

Grade 6 – Western Music Syllabus.

Competencies	Units	Periods	Proposed Activities for Learning Teaching Process	Quality Input
3.1 Appreciates singing / speaks on various topics of music.	1. Aesthetics of music 1.1 Functions in general	03	* Child centered discussions regarding the different functions such as National, school, social & religious.	1. Paper articles. 2. Scraps / pictures. 3. Bristol board.
9.1 Listen and performs to pre-recorded music	2. Appreciation 2.1 Listen and react accordingly	02	* Live music or taped music & get the children to listen & react accordingly.	Available instruments & cassettes.
3.3 Listens and analyses the structure of music	3. Environmental music 3.1 Pleasant and unpleasant sounds	03	* Take the students for a nature walk. Making them aware of the sounds of nature through their journey. * Discuss.	Note book & pencil.
—	4. Form in Music		—	—
5.1 Listen and identify old and new music (songs)	5. History of Music 5.1 Old & New music	03	* Let the children listen to old & new music & let them understand the difference.	Cassette player / CD player Recorded or taped music of old & new masters.
6.1 Creates music using improvised instruments. 6.3 Creates music using other percussion instruments.	6. Instruments and voice 6.1 Percussion instruments (Indefinite pitch)	03	* Make improvised instruments using material from the environment or scrap. * Introduce the real percussion instruments & let them perform.	1. Materials such as dried pods, empty cups, seeds, tins, coconut shells etc. 2. Percussion instruments
7.1 Learns to draw the stave and clefs. 7.2 Identifies letter names of notes. 7.3 Know the Values of notes and rests. 7.6 Play the identified notes according to their values, on any instrument.	7. Rudiments. 7.1 Notation a) Stave, Treble & Bass clefs, Letter names, b) Values of notes & rests (semibreve to quaver)	06	* Explain to students how musical sounds are written using sings & symbols.	Black board and visual aids.
1.1 Develops the initial steps in singing	7.2 Scale c Major (one octave)	03	* Make the children sing the scale of C major using Solfa names. * Get the children to sing the song "Doe a deer" (from the film Sound of music) or any other simple song with in the range of a C major.	Any instrument.
1.3 Exhibits abilities of using various rhythms. 6.2 Creates music using body sounds.	7.3 Rhythm Simple Duple & Triple rhythms.	03	* Play various melodies in duple & triple rhythms & get students to identify them	Any instrument.
1.1 Develops the initial steps in singing	7.4 Melody Songs with simple Melodies	02	* Let the students sing any song of teacher's choice.	Words & notation of the songs, Any instrument.
—	8 Intervals		—	—
—	9 Harmony		—	—

3.3 Listens and analyses the structure of music	10 Science of Music 10.1 High & low sounds 10.2 Loud & soft sounds	02	* Play the songs already learnt in different pitches & get the students to identify. * Introduce the Italian terms for loud & soft. * Play the songs already learnt by the students using these dynamics.	Any instrument.
3.1 Appreciates singing / speaks on various topics of music.	11 Sri Lankan Music 11.1 National Anthem 11.2 School Anthem 11.3 Lama Gee	03	* Students learn the lyrics & the tune of the anthems & songs.	Words & notation. Any instrument.
3.2 Listens to various instrumental music	12 Types & styles 12.1 March & waltz	03	* Listen and identify music as a March or Waltz	Any instrument.
1.5 Exhibits abilities to sing with expression. 7.5 Identify the terms signs and marks of expression	13 Terms & signs Piano, Forte, Crescendo decrescendo(p, f, <, >)	03	* The students should be able to use the signs in music/songs	Black board and any instrument.

SYLLABUS – 2007

Competencies	Units	Grade 7	Task
	Aesthetics of Music	Define religious functions Identify on hearing sing	I II a IV
	Appreciation	Listen, Sing, perform Simple melodies in Major keys	—
	Environmental Music	Listening to bird songs and identify the bird Nature Walk	—
	Form in Music	Phrases in music Identify long & short phrases in music	IIab
	Harmony	Major & Minor sound	I, IIa
	History of Music	Old & New Music Distinguish, Classical, Modern music	IIa
	Intervals	Harmonic & Melodica intervals 2 nd , 3 rd , 4 th , 5 th	I, IIab, IV
	Melody	Distinguish between two or more simultaneous melodies singing of rounds	IIab, IV
	Musical Instruments & Voice	Percussion Instruments.	I, IIbc
	Notation	Stave Clefs, Letter names, time names of notes and rests Inflection of notes. #, , . Tone semitone. , ,	I, IIb, V
	Rhythm	Simple Duple and Triple time sings	I, IIab, V

	Scale	Major scale C,G,D,F & B Flat	I, IIab, IV, V
	Science	High, Low, Music & Noise	I, IIab I, IIab
	Sri Lankan Music	Baila & Virindu	I, IIa, IV
	Teams & Sings	Tempo – Allegro, Andante, fortissimo, Pianissimo, Mezzo Piano, Mezzo forte	I, IIab
	Types & Styles	March & Waltz Minuet Solo duet & Trio	I, IIab, V I

SYLLABUS – 2007

Competencies	Units	Grade 8	Task
	Aesthetics of Music	Sing & Play simple music appreciate music	I
	Appreciation	Listen, Sing & perform Simple & more advanced melodies in Major & Minor keys	— —
	Environmental Music	Identify sounds of Nature List out the singing & non singing birds Nature Walk	—
	Form in Music	Simple Binary form	I, IIab
	Harmony	Major & Minor triads in R. P.	I, IIab, IV, V
	History of Music	Introduction to 4 main periods Baroque & Classical Periods Composers & Compositions	I, IIa
	Intervals	Concordant intervals Major, Min & Perfect	I, IIab, V
	Melody	Transpose a melody octave higher or lower same clef	V
	Musical Instruments & Voice	String Instruments Voice, soprano, bass	I, IIa
	Notation	Notes up to two ledger lines above & below O – E double sharp & double flat Enharmonic equivalent dot & tie	I, IIb, V
	Rhythm	Simple quadruple. Time signature Compound duple time & time signature. Triplet	I, IIab, V

	Scale	Major scales – All with key signature	I, IIab, IV, V
	Science	Vibrations as the basis of sound pitch & loudness	I I, II
	Sri Lankan Music	Religious & Ritualistic Music of Sri Lanka	I, IIab, V
	Terms & Signs	A tempo – Accelerando Ritardando, Ritardando, Adagio Andantino Cantabile forzando Staccato Legato pizzicato Arco	I, IIab, V
	Types & Styles	Quarter combinations of 5 – 9 instruments Chamber music	I

SYLLABUS – 2007

Competencies	Units	Grade 9	Task
	Aesthetics of Music	Appreciate the beauty of a piece of music by learning the details of the music etc. Composers period social background etc. Types & Style.	I
	Appreciation	Listen & Analyze melodies heard & new melodies in major & minor keys.	I, IV
	Environmental Music	Bird vocalization – Barbet, Koha, Magpie Robin, Myna.	I
	Form in Music	Simple ternary form	I,IIa
	Harmony	Augmented & Diminished triad in root, 1 st , 2 nd , inversion.	—
	History of Music	Romantic period & Composers & Compositions.	I, IIa
	Intervals	Discordant intervals Aug & Dim Inversion of intervals.	I, IIab, IV, V
	Melody	Transpose a melody from clef to clef. Compose a melody of 4 bars in C, G, & F.	V
	Musical Instruments & Voice	Wood wind Mechanism of the piano. Alto & Tenor.	I, IIac I I, IIa
	Notation	The grand staff, notes up to 3 ledger lines. Ornaments appoggiatura upper & lower Mordents. Repeat marks Piano pedals	I, IIab, V
	Rhythm	Compound triple & Quadruple	I, IIab, V

		time sings, Duplet.	
	Scale	All harmonic & Melodic. Minor scale with & with out key signatures.	I, IIab, IV, V
	Science	Quality of sounds.	I, IIa
	Sri Lankan Music	Oriental notations. Light songs.	I IIa
	Teams & Sings	Da capo, Dal sengo, Dolce, Grave.	—
	Types & Styles	Folk Music lieder, pop music	I, IIa