



Music Curriculum

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Year 1

Introduction

God created humans in His own image, yet each person has their own unique qualities. Arts education should encourage and assist students to use their God-given talents to the best of their ability.

In our Christian school, the teaching of music encourages students to express praise and worship to God. Singing and the playing of instruments are both excellent expressions of worship.

“The Lord is my strength and my song.” Exodus 15:2

“Come let us sing for joy to the Lord”. Psalm 95:1

“Shout for joy to the Lord, all the earth, burst into jubilant song with music; make music to the Lord with the harp and the sound of singing, with trumpets and the blast of the ram’s horn. Shout for joy before the Lord, the King.” Psalm 98:4-6

Students will be presented with a range of musical styles: Christian, traditional, classical, contemporary and folk, with the emphasis on enjoyment and appreciation. Music is a gift from God that should be nurtured in all students. It is a gift to all, and not only for those with exceptional talent. Music is therefore a very important element in the Christian curriculum.

Music will be integrated with our God-centred curriculum, where themes of God’s character and nature are studied. Teachers can select songs to support the theme, and also present songs that teach related Scripture verses.

Content

The following aspects of music will be incorporated into lessons throughout the year

1. Creating, composing, experimenting with sound.
2. Learning and using the following skills: beat, rhythm, melody, dynamics, tempo through activities with songs based on the Pentatonic scale. The pentatonic scale uses the 1st, 2nd, 3rd, 5th and 6th notes of the scale. (e.g. CDEGA)
3. Listening, recognizing musical features and appreciation of different musical styles.
4. Singing, moving to music, clapping, tapping and playing percussion instruments to music.

Beacon Media songs for character themes:

See **Downloadable children's songs from Beacon Media recordings:**

All Creation Sings, Sing a Joyful Song and Couldn't be Finer.

1. God is Love

- Zacchaeus (Couldn't Be Finer Track 4)
- Down in my heart (Couldn't Be Finer Track 3)
- God loves you (All Creation Sings Track 3)
- Jesus loves me (Well-known, not on CD)

2. God is Provider

- Thank you Lord for this fine day (Couldn't be Finer Track 16)
- Do not worry (Couldn't be Finer Track 18)

3. God is our Saviour

- Welcome, Jesus (Couldn't Be Finer Track 15)
- God is my Peace (All Creation Sings Track 23)

4. God is Pure and Holy

- More like Jesus (Couldn't be Finer Track 12)
- Mud Pies (All Creation Sings Track 14)

5. God is Creator

- I've got ten fingers (Couldn't be Finer Track 2)

6. God is Wise Thank you Lord for this fine day (Couldn't be Finer Track 16)

Thank you for all the good things (Couldn't be Finer Track 17)

7. God is a Servant A servant for Jesus (All Creation Sings Track 17)

What can I give / Jesus take my hands (Sing a Joyful song Track 17)

8. God is Protector

- The house on the rock (All Creation Sings Track 11)
- A great big Dad (Couldn't be Finer Track 7)

9. God is Truth

- Sunrise, Sunset (All Creation Sings Track 12)
- The house on the rock (All Creation Sings Track 11)

10. God is Lord and King

- What a mighty God we serve (All Creation Sings Track 10)

Songs for finger plays and counting:

- Open shut them
- Where is thumbkin?
- Fish alive (counting)
- Mother duck went out one day (counting)

Action songs and games:

- Peas porridge hot
- Bee Bee
- Up High Down Low
- On a little piece of string
- Kangaroo
- Teddy Bear
- Rain Rain
- Snail Snail
- Mr. Sun
- Caterpillar
- This is the way we help at home

Beat activities:

- Explain: "What is a beat?" A beat is a sound that keeps going in the same way, like a heartbeat.
- Clap beat for known rhymes or songs. (make sure children are clapping the *beat* (heartbeat) and not the *rhythm*. The *rhythm* is irregular and follows the *words* of the song. The beat is *regular*.)
- Ask children to pretend they have a drum. How would they play a beat on a drum? "Boom, boom, boom, boom."
- Keep beat to songs by clapping or using percussion instruments.
- Put beat in the feet, hands, and on different body parts.
- Pass an object on the beat.
- Walk to the beat, but stop when the music stops. Children walk around to the room to the music, not touching or bumping into another person. They stop when the music stops, and go again when the music starts again.

Activities with percussion instruments:

(If you don't have percussion instruments, make some from blocks of wood or wooden sticks that can be tapped together and plastic containers with rice to be used as shakers.)

- Which instrument am I playing? (Have instruments such as drum, tambourine, ukulele, metal triangle, set out in a line. Children close their eyes while one is played. They have to guess which one. Then try two in a row. Then try three in a row.)
- Children can play the beat on their percussion instruments to recording. It's best not to have all playing at once. Ask the students to watch the teacher, who holds up the instrument to be played e.g. when the shaker is held up, only the shakers play. When the sticks are held up, only the sticks play.
- Stop/go. Make a traffic light sign on 2 pieces of card. When the green traffic light is held up, children play their instruments to recorded music. When the red traffic light is held up, they stop while the music keeps playing. Then green again.

Rhythm activities:

- Explain that rhythm is different to beat. Rhythm is clapping the words.
- Clap syllables of words. Make it into a chant. (e.g. names of children in the class, fruits/vegetables, animal names). You could make a picture chart of fruits, chant and clap the names as you point to the pictures: o/ran/ge, ap/ple; pine/ap/ple etc.
- Clap rhythms to well-known songs.
- Echo claps: The teacher claps a rhythm and the class clap it back.
- Learn the symbol for ta and learn how to clap 2, 3 or 4 tas in a row from symbols on cards. Three tas in a row as follows would be 3 claps: | | |
- Learn the symbol for ti-ti and learn how to clap 2, 3 or 4 ti-tis in a row from symbols on cards. Three tas in a row as follows would be 6 claps, twice as fast as tas: □ □ □
- Explain the ta is like a walking sound, (step, step, step) and ti-ti is a running sound, ti-ti ti-ti ti-ti.
- Present children with a range of rhythm cards to clap, mixing up tas and ti-tis. Always keep to 2, 3 or 4 beats per card, e.g.



- Play games with the cards: Which card am I clapping?
- Children can learn to write the rhythms of the *action songs with games* listed on p. 4, e.g. "Rain, rain go away, come again another day" is notated as this:



Pitch and dynamics

High/Low

Give practice in identifying high / low sounds. The song “Up high, down low” is good for this.

Loud/soft

Play percussion instruments or sing loudly / softly.

Fast/slow

Play percussion instruments / move and sing to fast / slow music. Wave streamers or pieces of fabric in time to recorded music.

Year 2

Introduction

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“The Lord is my strength and my song.” Exodus 15:2

“Come let us sing for joy to the Lord”. Psalm 95:1

“Shout for joy to the Lord, all the earth, burst into jubilant song with music; make music to the Lord with the harp and the sound of singing, with trumpets and the blast of the ram’s horn. Shout for joy before the Lord, the King.” Psalm 98:4-6

Students will be presented with a range of musical styles: Christian, traditional, classical, contemporary and folk, with the emphasis on enjoyment and appreciation. Music is a gift from God that should be nurtured in all students. It is a gift to all, and not only for those with exceptional talent. Music is therefore a very important element in the Christian curriculum.

Music will be integrated with our God-centred curriculum, where themes of God’s character and nature are studied. Teachers can select songs to support the theme, and also present songs that teach related Scripture verses.

Content

The following aspects of music will be incorporated into lessons throughout the year

1. Creating, composing, experimenting with sound.
2. Learning and using the following skills: beat, rhythm, melody, dynamics, tempo through activities with songs based on the Pentatonic scale. The pentatonic scale uses the 1st, 2nd, 3rd, 5th and 6th notes of the scale. (e.g. CDEGA)
3. Listening, recognizing musical features and appreciation of different musical styles.
4. Singing, moving to music, clapping, tapping and playing percussion instruments to music.

Year 2 songs from Beacon Media Recordings:

See *Downloadable children's songs*:

All Creation Sings, Sing a Joyful Song & Couldn't be Finer.

1. God is Love

- God loves you (All Creation Sings Track 3)
- Jesus is a friend of mine (Sing a Joyful Song Track 7)

2. God is Provider

- One little lunch (Sing a joyful song Track 21)
- God is wonderful (Couldn't be finer Track 8)

3. God is our Saviour

- Welcome Jesus (Couldn't be Finer Track 15)

4. God is Pure and Holy

- Whatever is good (Couldn't be finer Track 11)
- More like Jesus (Couldn't be finer Track 12)
- Waiting patiently (All Creation Sings Track 15)

5. God is Creator

- If I were a dragonfly (Sing a Joyful Song Track 2)
- Couldn't be Finer (Couldn't be Finer track 1)

6. God is Wise

- What I'd like to be (Couldn't be finer Track 5)
- Come and listen (Couldn't be finer Track 6)

7. God is a Servant

- A servant for Jesus (All Creation Sings Track 17)
- Lord I want to shine (Couldn't be finer Track 14)

8. God is Protector

- A great big Dad (Couldn't be Finer Track 7)

9. God is Truth

- Lord I want to shine (Couldn't be finer Track 14)
-

10. God is Lord and King

- Jesus you are my king (Sing a Joyful Song Track 9)

Beat activities:

Revise from Year 1:

- “What is a beat?” A beat is a sound that keeps going in the same way, like a heartbeat.
- Clap beat for known rhymes or songs. (make sure children are clapping the *beat* (heartbeat) and not the *rhythm*. The *rhythm* is irregular and follows the *words* of the song. The beat is *regular*.)
- Ask children to pretend they have a drum. How would they play a beat on a drum? “Boom, boom, boom, boom.”
- Keep beat to songs by clapping or using percussion instruments.
- Put beat in the feet, hands, and on different body parts.
- Pass an object on the beat.
- Walk to the beat, but stop when the music stops. Children walk around to the room to the music, not touching or bumping into another person. They stop when the music stops, and go again when the music starts again.

Activities with percussion instruments:



Revise from Year 1:

Make instruments from blocks of wood or wooden sticks that can be tapped together and plastic containers with rice to be used as shakers.

- Which instrument am I playing? (Have instruments such as drum, tambourine, ukulele, metal triangle, set out in a line. Children close their eyes while one is played. They have to guess which one. Then try two in a row. Then try three in a row.)
- Children can play the beat on their percussion instruments to recording. It’s best not to have all playing at once. Ask the students to watch the teacher, who holds up the instrument to be played e.g. when the shaker is held up, only the shakers play. When the sticks are held up, only the sticks play.
- Stop/go. Make a traffic light sign on 2 pieces of card. When the green traffic light is held up, children play their instruments to recorded music. When the red traffic light is held up, they stop while the music keeps playing. Then green again.

Rhythm activities:

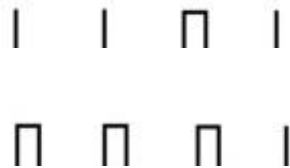
Revise from Year 1:

- Explain that rhythm is different to beat. Rhythm is clapping the words.
- Perform word chants. (e.g. names of children in the class, fruits/vegetables, animal names)
- Clap rhythms to well-known songs.
- Echo claps: The teacher claps a rhythm and the class clap it back.
- Learn the symbol for ta and learn how to clap 2, 3 or 4 tas in a row from symbols on cards. Three tas in a row as follows would be 3 claps: 
- Learn the symbol for ti-ti and learn how to clap 2, 3 or 4 ti-tis in a row from symbols on cards. Three tas in a row as follows would be 6 claps, twice as fast as tas: 

- Explain the ta is like a walking sound, (step, step, step) and ti-ti is a running sound, ti-ti ti-ti ti-ti.
- Present children with a range of rhythm cards to clap, mixing up tas and ti-tis. Always keep to 2, 3 or 4 beats per card, e.g.



- Play games with the cards: Which card am I clapping?
- Children can learn to write the rhythms of the action songs e.g. “Rain, rain go away, come again another day” is notated as this:



Additional teaching for Year 2:

- Teach students that ‘zah’ is a beat of silence (the rest), and looks like this: Z
- Teach the additional pentatonic songs and ask children to clap rhythms, but when they come to a ‘zah’ in the music, they show open hands on the ‘zah’ (instead of a clap). Example for ‘Hot Cross Buns’

Hot cross buns (rest)				Z
Hot cross buns (rest)				Z
One a penny, two a penny	▣	▣	▣	▣
Hot cross buns (rest)				Z

Melody

1. Musical glasses

Fill glass jars or drinking glasses with water of different levels and tap with a metal spoon. Set out in order of the sounds they make, low to high sounds.

2. High and low sounds

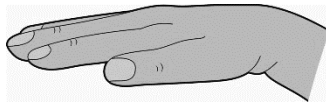
Hum two notes, one high followed by one low. Ask the children to hold their hand high, at chest level when you hum the high note and lower, at stomach level when you hum the low note. Then reverse and hum low followed by high.

3. Simon says

Play this game by asking children to stand up when you hum 'low to high' and to sit down when you hum 'low to high', but they must only obey the instructions when you say 'Simon says' before you hum. They are out if they perform the wrong action, or if they perform an action when Simon did not say to do it.

4. Pitch patterning

Sing the Pentatonic songs such as 'Five fat frogs' and ask the children to hold their hand high for the high sounds and low for the low sounds throughout the song.



Dynamics

Loud/soft

Play percussion instruments or sing loudly / softly.

Fast/slow

Play percussion instruments / move and sing to fast / slow music. Wave streamers or pieces of fabric in time to recorded music.

Year 3

Introduction

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Beacon Media songs for character themes:

See Downloadable children's songs from Beacon media recordings:

All Creation Sings, Sing a Joyful Song and Couldn't be Finer.

God is Love

- My Dad (Sing a joyful Song Track 5)
- Wide wide as the ocean (Sing a Joyful Song Track 3)

11. God is Provider

- Just think of the fishes (All Creation Sings Track 19)
- God is a Provider (All Creation Sings Track 21)

12. God is our Saviour

- Jesus you are my King (Sing a Joyful Song Track 9)

13. God is Pure and Holy

- Holy Holy (Sing A Joyful Song Track 13)
- Give me ears to hear (Sing a Joyful Song Track 14)

14. God is Creator

- All Creation Sings (All Creation Sings Track 1)
- Sing a Joyful song (Sing a Joyful Song Track 1)

15. God is Wise

- He's wiser (All Creation Sings Track 5)

16. God is a Servant

What can I give? (Sing a Joyful Song Track 17)

Jesus take my hands (Sing a Joyful Song Track 17)

17. God is Protector

- A great big Dad (Couldn't be Finer Track 7)
- What a mighty God we serve (All Creation Sings Track 10)

18. God is Truth

- Adam and Eve (Couldn't be Finer Track 10)
- Nicodemus (Sing a Joyful Song Track 11)

19. God is Lord and King

- God is greater (All Creation Sings Track 9)

Action songs with games:

See appendix

Any songs from Year 1 and 2 can be used

Year 1:

- Bee Bee
- Up High Down Low
- On a little piece of string
- Kangaroo
- Teddy Bear
- Rain Rain
- Snail Snail
- Mr. Sun
- Caterpillar

Year 2:

- Five fat frogs
- Peas porridge hot
- Rain is falling down
- Little mouse be careful
- Naughty pussy cat
- One two three
- Hot cross buns

Additional songs for Year 3:

- Mango tree
- Here comes a blue bird
- William
- Juba
- Fuzzy Wuzzy
- Who's that?
- One potato, two potato
- Sea shell

Beat activities:

Revise from Years 1 and 2:

- “What is a beat?” A beat is a sound that keeps going in the same way, like a heartbeat.
- Clap beat for known rhymes or songs. (make sure children are clapping the *beat* (heartbeat) and not the *rhythm*. The *rhythm* is irregular and follows the *words* of the song. The beat is *regular*.)
- Keep beat to songs by clapping or using percussion instruments.
- Put beat in the feet, hands, and on different body parts.
- Pass an object on the beat.
- Walk or marching to the beat.

Activities with percussion instruments:

Revise from Years 1 and 2:

- Make instruments from blocks of wood or wooden sticks that can be tapped together and plastic containers with rice to be used as shakers.
- Children can play the beat on their percussion instruments to recording. It’s best not to have all playing at once. Ask the students to watch the teacher, who holds up the instrument to be played e.g. when the shaker is held up, only the shakers play. When the sticks are held up, only the sticks play.
- Stop/go. Make a traffic light sign on 2 pieces of card. When the green traffic light is held up, children play their instruments to recorded music. When the red traffic light is held up, they stop while the music keeps playing. Then green again.

Rhythm activities:

Revise from Years 1 and 2:

- Explain that rhythm is different to beat. Rhythm is clapping the words.
- Perform word chants. (e.g. names of children in the class, fruits/vegetables, animal names)
- Clap rhythms to well-known songs.
- Echo claps: The teacher claps a rhythm and the class clap it back.
- Learn the symbol for ta and learn how to clap 2, 3 or 4 tas in a row from symbols on cards. Three tas in a row as follows would be 3 claps:



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- Explain the ta is like a walking sound, (step, step, step) and ti-ti is a running sound, ti-ti ti-ti ti-ti.
- Present children with a range of rhythm cards to clap, mixing up tas and ti-tis. Always keep to 2, 3 or 4 beats per card, e.g.



- Play games with the cards: Which card am I clapping?
- Children can learn to write the rhythms of the *action songs with games* listed on p. 4, e.g. “Rain, rain go away, come again another day” is notated as this:

| | ▭ |
 ▭ ▭ ▭ |

- Teach students that ‘zah’ is a beat of silence (the rest), and looks like this: Z
- Teach the additional pentatonic songs and ask children to clap rhythms, but when they come to a ‘zah’ in the music, they show open hands on the ‘zah’ (instead of a clap). Example for ‘Hot Cross Buns’

Hot cross buns (rest)

| | | Z

Hot cross buns (rest)

| | | Z

One a penny, two a penny

▭ ▭ ▭ ▭

Hot cross buns (rest)

| | | Z

Additional rhythm activities for Year 3

- Write notation for dictated rhythms, showing beats as well as rhythms.
- Perform beat while partner performs rhythm.
- Sequence rhythm cards for pentatonic songs.
- Take down rhythmic dictation using the symbols for ta, ti-ti and zah.
- Fill in missing rhythms to known songs.
- Echo the rhythm names of a rhythm passage clapped by teacher, (known as “clever echo”).
 e.g. The teacher claps

| | ▭ |

The children clap and at the same time say, “ta, ta, ti-ti- ta”

Melody

Revise from Year 2

5. Musical glasses

Fill glass jars or drinking glasses with water of different levels and tap with a metal spoon. Set out in order of the sounds they make, low to high sounds.

6. High and low sounds

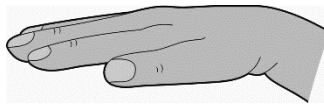
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7. Simon says

Play this game by asking children to stand up when you hum 'low to high' and to sit down when you hum 'low to high', but they must only obey the instructions when you say 'Simon says' before you hum. They are out if they perform the wrong action, or if they perform an action when Simon did not say to do it.

8. Pitch patterning

Sing the Pentatonic songs such as 'Five fat frogs' and ask the children to hold their hand high for the high sounds and low for the low sounds throughout the song.



Continue pitch patterning with new Pentatonic songs for Year 3.

Dynamics

Loud/soft

Play percussion instruments or sing loudly / softly.

Fast/slow

Play percussion instruments / move and sing to fast / slow music. Wave streamers or pieces of fabric in time to recorded music.