notation Reading Songs: Songs to read (rhythm and/or letter names) include #1, 5, 6, 16, 19, 21, 28, 31, 32, 39, 42, 43, 55, 59, 65, 75, 76, 78, 99, 100, 101, 112, 116	<ul style="list-style-type: none"> • PPT 1A - Name Notes, PPT2A Reviews Note values • Worksheets 1-8 review notes, rhythms • Students have many reading songs in Musicplay 6 	
B2 sing or play from aural sources	<ul style="list-style-type: none"> • All songs in Musicplay 6 are recorded 	
B3 maintain a melodic or harmonic part in textures	<ul style="list-style-type: none"> • Rounds 2, 37, 41, 46, 56, 68, 74, 99, • 2-3 Part 1, 11, 27, 29, 62, 121 • Partner Song 3, 16, 	
B4 use standard notation to represent melodic and rhythmic phrases	<ul style="list-style-type: none"> • Songs to read (rhythm and/or letter names) include # • 1, 2, 5, 6, 16, 19, 21, 28, 31, 32, 39, 42, 43, 55, 59, 65, 75, 76, 78, 99, 100, 101, 112, 116 	
B5 describe form in rhythmic and melodic structure	<ul style="list-style-type: none"> • phrase form: #32 PPT 80-90 12 bar blues 	
B6 demonstrate appropriate use of classroom instruments	<ul style="list-style-type: none"> • PPT 80-90 compose with instruments 	
Context:		
C1 participate in music from a range of historical, cultural, and social contexts\ West Indies #5 5, Czech #21, English #22, 23, Spanish #26, 51, Welsh #31, Indian #33, 34, Irish #35, 36, 50, 58, 59, 67, 116, Hebrew #41, Chinese #49, Newfoundland #54, 55 African #62, 102,	Japanese #61, Celtic #69, 70, French #42, 74, 117, Jewish Russian #75, Morocco #76, Greek #92, 93, Canadian Folk #96, 109, 119, 55, 56, American Folk #119, 120, Spiritual #20, 38	
C2 identify personal opportunities in music	Song # 4. pop song project PPT 69-70 three musicians from one family	
Presenting and Performing:		
D1 apply skills and attitudes appropriate to a range of music experiences, demonstrating: – performance skills and etiquette – audience engagement – respect for the contributions of others	Audience behavior - December (Songs and Concepts) Self-assess Orff ensemble playing - Nov, Feb. (Songs and Concepts) TE: #101 Self-assessment for singing - Dec. (Songs and Concepts)	
D2 apply established criteria to analyse their own and others' performances	Self-assess Orff ensemble playing - Nov, Feb.	