

## Music curriculum standards

### Student should learn

- Singing :

The student will develop the voice and body as instruments of musical expression. (In the standard student sings to discover and enjoy the literature of children's songs and to explore and learn about the element of music.

- Playing :

The student will play instruments as a means of musical expression ( in the standard the student plays classroom instruments to enhance the learning and enjoyment of songs.

- Listening :

The student will listen to analyze and describe music. (In this standard the student listen to feel the emotion qualities of the sounds of music and to notice and become acquainted with it's elements.

- Creating :

The student will create music through improvisation, arranging and composing . (In this standard student creates music the expresses his thoughts and feeling and shows some understanding of music elements and skills.



## VOCAL LESSONS

### Learn to sing

- **BREATHING :**

Breathe deeply from your lower lungs, imagine a rubber ring around your waist .

Breathe in and try to push the ring outwards.

Breathe in through your nose and out through your nose and mouth.

Avoid raising your shoulders and your breath in keep them relaxed and level.

Relax.

- **Freeing up your voice (Sigh) :**

Exercise 1 : Sighing through your range

Exercise 2 : Singing Scales

Exercise 3 : Singing semitones and tones

Exercise 4 : Keep paying attention to the details of pitch.

- **Vocal training for speech :**

Stand up, shoulders back and handson your stomach, let your stomach muscles relax.

Breathe in through your nose and fill up your abdomen first (you should feel and see it expand.

Then your ribs, and the way up to your chin.

- Hold this breath and count to 10.
- Now exhale slowly.



- Vocal range : Male
- Voice type : Soprano . range : B3 – G6
- Voice type : Mezzo . Soprano . range : G3 – A5
- Voice type : Contralto . range : E3 – F5
- Voice type : Count tenor . range : G3 – C6
- Tenor . range : C3 – B4
- Baritone . range : G2 – G4
- Bass . range : D2 – E4

Vocal range : Female

- Contralto range :

The Contralto voice is the lowest female voice. A true operatic . Contralto is rare, So much so that often roles intended for contralto are performed by Mezzo- Sopranos.

(DO RE MI FA SO LA TI DO).



- First song :

From the classes

### Second Song :

Own choice accompanied song.

- Listening games :
- Clapping the beat
- Echoes
- Finding the notes
- What can you hear?

### Assesment:

- Sense of pitch
- Sense of rhythm
- Control of tone
- Listening skill and awareness.

### RESOURCES :

Additional, Musical, Recordings, Search engine.

### ELEMENT OF MUSIC :

- I can recognize that melodic patterns and phrases may be the same similar or different.
- I can recognize and describe contrasting ideas, moods or feeling in music. Humorous peaceful, exciting, scary, energetic, sorrowful.
- I can illustrate with my own movements the contrasting ideas, moods or feeling in music.

### VOCABULARY STUDENTS SHOULD USE :



- Symbol, melodic, patterns, melodic phrases, repeat (same) same / similar/ different.

### MUSIC CHARACTERISTICS :

- Tempo : Fast/slow
- Volume : Loud / soft (need feeling)
- Pitch : (high/low)

### MUSIC LANGUAGE OBJECTIVE :

- Through singing, moving, speaking , hand signs, listening , symbols and or creating.
- I can describe what I hear when I listen to music.



## Key concept of differentiation

### Element of Music :

Melody, Rhythm, Harmony, Sound, Form.

### Music concept objective - Melody.

Through playful song experiences and creative movement.

- I can sing with a light unforced beautiful child like quality.
- I can recognize when melodies move upward or downward or repeat and make my voice match the pitches.
- I can express myself through singing and moving to music.

Vocabulary student should use :

- Song sing/ Speak light, unforced child like quality move.

### Content :

The prep test consists of four section :

- Tunes.
- Two songs.
- And listening games.

### Tunes :

Three short exercise sung from memory :

- For blue sea
- Snakes and ladders
- The trip of the tongue.



## MUSIC CONTENT OBJECTIVE

- Rhythm :

Through playful song experiences and creative movement.

- Develop the ability to play clap, pat and step the steady beat.
- Develop the ability to play clap, pat and step the steady beat in songs and nursery rhymes in the fast and slow tempos .
- Develop the ability to play rhythm pattern in songs with long and short sound. (such as TI – TI – TA).
- Use good singing posture and breath support while singing with a light, unforced , beautiful child like quality.

- Vocabulary students should use :

- Steady beat (Pulse)
- Tempo (Fast/slow)
- Repeat / chant.

- Matching word of rhythms with rhythm syllables :

- Word Rhythm : from the classes.
- Rhythm syllables : ti-ti-ta.

- Lessons activities :

First "I can" – use (Hey, look at me) (and /or other songs of limited range, Example : )Rain rain go away ) to help students sing with a light quality in their head voices – experiments on various pitches, not ignoring speaking and singing .



- Developing singing skill in the classroom :

Second "I can" – Utilize instructional strategies from favourite songs and/or Lets do it again. Help children discover melodic direction, repeated tones. And steps and skips. Experience the decent of the melody using with the same MI-RE-DO pattern, repeated tones, skips, steps and help the children recognize them (Three blind mice, old mcdonald, Mary had a little Lamb , this old man.

### Music language objectives :

Through singing, moving, speaking and / or hand signs –

- I can clearly express how i feel about singing and moving.

### Rhythm Instruments :

- Finger cymbal                      Good posture
- Jingle bell                         Rhythm stick
- Triangle                            Breath support

- Fourth "I can " – Lead children in singing holiday songs with a light quality in their head voices using good posture and breath support.

### Holiday ideas :

- "We wish you a Merry Christmas" When children know the song, let them take turns playing the strong bet on a rhythm instrument that rings. Finger cymbal  
Good posture .

Example :

- Jingle bell                         Rhythm stick
- Triangle                            Breath support

They can chant the patterns as they clap them or play them on rhythm instruments.