



Recommended Kindergarten – P1 / Grade1 Curriculum Framework

Content: MUSIC– Kindergarten – P1 / Grade 1						
Topic: Dynamics (Weeks 11-14)						
Content (What do your students need to KNOW?)	Demonstrators (What do your students need to be able to DO?)	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (HOW will you teach it?)	Resources (What MATERIALS will you need?)	Differentiation (How will you reach the DIVERSITY of learners?)	Literacy Connection (How will you use READING and WRITING with this material?)
<p>AH-E-1.1.37 Dynamics: soft (<i>piano</i>), loud (<i>forte</i>)</p> <p>AH-E-1.1.12 – Create simple melodic or rhythmic accompaniments to given melodies</p> <p>AH-E-1.1.22 – Perform simple rhythmic patterns on classroom instruments</p>	<p>POS-AH-P-M-1 Students respond with minimal attention given to the element of music. (rhythm, melody, form, harmony, timbre, dynamics, tempo)</p> <p>POS-AH-P-M-2 Students begin to demonstrate an awareness of the elements of music</p> <p>AE-1.14 Students construct meaning and/or communicate ideas and emotions through music</p> <p>Demonstrators</p> <ul style="list-style-type: none"> • Explore and respond to music through singing, instrument playing, moving, listening, reading, writing and creating • Recognize and develop music concepts (melody, harmony, rhythm, form expression, and style) <p>AE-2.22 – Students create products and make presentations that convey</p>					

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	<p>concepts and feeling in the human experience through their productions, performance or interpretations</p> <p>Demonstrators</p> <ul style="list-style-type: none"> • Explore the elements and principles of music • Create and/or perform original and existing works of music • Discuss musical works using appropriate concepts and terminology <p>AE-2.23 – Students analyze their own and others’ artistic products and performance</p> <p>Demonstrators</p> <ul style="list-style-type: none"> • Observe and explore a variety of artistic styles and forms in music 					