



2024 Curriculum Briefing Music

Lower Primary



Music Department



Ms Yeo Xinru
School Staff Developer
Music



Miss Toh Jessie
Teacher
Music



Miss Lam Yen Fong Jasmine
Teacher
Music

Music Teachers for Lower Primary



Miss Toh Jessie
Teacher
Music

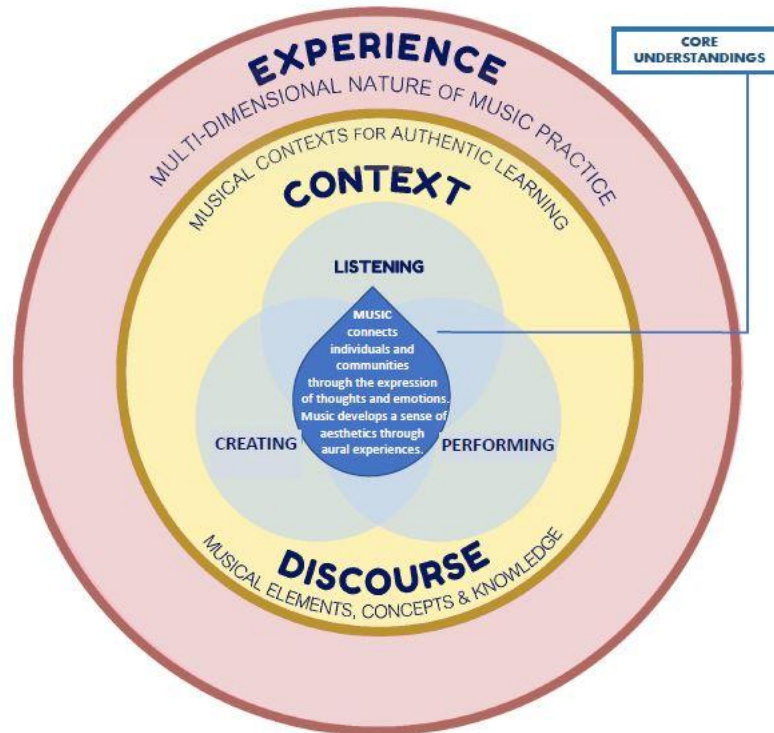


Miss Lam Yen Fong Jasmine
Teacher
Music

Overview of Briefing

- 1. Framework**
- 2. Learning Outcomes**
- 3. Music Pedagogy**
- 4. Key Programmes @ Lower Primary**
- 5. Assessment**
- 6. Your Involvement!**

Music Curriculum Framework



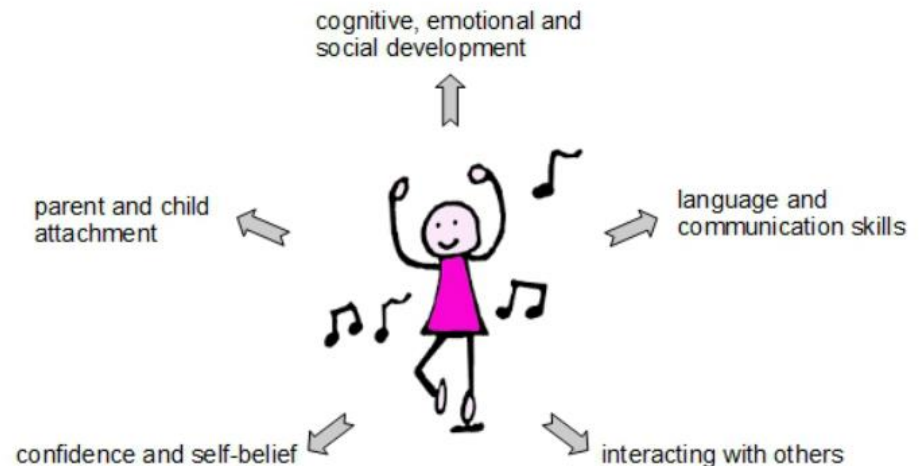
The [3 aims](#) of the Primary Music Syllabus are:

1. Develop awareness and appreciation of music in local and global cultures
2. Develop ability for creative expression and communication through music
3. Provide the basis to develop an informed and life-long involvement in music

Music Learning Outcomes

3 Key Music Learning Outcomes

- LO1:** Listen and Respond to Music
- LO2:** Create Music in both vocal and instrumental settings, individually and collaboratively
- LO3:** Perform Music in both vocal and instrumental settings, individually and collaboratively where students respectively:
- A. Sing
 - B. Play Instruments





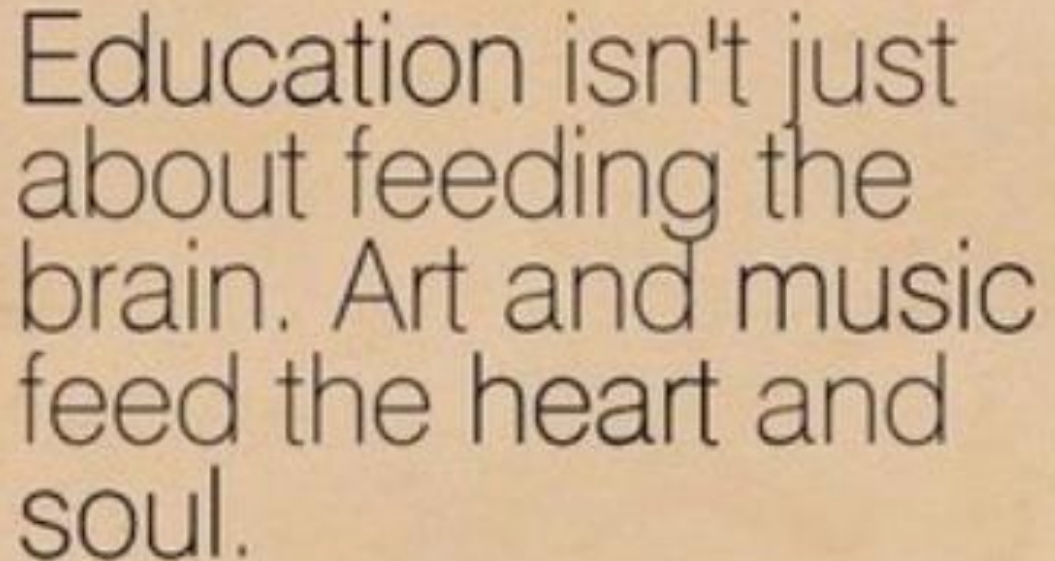
Music Pedagogy

Music Pedagogy

- A musical music lesson refers to one where the instructional experience revolves around the music itself.
- Students are aurally and kinesthetically involved in the music.

There are 3 distinct Music specific pedagogical approaches that are used to deliver Music lessons:

1. Kodaly
2. Dalcroze
3. Orff



Education isn't just about feeding the brain. Art and music feed the heart and soul.

Music Pedagogy

Dalcroze Approach

- A pedagogy where every musical concept is taught and experienced through movement of all parts of the body.
- This is viewed as an effective way to enhance musicianship as well as improving co-ordination, concentration and other skills needed to be a good musical performer.

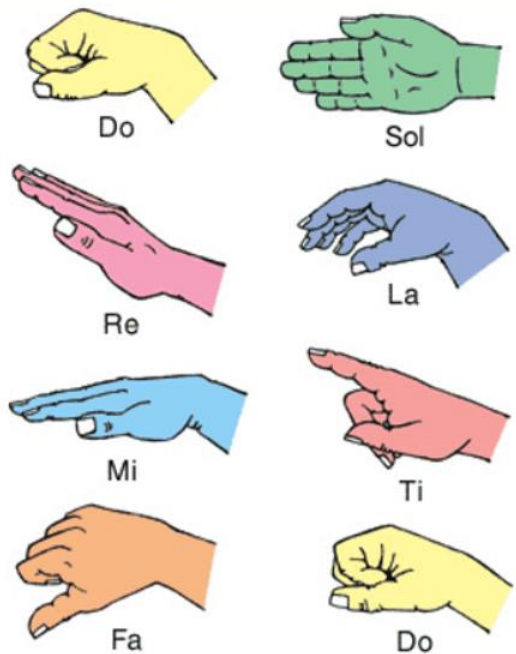


Music Pedagogy

Kodaly Approach

Development of student's musical abilities are done through performing, creating, listening, critical thinking and musical literacy (reading and writing).

The Kodály method



Music Pedagogy

Orff Approach

- This approach is based on things children like to do: sing, chant rhymes, clap, dance, and keep a beat on anything near at hand.
- It is a total, active involvement in music making that incorporates speech, singing, movement, and instrument playing in a creative environment.





Key Programmes @ Lower Primary

P1 Music (Key Programmes)

1. Sound Exploration
2. Movement through Music Module
3. P1 Dance Masterclass



P2 Music (Key Programmes)

1. Engaging with Songs (EWS Module)
2. Singing Module
3. P2 Singing Masterclass





Assessment

P1 Music School Based Assessment

Semester 1

Performance Task

Singing & Instruments

- Students will sing, as an ensemble, with accurate rhythm and pitch, showing appropriate dynamics with movement.
- Students will play rhythm patterns on non-pitched classroom instruments and describe the sound produced and how they are played.

LO1: Listen and Respond to Music

- iii. Describe the sound produced by instruments (e.g. low, high, jingling,) and how they are played (e.g. blown, hit/struck, shaken, scraped, bowed).

LO3A: Perform Music, in both vocal and instrumental settings, individually and collaboratively

- i. Sing with accuracy and expression (e.g. appropriate tempo, dynamics, articulation and phrasing).

LO3B: Perform Music, in both vocal and instrumental settings, individually and collaboratively

- i. Play rhythm and melodic patterns on pitched and non-pitched classroom instruments expressively (e.g. appropriate tempo, dynamics, articulation and phrasing), and with accurate rhythm and pitch.

P1 Music School Based Assessment

Semester 2

Performance Task 1

Soundscape

- Students will create and perform soundscapes to a given stimulus.

LO1: Listen and Respond to Music

- iv. Describe ways in which the elements of music are used for different purpose in the music they listen to, create and perform. (e.g. describe how tempo is used to portray feelings).

LO2: Create Music, in both vocal and instrumental settings, individually and collaboratively

- iv. Create and perform soundscapes to a given stimulus (e.g. poem, story, visuals).

P1 Music School Based Assessment

Semester 2

Performance Task 2

Rhythm & Melody

- Students will create rhythms and perform with accurate rhythm and steady tempo.
- Students will create melodic phrases and perform with accurate pitch and steady tempo.

LO2: Create Music, in both vocal and instrumental settings, individually and collaboratively

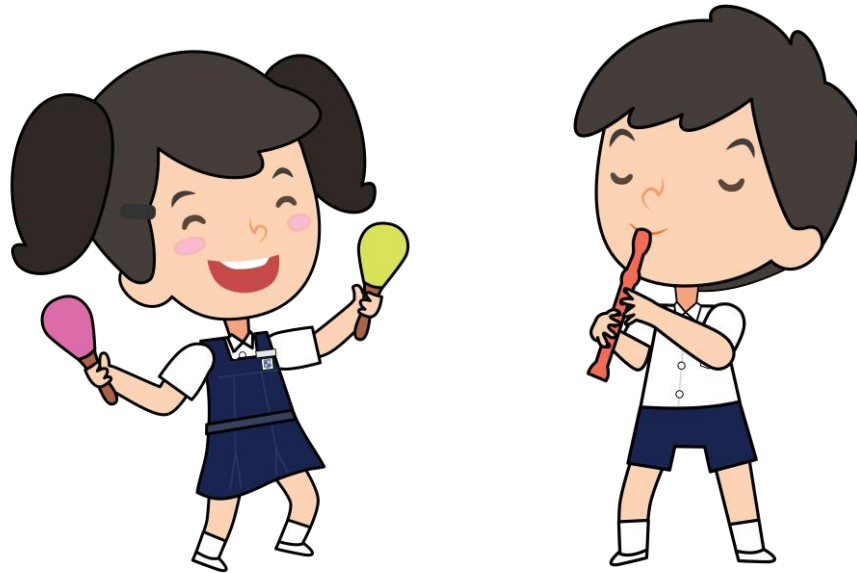
- ii. Create rhythmic ostinato of at least 2 bars to accompany a melodic piece
- iii. Create a melodic phrase of at least 2 bars, based on the C-pentatonic scale
- v. Use graphic (e.g. lines, colour blocks, shapes) or standard notation (e.g. stick notation) and/or technology to record music ideas.



Your Involvement

Supporting your child in the Learning of Music

1. Be **your child's audience** when they practice their music performances at home.
2. Provide your child with the necessary **IT support (laptop)** when they are assigned **online Music tasks**.
3. **Join in** and perform with your child when they are rehearsing at home.



Contact Information

For Music matters, you may contact us via e-mail.

yeo_xinru@schools.gov.sg

jessie_toh@schools.gov.sg

lam_yen_fong_jasmine@schools.gov.sg





Thank You

#teamMPS

