A Guide to Music Curriculum Documents Published by Ontario Boards of Education

Patricia Martin Shand
and
Lee R. Bartel
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INTRODUCTION


This Guide details the following features of each curriculum document:

- Issue date
- Language
- Number of pages
- Program attainment objectives
- Instructional plans
- Instructional resources referenced
- Resources included
- Designated grade level
- Program type
- Characteristics of the recommended repertoire
- Methodology endorsed (*e.g.*, Orff, Dalcroze, Kodaly, Concept-based)
- Pedagogical emphases (*e.g.*, listening, creating, performing, movement, musical games, notation, analysis and critical thinking)
- Evaluation methods and approaches recommended

Indexes are provided to assist readers in identifying documents which focus on specific grade levels (elementary, high school, middle school) or on specific types of program.

For those interested in studying music education in Canada, published curriculum documents are a rich source of information. While not all teachers actually follow the guidelines set forth by boards of education, the published documents do reveal the orientation of board of education officials and leading music educators at a given time.
We acknowledge with gratitude the assistance of the boards of education which provided us with the music curriculum documents described in this Guide. We acknowledge also the valuable assistance of Larissa Bachnivsky, Danielle Berry, Deborah Bradley, Beata Buczkowski, Drew Gill, Deborah Goldhar, Lisa Kim, Kristi Laird, Bonnie Rosenberg, and Yee Man Tsui in preparing this volume.

Patricia Martin Shand
Lee R. Bartel
Description of Music Curriculum Documents

Published by Ontario Boards of Education
Title: Instrumental Music 6-8

Issued By: Bruce County Board of Education

Document Characteristics:

Issue Date: 1987           Language: English           Pages: 73 + 23

Program Attainment Objectives:

Overall program objectives are given in the Guideline Introduction. These objectives are student-centred in presentation, and offer sequentially organized goals for instrumental music students over a three-year period. Goals are organized by musical elements.

Instructional Plans:

The spiral-bound "content" guidebook outlines units of study and contains descriptions of the concepts and skills to be learned in a "timeline" format. Specific exercises for performing and listening are included. The 3-ring binder guidebook contains checklists for correct embouchure, playing position, etc. for each instrument.

Instructional Resources Referenced:

The spiral-bound content document refers to method books and repertoire collections including Easy Steps, I Recommend, Canadian Brass, Alfred Ensembles and Solos, Books I and II, and Solos for Schools by Ken Bray and Paul Green. The 3-ring guidebook also refers to a library computer data disc which contains a catalogue of band scores in the Bruce County schools.

Resources Included:

The 3-ring binder contains a sample playing test evaluation form, several checklists for teacher self-evaluation and for teacher use in class evaluation. Instrumental warmups, as well as time value/names charts and solfa hand sign diagrams, are also found in the guide.
Program Orientation:

Designated level: Grades 6 to 8

Program Type: Band program, with a considerable emphasis on listening.

Characteristics of the Recommended Repertoire:

Performance repertoire consists of folksong arrangements and composed tunes. Listening examples are drawn from Western classical, Canadian and British folk music, composed music and jazz.

Methodology:

Direct endorsement: Orff [ ] Kodaly [ ] Dalcroze [ ] Concept Based [X] Other Performance

Description: Performance-based program organized around the elements of music, reinforced through listening lessons.


Description: Emphasis is on learning to play and maintain an instrument, and to read notation. Musicianship and musical understanding are to be developed through rehearsal and listening activities.

Evaluation:

A general guideline for evaluation of students is given.

Other:

The guide contains useful brief checklists for ensuring that students acquire good basic playing habits. Lesson timelines, related to the sequenced objectives and teaching strategies, are found in the spiral-bound "content" section of the guide.
Title: Music - Grade Five

Issued By: Bruce County Board of Education

Document Characteristics:

Issue Date: 1989  Language: English  Pages: 83

Program Attainment Objectives:

General program objectives are stated on page ii. The program aims to develop students' understanding of musical concepts through music-making.

Instructional Plans:

Teaching materials are presented in chart form for each month of the school year. Numerous songs are listed, with suggestions for teaching them by rote, note, and rote/note. Recommended musical activities focus on elements of music (rhythm, melody, harmony, form), and on writing, listening, and creating as well as performing. A sample time plan for a music lesson and warm-up activities are also suggested.

Instructional Resources Referenced:

All materials are identified. The dominant resource is Musicanada 5.

Resources Included:

Staff paper, rhythm pronunciation chart, and rhythm charts.
Program Orientation:

Designated level: Grade 5

Program Type: General music, song-based.

Characteristics of the Recommended Repertoire:

The recommended vocal repertoire is mainly folk or composed songs. Repertoire includes unison and part songs and rounds. Romantic orchestral music is the main recommended repertoire for listening.

Methodology:

Direct endorsement:  
- Orff [X]  
- Dalcroze [ ]  
- Other [ ]

Kodaly [X]  
Concept Based [X]

Description: Orff and Kodaly approaches are used to develop students' musical literacy.

Pedagogical emphases:  
- Listening [X]  
- Performing [X]  
- Musical Games [X]

- Creating [X]  
- Movement [X]  
- Notation [X]

Analysis & Critical Thinking [X]

Description: Singing is the central activity in the program. Students' understanding of musical concepts is developed through singing songs and through participation in other musical activities.

Evaluation:

No evaluation materials and methods are suggested.
Title: Music - Grade Four

Issued By: Bruce County Board of Education

Document Characteristics:

Issue Date: 1988  Language: English  Pages: 64

Program Attainment Objectives:

The program aims to develop students' understanding of musical concepts through music-making.

Instructional Plans:

Teaching materials are presented in chart form for each month of the school year. Numerous songs are listed, with suggestions for teaching them by rote, note, and rote/note. Recommended musical activities focus on elements of music (rhythm, melody, harmony, form), and on writing, listening, and creating as well as performing. A sample time plan for a music lesson and warm-up activities are also suggested.

Instructional Resources Referenced:

All materials are identified. The main resource is Musicanada 4.

Resources Included:

Rhythm pronunciation chart and rhythm charts.
Program Orientation:

Designated level: Grade 4

Program Type: General music, song-based.

Characteristics of the Recommended Repertoire:

The recommended vocal repertoire is mainly folk and short composed songs. Repertoire includes rounds, unison and simple 2-part songs. Orchestral and vocal music from the Romantic period and cowboy music are recommended for listening.

Methodology:

Direct endorsement: Orff [X] Kodaly [X] Dalcroze [ ] Concept Based [X] Other [ ]

Description: Kodaly method (hand signs and rhythm syllables) and Orff approaches are used to teach musical concepts.


Description: Singing is the central activity in the program. Listening, moving, playing, and writing serve as supportive activities. Listening to music is planned as a monthly component in the program.

Evaluation:

No evaluation materials or methods are suggested.
Title: Music - Grade Three

Issued By: Bruce County Board of Education

Document Characteristics:

Issue Date: 1986          Language: English          Pages: 54

Program Attainment Objectives:

The program aims to develop students' understanding of musical concepts through music-making.

Instructional Plans:

Teaching materials are presented in chart form for each month of the school year. Numerous songs are listed, with suggestions for teaching songs (by rote, note, and rote/note). Recommended musical activities focus on elements of music (rhythm, melody, form), and on writing, listening, and creating as well as performing. A sample time plan and warm-up activities are also suggested.

Instructional Resources Referenced:

All materials are identified. The main references include Musicanada 3 and a tape from the Board of Education.

Resources Included:

A chart of hand signs and syllables, a rhythm pronunciation chart, and rhythm charts are included.
Program Orientation:

Designated level: Grade 3

Program Type: General music, song-based.

Characteristics of the Recommended Repertoire:

The recommended singing repertoire is mainly folk and short composed vocal music. It includes rounds, unison, and simple part songs. Romantic and contemporary orchestral and vocal music is recommended for listening.

Methodology:

<table>
<thead>
<tr>
<th>Direct endorsement:</th>
<th>Orff [X]</th>
<th>Kodaly [X]</th>
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<tbody>
<tr>
<td>Dalcroze [ ]</td>
<td>Concept Based [X]</td>
<td></td>
</tr>
<tr>
<td>Other [ ]</td>
<td></td>
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</tbody>
</table>

Description: Kodaly method (hand signs and syllables) and Orff approaches are used to teach students musical concepts.

<table>
<thead>
<tr>
<th>Pedagogical emphases:</th>
<th>Listening [X]</th>
<th>Creating [X]</th>
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<tbody>
<tr>
<td>Performing</td>
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<td>Movement [X]</td>
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<tr>
<td>Musical Games</td>
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<td>Notation [X]</td>
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<tr>
<td>Analysis &amp; Critical Thinking</td>
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</tbody>
</table>

Description: Singing, playing instruments, moving, and listening are used to develop students' musical literacy. Listening to music is planned as a monthly event in the program.

Evaluation:

No evaluation materials or methods are suggested.

Other:

Pages 46-50 provide charts in which materials are organized by elements of music (rhythm, melody, harmony, form).
Title: Music Program - Grade One

Issued By: Bruce County Board of Education

Document Characteristics:

Issue Date: [n.d.] Language: English Pages: 159

Program Attainment Objectives:

The program aims to develop students' music skills through a sequential music plan. Specific objectives related to concept learning are implied for each musical activity.

Instructional Plans:

Songs and musical activities for two-week periods throughout the school year are provided. There are teaching instructions for each musical activity.

Instructional Resources Referenced:

Most of the materials are identified. References include The New Highroad of Song, Books 1, 2, 3; Adventures in Music series; and Bowmar Orchestral Library.

Resources Included:

Resources include songs, charts, music flash cards, rhythm games, singing games, blackboard arrangements for rhythmic activities and tonal activities, and lists of resource books and recordings.
Program Orientation:

Designated level: Grade 1

Program Type: General music, song-based.

Characteristics of the Recommended Repertoire:

The recommended repertoire for singing is mainly short composed songs, folk songs, and nursery rhymes. Classical and Romantic orchestral music, and some popular 20th Century music is recommended for listening repertoire.

Methodology:

Direct endorsement:  
Orff [ ]  |  Kodaly [X]  
Dalcroze [ ]  |  Concept Based [X]  
Other

Description: Kodaly approaches are used to develop students' musical literacy.

Pedagogical emphases:  
Listening [X]  |  Creating [ ]  
Performing [X]  |  Movement [X]  
Musical Games [X]  |  Notation [X]  
Analysis & Critical Thinking [X]

Description: Singing is the dominant activity. All activities are used to develop students' writing, singing and reading skills (i.e., musical literacy).

Evaluation:

Neither evaluation material nor method is suggested.

Other:

There is an index of songs.
Music Program - Grade Six

Issued By: Bruce County Board of Education

General program objectives are stated on page ii. The program aims to develop students' understanding of musical concepts through music-making.

Teaching materials are presented in chart form for each month of the school year. Numerous songs are listed, with suggestions for teaching them by rote, note, and rote/note. Recommended musical activities focus on elements of music (rhythm, melody, harmony, form), and on writing, listening, and creating as well as performing. A sample time plan for a music lesson, warm-up activities, and a scope and sequence chart are also included.

All materials are identified. The resources include Musicanada 6, Canada is Music 5-6, Songtime 6, and tapes from the board's Music Resource Centre.

Rhythm charts, a rhythm pronunciation chart, staff paper, and a number of part songs.
Program Orientation:

Designated level: Grade 6

Program Type: General music, song-based.

Characteristics of the Recommended Repertoire:

The recommended vocal repertoire is mainly folk and composed songs. Repertoire includes unison and part songs, and rounds. Classical, Romantic and 20th Century orchestral/vocal music (e.g., jazz, Canadian, folk) are suggested for listening repertoire.

Methodology:

<table>
<thead>
<tr>
<th>Direct endorsement:</th>
<th>Orff</th>
<th>Kodaly</th>
<th>Dalcroze</th>
<th>Concept Based</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td>[X]</td>
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</table>

Description: Orff and Kodaly approaches are used to develop students' musical knowledge and skills.


Description: Singing is the central activity in the program while listening, dancing, and playing serve as supportive activities for developing students' musical literacy. Discussing and comparing different musical styles (historical and cultural) are also encouraged.

Evaluation:

An evaluation checklist is provided on p. vii.

Other:

A list of part songs is included.
Title: Music Program - Grade Two

Issued By: Bruce County Board of Education

Document Characteristics:

Issue Date: [n.d.]  Language: English  Pages: 139

Program Attainment Objectives:

The program aims to develop students' musical skills through a sequential music curriculum. The program is activity-based.

Instructional Plans:

A sequential program has been created with new concepts building on what was previously taught. This document provides a detailed bi-weekly outline of the grade two year of musical instruction. Specific songs, games, and activities (rhythmic, ear training) are given.

Instructional Resources Referenced:

Dominant resources: Songtime Book 2, Music is Special, Children are Special, The New Highroad of Song, 1,2,3, Music for Young Canada, Songs Around the Season. Dominant listening resource: Adventures in Music, Grades 1, 2, and 3.

Resources Included:

Fifty-seven notated songs with text are included. Many are from the previously named resources. A complete list of resources, including author and publisher, is given. For listening, specific pieces from the Adventures in Music series are recommended. Throughout the weekly plans, many activities are described as means of achieving specific behavioural objectives.
Program Orientation:

Designated level: Grade 2

Program Type: General music, song-based.

Characteristics of the Recommended Repertoire:

Music for performance (singing) is primarily North American folk songs and nursery songs. Music for listening consists primarily of European Romantic and neo-Romantic compositions. There is no multicultural or Canadian emphasis.

Methodology:

Direct endorsement: Orff [X] Kodaly [X]  
Dalcroze [ ] Concept Based [ ]  
Other [ ]

Description: The use of ostinati, echo clapping, creative rhythmic activities, patschen and body percussion suggests Orff influence. Kodaly influence is suggested by the emphasis on singing and on the use of solfá syllables and rhythm names.

Pedagogical emphases: Listening [X] Creating [X]  
Performing [X] Movement [X]  
Musical Games [X] Notation [X]  
Analysis & Critical Thinking [ ]

Description: Singing is the dominant activity. Listening is a separate activity which is combined with movement. Creative activities with rhythm and ear training are most often in the form of musical games.

Evaluation:

Specific evaluation methods are not described.

Other:

Songs and activities related to seasonal and holiday events are contained within the program.
Title: Fine Arts: Music Kindergarten - Grade 6

Issued By: Carleton Board of Education

Document Characteristics:

Issue Date: 1984  Language: English  Pages: 395

Program Attainment Objectives:

A chapter entitled "Aims and Objectives" provides overall program objectives under the headings "Perception and Expression" and "Music." A Music Education Development chart offers specific activities leading to the development of the learner's ability to listen, perform, understand, and create music.

Instructional Plans:

A chart of activities is provided for each grade (K-6) in a spiral curriculum format showing at which level a new concept is introduced, taught, and reinforced. Individual unit plans for each grade are included. The plans are detailed and describe specific strategies and activities as they relate to the program's objectives.

Instructional Resources Referenced:

Each grade level chapter includes a list of resources drawn from textbooks and collections. Major titles referenced are Music Builders, Musictime, Music for Fun, Music for Learning, The Music Book, Canada is... Music, Poèmes et Chansons (book with accompanying audio cassette), and Music Fundamentals Computer Courseware.

Resources Included:

Charts of conducting patterns, time names and note values, notes and rests, and note value equivalents are provided for teacher support but could be adapted for classroom use. Charts for the Kodaly hand signs, major, minor, and pentatonic scale modulators are also included. Musical games and puzzles are included, with instructions for producing the necessary playing equipment and game pieces.
Program Orientation:

Designated level: Kindergarten to Grade 6

Program Type: Elementary general music

Characteristics of the Recommended Repertoire:

Heavy emphasis on Canadian (French and English) folk songs. Listening lessons are based on North American folk songs and the Western classical tradition.

Methodology:

Direct endorsement:  
Orff [ ]  Kodaly [X]  
Dalcroze [ ]  Concept Based [X]  
Other

Description: The curriculum is based on the Kodaly model of elementary music education.

Pedagogical emphases:  
Listening [X]  Creating [X]  
Performing [X]  Movement [ ]  
Musical Games [X]  Notation [X]  
Analysis & Critical Thinking [X]

Description: Major emphasis is on learning through performing (singing and some playing of rhythm instruments and recorder). Grades 4-6 introduce reading notation and listening lessons as well as music performance.

Evaluation:

Guidelines offered for evaluation are general and in reference to the program objectives. Specific strategies are not detailed in the document.

Other:

The Rationale section of the document includes a brief History of Music Education, and an overview of left brain/right brain research as related to music. There is also a summary of readings in the field of music education.
Title: Fine Arts: Music Grades 7 and 8

Issued By: Carleton Board of Education

Document Characteristics:

Issue Date: 1986  Language: English  Pages: 425

Program Attainment Objectives:

In the guide's Overview, overall objectives are outlined in terms of Performing, Listening, and Creating. Specific activities which support these objectives are charted and categorized according to the goal(s) with which they are associated.

Instructional Plans:

The "Core" chapter of the guide outlines concepts to be introduced, taught, and reinforced during grades 7 and 8. Specific strategies for incorporating these concepts into the program are outlined according to program type: choral, strings, or band. Sample lesson plans are included.

Instructional Resources Referenced:

For a choral program, Canada Is... Music 7-8; Silver Burdett Music, Centennial Edition 7, and The Good Times Songbook are referenced. Instructional resources referenced for strings: Merle Isaac I, Muller Rusch I are both recommended, and are compared according to advantages/disadvantages in presenting new material. No specific method books are listed in the Band chapter. However, in the Resources chapter, a list of string and band methods is given. Additional resources for a vocal program are also listed, as well as suggested listening, creating, and life skills materials. A comprehensive list of films and videos is also included in the Resources section.

Resources Included:

Sound exploration sheets, graphic "picture scores," a listening "worksheet" (for one listening example), and instrumental and choral lesson planning masters are included in the guide. Evaluation/assessment charts are provided in the "Core" chapter.
Program Orientation:

Designated level: Grades 7 and 8

Program Type: The guide covers various types of programs: general music, vocal-based performance, band, and strings, and contains suggestions for tailoring the program contents towards performance or general music.

Characteristics of the Recommended Repertoire:

Performance repertoire is largely left to the teacher’s discretion. Listening repertoire covers a variety of Western musical practices, from classical orchestral repertoire to jazz, country, folk music, and rock.

Methodology:

| Direct endorsement: | Orff | [ | ] | Kodaly | [ | ] |
|---------------------|------|-----|-----|-------|-----|
| Dalcorze            | [ | ] | Concept Based | [X] |     |
| Other               | Performance |  |     |     |  |

Description: The program is organized around musical concepts which are to be taught through performing and listening activities.

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<thead>
<tr>
<th>Pedagogical emphases:</th>
<th>Listening</th>
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<th>Creating</th>
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<tr>
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<td>Performing</td>
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<td>Analysis &amp; Critical Thinking</td>
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Description: Depending upon the individual school’s focus, any one pedagogical emphasis may be more dominant, but all are intended to be included in Grade 7 and 8 music education.

Evaluation:

Specific and general guidelines for assessment are described in the core chapter of the guide.

Other:

Checklists and notes to school administrators are included to help provide perspective on the requirements for an effective music program and the type of administrative support which is essential to such a program. The listening section contains brief histories of a variety of Western musical practices.
Title: Instrumental Music - AMI 1G: Grade 9

Issued By: Carleton Roman Catholic School Board

Document Characteristics:

Issue Date: 1989  Language: English  Pages: 183

Program Attainment Objectives:

Overall course objectives and aims are stated on pages 5 and 6 and are based on intended student accomplishments. Specific behavioural objectives are outlined in the Overview section introducing each unit, and individual lesson objectives are included in the suggested lesson plans.

Instructional Plans:

Five learning units are presented: Instrumental, Theory, History and Appreciation, Creativity, and Vocal. Strategies and activities are suggested for each unit and the associated lesson plans, and are organized according to the skills to be gained.

Instructional Resources Referenced:

Each unit contains a list of "Major Resources Utilized." A wide variety of method books, instrumental solo collections, and textbooks are included. Publication information is provided.

Resources Included:

Call charts, diagrams for teaching form, student practice "report cards," instrument repair forms, listening analysis forms, and music history timelines are among the many forms found in Appendix A of the document. Appendix B offers a variety of quizzes, homework assignments, student self-evaluation forms, and pupil profiles for evaluation of student progress.
Program Orientation:

Designated level: Grade 9

Program Type: An introductory music course which combines learning an instrument with music theory, history, "music appreciation," and exposure to MIDI lab creativity projects. A small portion of the course includes vocal music.

Characteristics of the Recommended Repertoire:

Of the 33 "suggested" band arrangements, one-third are from the Western classical repertoire, with the remaining portion consisting of jazz and popular arrangements, and a few Christmas songs and carols. The History unit deals with Western classical music history from Renaissance to 20th Century. One lesson is devoted to Canadian composers and performers.

Methodology:

Direct endorsement:

<table>
<thead>
<tr>
<th>Orff</th>
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<table>
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<tr>
<th>Dalcroze</th>
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<th>Other</th>
<th>Performance (instrumental)</th>
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Description: Concepts are developed through learning to play an instrument. History is taught from a listening perspective, with student participation in independent research.

Pedagogical emphases:

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<th>Listening</th>
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<td>Musical Games</td>
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<td>Analysis &amp; Critical Thinking</td>
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Description: Primary emphasis is on performing (50% of the course weight). Listening, written assignments, and creative endeavours comprise the balance of the course emphasis.

Evaluation:

Specific evaluation forms, suggested written assignments and quizzes are provided, along with an overall evaluation rationale and evaluation plans for each lesson.

Other:

Appendix A includes brief summaries of each period of Western music history, and additional information such as a 12-page guide to teaching percussion in the classroom.
The aim of this music program is to inspire and guide students in their discovery of music and French-Canadian folklore through song. General objectives are for students to discover the beauty of French-Canadian repertoire as they experience the joy of singing in the language of their ancestors. Other objectives are for students to develop listening skills, vocal techniques and a strong sense of rhythm. The program therefore encourages students to sing, play, compose and listen as they take part in the songs and musical games listed in the guide.

General instructional plans are outlined in a sample lesson plan on page 4 which describes the suggested approach for teaching the songs found throughout the guide. The guide is divided into two sections, the first section containing songs which should be taught without extensive study of rhythmic components. Songs in the second section are accompanied by a visual breakdown of rhythmic patterns and/or phrases found within the songs. Specific musical games and activities are suggested for each song in the guide, most of which are described in detail in the section "Description des jeux" on pages 62-66.

The guide includes 30 French songs, written in large notation, suitable for classroom use. The guide also includes suggested pedagogical approaches and activities outlined in the general instructional plan which the teacher may use. A glossary of musical terms and symbols used in the guide is included on pages 68-72, following a section describing the suggested musical games.
Program Orientation:

Designated level: Grade One

Program Type: General music, song-based

Characteristics of the Recommended Repertoire:

The repertoire consists entirely of French-Canadian songs, including traditional folk and popular songs.

Methodology:

Direct endorsement: Orff [ ] Kodaly [ ]
Dalcroze [ ] Concept Based [X]
Other [ ]

Description: Developing an understanding of musical concepts is to be achieved through the singing approach, and rhythmic syllables are used as a tool to reinforce these concepts.

Pedagogical emphases: Listening [ ] Creating [ ]
Performing [X] Movement [X]
Musical Games [X] Notation [ ]
Analysis & Critical Thinking [ ]

Description: The emphasis is on acquiring musical skills and understanding through singing. Note values and rhythmic patterns and phrases are introduced in the second section of the guide, using rhythmic syllables as a tool to teach concepts.

Evaluation:

No evaluation methods or procedures are outlined in this program guide.
Musique vocale - Répertoire gradué - II

Issued By: Conseil des écoles séparées du district de Nipissing

Document Characteristics:

Issue Date: 1982  Language: French  Pages: 102

Program Attainment Objectives:

The aim of this music program is to inspire and guide students in their discovery of music and French-Canadian folklore through song. The program also aims to provide continuity in the students' musical development by using the musical concepts introduced in grade one as a point of departure for further musical instruction. General objectives are for students to discover the beauty of music and French-Canadian folklore as they experience the joy of singing in the language of their ancestors. Other objectives are for students to develop listening skills, vocal techniques and a strong sense of rhythm. The program encourages students to sing, play, compose and listen as they take part in the songs and musical games presented in the guide.

Instructional Plans:

General instructional plans are outlined in a sample lesson plan (pages 4 to 9) which describes the suggested approach for teaching the songs found throughout the guide. The sample lesson plan also provides suggestions and possible approaches for teaching the aural and visual components of each song, as well as a section on solfege ("movable do"). The guide is divided into four sections, the first three of which are progressive studies in solfege, and the last a recapitulation of musical concepts introduced throughout the guide. Most of the songs are accompanied by a visual breakdown of rhythmic patterns and/or melodic motifs found within the songs. Specific musical games are occasionally suggested to accompany songs, and these activities are described in detail in the section "Description des jeux" on pages 88-92.

Instructional Resources Referenced:

None listed.

Resources Included:

The guide includes 35 songs, written in large notation, suitable for classroom use. The guide also includes a list of the songs found in the grade one program guide, and a summary of the grade two rhythmic and melodic concepts. A glossary of musical terms and symbols used in the guide, and a chart showing hand signs for solfege are included on pages 94-99, following a section describing the suggested musical games.
Program Orientation:

Designated level: Grade 2

Program Type: General music, song-based

Characteristics of the Recommended Repertoire:

The repertoire consists entirely of French-Canadian songs, including traditional folk and popular songs.

Methodology:

Direct endorsement: Orff [ ] Kodaly [ ]

Daleroze [ ] Concept Based [X]

Other [ ]

Description: Developing an understanding of musical concepts is to be achieved through the singing approach. Solfege syllables are used as a tool to reinforce these concepts.

Pedagogical emphases: Listening [ ] Creating [ ]

Performing [X] Movement [X]

Musical Games [X] Notation [ ]

Analysis & Critical Thinking [ ]

Description: The emphasis is on acquiring musical skills and understanding through singing. Note values and rhythmic motifs and phrases are taught through visual representation and notation, while melodic content is studied using solfege syllables.

Evaluation:

No evaluation methods or procedures are outlined in this program guide.
Title: Musique vocale - Répertoire gradué - V

Issued By: Conseil des écoles séparées du district de Nipissing

Document Characteristics:

Issue Date: 1980  Language: French  Pages: 161

Program Attainment Objectives:

The aim of this music program is to inspire and guide students in their discovery of music and French-Canadian folklore through song. The program also aims to provide continuity in the students' musical development by using the musical concepts studied in grade four as a point of departure for further musical instruction. General objectives are for students to discover the beauty of music and French-Canadian folklore as they experience the joy of singing in the language of their ancestors. Other objectives are for students to develop listening skills, vocal techniques and a strong sense of rhythm. The program encourages students to sing, play, compose and listen as they take part in the songs and musical games presented in the guide.

Instructional Plans:

General instructional plans are outlined in a sample lesson plan (pages 4 to 9) which describes the suggested approach for teaching the songs found throughout the guide. The sample lesson plan also provides suggestions and possible approaches for teaching both the aural and visual components of each song, as well as a section on solfege ("movable do"). The guide is divided into five sections which guide the teacher and students through a progressive study of melody and rhythm by presenting rhythmic patterns and pitch relations of increasing difficulty in each section. New concepts introduced in each of the five sections are summarized in the last pages of each section. Most of the songs are accompanied by a visual breakdown of rhythmic elements and/or melodic motifs found within the songs. Specific musical games and/or dance steps are occasionally suggested to accompany songs, and these are described in detail in the section "Description des jeux" on pages 146-150.

Instructional Resources Referenced:

None listed.

Resources Included:

The guide includes 33 French songs, written in large notation, suitable for classroom use.
Program Orientation:

Designated level: Grade 5

Program Type: General music, song-based

Characteristics of the Recommended Repertoire:

The repertoire consists entirely of French-Canadian songs, including traditional folk and popular songs.

Methodology:

Direct endorsement: Orff [ ] Kodaly [ ]
Dalcroze [ ] Concept Based [X]
Other [ ]

Description: Developing an understanding of musical concepts is to be achieved through the singing approach. Solfege syllables are used as a tool to reinforce these concepts.

Pedagogical emphases: Listening [ ] Creating [ ]
Performing [X] Movement [X]
Musical Games [X] Notation [ ]
Analysis & Critical Thinking [ ]

Description: The emphasis is on acquiring musical skills and understanding through singing. Note values and rhythmic motifs and phrases are taught through visual representation and notation, while melodic content is studied using solfege syllables.

Evaluation:

No evaluation methods or procedures are outlined in this program.
Title: Programme de musique - 4ième année

Issued By: Conseil des écoles séparées catholiques d'Ottawa

Document Characteristics:

Issue Date: [n.d.]  Language: English  Pages: 37

Program Attainment Objectives:

The aim of this music program is to inspire and guide teachers and students in the discovery of music through song. General objectives are for children to discover the beauty of French-Canadian repertoire, to experience the joy of singing in the language of their ancestors, and to experience the impact that singing has to create an atmosphere and feeling of unity among class members. The children should be discovering the elements of music, developing a taste for the musical art and their cultural heritage, continuously experiencing the challenge of self-improvement, and enjoying the satisfaction of developing musical skills.

Instructional Plans:

Instructional plans are outlined throughout the whole guide in chart form. Specific objectives, content, pedagogical approaches, activities, resources and evaluation suggestions are outlined in these charts. Elements of music explored are form, timbre, melody, dynamics, rhythm, and tempo. Program enrichment includes choral music, recorder, ukulele, guitar, and sight-singing. The element of timbre is explored through various percussion instruments, both orchestral and Orff classroom instruments.

Instructional Resources Referenced:

A large portion of the repertoire is taken from the music series Viens... on chante, Chez nous, on chante - 4ième année, and the music kit Chantons avec Edouard et Micha. Other books referenced are Les 100 plus belles chansons and La Bonne Chanson, recorder books Je joue de la flûte-à-bec and Mario Duschenes' method book, and the J. Chalmers Doane Méthode de ukulélé pour la classe. One English resource is referenced: Bowmar's chart Meet the Instruments. More books, records and a video are referenced at the back of the guide.

Resources Included: This guide describes pedagogical approaches and activities in the instructional plans which teachers may use. Some musical terms are defined in this section also. Excerpts from Ontario Ministry of Education guidelines have been included, representing some basic principles which teachers should consider.
Program Orientation:

Designated level: Grade 4

Program Type: General music.

Characteristics of the Recommended Repertoire:

The repertoire consists mainly of French-Canadian songs, including traditional folk and popular/contemporary songs. Various types of songs and forms are explored: ritournelles, rondos, Canadian folklore, marches, berceuses, ballads, vocal canons, medleys, echo songs, descriptive and adventure songs.

Methodology:

Direct endorsement: Orff [ ] Kodaly [X] Dalcroze [ ] Concept Based [X] Other

Description: The singing approach of the program, together with time names and tonic solfa, are the tools used in developing understanding of musical concepts. Some Orff percussion instruments are used in teaching pulse and rhythm.

Pedagogical emphases: Listening [X] Creating [ ]
Performing [X] Movement [ ]
Musical Games [ ] Notation [X]
Analysis & Critical Thinking [ ]

Description: The emphasis is on acquiring musical skill and understanding through singing and listening to music. Reading of notation includes quarter notes and eighth notes, learning about the 5-line staff, ledger lines, the treble clef, notes on lines and spaces, and notation of the C major scale labelling the notes by tonic solfa and letter names. Musical terms and symbols are also addressed in the areas of dynamics and tempo. Through recorder units, students can be exposed to reading notation.

Evaluation:

Suggestions for evaluation are given in excerpts from Ontario Ministry of Education guidelines. Some criteria for evaluation are listed in the categories of social, emotional, intellectual, and psychomotor development. Ideas for evaluating understanding of specific concepts are given throughout the instructional plans (e.g., singing in "spot checks" with small groups of students, singing songs by memory, small oral or written tests on the elements of music, notebook evaluation, assessing student interest and participation, etc.).
Title: Programme de musique - 5ième année

Issued By: Conseil des écoles séparées catholiques d'Ottawa

Document Characteristics:

Issue Date: [n.d.] Language: French Pages: 41

Program Attainment Objectives:

The aim of this music program is to inspire and guide teachers and students in the discovery of music through song. General objectives are for children to discover the beauty of French-Canadian repertoire, to experience the joy of singing in the language of their ancestors, and to experience the impact that singing has to create an atmosphere and feeling of unity among class members. The children should be discovering the elements of music, developing a taste for the musical art and their cultural heritage, continuously experiencing the challenge of self-improvement, and enjoying the satisfaction of developing musical skills.

Instructional Plans:

Instructional plans are outlined throughout the whole guide in chart form. Specific objectives, content, pedagogical approaches, activities, resources, and evaluation suggestions are outlined in these charts. Elements of music explored are form, timbre, melody, dynamic variations, rhythm, and tempo. Program enrichment may include choral music, recorder, ukulele, guitar, and sight singing. A unit on timbre includes woodwind and brass instruments, and the human voice.

Instructional Resources Referenced:

A large portion of the repertoire is taken from the music series Viens... on chante, Chez nous, on chante - 5ième année, and the music kit Chantons avec Edouard et Micha. Other books referenced are Les 100 plus belles chansons, La Bonne Chanson, recorder books Je joue de la flûte-à-bec and Mario Duschene's method book, and the J. Chalmers Doane Méthode de ukulélé pour la classe. Two English resources are referenced: Bowmar's chart Meet the Instruments, and High Road of Songs. Cassettes and films are referenced at the back of the guide in addition to other books.

Resources Included:

The guide describes pedagogical approaches and activities in the instructional plans which teachers may use. Some musical terms and symbols are defined (e.g., tempo terminology, names of note values, dynamics, etc.). Excerpts from Ontario Ministry of Education guidelines are included, representing some basic principles which teachers should consider.
Program Orientation:

Designated level: Grade 5

Program Type: General music.

Characteristics of the Recommended Repertoire:

The repertoire consists mainly of French-Canadian songs, including traditional folk and popular/contemporary songs. Walt Disney albums are suggested for listening, and Peter and the Wolf is suggested as a film (taught in French). Also suggested are recordings of Carnival of the Animals, and choral music. Various types of songs and forms explored are: rondos, songs with ostinatos, ballads, rigaudons, berceuses, gigues, Canadian folklore, laments, echo songs, medleys, descriptive and lyrical songs, ritournelles, and canons.

Methodology:

Direct endorsement: Orff [X]  Kodaly [X]  Dalcroze [ ]  Concept Based [X]

Description: The singing approach of the program, together with time names and tonic solfa, are the tools used in developing understanding of musical concepts. Orff instruments are used for rhythm and pulse, and also for ostinato patterns for accompaniments.


Description: The emphasis is on acquiring musical skills and understanding through singing and listening to music. Reading of notation is introduced through the C major scale in the treble clef in solfège (fixed do), dynamic markings, note values and names including whole, half, quarter, eighth, sixteenth, all dotted notes and rests corresponding to all these notes. Triplets are taught as "triolet," and the other note values are taught in time names as well, or by associating words such as "walk" or "run."

Evaluation: Suggestions for evaluation are given in excerpts from Ontario Ministry of Education guidelines. Some criteria for evaluation are listed in the categories of social, emotional, intellectual, and psychomotor development. Ideas for evaluating understanding of specific concepts are given in the instructional plans (e.g., having students tape a song or perform for the school, sing a song by memory as a class or in "spot checks" by rows or small groups of students). Assessment of student interest and participation, and use of small written and oral tests are also suggested.
Title: Programme de musique - 6ième année

Issued By: Conseil des écoles séparées catholiques d'Ottawa

Document Characteristics:

Issue Date: [n.d.]  Language: French  Pages: 40

Program Attainment Objectives:

The aim of this music program is to inspire and guide teachers and students in the discovery of music through song. General objectives are for children to discover the beauty of French-Canadian repertoire, to experience the joy of singing in the language of their ancestors, and to experience the impact that singing has to create an atmosphere and feeling of unity among class members. The children should be discovering the elements of music, developing a taste for the musical art and their cultural heritage, continuously experiencing the challenge of self-improvement, and enjoying the satisfaction of developing musical skills.

Instructional Plans:

Instructional plans are outlined throughout the whole guide in chart form. Specific objectives, content, pedagogical approaches, activities, resources, and evaluation suggestions are outlined in these charts. The program is divided into three main areas: song repertoire, elements of music, and program enrichment (e.g., choral, recorder, history of music, ukulele, guitar). The element of timbre is explored through a study of musical instruments.

Instructional Resources Referenced:

A large portion of the repertoire is taken from the music series Viens...on chante, Chez nous, on chante, and the music kit Chantons avec Edouard et Micha. Other books referenced are Les 100 plus belles chansons and La Bonne Chanson, recorder books Je joue de la flûte-à-bec and Mario Duschenes' method book, and the J. Chalmers Doane Méthode de ukulélé pour la classe. A few English resources are referenced: Meet the Instruments, a chart by Bowmar, and Tone Blendings by Cyril Hampshire. More books and records are referenced at the back of the guide.

Resources Included:

There are no particular resources included other than pedagogical approaches and activities in the instructional plans which the teacher may use. Some musical terms and symbols are defined in this section also. Excerpts from Ontario Ministry of Education guidelines have been included, representing some basic principles which teachers should keep in mind.
Program Orientation:

Designated level: Grade 6

Program Type: General music.

Characteristics of the Recommended Repertoire:

The repertoire consists mainly of French-Canadian songs, including traditional folk and popular/contemporary songs. A very small percentage of cultures other than French are represented, including songs in the English language. Various types of songs and forms are explored: rondo, medleys, echo songs, Canadian folklore, ballads, laments (including blues and spirituals), marches, gigues, lyrical, symbolic, and descriptive songs, and adventure songs. In the unit on timbre, various styles such as baroque, jazz, rock, and dixieland are associated with particular combinations of instruments.

Methodology:

Direct endorsement: Orff [ ] Kodaly [X] Dalcroze [ ] Concept Based [X] Other

Description: The singing approach, together with time names and tonic solfa, are the tools used in developing understanding of musical concepts.


Description: The emphasis is on acquiring musical skills and understanding through singing and listening to music. Reading of notation is covered in note values, musical terms and symbols, and the C major scale in the treble clef in tonic solfa and letter names.

Evaluation:

Suggestions for evaluation are given in excerpts from Ontario Ministry of Education guidelines. Some criteria for evaluation are listed in the categories of social, emotional, intellectual, and psychomotor development. Ideas for evaluating understanding of specific concepts are given throughout the instructional plans (e.g., observation of students' interest and participation, short written tests and exercises, singing a song by memory, singing in "spot checks" by row or small groups of students, etc.).
Specific and general program objectives are stated in terms of student behaviour. Behaviourally observable objectives are related to performing on an instrument or demonstrating written knowledge and understanding of theory. Examples of more general objectives are to "further develop skills for imagination and self-expression" and "gain respect and tolerance for the music of others."

Instructional Plans:

Lesson plans are organized with specific suggestions for teaching the lesson. Lessons are sequenced using techniques of the spiral curriculum. Lessons are directly tied to objectives in the "evaluation" column of the lesson plan.

Instructional Resources Referenced:

A separate listing of suggested classroom resources includes method books, study books, repertoire, and a discography. These resources are not linked to specific lessons, although the listening lessons are built upon specific repertoire found on the program's Music Listening/Appreciation tapes. Suggested method books are Learning Unlimited I, Easy Steps to the Band, Belwin Elementary Band Method, and Concert Today.

Resources Included:

An entire section of "performance handouts" is included, covering a range of topics such as choosing an instrument, student profile questionnaires, classroom routines and procedures, test and quiz questionnaires, breathing exercises, instrument care, and playing tips for specific instruments.
Program Orientation:

Designated level: Beginning level instrumental program (elementary up to grade 9)

Program Type: Band

Characteristics of the Recommended Repertoire:

Performance repertoire is very "pop" oriented and representative of the late 1980s. Of the 9 recommended works, only 2 are arrangements of classical works. Listening repertoire includes classical repertoire, show tunes, popular, folk, rock, and country selections.

Methodology:

Direct endorsement: Orff [ ] Kodaly [ ]
Dalcroze [ ] Concept Based [X]
Other

Description: The program is organized around playing an instrument (performance based) with heavy emphasis on listening to develop understanding of concepts related to the musical elements.

Pedagogical emphases: Listening [X] Creating [X]
Performing [X] Movement [ ]
Musical Games [ ] Notation [X]
Analysis & Critical Thinking [ ]

Description: Pedagogical emphasis is established through the activities described in each lesson plan. Areas of emphasis are reinforced through evaluation strategies.

Evaluation:

The guide includes suggested written test material, as well as a proposed schedule for evaluation and areas to be assessed.
Title: Music for the Junior Division - Curriculum Guideline

Issued By: Durham Region RCSSB

Document Characteristics:

Issue Date: 1988 Language: English Pages: 195

Program Attainment Objectives:

Seven goals of the music program and suggested objectives for sample lessons are provided. In the evaluation section (pp. 174-177), behavioural objectives are stated in terms of what the student will accomplish in learning each musical element.

Instructional Plans:

The document provides planning guidelines, samples of overview long-range plans using different textbooks, sample lesson plans, scope and sequence charts of concepts and skills for different grades (4-6), and teaching/learning strategies for different activities.

Instructional Resources Referenced:

Major references include Music Builders IV-VI; Canada is...Music 3-6, Musicanada 4-5, and some hymn books (e.g., Glory and Praise, Books 1-3; Catholic Book of Worship, Book 2).

Resources Included:

Resources include staff paper, rhythm cards, worksheets, poems, a list of rhythm names, a picture of hand signs, a list of note names and letter names on the staff.
Program Orientation:

Designated level: Grades 4 to 6

Program Type: General music, song-based.

Characteristics of the Recommended Repertoire:

Textbooks and records are recommended for the singing and the listening repertoire. Songs recommended for the singing repertoire include rounds, partner songs, unison, and part-songs. They are mainly folk or composed vocal music. Various styles of orchestral and vocal music are suggested for the listening repertoire.

Methodology:

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<th>Kodaly</th>
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<td></td>
<td>Dalcroze</td>
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<td>Concept Based</td>
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<td>Other</td>
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Description: Kodaly approach is the main methodology used in the program. However, the use of Orff instruments is also recommended.

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<th>Creating</th>
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<td>Performing</td>
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<td>Analysis &amp; Critical Thinking</td>
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Description: Listening, singing, playing, creating, moving, dramatizing, discovering, observing, identifying, reading and writing are emphasized. Recorder playing and ukulele playing (for grades 5-6) are also encouraged.

Evaluation:

The document includes objectives for student evaluation based on musical concepts, and evaluation strategies and guidelines for program evaluation.

Other:

Pages 164-171 provide a list of resources (textbooks, music publishers, and suppliers).
Title: Primary Division Core Curriculum (Music section)

Issued By: Durham Region RCSSB

Document Characteristics:

Issue Date: 1990  Language: English  Pages: 27

Program Attainment Objectives:

Five goals of the music program and seven goals of music education are specifically stated. Sample lesson objectives are given in terms of what the music teacher will accomplish. In addition, objectives organized by knowledge, skills and attitudes are provided on page 210.

Instructional Plans:

The music section of the curriculum document includes guidelines for time allotment, long-range planning, term planning, and lesson planning, two sample overview long-range plans, teaching/learning strategies for different musical activities, and suggestions for the content of music education based on concepts.

Instructional Resources Referenced:

All examples are identified. References include Music Builders I - III, Musicanada 1-3, Canada is... Music 1-4, Music for Fun, Music for Learning, and Let's Do It Again.

Resources Included:

None.
Program Orientation:

Designated level: Grades 1 to 3

Program Type: General music, song-based.

Characteristics of the Recommended Repertoire:

Various songbooks are suggested for the singing repertoire. Most of the songs are unison folk or composed songs, and simple rounds. Various sets of recordings are suggested in the text-book list on page 201.

Methodology:

Direct endorsement: Orff [X] Kodaly [X] Dalcroze Other Concept Based [X]

Description: Elements of the Kodaly approach (modulator and rhythm syllables) and of the Orff approach are found.


Description: All "active learning experiences" mentioned above are used to develop students' ability in understanding the six musical elements which will form a base for students' future growth in music.

Evaluation:

The document includes a list of conditions for student evaluation, methods of evaluation and a list of questions for program evaluation.

Other:

Pages 218-222 provide a list of resources for music education.
Title: Music: Grades Seven and Eight

Issued By: Elgin County Board of Education

Document Characteristics:

Issue Date: 1991 Language: English Pages: 10

Program Attainment Objectives:

General objectives include development of performing ability, understanding through integration of listening and creating, awareness of career opportunities, and development of personal musical values and critical awareness. Technical attainment levels for instruments are given by specifying notes to be learned.

Instructional Plans:

No specific instructional plans are given. This brief guide indicates content but not how it is to be learned.

Instructional Resources Referenced:

No specific pieces of music are referenced. Teachers are referred to Ontario Ministry of Education documents and to the book Canada Is... Music 7-8.

Resources Included:

None.
Program Orientation:

Designated level: Grades 7 and 8

Program Type: Instrumental performance with general music emphasis.

Characteristics of the Recommended Repertoire:

No specific pieces are listed. Books such as Canada Is... and Listen! Hear! are referenced.

Methodology:

Direct endorsement:  Orff [ ] Kodaly [ ]
Dalcroze [ ] Concept Based [X]
Other performance rehearsal [ ]

Pedagogical emphases:  Listening [X] Creating [X]
Performing [X] Movement [ ]
Musical Games [X] Notation [X]
Analysis & Critical Thinking [ ]

Description: Specifies very little pedagogy. The document primarily lists attainment goals.

Evaluation:

An evaluation guideline is given (70% performance, 30% integrated activities: listening, theory, creativity). The general approach encouraged is that evaluation must be integral, systematic, and continual.
The aims of the course are to develop the students': (a) ability to function independently in the areas of performance, composition, and historical analysis; (b) ability to perform at levels equivalent to external certificate courses listed in the Ontario Ministry of Education 1985 document *Ontario Schools: Intermediate and Senior Divisions*, and (c) awareness of career opportunities in music and of the use of music in other academic, occupational and social situations (p. 3).

There are no specific instructional plans.

No specific resources are referenced.

None.
Program Orientation:

Designated level: OAC (Ontario Academic Course)

Program Type: Traditional "conservatory" type music study designed to prepare students for post-secondary academic study of music.

Characteristics of the Recommended Repertoire:

Nine pieces for study are listed (substitutes allowed) from Medieval, Renaissance, Classical, Romantic, Modern, and Canadian music (2 pieces).

Methodology:

Direct endorsement: Orff [ ] Kodaly [ ] Dalcroze [ ] Concept Based [ ] Other

Description: Emphasis is on an academic lecture/assignment approach.


Evaluation:

Percentage allocation to each section of the course is stipulated: 50% for formal study of selected works; 30% for performance; 20% for independent study.
The primary music program aims to provide opportunities for students to develop in the areas of feeling, skill, and knowledge. Behavioural objectives are stated for the program as a whole and for the various phases of the program.

A core program is outlined for the year, divided into terms. Each term is divided into phases which are cumulative. Materials are recommended to support the growth and consolidation of skills and knowledge. The program is based on a minimum of 75 minutes per week.

Birkenshaw's *Music For Fun, Music For Learning* and the record series *Adventures in Music* are the main resources referenced.

For each phase, there is a list of review songs, core songs, additional songs, games, chants, and listening selections. Songs and words are reproduced for use by teachers and students. Also included are strategies for teaching songs, and sample listening lessons. A number of large print drawings are included, "pupil pages" which can be reproduced for use with children in the classroom. A useful appendix is provided for the teacher, addressing the following topics: tone matching, rote song methods, methods of informal notation, hand signs, pupil staff and discs, conducting patterns, primary rhythm chart, and a glossary.
Program Orientation:

Designated level: Grade 1

Program Type: General music - a song-based approach.

Characteristics of the Recommended Repertoire:

The repertoire in this guideline consists of simple children's songs and games for the purpose of developing musical skills and knowledge.

Methodology:

Direct endorsement:  
Orff [ ]  Kodaly [X]  
Dalcroze [ ]  Concept Based [X]  
Other [ ]

Description: This is largely a song-based approach, incorporating Kodaly methods of time names, hand signs, and note reading. Orff instruments are sometimes used for sound effects and for ostinato accompaniments for songs.

Pedagogical emphases:  
Listening [X]  Creating [ ]  
Performing [X]  Movement [X]  
Musical Games [X]  Notation [X]  
Analysis & Critical Thinking [ ]

Description: The major emphasis is on singing, but other activities are interrelated: listening, reading, playing, moving.

Evaluation:

Suggestions concerning evaluation are included at the end of each term. These focus on assessment of each child's progress in areas of knowledge, skill, and feeling.

Other:

Included in the document are statements from Ontario Ministry of Education documents (e.g., The Formative Years and Ontario Schools: Intermediate and Senior Divisions) and from Etobicoke Board of Education documents regarding the following: Program Modification, Values, Language Across the Curriculum, Life Skills, Sex Equity, Multiculturalism, The New Technologies, Career and Employment Opportunities, The Use of the Resource Centre.
The goal of the curriculum is to provide children with the opportunity to develop as completely as possible in the direction of their talents and needs through music. Each child will be given opportunities to increase sensitivity of perception through the use of all the senses, to express this sensitivity through a variety of creative media, and to develop sensitivity to sound, thus acquiring a foundation for growth in music.

Instructional Plans:

There are seven phases in this curriculum. General information and instructions are provided for each phase. Only specific activities have instructional plans. Core concepts are to be taught. Concepts are presented in more detail as students acquire more skills.

Instructional Resources Referenced:

Specific pieces of music are suggested.

Resources Included:

A number of songs are included, as well as diagrams, activity sheets, and a glossary.
Program Orientation:

Designated level: Grade 2

Program Type: General music

Characteristics of the Recommended Repertoire:

Western classical music, folk songs, gospel music, and simple songs to teach a particular element.

Methodology:


Description: The curriculum is primarily Kodaly-based. Through singing, certain concepts are to be learned.


Description: Within each activity, suggestions are given for expanding the lesson through listening, performing, creating, movement, musical games, and note reading. Each of these emphases is to be used to teach the piece as well as for the student to have a better understanding of the music.

Evaluation:

At the end of the material for each term (fall, winter, and spring), there is a page of suggestions for evaluating each student in terms of feelings, skills, and knowledge.
Specific grade three objectives are described in the areas of learning opportunities, feeling, skill, and musical knowledge. The goal of the curriculum in the Primary and Junior divisions is to provide the child with "the opportunity to develop as completely as possible in the direction of his or her talents and needs." In general, the children are to experience and enjoy music through singing, playing, listening, creating, moving, and dramatizing.

Program modification is addressed so the teacher can adjust aspects of the program to meet the needs of individuals and groups of children. The grade three core curriculum is outlined, followed by term outlines which list in chart form material for teaching concepts related to elements of music.

Musicanada 3 is the main resource for the program. In addition, a list of choir music suggests songs from Canada is...Music 3/4, and several octavos. Supplementary texts are Folk Songs of Canada, Whales and Nightingales and The Beat of a Drum. Listening examples are drawn from Music Builders 3, Adventures in Music, and Bowmar Orchestral Library. Books and recordings are also referenced for creative activities.

Included are planning charts for lessons and terms, and charts for planning repertoire with respect to concepts. Pupil worksheets are at the end of each section of term work. Useful pedagogical information is provided for the teacher in the Perform, Listen, and Create sections of the guide. The appendix includes a song, time names, conducting patterns, musical terms and symbols, and solfa hand signs.
Program Orientation:

Designated level: Grade 3

Program Type: General music, song-based.

Characteristics of the Recommended Repertoire: The repertoire is mainly short songs (seasonal, rounds, echo songs, Canadian and ethnic songs). Most of this material comes from music textbooks. The listening material includes a variety of Western traditional music.

Methodology:

Direct endorsement: Orff [X]  Kodaly [X]  Dalcroze  Concept Based [X]

Description: Pentatonic modes, movement, singing games, nursery rhymes, and accompanying Orff instruments are used. Kodaly hand signs and time names are used extensively. The Orff and Kodaly approaches are intertwined to guide children towards musical literacy, understanding of musical concepts, improvisation, creativity, and a respect for various musical cultural heritages.


Description: All activities are interrelated at the Primary level (listening, singing, reading, playing, moving). The program provides opportunities for students to enjoy and experience all of the above activities. There is a focus on developing the singing voice through a variety of repertoire, while developing music appreciation through this experience and through listening to other short compositions. Students are encouraged to experiment with sounds. Worksheets for theory, and notation exercises may be used.

Evaluation: Both program and pupil evaluation should take place. Evaluation guidelines are given at the end of each term, providing a basis for developing observation forms and providing anecdotal comments which are both developmental and program-based. A general philosophy for evaluating music programs is taken from the Etobicoke document, "Making the Grade." Some suggestions for evaluating student progress are given in chart form.

Other: A number of pages have been reproduced from the Etobicoke document entitled "Curriculum Advisory Notice." It pertains to curriculum emphases including program modification, values, language across the curriculum, life skills, sex equity, multiculturalism, the new technologies, career and employment opportunities, and use of the resource centre.
Title: Sound Dimensions 7

Issued By: Etobicoke Board of Education

Document Characteristics:

Issue Date: 1985  Language: English  Pages: 173

Program Attainment Objectives:

This resource booklet emphasizes a multi-faceted approach to music learning, including performance, listening, and creativity. Objectives stated in "Aims of Education for the City of Etobicoke" have been included in the "Philosophy" section for this guide. "Objectives of the Middle School Music Curriculum" are laid out on p. x in chart form under the headings Perform, Listen, and Create.

Instructional Plans:

The introductory section of the guide provides the teacher with ideas on how to reach adolescents in a music program emotionally and intellectually. Helpful teaching hints and possible lesson plans are provided. Tips on teaching a song are given in the performance section. Suggestions are given for voice classification, and for teaching sight singing, ear training, dictation, and metre.

Instructional Resources Referenced:

A large portion of the grade 7 song repertoire comes from Canada is... Music 7/8 and Songtime 7. Additional materials referenced include Making Music Your Own, Folk Songs of Canada and Canadian Vibrations. There is a list of films for the percussion unit. Various listening examples are included.

Resources Included:

Many useful diagrams and charts are included for the teacher's use and reflection (e.g., teaching strategies, ideas, thoughts, approaches). A song intended for the beginning of the grade 7 year is included with piano accompaniment. Information on vocal technique, information about percussion instruments, and historical facts about Beethoven are included. An explanation about form in music is provided. Also included are activities and worksheets for student review. The appendix contains information about Music and the Computer, and suggestions for activities dealing with rock, popular music, and being a disc jockey for a radio station. A music award certificate may be duplicated for use by Etobicoke teachers.
Program Orientation:

Designated level: Grade 7

Program Type: General music, song-based.

Characteristics of the Recommended Repertoire:

The singing repertoire includes a wide variety of Canadian and international folk and composed songs. Songs referenced are English and French Canadian, American, English, spirituals, blues, and other seasonal or theme songs. Voicings range from unison, to rounds, canons, and various groupings of SAB in 2- and 3-part arrangements. Listening repertoire includes various orchestral and percussion excerpts from 18th to 20th century composers. Folk and popular music are also included for listening.

Methodology:

Direct endorsement: Orff [ ] Kodaly [ ]
Dalcroze [ ] Concept Based [X]
Other

Description: A conceptual learning approach based on the elements of music is emphasized. When teaching a song, directing a music listening lesson, or exploring musical creativity, the teacher should use musical elements as organizing tools for helping students develop greater understanding and appreciation of music.

Pedagogical emphases: Listening [X] Creating [X]
Performing [X] Movement [ ]
Musical Games [X] Notation [X]
Analysis & Critical Thinking [ ]

Description: A combination of these activities is recommended. Development of the singing voice is of great importance in this program, as is the standard of choral performance.

Evaluation: A rationale for student evaluation in music is given pertaining to aesthetics, psychomotor, affective, and cognitive domains, and self-evaluation. Various opportunities for evaluation in music are suggested (e.g., rehearsal, performance, practising, observation, demonstration, creative experiences, projects, and written examinations).

Other: A "Curriculum Advisory Notice" is reproduced from an Etobicoke document pertaining to curriculum emphases. These emphases include program modification, values, language across the curriculum, life skills, sex equity, multiculturalism, the new technologies (the computer), career and employment opportunities, and use of the resource centre.
Grade 9 students may earn a maximum of one credit in each of Introductory Band, Advanced Band, Introductory Strings, Advanced Strings, and Vocal Music. Music courses "must provide experiences through which students can expand their appreciation of music and their ability to respond to it."

The aim is to stimulate aesthetic potential by helping students increase their understanding of musical elements and concepts, enlarge their ability to respond to and express themselves through music, and develop the ability to apply their skills. Students will develop performance skills and will experience music through performance, creativity, and listening. The basic need for music in secondary schools, and points about the nature of the music program are listed.

Rationales for performance, theory, creativity, and listening, and their relative importance to the program, are included. There is a separate section for each of the band, strings, and vocal performance cores which contain plans for the year or semester, divided into five phases. General objectives for each course are given. Material and content for the year are presented in chart form, using these headings: objectives, content, strategies, and resources.

Band books referenced in the core outline include Art of Playing, Easy Steps to the Band, Belwin Elementary Band Method, and Alfred's New Band Method, Books 1 and 2. Three primary string method books are listed: Applebaum String Method, Books 1, 2, and 3, Learning Unlimited, and 27 Etudes for Strings. Theory and history books, records and films are referenced, along with other method books, in the resource section of the guide.

Extensive material is included in the appendices in the categories of performance, language of music (theory), creativity, listening, evaluation, and supplementary. The performance appendix includes information on the care and maintenance of each instrument, breathing technique, fingering charts, specific exercises and points on technique for each instrument, and concert techniques. The language of music appendix approaches notation, time, key, signs and terms, and forms in music, for which explanations and exercises are given.
Program Orientation:

Designated level: Grade 9

Program Type: Instrumental/vocal music.

Characteristics of the Recommended Repertoire:

Repertoire includes short songs and exercises to be found in the method books. Band and string music for performance includes anthologies of classical and Canadian selections with optional piano accompaniment, folk songs in solo and duet form, and popular songs in unison with piano accompaniment. Music collections for small or large ensembles are also listed. These include simple rounds, duets, and trios, and complete band arrangements of contemporary pieces, folk songs, spirituals, and marches. A Christmas anthology is also suggested with selections from around the world. Sixteenth and seventeenth century dance tunes and airs, classical compositions, Christmas carols, and chorales are listed for string repertoire. Listening materials range from Bach, Mozart, and Beethoven to Ravel, Joplin, and Copland. Some pop music is also included.

Methodology:

Direct endorsement: Orff [ ] Dalcroze [ ] Kodaly [ ]
Other Performance-based.

Description: The outline for the program is organized by concept-based objectives. Musical concepts taught should arise from music studied in the performance core.

Pedagogical emphases: Listening [X] Creating [X]
Performing [X] Movement [ ]
Musical Games [ ] Notation [X]
Analysis & Critical Thinking [ ]

Description: The majority of class time (80-90%) should be spent on the performance core. Language of music (theory) should be part of the performance core. Improvisation and simple composition or other creative activities can be an integral part of a beginning music course. Students should develop listening skills in the context of performance.

Evaluation: Useful information and basic principles for evaluation are provided to assist teachers in developing an adequate and comprehensive system of evaluation. The evaluation appendix provides a variety of written and practical tests which the teacher may use.
The guide describes objectives and provides resources for the entire grades 10, 11, and 12 instrumental (band and strings) performance and non-performance program. At each grade level and program type, specific objectives are identified, and content, strategies and resources are tied to each in chart form. Overall educational aims for music instruction in high school are listed and are related to stated general aims of education in Etobicoke.

Specific objectives are discussed with suggested content, strategies and resources. Appendices give more specific suggestions for instruction in performance, theory, creativity, listening, and historical study.

Each specific objective has references to appropriate technique books, repertoire, curricula resources or general references. Appendix F includes repertoire lists for band and orchestra.

Appendices include work sheets, term lists, review sheets, biographical notes, analysis sheets, and creativity materials.
Program Orientation:

Designated level: Grades 10 to 12

Program Type: This program is an instrumental (band and orchestra) course with non-performance objectives included.

Characteristics of the Recommended Repertoire:

Standard band, string orchestra and full orchestra repertoire is recommended. Some Canadian material is referenced.

Methodology:

Direct endorsement: Orff [ ] Kodaly [ ]
                     Dalcroze [ ] Concept Based [ ]
                     Other performance rehearsal

Description: This program is based on a performance rehearsal approach.

Pedagogical emphases: Listening [X] Creating [X]
                      Performing [X] Movement [ ]
                      Musical Games [ ] Notation [X]
                      Analysis & Critical Thinking [X]

Description: Band and string performance cores are emphasized.

Evaluation:

Various methods of evaluation are discussed in a unit devoted to that topic.

Other:

Includes curriculum document evaluation form.
Title: Sound Dimensions - Grades 4 and 5

Issued By: Etobicoke Board of Education

Document Characteristics:

Issue Date: 1987  Language: English  Pages: 315

Program Attainment Objectives:

Objectives are described in the areas of learning opportunities, feeling, skill, and musical knowledge. The goal of the curriculum in the Junior divisions is to provide the child with "the opportunity to develop as completely as possible in the direction of his or her talents and needs." In general, the children are to experience and enjoy music through singing, playing, listening, creating, moving, and dramatizing. Core objectives for each grade are outlined in detail.

Instructional Plans:

Program modification is addressed so the teacher can adjust aspects of the program to meet the needs of individuals and groups of children. In the core objectives, plans for the year are generally outlined. Term outlines for each season are in chart form, listing core material for teaching concepts related to elements of music.

Instructional Resources Referenced:

Musicanada 4 and 5 are the main pupil texts for the program. Supplementary texts include Canada is Music 3/4 and 5/6, Folk Songs of Canada, MusicTime 4-6, The Beat of a Drum, Chansons canadiennes-françaises, Chansons de Québec and Chantons avec Edouard et Micha. Listening examples are drawn from Music Builders 4 and 5, Adventures in Music, and Bowmar Orchestral Library.

Resources Included:

Included are planning charts for lessons, and charts for planning repertoire with respect to concepts. Pupil worksheets are at the end of each section of term work. Useful pedagogical information is provided in the Perform, Listen, and Create sections of the guide. The appendix includes time names, blank staff paper, rhythm games, large size notes with time names and solfa symbols, and pictures of solfa hand signs.
Program Orientation:

Designated level: Grades 4 and 5

Program Type: General music, song-based.

Characteristics of the Recommended Repertoire:

Repertoire includes folk songs, rounds, echo songs, partner songs and songs with ostinati and simple descants. Listening material includes a variety of Western examples, ranging from baroque to 20th century compositions.

Methodology:

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<th>Direct endorsement:</th>
<th>Orff</th>
<th>Kodaly</th>
<th>Dalcroze</th>
<th>Concept Based</th>
<th>Other</th>
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Description: Ostinati, movement, singing games, and accompanying Orff instruments are used. Kodaly hand signs and time names are used extensively. In combination, the Orff and Kodaly approaches guide the children towards musical literacy, understanding of musical concepts, improvisation, creativity, and a respect for various cultural heritages of music.

Pedagogical emphases: Listening | [X] | Creating | [X] |
Performing | [X] | Movement | [X] |
Musical Games | [X] | Notation | [X] |
Analysis & Critical Thinking | [ ] | |

Description: All the activities are interrelated. There is a focus on developing the singing voice through a variety of repertoire, while developing music appreciation through this experience and through listening to other short compositions. Creative improvisation activities may be done on Orff instruments, leading to composition of simple melodies. Worksheets for theory and notation exercises may be used.

Evaluation: Both program and pupil evaluation should take place. Evaluation guidelines are given at the end of each term, providing a basis for developing observation forms and providing anecdotal comments which are both developmental and program-based. The evaluation section contains an evaluation form for the teacher to use each term.

Other: A number of pages have been reproduced from the Etobicoke document entitled "Curriculum Advisory Notice." It pertains to curriculum emphases including program modification, values, language across the curriculum, life skills, sex equity, multiculturalism, the new technologies (the computer), career and employment opportunities, and use of the resource centre.
The Recorder: A Resource Document

Issued By: Etobicoke Board of Education

Document Characteristics:

Issue Date: 1989  Language: English  Pages: 108

Program Attainment Objectives:

The aims of the program are to broaden pupils' musical experience in performance, creativity and listening; to develop students' understanding of the principles of sound production through the use of the recorder; and to develop self-discipline in ensemble performance. This is meant to be a program or unit for which the suggested time allocation is 30% of a term, or 15% of the school year.

Instructional Plans:

In addition to objectives for the year, there is a list of supplementary activities provided for the teacher. A 22 page section is dedicated to suggested strategies for the teacher where the whole recorder unit is laid out in two phases. General objectives are given for each phase, and specific objectives are given for each topic. This is intended as a guide which the teacher may follow at his/her discretion.

Instructional Resources Referenced:

Instructional books are referenced, including Playing the Recorder, Method for the Recorder, Part One, Fun With the Recorder, and Favourite Canadian Songs for the Recorder. Song books and records are also referenced. Some of the resources referenced are Canadian.

Resources Included:

Fingering charts, worksheets, playing and theory exercises, and simple songs are included. A few pages are dedicated to recorder technique with diagrams. History of the instrument is also given. The performance appendix lists criteria for good performance, and includes suggested core material.
**Program Orientation:**

**Designated level:** N/A

**Program Type:** Recorder

**Characteristics of the Recommended Repertoire:**

The repertoire consists of familiar tunes, folk songs, spirituals, Christmas carols, rounds, partner songs, and 2- and 3-part ensemble arrangements. Canadian songs are among the recommended repertoire.

**Methodology:**

**Direct endorsement:**

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<th>Dalroze</th>
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**Other**

**Description:** This unit suggests methods and approaches similar to the Orff approach with respect to the folk song material included, the approach to harmony, and the focus on creativity and improvisation. Kodaly influence is evident in the use of solfa to compose short melodies, and the approaches to the notation and language of music.

**Pedagogical emphases:**

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<th>Performing</th>
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<th>Musical Games</th>
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| Analysis & Critical Thinking | |
|-----------------------------| |

**Description:** Appendices include sections on Language of Music, Performance, Creativity, and Listening. Proper playing technique and musicality are of great importance in this unit, along with ear training, theory, and sight reading.

**Evaluation:** Emphasis is placed on continuous evaluation of the student's progress in developing skills and knowledge. Subjective evaluation should be on-going through observation and assessment of the student's growth in musical and aesthetic qualities. An appendix on Evaluation is provided for the teacher.

**Other:**

This document contains enough information and material that it can serve as a complete manual for teaching a beginning recorder program.
Title: The Ukulele: A Resource Document

Issued By: Etobicoke Board of Education

Document Characteristics:

Issue Date: 1981  Language: English  Pages: 106

Program Attainment Objectives:

The aims of the ukulele program are to broaden the students' musical experience in performance, creativity, and listening, and to develop an understanding of the principles of sound production in stringed instruments. Objectives are listed in terms of what the students will accomplish. Objectives include developing students' skills and knowledge in ear training, theory, sight reading, and performing.

Instructional Plans:

The program is divided into 3 phases. Each phase has general objectives, and two main topics. Information for teachers is provided in chart form, including specific objectives, content, strategies, and resources. Specific techniques and chord progressions in common keys are introduced in a sequential order.

Instructional Resources Referenced:

The song material is drawn from classroom texts or from texts referenced in the bibliography (e.g., Canadian Vibrations, Chansons de Québec, Songtime 5, 6, 7, 8). Teachers may also refer to the books listed under Instructional Materials in the bibliography (e.g., Classroom Ukulele Method, Ukulele Encore, Learn to Play The Alfred Way (Ukulele) and Fun With the Baritone Uke).

Resources Included:

Teacher Notes provide technical information on the ukulele, playing techniques and approaches, chord chart, exercises, and worksheets, some of which may be useful to hand out to students. Appendices include exercises, suggested core performance material, a section of creative activities, a discography, and a section on evaluation. There is a note at the beginning of the document that written permission is required to copy or reproduce material from this document.
Program Orientation:

Designated level: Grade 6, 7

Program Type: Ukulele.

Characteristics of the Recommended Repertoire:

The majority of the core performance material is folk songs and short composed songs with basic chords for accompaniment. Quite a few Canadian music books, reference books, and recordings are referenced. Some listening to different folk stringed instruments from around the world provides some multicultural focus.

Methodology:

Direct endorsement: |
Orff [ ] Kodaly [X]
Dalcroze [ ] Concept Based [X]
Other [ ]

Description: Tonic solfa is used to teach chord relationships and for singing in order to help students understand the theory behind chord construction and to assist in developing listening skills.

Pedagogical emphases: |
Listening [X] Creating [ ]
Performing [X] Movement [ ]
Musical Games [ ] Notation [X]
Analysis & Critical Thinking [ ]

Description: Listening to recordings of various types of stringed instruments is one emphasis, as well as developing listening skill through ear training. Performance is encouraged on a regular basis. Some performance material is suitable for combination with other instruments and ensembles (e.g., Orff, autoharp, band, string, vocal, recorder). Notation of chords and symbols are among the exercises for students.

Evaluation:

A section on evaluation provides suggestions for assessing students' achievement in the cognitive, affective, and psychomotor domains.
The program aims to teach basic musical concepts of melody, rhythm, form, texture, and style through use of MIDI technology in a keyboard lab setting. The document emphasizes a balance between creating, listening, and performing activities.

Each Resource Unit of the guide contains several lessons designed to teach basic keyboarding skills as related to musical concepts, through MIDI technology. Detailed activities are outlined in the form of instruction guides for both teachers and students.

Instructional Resources Referenced:

*Alfred's Basic Adult Piano Course*, Book 1, and Roland's *Basic Piano Skills* are referenced for keyboard instruction. *Band in a Box* for the Macintosh is suggested for many of the lesson plans. The booklet refers specifically to Macintosh computer models SE and Mac Plus, and Yamaha model SY22 and Roland D-S Synthesizers, and would require adaptation if used with other equipment. A Resource Summary list is provided at the back of the booklet.

Resources Included:

Resource sheets (instructions and questions for the student) are a part of each resource unit. Sound logs, sequencer sound module charts, and student record sheets provide the student with a record of discoveries and choices for later use in MIDI compositional activities. Lead sheets for a variety of melodies are included. Listening charts and dictation and theory worksheets are also provided.
Program Orientation:

Designated level: Grade 7 and 8

Program Type: General music, aimed at developing basic musical knowledge through keyboard and MIDI applications.

Characteristics of the Recommended Repertoire:

Familiar folk melodies comprise the bulk of the performance repertoire. Some selections from contemporary pop music, and one or two classical works are referenced in the Resource Unit on instrumentation software.

Methodology:

Direct endorsement: Orff [ ] Kodaly [ ]
Dalcroze [ ] Concept Based [X]
Other

Description: Through use of MIDI technology, the student is introduced to the elements of music by way of the keyboard.

Pedagogical emphases: Listening [X] Creating [X]
Performing [X] Movement [ ]
Musical Games [ ] Notation [X]
Analysis & Critical Thinking [X]

Description: Students learn rudimentary keyboarding skills, through which they are taught notation and theory, and are guided in improvisation and compositional activities.

Evaluation:

Each resource unit contains a number of student worksheets to enable the teacher to assess formal understanding and knowledge. There are no specific suggestions concerning weight of written versus practical work, nor are guidelines given for assessing the student’s progress in practical and creative areas.
Title: Music Curriculum, Junior Division

Issued By: Halton Board of Education

Document Characteristics:
Issue Date: 1986 Language: English Pages: 97

Program Attainment Objectives:

Broad Program Goals as well as 13 General Behavioural Objectives are given. In addition, minimum attainment levels are specified for each level by concept. Detailed behavioural objectives for each concept and for each grade level organize the guide.

Instructional Plans:

Sample activities are briefly described for each objective, primarily to indicate specific behaviours that can be evidence for the attainment of the objectives.

Instructional Resources Referenced:

Activities are referenced to the Halton Board Support Booklet which identifies specific pieces. Principal resources include Silver Burdett, Canada is...Music, Musicanada, and Music Builders.

Resources Included:

None. There are related references in a separate Halton Board publication.
Program Orientation:

Designated level: Grades 4 to 6

Program Type: General music. Singing and playing instruments with a conceptual learning emphasis.

Characteristics of the Recommended Repertoire:

Most of the music is folk or short composed children's music.

Methodology:

Direct endorsement: Orff [ ] Kodaly [ ]
Dalcroze [ ] Concept Based [X]
Other [X]

Description: An eclectic methodology applied to the development of conceptual understanding.

Pedagogical emphases: Listening [X] Creating [X]
Performing [X] Movement [X]
Musical Games [X] Notation [X]
Analysis & Critical Thinking [X]

Description: A wide variety of activities.

Evaluation:

Rationale for evaluation is stated. Emphasis is placed on evaluation of student attitude through observable attributes.

Other:

Includes a curriculum implementation profile in the categories of philosophy, planning, resources, equipment, classroom management, student evaluation, skill and vocabulary development, and balanced program.
Title: Music Curriculum, Junior Division.
Support Booklet #1 - A Beginning

Issued By: Halton Board of Education

Document Characteristics:
Issue Date: 1986 Language: English Pages: 270

Program Attainment Objectives:
Specific content described for each level and designated for fall, winter, or spring. Listed under pitch, duration, expressive controls, tone colour, and form. Objectives are listed throughout as intended learning outcomes.

Instructional Plans:
Organized as activities intended to meet stated objectives related to identified concepts. Activities are detailed and tied to specific materials and resources. There are several lesson activities for most objectives.

Instructional Resources Referenced:
Activity resources referenced include music in books and on records, and a very few films.

Resources Included:
Poems, songs, dance prescriptions, listening charts, game descriptions, activity card plans, pictures, instrument-making plans.
Program Orientation:

Designated level: Junior Division (Grades 4 to 6)

Program Type: Comprehensive elementary general music program.

Characteristics of the Recommended Repertoire:

Canadian music series are referenced but recommended literature is primarily non-Canadian folk and composed songs.

Methodology:

Direct endorsement: [ ] Orff [ ] Kodaly [ ] Dalcroze [ ] Concept Based [X] Other

Description: The curriculum is clearly organized by concepts and all activities are related directly to concepts.


Description: A comprehensive approach drawing on all pedagogical emphases.

Evaluation:

Activity lesson plans have evaluation activities recommended, related to specific objectives.

Other:

Contains a glossary of music terms and a blank class record sheet to record evaluation results and attitude of students.
Title: Music Curriculum, Junior Division, Support Booklet #2 - Winter

Issued By: Halton Board of Education

Document Characteristics:

Issue Date: 1986  Language: English  Pages: 182

Program Attainment Objectives:

No general objectives are stated for the program. The document is organized by grade and by specific units. These units are organized by the elements of music. Learning outcomes, activities, materials/resources, and evaluation are outlined for the teacher.

Instructional Plans:

Activities are listed for the teacher to use to help the students develop an understanding of the specific concept being taught. These activities are listed in increasing levels of complexity. The teacher has these lists to follow for each unit in order to achieve the stated learning outcomes.

Instructional Resources Referenced:

Within each list of activities, specific pieces are used to teach the concept given for each unit. In addition, there is a list of "Materials/Resources" at the end of each unit, including the pieces identified in the activities section. These pieces can be found in the document itself, and in other sources. The following series appear frequently: MusiCanada, Canada Is...Music, and Music Builders. There is also a Support Booklet #1 - A Beginning (Fall Term) which is often referenced for material.

Resources Included:

At the end of each unit, there are appendices containing songs and material mentioned in the activities. Information about recorder fingerings, ukulele chords, student worksheets, and listening charts/activities are among the materials found in the appendices.
Program Orientation:

Designated level: Grades 4 to 6

Program Type: General music

Characteristics of the Recommended Repertoire:

Mainly folksongs, of which a small fraction are Canadian. There is also a small proportion of Canadian composed pieces, both instrumental and vocal. For listening activities, music from all historical periods is suggested, ranging from Medieval to 20th Century genres. In the grade 6 section there is a unit in which students listen to various recordings and learn to recognize the tone colour of instruments from different cultures.

Methodology:

Direct endorsement: Orff [X] Kodaly [X]  
Dalroze  
Kodaly  
Concept Based [X]

Description: Orff instruments, recorders, body percussion, chanting, ostinati, and various other exercises are used to develop musical literacy. Mostly a song-based approach.

Pedagogical emphases: Listening [X] Creating [X]  
Performing [X] Movement [X]  
Musical Games [X] Notation  
Analysis & Critical Thinking  

Description: The above emphases are used to help the students experience pieces of music with some degree of conceptual understanding by the end of a specific unit.

Evaluation:

At the end of each unit is an evaluation for the teacher to use, stating what the students should have accomplished, or ways in which to test the students' understanding of the concept(s) taught in the unit.

Other:

This booklet serves as the "how to," whereas the "what" and the "when" are dealt with in learning charts and in a section on "Planning by Term." These are found in the Support Booklet #1 - A Beginning (Fall Term).
Title: Music, Junior Division, Support Booklet #3 - Spring

Issued By: Halton Board of Education

Document Characteristics:

Issue Date: 1984  Language: English  Pages: 52

Program Attainment Objectives:

No general objectives are stated for the program. The document is organized by grade and by specific units. These units are organized by the elements of music. Learning outcomes, activities, materials/resources, and evaluation are outlined for the teacher. Often, the units are a continuation of topics covered in the winter booklet.

Instructional Plans:

Activities are listed for the teacher to use to help the students develop an understanding of the specific concept being taught. These are step by step outlines which the teacher can use as lesson plans.

Instructional Resources Referenced:

Within each list of activities, specific pieces are used to teach the concept given for each unit. In addition, there is a list of "Materials/Resources" at the end of each unit, including the pieces identified in the activities section. These pieces can be found in the document itself, and in other sources listed. The following series appear frequently: Musicanada, Canada Is...Music, and Music Builders. There is also a Support Booklet #1 - A Beginning which is often referenced for material.

Resources Included:

At the end of some units, there are appendices which are mostly songs, but which include some activities or other information such as conducting patterns. Some of the songs used in the units are included in the activities section. Primarily, the document is a resource itself in that each unit can be used directly as a lesson plan by the teacher with step by step directions.
Program Orientation:

Designated level: Grades 4 to 6

Program Type: General music, mostly vocal music.

Characteristics of the Recommended Repertoire:

Mainly folksongs, of which a small fraction are Canadian. There is also a small proportion of Canadian composed pieces, mostly English but some French. For listening activities, mostly simple songs or pieces from the Western tradition. Baroque, classical, and romantic eras are represented in this repertoire. A unit focussing primarily on African music can be found in the Grade 5 section.

Methodology:

Direct endorsement: Orff [ ] Kodaly [X]
Dalroze [ ] Concept Based [X]
Other

Description: Although some Orff instruments are used for some activities, there is a song-based approach dealing with specific elements of music

Pedagogical emphases: Listening [X] Creating [X]
Performing [X] Movement [ ]
Musical Games [ ] Notation [ ]
Analysis & Critical Thinking [X]

Description: The above emphases are often used to help the students analyze and experience music with some degree of conceptual understanding by the end of a specific unit. There is a "discovery" type of approach leading to learning about musical elements by listening.

Evaluation:

At the end of each unit is an evaluation section for the teacher, stating what the students should have accomplished, or ways in which to test the students' understanding of the concept(s) taught in the unit.

Other:

This booklet serves as the "how to," whereas the "what" and the "when" are dealt with in learning charts and in a section on "Planning by Term." These are found in the Support Booklet #1 - A Beginning.
Title: Music Curriculum, Primary Division

Issued By: Halton Board of Education

Document Characteristics:

Issue Date: 1986 Language: English Pages: 60

Program Attainment Objectives:

The overall program aim and related general program objectives are stated. Minimum attainment levels are stated in conceptual terms. Detailed behavioural objectives related to each concept for each grade level organize the guide.

Instructional Plans:

Examples of behaviours that indicate attainment of objectives are given for each objective. These serve as ideas for instruction.

Instructional Resources Referenced:

Objectives are referenced to the accompanying resource booklet which provides resource details. Principal materials include: Silver Burdett Music, Music Builders, Canada is...Music, and Musicanada.
Program Orientation:

Designated level: Kindergarten to Grade 3

Program Type: General music. Most suggested activities involve chanting, singing, movement, percussion instruments, etc. as means to development of conceptual understanding.

Characteristics of the Recommended Repertoire:

Most of the music is folk music or short composed children's songs. Most are unison.

Methodology:

Direct endorsement: Orff [ ] Kodaly [ ]
Dalcroze [ ] Concept Based [X]
Other [ ]

Description: An eclectic methodology applied to development of conceptual knowledge.

Pedagogical emphases: Listening [X] Creating [X]
Performing [X] Movement [X]
Musical Games [X] Notation [X]
Analysis & Critical Thinking [X]

Description: A wide variety of activities drawing on all types of student involvement. Notation-related activities are preparatory.

Evaluation:

Rationale for evaluation is stated. Emphasis is placed on evaluation of student attitude through observable attributes.

Other:

Includes curriculum implementation profile.
Program Attainment Objectives:

Minimum expectations for each primary level are stated in conceptual terms. Specific behavioural objectives related to concepts are presented. These become the motivation for specific instruction.

Instructional Plans:

For each learning outcome statement, specific instructional activities are detailed.

Instructional Resources Referenced:

Resources specific to the activities for each concept are listed. These include *Music Builders* and *Silver Burdett* as well as various song books, records, films, and videos.

Resources Included:

Many songs are specified in the activities. Activity details and a glossary of musical terms are provided.
Program Orientation:

Designated level: Kindergarten to Grade 3

Program Type: General music. Songs and instruments are used in a conceptual framework.

Characteristics of the Recommended Repertoire:

Most recommended music is folk or short composed vocal music. Most of the songs are unison. A few "classical" orchestral pieces are recommended for listening.

Methodology:

<table>
<thead>
<tr>
<th>Direct endorsement:</th>
<th>Orff</th>
<th>[ ]</th>
<th>Kodaly</th>
<th>[ ]</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Dalkezo</td>
<td>[ ]</td>
<td>Concept Based</td>
<td>[X]</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>[ ]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Description: Orff and Kodaly are not directly endorsed but Orff-type instruments are included in activities as well as pre-hand sign movement, use of pentatonic, and bordoun accompaniment.

Pedagogical emphases:


Description: A wide variety of activities drawing on all types of student involvement. Notation-related activities are clearly preparatory to standard musical notation.

Evaluation:

Outlined activities have attendant evaluation suggestions throughout.
Title: Music, Primary Division, Support Booklet #2 - Winter

Issued By: Halton Board of Education

Document Characteristics:

Issue Date: 1985  Language: English  Pages: 160

Program Attainment Objectives:

The document is organized by grade, and by specific units within grade levels. Behavioural objectives for students are listed for each unit.

Instructional Plans:

Units are organized by the elements of music, with specific learning outcomes, activities, materials/resources, and evaluation outlined for the teacher to follow. Activities are listed in increasing levels of complexity.

Instructional Resources Referenced:

Specific pieces are to be used to teach the concept given for each unit. In addition, there is a list of "Materials/Resources" at the end of each unit, including the pieces identified in the activities section. These are pieces which can be found in the document itself and in other sources. Various elementary music education books are referenced, including *Silver Burdett, Music Builders, MusicTime K-3, Canada Is Music... 3-4, Musicanada 3*, and books by Lois Birkenshaw and by Bowmar. Teachers are also referred to the Halton Board Support Booklet #1 - A Beginning (Fall Term).

Resources Included:

At the end of each unit, there are appendices containing songs and other material mentioned in the "activities" section. A few student sheets and small group activities are also found in the appendices.
Program Orientation:

Designated level: Kindergarten to Grade 3

Program Type: General music.

Characteristics of the Recommended Repertoire:

The repertoire is largely folk songs, of which a small fraction are Canadian. A slightly larger proportion of the composed music (instrumental and vocal) is Canadian. There are many short songs, intended for early childhood education, dealing with specific concepts or themes. For listening activities, pieces from the classical and romantic periods and from the early 20th century are mentioned.

Methodology:

Direct endorsement: Orff [X] Kodaly [X] Dalcroze [ ] Concept Based [X] Other [ ]

Description: Orff and Kodaly approaches are used to engage children in learning specific concepts. Orff instruments often serve as an aid to help the children understand a concept, or are used to play ostinato accompaniments for songs.


Description: Movement, listening, and creating are used to develop children's awareness of various aspects of music. Through experiencing and reacting to songs and musical games with this combination of emphases, the children learn about the many elements found in music. Guided exploration and discovery are emphasized.

Evaluation: At the end of each unit are evaluation suggestions for the teacher as to what the students should have accomplished, or ways in which the teacher can assess the students' understanding of the concept taught in the unit.

Other:

At the beginning of this document, there is a page addressing "Considerations for Special Students in the Regular Classroom."
Title: Music, Primary Division, Support Booklet
#3 - (Spring Term)

Issued By: Halton Board of Education

Document Characteristics:

Issue Date: 1985  Language: English  Pages: 56

Program Attainment Objectives:

Specific behavioural objectives related to concepts are presented. (These objectives are drawn from the Halton Primary Division Music Curriculum.)

Instructional Plans:

For each learning outcome statement, specific instructional activities are detailed.

Instructional Resources Referenced:

Resources specific to the activities for each concept are listed. These include *Music Builders* and *Silver Burdett* as well as various song books, records, films, and videos.

Resources Included:

Many songs are specified in the activities. Activity details and a glossary of musical terms are included.
Program Orientation:

Designated level: Kindergarten to Grade 3

Program Type: General music. Songs and instruments are used in a conceptual framework.

Characteristics of the Recommended Repertoire:

Most recommended music is folk or short composed vocal music. Most of the songs are unison. A few "classical" orchestral pieces are recommended for listening.

Methodology:

Direct endorsement: Orff [X] Kodaly [X] Dalcroze [X] Concept Based [X]

Description: Orff and Kodaly are not directly endorsed but Orff-type instruments are included in activities as well as pre-hand sign movement, use of pentatonic, and bordoun accompaniment.


Description: A wide variety of activities drawing on all types of student involvement. Notation-related activities are clearly preparatory to standard musical notation.

Evaluation:

Outlined activities have attendant evaluation suggestions throughout.
Title: Curriculum Guideline: Music AMI 1A0: Advanced - Intermediate

Issued By: Kent County Board of Education

Document Characteristics:

Issue Date: 1988  Language: English  Pages: 91

Program Attainment Objectives:

Overall program objectives are stated in terms of student achievements. Objectives are organized around aesthetic appreciation and understanding of the elements of music, as well as by activity (performing, listening, composing, etc.). More specific course objectives are stated on page 49 of the guide. Individual study units also contain goals for the students, which are expressed as observable behaviours (e.g., demonstrate proper posture, distinguish between major and minor scales).

Instructional Plans:

Each unit of study contains a column of "Learning Activities/Teaching Strategies" providing suggestions for presentation of learning material and for accomplishment of specific goals. The units of study are broad categories with suggested time allocations or are "integrated." The teaching strategies are not tied to individual lesson plans, but are general strategies to be applied over the school term.

Instructional Resources Referenced:

Resources referenced include Easy Steps to the Band, Silver Burdett Vol. 1, Technique Today Vol. 1, For Young Musicians Vol. 1, and The Enjoyment of Music/Norton Scores Recordings.

Resources Included:

This guide does not include materials designed for classroom use. There are appendices at the end of the guide which provide suggestions to the teacher for obtaining resource material. Sample evaluation forms are found in Section 2 of the guide.
Program Orientation:

**Designated level:** Intermediate division

**Program Type:** Instrumental music (band) with integrated units on listening, music history, careers in music, and creative activities.

**Characteristics of the Recommended Repertoire:**

Performance pieces and listening repertoire are not specifically recommended. The suggested resource for listening is the *Enjoyment of Music* series, based upon Western classical music. The teacher may supplement the recommended method books at his or her discretion.

**Methodology:**

<table>
<thead>
<tr>
<th>Direct endorsement:</th>
<th>Orff</th>
<th>[ ]</th>
<th>Kodaly</th>
<th>[X]</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Daleroze</td>
<td>[ ]</td>
<td>Concept Based</td>
<td>[X]</td>
</tr>
<tr>
<td>Other Performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Description:** Some references are made to Kodaly rhythm syllables. However, the program mainly stresses development of conceptual understanding through instrumental performance.

<table>
<thead>
<tr>
<th>Pedagogical emphases:</th>
<th>Listening</th>
<th>[X]</th>
<th>Creating</th>
<th>[X]</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Performing</td>
<td>[X]</td>
<td>Movement</td>
<td>[ ]</td>
</tr>
<tr>
<td></td>
<td>Musical Games</td>
<td>[ ]</td>
<td>Notation</td>
<td>[X]</td>
</tr>
<tr>
<td></td>
<td>Analysis &amp; Critical Thinking</td>
<td></td>
<td></td>
<td>[X]</td>
</tr>
</tbody>
</table>

**Description:** Listening and creativity are allotted a suggested number of hours to be integrated into the program. The performance component of the program has the largest allotment of hours.

**Evaluation:**

Suggested evaluation activities are described in Section 3 of the guide. Typical evaluation strategies for each unit are also described in the units themselves.

**Other:**

Theory and rationales as described in the guide provide perspective on the program's general organization.
Title: Curriculum Guideline: Music AMI 2A0: Advanced - Intermediate

Issued By: Kent County Board of Education

Document Characteristics:

Issue Date: 1988  Language: English  Pages: 84

Program Attainment Objectives:

General educational aims and specific music objectives are stated. The core content of the program includes creating, listening and performing but objectives and learning activities are also stated for practising, theory, history, and form.

Instructional Plans:

Teaching strategies and learning activities are suggested in relation to specific objectives. A section on planning instructional approaches includes descriptions of integrated learning, collaborative learning, conferencing, etc.

Instructional Resources Referenced:

Resources referenced include music books (e.g., Belwin Progressive Band Studies, Silver Burdett Vol. 2), textbooks (For Young Musicians Vol. 1 and 2), supplementary textbooks (Kuzmich, Machlis, Groves, etc.), recordings (The Enjoyment of Music, Norton Scores), and videotapes.

Resources Included:

The summary descriptions of instructional approaches and Appendix A on suggested grouping patterns provide general teaching method resources.
Program Orientation:

Designated level: Advanced intermediate (grade 10)

Program Type: This is a performance (band) program which also addresses creating and listening.

Characteristics of the Recommended Repertoire:

Basic band material for technical development.

Methodology:

Direct endorsement:  
- Orff [ ]  
- Kodaly [ ]  
- Dalcroze [ ]  
- Concept Based [ ]  
- Other performance rehearsal

Pedagogical emphases:  
- Listening [X]  
- Creating [X]  
- Performing [X]  
- Movement [ ]  
- Musical Games [ ]  
- Notation [X]  
- Analysis & Critical Thinking [X]

Description: This is a rehearsal and performance oriented course with time encouraged for developing non-performance skills. Through this curriculum, students approach music from a theoretical, historical, and creative perspective as well as from a performance perspective.

Evaluation:

Evaluation addresses diagnostic, formative, and summative methods. There is a detailed unit on evaluation.
Alternate Grade Three Music Programme

Issued By: Kent County RCSSB

Document Characteristics:

Issue Date: [n.d.]  Language: English  Pages: 96

Program Attainment Objectives:

Specific behavioural objectives are listed for the weekly lesson plans. Objectives focus on developing knowledge of musical concepts and on developing performance skills through participation in musical activities.

Instructional Plans:

The document is organized by week, for the months September to June. Within specific weeks, information is provided concerning objectives, new material, review material, and the teaching method.

Instructional Resources Referenced:

The recommended repertoire is drawn from the Musicanada series.

Resources Included:

The document includes a sequenced list of the recommended repertoire and a chart specifying the activities and concepts related to specific pieces. Resource sheets include: Time Names and Rhythm Names; Musical Terms and Signs; and Easy Key Finder.
The recommended repertoire consists of composed songs and folk songs. These songs are intended for performing, listening, and analyzing.

Methodology:

Direct endorsement:  
- Orff [ ]  
- Dalcroze [ ]  
- Kodaly [X]  
- Concept Based [ ]  
- Other [ ]

Description: The program is primarily Kodaly-based. Through singing, different concepts are learned. There is some use of Orff accompaniments.

Pedagogical emphases:  
- Listening [X]  
- Creating [ ]  
- Performing [X]  
- Movement [ ]  
- Musical Games [ ]  
- Notation [X]  
- Analysis & Critical Thinking [X]

Description: Emphasis is placed on performing, listening to and analyzing music.

Evaluation:

There is no discussion of evaluation. Repetition of previously learned material is recommended.

Other:

The teacher should be fluent in solfege in order to follow this program.
Title: Grade Eight Music

Issued By: Kent County RCSSB

Document Characteristics:

Issue Date: [n.d.]  Language: English  Pages: 70

Program Attainment Objectives:

General program objectives are not specifically stated. Implicit objectives seem to be the development of understanding of the elements of music, as well as an understanding of the characteristics of specific musical practices common to North America (jazz, blues, gospel, etc.).

Instructional Plans:

Specific lesson objectives are given for each week of the school term. Strategies and activities are tied to each lesson's objectives, and are organized around the recommended repertoire for each lesson.

Instructional Resources Referenced:

The program is based on the *Silver Burdett Centennial Edition* text, and its accompanying satellite recordings. The teacher is encouraged to include listening examples from the top 40 charts.

Resources Included:

Term written tests (answers also provided), note value and rhythm syllable chart, large-note melody charts (for use with specific songs).
Program Orientation:

Designated level: Grade 8

Program Type: General music with a listening emphasis plus some vocal and Orff instrument performance.

Characteristics of the Recommended Repertoire:

North American folk music and recent Canadian compositions (e.g., Gordon Lightfoot). It is suggested that supplementary listening be drawn from current top 40 pop hits.

Methodology:

Direct endorsement: Orff [X] Kodaly [X] Dalcroze [ ] Concept Based [X]

Description: Through listening and some performance, students are to develop an understanding of the elements of music and of selected musical practices.


Description: Although the greatest emphasis is on listening, performance is also stressed, and to a lesser degree, composition. Critical thinking and analysis are encouraged in conjunction with creative activities.

Evaluation:

Specific written tests are provided for Term I and at the conclusion of the unit on Afro-American music. Written activities related to specific listening lessons are detailed in various lesson plans.
General program objectives are not specifically stated. Implicit objectives focus on development of understanding of the elements of music. Student-oriented learning objectives are given for each lesson, stated as behaviourally observable activities related to concepts of melody, rhythm, pitch, etc. Development of musical sensitivity and expressiveness is also implied through the lesson objectives.

Instructional Plans:

Strategies and activities are outlined for each lesson, with references to the teacher's guide to the appropriate textbook. Instructional plans are organized by concepts developed through the music recommended for the particular lesson.

Instructional Resources Referenced:

The program is based upon Musicanada VI, with additional reference to Music Builders VI.

Resources Included:

A list of charts required for the year is given on page 2 of the "General Information" section of the guide. Included on the list is a modulator, Orff accompaniments for specific songs, large note melodies (again for specific songs), and flashcards for rhythm puzzles.
Program Orientation:

Designated level: Grade 6

Program Type: Elementary general music, song-based.

Characteristics of the Recommended Repertoire:

The repertoire consists primarily of North American folk songs and more recent compositions of the "school music" genre, as well as contemporary pop music.

Methodology:

Direct endorsement:  
Orff [X]  Kodaly [X]  
Dalcroze [ ]  Concept Based [ ]  
Other [ ]  

Description: Orff instruments and body percussion techniques are recommended. Kodaly rhythm syllables and solfa pitch names and hand signs are also encouraged.

Pedagogical emphases:  
Listening [X]  Creating [ ]  
Performing [X]  Movement [ ]  
Musical Games [ ]  Notation [X]  
Analysis & Critical Thinking [X]

Description: This is a song-based approach which draws upon Orff and Kodaly techniques to reinforce rhythmic, melodic, and harmonic concepts.

Evaluation:

Primarily written evaluation, by means of rhythm quizzes and stories requiring notational "spelling" to fill in the blank and complete the sentence.
Title: Music 3

Issued By: Kent County RCSSB

Document Characteristics:

Issue Date: [n.d.] Language: English Pages: 108

Program Attainment Objectives:

Specific behavioural objectives are listed for the weekly lesson plans. Objectives focus on developing knowledge of musical concepts and on developing performance skills through participation in musical activities.

Instructional Plans:

The document is organized by week, for the months September to June. Within specific weeks, information is provided concerning objectives, new material, review material, and the teaching method.

Instructional Resources Referenced:

The recommended repertoire is drawn from the Musicanada series.

Resources Included:

The document includes a sequenced list of the recommended repertoire and a chart specifying the activities and concepts related to specific pieces. Resource sheets include: Time Names and Rhythm Names; Musical Terms and Signs; and Easy Key Finder.
Program Orientation:

Designated level: Grade 3

Program Type: General music

Characteristics of the Recommended Repertoire:

The recommended repertoire consists of composed songs and folk songs. These songs are intended for performing, listening, and analyzing.

Methodology:

Direct endorsement: Orff [ ] Kodaly [X] Dalcroze [ ] Concept Based [X] Other

Description: The program is primarily Kodaly-based. Through singing, different concepts are learned. Movement and Orff accompaniment expand the activities.


Description: Emphasis is placed on performing and listening to music. Musical games and movement are also encouraged.

Evaluation:

There is no discussion of evaluation. Repetition of previously learned material is recommended.

Other:

The teacher should be fluent in solfege in order to follow this program.
Specific behavioural objectives are listed for the weekly lesson plans. Objectives focus on developing knowledge of musical concepts and on developing performance skills through participation in musical activities.

Instructional Plans:

The document is organized by week, for the months September to June. Within specific weeks, information is provided concerning objectives, new material, review material, and the teaching method.

Instructional Resources Referenced:

The recommended repertoire is drawn from the Musicanada series.

Resources Included:

The document provides a sequenced list of the recommended repertoire and a chart specifying the activities and concepts related to a particular piece. Resources include ostinato patterns for specific repertoire, and a chart showing the interval patterns in the minor and major scales.
Program Orientation:

Designated level: Grade 4

Program Type: General music

Characteristics of the Recommended Repertoire:

The recommended repertoire consists of composed songs and folk songs. Canadian material and thematic songs dominate the listed repertoire. These songs are intended for performing, listening, and analyzing.

Methodology:

Direct endorsement: Orff [X] Kodaly [X]
Dalcroze [ ] Concept Based [X]
Other [ ]

Description: The program focuses primarily on the Orff approach. Concepts are to be taught through performing or listening to specific pieces of music.

Pedagogical emphases: Listening [X] Creating [ ]
Performing [X] Movement [ ]
Musical Games [ ] Notation [X]
Analysis & Critical Thinking [X]

Description: Emphasis is placed on performing music. Movement and musical games extend each activity. There is considerable use of solfege.

Evaluation:

There is no discussion of evaluation. Repetition of previously learned material is recommended.

Other:

The teacher should be fluent in solfege in order to follow this program.
Specific behavioural objectives are listed for the weekly lesson plans. Objectives focus on developing knowledge of musical concepts and on developing performance skills through participation in musical activities.

Instructional Plans:

The document is organized by week, for the months September to June. Within specific weeks, information is provided concerning objectives, new material, review material, and the teaching method.

Instructional Resources Referenced:

The recommended repertoire is drawn from the Musicanada series.

Resources Included:

A sequenced list of the recommended repertoire; a chart specifying the activities and concepts related to a particular piece; and scale and sequence patterns. Resource sheets include: Time Names and Rhythm Names; Musical Terms and Signs; and Easy Key Finder.
Program Orientation:

Designated level: Grade 5

Program Type: General music

Characteristics of the Recommended Repertoire:

The recommended repertoire consists of composed songs and folk songs. Canadian material and thematic songs dominate the listed repertoire. These songs are intended for performing, listening, and analyzing.

Methodology:

Direct endorsement:  
<table>
<thead>
<tr>
<th>Orff</th>
<th>Kodaly</th>
<th>Concept Based</th>
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<tr>
<td>[X]</td>
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<td>Dalcroze</td>
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<td>Other</td>
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Description: The program uses Orff and Kodaly approaches. Concepts are to be taught through performing or listening to specific pieces of music.

Pedagogical emphases:  
<table>
<thead>
<tr>
<th>Listening</th>
<th>Creating</th>
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<tr>
<td>Performing</td>
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<td>Musical Games</td>
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<tr>
<td>Analysis &amp; Critical Thinking</td>
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</table>

Description: Emphasis is placed on performing and listening to music.

Evaluation:

There is no discussion of evaluation. Repetition of previously learned material is recommended.

Other:

The teacher should be fluent in solfege in order to follow this program.
Title: Music Curriculum Guide - Primary Junior

Issued By: Lanark Leeds and Grenville County RCSSB

Document Characteristics:

Issue Date: 1987  Language: English  Pages: 86

Program Attainment Objectives:

Lists goals from The Formative Years, Ontario Ministry of Education guidelines, and the Board's goals for music programs. The guide consists of 6 sections, each addressing an element of music. Each section includes general learning objectives and specific objectives for each concept.

Instructional Plans:

No instructional plans are included. For each concept, objectives are so specific and numerous that they strongly imply instruction.

Instructional Resources Referenced:

None.

Resources Included:

None.
Program Orientation:

Designated level: Primary/Junior

Program Type: General music employing listening, singing, playing, and creating.

Characteristics of the Recommended Repertoire:

None recommended.

Methodology:

Direct endorsement:  
- Orff  
- Dalcroze  
- Other

Kodaly  
- Concept Based

Pedagogical emphases:  
- Listening  
- Performing  
- Musical Games  
- Analysis & Critical Thinking

- Creating  
- Movement  
- Notation

Description: With no instructional activities described, pedagogical method is undefined and entirely up to the teacher.

Evaluation:

Teachers are encouraged to use the stated objectives as an evaluative tool.
Title: Grade 5 - Music Education Guidelines

Issued By: The Board of Education for the City of London

Document Characteristics:

Issue Date: 1983  Language: English  Pages: 216

Program Attainment Objectives:

General objectives include developing students' satisfaction and sensitivity to the aesthetic aspects of music through developing students' musical skills and their understanding of musical concepts. Specific objectives of the junior program and purposes of each lesson are included.

Instructional Plans:

Expectations for junior grades, definitions of aesthetic experience, suggestions for teaching various musical activities (e.g., singing, listening, recorder playing), choral warm-ups, autoharp playing techniques, the use of percussion instruments, global scope of primary and junior divisions, core curriculum, lesson plans, and Kodaly materials are provided.

Instructional Resources Referenced:

Songtime 5, Musicanada 5, Music Builders V, Masters of Music Recording, and Adventures in Music Grade VI are suggested.

Resources Included:

Patterns for hand signs, copies of songs, a list of time names and hand signs, a glossary of musical terms, flash cards, autoharp accompaniment, rhythm games, a list of different musical sequences, worksheets, and bingo cards (rhythm games).
Program Orientation:

Designated level: Grade 5

Program Type: General music

Characteristics of the Recommended Repertoire:

Singing repertoire includes composed songs and folk songs. Songs are mainly in unison, 2 parts, and rounds. Instrumental music based on folk material, folk songs, and Baroque, Classical and Romantic instrumental music are recommended for listening repertoire.

Methodology:

Direct endorsement: Orff [ ] Kodaly [X] Dalcroze [ ] Concept Based [X] Other

Description: Kodaly time names, handsigns, modulator and autoharp are the main "tools" for learning.


Description: Singing, listening, reading, and composing/creating are the main activities in the program. Listening usually occurs once a month. Rhythm games, ear puzzles (dictation of melodic intervals/short melody), playing instruments, and dancing are included.

Evaluation:

A checklist and suggestions for evaluation are provided.
Title: Music Grade IV

Issued By: The Board of Education for the City of London

Document Characteristics:

Issue Date: 1988          Language: English          Pages: 146

Program Attainment Objectives:

General objectives of the program include the development of students' awareness of and sensitivity to the aesthetic aspects of music, and development of students' musical skills. Specific objectives of the program, essential objectives and core objectives of each lesson are also provided.

Instructional Plans:

Included in the document are expectations for junior grades; suggestions for teaching singing, recorder, and listening; global scope and sequence; choral warm-up techniques; ways of playing melodic and rhythmic instruments; and lesson plans for the whole year.

Instructional Resources Referenced:

Resources such as Musicanada IV, Canada is Music...3-4, Music Builders IV, and Brother John and the Village Orchestra kit are suggested.

Resources Included:

Copies of songs, a list of time names, Kodaly hand signs, a sample music proficiency certificate, vocal warm-up examples, samples of musical sequences, worksheets, flash card arrangements, and charts of scales in keys of F and G.
Program Orientation:

Designated level:  Grade 4

Program Type:  General music

Characteristics of the Recommended Repertoire:

Most singing repertoire is from *Musicanada IV*. Songs are mainly unison, rounds and simple 2-part songs. Folk songs and composed songs are included. Listening repertoire includes Classical and Romantic instrumental music.

Methodology:

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<td>Dalcroze</td>
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<td>Concept Based</td>
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Description:  Kodaly time names, hand signs, flash cards and modulator are used in the curriculum.

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<th>Pedagogical emphases:</th>
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<td>Performing</td>
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<td>Musical games</td>
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<td>Analysis &amp; Critical Thinking</td>
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Description:  Singing, playing melodic and rhythmic instruments, reading, dancing and listening are the main activities. Extended activities related to other subjects, such as reading a story or dramatizing, are also suggested.

Evaluation:

A checklist and suggestions for evaluation are provided.
Title: Music: Grade VI (Approved Guideline)

Issued By: The Board of Education for the City of London

Document Characteristics:

Issue Date: 1986  Language: English  Pages: 252

Program Attainment Objectives:

The major educational goal is to develop students' sensitivity to and awareness of the aesthetic aspects of music through developing musical skills and understanding musical concepts. Course rationale, general objectives, specific student performance objectives, and purposes of each lesson are provided.

Instructional Plans:

The document includes scope and sequence of the music program in the primary to the junior divisions, a list of specific contents/skills in each unit, and a guide for preparing and teaching specific units. Teaching strategies for singing, warm-ups, and instrumental playing are included in the appendix.

Instructional Resources Referenced:

Follow the Wind (McGraw-Hill Ryerson), Canada is Music 5-6, Musicanada 6, Adventures in Music (Grade 4 vol. 1), Brother John and the Village Orchestra (kit), and Music Builders Grade VI are recommended.

Resources Included:

The document contains copies of songs, a glossary of musical terms, patterns of hand signs, worksheets and answer sheets, a sample competency certificate, a list of selected resources, suggested lesson plans, choral warm-up exercises, blackboard chart arrangements or flash cards of rhythmic patterns, a list of orchestral instruments, and patterns of dance steps.
Program Orientation:

Designation level: Grade 6

Program Type: General music

Characteristics of the Recommended Repertoire:

A variety of songs, including composed songs, folk songs and spirituals. Songs are mainly part-songs (2-part and 3-part), rounds and unison songs. Listening repertoire is derived from the suggested recordings, and includes vocal and instrumental music (folk, composed, and classical).

Methodology:

Direct endorsement: Orff [ ] Kodaly [X] Dalcroze [ ] Concept Based [X]

Description: Kodaly handsigns, time names, sol-fa names and autoharp are the main tools for developing musical skills and concepts.


Description: Singing (unison and part singing), listening, instrumental playing, music reading and writing are the main activities in the program. Dancing (dances from different countries), recorder playing, creating ostinati for song accompaniment, and slide appreciation (for the unit Music and Art) are also included.

Evaluation:

Evaluation tools such as end-of-unit student sheets, a teacher observation checklist, and attitude questionnaires are suggested.

Other:

An appendix includes a guideline for an optional unit on Music and Language.
Title: The Formative Years, Arts Music Primary Division

Issued By: The Board of Education for the City of London

Document Characteristics:

Issue Date: 1990  Language: English  Pages: 860

Program Attainment Objectives:

The program emphasizes performance, and aims to develop cognitive, affective, and psychomotor skills. Unit objectives for all divisions are clearly stated.

Instructional Plans:

Musical skill overview for formative years (PJ), overview of unit objectives and sample lessons for the primary division, forms for scope and sequence, evaluation checklists on students' musical skill development, suggestions for teaching in-tune singing, head-voice, listening, vocal warm-ups, and instruments, are provided.

Instructional Resources Referenced:

References include Bounce High, Bounce Low, 120 singing games and dances for elementary schools, The small singer and two corresponding records, Canada is... Music 3-4 (book and records), Music Builders Records I, II, III, The small dancer, and a list of "masters of the big books."

Resources Included:

Modulator, chart of hand signs, list of Kodaly time names, staff paper, examples of sequential exercises, songs and chants, a list of musical forms, a sample of a music proficiency certificate, sample unit checklists, sample flash cards, student worksheets, and masters for seven big books (The Big Books additional resources).
Program Orientation:

Designated level: Primary

Program Type: General music, song- and concept-based.

Characteristics of the Recommended Repertoire:

Singing repertoire includes composed songs, and folk songs which are mainly in unison or round. Listening repertoire includes songs and instrumental music (e.g., dance music) suitable for music appreciation and concept teaching.

Methodology:

Direct endorsement: Orff [ ] Kodaly [X] Dalcroze [ ] Concept Based [X] Other

Description: Kodaly handsigns and time names are the main "tools" used to teach music.


Description: Singing, listening, reading music using time-syllables and sol-fa names, moving, clapping, and singing and playing ostinati with instruments are the main activities. Playing singing games, chanting and echo-clapping/singing are also used.

Evaluation:

Methods for evaluation, four stages of growth (awareness, investigation, routine, and refinement) in curriculum use, and evaluation checklists for various grades in different units are provided.

Other:

A list gives suggestions for comments, and "indicators" for program planning and students' musical development.
Title: Playing Brass, Woodwind, and Percussion Instruments: Year 3 Instrumental Program

Issued By: Metropolitan Separate School Board (Toronto)

Document Characteristics:

Issue Date: 1985  Language: English  Pages: 54

Program Attainment Objectives:

The program aims to develop students' appreciation and understanding of music through performance. Objectives for lessons focus on developing students' technical performance skills and their theoretical knowledge.

Instructional Plans:

The Year 3 requirements are outlined and a suggested plan for the year is included. The main body of this document consists of three sections, one per term, with lesson plans for the whole year. These lesson plans provide objectives, references to material, and teaching suggestions.

Instructional Resources Referenced:

Specific books recommended are: I Recommend - A Complete Warm Up Technique Book, (James T. Ployhar), Silver Burdett Band Method, Part II, and Technique Today, Parts I, II, III by Ployhar. Other materials may be selected by the teacher in conjunction with these books, with suggestion that these materials should be compatible with the program as it is outlined.

Resources Included:

Required scales, percussion requirements, and theory materials are included as references for the teacher. The appendices include suggestions for the teacher concerning theory and playing tests, selecting supplementary material, preparing for performances, and planning rehearsals.
Program Orientation:

Designated level: "Year 3" - Grade 11

Program Type: Instrumental music program (woodwinds, brass, and percussion)

Characteristics of the Recommended Repertoire:

Other than the band method books mentioned, no specific repertoire is suggested.

Methodology:

Direct endorsement:  
- Orff [ ]
- Kodaly [ ]
- Dalcroze [ ]
- Concept Based [ ]
- Other [ ]

Description: The program is designed to cover specific theoretical and practical material through the use of specific band method books.

Pedagogical emphases:  
- Listening [ ]
- Creating [ ]
- Performing [X]
- Movement [ ]
- Musical Games [ ]
- Notation [X]
- Analysis & Critical Thinking [ ]

Description: Emphasis is placed on developing performance skills and theoretical knowledge.

Evaluation:

A major test occurs at the end of each of the three terms, and minor tests are to be given at the end of every six lessons. Appendix A, "Philosophy of Testing and Evaluation," states that "whether theoretical or practical, testing should be diagnostic in nature" (p.42).
Numerous specific behavioural objectives are stated for each grade level. These objectives focus on what the students will be able to accomplish.

Instructional Plans:

The guideline is organized into four equally important categories for each grade level: 1) skills in performing; 2) skills in listening and analysis; 3) knowledge of music concepts and symbols; and 4) skills in interpretation, expression and appreciation. Categories can overlap.

Instructional Resources Referenced:

A list of resource material and publishers can be found at the back of the guide. A Music Resource Centre is available for teachers' use at the Professional Library at the Catholic Education Centre. Series referenced are: *Music Builders K-6, Musicanada 3, 4, 5, 6, Canada is Music, Musictime 4-6,* and *Silver Burdett Music.* Lois Birkenshaw's *Music For Fun, Music For Learning* is referenced for primary grades. Many other materials are recommended for each level.

Resources Included:

A glossary of musical terms is included.
Program Orientation:

Designated level: Kindergarten to Grade 8

Program Type: Vocal music.

Characteristics of the Recommended Repertoire:

Some of the material selected to teach skills should be liturgical music to meet the expectations of the Catholic school system. Short rote songs, partner songs, rounds, and songs of varied styles representing ethnic and national groups are to be sung. In grade 6, students are to identify by sound ethnic or folk music of other cultures such as Middle Eastern, Oriental, African, Maritimes, French Canadian, Italian, bluegrass, jazz, and blues.

Methodology:

Direct endorsement: Orff [X] Kodaly [X] Dalcroze [ ] Concept Based [X] Other

Description: At each grade level, focus is on the elements of music: rhythm, melody, form, tone colour (timbre), texture, tonality (pitch) and dynamics. Various aspects of the Orff and Kodaly approaches are listed in the objectives for each grade.


Description: An equal emphasis is placed on performance (singing), listening and ear training, musical concepts and symbols, and creativity through performance, movement and dramatization.

Evaluation: Evaluation in the music program should be based on both objective and subjective methods. Assessment should be made of students' skills, knowledge, and attitudes. An evaluation guide adapted from the Ontario Ministry of Education document, Dramatic Arts, 1981, is included to assist the teacher with a suggested procedure for subjective evaluation.

Other:

This guide is intended for both the regular classroom teacher and the music specialist.
Issued By: Middlesex County Board of Education

Document Characteristics:

Issue Date: 1983  Language: English  Pages: 106

Program Attainment Objectives:

This document aims to assist teachers in planning curricula according to the Kodaly concept of music education. The program seeks to develop musically independent and literate students who love music. Specific aims and objectives, listed on pages 16-18 and pages 83-4, are behaviourally observable, and are categorized in the areas of rhythmic, melodic, part singing and listening objectives, as well as recorder study.

Instructional Plans:

New concepts to be learned in grade three are described, with suggestions for achieving behavioural objectives for each concept. A suggested schedule for teaching is included. A song list highlights concepts which can be taught in particular songs. There are separate sections on activities such as 2-part rhythm work, 2-part singing, writing musical notation, sight reading, creativity and composition, listening to music, and recorder study.

Instructional Resources Referenced:

Specific pieces of music are identified within all sections. These pieces are contained within the guide. There is additional recommended listening repertoire from the *RCA Adventures in Music* series (recordings and teacher guides). Page and volume numbers for each piece are given, as well as grade level.

Resources Included:

Forty-three unison songs and thirteen 2-part songs with notation and text are included in the guide. Also included are a glossary of musical terms, 40 sight-reading melodies, and a hand sign chart with suggested ways to practise hand signs and syllables. Throughout the guide, various visual representations of musical concepts are shown.
Program Orientation:

Designated level: Grade 3

Program Type: General music, song-based.

Characteristics of the Recommended Repertoire:

Music for performance consists primarily of North American folk songs and their arrangements. Folk songs from other cultures (e.g., Hungary and Mexico) are also included, as well as some songs by Kodaly. Listening repertoire includes these folk songs, European Classical, Romantic and 20th century orchestral works, and American 20th century orchestral works.

Methodology:

Direct endorsement:  
- Orff [ ]  
- Kodaly [X]  
- Dalcroze [ ]  
- Concept Based [ ]  
- Other [ ]

Description: Methods of instruction throughout this program are based on Kodaly philosophy, techniques and sequence.

Pedagogical emphases:  
- Listening [X]  
- Creating [ ]  
- Performing [X]  
- Movement [ ]  
- Musical Games [X]  
- Notation [X]  
- Analysis & Critical Thinking [ ]

Description: Listening to and performing the repertoire are dominant activities in this activity-based program. Performance on recorder is a new activity in Grade Three. Musical concepts and skills are taught through the repertoire or through exercises. Frequent activities include reading and writing three and four note melodic combinations, filling in the blanks with melodic or rhythmic improvisations, and listening to pieces for predominant characteristics (e.g., ABA form, canon, so-mi patterns).

Evaluation: There are no specific methods of evaluation given. A checklist of musical concepts and terms to be learned is included as a record-keeping tool for teachers, but it does not serve the purpose of individual evaluation.

Other:

Useful sections on "Three Phases for Teaching Music" and "Activities with Flash Cards" are included.
Title: Music Program Planning Guide: Grade 2

Issued By: Middlesex County Board of Education

Document Characteristics:

Issue Date: 1983  Language: English  Pages: 82

Program Attainment Objectives:

The Planning Guide aims to assist teachers in planning curricula according to the Kodaly concept of music education. The program seeks to develop musically independent and literate students who love music. Specific aims and objectives, listed on pages 19-21, are behaviourally observable, and are categorized in the areas of rhythmic, melodic, two-part, and listening objectives.

Instructional Plans:

New concepts to be learned in grade two are described, with suggestions for achieving behavioural objectives for each concept. A suggested schedule for teaching is included. A song list highlights concepts which can be taught in particular songs. There are separate sections on activities such as two-part singing and rhythm work, reading and writing, sight reading, creativity and composition, and listening.

Instructional Resources Referenced:

Specific pieces of music are identified within sections pertaining to each concept and within sections on activities/exercises. These pieces are contained within the guide. Listening activities use these pieces as well as pieces from the RCA Adventures in Music kit. Volume numbers, page numbers in the Teaching Guide, and grade level are provided.

Resources Included:

Additional teaching suggestions are included in the sections called "Practising Skills Through Songs," "Developing Inner Hearing Skills" and "Developing Reading Skills." Fifty-nine songs (10 are 2-part) with notation and text are included in the Guide.
Program Orientation:

Designated level: Grade 2

Program Type: General music, song-based.

Characteristics of the Recommended Repertoire:

Music for performance is comprised of North American folk and nursery songs and arrangements. Listening repertoire includes these songs, European Baroque, Classical and Romantic orchestral music, and 20th century American orchestral music.

Methodology:

Direct endorsement:

- Orff
- Dalcroze
- Other

Kodaly Concept Based

[ ]

Description: The methods of instruction throughout this program are based on Kodaly philosophy, techniques and sequence.

Pedagogical emphases:

- Listening [X]
- Performing [X]
- Musical Games [X]
- Analysis & Critical Thinking

- Creating [ ]
- Movement [ ]
- Notation [X]

Description: Instruction is activity-oriented, relying on folk songs. Teaching activities are derived from the songs. Games such as body percussion in partners, exercises in filling in missing notes of a melody, and question and answer improvisations demonstrate musical concepts found in the repertoire.

Evaluation:

Specific evaluation procedures are not included.

Other:

This Guide includes explanations of singing games and action songs, and an alphabetical index of songs.
Title: Music Program Planning Guide: Grade 4

Issued By: Middlesex County Board of Education

Document Characteristics:

Issue Date: 1984  Language: English  Pages: 116

Program Attainment Objectives:

The Planning Guide aims to assist teachers in planning according to the Kodaly concept of music education. The program seeks to develop musically independent and literate students who love music. Specific aims and objectives, listed on pages 17-20, are behaviourally observable, and are categorized in the areas of rhythmic, melodic, part-singing and listening objectives, as well as recorder study.

Instructional Plans:

New concepts to be learned in grade four are described, with suggestions for achieving behavioural objectives for these concepts. A suggested schedule is included, as well as one organizing the concepts to be taught by term. A song list highlights concepts which can be taught in particular songs. There are separate sections on specific activities such as 2-part rhythm or singing, canons, reading and writing skills, sight reading, creativity and composition, recorder study and listening.

Instructional Resources Referenced:

Specific pieces of music are referenced. These pieces are contained within the guide itself. There is additional recommended listening repertoire, from RCA Adventures in Music series. Page and volume numbers for each piece are given, as well as grade level.

Resources Included:

Eight short canons, sixty-five songs and ten 2-part arrangements with notation and text are included in the guide. Also included are a chart of rhythm syllables and a chart of terms of expression, tempo and style.
Program Orientation:

Designated level: Grade 4

Program Type: General music, singing-based.

Characteristics of the Recommended Repertoire:

Music for performance consists primarily of North American folk songs and spirituals. Many folk songs are Canadian. Listening repertoire includes these folk songs, European Baroque, Classical, Romantic and 20th century orchestral music. Piano compositions of Chopin and Liszt are featured, as well as some jazz.

Methodology:

Direct endorsement: Orff [ ] Kodaly [X] Dalcroze [ ] Concept Based [ ]

Description: Methods of instruction throughout this program are based on Kodaly philosophy, techniques and sequence.

Pedagogical emphases: Listening [X] Creating [ ] Performing [X] Movement [ ]

Musical Games [ ] Notation [X] Analysis & Critical Thinking [ ]

Description: Performing and listening to the repertoire are dominant activities in this program. Performance on recorder is continued for a second year. Musical concepts and skills are taught through the vocal and recorder repertoire or through exercises. Frequent activities include reading and writing melodic combinations, sound puzzles and sight reading, echoing and improvising, and formal listening.

Evaluation:

Evaluation is based on students' singing skills. Ten sample singing tasks are given. Testing is to be done individually in or out of class. Students may improve their marks later by improving their skills and repeating the test.

Other:

Useful sections on rhythm syllables and terms of expression are included.
Music Program Planning Guide: Grade 5

Issued By: Middlesex County Board of Education

Document Characteristics:

Issue Date: 1983          Language: English          Pages: 99

Program Attainment Objectives:

The Planning Guide aims to assist teachers in planning curricula according to the Kodaly concept of music education. The program seeks to develop musically independent and literate students who love music. Specific aims and objectives, listed on pages 19-21, are behaviourally observable, and are categorized in the areas of rhythmic, melodic, part-singing, listening, and sight reading objectives and new vocabulary.

Instructional Plans:

New concepts to be learned in grade five are described. A suggested schedule for teaching is included. A song list highlights which concepts can be taught in particular songs.

Instructional Resources Referenced:

Specific pieces of music are recommended and are contained within the guide. There is additional recommended listening repertoire which is from the RCA Adventures in Music series, with tape reference number, volume number, and grade level included.

Resources Included:

Fifty-four notated songs and 14 two- and three-part arrangements with text are included in the guide. Also included are 30 sight reading melodies, 8 notated canons, a musical crossword puzzle, a list of musical terms, and visual aids for many exercises.
Program Orientation:

Designated level: Grade 5

Program Type: General music, song-based.

Characteristics of the Recommended Repertoire:

Music for performance is primarily North American folk songs. Folk songs from other cultures (e.g., Hungary) and some short composed songs are included. Listening repertoire includes European Baroque, Classical, Romantic orchestral and other instrumental music, and American 20th century compositions and popular songs (e.g., Joplin).

Methodology:

Direct endorsement: Orff [ ] Kodaly [X]
Dalcroze [ ] Concept Based [ ]
Other [ ]

Description: Methods of instruction are based on Kodaly philosophy, techniques and sequence.

Pedagogical emphases: Listening [X] Creating [ ]
Performing [X] Movement [ ]
Musical Games [X] Notation [X]
Analysis & Critical Thinking [ ]

Description: Emphasis is on learning musical concepts through the songs being sung. Listening to and performing the repertoire are dominant activities. Musical games (e.g., naming interval game, rewriting well-known melody game) are also utilized. There is considerable focus on aural recognition.

Evaluation:
Listening to students perform tasks individually is suggested, but further evaluation methods are not discussed in this guide.

Other:

Useful sections include "Six Ways to Introduce New Songs" and "Thirty Different Ways to Practice a Song."
Title: Music Program Planning Guide: Grade 6

Issued By: Middlesex County Board of Education

Document Characteristics:

Issue Date: 1983          Language: English          Pages: 126

Program Attainment Objectives:

The Planning Guide aims to assist teachers in planning curricula according to the Kodaly concept of music education. The program seeks to develop musically independent and literate students who love music. Specific aims and objectives, listed on pages 18-21, are behaviourally observable, and are categorized in the areas of rhythmic, melodic, part-singing, harmonic, listening and sight reading objectives, and new vocabulary.

Instructional Plans:

New concepts to be learned in grade 6 are described. A suggested schedule for teaching is included, as well as one organizing the concepts to be taught by term. A song list highlights concepts which can be taught in particular songs. Separate sections on specific activities provide exercises. Suggested activities include sight reading, creativity and composition, and listening.

Instructional Resources Referenced:

Specific pieces of music are recommended for many activities. These pieces are contained within the guide itself. Listening repertoire is drawn primarily from the RCA Adventures in Music series. Tapes available from the Board music consultant are referenced with tape footage numbers for each selection.

Resources Included:

Sixty-two notated songs with text are included, plus ten rounds and canons, twenty two- and three-part (SSA) songs, and twenty sight-reading melodies. Lists of terms of expression, tempo and style, and voice types are also included.
Program Orientation:

Designated level:  Grade 6

Program Type:  General music, song-based.

Characteristics of the Recommended Repertoire:

Music for performance consists primarily of folk songs of North America and of other cultures. Also included are two-part songs from folk sources, and canons and rounds drawn from European folk and classical compositions. Listening repertoire includes European Baroque, Classical, and Romantic compositions. Some western, folk, blues, jazz and rock repertoire is found in the section on guitar. Pop and opera are found in the "voice type" section.

Methodology:

Direct endorsement:  Orff [ ] Kodaly [X]
Dalcroze [ ] Concept Based [ ]
Other [ ]

Description:  Methods of instruction are based on Kodaly philosophy, techniques and sequence.

Pedagogical emphases:  Listening [X] Creating [ ]
Performing [X] Movement [ ]
Musical Games [X] Notation [X]
Analysis & Critical Thinking [ ]

Description:  Listening to and performing the repertoire are dominant activities in this program. The learning of new musical concepts and skills often relies on musical games. Instruction in form uses listening to and analysing familiar pieces.

Evaluation:

No recommended evaluation methods are found in this guide. A checklist of "New Concepts Introduced" is provided as a tool for teachers.

Other:

Many teaching suggestions for introducing new concepts are found throughout. Also included are vocal warm-ups.
Title: Music Program Planning Guide: Grade 7

Issued By: Middlesex County Board of Education

Document Characteristics:

Issue Date: 1983 Language: English Pages: 121

Program Attainment Objectives:

The Planning Guide aims to assist teachers in planning curricula according to the Kodaly concept of music education. The program seeks to develop musically literate and independent students who love music. Specific aims and objectives, listed on pages 14 to 16, are behaviourally observable, and are categorized in the areas of rhythmic, melodic, part-singing, harmonic and listening objectives. Certain new vocabulary is expected as well.

Instructional Plans:

There are teaching suggestions for new concepts to be introduced in grade seven. A suggested schedule for teaching is included, along with a schedule organizing the concepts to be taught by term. A song list highlights concepts which can be taught in particular songs. Separate sections on specific activities or topics provide exercises. These include "Rounds and Canons," "Three-Part Songs," "Creativity and Composition," "Listening to Music," "Choirs," "The Elements of Music," "Variation Form," "Black Religious Music," "Jazz," "Famous Canadian Jazz Musicians," and "Enrichment Listening."

Instructional Resources Referenced:

Specific pieces are recommended for use with activities. Listening repertoire is drawn from RCA Adventures in Music series. Grade seven listening program tapes supplied by the Board are referenced with footage and tape numbers. Performance repertoire is found within the guide.

Resources Included:

Twenty-two notated unison songs with text, seven rounds and canons, sixteen three-part songs, glossary of terms, and notated listening examples are included.
Program Orientation:

Designated level: Grade 7

Program Type: General music with singing emphasis.

Characteristics of the Recommended Repertoire:

Performance repertoire consists primarily of North American folk songs. There are some medieval, baroque, and classical melodies as well as Hungarian folk songs. Three-part arrangements include pop, folk, classical, and spiritual pieces. Listening repertoire includes choral arrangements of folk songs, spirituals, classical and romantic compositions, and popular songs. Listening examples for the study of form are primarily instrumental pieces of classical or 20th century composers, black religious music, and jazz.

Methodology:

Direct endorsement: Orff [ ] Kodaly [X] Dalcroze [ ] Concept Based [X] Other

Description: Methods of instruction are based on Kodaly philosophy, techniques and sequence.


Description: Listening to and performing the repertoire are dominant activities. Reading and writing music are also emphasized.

Evaluation:

Specific evaluation procedures are not included. The guide suggests that a teacher may judge a class' understanding by having individual students answer or sing responses.

Other:

Alphabetical index of songs.
Title: Music Program Planning Guide: Grade 8

Issued By: Middlesex County Board of Education

Document Characteristics:

Issue Date: 1983 Language: English Pages: 130

Program Attainment Objectives:

The Planning Guide aims to assist teachers in planning curricula according to the Kodaly concept of music education. The program seeks to develop musically independent and literate students who love music. Specific aims and objectives, listed on pages 1 and 2, are behaviourally observable, and are categorized in the areas of melodic, part-singing, harmonic, and listening objectives as well as new vocabulary.

Instructional Plans:

A suggested schedule for teaching new concepts is included, along with a schedule organizing the concepts to be taught by term. Ten sections cover these topics: The Young Singing Voice, Listening, Songs, Basic Musicianship - Harmony, Creativity and Composition, Musical Styles, Seven Famous Canadian Musicians, Forty-five Careers Related to Music, Time Chart, and Glossary of Musical Terms.

Instructional Resources Referenced:

Grade eight level tapes supplied by the Board are primary resources for listening. Tape numbers and footage are given. Board tapes are based on the RCA Adventures in Music series. Music for performance is found in the Guide.

Resources Included:

The Guide includes 8 unison songs, and 23 SATB arrangements, notated with text. Also included are a vocabulary list, a voice range chart for the teacher to record individual students' vocal ranges, a vocal performance assessment chart, work sheets for secondary chords, suggestions for composing a round, listening charts, scores for listening, a chart of careers in music, and a glossary.
Program Orientation:

Designated level: Grade 8

Program Type: General music with vocal emphasis.

Characteristics of the Recommended Repertoire:

Performance repertoire includes Canadian folk songs, arrangements of European art songs, American popular songs, folk songs and hymns. Listening repertoire includes instrumental music of Baroque, Classical and Romantic European composers and 20th century Canadian composers and performers. Some Canadian popular vocal music is also included.

Methodology:

Direct endorsement:
- Orff
- Dalcroze
- Kodaly
- Concept Based
- Other

Description: Methods of instruction are based on Kodaly philosophy, techniques and sequence.

Pedagogical emphases:
- Listening [X]
- Creating [X]
- Performing [X]
- Movement [ ]
- Musical Games [ ]
- Notation [X]
- Analysis & Critical Thinking [X]

Description: The dominant forms of instruction are listening and performance. Analysis of musical styles and lessons on famous Canadian musicians/composers rely on recorded resources. There are 14 listening lessons pertaining to musical styles. Listening examples are used for each Canadian musician introduced. Listening charts are used for analysis and critical thinking. Thirty-one vocal performance pieces, included in the guide, are used for developing musicianship and introducing musical concepts. An entire section is devoted to composing a round. It includes work sheets for students to explore their creative abilities within a defined framework.

Evaluation:

Detailed evaluation methods are not included. A vocal performance assessment chart is offered as a tool for the teacher's evaluation of individual students.

Other:

There are helpful suggestions for how to place students quickly in SATB sections.
Title: Music Program Planning Guide:
Kindergarten/Grade 1

Issued By: Middlesex County Board of Education

Document Characteristics:

Issue Date: 1983 Language: English Pages: 117

Program Attainment Objectives:

Objectives stated for the Planning Guide series overall are to assist teachers to plan curricula according to the Kodaly philosophy, and for children to learn, to enjoy learning, and to grow to love music. Specific aims and objectives for students are given for kindergarten and grade one at the beginning of the Guide. The aims and objectives are behaviourally observable and are categorized in areas of rhythmic objectives, melodic objectives, listening objectives, form, and two-part objectives. (Form and two-part objectives begin in grade one.)

Instructional Plans:

Eight concepts to be taught are described in detail, with suggestions for attaining the behavioural objectives for each concept. A suggested schedule for teaching is included, as well as one organizing the concepts by term. A song list highlights which concepts are found in a particular song. Separate sections on activities such as 2-part rhythm work, reading and writing, creativity and composition include exercises.

Instructional Resources Referenced:

Specific pieces of music are identified within sections pertaining to each concept and within sections on activities. These pieces are contained within the guide. Listening activities use these pieces as well as the RCA Adventures in Music. Specific pieces with volume number, page number in the planning guide, and grade level are provided.

Resources Included:

Seventy-four songs with notation and text are included in the guide. Throughout the sections, visual representations of concepts are included. These resources could be used in class. Permission to copy is not expressly given.
Program Orientation:

Designated level: Kindergarten and Grade 1

Program Type: General music, song-based.

Characteristics of the Recommended Repertoire:

Music for performance focuses on North American folk songs. Listening music includes these folk songs, European Baroque, Classical and Romantic orchestral music, and 20th century American orchestral music.

Methodology:

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<th>Direct endorsement:</th>
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<th>Dalcroze</th>
<th>Other</th>
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<tr>
<td>Kodaly</td>
<td>[X]</td>
<td>Concept Based</td>
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Description: The methods of instruction throughout this program are based on Kodaly philosophy, techniques, and sequence.

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<tr>
<th>Pedagogical emphases:</th>
<th>Listening</th>
<th>Creating</th>
<th>Performing</th>
<th>Movement</th>
<th>Musical Games</th>
<th>Notation</th>
<th>Analysis &amp; Critical Thinking</th>
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</table>

Description: Instruction is activity-oriented, relying on folk songs. Teaching techniques are derived from the songs. Games such as echo clapping, kinesthetic and iconic representation of pitch and "relay" singing of a song by phrases demonstrate musical concepts found in the repertoire.

Evaluation:

Specific evaluation procedures are not included. The guide states that students should be evaluated in part by their ability to perform taught concepts individually, after group performance has been achieved.

Other:

Additional teaching resources for the teacher are included in sections such as: "Three Phases for Music Teaching," "General Teaching Principles and Procedures," and "Explanations of Singing Games and Action Songs."
Title:    Listen Hear!

Issued By: North York Board of Education

Document Characteristics:

Issue Date: 1986        Language: English        Pages: 62

Program Attainment Objectives:

This booklet is designed to assist teachers in developing listening segments of music programs for study at the intermediate and senior grade levels. The overall aim is to develop students' listening skills so the students can perceive and respond to music.

Instructional Plans:

Eight examples of listening experiences for students are given. Objectives for each example are related to the perception of musical elements in specific pieces of music. There are also general suggestions to guide teachers in developing listening programs (e.g., "Conditions for Listening," "The Sequence of Listening," "The Aural Template," "Getting at the Elements," "Types of Listening Experiences," "Listening as a Producing Activity").

Instructional Resources Referenced:

Each example includes recommended listening materials.

Resources Included:

Resources include charts and sample scores. There is also a tape of musical excerpts to accompany this booklet.
Program Orientation:

Designated level: Intermediate and senior grades (junior and senior high school)

Program Type: Listening.

Characteristics of the Recommended Repertoire:

The repertoire is varied historically and stylistically.

Methodology:

Direct endorsement: Orff [ ] Kodaly [ ]
Dalcroze [ ] Concept Based [ ]
Other

Description: There is no direct endorsement.

Pedagogical emphases: Listening [X] Creating [ ]
Performing [ ] Movement [ ]
Musical Games [ ] Notation [ ]
Analysis & Critical Thinking [ ]

Description: Emphasis is on developing students' ability to perceive various elements of music (e.g., rhythm, intensity, timbre, texture, melody).

Evaluation:

Teachers are encouraged to have students demonstrate their perception of musical elements through activities such as singing, clapping, playing, conducting, moving, writing, etc.
Title: Music at the Middle Level: A Music Guide for Middle and Junior High

Issued By: North York Board of Education

Document Characteristics:

Issue Date: 1988  Language: English  Pages: 105

Program Attainment Objectives:

Based on Ontario Ministry of Education Circular PIJI: The Formative Years. General program aims are stated as teacher intentions. On pages 36 and 37 there is a Scope and Sequence chart of concepts and content for each grade level (grades 6, 7, and 8).

Instructional Plans:

There are guidelines and instructions for planning lessons, but no specific lesson plans. There are suggestions for enhancing a band method book with related lessons in part playing, creating, and rhythmic exercises.

Instructional Resources Referenced:

No material is prescribed, but North York publications are referenced as well as various commercial publications including: Canada is...Music, Music Builders, Silver Burdett, and the CMEA Canadian Artists Series.

Resources Included:

Resources include a suggested evaluation form for sound composition, an Attitude/Response Checklist, and an anecdotal account of a series of listening lessons plus students' analysis sheet.
Program Orientation:

Designated level: Grades 6 to 8

Program Type: General music

Characteristics of the Recommended Repertoire:

There is no list of recommended repertoire.

Methodology:

Direct endorsement:  Orff [ ] Kodaly [ ]
Dalcroze [ ] Concept Based [X]
Other: action learning

Description: An action-oriented program focused on developing self-expression, self-esteem, peer approval, and personal achievement.

Pedagogical emphases:  Listening [X] Creating [X]
Performing [X] Movement [ ]
Musical Games [ ] Notation [ ]
Analysis & Critical Thinking [ ]

Description: Concern indicated for balance among the three areas while developing conceptual understanding.

Evaluation:

Instructions for program evaluation, evaluation of student creative activities, performance and listening. Resources are included.

Other:

This document emphasizes the role of the teacher as planner of instructional activities, and provides a perspective, raises possibilities, and suggests approaches without being prescriptive.
Title: Music Is... An Interim Music Guide for Grade 1

Issued By: North York Board of Education

Document Characteristics:

Issue Date: 1990  Language: English  Pages: 36

Program Attainment Objectives:

The program aims to provide children with experience singing, playing, listening, creating, and moving to music. The Guide lists reasonable expectations for students in each of these areas.

Instructional Plans:

Basic principles for music teaching/learning are suggested on page iii. 18 units of study are outlined, with specific suggestions for teaching strategies and materials for each unit.

Instructional Resources Referenced:

All recommended materials are clearly identified. Resources include Music Builders I, Music To Sing (produced by the North York Board), Singable Songs (Raffi), and Wee Sing and Play.

Resources Included:

A song (Unit 2b), and a chant (Unit 13).
Program Orientation:

Designated level: Grade 1

Program Type: General music

Characteristics of the Recommended Repertoire:

Most of the recommended singing repertoire is folk or short composed vocal music. Nursery rhymes and musical games in unison are included. Composed vocal music and orchestral music with popular tunes are recommended for listening.

Methodology:

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<tr>
<th>Direct endorsement:</th>
<th>Orff</th>
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<th>Kodaly</th>
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<tr>
<td>Dalcroze</td>
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<td>Concept Based</td>
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Description: Orff approaches are used to develop students' musical skills and concepts in a holistic way.

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<tr>
<th>Pedagogical emphases:</th>
<th>Listening</th>
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<tr>
<td>Performing</td>
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<td>Movement</td>
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<td>Musical Games</td>
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<td>Analysis &amp; Critical Thinking</td>
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</table>

Description: Listening, singing, moving and playing are used in each unit to develop students' understanding of musical concepts and to keep their interest. Notation is not emphasized at this stage.

Evaluation:

Page x provides a general guideline for evaluation. A two-way evaluation method (students' own evaluation of their progress and feedback from the teacher) is suggested. Teachers are advised that evaluation should focus on students' attitude and effort, work habits, music skills and knowledge.

Other:

Page ii provides information for teachers on how to use the Guide.
Title: Music Is... An Interim Music Guide for Grade 2

Issued By: North York Board of Education

Document Characteristics:

Issue Date: 1990          Language: English          Pages: 37

Program Attainment Objectives:

The program aims to provide children with experiences in singing, playing, listening, creating, and moving to music. The Guide lists reasonable expectations for students in each of these areas.

Instructional Plans:

Basic principles for music teaching/learning are suggested on page iii. 24 units of study are outlined, with specific suggestions for teaching strategies and materials for each unit.

Instructional Resources Referenced:

All recommended materials are identified. Resources include *Music Builders II, Music To Sing* and *Music To See* (produced by the North York Board), *10 Carrot Diamond*, and *Fred Penner's Place*.

Resources Included:

Sample activity cards (Unit 6), and a story (Unit 15).
Program Orientation:

Designated level: Grade 2

Program Type: General music.

Characteristics of the Recommended Repertoire:

The recommended singing repertoire includes mainly unison folk or short composed songs. Composed vocal music and orchestral works with popular tunes are recommended for listening.

Methodology:

Direct endorsement: Orff [X] Kodaly [ ]
Dalcroze [ ] Concept Based [X]
Other [ ]

Description: Orff approaches are used to develop students' skills and concepts in a holistic way.

Pedagogical emphases: Listening [X] Creating [X]
Performing [X] Movement [X]
Musical Games [X] Notation [ ]
Analysis & Critical Thinking [X]

Description: Listening and singing are the two dominant activities. Playing instruments, moving, and creating sound effects are used to develop students' musical knowledge and interest. Notation is not emphasized at this stage.

Evaluation:

Page x provides general guidelines for evaluation. A two-way evaluation method is suggested (students' own evaluation of their progress plus feedback from the teacher). Teachers are advised that evaluation should focus on students' attitude and effort, work habits, music skills and knowledge. What should be evaluated is suggested in the "Focus" section of each unit.

Other:

Page ii provides information for teachers on how to use the Guide.
Title:  Music Is... An Interim Guide for Grade 3

Issued By:  North York Board of Education

Document Characteristics:

Issue Date: 1990  Language: English  Pages: 34

Program Attainment Objectives:

The overall program approach is described on page iii, with specific grade level learning objectives stated on pages iv-ix. Objectives are learner-centred, and are organized by activity (singing, listening, creating, etc.). These objectives are both specific and comprehensive.

Instructional Plans:

Instruction is organized in 20 units, each based upon development of a musical concept (such as melody direction or shape). Specific suggestions are given for activities intended to promote concept understanding. Specific musical selections are recommended for each unit.

Instructional Resources Referenced:

Each unit references specific music texts and pages. Poems and charts from other collections are also specifically referenced in selected units. Dominant references: Music to Sing, Music Builders III, Peace By Peace, and Butterscotch Dreams. Other poems and films are also mentioned in the unit guides.

Resources Included:

The main emphasis is on the selected repertoire for each unit. Visual aids such as sound graphs or call charts are left to the teacher's discretion. Few specific suggestions for such resources are given in the Guide.
Program Orientation:

Designated level: Grade 3

Program Type: A comprehensive elementary general music program

Characteristics of the Recommended Repertoire:

Heavy reliance on North American folk songs and singing games, as well as original compositions. Listening activities are also based upon this repertoire, with the additional inclusion of some instrumental works.

Methodology:

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<th>Direct endorsement:</th>
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<th>Concept Based</th>
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Description: A vocal approach which utilizes Orff instruments, solfa syllables, and which incorporates Dalcroze movement to reinforce musical concepts.

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<th>Pedagogical emphases:</th>
<th>Listening</th>
<th>Creating</th>
<th>Performing</th>
<th>Movement</th>
<th>Musical Games</th>
<th>Notation</th>
<th>Analysis &amp; Critical Thinking</th>
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Description: Songs, Orff instruments for accompaniment, listening, and game activities are used to develop understanding of melodic and rhythmic concepts.

Evaluation:

Although evaluation is discussed generally on page x, no specific evaluation criteria are stated. Teachers are advised to observe and evaluate with reference to the stated "Focus" of each lesson.

Other:

The use of tape recorder and blank tape is suggested as one means of evaluation and for creative activities.
Title: Music Is... An Interim Guide for Grade 4

Issued By: North York Board of Education

Document Characteristics:

Issue Date: 1990  Language: English  Pages: 33

Program Attainment Objectives:

The overall program approach is described on page iii. Specific grade level objectives are outlined by music making activity on pages iv-ix. These objectives are student centred in their presentation. Objectives are organized by activity (singing, listening, creating, etc.) and are both specific and comprehensive.

Instructional Plans:

The Guide contains 20 learning "units," designed for development over several lessons. A specific objective or "focus" is stated for each unit. Activities are detailed and relate to specific materials and resources. Several activities are suggested for each unit.

Instructional Resources Referenced:

Resources referenced include Music Builders IV, Music to Sing, and Touch a Hand, Make a Friend. A few films and some poetry collections are also referenced.

Resources Included:

Songs, poems, suggested "sound graphs," and other graphic notation ideas for flip charts or handouts, game/dance instructions.
Program Orientation:

Designated level: Grade 4

Program Type: Comprehensive elementary general music

Characteristics of the Recommended Repertoire:

Canadian and multicultural folk songs are referenced, as well as many original compositions.

Methodology:

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<th>Direct endorsement:</th>
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<th>Dalroze</th>
<th>Concept Based</th>
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<td>Other</td>
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Description: The curriculum is primarily a song-based approach. Orff instruments are included in lesson plans, while the songs selected follow a Kodaly model for concept introduction. Dalcroze movement activities are also encouraged.

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<tr>
<th>Pedagogical emphases:</th>
<th>Listening</th>
<th>Creating</th>
<th>Performing</th>
<th>Movement</th>
<th>Musical Games</th>
<th>Notation</th>
<th>Analysis &amp; Critical Thinking</th>
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Description: A comprehensive approach incorporating a variety of pedagogical emphases.

Evaluation:

Page x of the Guide explains in general terms what aspects of music learning should be evaluated. The "Focus" section of each lesson is intended as a guide for what to observe and evaluate for each individual lesson. There are no specific guidelines for evaluation given, however.

Other:

The use of tape recorder and blank tapes is suggested for many of the creative activities.
Music Is... An Interim Music Guide for Kindergarten

Issued By: North York Board of Education

Document Characteristics:

Issue Date: 1990  Language: English  Pages: 40

Program Attainment Objectives:

The program aims to provide kindergarten children with experiences in singing, playing, listening, creating, and moving to music. The Guide lists reasonable expectations for students in each of these areas.

Instructional Plans:

Basic principles for music teaching/learning are suggested on page iv. 20 units of study are outlined, with specific suggestions for teaching strategies and materials for each unit.

Instructional Resources Referenced:

All recommended materials are clearly identified. Resources include Music Builders K, Music To Sing (produced by the North York Board), Home Free, Raffi In Concert, One Elephant, Deux Elephants, and We All Live Together, Vol. 2.

Resources Included:

Chant (Unit 6b) and pictures (Unit 14).
Program Orientation:

Designated level: Kindergarten

Program Type: General music.

Characteristics of the Recommended Repertoire:

Most of the recommended singing repertoire is folk or short composed vocal music. Nursery rhymes and singing games in unison are common. Composed vocal music is the main recommended repertoire for listening.

Methodology:

Direct endorsement: Orff [X] Kodaly [ ] Dalcroze [ ] Concept Based [X] Other

Description: Orff approaches are used to widen students' experiences in music.


Description: Listening, moving, singing and playing are used to provide opportunities for children to experience different aspects of music. Musical games and teaching aids (e.g., puppets) are recommended.

Evaluation:

Page xi provides a general guideline for evaluation. A two-way evaluation method (students' evaluation of personal progress with the teacher's feedback) is suggested. Teachers are advised that evaluation should focus on students' attitude and effort, work habits, music skills and knowledge.

Other:

Specific information is provided concerning how teachers can use this Guide.
Title: Music Is... An Interim Music Guide for Grade 5

Issued By: North York Board of Education

Document Characteristics:

Issue Date: 1990    Language: English    Pages: 20

Program Attainment Objectives:

The Guide lists "reasonable expectations" for students at each level (Kindergarten to Grade 5) for singing, listening, playing, creating, moving, reading, and writing. No objectives for specific units or lessons are given, but a focus is stated.

Instructional Plans:

20 units, each potentially involving several lessons, are described (one page each). Units do not appear to be sequentially organized.

Instructional Resources Referenced:

Essential resources are *Music Builders V, Music to Sing, Music to See, Imaginary Window, and Over and Over Again.*

Resources Included:

Included are designs for some activity cards.
Program Orientation:

Designated level: Grade 5

Program Type: Child-centred, discovery-oriented, and music-based.

Characteristics of the Recommended Repertoire:

The suggested repertoire incorporates a mixture of styles including multicultural, folk, contemporary, popular, and Canadian. There is almost no "classical" music.

Methodology:

Direct endorsement:

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<th>Orff</th>
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<th>Dalcroze</th>
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Other

Description: Child-centred, discovery approach.

Pedagogical emphases:

<table>
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<th>Listening</th>
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<th>Performing</th>
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<th>Musical Games</th>
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<th>Analysis &amp; Critical Thinking</th>
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Description: The six areas are described at the beginning but are not consistently or sequentially developed because class activities are determined by the children's interests and experience.

Evaluation:

Evaluation based on the stated focus of each unit is encouraged.
Title: Music Is... (to be used with Grade 3 program cards)

Issued By: North York Board of Education

Document Characteristics:

Issue Date: [n.d.] Language: English Pages: 20

Program Attainment Objectives:

The program aims to involve children in stimulating activities designed to increase their understanding and musicianship. The teacher should look at each of the elements of music individually and in various combinations with the children. Children should experience musical concepts through singing, playing, moving, creating, listening, and reading and writing. Concepts which recur are treated in greater depth the second time.

Instructional Plans:

Very young children should have daily music lessons of 15 to 20 minutes. Junior grades should have lessons of 30 to 40 minutes, 3 or 4 times a week. There are program cards accompanying this guideline for grade 3, which contain several specific activities designed to teach the musical concepts. The cards are organized in a sequential manner, and are useable as they are set out, or they can provide a source of ideas for the teacher.

Instructional Resources Referenced:

A list of recommended music books is given, among them Begin Making Music (Addison), Music, Early Childhood, Gr. 1-6 (Crook, Reimer, Walker - Silver Burdett), Sally Go Round the Sun (Fowke), Canadian Vibrations Canadiennes (Fowke & Morrison), Let's Sing and Play (Bissell), Music For Fun, Music For Learning (Birkenshaw). Tapes, records, and films are also listed with brief descriptions of each.

Resources Included:

Each musical element is laid out over 2 pages. Included are brief explanations of each element, and teaching suggestions for each type of activity (e.g., sing, move, listen, etc.). A box in the centre of the activity page lists the aspects of the element that will be covered in grade 3. A glossary of musical terms is provided at the back of the guideline.
Program Orientation:

Designated level: Grade 3

Program Type: General music.

Characteristics of the Recommended Repertoire:

Finger plays, action songs, partner songs, folksongs, individual and group music activities, chants, rhymes, poems, games, story songs, Orff accompaniments and recorder selections are to be found in the various recommended books. Listening tapes referenced include ethnic, rock, folk, contemporary, and North American Indian music. Films cover a wide range of the Western European tradition plus music from other cultures.

Methodology:

Direct endorsement:  
Orff [ ]  Kodaly [ ]
Dalcroze [ ]  Concept Based [X]
Other [ ]

Description: Various activities revolving around a specific musical element are suggested, including aspects from the Orff and Kodaly approaches (e.g., instruments, movement, chants, songs).

Pedagogical emphases:  
Listening [X]  Creating [X]
Performing [X]  Movement [X]
Musical Games [X]  Notation [X]
Analysis & Critical Thinking [ ]

Description: Activities revolve around the above emphases.

Evaluation:

No evaluation methods or procedures are outlined in this guideline.
Children should be involved actively and physically in stimulating activities designed to increase their understanding and musicianship. The teacher should look at each of the elements of music individually and in various combinations with children. The children experience concepts through singing, playing, moving, creating, listening, reading and writing. Concepts which recur are treated in greater depth the second time.

**Instructional Plans:**

Very young children should have daily music lessons of 15 to 20 minutes. Junior grades should have lessons of 30 to 40 minutes, 3 or 4 times a week. There are program cards accompanying this guideline, a set for each grade, which contain several specific activities geared to teach the musical concepts. They are organized in a sequential manner, and are useable as they are set out, or they can be helpful as a source of ideas for the teacher.

**Instructional Resources Referenced:**

Recommended music books include *Begin Making Music* (Addison), *Music, Early Childhood, Grades 1-6* (Crook, Reimer, Walker - Silver Burdett), *Sally Go Round the Sun* (Fowke), *Canadian Vibrations Canadiennes* (Fowke & Morrison), *Let's Sing and Play* (Bissell), *Music For Fun, Music For Learning* (Birkenshaw). Tapes, records, and films are also listed, with brief descriptions of each.

**Resources Included:**

Each of the elements is laid out over 2 pages, with a brief explanation of each element, and suggestions for teachers for each type of activity (e.g., sing, move, listen, etc.). A box in the centre of the activity page lists the aspects of the element which will be covered in grade 4. A glossary of musical terms is provided at the back of the guideline.
Program Orientation:

Designated level: Grade 4

Program Type: General music

Characteristics of the Recommended Repertoire:

No repertoire is given in this guideline. The recommended music books include finger plays, action songs, partner songs, folksongs, individual and group music activities, chants, rhymes, poems, games, story songs, Orff accompaniments and recorder selections. Listening tapes referenced include ethnic, rock, folk, contemporary, and North American Indian music. Films cover a wide range of the Western European tradition and various world music cultures.

Methodology:

Direct endorsement: Orff [ ] Kodaly [ ]
Dalcroze [ ] Concept Based [X]
Other [ ]

Description: Various activities, revolving around a specific musical element, are suggested, including aspects from the Orff and Kodaly approaches (e.g., instruments, movement, chants, songs).

Pedagogical emphases: Listening [X] Creating [X]
Performing [X] Movement [X]
Musical Games [X] Notation [X]
Analysis & Critical Thinking [ ]

Description: Activities revolve around the above emphases.

Evaluation:

No evaluation methods or procedures are outlined in this guideline.
Title: Music Program Cards for Grade 3

Issued By: North York Board of Education

Document Characteristics:

Issue Date: [n.d.]  Language: English  Pages: 31 cards

Program Attainment Objectives:

These program cards do not provide objectives for the program as a whole. The cards describe specific units and activities which the teacher can use.

Instructional Plans:

Each card deals with a specific unit (e.g., a particular element of music or theme such as holidays, Indians, or the sounds in the environment). Each unit provides a variety of activities including listening, singing, playing, moving, exploring, and creating.

Instructional Resources Referenced:

Each song mentioned in the unit is given a reference as to where it can be found. Frequent references are made to the North York Board of Education's Primary Song Book and tapes, Sally Go Round the Sun, and Silver Burdett Music 3 (Book and Recordings).

Resources Included:

On the back of the unit cards, the teacher can find songs, poems, and various activities or suggestions to use in the classroom. Very often, extra material relating to the unit will be referred to here.
Program Orientation:

Designated level: Grade 3

Program Type: General music. Song-based.

Characteristics of the Recommended Repertoire:

The majority of the repertoire is folk music and short composed songs for children. A few of these are Canadian in origin, including a few Canadian music books and films. A few classical pieces and pop pieces are mentioned for listening activities.

Methodology:

Direct endorsement:  
- Orff [X]  
- Kodaly [ ]  
- Dalcroze [ ]  
- Concept Based [X]  
- Other [ ]

Description: Many Orff-type activities and approaches are used, including chanting, poetry, using ostinato accompaniments, tuned and non-pitched Orff instruments, and sound exploration.

Pedagogical emphases:  
- Listening [X]  
- Creating [X]  
- Performing [X]  
- Movement [X]  
- Musical Games [X]  
- Notation [ ]  
- Analysis & Critical Thinking [X]

Description: Children are engaged in a variety of activities focussing on a specific unit or concept. Using a combination of the above emphases, children are experiencing, discovering, and developing an understanding of these specific concepts. Notation is not a major focus, although there are some exercises that lead to the development of notational skills.

Evaluation:

No evaluation method is given or recommended.

Other:

The organization of these cards provides a very helpful guide for the music teacher.
Title: Music Program Cards for Grade 4

Issued By: North York Board of Education

Document Characteristics:

Issue Date: [n.d.]  Language: English  Pages: 32 cards

Program Attainment Objectives:

The program cards do not provide objectives for the program as a whole. The cards describe specific units and activities which the teacher can use. Emphasis is placed on allowing children to make guided discoveries about music. Music and art are often related.

Instructional Plans:

Each card deals with a specific unit (e.g., a particular element of music or themes such as holidays or Polynesian music). Each unit provides a variety of activities including listening, singing, playing, moving, exploring, and creating.

Instructional Resources Referenced:

There are frequent references to the North York Board of Education's Junior Song Book, song tapes, and listening tapes; Silver Burdett Music Grade 4 (book and recordings); and Fun to Make Music (Kemp).

Resources Included:

On the back of the unit cards, the teacher can find songs, poems, and various activities and suggestions to use in the classroom. Very often, extra material relating to the unit will be referred to here. Occasionally, there will be additional notes or explanations for the teacher.
Program Orientation:

Designated level: Grade 4

Program Type: General music. Song-based.

Characteristics of the Recommended Repertoire:

The majority of the repertoire is folk music and short composed songs for children. Only a very few are Canadian in origin, and only one music book and one film are Canadian. For listening activities, music by Mozart, Beethoven, Saint-Saens, Debussy, Joplin, and Schoenberg is mentioned, as well as some pop music. Two units are dedicated to Polynesian music.

Methodology:


Description: Tonic solfa is used and some Dalcroze type activities are described. Many aspects of the Orff approach are found such as accompaniments, pentatonic improvisation, poetry and speech, sound pieces, and movement.


Description: This program suggests a wide variety of activities, emphasizing constant guided discovery, and involvement in all the above categories. Proper singing technique is stressed, as well as listening and playing instruments. Notation is an important focus, and students are encouraged to create simple compositions.

Evaluation:

No evaluation method is given or recommended.

Other:

The organization of these cards provides a very useful guide for the music teacher.
Music to Sing

Issued By: North York Board of Education

Document Characteristics:

Issue Date: 1986  Language: English  Pages: 77

Program Attainment Objectives:

This guideline describes an effective music program as one which provides regularly scheduled opportunities for music growth, and which includes activities that are balanced and varied so as to allow children to participate vocally and instrumentally, to create their own music, and to listen and respond to music. The program allows children to enjoy singing and to become familiar with a wide repertoire of songs.

Instructional Plans:

For very young children, singing is a natural and spontaneous expression. Children need to be encouraged in the unselfconscious exploration of voice and language throughout the elementary grades, making singing an integral part of the total classroom program. Singing, moving, and playing classroom instruments should be integrated to provide a balanced program and to meet the diverse needs of the children in the class. In the song section of the guideline, there are suggestions for teaching each song.

Instructional Resources Referenced:

Many recordings are suggested including those by Sharon, Lois, & Bram, Anne Murray, Raffi, and April and Susan. Recordings of various types are listed including sing-along, shows and films, folk and world favourites, Canadian folk, music for holidays and special days, and solid gold (popular artists of yesterday and today). Music Builders K to 6, Silver Burdett 1-6, Canada Is...Music, and Musicanada are referenced for information about including listening in the music program.

Resources Included:

A song section is included in the document. There is also a tape containing vocal and instrumental versions of each song. Suggestions and information are provided for the teacher about the singing voice, expressive singing, singing in tune, singing in harmony, and how to choose song material. There is also information about record storage and selection. Suggestions are given for preparation of listening examples in the classroom.
Program Orientation:

Designated level: Grades 1 to 8

Program Type: General music, song-based.

Characteristics of the Recommended Repertoire:

Songs selected for the program should include a variety of games, action songs, finger plays, folk songs, popular songs, jazz, traditional, rhythm and blues, composed songs, Canadian and ethnic songs, rounds, and songs for special occasions. The material selected may relate to other classroom themes and subjects. Recordings include children's songs, popular show and film music, folk and world favourites, Canadian traditional and contemporary songs in both English and French, holiday and special occasion songs, and popular songs.

Methodology:

Direct endorsement: Orff [X] Kodaly [X]
Dalcroze [ ] Concept Based [ ]
Other Song-based

Description: The main focus is on singing. Orff instruments are used for sound effects and accompaniments, and melodic and rhythmic ostinati are used. Movement and dance to songs are also suggested.

Pedagogical emphases: Listening [X] Creating [ ]
Performing [X] Movement [X]
Musical Games [X] Notation [ ]
Analysis & Critical Thinking [ ]

Description: Singing involves sensitive listening for musical understanding and learning. Recordings serve as practical assistance for teachers so their students can hear and sing with recorded songs. Emphasis is on good vocal technique in performance. The program aims to help children sing expressively, with good tone, sensitive phrasing, musical blending, and thoughtful consideration of the text.

Evaluation:

The document includes questions for the teacher about the progress of the child and the effectiveness of the music program.
Sound I: Explorations

Issued By: North York Board of Education

Document Characteristics:

Issue Date: 1986  Language: English  Pages: 17

Program Attainment Objectives:

This document is one of a number of units developed by the North York Board of Education to support the science component of the Environmental Studies program. These units are designed to stimulate children's curiosity, to encourage their problem-solving processes, to provide experiences through which children develop useful concepts about the physical environment, to provide a foundation for learning in Communication and the Arts, and to match children's developmental stages. Specific objectives for this document are to increase children's awareness of sounds in their environment; to improve listening, comparing and observing skills; to develop problem-solving skills; to heighten expressive skills; and to refine social skills. Learning outcomes pertaining to specific activities are described at the beginning of each activity.

Instructional Plans:

This document is designed to be used over three years. Sections I and II explore sound, Section III builds on I and II with composition and problem-solving activities. Each section is divided into activities. Each activity is aimed at specific objectives, and may be extended over more than one lesson. Procedures and background information as well as resource materials are part of each activity description.

Instructional Resources Referenced:

Specific pieces of music are identified in each activity which utilizes recordings, but specific performers or record numbers are not given. A separate resource listing on the final page includes books and films. Dominant resources are Begin Making Music, Making Music, and Making More Music, XYZ of Musical Instruments, Listen! Hear!, and Music Builders.

Resources Included:

None.
Program Orientation:

Designated level: Grades 1, 2, and 3

Program Type: Sound exploration

Characteristics of the Recommended Repertoire:

Where specific pieces of music are suggested they are European Baroque or Romantic orchestral music, or American 20th century (e.g., Copland's *Appalachian Spring*).

Methodology:

Direct endorsement: Orff [ ] Kodaly [ ]
Dalcroze [ ] Concept Based [X]
Other [ ]

Description: Concept-based, utilizing such activities as observing, communicating and comparing.

Pedagogical emphases: Listening [X] Creating [X]
Performing [X] Movement [ ]
Musical Games [ ] Notation [ ]
Analysis & Critical Thinking [X]

Description: Lesson procedures include these areas throughout the program. Earlier lessons rely on listening and analysis and critical thinking. Later lessons require creation and performance as well.

Evaluation:

No evaluation methods are specifically described.
Title: Sound II: Investigations

Issued By: North York Board of Education

Document Characteristics:

Issue Date: 1986  Language: English  Pages: 46

Program Attainment Objectives:

Page v lists ten basic learning outcomes, stated in behavioural terms. Following this, there are detailed units of study, grouped under three headings: 1) Free Investigations, 2) Science of Sound, and 3) Making Your Own Music. Each unit begins with specific learning outcomes.

Instructional Plans:

Specific procedures are suggested to meet stated learning outcomes. Plans also include materials needed and extensions of the procedures that can be used to attain the learning outcomes.

Instructional Resources Referenced:

The resources include a number of books and films, and a few records.

ResourcesIncluded:

Activity charts, instrument making plans.
Program Orientation:

Designated level: Grades 4, 5, 6 (Junior level)

Program Type: Sound exploration.

Characteristics of the Recommended Repertoire:

Very few compositions are referenced. This course focuses on the investigation of sounds.

Methodology:

Direct endorsement: Orff [ ] Kodaly [ ] Dalcroze [ ] Concept Based [X] Other [ ]

Description: There are objectives at the start of each lesson, and all the activities are meant to focus on these objectives.


Description: The sounds of certain instruments are discovered and discussed. The children are then encouraged to try to move with the sounds, or to create similar sounds.

Evaluation:

No clear evaluation procedures are specified.

Other:

This publication is a unit developed to support the Science component of the North York Environmental Studies program.
Title: Grade 8 Vocal Music Curriculum (draft)

Issued By: Peel Board of Education

Document Characteristics:

Issue Date: 1987   Language: English   Pages: 68

Program Attainment Objectives:

A long list of aims of the program is presented in considerable detail. In general, students should be experiencing a wide variety of styles and forms of music through performing, listening, and creating. Through these experiences, students should become aware of their cultural heritage, other cultures and nationalistic styles, high standards of performance, and also historical and theoretical elements of music. They should be able to take with them an appreciation and a certain level of knowledge about music to enjoy throughout life. Specific objectives for each unit address knowledge, skills, understandings, experiences, and attitudes in all domains - cognitive, psychomotor, and affective.

Instructional Plans:

The curriculum is laid out in units which are based on the elements of music. In addition, there are units on "Notation" and "Careers in Music." Teaching strategies and lesson organization include listening, creating, and performing in a balanced program. Additional information is provided for extension of skills and understanding. Optional related topics are also suggested.

Instructional Resources Referenced:

Necessary materials are listed as Canada is Music 7/8 (Teacher's Manual and Recordings; class set) and Silver Burdett Music VII and VIII (Teacher's Manual and Recordings plus Teacher's Resource Book; class set). A list of necessary instruments and equipment for class use is also given.

Resources Included:

For the teacher, concepts of music theory are explained throughout the units. Listening charts appear throughout the units. There are also charts in the "Careers in Music" unit, for classroom use. Appendix 1 is a Recorder unit which can be used as part of the notation unit, or as an extension to each unit dealing with the elements. Appendix 2 contains resources for the "Careers in Music" unit (e.g., tests, statements for discussion). Ideas for special project assignments give useful information to the teacher.
Program Orientation:

Designated level: Grade 8

Program Type: Vocal music. Singing is the major vehicle for teaching/learning about music in this program.

Characteristics of the Recommended Repertoire:

Various styles and forms of music are to be covered in the program. Music of the Canadian cultural heritage and also music of other cultures and nationalistic styles are covered through the listening and performing components. Listening examples include rock/pop, blues, jazz, country, Latin American, Afro-American, Canadian folk songs, other folk songs, baroque, classical, various 20th century compositional styles including avant-garde and electronic, and vocal styles ranging from medieval to contemporary.

Methodology:

Direct endorsement:  
- Orff  
- Dalcroze  
- Kodaly [X]  
- Concept Based [X]

Description: The Kodaly hand signs, tonic solfa, and time names are encouraged in the program. Orff instruments, recorder, autoharp, and guitar or ukulele may be used to accompany singing and to reinforce skills in the reading and writing of standard notation.

Pedagogical emphases:  
- Listening [X]  
- Creating [X]  
- Performing [X]  
- Movement [ ]  
- Musical Games [ ]  
- Notation [X]  
- Analysis & Critical Thinking [ ]

Description: Teachers are encouraged to work toward a high standard of vocal production and choral ensemble performance. Active listening is encouraged. Listening serves as a means to teach students about various styles of music, and about aspects of performance and theory. Students are encouraged to listen to each other when performing. Creating involves student compositions and accompaniments as a tool for reinforcing concepts.

Evaluation: Sample tests are suggested in every unit to evaluate student attainment of specific objectives. These are provided as models for developing test items. Attitudinal objectives should only be tested to allow the teacher to see the affective growth of the students, and to assess the success of the program. Music notebooks, listening charts, and special projects are other areas for which evaluative criteria are provided.
Title: Guitar: A Guide to First Year Classroom Instruction

Issued By: Peel Board of Education

Document Characteristics:

Issue Date: 1988 Language: English Pages: 115

Program Attainment Objectives:

Aims of the program are stated on page 2. The aims focus on what the students will achieve (e.g., to develop and expand the students' appreciation of music; to increase their skills, understanding, sensitivity, and knowledge about the guitar and guitar literature). Student behavioural objectives are listed under the following headings: "Pitch and Rhythm," "Introduction to Reading Standard Guitar Notation/Tablature," "General Knowledge - The Instrument," "Technique - Melody and Accompaniment," "Tonality" (Major/Minor), "Introduction to Form," "Music History/Appreciation/Listening," "Blues/Jazz/Rock," and "Electric Guitar Unit."

Instructional Plans:

No specific suggestions are provided for the teacher with respect to lesson plans. Teachers are informed that this is only a guide, not a guitar instruction manual. Teachers are also reminded to balance the program by including performing, listening, and creating, and are encouraged to focus on the classic finger-style approach rather than plectrum style. Active listening and development of practical skills are to be emphasized.

Instructional Resources Referenced:

32 guitar method books are referenced including Alfred's Basic Guitar Method 1, Hal Leonard Guitar Method, etc. 14 resource books, 59 listening examples, and several videos are also referenced.

Resources Included:

An electric guitar unit is included, giving information on what to look for in an electric guitar, strings, amplifiers, etc. A section on the blues contains 12-bar blues progression, rhythm, and blues scale formation. Sample test questions, assignments, and a crossword puzzle are included. There is a sheet with alternating treble staff with chord tablatures which could be distributed to students for assignments. The majority of this guide provides exercises and pieces for the students to play. Permission is required to reproduce any of these materials.
Program Orientation:

Designated level: Secondary school, general level. 1st year of guitar instruction.

Program Type: Classroom guitar.

Characteristics of the Recommended Repertoire:

Various genres/styles of music included for listening purposes are: rock, country, jazz, blues, renaissance, baroque, classical, romantic, impressionistic, and 20th century. Examples of music for different fretted instruments from around the world are also included in the listening selections. Various styles are also included in the performing materials, ranging from folk to pop to various composers of the Western tradition. 13 duets/trios are included, as well as several pieces for larger ensembles.

Methodology:

Direct endorsement: Orff [ ] Kodaly [ ]
Dalcroze [ ] Concept Based [ ]
Other: Skill/Performance-based

Description: Students should be learning theoretical concepts through playing the guitar, and through listening/ear training activities.

Pedagogical emphases: Listening [X] Creating [X]
Performing [X] Movement [ ]
Musical Games [ ] Notation [X]
Analysis & Critical Thinking [ ]

Description: For a general level class, students should be focusing on practical skills such as listening, performing and creating rather than on a more academic approach. Knowledge of notation in the treble clef and chord tablature is expected.

Evaluation: A section is dedicated to criteria for evaluation of general level students. The main emphasis is on giving the students opportunities to succeed, and on obtaining a general overall assessment of the student's progress in covering a variety of areas, concentrating on a performance-oriented evaluation.

Other: A list of guitar rental companies is provided in the references.
Title: Music Seven (revised)

Issued By: Peel Board of Education

Document Characteristics:

Issue Date: 1986  Language: English  Pages: 83

Program Attainment Objectives:

General objectives describe what the students should accomplish through the program. There is also a list of experiential objectives which describe the performance opportunities students should be given. Specific objectives for each unit address knowledge, skills, understandings, experiences and attitudes in all domains: cognitive, psychomotor, and affective. Students should develop understanding of the theoretical concepts, and should take pleasure in performing and appreciating various musical practices.

Instructional Plans:

A guideline is provided for music notebooks and use of listening charts. There is a list of necessary materials and equipment for implementation of this curriculum. Units are based on elements of music and suggested teaching strategies and lesson organization. Teaching points and extension of skills and understanding are given for each unit. The appendix includes an organized unit for Recorder, and strategies for structuring a sample vocal class.

Instructional Resources Referenced:


Resources Included:

Listening charts are included in the units coinciding with the specific elements of music being explored. The appendix contains more detailed listening charts for specific compositions.
Program Orientation:

Designated level: Grade 7

Program Type: General music.

Characteristics of the Recommended Repertoire:

There is a wide range of musical styles and practices covered through the listening and performing components of the program, from Medieval to 20th century electronic, pop/rock, blues, country, etc. Vocal/choral and orchestral genres are covered with the emphasis being on listening. Specific concepts related to elements of music are drawn from various types of music. There is a multicultural policy statement indicating that students should become acquainted with a variety of musical cultures and national styles.

Methodology:

Direct endorsement: Orff [X] Kodaly [X] Dalcroze [ ] Concept Based [X]

Description: The Curwen or Kodaly names and symbols are used in this program. Orff and other instruments are used primarily as vehicles for teaching notation, but also for Orff-related activities (e.g., orchestrating a poem).


Description: Concepts dealing with the elements of music are addressed through performing, listening, and creating. The performance focus is on singing, accompanied by pre-orchestral instruments, recorder, tuned and untuned percussion, and autoharp, guitar or ukulele. A unit on "Notation" is included which can be used in conjunction with a recorder unit, other non-orchestral instruments, or even computer software.

Evaluation: Each unit contains sample test items numbered according to the objective which each tests. Teachers are encouraged to use these as models when developing their own test items. Listening charts and individual or group projects may be other valuable components of the students' evaluation.

Other: Teachers are free to interpret units and develop new ones as long as a balanced program is maintained by including listening, performing, and creating.
The keyboard course aims to provide music instruction on a popular and accessible instrument, where the students can meet with success and build self-esteem. The major goals of the program are congruent with those of the Ontario Ministry of Education guidelines which are to provide opportunities for students to expand their appreciation of music, to develop their ability to respond to music and to share feelings with others, to increase understanding, awareness, and sensitivity to the various elements and concepts of music, and to be able to apply their skills and insights to unfamiliar music.

Instructional Plans:

This document describes the purpose of and target population for this course, the recommended classroom set-up, materials and back-up resources. There are specific suggestions for teaching the performance and non-performance aspects of the course, and specific behavioural objectives are stated.

Instructional Resources Referenced:

The recommended text is *Alfred's Basic Piano Course* by Palmer, Manus, and Lethco. Supplementary resources are: *Keyboard Strategies I and II* by Stetcher, Horowitz, Gordon, and Kern; *The Schultz Series* by Pamela and Robert Schultz; *The Bradley Series* by Richard Bradley; and *The Coates Series* by Ian Coates.

Resources Included:

A suggested listening lesson, a list of creative activities, and lesson plans for the first two days are included.
Program Orientation:

Designated level: General level - Grade 11

Program Type: Piano keyboard course. This course is intended primarily for the general level grade 11 student who may have no previous musical experience.

Characteristics of the Recommended Repertoire:

The repertoire in the Alfred's book applies concepts one at a time to help students grasp them easily and perceive them holistically. Many of the songs are composed by the authors for this purpose, and other familiar tunes, such as folk songs, spirituals, and ragtime, are included. In the suggested listening materials, popular rock/modern artists' songs are mentioned for certain concepts, as are a few jazz selections, and pieces/excerpts by Bach, Mozart, Chopin, Holst, and Stravinsky.

Methodology:

Direct endorsement: Orff [ ] Kodaly [ ] Dalcroze [ ] Concept Based [X] Other

Description: The Alfred's book approaches one concept at a time, and applies it to the keyboard.


Description: Listening activities are to be united by a central concept. Many musical ideas are approached through listening. Students will play and practise either individually or with a partner during class time. Development of sight reading skills is emphasized.

Evaluation:

The weighting of performance to non-performance is recommended as 70% to 30%. Sample test questions in the categories of performance, listening, theory, and terms and symbols are given.

Other:

General information is provided concerning computer applications using MIDI.
Title: Music Course of Study

Issued By: Peterborough County Board of Education

Document Characteristics:

Issue Date: 1987  Language: English  Pages: 87

Program Attainment Objectives:

The introductory section lists seven overall goals of music education, fifteen course objectives (stated in terms of what the student will accomplish), and the aims of music/aesthetic education. Course outlines are provided for five secondary school music courses (AMU 1AO, 2AO, 3AO, 4AO, and 5AO). Behavioural objectives are included for each of these courses.

Instructional Plans:

For each course there are detailed instructions and guidelines. The course outlines are organized by activity.

Instructional Resources Referenced:

Student texts and reference texts are suggested for each of the five courses.

Resources Included:

Sample listening chart, recommended range requirements of each instrument at different levels, student evaluation checklists, and assignment sheets are included.
Program Orientation:

**Designated level:** Intermediate/senior (grades 9 to OAC)

**Program Type:** Primarily performance (band)

**Characteristics of the Recommended Repertoire:**

Various band method books and collections of studies are recommended for courses AMU 1AO, 2AO, 3AO, and 4AO. Solo and ensemble music from various historical periods is listed for courses AMU 4AO and 5AO. For the OAC course, various specific compositions for detailed study are listed under the headings Canadian music, Renaissance/Baroque, Classical, Romantic, and 20th Century.

**Methodology:**

| Direct endorsement: | Orff          | [ ] | Kodaly       | [X] |
|                     | Dalcroze      | [ ] | Concept Based| [X] |
|                     | Other         |     |              |     |

**Description:** Kodaly hand signs and time names are used to teach musical concepts.

| Pedagogical emphases:      | Listening   | [X] | Creating     | [X] |
|                           | Performing  | [X] | Movement     | [ ] |
|                           | Musical Games| [ ] | Notation    | [X] |
|                           | Analysis & Critical Thinking | |          | [X] |

**Description:** Performing is the central activity. Listening, creating, and writing as well as performing are used to develop students' musical skills and their understanding of musical concepts.

**Evaluation:**

The document includes evaluation guidelines, marking guidelines, students' evaluation checklists, and adjudication forms.
Title: Syllabus of Minimum Competencies for Instrumental Music

Issued By: Scarborough Board of Education

Document Characteristics:

Issue Date: 1986  Language: English  Pages: 65

Program Attainment Objectives:

General program objectives are not specifically stated. However, pages 3-6 of the document outline basic music literacy concepts which should be taught over a two-year period. These include pulse, rhythm, counting skills, time signatures, articulation, melody, phrasing, reading skills, harmony, style, and form. The implied overall objective is a values education through instrumental music education.

Instructional Plans:

Specific instructional plans are not detailed. The syllabus describes basic performance skills for each instrument which are to be learned during each term of a two-year instructional period (e.g., range, pitching, breath control, and scales). The syllabus includes a suggested schedule for skills or concept introduction for each year of the two-year program.

Instructional Resources Referenced:

Three band method books are referenced: Band Today, John Kinyon’s Basic Training Course, and Easy Steps to the Band. No method books are referenced for string classes. No specific repertoire is suggested for either band or string classes.

Resources Included:

No resources are included in this syllabus, since it is intended as an outline of what students should learn in two years of instrumental music rather than a guide for the teacher on how to teach music.
Program Orientation

Designated level: Grades 5 to 6 or 7 to 8

Program Type: Elementary instrumental music, either band or strings. Can be used for grades 5 and 6 of K-6 schools, or grades 7 and 8 in K-8 schools.

Characteristics of the Recommended Repertoire:

No repertoire is suggested in this guide other than method books.

Methodology:

Direct endorsement: Orff | | Kodaly | |
Dalcroze | | Concept Based | [X]
Other | | Performance |

Description: Methods of instruction are not specifically discussed. The guide implies a performance-based program.

Pedagogical emphases: Listening | | Creating | |
Performing | [X] | Movement | | |
Musical games | | Notation | [X]
Analysis & Critical Thinking |

Description: Since this guide focuses on the formal knowledge and performance skills to be taught, the specific pedagogy used to teach the skills and concepts is not discussed.

Evaluation:

No suggested evaluation methods are offered in the syllabus.

Other:

The syllabus includes a summary of achievement expectations for each year of the program, and a glossary of musical terms to be known by the completion of year 2.
Title: Grade Five - Music Curriculum

Issued By: Simcoe County Board of Education

Document Characteristics:

Issue Date: 1980 Language: English Pages: 146

Program Attainment Objectives:

No general program objectives or specific objectives for lessons are stated. Objectives implied in the suggested activities include the development of students' musical literacy and skills through music-making.

Instructional Plans:

No sample lesson plans are provided. However, suggestions for teaching songs, dance and other related activities are given.

Instructional Resources Referenced:

Suggested references include Songtime 7 and Musicanada 5.

Resources Included:

Resources include songs, activity pages, staff paper, tone ladder helpers, and dances.
Program Orientation:

Designated level: Grade 5

Program Type: General music, song-based.

Characteristics of the Recommended Repertoire:

Most of the recommended singing repertoire is folk, church music, or composed vocal music. Repertoire includes rounds, unison and simple 2-part songs. Classical and Romantic orchestral/vocal music is suggested for the listening repertoire.

Methodology:

Direct endorsement: Orff [X] Kodaly [X] Dalcroze [ ] Concept Based [X] Other [ ]

Description: Kodaly approach and Orff method are used to teach musical elements.


Description: Singing is the central activity of the program. Other activities are also used to develop students' musical literacy and skills. Recorder playing is encouraged for the whole class.

Evaluation:

No detailed directions for evaluation are suggested. An example of students' singing skill check-up is included under "Suggested Activities" on p. 130.
Title: Grade Four - Music Curriculum

Issued By: Simcoe County Board of Education

Document Characteristics:

Issue Date: 1980    Language: English    Pages: 156

Program Attainment Objectives:

General program objective is to "provide an enjoyable experience with music for the students as they follow a sequential pattern of learning basic music skills, theory, and performance." No objectives are provided for specific lessons.

Instructional Plans:

No sample lessons or term plans are given, but there are lists of songs and suggestions for teaching songs or other related activities.

Instructional Resources Referenced:

Not all the materials are identified. References include Songtime 5, Musicanada 4 and 5, and Listen, Look and Sing, volume 4.

Resources Included:

A number of songs, staff paper, pictures of hand signs, examples of staff notation, tone ladder helpers and activity pages (theory) are included. Permission is given to duplicate the materials.
Program Orientation:

Designated level: Grade 4

Program Type: General music, song-based.

Characteristics of the Recommended Repertoire:

Recommended singing repertoire includes folk and composed songs. Included are rounds, partner songs, unison songs and songs with descants. Listening repertoire includes Romantic orchestral music and Broadway music.

Methodology:

<table>
<thead>
<tr>
<th>Direct endorsement:</th>
<th>Orff</th>
<th>Kodaly</th>
<th>Dalcroze</th>
<th>Concept Based</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[X]</td>
<td>[X]</td>
<td>[ ]</td>
<td>[X]</td>
</tr>
</tbody>
</table>

Description: Kodaly and Orff approaches are used to develop students' skills and their understanding of musical concepts.

<table>
<thead>
<tr>
<th>Pedagogical emphases:</th>
<th>Listening</th>
<th>Creating</th>
<th>Performing</th>
<th>Movement</th>
<th>Musical Games</th>
<th>Notation</th>
<th>Analysis &amp; Critical Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[X]</td>
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<td>[X]</td>
<td>[X]</td>
<td>[X]</td>
</tr>
</tbody>
</table>

Description: All activities mentioned above are used to develop students' musical literacy. Conducting and recorder playing in class are also encouraged.

Evaluation:

No details of evaluation methods are provided. Examples of brief check-ups on students' musical skills are included on page 136 and 140.
Title: Kindergarten - Music Curriculum

Issued By: Simcoe County Board of Education

Document Characteristics:

Issue Date: 1980  Language: English  Pages: 99

Program Attainment Objectives:

No general program objectives are stated. Concepts to be taught each month are suggested on the front page of each monthly section of the document. Implicit objectives include the development of students' sensitivity, expressiveness, and skills in music.

Instructional Plans:

No sample lesson plans are provided, but suggestions are given for teaching songs, games and other related activities.

Instructional Resources Referenced:

Not all pieces of music are identified. References include Bowmar recordings; One Elephant, Deux Eléphants; and Listen, Look and Sing (I).

Resources Included:

Resources include songs and singing games, and pictures indicating suggested actions for songs and rhymes.
Program Orientation:

Designated level: Kindergarten

Program Type: General music, song-based.

Characteristics of the Recommended Repertoire:

Most of the recommended singing repertoire consists of folk or composed songs in unison. Romantic orchestral music and contemporary vocal music with popular tunes are recommended for listening.

Methodology:

Direct endorsement:  
- Orff [X]  
- Kodaly [X]  
- Dalcroze  
- Concept Based [X]  
- Other  

Description: Kodaly and Orff approaches are used to develop students' musical skills and their understanding of concepts. Orff instruments are introduced mainly in the second term.

Pedagogical emphases:  
- Listening [X]  
- Creating [X]  
- Performing [X]  
- Movement [X]  
- Musical Games [X]  
- Notation  
- Analysis & Critical Thinking  

Description: Singing and moving are the two main activities in the program. All activities mentioned above are used to develop students' musical skills and interest. Story telling with creative activities such as improvising an accompaniment part on an instrument are also recommended.

Evaluation:

No specific evaluation methods are suggested.
Title: Grade One - Music Curriculum

Issued By: Simcoe County Board of Education

Document Characteristics:

Issue Date: 1980  Language: English  Pages: 141

Program Attainment Objectives:

No general program objectives are stated. Concepts to be taught are printed on the front page of each monthly section of the document. Implicit objectives include the development of students' musical literacy and interest through music-making.

Instructional Plans:

No sample lesson plans are provided, but suggestions are given for teaching songs, games, dances, and other related activities.

Instructional Resources Referenced:

The main references include *Listen, Look and Sing*, *Music Builders I*, *R.C.A. Adventures in Music 2*, and *Bowman Listening Library*. Not all the materials are identified.

Resources Included:

Resources include rhythm charts, songs, musical games, poems, dances, and 3-line staff paper.
Program Orientation:

Designated level:  Grade 1

Program Type: General music, song-based.

Characteristics of the Recommended Repertoire:

Most of the recommended repertoire consists of folk or composed songs. Included are unison songs and simple rounds. Romantic orchestral music is recommended for the listening repertoire.

Methodology:

Direct endorsement: Orff [X]  Kodaly [X]  Dalcroze [ ]  Concept Based [X]  Other [ ]

Description: Kodaly hand signs and time names, and Orff approaches are used to develop students' musical literacy.


Description: Singing, listening, playing instruments, and moving are used to develop students' skills and their understanding of musical concepts. Creative activities such as making up movements and dramatizing a story are suggested. Non-musical activities related to the songs are also suggested.

Evaluation:

No specific evaluation methods are suggested.
Title: Grade Seven - Music Curriculum

Issued By: Simcoe County Board of Education

Document Characteristics:

Issue Date: 1980  Language: English  Pages: 251

Program Attainment Objectives:

Overall objectives are stated in the "Overview-Core Curriculum." Objectives are given in terms of student achievement, and are organized by activities (e.g., developing part-singing skills, listening, studying form, etc.).

Instructional Plans:

General guides are provided for each month of the school year, and are organized by activity (vocal performance, listening, and study topics such as history, theory, or special events). No sequence is suggested for presenting the material to be covered each month, other than general reference to the Kodaly practice of prepare, make conscious, reinforce, and assess. Teaching strategies are given for each individual lesson, and are stated in terms of teacher behaviour and class organization.

Instructional Resources Referenced:

Specific materials recommended are *Music - A Listener's Introduction* (recordings), *Music Builders V* and *VI*, including related recordings, and *Instruments of the Orchestra* recording. Also suggested are a variety of Orff instruments, *Canada is Music 7-8*, and a recording of Saint-Saens' *Danse Macabre*.

Resources Included:

A musical symbols chart and a musical terms glossary are provided, as well as a hand signs and time-names (Kodaly) chart. Student-use materials include a chart for "Developing One's Perceptive Listening Abilities," "Sound Composition" planner, and a vocal "Performance Score Sheet." A "Student Interest Inventory" is also provided.
Program Orientation:

Designated level: Grade 7

Program Type: An elementary general music program with emphasis on vocal performance and listening.

Characteristics of the Recommended Repertoire:

Listening repertoire is drawn from Western classical and North American folk music. Vocal performance repertoire is primarily North American folk, composed, and sacred music from the Christian faith.

Methodology:

Direct endorsement: Orff [X] Kodaly [X] Dalcroze [ ] Concept Based [X] Other [ ]

Description: The curriculum guide is described as Kodaly-based. However, many components of Orff methodology and concept-based approaches are also present.


Description: Although described as Kodaly-based, the curriculum incorporates a large listening component which strives to develop understanding of the elements of music, along with historical background.

Evaluation:

A suggested means of evaluation is offered on page 7-SE-1 of the September guide, although no elaboration is given for the projects, assignments, notebook, etc.
Title: Grade Six - Music Curriculum

Issued By: Simcoe County Board of Education

Document Characteristics:

Issue Date: 1980  Language: English  Pages: 153

Program Attainment Objectives:

The general program objective is to provide an "enjoyable experience with music for the students as they follow a sequential pattern of learning basic music skills, theory and performance." No objectives are listed for specific lessons.

Instructional Plans:

No sample lesson plans are provided, but directions for teaching songs or extended activities are given.

Instructional Resources Referenced:

Not all the materials are identified. References include Musicanada 6, Songtime 7, and Bowmar recordings.

Resources Included:

A number of songs, activity pages, tone ladder helper and dances are included. Permission to duplicate the materials is given.
Program Orientation:

Designated level: Grade 6

Program Type: General music, song-based.

Characteristics of the Recommended Repertoire:

A great variety of vocal music is recommended, including folk songs, religious music, and classical art songs. Unison, partner songs and part songs are suggested. Music for listening includes classical orchestral music, jazz, marches, and North American folk music.

Methodology:

Direct endorsement: Orff [ ] Kodaly [X]
Dalcroze [ ] Concept Based [X]
Other

Description: Kodaly method is the main teaching approach. However, Orff instruments are occasionally used in accompanying songs.

Pedagogical emphases: Listening [X] Creating [X]
Performing [X] Movement [X]
Musical Games [X] Notation [X]
Analysis & Critical Thinking [X]

Description: Singing, clapping, writing, chanting and analyzing are the main activities used in the program to develop students' musical literacy. Listening and dancing serve as supportive activities. Recorder playing is encouraged for the whole class.

Evaluation:

No evaluation methods are suggested.
Title: Grade Three - Music Curriculum

Issued By: Simcoe County Board of Education

Document Characteristics:

Issue Date: 1980  Language: English  Pages: 157

Program Attainment Objectives:

No general program objectives are stated. Musical concepts to be taught each month are summarized on the front page of each monthly section of the document. Implicit objectives include the development of students' musical literacy through music-making.

Instructional Plans:

No sample lesson plans are provided, but suggestions are included for teaching songs, dances and other related activities.

Instructional Resources Referenced:

Suggested references include Adventures in Music - Grade 3, Listen, Look and Sing, volumes 1 and 3, and Bowmar recordings.

Resources Included:

Songs, rhythm charts, hand signs, and poems are included.
Program Orientation:

Designated level: Grade 3

Program Type: General music, song-based.

Characteristics of the Recommended Repertoire:

The recommended singing repertoire consists of folk and composed songs. Included are rounds, partner songs, unison songs, and songs with descants. Folk music and Classical and Romantic orchestral and vocal music are recommended for listening repertoire.

Methodology:

Direct endorsement: Orff [X]  Kodaly [X]  Dalcroze [ ]  Concept Based [X]  Other [ ]

Description: Kodaly is the main approach used in the program. Orff instruments are suggested in the second term.


Description: Singing is the central activity of the program. Listening, moving, clapping, improvising, playing instruments, conducting, note-reading, and story reading are also used to develop students' skills and their understanding of musical concepts.

Evaluation:

No evaluation methods are suggested.
Title: Grade Two - Music Curriculum

Issued By: Simcoe County Board of Education

Document Characteristics:

Issue Date: 1980 Language: English Pages: 147

Program Attainment Objectives:

No general program objectives are stated. Concepts to be learned are printed on the front page of each monthly section of the document. Implicit objectives include the development of students' musical literacy and interest through music-making.

Instructional Plans:

No sample lesson plans are provided, but directions are included for teaching songs, games, dances and other extended activities related to the songs.

Instructional Resources Referenced:

The main references include Bowmar recordings, *Listen, Look and Sing*, and *Songtime 3*.

Resources Included:

A number of songs, musical games, rhythm charts, hand sign charts, rhythm syllable charts, pictures showing suggested actions for songs, pictures, poems, and staff paper are included.
Program Orientation:

Designated level: Grade 2

Program Type: General music, song-based.

Characteristics of the Recommended Repertoire:

The recommended singing repertoire consists of folk and composed songs. Included are rounds, unison, and call and response songs. Romantic orchestral music and American music (e.g., marches and folk music) are the recommended listening repertoire.

Methodology:

Direct endorsement: Orff [X] Kodaly [X] Dalcroze [ ] Concept Based [X] Other [ ]

Description: Kodaly method and Orff approach are used to develop students' understanding of musical concepts.


Description: Children are encouraged to experience music and develop their musical literacy through singing, listening, moving, and playing. Creative activities (e.g., dramatizing a story) and non-musical activities related to the content of the songs are also recommended.

Evaluation:

No specific methods are suggested.
Title: Grade 8 - Music Curriculum

Issued By: Simcoe County Board of Education

Document Characteristics:

Issue Date: 1980  Language: English  Pages: 406

Program Attainment Objectives:

Program objectives are very general and are aimed at developing musical sensitivity and a sense of co-operative effort within a group.

Instructional Plans:

Lessons for each month of the school year are included. Teaching strategies for each song or listening example are described in detail.

Instructional Resources Referenced:

Canada is Music 7-8, along with a variety of recordings and films. References are also found to Music Builders 5 & 6.

Resources Included:

There are "activity pages" at the end of each month's guide. These test notational knowledge. Listening questionnaires are included, as well as excerpts from full orchestral scores to be used in conjunction with listening lessons.
Program Orientation:

Designated level: Grade 8

Program Type: General music based on vocal classes, with a substantial amount of the program devoted to listening.

Characteristics of the Recommended Repertoire:

Vocal repertoire is North American folk and composed music with a large percentage drawn from Christian hymns. Listening repertoire is largely Western classical, although the musical practices of jazz and African-American music are also studied.

Methodology:

Direct endorsement: Orff [ ] Kodaly [X]
Dalcroze [ ] Concept Based [X]
Other

Description: The vocal portion of the program is Kodaly-influenced. Concepts of musical expressivity and the elements of music are developed through listening lessons, as are important aspects of Western music history.

Pedagogical emphases: Listening [X] Creating [ ]
Performing [X] Movement [ ]
Musical Games [ ] Notation [X]
Analysis & Critical Thinking [ ]

Description: Musical concepts and formal knowledge are taught through vocal performance and through listening lessons.

Evaluation:

A suggested evaluation scheme is outlined on page 8-SE-1 of the September guide.

Other:

A section on the physiology of the voice could be interesting and useful for students and teachers. A "musical careers" chapter gives a very general overview of options which may be available.
Title: An Integrated Unit: Rhythm Instruments

Issued By: Simcoe County RCSSB

Document Characteristics:

Issue Date: 1985  Language: English  Pages: 45

Program Attainment Objectives:

This document presents a sample unit to demonstrate how any topic can be integrated in various curriculum areas to meet the objectives laid out in the Ontario Ministry of Education document, The Formative Years. Curriculum areas of Language Arts, Mathematics, Arts, Physical Education, Science and Environmental Studies, and Religion and Family Life are integrated into music class. (e.g. In mathematics, classification, order, matching, counting, grouping, and recording are taught through music.)

Instructional Plans:

Plans are arranged in a series of twenty-six student activities which incorporate a wide variety of musical experiences, including sound discovery, manipulation and identification. Emphasis on listening to and creating sounds. Materials are listed for each activity.

Instructional Resources Referenced:

A bibliography includes books and records. Examples of books: Music For Fun, Music For Learning, Music Play, and Ontario Ministry of Education documents. Silver Burdett Music, Book 2 (Teacher's Edition) is also referenced.

Resources Included:

A chart is included to demonstrate curriculum areas integrated within each of the 26 activities. Activities suitable for learning centre use are marked as well. Instrument illustrations, instrument-making instructions, and crosswords are provided in the appendix.
Program Orientation:

Designated level: Primary and junior grades (K to 6)

Program Type: General music

Characteristics of the Recommended Repertoire:

No specific repertoire is mentioned.

Methodology:

Direct endorsement:  
- Orff  
- Dalcroze  
- Kodaly  
- Concept Based  
- Integrated Unit

Description: Various activities incorporating the use of rhythm instruments are to be used for musical discovery in various subject areas.

Pedagogical emphases:  
- Listening  
- Performing  
- Musical Games  
- Creating  
- Movement  
- Notation  
- Analysis & Critical Thinking

Description: There is considerable emphasis on listening to sounds of musical instruments and of the environment. Musical games, creative activities, and movement revolve around this "sound" emphasis.

Evaluation:

Evaluation is to be made by direct observation of the children's involvement in the specified activities (e.g., how they work, both individually and with others, how they overcome creative problems, and how they extend themselves).

Other:

This integrated unit can be taught by a non-specialist.
Title: Grade Five Music Curriculum

Issued By: Waterloo County Board of Education

Document Characteristics:

Issue Date: 1986  Language: English  Pages: 440

Program Attainment Objectives:

The general program objective is to develop students' musical knowledge and skills through singing, playing, and listening. Objectives for concept learning are implied in the monthly music plan. Specific objectives for each term are suggested in the goal lists.

Instructional Plans:

Sample procedures for teaching songs, chordal accompaniments, rhythmic games, scales and various musical concepts are included. In addition to instructions for a pedagogical process, samples of yearly music plans, monthly plans and weekly plans are provided.

Instructional Resources Referenced:

The main references include Canada is...Music 5-6 and Two-Part American Songs. Sources for recordings are listed on page 425.

Resources Included:

Resources include songs, staff paper, Kodaly hand signs and time names, a summary of core song material, a summary of Grade 5 students' skill development, dances, chants, rhythm games, a price list of resources, and a sequence of skill development (K-6).
Program Orientation:

Designated level: Grade 5

Program Type: General music, song-based.

Characteristics of the Recommended Repertoire:

Most of the recommended vocal music is folk or composed vocal music. Songs are mainly unison, canon and 2-part. Orchestral music and vocal music from various historical periods are suggested for listening repertoire.

Methodology:

Direct endorsement: Orff [ ] Kodaly [X]
Dalcroze [ ] Concept Based [X]
Other

Description: The Kodaly approach is used to develop students' musical literacy.

Pedagogical emphases: Listening [X] Creating [X]
Performing [X] Movement [X]
Musical Games [X] Notation [X]
Analysis & Critical Thinking

Description: Singing is the central activity in the program, while dancing, listening, improvising and playing are considered as supportive experiences. All activities are systematically planned in each monthly plan.

Evaluation:

The document includes checklists and guidelines for evaluating teachers' and students' progress at the end of each school term.

Other:

Pages 435-436 provide an index of chants, and pages 437-440 provide an index of songs.
Title: Grade Four Music Curriculum

Issued By: Waterloo County Board of Education

Document Characteristics:

Issue Date: 1983       Language: English       Pages: 320

Program Attainment Objectives:

The general objective implied in the curriculum is to deepen students' knowledge of six basic concepts in music through a sequential skill-centred approach (singing, playing, listening, moving). Implicit objectives related to concept learning are found in each monthly plan.

Instructional Plans:

Sample procedures for teaching activities (e.g., echo clapping and ear puzzles) and musical elements are provided. Sample lesson plan and weekly music plan, organized by musical skills, are suggested.

Instructional Resources Referenced:

The dominant resources include Canada is...Music 3-4 and Two-Part American Songs. Sources for recordings are listed on p. 317.

Resources Included:

Resources include songs, chants, rhythm games, dances, Kodaly hand signs and time names, a glossary of musical terms, a price list of resources, staff paper, movement glossary with concept and teaching strategies, a summary of grade 4 students' skill development, and a summary of core song material.
Program Orientation:

Designated level: Grade 4

Program Type: General music, song-based.

Characteristics of the Recommended Repertoire:

The suggested music is mainly folk or composed songs. It includes unison and simple two-part songs and rounds. Orchestral music from different periods is recommended for listening repertoire.

Methodology:

Direct endorsement:

- Orff [ ]
- Dalcroze [ ]
- Kodaly [X]
- Concept Based [X]
- Other

Description: The Kodaly approach, with handsigns and rhythm syllables, is used to develop students' musical skills and knowledge.

Pedagogical emphases:

- Listening [X]
- Creating [X]
- Performing [X]
- Movement [X]
- Musical Games [X]
- Notation [X]
- Analysis & Critical Thinking [X]

Description: Students' musical literacy and musical skills are to be developed through listening, singing, playing and moving. Singing is the central activity, while others are supportive activities.

Evaluation: The document includes checklists for evaluating students' and teachers' progress at the end of each school term, and an evaluation guideline.

Other:

Pages 310-316 provide indexes of chants and songs which were recommended in the curriculum document.
Title: Grade Six Music Curriculum

Issued By: Waterloo County Board of Education

Document Characteristics:

Issue Date: 1988                  Language: English                  Pages: 548

Program Attainment Objectives:

Implicit general program objectives include deepening students' knowledge of six basic musical concepts and developing students' musical skills through various musical activities. Specific objectives for concept learning are found in the goal list for each term, and in the sample teaching plans.

Instructional Plans:

The document includes a sample weekly plan, a sample lesson plan, a brief analysis of all singing repertoire, sample procedures for teaching different musical concepts (e.g., scales and modes), and suggested activities.

Instructional Resources Referenced:

References include 120 Singing Games, Dance for Elementary Schools. Recordings are listed on page 533.

Resources Included:

The document includes Kodaly hand signs and time names, a diagram of different "absolutes" (scales), a sequence of skill development (K-6), a summary of grade 6 skill development, a summary of core song material, a number of songs (indexed on pages 543-548), rhythmic activities, tonal activities, a price list for recommended resources, and staff paper.
Program Orientation:

Designated level: Grade 6

Program Type: General music, song-based.

Characteristics of the Recommended Repertoire:

The recommended singing repertoire includes unison songs, rounds and part songs. Selected Baroque, Classical, and Romantic period orchestral/vocal music is recommended for listening.

Methodology:

Direct endorsement: Orff [ ] Kodaly [X]
                      Dalcroze [ ] Concept Based [X]
                      Other

Description: Kodaly method is used to develop students' musical literacy.

Pedagogical emphases: Listening [X] Creating [X]
                      Performing [X] Movement [X]
                      Musical Games [X] Notation [X]
                      Analysis & Critical Thinking [X]

Description: Singing is the central activity in the program. Rhythmic and tonal activities emphasize developing students' musical literacy through composing/writing, music reading, and improvising. Listening activities aim to develop students' critical thinking.

Evaluation:

The document includes a guideline for evaluation, a model of music program evaluation, and checklists for evaluating teachers' and students' progress.

Other:

Pages 543-548 provide an index of the songs which are included in the document.
Title: Grade Three Music Curriculum, 2nd Edition

Issued By: Waterloo County Board of Education

Document Characteristics:

Issue Date: 1984  
Language: English  
Pages: 249

Program Attainment Objectives:

The program aims to develop students' knowledge of basic musical concepts and to develop students' musical skills through singing, moving, playing, and listening. Objectives related to concept learning are implied in the suggested monthly programs. No objectives for specific lessons are given.

Instructional Plans:

Sample procedures for teaching musical concepts and guiding musical activities (e.g., improvisation) are suggested. Sample monthly planning for music lessons is provided.

Instructional Resources Referenced:

All materials are fully referenced. The dominant references include Musicanada 3 and Canada is... Music 3-4. Sources for recordings are listed on page 243.

Resources Included:

Resources include songs, a summary of grade 3 skill development in rhythm and tone, a summary of songs and their characteristics, sample lesson and curriculum plans, rhythm card plans, rhythm games, singing game melodies and directions, a monthly planning sheet, a price list of resources, and a glossary of musical terms.
Program Orientation:

Designated level: Grade 3

Program Type: General music, song-based.

Characteristics of the Recommended Repertoire:

Most of the recommended repertoire is folk or composed vocal music. Songs are mainly unison, but rounds and simple 2-part songs are also included. Orchestral music from different periods is suggested for listening repertoire.

Methodology:

Direct endorsement: Orff [ ] Kodaly [X] Dalcroze [ ] Concept Based [X] Other

Description: The Kodaly approach is used to develop students' musical skills and knowledge.


Description: Listening, singing, and playing musical games are used to develop students' musical skills and aesthetic experience. Singing is the central activity, while rhythmic and listening experiences are supportive activities.

Evaluation:

The document includes checklists for evaluating students' progress at the end of each school term.

Other:

Pages 245-249 provide an index of songs which were recommended in the curriculum document.
Title: Grade Two Music Curriculum

Issued By: Waterloo County Board of Education

Document Characteristics:

Issue Date: 1985 Language: English Pages: 254

Program Attainment Objectives:

The main objective of the program is to develop students' understanding of basic musical concepts through singing, moving, and listening. Objectives for each activity are implied in the teaching instructions. No objectives are given for specific lessons.

Instructional Plans:

Sample procedures for teaching musical elements and concepts are provided. Teaching suggestions are included on pages 211-227.

Instructional Resources Referenced:

Specific pieces of music (songs and records) are identified. The songs included in the curriculum document are the main source of the recommended teaching material. Sources of recordings are listed in the glossary.

Resources Included:

Resources include songs, singing game melodies and directions, rhythm games, sample lessons, creative improvisation activities, sound discrimination, teacher/student evaluation forms, price list of resources, and rhythm card plans.
Program Orientation:

Designated level: Grade 2

Program Type: General music, song-based.

Characteristics of the Recommended Repertoire:

Most of the recommended repertoire is folk or short composed vocal music. Songs are mainly unison. Classical and Romantic orchestral pieces are the main repertoire for listening.

Methodology:

Direct endorsement: Orff [ ] Kodaly [X]
Dalcroze [ ] Concept Based [X]
Other

Description: The Kodaly approach is used to engage children in learning specific concepts.

Pedagogical emphases: Listening [X] Creating [X]
Performing [X] Movement [ ]
Musical Games [X] Notation [X]
Analysis & Critical Thinking [X]

Description: Listening, singing and playing musical games are used to develop children's musical literacy and awareness of various musical aspects. Singing is emphasized.

Evaluation:

The document includes checklists for evaluating teachers' and students' progress at the end of the school terms.

Other:

Pages 249-254 provide an index of the songs recommended in the curriculum document.
Title: Multicultural Music Resource Document

Issued By: Waterloo County Board of Education

Document Characteristics:

Issue Date: 1989           Language: English           Pages: 355

Program Attainment Objectives:

This music resource document is designed to provide opportunities for each child to: "develop and retain a personal identity by becoming acquainted with the historical roots of the community and culture of his or her origin, and by developing a sense of continuity with the past; begin to understand and appreciate the points of view of ethnic and cultural groups other than his or her own; develop an understanding of such concepts as community, conflict, culture, and interdependence; learn the social skills and attitudes upon which effective and responsible cooperation and participation depend."

Instructional Plans:

There are no instructional plans. This is a collection of multicultural songs, with a brief description of the tone-set, form, tonal elements, scale/mode, and rhythmic elements of the specific songs.

Instructional Resources Referenced:

Multicultural songs from Waterloo County Board of Education K to 6 curricula are listed.

Resources Included:

Songs from 23 different ethnocultural groups are provided. Teachers can use the table of contents and indexes to access the repertoire.
Program Orientation:

Designated level: Grades K to 6

Program Type: Multicultural vocal music

Characteristics of the Recommended Repertoire:

The recommended repertoire consists of folk songs, organized in the following sections: Africa, Afro-American, Caribbean, Central and South America, Eastern Europe, England/Scotland/Ireland, France, Germany/Austria, Greece, Hawaii, Holland, India, Israel, Italy, Mennonite, Mexico, North American Indian, Orient, Puerto Rico, Russia, Scandinavia, Spain, and Switzerland.

Methodology:

| Direct endorsement: | Orff | [ ] | Kodaly | [ ] |
| Dalcroze | [ ] | Concept Based | [ ] |
| Other | [ ] | [ ] |

| Pedagogical emphases: | Listening | [ ] | Creating | [ ] |
| Performing | [X] | Movement | [ ] |
| Musical Games | [ ] | Notation | [ ] |
| Analysis & Critical Thinking | [ ] | [ ] |

Description: No instruction is given as to how to teach this material.

Evaluation:

There is no discussion of evaluation.

Other:

This document includes a statement of the Waterloo County Board of Education's policy on race and ethnocultural relations.
Title: Music - Primary Division

Issued By: West Parry Sound Board of Education

Document Characteristics:

Issue Date: 1988  Language: English  Pages: 276

Program Attainment Objectives:

The program aims to develop students' skills and understanding in five areas: melody, rhythm, interpretive response, language and listening. Specific objectives for each music area, each part of the lesson, and the intermediate instrumental program are provided.

Instructional Plans:

The document includes an overview music plan based on the five areas for different grades. Also included are explanations of musical terms, sample lesson plans, sample procedures for teaching songs and listening with specific examples, and teaching strategies for different activities.

Instructional Resources Referenced:

All suggested examples are fully referenced. Included are Musicanada, Canada is... Music, The Music Book, Exploring Music, and Adventures in Listening.

Resources Included:

The document includes songs, theory worksheets, a picture showing musical texture, poems, musical games, sample lesson plan sheets, Curwen hand signs, explanations of the scales, a list of time names and note values, tone matching exercises, rhythm reading exercises, ear puzzles, sight-singing exercises, and detailed explanations of some basic concepts in music theory.
**Program Orientation:**

**Designated level:** Primary to intermediate (K-8/9)

**Program Type:** Song-based general music for K-8, and instrumental program (band) for grades 7 to 9.

**Characteristics of the Recommended Repertoire:**

No specific textbook is recommended. Guidelines are provided for choosing singing materials for different grades. Romantic orchestral music and contemporary music with popular tunes are recommended for the listening repertoire.

**Methodology:**

<table>
<thead>
<tr>
<th>Direct endorsement:</th>
<th>Orff</th>
<th>Kodaly</th>
<th>Daleroze</th>
<th>Concept Based</th>
<th>Other</th>
</tr>
</thead>
</table>

**Description:** An understanding of concepts is to be developed through activities. The use of modulator, Curwen hand signs and time names, and Orff instruments is suggested for teaching.

<table>
<thead>
<tr>
<th>Pedagogical emphases:</th>
<th>Listening</th>
<th>Creating</th>
<th>Performing</th>
<th>Movement</th>
<th>Musical Games</th>
<th>Notation</th>
<th>Analysis &amp; Critical Thinking</th>
</tr>
</thead>
</table>

**Description:** Singing is the central activity of the program. Other activities such as dramatizing, writing, recorder playing, listening and music reading can also be used to develop students' skills and understanding in the five musical areas. Technical exercises such as tone matching, sight-singing and ear puzzles can help develop students' singing skills. An instrumental program is suggested for intermediate level students.

**Evaluation:**

The document includes a list of comments for report cards and a sample of evaluation methods for a grade 9 band class.

**Other:**

The document includes a list of publishers and music suppliers; definitions and explanations of terms used in the document; a list of songs organized by chords; and a list of films.
Program Attainment Objectives: The guide provides a philosophy which states that music enhances the development of the whole child, so the child should be provided with the opportunity to experience a balanced music program consisting of the following activities: singing, playing, moving, listening, creating, reading and writing. Aims and objectives are taken from the Ministry of Education regarding opportunities to be given to children in the Primary and Junior divisions in the areas of perception and expression, and music. The board of education also lists aims and objectives of the music program describing the opportunities to be given to children in the program.

Instructional Plans:

The balanced music program is outlined for the teacher in the view of the learner, the process framework of teaching the musical elements, and in chart form, minimum expectations for the general development of the elements of music. Suggestions for the development of concepts have been outlined for each grade. The teacher should be able to modify the program through adaptation or extension to suit the readiness or level of the children.

Instructional Resources Referenced:

Resources and supplementary materials are listed for Early Childhood Education/Primary, Junior, and Intermediate divisions. Canadian music books are referenced throughout. The basic music book series used for all levels are *Music Builders*, *Musicanada*, and *Young People's Glory and Praise*. In the supplementary materials, *Musictime K-3* and *4-6* appear, as do the series *Canada Is... Music*, some *Silver Burdett*, and *Music for Fun, Music for Learning*. Listening materials are referenced under "classical music," and also some kits.

Resources Included:

There is a useful planning checklist and framework chart for the year. The appendices include instructions on how to teach a rote song, a chord chart, a list of pentatonic songs naming the keys and starting notes, pentatonic scales illustrated for tuned percussion instruments, lines and spaces of the treble clef, ostinato patterns for tuned percussion, and a list of partner songs. A glossary of musical terms is found at the back of the guide.
Program Orientation:

Designated level: Junior Kindergarten to Grade Six

Program Type: General music.

Characteristics of the Recommended Repertoire:

Short songs from the music book series include folk songs, rote songs, partner songs, pentatonic songs, and pieces to be accompanied by Orff instruments. English and French Canadian songs are included. Listening material includes baroque, classical, romantic, and twentieth century music. The styles covered include program music, orchestral, ballets, musicals, opera, and symphonies. The intermediate list of repertoire suggests rock, pop, Jamaican, opera, guitar, steel band, jazz, piano and medieval music for study in supplementary materials.

Methodology:

Direct endorsement: Orff [X] Kodaly [ ] Dalcroze [ ] Concept Based [X] Other [ ]

Description: A list of Orff rhythm and melodic instruments is given to indicate which musical instruments should be in place in each school to develop a balanced music program. Pentatonic scales on tuned percussion, and a few simple ostinato patterns are written out for xylophone, glockenspiel, and metallophone.


Description: Various types of activities are recommended for a balanced music program.

Evaluation:

An "attitude checklist" suggests attitudes which may be observed in whole class, small group, or individual music activities. The minimum expectation for development of the elements of music may be used as a basis for evaluating student progress in understanding concepts.
Music - Resource Document: Junior Kindergarten to Grade Six

Issued By: York Region Roman Catholic Separate School Board

Document Characteristics:

Issue Date: 1991 Language: English Pages: 68

Program Attainment Objectives:

The aims and objectives stated on pages 2 and 3 of the document provide general goals for the program. The program seeks to develop students' sensitivity to and understanding of music through the activities of movement, singing, playing (instruments), listening, and creating. Specific behaviours and strategies for teaching are outlined by grade level, and are organized around the musical elements of rhythm, melody, texture, form, tone colour, and expressive qualities.

Instructional Plans:

Specific lesson plans are not included in the document. Guidelines for grade-appropriate activities in relation to musical elements are included in the behavioural objectives outlined for each grade level.

Instructional Resources Referenced:

Resource listings by grade level refer to specific music texts, recordings, and repertoire. Textbooks recommended include Music Builders, Musicanada, Musictime, and Silver Burdett. Recordings by artists such as Raffi and Sharon, Lois, and Bram are referenced for use in primary grades. References for junior grades are of classical music recordings.

Resources Included:

The document contains charts to aid the teacher in lesson planning for the school term, for individual lessons, and for evaluation of individual students. Chord charts, pentatonic scales, ostinato patterns and keyboard charts are included for teacher information. Some of these could be adapted for classroom use with older children.
Program Orientation:

Designated level: Junior Kindergarten to Grade 6

Program Type: Elementary general music based on concepts of the musical elements taught through a primarily vocal program.

Characteristics of the Recommended Repertoire:

Suggested vocal repertoire consists mainly of folk songs and games based on pentatonic scales. Listening repertoire consists of "popular" orchestral works for children such as Prokofiev's Peter and the Wolf and Tchaikovsky's Nutcracker Suite. The Pirates of Penzance by Gilbert and Sullivan and Humperdinck's Hansel and Gretel are also recommended.

Methodology:


Description: Activities and strategies are derived from Orff, Dalcroze, and Kodaly methods, organized to teach the elements of music.


Description: Concepts are taught through performing (singing and playing rhythm instruments) and through listening. Movement, games, and improvisation help to reinforce the understanding of concepts.

Evaluation:

Evaluation is to be based on the student's attitude and participation in musical activities. No specific evaluation guidelines or procedures are described.

Other:

Appendixes provide tips for the teacher such as "How to Teach a Rote Song" and "What Can a Teacher Do with a Song When There is No Equipment." Geared to the classroom teacher rather than to the music specialist.
Listed below are the names and addresses of Ontario boards of education whose curriculum documents are included in this Guide. The board names and addresses were those in effect prior to the 1998 amalgamation of boards of education.

Bruce County Board of Education
1st Avenue North
Box 109
Chesley, Ontario
NOG 1L0

Carleton Board of Education
133 Greenbank Road
Nepean, Ontario
K2H 6L3

Carleton Roman Catholic School Board
c/o Frank Ryan School
128 Chesterton Drive
Nepean, Ontario
K2E 5T8

Conseil des écoles séparées du district de Nipissing
Box 3110
North Bay, Ontario
P1B 8H1

Conseil des écoles séparées catholiques d'Ottawa
140 Cumberland Street
Ottawa, Ontario
K1N 7G9

Dufferin County Board of Education
40 Amelia Street
Orangeville, Ontario
L9W 3T8
Waterloo County Board of Education
Education Centre
51 Ardelt Avenue
Box 68
Kitchener, Ontario
N2G 3X5

West Parry Sound Board of Education
70 Isabella Street
Parry Sound, Ontario
P2A 1M6

York Region Roman Catholic Separate School Board
21 Dunlop Street
Richmond Hill, Ontario
L4C 2M6
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