

1. Creating and Performing:

apply the *creative process* to create and perform music or a variety of purposes, using the *elements* and techniques of music

Creative Process:
Challenge/Inspiring
Imaging/Generating
Planning/Focusing
Exploring/Experimenting
Producing Preliminary Work
Revising/Refining

2. Reflecting, Responding, and Analysing:

apply the *critical analysis process* to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences.

Critical Analysis Process:
Initial reaction
Description
Analysis & interpretation
Expression of an informed point of view
Consideration of cultural context

Overview by Division:

In the Primary Grades (**Grades 1-3**), students experience and explore the elements of music through singing, listening, and moving to a variety of songs, rhymes, and chants (p. 63).

Students in **Grades 4 to 6** focus on developing the ability to read music notation and on applying their knowledge of elements of music through performing (singing, moving, playing instruments), creating, and listening (p. 97).

In **Grades 7 and 8**, students consolidate their prior music learning through a variety of opportunities for listening, performing, and creating (p. 132).

Elements of Music:
Duration
Pitch
Dynamics
Timbre
Texture/harmony
Form

Music:
3 Overall Expectations
(The Ontario Curriculum Grades 1-8
The Arts)

3. Exploring Forms and Cultural Context:

demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts.

The Arts – Music

The music curriculum is intended to help students develop an understanding and appreciation of music, as well as the ability to create and perform it, so that they will be able to find in music a lifelong source of enjoyment and personal satisfaction.

An interesting and challenging program in music not only develops practical artistic skills but also enables students to sharpen their ability to reason, to think critically, and to explore their emotional responses to the music.

Students develop musical literacy through singing, playing, moving, performing, creating, and listening actively.