A Guide to Provincial Music Curriculum Documents Since 1980

Patricia Martin Shand

Lee R. Bartel
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Printed in Canada
This book is the first publication of the Canadian Music Education Research Centre (CMERC) and represents several of the major objectives of the Centre. The first objective is to conduct research studies related to music education in Canada. This book is the product of descriptive research focused on music education curricula in Canada. The second purpose of CMERC is to create and disseminate research tools and findings to researchers and users of research. This Guide is a research tool that should be valuable to anyone creating music curriculum guides. Another purpose of CMERC is to establish an outstanding Canadian collection of research documents and reports, survey research databases, and music education documents to facilitate the conduct of music education research. Copies of all the curriculum guides described in this book are located in the CMERC office along with hundreds of other curriculum documents from local school boards.

In addition to research reference materials, CMERC publishes a monograph series entitled RESEARCH PERSPECTIVES IN MUSIC EDUCATION. The first monograph in this series is Das Schulwerk: A foundation for the cognitive, musical, and artistic development of children by Lori-Anne Dolloff. This monograph traces the historical influences on Orff's ideas, discusses the nature of music in Orff's approach, realistically points out weaknesses in this popular method, analyzes the potential of the Orff method to address the cognitive development of children in light of theories by such prominent thinkers as Gjerdingen, Piaget, Gardner, and Serafine. This monograph provides a thoroughly reasoned foundation for an intensive application of music education in childhood. Monograph two by Alan Stellings, Musical Referentialism: A discussion of its aspects, provides an outstanding example of philosophical research--the analysis of existing thought and the synthesis into a clearer statement than was previously in existence.

The CMERC reference materials are designed to be of value to practitioners as well as to researchers. The monograph series, RESEARCH PERSPECTIVES IN MUSIC EDUCATION, is designed to be of interest to music teachers and scholars.

It is a great pleasure to introduce this new publication venture. It is especially so because it offers a valuable service to the music education profession in Canada.

Lee R. Bartel
Director, CMERC
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INTRODUCTION

The purpose of this Guide is to provide a description of 74 music curriculum documents published by provincial ministries and departments of education between 1980 and 1992. We obtained these documents from provincial authorities as part of a larger study of the administration of music education in Canada, sponsored by the Canadian Music Education Research Centre.

In this Guide each document is described as follows:

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 (e.g., elementary, junior high, senior high), or on specific types of program (e.g., choral, band, strings), or which are based on specific methodologies (e.g., Orff, Kodaly, Dalcroze).

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 provincial ministries or departments of education, the published documents do reveal the orientation of provincial officials and leading music educators at a given time.

The amount of leadership assumed by provincial authorities varies considerably from province to province. In Newfoundland, for example, the Department of Education provides very detailed guidance for local teachers, and even publishes collections of songs for use at specific grade levels. In Ontario, on the other hand, the Ministry of Education provides guidelines and some sample approaches, but more responsibility for curriculum development is given to local boards of education, many of which produce their own curriculum documents.
We acknowledge with gratitude the assistance of the provincial ministries and departments of education in providing us with the 74 music curriculum documents which we have described in this *Guide*. We acknowledge also the assistance of Larissa Bachnivsky, Drew Gill, Lynnie Kernohan, Lisa Kim, Kristi Laird, Cheryl Lake, Bonnie Rosenberg, and Beata Wozniak in preparing this volume.

Patricia Martin Shand
Lee R. Bartel
Province of Alberta
Title: Elementary Music Curriculum Guide

Issued By: Alberta Ministry of Education, Curriculum Support Branch

Document Characteristics:

Issue Date: 1989  Language: English  Pages: 188

Program Attainment Objectives:

General learner expectations include development of enjoyment of music, awareness and appreciation of a variety of music, musical insights, self-expression and creativity, musical skills and knowledge. Specific objectives include development of musical awareness, skills of in-tune singing, reading & writing of music, experimentation with instruments, self-expression and positive attitudes toward music.

Instructional Plans:

Presents a graded sequence of concepts and skills. General class activities are suggested for each concept or skill. For some activities, specific pieces of music are given from four main resource books or from additional resource material. Appendix A includes some sample lessons.

Instructional Resources Referenced:

Main resources are Musicanada, Music and You, and Silver Burdett series. Supplementary resources are listed under headings of Canadiana, Choral, Computer, Early Childhood, Handbells, Kodaly, Listening, Movement, Orff, Recorders, Special Learner, Teacher Professional References, and Ukulele. These are books, music, records, filmstrips, charts, cassettes, and kits.

Resources Included:

A few songs and rhythmic charts are included in Appendix A, in the context of sample lessons.
Program Orientation:

Designated level: ECS and Grades 1 to 6

Program Type: General music. Includes singing, movement, creating, guided listening, recorder, handbells, and ukulele.

Characteristics of the Recommended Repertoire:

Some specific literature is suggested from general music texts which provide a broad cross-section of styles and periods, with some emphasis on classical and folk music. Some Canadian materials are referenced.

Methodology:

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

Description: Sample lessons and recommended resource sections on guided listening, Orff & Kodaly methods are included. Conceptual objectives are listed throughout each grade level. Concepts are taught through skill development.


Description: Philosophy statement emphasizes students’ development as performers, listeners and composers.

Evaluation:

Effective assessment is described as having a clear intent either as a diagnostic or as a measuring tool; it takes into account cognitive, psychomotor and affective domains of behaviour. Nine methods of evaluation can be selected from the following: observation, checklists, listening tests, dictation, worksheets, improvisation, composition, practical exams, and computer programs.

Other:

There is a section on music education for students with special needs. Also included is a listing of professional organizations for music educators, a glossary of terms, enrichment and integration activities, grade charts for lesson planning, and evaluation charts.
Five general goals of the secondary music program and six goals for the choral program are stated. Specific objectives are stated in three levels focusing on vocal, aural, interpretive, theoretical and synthesis skills.

Specific suggestions are given for implementing the program including a planning pattern for a year, a month, a week, and a day or two ahead. A section on teaching technique and learning activities offers suggestions for vocal skill development. A sample lesson plan is included.

General resources referenced include method books, theory, choral lending library, choral federations, and text books. Authorized student material is listed in three levels under basic learning resources (i.e., sight singing, theory), recommended learning resources (i.e., Kodaly sight reading, theory, Reflections of Canada Vol. 1), and supplementary resources (includes a list of performance repertoire).

A glossary of terms appears at the end of the guide. Four articles by John Cooksey on the changing voice are reproduced. A sample parental permission letter for trips is included.
Program Orientation:

Designated level: Grades 7 to 9

Program Type: Choral performance.

Characteristics of the Recommended Repertoire:

Choral repertoire is divided into four selections (unison, SA, SSA, SAB), and is representative of various styles and historical periods.

Methodology:

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

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

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

Description: These emphases are identified as curricular components. An additional component is "valuing."

Evaluation:

Evaluation is based on cognitive, psychomotor and affective learning. This document devotes a section to suggestions for evaluation in music education. Two sample exams are included.
Title: Junior High School Curriculum Guide: General Music

Issued By: Alberta Education

Document Characteristics:

Issue Date: 1988  Language: English  Pages: 164

Program Attainment Objectives:

Five goals for the secondary music program and four goals for the general music program are listed. Specific behavioural objectives are stated for each module in the categories of performance, elements/structure, and perspective.

Instructional Plans:

Instructional activities are not specified but are to be designed by teachers to accomplish particular objectives.

Instructional Resources Referenced:

Sources referenced include text books and theory, performance and listening material. Authorized resources are listed for each module. The *Spectrum of Music with Related Arts* is used extensively.

Resources Included:

A glossary of terms appears at the end of the guide.
Program Orientation:

Designated level: Grades 7 to 9

Program Type: This is a modular general music program to develop the students' appreciation of a wide variety of music. Modular topics include music of Canada, handbells (3 levels), careers in music, musical theatre, recorder (2 levels), etc.

Characteristics of the Recommended Repertoire:

There are few specific recommendations. Modules list recommended materials specific to the topic.

Methodology:

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

Description: Objectives imply instruction emphasizing student involvement and action.

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

Evaluation:

On pages 8 and 9 there is a discussion of evaluation, emphasizing the importance of evaluating cognitive, psychomotor, and affective learning. Evaluation is not specified in the modules but teachers are referred to evaluation suggestions in The Spectrum of Music with Related Arts.
Junior High School Curriculum Guide:  
Instrumental Music - Wind-Percussion, Strings

Issued By: Alberta Education

Document Characteristics:

Issue Date: 1988  
Language: English  
Pages: 107

Program Attainment Objectives:

Five general goals of the secondary music program and 5 goals for the instrumental program are stated. Specific objectives are stated in two tracks: wind-percussion (3 levels) and string programs (6 levels). Objectives focus on developing technical skill and theoretical and historical understanding.

Instructional Plans:

Specific suggestions are given for implementing the program. Instructional plans are not included but content to be covered is specified.

Instructional Resources Referenced:

Resources include basic and recommended learning resources for winds-percussion and strings, as well as theory materials.

Resources Included:

No resources are included. A glossary of terms appears at the end of the guide.
Program Orientation:

Designated level: Grades 7 to 9

Program Type: This is an instrumental performance course.

Characteristics of the Recommended Repertoire:

This guide lists repertoire for both the wind-percussion and string areas. "The music educator is given latitude to select literature....so that it enhances the aural, technical, theoretical, interpretive, and historical components."

Methodology:

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

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

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

Evaluation:

Evaluation is based on cognitive, psychomotor and affective learning. This document devotes a section to suggestions for evaluation in music education.
Title: Senior High School Music: Teacher Resource Manual - Choral Music 10-20-30

Issued By: Alberta Education

Document Characteristics:

Issue Date: 1991     Language: English     Pages: 99

Program Attainment Objectives:

Student behavioural objectives are specified in the areas of performance, aural development, theory, composition, and interpretation, for levels IV to VI (grades 10 to 12). An outline of behavioural objectives for levels I to III (grades 7 to 9) provides an indication of prerequisite skills for students entering the grade 10 program.

Instructional Plans:

There is a suggested planning pattern for the teacher for the year, month, week, and days. Suggestions are given for implementing the program, and there is a section describing teaching techniques and learning activities, but no lesson plans are included.

Instructional Resources Referenced:

On pp. 26 to 29 are listed materials authorized by Alberta Education for teaching choral performance, theory, and music history. Included are videos and computer software. On pp. 32 to 50 are supplementary lists of choral music and other resource materials compiled by the Lethbridge School District No. 51 but not evaluated and approved by Alberta Education. On pp. 75 to 77 are lists of professional resources (e.g., Alberta Choral Federation Choral Lending Library, CMC, professional organizations).

Resources Included:

Reprints of 3 articles related to choral music teaching.
Program Orientation:

Designated level: Grades 10 to 12

Program Type: Choral performance

Characteristics of the Recommended Repertoire:

Repertoire for unison, SA, SSA, SAB, SATB. Canadian content may be found in each of these lists, denoted by a star. About 180 individual choral pieces of standard concert repertoire are listed.

Methodology:

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

Description: Performance rehearsal enriched with theoretical, historical, and a little creative activity.

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

Evaluation:

Pages 67-68 provide examples of how evaluation may be used. Students' achievement in the cognitive, psychomotor, and affective domains should be evaluated.
Title: Senior High School Music: Teacher Resource Manual - Instrumental Music 10-20-30

Issued By: Alberta Education

Document Characteristics:

Issue Date: 1991 Language: English Pages: 113

Program Attainment Objectives:

Student behavioural objectives are specified in the areas of performance, written theory, aural development, history, and interpretation, for levels IV to VI (grades 10, 11, and 12). An outline of behavioural objectives for levels I to III (grades 7 to 9) provides an indication of the prerequisite skills for students entering the grade 10 program.

Instructional Plans:

Examples of yearly, monthly, and daily plans are provided. Suggestions are given for implementing the program. One sample lesson plan is included.

Instructional Resources Referenced:

On pp. 54 to 62 are listed materials authorized by Alberta Education for teaching instrumental performance, theory, music history, and listening. Included is computer software. On pp. 102 to 104 are listed various sources of professional development for teachers.

Resources Included:

Sample evaluation plans.
Program Orientation:

Designated level: Grades 10 to 12

Program Type: Instrumental performance: wind/percussion or strings.

Characteristics of the Recommended Repertoire:

On pp. 62 to 68 are supplementary lists of wind music and other resource materials compiled by the County of Strathcona but not evaluated or approved by Alberta Education.

Methodology:

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


Description: A performance rehearsal approach with emphasis on history/listening, writing, and aural and concept/skill development.

Evaluation:

Students' achievement in the cognitive, psychomotor, and affective domains should be evaluated.

Other:

Numerous photographs of band students.
Province of British Columbia
Title: Elementary Fine Arts: Curriculum Guide/Resource Book

Issued By: British Columbia Ministry of Education

Document Characteristics:

Issue Date: 1985 Language: English Pages: 215

Program Attainment Objectives:

Six general program objectives and related specific learning outcomes are stated for elementary fine arts education. Implicit objectives for music programs include: 1) active involvement in music through participation, and development of skills and conceptual understanding, 2) appreciation of music, its role in society, and its relationship with other subjects. Objectives organize 2 main areas of the curriculum: "Learning Music" and "Learning about Music." Specific objectives are stated for sample lesson plans.

Instructional Plans:

Content of music lessons is broadly outlined for each grade level by music elements, style, music and people, and music and other disciplines. Concepts to be developed are identified in each area, and suggested activities are outlined. Concepts are also indexed to MUSICANADA. A sample monthly plan and lesson plan are included for grades 1, 3, 6, and 7.

Instructional Resources Referenced:

Specific pieces of music are suggested. Cross-reference charts for musical elements use three main resource kits: MUSICANADA (3, 4, 5, 6), Music for Fun, Music for Learning, and Music Play. Publishers and authors are listed. Instructional resource lists are provided for eleven music methods currently in use in B.C. Full publishing information is provided.

Resources Included:

Wall charts of scope and sequence, hand signs for Kodaly method, blank lesson plan forms, evaluation forms, concept checklist, music report cards.
Program Orientation:

Designated level: Grades 1 to 7

Program Type: General music

Characteristics of the Recommended Repertoire:

Predominantly folk music. Some multicultural, Canadian, and classical content.

Methodology:

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

Description: Learning experiences are organized by concept. Endorsement of methods currently in use in B.C., through provision of printed resource lists for choral, Kodaly, Orff, ETM (Education Through Music), MMCP (Manhattanville Music Curriculum program), comprehensive text series, ukulele, recorder, guitar, band and strings.


Description: Lessons are often constructed as follows: Perform or listen to a piece, explore and analyse its musical elements, and/or add musical behaviours to it.

Evaluation:

Evaluation is both formative and summative. Sample evaluation forms include checklists, music report cards, and behavioural evaluations. A record is to be kept of achievement of skills, and of effort and participation. Systematic, on-going evaluation is emphasized in the maintenance of daily assessments, test results, and collected materials.
Title: Secondary Music (8-12): A Guide/Resource Book for Teachers

Issued By: British Columbia Ministry of Education

Document Characteristics:

Issue Date: 1980  Language: English  Pages: 256

Program Attainment Objectives:

General goals and learning outcomes (cultural and technical) for the music curriculum are given. Specific objectives are stated for each level in each course area (choral, strings, band, guitar, and composition) and are related to content.

Instructional Plans:

Sample course outlines are provided in terms of units of instruction. There are sample units in each area and level, and these include purpose, references, and instructional strategies.

Instructional Resources Referenced:

Specific reference books are suggested for each area and level; journals, videotapes, libraries, and recordings are referenced as well. Sample performance repertoire is included.

Resources Included:

Choral vocalises, band and string seating plans, jazz articulations, vocal pronunciation guides, a glossary of guitar terms, evaluation forms, and student practice report forms are included.
Program Orientation:

Designated level: Grades 8 to 12

Program Type: This guide supports band, choral, string (including guitar), and compositional programs designed to develop the students' performance skills and knowledge of musical elements.

Characteristics of the Recommended Repertoire:

Repertoire is referenced for each course area. Band includes a list of brass and woodwind repertoire. Choral features lists of madrigal and vocal jazz repertoire. References include Canadian material. Music of the "classical" tradition is dominant.

Methodology:

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

Description: Primarily technical development in a rehearsal context.

Pedagogical emphases:

<table>
<thead>
<tr>
<th>Pedagogical emphases:</th>
<th>Listening</th>
<th>[ ]</th>
<th>Creating</th>
<th>[X]</th>
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</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>[X]</td>
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</table>

Description: The emphasis is on performance although each level has requirements focusing on the elements of music (technical development and cultural understanding).

Evaluation:

An evaluation section offers suggestions and five sample evaluation forms focusing primarily on technical and performance skills.
Province of Manitoba
Title: High School Choral Repertoire List: Supplement to the Music 105, 205, 305 (Choral), Interim Guide

Issued By: Manitoba Department of Education

Document Characteristics:

Issue Date: 1984  Language: English  Pages: 230

Program Attainment Objectives:

No objectives are stated. This publication is a list of choral repertoire to supplement Music 105, 205, 305 (Choral), Interim Guide.

Instructional Plans:

No instructional plans are included.

Instructional Resources Referenced:

This publication is a graded, annotated list of choral music.

Resources Included:

None.
Program Orientation:

Designated level: Grades 10 to 12

Program Type: Choral performance, all sizes of choral ensembles.

Characteristics of the Recommended Repertoire:

Renaissance, baroque, classical, romantic, and twentieth century. Headings under twentieth century include serious (sacred, secular), avant garde, folk, spiritual, popular, rock, ballads, assorted, jazz, swing, musical/film. A separate section lists larger works from various eras.

Methodology:

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

Description: No specific endorsement.

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

Evaluation:

No discussion of evaluation.
Nine general program objectives are stated. Objectives are given for history (8 general objectives), theory (in categories of scale structures, metres, rhythmic organization, intervals, triads, and form), and individual skills (technical skills, instrument knowledge and maintenance, and reading and expressive skills).

Instructional Plans:

There are no instructional plans, but content to be included in lessons is detailed.

Instructional Resources Referenced: Specific instruction and method books (by instrument), listening material, history reference material, general teaching reference books, and performance repertoire (classified by historical period and graded).

Resources Included:

None.
Program Orientation:

Designated level: Grades 10 to 12.

Program Type: This is a band course, focusing on performance.

Characteristics of the Recommended Repertoire:

Band repertoire consists of renaissance, baroque, classical, romantic, twentieth century, and Canadian music. Repertoire is graded in 3 levels.

Methodology:

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

Description: Primarily a performance skill development and performance rehearsal approach.

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

Description: The program is described as having four components: repertoire, history, individual skills, and theory/aural.

Evaluation:

Evaluation is encouraged related to successful attainment of objectives. Processes and indicators are outlined in relation to 9 general objectives.
Title: Music 105, 205, 305 (Choral), Interim Guide

Issued By: Manitoba Department of Education

Document Characteristics:

Issue Date: 1983  Language: English  Pages: 88

Program Attainment Objectives:

Nine general program objectives are stated. Objectives are given for history (eight general objectives), theory (in five levels for notation, meter/rhythms, scales/keys, intervals/chords/cadences, musical form, terms and signs) and choral technical and expressive skills (in five levels).

Instructional Plans:

No instructional plans are included, but lesson content is specified.

Instructional Resources Referenced: Reference materials in choral conducting, foreign languages, choral repertoire collections, history materials, listening materials, and audio-visual materials.

Resources Included:

An appendix with seven vocalises.
Program Orientation:

Designated level: Grades 10 to 12

Program Type: Choral performance program to develop choral skills and an awareness of choral history.

Characteristics of the Recommended Repertoire:

No specific repertoire is listed. A separate complementary repertoire document was issued in 1984: High School Choral Repertoire List: Supplement to the Music 105, 205, 305 (Choral), Interim Guide.

Methodology:

<table>
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<th>Direct endorsement:</th>
<th>Orff</th>
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<th>Kodaly</th>
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<tr>
<td></td>
<td>Other</td>
<td>[ ]</td>
<td></td>
<td>[ ]</td>
</tr>
</tbody>
</table>

Description: Primarily a performance skill development and performance rehearsal approach.

Pedagogical emphases:

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

Evaluation:

Evaluation of all program areas is encouraged. Samples of behaviours to be evaluated are given for history/reertoire, choral skills, theory/aural, sight singing, and rehearsal and performance behaviour. Evaluation of rehearsal effectiveness by the teacher is encouraged.
Title: Music 105, 205, 305 (Guitar), Interim Guide

Issued By: Manitoba Department of Education

Document Characteristics:

Issue Date: 1983  Language: English  Pages: 100

Program Attainment Objectives:

Nine general program objectives are stated along with indicators of attainment. Specific objectives are stated at five levels for technical and reading skills, and at a terminal level in theory. Eight general objectives are listed for history.

Instructional Plans:

No lesson plans are outlined, but instruction is meant to address the specified objectives and content.

Instructional Resources Referenced: Specific listening material is referenced, as well as material for the history, individual skills, and theory units.

Resources Included:

Examples of sight reading material.
Program Orientation:

Designated level: Grades 10 to 12

Program Type: Comprehensive musicianship approach featuring guitar performance.

Characteristics of the Recommended Repertoire:

Specific repertoire for the guitar consisting of renaissance, baroque, classical, romantic, and various other styles including popular, folk, blues, jazz, and rock and roll.

Methodology:

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

Description: Technical instruction, performance, rehearsal, and theoretical and historical knowledge are developed.

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

Evaluation:

Evaluation is linked to specific objectives, processes, and indicators.
Title: Music 105, 205, 305 (Strings/Orchestra), Interim Guide

Issued By: Manitoba Department of Education

Document Characteristics:

Issue Date: 1983 Language: English Pages: 84

Program Attainment Objectives:

General music program goal statement. Nine general objectives are stated for student learning. Specific objectives are stated in the areas of history, performance skills, and theory.

Instructional Plans:

No instructional plans, but content details are included.

Instructional Resources Referenced: Specific instruction books, history reference materials, listening materials, general teaching reference books, and performance repertoire (classified by historical period and graded).

Resources Included:

None.
Program Orientation:

Designated level: Grades 10 to 12

Program Type: This is a string/orchestra performance program.

Characteristics of the Recommended Repertoire:

Specific repertoire for strings and full orchestra consisting of renaissance, baroque, classical, romantic, twentieth century, and Canadian music. Repertoire is graded in 3 levels.

Methodology:

Direct endorsement:  
\[
\begin{array}{ccc}
\text{Orff} & [ ] & \text{Kodaly} & [ ] \\
\text{Dalcroze} & [ ] & \text{Concept Based} & [ ] \\
\text{Other} & [ ] & & [ ] \\
\end{array}
\]

Description: The main focus of the program is performance.

Pedagogical emphases: 
\[
\begin{array}{ccc}
\text{Listening} & [X] & \text{Creating} & [ ] \\
\text{Performing} & [X] & \text{Movement} & [ ] \\
\text{Musical Games} & [ ] & \text{Notation} & [X] \\
\text{Analysis & Critical Thinking} & [X] & & [ ] \\
\end{array}
\]

Description: The program is described as having four components: repertoire, history, individual skills, and theory/aural.

Evaluation:

Evaluation is encouraged, related to students' successful completion of objectives. Processes and indicators are outlined in relation to nine general objectives.
Province of New Brunswick
The broad goals of the course are to develop the students' capacity for aesthetic sensitivity and response through an understanding of the arts; to develop an appreciation of the expressive qualities of the arts; and to develop awareness of the arts in their society. In the music section of the document, specific student behavioural objectives are listed.

Instructional Plans:

Experiences and activities are suggested for achieving specific objectives.

Instructional Resources Referenced:

Recordings from *Experiencing Music*; videos; films.

Resources Included:

Appendix D of the Arts/Aesthetics module includes a list of New Brunswick orchestras and chamber ensembles. The music module includes forms for analysis of music by elements; teacher evaluation of students; student self-evaluation of listening skills.
Program Orientation:

Designated level: High school

Program Type: Fine arts, including arts/aesthetics, drama, music, and visual arts.

Characteristics of the Recommended Repertoire:

Cross-section of western music. Very few Canadian pieces.

Methodology:

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

Description: Specific concept-based objectives organize the document.

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

Description: An aesthetic education course featuring teacher-organized listening experiences and related student activities. The music module focuses on the elements of music.

Evaluation:

The music section of the document emphasizes evaluation of students’ attitudes, skills, and understanding. A list of student self-evaluation questions is included.

Other:

The course is designed to give the student a survey of the fine arts and an understanding with which to appreciate them. The document has separate sections for Introduction to Arts/Aesthetics, Drama, Music, and Visual Arts.
Title: Music 102

Issued By: New Brunswick Department of Education

Document Characteristics:

Issue Date: 1990

Language: English

Pages: 32

Program Attainment Objectives:

The course aims to develop performance skills; knowledge of musical styles, eras, and masterpieces; understanding of music as an art; understanding of theoretical structures; aural perception; and musical judgement.

Instructional Plans:

No specific instructional plans. There is an outline of entrance requirements, and of instrumental and choral performance skills. Objectives are stated with instructional suggestions to meet them.

Instructional Resources Referenced: Included are recommended resources for choral/vocal and instrumental performance, and for history, listening, theory, and conducting.

Resources Included:

Sample report card.
Program Orientation:

Designated level: Grade 10

Program Type: Band and choral performance, ear training/theory, and listening.

Characteristics of the Recommended Repertoire:

Listening requirements emphasize masterpieces of western music from Norton Anthology.

Methodology:

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

Description: Some Kodaly materials are referenced for sight singing.

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

Description: The course focuses on performance, theory/ear training, and history/listening.

Evaluation:

Both formative and summative evaluation are discussed. Teachers are encouraged to evaluate affective growth as well as cognitive and skill development.
Title: Music 103

Issued By: New Brunswick Department of Education

Document Characteristics:

Issue Date: 1991 Language: English Pages: 35

Program Attainment Objectives:

Objectives are to develop technical/performance and theory/aural skills, basic music literacy, and musical expressiveness; to explore repertoire; and to listen with judgement. Pages 8 to 9 list performance/technical requirements to be achieved at the conclusion of the course.

Instructional Plans:

Instructional activities are related to specific objectives. There are additional instructions to the teacher.

Instructional Resources Referenced: Required texts for keyboard, guitar, band instruments, and history (p. 3).

Resources Included:

Sample report card (p. 7).
Program Orientation:

Designated level: Grade 10

Program Type: For students with little or no background in music. The program develops from basic material.

Characteristics of the Recommended Repertoire:

Listening material focuses on masterpieces of western music across periods. Performance material is mainly non-Canadian.

Methodology:

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

Description: Page 3 lists three course components: 1) Performed Technical skills; 2) Musicianship; 3) Listening/History.


Description: Objectives, activities, and teacher notes emphasize the development of musicianship -- essentially a "general music" approach.

Evaluation:

Based on attainment of objectives: 50% performance/technical skills, 25% musicianship, and 25% history/listening skills.
Title: Music For All: Curriculum Guide for Elementary Music Education

Issued By: New Brunswick Department of Education

Document Characteristics:

Issue Date: 1984 Language: English Pages: 253

Program Attainment Objectives:

Six overall objectives (program goals) are stated. These objectives include: 1) students realize their aesthetic potential, 2) students experience and enjoy music through performance and critical listening, 3) students develop basic musical skills, creativity and self expression, 4) teachers create an atmosphere in which students' inherent creativity and self expression can develop, 5) students develop social awareness, 6) students develop awareness of music of other cultures. Specific objectives by musical element and grade level are listed, plus general objectives for student attitudes and performance skills.

Instructional Plans:

These are in the form of scope and sequence charts for each grade level. Experiences, activities, and listening examples are directly related to specific objectives, organized by elements of music. Teaching suggestions are offered pertaining to a specific musical element at a given grade level. The text is divided into separate sections for each grade.

Instructional Resources Referenced: Specific pieces of music are identified within the teaching suggestions. Silver Burdett (Music Teacher Edition) record set, and music chart book levels I-VI are the primary resources. Music for Fun, Music for Learning and Canada is Music are also used.

Resources Included:

Appendix E: scarf activities. Appendix G: Curwen and Kodaly hand signs and rhythm names. Glossary of musical terms. Many notated exercises are included among the teaching suggestions for specific objectives.
Program Orientation:

Designated level: Grades 1 to 6

Program Type: General music, with vocal/choral emphasis.

Characteristics of the Recommended Repertoire:

Various songbooks and records are recommended, including classical, jazz, native Canadian, North American folk, popular and multicultural folk music. Performance repertoire is primarily folk songs, including North American and multicultural. Music for listening and analysis includes vocal, orchestral and band in folk, jazz, baroque, classical, romantic, contemporary and rock and pop styles. Canadian music is referenced in Appendix D.

Methodology:

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

Description: Orff instruments, movement, chanting, singing with hand signs, and playing musical games predominate in the early grades. There is a shift towards concept-based listening and performance in the upper grades.


Description: The dominant form of instruction is students' representation of concepts about musical elements through body movement, playing and singing, listening and analysis. Creating becomes a frequent activity at higher grade levels (grades 4, 5, 6).

Evaluation:

Evaluation is described in terms of behavioural objectives in the areas of psychomotor, cognitive and affective development. Testing is supplied in Silver Burdett text. Silver Burdett Music competency tests are also recommended.

Other:

List of required music classroom equipment, including Orff instruments. List of books for school library.
Province of Newfoundland
Title: Choral Performance 1103, 2103, 3103

Issued By: Newfoundland and Labrador Department of Education

Document Characteristics:

Issue Date: 1983  Language: English  Pages: 31

Program Attainment Objectives:

General objectives for the course are stated. These broadly cover performance skill and historical and theoretical knowledge.

Instructional Plans:

Instructional plans are not included. Content to be learned is detailed by level.

Instructional Resources Referenced:

Required course materials (6 items) and reference resources (5 items) are listed.

Resources Included:

Resources consist of a list of musical terms, a collection of vocal exercises, and charts of solfège syllables and rhythm syllables.
Program Orientation:

**Designated level:** Grades 10 to 12

**Program Type:** Choral performance

**Characteristics of the Recommended Repertoire:**

No recommended repertoire.

**Methodology:**

<table>
<thead>
<tr>
<th>Direct endorsement:</th>
<th>Orff</th>
<th>Kodaly</th>
<th>Dalcroze</th>
<th>Concept Based</th>
<th>Other</th>
</tr>
</thead>
</table>

**Description:** Of eleven resources referenced, 2 are related to Kodaly. The methodology is essentially performance skill development through rehearsal.

**Pedagogical emphases:**

<table>
<thead>
<tr>
<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:** The focus is on developing choral/vocal and theory/aural skills. Other learnings are incidental to repertoire and rehearsal.

**Evaluation:**

Diagnostic, formative, and summative methods of evaluation are to be used. Proportional weighting of choral skills is suggested.
Title: Choral Performance 1103, 2103, 3103
Appendix D: Evaluation Guidelines

Issued By: Newfoundland and Labrador Department of Education

Document Characteristics:

Issue Date: 1984 Language: English Pages: 27

Program Attainment Objectives:

The three choral performance courses (1103, 2103, 3103) aim to develop appreciation of the joy of performance, and to develop students' knowledge, understanding and skills of music. This document provides evaluation guidelines related to the objectives stated in the course description document for choral performance 1103, 2103 and 3103.

Instructional Plans:

Some specific activities are recommended for teaching aspects of choral performance and musical style.

Instructional Resources Referenced:

Some specific resources are suggested (reference books and musical materials).

Resources Included:

Some sample technical exercises are included to develop performance and aural skills.
Program Orientation:

Designated level: Senior High, grades 10 to 12

Program Type: Choral performance

Characteristics of the Recommended Repertoire:

The document includes outlines of characteristics of different styles, and mentions composers associated with each era: renaissance, baroque, classical, romantic, and twentieth century. Specific compositions are not recommended.

Methodology:

Direct endorsement: Orff [ ] Kodaly [ ]

Dalcroze [ ] Concept Based [ ]

Other

Pedagogical emphases: Listening [X] Creating [ ]

Performing [X] Movement [ ]

Musical Games [ ] Notation [X]

Analysis & Critical Thinking [X]

Evaluation:

This document aims to provide guidance in formative and summative student evaluation, with concern for quantitative and qualitative evaluation.
Elementary Music: Curriculum and Teaching Guide

Ished By: Newfoundland and Labrador Department of Education

Document Characteristics:

Issue Date: 1985  
Language: English  
Pages: 133

Program Attainment Objectives:

Through active involvement, students will grow in aesthetic sensitivity and musical literacy. Eight long term goals are stated, including understanding of art music through listening, analysis and performance. Specific new objectives for each grade level are listed, related to concepts of rhythm, melody & harmony. Objectives throughout are organized according to concepts based on elements of music.

Instructional Plans:

Suggestions to the teacher are given, related to such topics as listening, creative skills, recorders, singing, etc.

Instructional Resources Referenced:

Music Builders, Making Music Your Own, MUSICANADA and The Kodaly Context are prominent resources along with specific recorder, ukulele, and folk song books. A list of music publishers’ addresses is included.

Resources Included:

A selection of 15 classroom songs. A sample assessment checklist for a grade 4 student.
Program Orientation:

Designated level: Grades 4, 5, 6

Program Type: General music: singing, playing instruments, listening, theory, etc.

Characteristics of the Recommended Repertoire:

Listening music covers renaissance, baroque, classical, romantic, and contemporary music. For improvisation or singing, mostly folk songs or children's songs are used. Songs for the recorder are also mostly folk.

Methodology:

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

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

Description: Variety of activity is endorsed with limited suggestions provided.

Evaluation:

Evaluation is encouraged through observation of student behaviours in performing and listening as well as through written assessment of notation skills. The purpose of evaluation is primarily formative, but reporting to parents on a 3-point assessment checklist is encouraged.
Title: Exploring Music: Teacher’s Edition

Issued By: Newfoundland and Labrador Department of Education

Document Characteristics:

Issue Date: 1991               Language: English               Pages: 232

Program Attainment Objectives:

General program objectives are not specifically stated. Implicit objectives include: 1) developing students' appreciation of the interrelationships between art, society and education, and 2) developing students' critical musical faculties. The program is designed for students who have not had a sequential music program from kindergarten to grade 6. It emphasizes the exploration of music.

Instructional Plans:

There are five units: (1) What is Music? (2) Understanding Music Around Us (3) The Effects of Music in our Lives (4) Researching Music in Our Community, and (5) How Music Affects Me. There are subsections within each unit. Sample lesson plans are provided, with specific teaching strategies. A separate student edition of Exploring Music is published. The explanatory material which appears in the student edition is reproduced in this Teacher’s Edition. Suggested teaching strategies and recommended teaching materials are interpolated in bold print.

Instructional Resources Referenced:

Many specific pieces of music are suggested, and there are lists of authorized and supplementary resources, including video and audio cassettes, films, and books. Composer/author and publisher are usually given. Primary resources include Silver Burdett Music Books 7 and 8, Canada: Its Music, Exploring Music, and MUSICANADA 4, 5, and 6.

Resources Included:

Appendices A to J offer the following resources: (A) a musical glossary, (B) list of descriptive and expressive words, (C) teaching guides for suggested instrumental videos, (D) teaching guide and student worksheets reproduced from Studio Sounds, (E) supplement to Canada: Its Music, (F) Rock videos: discussion and activities reproduced from the Ontario Ministry of Education’s Media Literacy, (G) discussion and questions for an Audio-visual History of Canadian Folk Music, (H) folk songs of Labrador (music and lyrics), (I) staff paper.
Program Orientation:

Designated level: Grades 7 to 9

Program Type: General music

Characteristics of the Recommended Repertoire:

There is a broad range of recommended repertoire, covering a cross-section of baroque, classical, romantic and twentieth century music and a variety of popular genres of twentieth century music such as rock, folk, jazz and country music. Some emphasis on Canadian contemporary composers and popular and folk performers. Little multicultural emphasis.

Methodology:

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

Description: Activities are organized by concepts within teaching materials. Music illustrates concepts, describes musical elements, creates aesthetic experience.

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

Description: Lesson descriptions offer primarily activities which require listening and responding to music. Responses involve written answers to questions, verbal discussion, and exploratory activities followed by suggested analysis.

Evaluation:

No recommended evaluation method. Review quizzes are included only in Appendix D: Sound Studios, originally published by Pop Hits Publications.
Title: Games and Movement for Newfoundland Primary Schools: A Supplement to The Primary Music Guide

Issued By: Newfoundland and Labrador Department of Education

Document Characteristics:

Issue Date: 1983  Language: English  Pages: 74

Program Attainment Objectives:

The primary music program aims to develop musical potential through involvement in activities. This book is a supplement to Primary Music: A Teaching Guide.

Instructional Plans:

Instructions are provided for teaching games and movement to accompany specific folk songs. The suggestions are organized by pieces of music. No complete music lesson plans are included.

Instructional Resources Referenced:

None.

Resources Included:

This document is a resource supplement. It includes words and notation for 58 songs plus the related movement instructions.
Program Orientation:

Designated level: Kindergarten to grade 5

Program Type: This is intended as part of a general music program.

Characteristics of the Recommended Repertoire:

Simple folk song material.

Methodology:

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

Description: The Newfoundland music program from kindergarten to grade 6 has a strong Kodaly focus.

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

Description: The suggestions include ways to move and dance while singing.

Evaluation:

No evaluation notes are given.
A Guide for Aural Training: The Exploration of Rhythm, Intervals, Melody and Harmony

Issued By: Newfoundland and Labrador Department of Education

Document Characteristics:

Issue Date: 1982  Language: English  Pages: 50

Program Attainment Objectives:

The basic objective is to develop listening skills. Under headings of rhythm, intervals, melody and harmony, specific behavioural objectives are given.

Instructional Plans:

Forty-two learning objectives are listed with specific suggestions for lesson activities.

Instructional Resources Referenced:

Specific recorded examples are suggested for teaching and evaluating learning of concepts related to rhythm.

Resources Included:

Examples of specific rhythms, intervals, melodies and harmonies are provided.
Program Orientation:

Designated level: Grades 10 to 12

Program Type: Aural training related to rhythm, intervals, melody and harmony.

Characteristics of the Recommended Repertoire:

Standard baroque, classical and romantic repertoire.

Methodology:

Direct endorsement:

- Orff
- Dalcroze
- Other

Kodaly
- Concept Based

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

Description: No direct endorsement.

Pedagogical emphases:

Evaluation:

Evaluation is related directly to behavioural objectives.
Title: Instrumental Music: An Administrative and Curricular Guide

Issued By: Newfoundland and Labrador Department of Education

Document Characteristics:

Issue Date: 1991  Language: English  Pages: 108

Program Attainment Objectives:

There are charts which list the various skills to be developed at each level: introductory, intermediate, and senior.

Instructional Plans:

No specific instructional plans are included.

Instructional Resources Referenced:

Pages 32 to 76 list resources. These include teacher reference materials, specific band and orchestral pieces as well as method books.

Resources Included:

None.
Program Orientation:

Designated level: Grades 5 to 12

Program Type: Instrumental performance (woodwind, brass, and strings).

Characteristics of the Recommended Repertoire:

A wide range of music is included: baroque, classical, romantic, and twentieth century. There is a good selection of Canadian music.

Methodology:

<table>
<thead>
<tr>
<th>Direct endorsement</th>
<th>Orff</th>
<th>Kodaly</th>
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<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Dalcroze</td>
<td>[ ]</td>
<td>Concept Based</td>
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<tr>
<td>Other</td>
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<tr>
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<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: Emphasis is placed on developing technical skills, knowledge of theory and form, aural skills, and interpretation skills. The extensive lists of repertoire suggest a heavy emphasis on performance.

Evaluation:

There is a section on evaluation on pp. 25 to 26. It suggests evaluating performance solos in class and privately; evaluating students' work in ensembles; and assessing students' written tests and assignments.

Other:

The document also provides information on facilities, budgeting, the role of administrators and parents, scheduling, and student recruitment. Appendix A deals with health concerns. Appendix B contains sample forms and seating plans.
Title: Instrumental Performance 1104, 2104, 3104

Issued By: Newfoundland and Labrador Department of Education

Document Characteristics:

Issue Date: 1983 Language: English Pages: 39

Program Attainment Objectives:

The objectives are to develop students' musical understanding, listening skills, and aesthetic awareness in addition to performance skills.

Instructional Plans:

The section on course content (pp. 7 to 9) lists basic topics to be covered. There are no specific lesson plans.

Instructional Resources Referenced:

Required and recommended resource and reference books are listed under "Course Material" (pp. 10 to 11).

Resources Included:

No resources are included.
Program Orientation:

Designated level: Grades 10 to 12

Program Type: Instrumental. Areas of study include style, posture, technique, identification skills, sight-reading, musical terms, and conducting patterns.

Characteristics of the Recommended Repertoire:

Appendix "C" lists band repertoire, organized by stylistic periods: baroque, classical, romantic, and contemporary. Only one Canadian composition is listed.

Methodology:

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

Description: No direct endorsement.

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

Evaluation:

Evaluation section (pp. 14 to 17) suggests three forms of evaluation: Diagnostic, Formative, and Summative.

Other:

Appendix A lists prerequisite knowledge and skills. Appendix B lists musical terms.
Title: Intermediate Music: Curriculum and Teaching Guide

Issued By: Newfoundland and Labrador Department of Education

Document Characteristics:

Issue Date: 1988  
Language: English  
Pages: 426

Program Attainment Objectives:

The aims of the program are to develop aesthetic sensitivity through direct contact with the elements of music and through meaningful and challenging musical experiences, regardless of the student's level of musical development. The skills and concepts presented in the primary/elementary curricula are solidified and the student's understanding of these basic concepts is enhanced and developed through more advanced activities.

Instructional Plans:

Concepts and skills are learned through performance and should not be taught in isolation. Although a basic music skills chart is provided by grade level, the emphasis is on matching the teaching method with the student's developmental characteristics. Lessons should be tailored to suit individual classes. Teachers should draw procedures and resources from this curriculum/teaching guide, and should apply what they need to their own programs.

Instructional Resources Referenced:

Student resources listed at the back of this guide are 185 Unison Pentatonic Exercises and Reflections of Canada, Vol.1. Many pedagogical and reference books are mentioned for teachers, related to specific topics, whether it be exercises for rhythm, melody, sight singing, other theoretical areas, listening, movement and dance, or music for choral, instrumental, recorder, and guitar classes. Lois Choksy is a strong influence, with three of her books referenced: The Kodaly Context, The Kodaly Method, and Teaching Music in the Twentieth Century. Other popular textbook series mentioned are Silver Burdett Music, Making Music Your Own, Music: You Can't Beat It and Canada Is...Music 7/8.

Resources Included:

There are 82 pages of detailed instructional procedures and exercises. These can guide teachers in approaching a lesson in any area of music (i.e., rhythmic/melodic exercises, sight singing, listening, part singing, movement, etc.). 26 pages are dedicated to Performance Strands, with sections on instrumental, choral, recorder, and guitar instruction. The choral section includes a series of articles on the changing male voice. At the back of the guide, there are black-line masters of Newfoundland folk songs, and canons and rounds.
Program Orientation:

Designated level: Grades 7 to 9

Program Type: Performance-based (vocal/choral and instrumental, including separate guitar and recorder classes).

Characteristics of the Recommended Repertoire:

The repertoire includes various styles and periods of music in the listening components, and has a strong emphasis on diverse multicultural folk musics. There are mostly Newfoundland folk songs, and in the canons and rounds there are folk songs from other countries, and also selections from various composers. In the movement component, many different folk dances from around the world are included.

Methodology:

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

Description: The basic music skills chart and every aspect of the music program point to a highly concept-oriented, sequenced approach.

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

Description: Concepts and skills are to be learned by experiencing music.

Evaluation:

Regular feedback is to be given to students and parents both formally and informally. Various evaluation methods are recommended, including direct observation, diagnostic testing, aural dictation, and student self-evaluation.

Other:

This music program emphasizes the importance of active learning. It draws theory out of practice and encourages a positive experience for adolescents.
Title: Music 1200

Issued By: Newfoundland and Labrador Department of Education

Program Attainment Objectives:

The course is designed for high school students with little or no musical background. The basic objectives are to develop understanding and appreciation of various musical styles. As well, the students will learn basic musical elements through written and aural theory and through performance.

Instructional Plans:

"Course Content" (pp. 7 to 8) lists some basic topics to be covered. No specific instructional plans are included.

Instructional Resources Referenced:

The "Course Materials" section (pp. 9 to 10) lists required books and recommended resources and reference materials including audio material.

Resources Included

No resources are included.
Program Orientation:

Designated level: Senior high, grades 10 to 12

Program Type: General music. This course is for students with little or no previous musical background.

Characteristics of the Recommended Repertoire:

No recommended repertoire.

Methodology:

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

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

Description: Concern is with the development of music as an outgrowth of culture and with its contribution to the shaping of culture.

Evaluation:

Based on cognitive and affective responses. Forms of evaluation such as written, discussion, and dialogue, are discussed.

Other:

"Philosophy of Instruction" (pp. 11 to 13) suggests that team teaching could be used to assist in relating music with other arts, English, and social studies.
Title: Music 2100: Theory and Aural Training

Issued By: Newfoundland and Labrador Department of Education

Document Characteristics:

Issue Date: 1982       Language: English       Pages: 13

Program Attainment Objectives:

Main objectives are to develop further the musical skills acquired at the elementary or junior high school level or through private lessons. Objectives are listed under three categories: knowledge acquisition, skill development, and attitude development.

Instructional Plans:

Pages 7 and 8 list under "Course Content" basic topics to be addressed throughout the course. There are no specific instructional plans.

Instructional Resources Referenced:

Under "Course Materials" are listed required books and recommended reference and resource materials, including recordings.

Resources Included:

None.
Program Orientation:

Designated level: Grades 10 to 12

Program Type: Theory and aural training.

Characteristics of the Recommended Repertoire:

No recommended repertoire.

Methodology:

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

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

Description: It is suggested that theory can be taught through listening and creating.

Evaluation:

The section on evaluation (pp. 12 to 13) recommends written and aural evaluation to assess students’ knowledge, understanding, skills, and appreciation of music.
Title: Music History 2101

Issued By: Newfoundland and Labrador Department of Education

Document Characteristics:

Issue Date: 1982
Language: English
Pages: 12

Program Attainment Objectives:

On pages 5 to 6 are course objectives, listed according to cognitive, skill-building, and affective domains. Main objectives are to develop understanding of socio-economic context and musical forms, and to develop a vocabulary with which to discuss each period and its music.

Instructional Plans:

Course content (pp. 7 to 8) is listed under three basic headings: (A) Baroque era, (B) Classical era, (C) Baroque and Classical forms. There are no specific instructional plans.

Instructional Resources Referenced:

List of course materials (pp. 9 to 10): Required text, reference books and recordings.

Resources Included:

None.
Program Orientation:

Designated level: Grades 10 to 12

Program Type: Music history of the seventeenth and eighteenth centuries. This course is for students who have completed junior high school music or Music 1200.

Characteristics of the Recommended Repertoire:

Standard seventeenth and eighteenth Century European repertoire by "famous composers" (p. 7) is the focus of the course. No specific compositions are recommended.

Methodology:

<table>
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<tr>
<th>Direct endorsement:</th>
<th>Orff</th>
<th>[ ]</th>
<th>Kodaly</th>
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<tr>
<td></td>
<td>Dalcroze</td>
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<td>Concept Based</td>
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<th>Pedagogical emphases:</th>
<th>Listening</th>
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<td>Musical Games</td>
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<td>Notation</td>
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<td></td>
<td>Analysis &amp; Critical Thinking</td>
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</table>

Description: The music should be studied in its cultural and socio-economic context. Pedagogically, the main focus is on aural and visual study of excerpts from the scores of famous composers.

Evaluation:

Students should demonstrate analytical thinking based on objective and essay testing, listening and research projects.

Other:

"Philosophy of Instruction" (p. 11) addresses the concept of the course. Teachers are encouraged to present "works of relevant art and literature" (p. 11) to supplement study of the music selections.
Title: Music History 3101

Issued By: Newfoundland and Labrador Department of Education

Document Characteristics:

Issue Date: 1982 Language: English Pages: 14

Program Attainment Objectives:

Main objectives are to develop understanding of socio-economic context and of musical forms, and to develop a vocabulary with which to discuss the music of each period. Course objectives (pp. 5 to 6) are listed according to knowledge, skills, and attitudes.

Instructional Plans:

Three periods of study are given: (A) Romantic Era, (B) Impressionism, (C) Twentieth Century. There are no specific instructional plans.

Instructional Resources Referenced:

List of course materials (pp. 9 to 11): Required text, reference books and recordings.

Resources Included:

No resources are included.
Program Orientation:

Designated level: Grades 11 to 12

Program Type: Music history of the nineteenth and twentieth centuries.

Characteristics of the Recommended Repertoire:

The focus of the course is romantic, impressionistic and twentieth century repertoire, including examples of expressionism, nationalism, neoclassicism, opera, experimental music and Canadian music. No specific compositions are recommended.

Methodology:

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

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

Description: The music is to be studied in its cultural and socio-economic context. Pedagogically, the main focus is on aural and visual study of excerpts from scores of "famous composers" (p. 7).

Evaluation:

Emphasis is on analytical thinking. Evaluation is through objective and essay testing of knowledge and listening skills, and through research projects.

Other:

"Philosophy of Instruction" (p. 12) suggests that team teaching could be used to assist in relating the music of the period with other arts, English, and social studies.
Title: Primary/Elementary Song Collection: Index, Canons and Rounds, Appendix Collection

Issued By: Newfoundland and Labrador Department of Education

Document Characteristics:

Issue Date: 1988                        Language: English                        Pages: 66

Program Attainment Objectives:

The course objectives are outlined in the Primary and Elementary Curriculum Guides published by the Department of Education. The songs in this collection are selected to reinforce music reading skills.

Instructional Plans:

No lesson plans are provided. Included are alphabetical listings of the songs included in the Department of Education's six-volume Song Collection series for grades 1 to 6 inclusive. There are also listings of songs categorized by tonic solfa tone set and by rhythmic pattern. Some songs are recommended for reading, while others are recommended for rote singing. Sixteen strategies for teaching these songs are listed in the introduction.

Instructional Resources Referenced:

Kodaly Method 1st & 2nd editions, Kodaly Context and Move, Sing, Listen, Play by Donna Wood.

Resources Included:

Twenty-five songs and twenty-three canons and rounds, with music and text.
Program Orientation:

Designated level: Grades 1 to 6

Program Type: Vocal-choral general music.

Characteristics of the Recommended Repertoire:

Repertoire for performance emphasizes English and French North American folk songs. Traditional songs of Newfoundland, early music (Renaissance, Baroque), and classical music are included in the canon & round collection. Some spirituals are included in the recommended song list.

Methodology:

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

Description: Primary resources for this book are Kodaly Context and Kodaly Method. Songs are sequentially organized by solfa interval content and by rhythmic patterns.

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

Description: The application of these songs as tools for learning about musical elements is primarily through performance. This includes sight singing and learning particular rhythmic patterns through them.

Evaluation:

No evaluation method is supplied.
Title: Primary Music: A Teaching Guide

Issued By: Newfoundland and Labrador Department of Education

Document Characteristics:

Issue Date: 1983 Language: English Pages: 80

Program Attainment Objectives:

Six general objectives for students are listed: 1) strengthen self-esteem, 2) develop creative abilities, 3) develop cognitive skills and motor co-ordination, 4) cultivate discriminating taste, 5) broaden musical horizons, and 6) acquire a base for enjoyment. Three specific goals are: 1) to increase musical understanding, awareness and sensitivity 2) to enlarge sphere of responding and expressing through music 3) to increase appreciation and enjoyment of music through unfamiliar music.

Instructional Plans:

Learning objectives for each grade level are given under the categories of rhythmic, melodic, psychomotor, listening and instrumental learnings. Procedures for teaching each of these areas are offered in a separate section.

Instructional Resources Referenced:

Specific pieces are recommended. They are selected mainly from Music for Fun, Music for Learning, Kodaly Context, and Kodaly Method. Other resources include the companion document Games and Movement. Recordings are listed, with Music Builders being the primary resource.

Resources Included:

Twenty-seven North American folk songs with text are in Appendix B. A glossary and charts of Kodaly hand signs and rhythm names are also included.
Program Orientation:

Designated level: Kindergarten to grade 3

Program Type: Vocal/choral program based on aesthetic education model. Emphasis on concepts of musical elements.

Characteristics of the Recommended Repertoire:

Primarily traditional North American folk repertoire. Newfoundland's traditional songs are included. Also included is a list of suitable choral repertoire with folk music arrangements of a few cultures, including Canadian. Some western classical choral repertoire as well.

Methodology:

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<tr>
<th>Direct endorsement:</th>
<th>Orff</th>
<th>Kodaly</th>
<th>Dalcroze</th>
<th>Concept Based</th>
<th>Other</th>
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</table>

Description: Hand signs and rhythm names are Kodaly-based. Ostinati and percussion instrument techniques are drawn from Orff.

<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>
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</table>

Description: Materials are selected, based on child development norms. The musical elements they demonstrate must exemplify those of the sequence currently being taught. Rote instruction and hand signs are used to introduce material. Instruction is game and activity oriented. Hand clapping, singing, identifying and constructing rhythms are frequent activities. Later activities include rhythmic and melodic dictation.

Evaluation:

On-going, in-class observation is suggested as the main evaluation approach. Teachers record students' mastery of specified tasks.

Other:

Materials list, including how to make demonstrator staff and flash cards.
Title:   Song Collection Grade 1

Issued By:  Newfoundland and Labrador Department of Education

Document Characteristics:

Issue Date:  1989          Language:  English          Pages:  20

Program Attainment Objectives:

No objectives are listed. This song collection is designed for student use. Teachers would use it in conjunction with the Department of Education's Primary/Elementary Song Collection: Index, Canons and Rounds, Appendix Collection and with reference to the Department's primary and elementary music curriculum guides.

Instructional Plans:

None.

Instructional Resources Referenced:

None.

Resources Included:

Thirty-two large, bold-print melodies are included, and are suggested as samples to be copied to provide a personal collection for each child to read. Permission to reproduce these materials is given in the introduction to Primary/Elementary Song Collection: Index, Canons and Rounds, Appendix Collection.
Program Orientation:

Designated level: Grade 1

Program Type: General music, song-based.

Characteristics of the Recommended Repertoire:

Repertoire is primarily North American folk songs. Also included are songs of various other cultures, and some simplified classical melodies. Lyrics are not included.

Methodology:

<table>
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<tr>
<th>Direct endorsement:</th>
<th>Orff</th>
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<td>Dalroze</td>
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<td>Other</td>
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</table>

Description: No methodology is directly endorsed in this collection.

Pedagogical emphases:

- Listening
- Performing
- Musical Games
- Analysis & Critical Thinking
- Creating
- Movement
- Notation
- [ ]
- [ ]
- [ ]
- [ ]

Description: There are no pedagogical suggestions in this publication.

Evaluation:

No evaluation methods or materials are included.
Title:    Song Collection Grade 2

Issued By: Newfoundland and Labrador Department of Education

Document Characteristics:

Issue Date: 1989  Language: English  Pages: 35

Program Attainment Objectives:

No objectives are listed. This song collection is designed for student use. Teachers would use it in conjunction with the Department of Education's Primary/Elementary Song Collection: Index, Canons and Rounds, Appendix Collection and with reference to the Department's primary and elementary music curriculum guides.

Instructional Plans:

None.

Instructional Resources Referenced:

None.

Resources Included:

Forty-eight large, bold-print melodies are included. They are suggested as samples to be copied to provide a personal collection for each child to read. Permission to reproduce these materials is given in the introduction to Primary/Elementary Song Collection: Index, Canons and Rounds, Appendix Collection.
Program Orientation:

Designated level: Grade 2

Program Type: General music, song-based

Characteristics of the Recommended Repertoire:

Repertoire is primarily North American folk songs. Also included are songs of various other cultures, and some simplified classical melodies. Lyrics are not included.

Methodology:

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

Description: No methodology is directly endorsed in this collection.

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

Description: There are no pedagogical suggestions in this publication.

Evaluation:

No evaluation methods or materials are included.
Title: Song Collection Grade 3

Issued By: Newfoundland and Labrador Department of Education

Document Characteristics:

Issue Date: 1989  Language: English  Pages: 38

Program Attainment Objectives:

No objectives are listed. This song collection is designed for student use. Teachers would use it in conjunction with the Department of Education's Primary/Elementary Song Collection: Index, Canons and Rounds, Appendix Collection and with reference to the Department’s primary and elementary music curriculum guides.

Instructional Plans:

None.

Instructional Resources Referenced:

None.

Resources Included:

Fifty large, bold-print melodies are included. They may be copied to provide a personal collection for each child to read. Permission to reproduce these materials is given in the introduction to Primary/Elementary Song Collection: Index, Canons and Rounds, Appendix Collection.
Program Orientation:

Designated level: Grade 3

Program Type: General music, song-based.

Characteristics of the Recommended Repertoire:

Repertoire is primarily North American folk songs. Also included are songs of various cultures, and some simplified classical melodies. Lyrics are not included.

Methodology:

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

Description: No methodology is directly endorsed in this collection.

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

Description: There are no pedagogical suggestions in this publication.

Evaluation:

No evaluation methods or materials are included.
Title: Song Collection Grade 4

Issued By: Newfoundland and Labrador Department of Education

Document Characteristics:

Issue Date: 1989 Language: English Pages: 30

Program Attainment Objectives:

No objectives are listed. This song collection is designed for student use. Teachers would use it in conjunction with the Department of Education’s Primary/Elementary Song Collection: Index, Canons and Rounds, Appendix Collection and with reference to the Department’s primary and elementary music curriculum guides.

Instructional Plans:

None.

Instructional Resources Referenced:

None.

Resources Included: Fifty large, bold-print melodies are included. They may be copied to provide a personal collection for each child to read. Permission to reproduce these materials is given in the introduction to Primary/Elementary Song Collection: Index, Canons and Rounds, Appendix Collection.
Program Orientation:

Designated level:  Grade 4

Program Type:  General music, song-based.

Characteristics of the Recommended Repertoire:

Repertoire is primarily North American folk songs. Also included are songs of various other cultures, and some simplified classical melodies. Lyrics are not included.

Methodology:

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

Description: No methodology is directly endorsed in this collection.

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

Description: There are no pedagogical suggestions in this publication.

Evaluation: No evaluation methods or materials are included.
Title: Song Collection Grade 5

Issued By: Newfoundland and Labrador Department of Education

Document Characteristics:

Issue Date: 1989  Language: English  Pages: 52

Program Attainment Objectives:

No objectives are listed. This song collection is designed for student use. Teachers would use it in conjunction with the Department of Education’s Primary/Elementary Song Collection: Index, Canons and Rounds, Appendix Collection and with reference to the Department’s primary and elementary music curriculum guides.

Instructional Plans:

None.

Instructional Resources Referenced:

None.

Resources Included:

Sixty-six bold-print melodies are included. These may be copied to provide a personal collection for each child to read. Permission to reproduce these materials is given in the introduction to Primary/Elementary Song Collection: Index, Canons and Rounds, Appendix Collection.
Program Orientation:

Designated level: Grade 5

Program Type: General music, song-based.

Characteristics of the Recommended Repertoire:

Repertoire is primarily North American folk songs. Also included are songs of various cultures, and some simplified classical melodies. Lyrics are not included.

Methodology:

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

Description: No methodology is directly endorsed in this collection.

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

Description: There are no pedagogical suggestions in this publication.

Evaluation:

No evaluation methods or materials are included.
Title:  Song Collection Grade 6

Issued By:  Newfoundland and Labrador Department of Education

Document Characteristics:

Issue Date:  1989  Language:  English  Pages:  30

Program Attainment Objectives:

No objectives are listed.  This song collection is designed for student use.  Teachers would use it in conjunction with the Department of Education’s Primary/Elementary Song Collection: Index, Canons and Rounds, Appendix Collection and with reference to the Department’s primary and elementary music curriculum guides.

Instructional Plans:

None.

Instructional Resources Referenced:

None.

Resources Included:

Thirty-two bold-print melodies are included.  These may be copied to provide a personal collection for each child to read.  Permission to reproduce these materials is given in the introduction to Primary/Elementary Song Collection: Index, Canons and Rounds, Appendix Collection.
Program Orientation:

Designated level: Grade 6

Program Type: General music, song-based.

Characteristics of the Recommended Repertoire:

Repertoire is primarily North American folk songs. Also included are songs of various other cultures, and some simplified classical melodies. Lyrics are not included.

Methodology:

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

Description: No methodology is directly endorsed in this collection.

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

Description: There are no pedagogical suggestions in this publication.

Evaluation:

No evaluation methods or materials are included.
Province of Nova Scotia
Title: Junior High School Music

Issued By: Nova Scotia Department of Education

Document Characteristics:

Issue Date: 1992  Language: English  Pages: 39

Program Attainment Objectives:

Three aims focus on nurturing student capabilities, aesthetic potential, and musical participation. Eleven general program objectives are stated in terms of what the student will accomplish. By means of studying and performing musical literature, the pupil will learn to understand, respect and respond to music - its language, forms and styles - as well as gain knowledge about equipment, electronics and multicultural music.

Instructional Plans:

No suggestions are given for specific objectives, but minimum competencies and brief directions are stated under aspects of musical literacy (i.e., dictation and ear training, theory, and listening skills). Other general instructional ideas are given with regard to the teaching/learning environment. Projects and creative activities are listed. The importance of collaboration with other teachers and communication with colleagues is stated. Ideas for exploring concepts more thoroughly are given with supplementary activities under "Elective Components."

Instructional Resources Referenced:

References to For Young Musicians and Canada Is...Music 7-8, Teacher’s Edition are made in relation to aspects of music literacy. Specific pieces are identified in this section as well as in choral and instrumental music annotations, which are organized into three levels. Annotations identify concepts to be developed with each piece. Further materials are suggested on page 38, including band method books, studies and warm-ups. References are also made to the Department of Education’s senior high school music guide (choral and instrumental).

Resources Included:

No permission to reproduce any part of the document is given. No teaching resources are included.
Program Orientation:

Designated level: Junior high

Program Type: General music with an emphasis on musical elements and performance of choral and band repertoire.

Characteristics of the Recommended Repertoire:

The repertoire covers a range of historical periods from baroque to contemporary, mainly of the Western tradition. Canadian compositions are included. The emphasis is on orchestral and piano works for listening activities, while the annotated lists for performance are for choral ensembles and band. These pieces range in style, including jazz, rock and folk music.

Methodology:


Description: General class materials for ear training, listening, and theory are put into context with each other and with pieces being studied in performance classes. Concepts are identified under works in the annotations.


Description: Four pages are devoted to the development of listening, including elements, forms and styles. Performance is also emphasized in the annotations, objectives and the section on scheduling. Details of organizing ensembles are examined (facilities, equipment and materials).

Evaluation:

Assessment is to be made of cognitive, affective, psychomotor and social development by means of written work, aural and performance tests, and self-evaluation.

Other:

Detailed information on maintenance, storage and instrumentation is provided.
Twelve specific objectives are identified in terms of desired accomplishments for students. The first six of these focus on behaviourally observable attainment related to participation in musical activities. The last six focus on acquired attitudes and understandings through musical participation and exposure. Implicit general objectives seem to be described in this statement: "Help student learn to appreciate, understand, create and criticize with discrimination." Specific objectives are given for each of the five levels of organized curriculum. These levels (A-E) relate to student abilities, not necessarily grade level.

Instructional Plans:

General activities are suggested for nine possible units/topics: jazz, Canadian music, opera, etc. Specific teaching strategies are provided in the sample lesson plans (one for each level) and in relation to creative activities.

Instructional Resources Referenced:

Under each unit/topic, specific songs are suggested. Performers, record labels and numbers are provided. Topic-related reference books are also suggested, with publisher and/or author supplied. Also referenced are films, film strips, scores, textbooks, and teacher and student general reference books.

Resources Included:

Sample lessons for each level, A-E. Creative activities in improvisation and composition.
Program Orientation:

Designated level: Grades 5 to 9

Program Type: General music

Characteristics of the Recommended Repertoire:

Some Canadian content in suggested repertoire in all units. Wide cross-section of styles and medium/instrumentation. North American folk music, jazz, rock, romantic and classical orchestral music, opera, electronic music, and music of contemporary composers can be included, depending on units selected by the teacher.

Methodology:

Direct endorsement:  

Orff [ ]  Kodaly [ ]  

Dalcroze [ ]  Concept Based [X]  

Other

Description: Musical styles are explored in each unit in terms of concepts about musical elements particular to each style.

Pedagogical emphases:  

Listening [X]  Creating [ ]  

Performing [X]  Movement [ ]  

Musical Games [ ]  Notation [ ]  

Analysis & Critical Thinking [X]

Description: Pedagogical emphases are directly linked to the teacher’s implementation of the program. Listening or performing could be predominant, depending on the activities selected by the teacher. Analysis and critical thinking are emphasised in most of the suggested activities.

Evaluation:

Evaluation should be based on students’ achievements in developing performance skills, writing skills, knowledge of music history and composition. Evaluation would take the form of regular feedback to the student by the teacher, and progress reports approved by each school board.
Title: Music: Primary to Four. Teaching Guide No. 76

Issued By: Nova Scotia Department of Education

Document Characteristics:

Issue Date: 1981 Language: English Pages: 157

Program Attainment Objectives:

Basic aims include developing the ability to articulate and communicate, to listen with understanding, to manipulate symbols, to understand the importance of order (i.e., structure in music), and to understand relationships between various disciplines. Specific objectives are stated in behavioural terms.

Instructional Plans:

Ten levels of instruction: A to J. Two levels are accomplished during each grade. All levels contain the following activities and concepts: rhythmic concepts, melodic concepts, listening skills, other activities (including movement, improvisation, writing, playing, singing). Specific pieces of music are recommended for these activities and concepts.

Instructional Resources Referenced:


Resources Included:

Singing game melodies and directions, audiation exercises and visuals, rhythm games and visual symbols, sample lessons, creative improvisation activities, sound discrimination, visual art and music. Songs with sol-fa syllables, instructions for teaching Kodaly rhythmic figures, evaluation charts for each level.
Program Orientation:

Designated level: Senior Kindergarten to Grade 4

Program Type: General music

Characteristics of the Recommended Repertoire:

Recommended repertoire includes a cross-section of musical periods in classical literature, and a great deal of North American folk music. Other folk musics are included to a lesser extent. There is relatively little Canadian music.

Methodology:


Description: Kodaly-based instruction in singing and rhythm. Orff instruments are suggested for use in supplementary activities. Creative movement is Dalcroze-based.


Description: In Senior Kindergarten, musical games and creative movement are prevalent. At higher levels, there is increased emphasis on analysis and critical thinking.

Evaluation:

Specific performance tasks, related to the material taught in each level, are to be evaluated by the teacher using an evaluation chart. The teacher marks the individual student’s performance on each task as having mastered it or having areas needing attention. Six or more tasks are evaluated for each level.

Other:

Includes a glossary of musical terms and a list of general references.
Title: La musique à l'élémentaire, 1ère partie: Maternelle à la 3e année

Issued By: Nova Scotia Department of Education

Document Characteristics:

Issue Date: 1980  Language: French  Pages: 213

Program Attainment Objectives:

Four general objectives are listed, plus program objectives which focus on student learning in the cognitive, affective and psychomotor domains.

Instructional Plans:

Each lesson starts with a concept to be taught, followed by a series of activities to help the students understand the concept. There are specific directions for the teacher to follow for each lesson.

Instructional Resources Referenced:

References occur at the end of every lesson. Specific songs and record numbers are listed.

Resources Included:

Resources include songs and theory tests (e.g., pages 67, 69, 70, 72).
Program Orientation:

Designated level:  Kindergarten to grade 3

Program Type:  General music

Characteristics of the Recommended Repertoire:

Western music from the renaissance to the twentieth century. Mostly orchestral repertoire for listening.

Methodology:

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

Description:  The program draws on various approaches, including those of Orff, Kodaly, Dalcroze, and of the Silver Burdett series.

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

Description:  The emphasis is established by the description of lessons and by the referencing of resources. The lessons are built around the resources listed at the end of every unit.

Evaluation:

There is no general discussion of evaluation, but some evaluation suggestions are included within the context of individual lessons.
Title: La musique à l'élémentaire, Deuxième partie: 4e à 6e année

Issued By: Nova Scotia Department of Education

Document Characteristics:

Issue Date: 1984 Language: French Pages: 162

Program Attainment Objectives:

The objectives are to cultivate students' cognitive, psychomotor and affective skills.

Instructional Plans:

The instruction suggestions are organized by concept, and the activities are intended to teach the various concepts.

Instructional Resources Referenced:

The Silver Burdett series, Exploring Music, Spectrum of Music, and Florine Despies' Je Chante Mon Acadie. At the end of each unit there is a page which lists supplementary material, including records, songs, and books.

Resources Included:

There are photos, songs, dictées, and theoretical exercises which are intended for class use.
Program Orientation:

Designated level: Grades 4 to 6

Program Type: This is a general music program with an emphasis on singing, listening, and theory.

Characteristics of the Recommended Repertoire:

The performance material is mainly Acadian folk songs. The listening and theoretical material is taken from masterworks of the last four centuries. There is a representative sampling with some twentieth century American composers.

Methodology:


Description: The emphasis is established by the description of lessons and by the referencing of resources. The lessons are built around the resources listed at the end of each unit.

Evaluation:

Suggested evaluation is included in Silver Burdett books. As stated in the objectives, the focus is on cognitive, affective, and psychomotor development.
Program Attainment Objectives:

Specific behavioural objectives for each level in theory, ear training-dictation, and history. General aims and final objectives are listed.

Instructional Plans:

There are course outlines but no specific lesson plans.

Instructional Resources Referenced:

Reference books for theory and music history are listed (p. 48).

Resources Included:

None.
Program Orientation:

**Designated level:** Grades 10 to 12

**Program Type:** Non-performance: History, Music Listening, Theory, and Ear Training.

**Characteristics of the Recommended Repertoire:**

Four historic periods to be covered: (1) medieval and renaissance, (2) baroque and classical, (3) romantic, and (4) twentieth century. Specific compositions are not listed.

**Methodology:**

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

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

**Description:** Emphasis is placed on a practical approach to music, including theory and ear training.

**Evaluation:**

On page 11 are suggested methods of evaluating performance and non-performance learning. Page 10 includes a general statement on evaluating in the cognitive, psychomotor, and affective domains.

**Other:**

Appendices (pages 48 to 51) deal with various learning resources and the use of computers in music education.
Title: Senior High School Music: Choral. Teaching Guide No. 117

Issued By: Nova Scotia Department of Education

Document Characteristics:

Issue Date: 1990 Language: English Pages: 31

Program Attainment Objectives:

General goals stated for the program include: performing, reading, listening, creating and valuing (being aware of history and style). Objectives are stated for skill and interpretation.

Instructional Plans:

There are no specific instructional plans. A flow chart (p. 11) suggests percentage of class time to be spent on set-up, assembly of students, warm-up, instruction/evaluation and rehearsal, and on wrap-up.

Instructional Resources Referenced:

Five vocal and choral reference books are listed.

Resources Included:

Short exercises to develop vocal attack and support, open throat, resonance, focus of sound, flexibility, intonation, and articulation.
Program Orientation:

Designated level: Grades 10 to 12

Program Type: Choral performance: small and large ensembles.

Characteristics of the Recommended Repertoire:

None recommended.

Methodology:

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

Description: Recommended that choral director should: read journals, go to clinics, visit other rehearsals and tape them for reviewing different approaches to problems, and take voice lessons from several different teachers in order to experience a variety of methodologies.

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

Description: Five areas are emphasized: performing, reading, listening, creating, and valuing. The main emphasis is on performing. Specific instructions are not provided.

Evaluation:

General methods of evaluation are discussed and specific procedures are recommended. It is suggested that the following be considered: 1) Progress in ear training, sight singing, performance, and cognitive understanding. 2) Contributions in class. 3) Initiative of the individual outside school. 4) Growth of leadership and value judgement. Students can be evaluated performing short solos and in ensembles, and on written assignments and tests. Student self-evaluation and taped performance evaluations are also recommended.

Other:

Professional resources include addresses for choral lending library, professional organizations, and supplementary teacher resources. The section on "Implementing the Choral Program" describes building requirements, furniture, textual materials, and equipment requirements.
General goals are stated in terms of developing competencies in five areas: performing, reading, listening, creating, and valuing (p. 3).

"Class Procedures" (p. 21) suggests percentage of time for set-up, assembly of students, warm-up, instruction/evaluation and rehearsal, and wrap-up. There are no specific lesson plans.

Instrumental method books, technical studies, and warm-up study books are recommended for each grade level (p. 24). For the teacher, recommended resources include reference books and periodicals (pp. 32 to 34). Under "Professional Support," various associations and organizations for music educators are listed (p. 35).

No resource material is included.
Program Orientation:

Designated level: Grades 10 to 12

Program Type: Instrumental performance: solo, small and large ensembles, concert band, string orchestra, and full orchestra.

Characteristics of the Recommended Repertoire:

Instrumental methods books and books of technical studies are recommended. Reference books for locating Canadian music are included.

Methodology:

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

Description: No direct endorsement.

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

Description: The main emphasis is on performing.

Evaluation:

General approaches to evaluation are discussed, and specific procedures are recommended. It is suggested that the following be considered: 1) Progress in ear training, sight reading, performance, and cognitive understanding. 2) Contribution of the student in class. 3) Initiative outside of school time. 4) Growth in attitude, leadership, and value judgement. Students can be evaluated performing solos and in ensembles, and on written assignments and tests. Student self-evaluation and taped performance evaluations are also suggested.

Other:

The section on "Implementing the Instrumental Music Program" (pp. 5 to 17) provides detailed information on facilities, equipment and materials, enrolment of students, and scheduling.
Province of Ontario
Title: Comprehensive Musicianship (Pro-File Series)

Issued By: Ontario Ministry of Education

Document Characteristics:

Issue Date: 1990 Language: English Pages: 70

Program Attainment Objectives:

This document is an elaboration of the Ontario Ministry of Education’s 1990 document, Music - Intermediate and Senior Divisions. Student behavioral objectives are stated for each of the twelve units.

Instructional Plans:

Twelve instructional units to be used in performance programs present instructional ideas or models (strategies) for listening, creating, and performance.

Instructional Resources Referenced:

Specific pieces for listening and performance - primarily standard performance repertoire and "classical" orchestral repertoire.

Resources Included:

Call charts, score excerpts, worksheets related to units.
Program Orientation:

Designated level: Grades 7 to 12

Program Type: Conceptually oriented comprehensive musicianship approach for performance programs.

Characteristics of the Recommended Repertoire:

Standard performance repertoire for band, orchestra, and choir. Some Canadian repertoire is included. Listening repertoire is predominantly standard classical works. A few folk and popular music pieces are included.

Methodology:

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

Description: Units are organized by concept.

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

Description: The intention of these units is to enhance performance classes with listening, creating, and analysis in order to develop conceptual understanding.

Evaluation:

Summative evaluation suggestions are included with each unit.

Other:

The document may be reproduced. Ideas in the document are not officially endorsed by the Ministry.
**Title:** Listen Hear! Learning to Hear More in Music  
(Pro-File Series)

**Issued By:** Ontario Ministry of Education

**Document Characteristics:**

- **Issue Date:** 1990  
- **Language:** English  
- **Pages:** 103

**Program Attainment Objectives:**

Overall program objectives are not specifically enunciated. Implicit objectives are to help students develop sensitivity to a wide variety of music, and to help students recognize what is expressive in music. Intended learning outcomes are listed for some lessons.

**Instructional Plans:**

This guide focuses on thirty pieces of music with suggested activities accompanied by charts, questions, score excerpts, etc. Activities could constitute several lessons. For each listening selection, some historical background is given. Activities for each listening example are specified by musical elements (e.g., rhythm, melody, form).

**Instructional Resources Referenced:**

Many of the recommended pieces can be found on generally available recordings. In some cases, specific recordings are referenced.

**Resources Included:**

Graphic listening charts and "Blueprints" for thirty pieces of orchestral music. Permission is given to reproduce these charts.
Program Orientation:

Designated level: High school

Program Type: Not designed as a complete program, but rather to provide resources for listening activities to supplement any high school music program.

Characteristics of the Recommended Repertoire:

Listening selections primarily represent renaissance, baroque, classical, romantic, and twentieth century orchestral music. Two Canadian selections. A few jazz selections.

Methodology:

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

Description: Listening lessons focus on concepts.

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

Description: Listening charts, quizzes, melody writing, and poetry are suggested to enhance listening. Some incidental attention to notation, improvisation, and composition.

Evaluation:

Examples of various types of listening quizzes are given on p. 93 (e.g., "Name That Tune," "Name That Form," "Name That Historical Period," etc.).

Other: Ideas in the document are not officially endorsed by the Ontario Ministry of Education.
Title: Music and Technology (Pro-File Series)

Issued By: Ontario Ministry of Education

Document Characteristics:

Issue Date: 1990  
Language: English  
Pages: 29

Program Attainment Objectives:

No general course objectives. Each activity includes a general learning objective (aim) and one sample specific behavioural objective.

Instructional Plans:

Designed as sample activities for implementation in various Ministry courses and not as a full course description. Twelve activities (each may take several lessons) are described in the categories of Introductory (Technology skills and Music skills) and Implementation (Performance and Creativity).

Instructional Resources Referenced:

Software for various computers. A few books on MIDI, two periodicals, and a video.

Resources Included:

Glossary of technology terms and general advice on hardware and software selection.
Program Orientation:

Designated level: Grades 7 to 12

Program Type: Technology-based general music activities. Not a complete program.

Characteristics of the Recommended Repertoire:

None explicitly listed. Implicitly endorses blues, popular music, and new music.

Methodology:

Direct endorsement: Orff [ ] Kodaly [ ] Dalcoze [ ] Concept Based [ ] Other: Action learning approach

Description: Focus of the activities is on technology and on music-specific tasks with potential learning incidental to the tasks.

Pedagogical emphases:

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

Evaluation:

General encouragement to evaluate student activity is given with most activities, but there are few specific directions or suggestions for what and how to evaluate.
Title: Music in Grades 7 and 8 - Singing, Listening, Creating, Exploring (Pro-File Series)

Issued By: Ontario Ministry of Education

Document Characteristics:

Issue Date: 1990  Language: English  Pages: 87

Program Attainment Objectives:

General learning objectives are stated in relation to concepts for each of three major units, focussing primarily on rhythm, pitch, melody, and harmony.

Instructional Plans:

Included are flow charts of specific elements which indicate relationships among concepts, and which are designed to assist lesson development. Instructional strategies rather than complete lessons are provided. Extended activities designed to continue over several lessons are described. Some innovative ways of teaching include graphing of music (e.g., p. 64).

Instructional Resources Referenced:

Main resources include Canada Is... Music 7-8, Canada Is... Music 5-6, Reflections of Canada Vol. 1, Canadian Artists Series Vol. I and II.

Resources Included:

Conceptual flow charts for lesson planning. A few listening call charts. A few specific songs.
Program Orientation:

Designated level: Grades 7 and 8

Program Type: General music: listening, singing, creating, writing (notation), performing. Designated as an extension of the Ministry Guidelines to specific ideas and approaches.

Characteristics of the Recommended Repertoire:

Various styles and types (e.g., familiar children’s songs, contemporary Canadian, jazz, folk, classical, world music).

Methodology:

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

Description: Teaching strategies focus on a specific concept and incorporate various activities.

Pedagogical emphases:

<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>
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<td>Emphasis</td>
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Description: Emphasis is placed on flexibility of presentation. Approaches include teacher-led large group lessons, small group activities, and independent student study. Student activity oriented with performance of music not emphasized.

Evaluation:

Throughout the document there are evaluation pages which give suggestions for judging a student’s progress (e.g., pp. 36 and 84).

Other:

Ideas in the document are not officially endorsed by the Ontario Ministry of Education.
Program Attainment Objectives:

Program objectives are specifically stated for the whole course in terms of student learning. The teacher's aims for the course are also listed.

Instructional Plans:

No specific lesson plans are given. Content and some activities are suggested under topics such as "Social and Commercial Aspects of Music," "Television and Film Music." Activities and experiences are suggested in learning strategies for listening, exploring, presenting, performing, and creating.

Instructional Resources Referenced:

On page 9 are brief lists of selected materials under the following headings: "Film and Videotape" (Music of Man series, All You Need is Love series); "Tapes and Records" (Canadian Artists' Series Vol. 1 to 3, Norton Scores); "Texts and Other Print Material" (music appreciation books and a few method books).

Resources Included:

None.
Program Orientation:

Designated level: High school

Program Type: General music: Nonperformance topics 75% (e.g., Soundscapes, Music as a Career, Humour in Music, Canadian Music); Performance 25% (singing, percussion, piano, steel drum, guitar, band).

Characteristics of the Recommended Repertoire:

Little repertoire is recommended. Under the "Canadian Music" heading, various performers and composers are listed (e.g., Adaskin, Schafer, Oscar Peterson, Glass Tiger, Platinum Blonde, Montreal Symphony).

Methodology:

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

Kodaly [ ]
- Concept Based [ ]

Description: No specific methodology evident. Basically an awareness, activities approach.

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

Evaluation:

Specified as Listening 25%, Creating 15%, Exploring and Presenting 35%, Performing 25%. Both formative and summative evaluation are to be used. Evaluation is to be based on individualized progress and on attainment of objectives. Performance evaluation is to be arrived at by student and teacher together.

Other:

The Pro-File series documents "reflect the views of the authors and not necessarily those of the Ministry." Author of this course of study is Peter Brown. He designed the course to fit the framework of the Ontario Ministry of Education's Music - Intermediate and Senior Divisions, 1990.
Title: Music - Intermediate and Senior Divisions

Issued By: Ontario Ministry of Education

Document Characteristics:

Issue Date: 1990 Language: English Pages: 42

Program Attainment Objectives:

Specific behavioural objectives are listed in sections. Lesson-like instructional plans are not included.

Instructional Plans:

No specific instructional plans are included.

Instructional Resources Referenced:

Specific recommended compositions are included for the senior "Ontario Academic Course in Music" (pp. 35 to 38). Recommended reference materials for this course are included (pp. 39 to 40).

Resources Included:

None.
Program Orientation:

Designated level: Grades 7 to 12 plus "Ontario Academic Course in Music" (OAC)

Program Type: All programs should include listening, performing, and creating components.

Characteristics of the Recommended Repertoire:

Recommended music for OAC includes Canadian, renaissance, baroque, classical, romantic, and twentieth century composed music.

Methodology:

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

Description: No direct endorsement of a specific methodology.

Pedagogical emphases:

| Listening | [X] | Creating | [X] |
| Perform | [X] | Movement | [ ] |
| Musical Games | [ ] | Notation | [ ] |
| Analysis & Critical Thinking | [X] | [ ] | [ ] |

Description: Emphasis is placed on balance among the various pedagogical emphases noted above.

Evaluation:

There is a separate section on evaluation (pp. 29 to 32) with emphasis on formative and summative evaluation, and on direct relationship with objectives. There is consideration of the evaluation of conceptual understanding and listening; performance; creative projects; attitude. Program evaluation is also considered.

Other:

Title: Music is Special, Children are Special

Issued By: Ontario Ministry of Education

Document Characteristics:

Issue Date: 1981
Language: English
Pages: 31

Program Attainment Objectives:

Aims and objectives are broken down into sections. In each section, instructions are given for related activities.

Instructional Plans:

The main focus is on various classroom activities. Some plans are related to specific pieces of music.

Instructional Resources Referenced:

Instructional resources are listed on pages 30 to 31. Included are music books, reference books, records, and videotapes.

Resources Included:

Some short songs are included.
Program Orientation:

Designated level: Primary and junior divisions (Kindergarten to grade 6)

Program Type: Elementary general music.

Characteristics of the Recommended Repertoire:

Mainly simple unison vocal pieces.

Methodology:

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

Description: Teachers are encouraged to select a concept and to use related activities to teach it.

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

Description: Lessons involve games, listening, and singing. There is balance among the different activities.

Evaluation:

No specific evaluation method is given.

Other:

Included are guidelines and activities for teaching "children with physical, intellectual, or emotional exceptionalities." Also included are sections on "Relaxation," "Related Arts," "Coordination and Psychomotor Skills," and "Speech and Language."
Title: Music, Senior Division: Curriculum Ideas for Teachers

Issued By: Ontario Ministry of Education

Document Characteristics:

Issue Date: 1983 Language: English Pages: 27

Program Attainment Objectives:

No objectives are stated since this is a set of illustrative instructional activities designed to complement an earlier curriculum document.

Instructional Plans:

Specific ideas for lessons in seven sections - three related to listening and creating, and four giving performance and non-performance activities based on individual pieces of music.

Instructional Resources Referenced:

Resources are listed at the end of each unit, consisting of reference books, scores, and recordings.

Resources Included:

Examples of skills to be achieved are given. Included are analyses, score excerpts, illustrative photographs, and step-by-step instructions for certain activities.
Program Orientation:

Designated level: Grades 11 to 13

Program Type: This guide is designed to help teachers develop a well balanced music course involving performing, listening, and creating.

Characteristics of the Recommended Repertoire:

Romantic orchestral, twentieth century electronic, film music, Canadian folksongs, and Canadian orchestral music.

Methodology:

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

Description: A comprehensive musicianship approach to individual pieces.

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

Evaluation:

There is no discussion of evaluation.

Other:

This is a support document to the curriculum guideline *Music, Senior Division*, published in 1977.
Province of Prince Edward Island
Title: Elementary Music Curriculum Guide, Grades 1 to 6

Issued By: Prince Edward Island Department of Education

Document Characteristics:

Issue Date: 1989  Language: English  Pages: 74

Program Attainment Objectives:

General program objectives are not specifically stated, but learning expectations for each grade up to grade four are given in the form of a vocabulary list of terms with which students should be familiar. The introduction to the grade five and six section states that students should be encouraged to become more independent in music learning by using the skills and concepts which they have acquired.

Instructional Plans:

Sections for grades one to four are divided into units which list activities and songs from which concepts to be taught can be inferred. Listening suggestions and terms to be learned are also listed. Grades five and six have a different format - a list of topics to be covered over the whole year. The teacher is expected to work on themes more globally and to use activities such as projects, improvising, composition, and playing classroom instruments. Listening is to have a greater emphasis in the upper grades, but singing is to be the main component from grade one to grade six.

Instructional Resources Referenced:

The suggested songs and many of the listening examples are taken from the following series: Adventures in Music, MUS/CANADA, and Listen, Look and Sing. The video series "Discovering the Orchestra" is used for grade five.

Resources Included:

At the end of each grade one unit there is an evaluation sheet with spaces to be checked. Other columns may be added.
Program Orientation:

Designated level: Grades 1 to 6

Program Type: General music

Characteristics of the Recommended Repertoire:

The songs include folk songs (some Canadian) and gospel songs. The listening examples are mainly instrumental works of the Western classical tradition, covering styles from baroque to contemporary. They include orchestral music, operas and concert band repertoire. Other styles included are jazz and musicals.

Methodology:

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

Description: Songs are given to illustrate each concept learned, and listening suggestions are provided for each unit.


Description: Singing is the major component, with listening also very important. Concepts are to be reinforced through written and creative activities. Many of the songs involve musical games.

Evaluation:

On the back of the evaluation charts for grade one there are suggestions for evaluating. Students are to be observed while reading and writing notation, and while singing in large and small groups and occasionally by themselves.
Title: A Style for Every Child: Program of Studies and Related Information for Schools of P.E.I.

Issued By: Prince Edward Island Department of Education

Document Characteristics:

Issue Date: 1986 Language: English Pages: 243

Program Attainment Objectives:

Aims for education in P.E.I. are stated. (This document addresses all subjects.) No objectives for music are identified.

Instructional Plans:

No instructional plans are stated. For grades 1 to 6, *A New Approach to Music* is specified as a guidebook.

Instructional Resources Referenced:

Various standard series are referenced. For grades 1 to 6, *Silver Burdett, MUSICANADA*, and *Exploring Music* are the main recommended materials. For grades 7 to 9, the Silver Burdett series is recommended. For grades 10 to 12, theory, sight singing, listening, and selected performance collections are referenced.

Resources Included:

None.
Program Orientation:

Designated level: Grades 1 to 12

Program Type: The program introduces the elements of music and gives the student the opportunity to perform.

Characteristics of the Recommended Repertoire:

None specifically listed.

Methodology:

Direct endorsement:
- Orff
- Dalcroze
- Other

Kodaly [X] Concept Based [X]

Description: The Kodaly method is advocated at the elementary level. Concept based emphasis on elements of music is encouraged for grades 7 to 12.

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

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

Description: Pedagogical areas are identified by specified material but no instructional techniques are described.

Evaluation:

No suggestions are included.
Province of Quebec
Title: Curriculum Guide: Secondary School Music

Issued By: Gouvernement du Québec, Ministère de l'Éducation

Document Characteristics:

Issue Date: 1986  Language: English  Pages: 287

Program Attainment Objectives:

Terminal and intermediate objectives (concept oriented) are stated in each of six modules: The Sound Environment, Creativity, Musical Language, Performance, Music Literature, and Musical Notation. Three levels of content for these objectives are identified: a level for students with no previous music instruction, and two levels for students with experience. This guide is to be used in conjunction with the document Secondary School Curriculum: Music, which sets forth general objectives.

Instructional Plans:

Each module offers specific activities to meet objectives related to identified content. Six sample listening lessons are outlined.

Instructional Resources Referenced:

Appendices include lists of pieces recommended for study and performance, general music education reference material, and books on theory, history and literature, etc.

Resources Included:

An appendix detailing folk music performance techniques.
Program Orientation:

Designated level: Secondary school (grade 7 and above)

Program Type: Basically a general music program with the performance dimension related to either choral or instrumental or both.

Characteristics of the Recommended Repertoire:

Almost exclusively classical with a significant Canadian component.

Methodology:

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

Description: Student action-oriented conceptual method.

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

Description: The six modules address distinct pedagogical emphases but are intended to be inter-related and not taught sequentially.

Evaluation:

Formative and summative evaluation are encouraged. Evaluation is to be tied to objectives. A detailed section of the document is devoted to the discussion of evaluation.
Objectives are to provide a variety of musical experiences, and to elicit personal and meaningful responses to sound on affective and cognitive levels. Eight general objectives require perceiving, expressing and responding.

A sequenced list of learning objectives is provided for each of cycle one (ages 6 to 8) and cycle two (ages 9 to 11). Components such as dynamics and tone colour are taught with specific content in mind (e.g., crescendo, decrescendo, instrumentation).

Referenced directive discussions of Disciplinary Approach, Instructional Approach, and Evaluation. There is a bibliography of reference material, including Silver Burdett Materials for Teaching. There is a brief glossary, and an appendix of summary charts of general objectives for each age by year, showing sequential progression for each objective for ages 6 to 11.

Tables of general student objectives, organized by age.
Program Orientation:

Designated level: Cycles 1 and 2 (ages 6 to 11)

Program Type: General music

Characteristics of the Recommended Repertoire:

There is no recommended repertoire.

Methodology:

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

Description: Perceiving, expressing and responding are the focus of the learning process. A variety of methodologies can be used. Teachers select their own methodologies to suit students' needs. Activities are organized by concept statements. Music is used to help students experience musical elements, to illustrate concepts, and to elicit aesthetic response.

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

Description: These emphases are found in the instructional activities used to attain terminal and intermediate objectives. Recognition of sound concepts, and reproducing and expanding on them, are frequent activities.

Evaluation:

Both formative and summative evaluation are to be used. Oral and written tests and assignments are suggested instruments of summative evaluation. On-going, formative evaluation can involve use of observation checklists, progress reports, and personal files.
Title: Elementary School Curriculum Guide: Music, First Cycle

Issued By: Gouvernement du Québec, Ministère de l'Éducation

Document Characteristics:

Issue Date: 1985
Language: English
Pages: 103

Program Attainment Objectives:

The overall program objective is "to provide the child with a variety of musical experiences so as to elicit personal and meaningful responses to the phenomenon of sound on both the affective and cognitive levels" (p. 1). Eight general objectives are stated with intermediate behavioural objectives for students listed for each general objective.

Instructional Plans:

Sample lesson plans are developed from general learning objectives, intermediate objectives and terminal objectives for students. Each lesson plan includes activity suggestions and procedures for the teacher to follow. Perceiving, expressing, and responding to music stimuli are built into each lesson. Comprehensive discussion and description of teaching strategies enhance lesson plans and activity suggestions.

Instructional Resources Referenced:

Specific songs are suggested for performing, and specific pieces for listening. Full publishing and recording information is provided in the bibliography.

Resources Included:

Examples of visual representations of sound.
Program Orientation:

Designated level: Grades 1 to 3

Program Type: General music. Emphasis is on creative activities. Musical games, listening, singing songs, and playing simple instruments are principal activities. Movement and non-traditional notation are explored as well.

Characteristics of the Recommended Repertoire:

Listening repertoire spans the history of Western music and includes works by Quebec composers. Performance repertoire includes songbooks with Canadian and other folk songs, game songs, and rounds. Instrumental music books are for Orff instruments.

Methodology:

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

Description: The lessons are built around musical concepts, but use folk song material, games, chanting, and creative activities.


Description: Emphasis is given to all of the above activities. The primary focus is on creating in a sensitive and responsive way.

Evaluation:

There is detailed discussion of evaluation. For the student, both self-evaluation and external evaluation are endorsed. External evaluation is to take two forms: formative and summative. Developmental objectives are to be considered in lesson planning and evaluation. Sample evaluation tools include observation checklists and a co-evaluation form for the teacher and child.

Other:

Suggestions for classroom set-up (diagrams).
Title: Elementary School Curriculum Guide: Music, Second Cycle

Issued By: Gouvernement du Québec, Ministère de l'Éducation

Document Characteristics:

Issue Date: 1985  Language: English  Pages: 108

Program Attainment Objectives:

There are eight general objectives for the elementary school curriculum, with intermediate behavioural objectives for students listed for each general objective.

Instructional Plans:

There are specific suggestions for the teacher as to how to achieve the various objectives. The suggestions are organized by concept and are linked to the stated objectives. Student activities and specific teaching procedures are listed.

Instructional Resources Referenced:

In lesson plans, specific pieces of music are suggested. There is also an extensive bibliography of reference books, music, recordings, and audio-visual materials.

Resources Included:

None.
Program Orientation:

Designated level: Grades 4 to 6

Program Type: General music

Characteristics of the Recommended Repertoire:

Repertoire spans all periods of western music. Folk music and works by contemporary Québec composers are included.

Methodology:

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

Description: Orff instruments and Orff musical materials are recommended. Teaching suggestions emphasize conceptual learning.

Pedagogical emphases:

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

Description: Emphasis is given to all of the above activities. There is particular emphasis on creativity.

Evaluation:

There is a detailed discussion of formative and summative evaluation. Various approaches to evaluation are suggested, and sample evaluation forms are included. Evaluation is directly linked to objectives.

Other:

There is a glossary of musical terms on pp. 107 to 108.
Title: Guide pédagogique, Primaire: Musique, premier cycle

Issued By: Gouvernement du Québec, Ministère de l'Éducation

Document Characteristics:

Issue Date: 1982  Language: French  Pages: 106

Program Attainment Objectives:

There are eight general objectives. Intermediate behavioural objectives for students are listed for each general objective.

Instructional Plans:

There are specific suggestions for the teacher as to how to achieve the various objectives. The suggestions are organized by concept and are linked to the stated objectives. Student activities and specific teaching procedures are listed.

Instructional Resources Referenced:

Specific pieces of music are suggested in lesson plans. In the reference section, books and recordings are listed.

Resources Included:

Examples of visual representations of sound.
Program Orientation:

Designated level: Grades 1 to 3

Program Type: General music

Characteristics of the Recommended Repertoire:

The performance repertoire consists mainly of French and Quebec folk songs. The listening repertoire spans the history of Western music and includes works by Quebec composers.

Methodology:

Direct endorsement: Orff [X] Kodaly [ ]

Orff [ ] Dalcroze [ ] Concept Based [X]

Other

Description: The lessons are built around musical concepts, but use folk song material, games, chanting, and creative activities.

Pedagogical emphases: Listening [X] Creating [X]

Performing [X] Movement [X]

Musical Games [X] Notation [X]

Analysis & Critical Thinking [X]

Description: Emphasis is given to all the above activities. The primary focus is on creating in a sensitive and responsive way.

Evaluation:

There is detailed discussion of various methods of evaluation, both formative and summative. Student self-evaluation is encouraged. The link between objectives and evaluation is emphasized. Sample evaluation tools include observation checklists and a co-evaluation form for teacher and child.

Other:

Suggestions for classroom set-up (diagrams).
There are eight general objectives for the elementary school program, with intermediate behavioural objectives for students listed for each general objective.

Instructional Plans:

There are numerous suggestions for the teacher, organized by the skills and concepts to be learned, and linked to the objectives to be attained. Student activities and specific teaching procedures are listed.

Instructional Resources Referenced:

In lesson plans, specific pieces of music are suggested. There is also an extensive list of recommended resource materials, under the following headings: Creativity, Philosophy, Reference Books, Methodology, Instrumental Methods, Song Books, Orff Repertoire, Pieces for Recorder, Books on Instrument Making, Books for Children, and Records.

Resources Included:

None.
Program Orientation:

Designated level: Grades 4 to 6

Program Type: General music

Characteristics of the Recommended Repertoire:

Repertoire spans all periods of Western music. Folk music and works by Québec composers are included.

Methodology:

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

Description: Orff instruments and Orff musical materials are recommended. Teaching suggestions emphasize conceptual learning.

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

Description: Emphasis is given to all the above activities. There is particular emphasis on creativity.

Evaluation:

There is detailed discussion of evaluation, both formative and summative. Various approaches to evaluation are suggested, and sample evaluation forms are included. Evaluation is directly linked to objectives.

Other:

A glossary of musical terms is included on pp.107 to 108.
Title: Guide pédagogique, Secondaire: Musique

Issued By: Gouvernement du Québec, Ministère de l'Éducation

Document Characteristics:

Issue Date: 1983  Language: French  Pages: 286

Program Attainment Objectives:

There are very few objectives stated at the outset, but each lesson has two objectives. The objectives are organized by activity.

Instructional Plans:

The suggestions are very general and are organized according to skills to be learned.

Instructional Resources Referenced:

Specific pieces are listed at the back of the guide. There is also an extensive bibliography.

Resources Included:

There is an appendix dealing with folk music performance techniques.
Program Orientation:

Designated level: Secondary (grade 7 and above)

Program Type: The document gives suggestions as to how to start a band or vocal class, but it is for the most part a general music approach.

Characteristics of the Recommended Repertoire:

Mostly Western music, but there is also a section of world music. There is a variety of orchestral, chamber and vocal music.

Methodology:

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

Description: Student action-oriented conceptual approach.

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

Description: The emphasis is established through the referencing of listening material.

Evaluation:

Various evaluation techniques are described. Formative evaluation is encouraged. Blank evaluation sheets are included.
Programme d’études, Primaire: Art (art dramatique, arts plastiques, danse, musique)

Issued By: Gouvernement du Québec, Ministère de l’Éducation

Document Characteristics:

Issue Date: 1981  Language: French  Pages: 151

Program Attainment Objectives:

There is a global objective for the entire arts program. In the music section, there are general and terminal objectives stating what the student should achieve throughout the primary years following this program of study.

Instructional Plans:

There is a table of contents to show the teacher what should be covered in the first years of the music program. There are no teaching suggestions, just a list of lessons for the music program.

Instructional Resources Referenced:

There is a bibliography to cover all the artistic disciplines. No music is referenced.

Resources Included:

None.
Program Orientation:

Designated level: Primary

Program Type: General music

Characteristics of the Recommended Repertoire:

No repertoire.

Methodology:

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

Description: The document does not state this, but examination of the music portion of the document bears this out.

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

Evaluation:

The evaluation section contains a discussion of why one evaluates, the different types of evaluation, how often to evaluate, etc.
Title: Programme d'études, Secondaire: Musique

Issued By: Gouvernement du Québec, Ministère de l'Éducation

Document Characteristics:

Issue Date: 1981  Language: French  Pages: 68

Program Attainment Objectives:

General program objectives are given. Specific terminal and intermediate objectives are stated in behavioural terms and are related to specified content to be learned within each module of the program.

Instructional Plans:

No lesson plans are given. Two fields of learning are specified: awareness of the world of sound, and vocal and instrumental music. Each is divided into six areas of study (modules): the sound environment, creativity, musical language, performance, music literature and musical notation.

Instructional Resources Referenced:

The bibliography contains mainly reference materials related to philosophy and approaches to music education.

Resources Included:

There are no resources included.
Program Orientation:

Designated level: Secondary school

Program Type: General music and vocal and instrumental performance.

Characteristics of the Recommended Repertoire:

No recommended repertoire.

Methodology:

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

Description: Objectives and related concepts organize instruction.

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

Evaluation:

The section on evaluation lists many ways of evaluating and considers the role of evaluation in the arts.
Title: Secondary School Curriculum: Music

Issued By: Gouvernement du Québec, Ministère de l'Éducation

Document Characteristics:

Issue Date: 1984  Language: English  Pages: 62

Program Attainment Objectives:

General program objectives: to develop listening skills, rhythmic and psychomotor coordination, and imagination in manipulating and organizing sound; to develop ability to perceive and express the significant musical qualities found in the elements of music (in other people's creations and ones own). Specific terminal and intermediate objectives are stated in behavioural terms and are related to specified content to be learned within each module.

Instructional Plans:

No lesson plans are given. Two fields of learning are specified: Awareness of the World of Sound, and Vocal and Instrumental Music. Each is divided into six areas (modules): The Sound Environment, Creativity, Musical Language, Performance, Music Literature, and Musical Notation.

Instructional Resources Referenced:

Most references are related to general music education philosophy and method (e.g., books of Langer, Reimer, Meyer, R. Murray Schafer).

Resources Included:

None.
Program Orientation:

Designated level: Secondary school

Program Type: General music and vocal and/or instrumental

Characteristics of the Recommended Repertoire:

No recommended repertoire.

Methodology:

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

Description: Objectives and related content (described as main and supporting concepts) organize instruction.

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

Description: The music learning process is described as consisting of three dimensions: (1) developing an awareness of the sound environment, (2) the workshop-course in which music is created or performed, (3) the study of music which exists in our society and in others.

Evaluation:

Placement, formative, diagnostic, and summative evaluation are encouraged, taking into account the taxonomic categories and levels.
Province of Saskatchewan
The aim of Arts Education is to enable students to understand and value arts expressions throughout life. The four areas covered are dance, visual art, drama, and music. Common essential learnings are identified related to communication, critical and creative thinking, independent learning, numeracy, personal and social values and skills, and technological literacy. There are eight specific musical objectives for the elementary school program. Five units, one model ten-week unit, and many suggestions within each unit, organize the objectives. There are three general components to Arts Education: the creative/productive component, the cultural/historical component, and the critical/responsive component.

In each unit, a general overview of foundational objectives, vocabulary and concepts, common essential learning, resources, instruction, methods and ideas, assessment, and time frame are given. Specific resources and activities are listed for each unit, as well as teacher information suggesting general structuring of a lesson plan.

Some specific pieces of music and poetry are identified. Source, page numbers, and record numbers are listed. Each reference is made to a specific unit. Dominant resources include Music For Fun, Music For Learning, and Music Builders.

A music glossary contains definitions of specific terms referred to in each unit. Also included are four templates for the teacher’s use: Anecdotal Record-keeping Form, Checklist, Checklist for Evaluating Creative Expression, and Record-keeping Form for Student Self-Evaluation.
Program Orientation:

Designated level: Grade 1

Program Type: General music

Characteristics of the Recommended Repertoire:

The recommended repertoire consists of western music, folk music, and music composed by musicians of Saskatchewan. There are references to Indian, Métis and Inuit music and musicians.

Methodology:

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

Description: A song-based approach to music learning is emphasized.


Description: Emphasis is given to all the activities above except notation. Listening, Creating, and Analysis and Critical Thinking are specific units. Performing, Musical Games, and Movement are present within each of these units.

Evaluation:

Evaluation in the program is to be constant and related to each of the eight objectives. Through evaluation sheets included, or those which teachers create on their own, the progress of each child is to be noted.

Other:

Included in the curriculum guide is a section entitled, "Indian and Métis Curriculum Perspectives." There is also a statement on gender equity in the arts, along with specific ways to encourage equity.
Arts Education: A Curriculum Guide for Grade 2

Issued By: Saskatchewan Education

Document Characteristics:

Issue Date: 1991 Language: English Pages: 361 (music section: 75 pages)

Program Attainment Objectives:

The aim of Arts Education is to enable students to understand and value arts expressions throughout life. The four areas covered are dance, visual art, drama, and music. Common essential learnings are identified related to communication, critical and creative thinking, independent learning, numeracy, personal and social values and skills, and technological literacy. There are eight specific musical objectives for the elementary school program. Five units, one model ten-week unit, and many suggestions within each unit, organize the objectives. There are three general components to Arts Education: the creative/productive component, the cultural/historical component, and the critical/responsive component.

Instructional Plans:

In each unit, a general overview of foundational objectives, vocabulary and concepts, common essential learning, resources, instruction, methods and ideas, assessment, and time frame are given. Specific resources and activities are listed for each unit, as well as teacher information suggesting general structuring of a lesson plan.

Instructional Resources Referenced:

A good number of musical selections are identified. Source, page numbers, and record numbers are listed. Each reference is made to a specific unit. Dominant resources include Music for Fun, Music for Learning, Music Builders I and II, The Kodaly Method, and Silver Burdett Centennial Edition Level II.

Resources Included:

A music glossary contains definitions of specific terms referred to in each unit. Also included are four templates for the teacher's use: Anecdotal Record-keeping Form, Checklist, Checklist for Evaluating Creative Expression, and Record-keeping Form for Student Self-Evaluation.
Program Orientation:

Designated level: Grade 2

Program Type: General music

Characteristics of the Recommended Repertoire:

The recommended repertoire consists of Western music, folk music, and music composed by musicians of Saskatchewan. There are references to Indian, Métis and Inuit music and musicians.

Methodology:


Description: A song-based approach to music learning is emphasized. One unit specifically focuses on music concepts.


Description: Emphasis is given to all of the above activities. Analysis and Critical Thinking are of greatest importance. A specific unit is allocated to Listening. Performing, Musical Games, Creating, Movement, and Notation are present within each unit.

Evaluation:

Evaluation in the program is to be constant and related to the eight objectives. Through evaluation sheets included, or those created by teachers, progress of each child is to be recorded.

Other:

Included in the curriculum guide is a section entitled, "Indian and Métis Curriculum Perspectives." There is also a statement on gender equity in the arts, and ways to encourage equity are suggested.
The aim of Arts Education is to enable students to understand and value arts expression throughout life. The four areas covered in this omnibus document are dance, visual art, drama and music. Common essential learnings are identified, related to communication, critical and creative thinking, numeracy, personal and social values and skills, and technological literacy. There are eight specific musical objectives for the elementary school program. Five units, one model ten-week unit, and many suggestions within each unit, organize the objectives. There are three general components to Arts Education: the creative/productive component, the cultural/historical component, and the critical/responsive component.

In each unit, a general overview of foundational objectives, vocabulary and concepts, common essential learnings, resources, instruction, methods and ideas, assessment and time frame are given. Specific resources and activities are listed for each unit, as well as teacher information suggesting general structuring of a lesson plan.

Specific musical examples are listed, with their sources, page numbers, and recording numbers. These references are suggested as resources for particular units. Dominant references include *Music Builders*, *Musical Chairs*, *Silver Burdett Music* and *Canada Is...Music*.

Resources include a musical glossary, four templates: Anecdotal Record-keeping Form, Checklist, Checklist for Evaluating Creative Expression, and Record-keeping Form for Student Self-Evaluation.
Program Orientation:

Designated level:  Grade 3

Program Type:  General music

Characteristics of the Recommended Repertoire:

The majority of the repertoire consists of folk music and Western classical music, including music by Saskatchewan composers. References are made to Indian, Métis and Inuit music and musicians. This repertoire is intended for listening and performing.

Methodology:

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

Description:  A song-based approach to music learning is emphasized.


Description:  Emphasis is given to all activities above except notation. Listening, creating, and analysis and creative thinking are specific units. Performing, musical games and movement are present within each of these units.

Evaluation:

Evaluation in the program is to be constant and related to each of the objectives. The progress of each child is to be assessed.

Other:

Included in the curriculum guide is a section entitled, "Indian and Métis Curriculum Perspectives." There is also a statement on gender equality in the arts, along with specific suggestions to encourage equity.
Title: Arts Education: A Curriculum Guide for Grade 4

Issued By: Saskatchewan Education

Document Characteristics:

Issue Date: 1991 Language: English Pages: 369 (music section: 80 pages)

Program Attainment Objectives:

The aim of Arts Education is to enable students to understand and value arts expression throughout life. The four areas covered in this omnibus document are dance, visual art, drama and music. Common essential learnings are identified, related to communication, critical and creative thinking, numeracy, personal and social values and skills, and technological literacy. There are eight specific musical objectives for the elementary school program. Five units, one model ten-week unit, and many suggestions within each unit, organize the objectives. There are three general components to Arts Education: the creative/productive component, the cultural/historical component, and the critical/responsive component.

Instructional Plans:

In each unit, a general overview of foundational objectives, vocabulary and concepts, common essential learning, resources, instruction, methods and ideas, assessment and time frame are given. Specific resources and activities are listed for each unit, as well as teacher information suggesting general structuring of a lesson plan.

Instructional Resources Referenced:

Specific works are identified, with sources, page numbers and record numbers where appropriate. Pieces are suggested as possible resources for each unit. Dominant references include Music Builders, Musical Chairs, Silver Burdett Music and Canada Is...Music.

Resources Included:

A music glossary contains definitions of specific terms from each unit. Also included are four templates for the teacher’s use: Anecdotal Record-keeping Form, Checklist, Checklist for Evaluating Creative Expression, and Record-keeping Form for Student Self-evaluation.
Program Orientation:

Designated level: Grade 4

Program Type: General music

Characteristics of the Recommended Repertoire:

The recommended repertoire includes Western classical music, folk music, and music by Saskatchewan composers. References are made to Indian, Métis and Inuit music and musicians.

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>Dalroze</td>
<td>[ ]</td>
<td>Concept Based</td>
<td>[ ]</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Description: A song-based approach to music learning is emphasized.

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

Description: Emphasis is given to all the activities above except notation. Listening, creating, and analysis and critical thinking are specific units. Performing, musical games and movement are present within each of these units.

Evaluation:

Evaluation in the program is to be constant and related to each of the objectives. The progress of each child is to be assessed.

Other:

Included in the curriculum guide is a section entitled "Indian and Métis Curriculum Perspectives." There is also a statement on gender equity in the arts, along with specific suggestions to encourage equity.
General program goals are stated as ways to carry out the major aim of Arts Education - to enable students to understand and value arts expressions throughout life. Specific foundational objectives for each strand (dance, drama, music and visual art) are found in a developmental chart and in a detailed description of what the student will accomplish. Common essential learnings are identified related to communication, critical and creative thinking, independent learning, numeracy, personal and social values and skills, and technological literacy. The music program seeks to develop musical imagination, understanding and participation.

Instructional Plans:

General instructional guidelines are stated which are related to but not directly linked to the foundational objectives. Steps are given for planning a unit, and there is consideration of composition and listening. A model unit describes learning objectives and activities. An overview of each unit in the grade five curriculum covers foundational objectives, vocabulary and concepts, common essential learnings, resources, instruction, methods and ideas, assessment and time frame. A description follows of suggested activities and possible resources.

Instructional Resources Referenced:


Resources Included:

An anecdotal record-keeping form, checklist, checklist for evaluating creative expression, and record-keeping forms for student self-evaluation are given and may be applied to all four strands. There is also a music glossary and two appendices - A: Teaching Singing, and B: "The Perception of Music" by R. Wingell.
Program Orientation:

Designated level: Grade 5

Program Type: General music

Characteristics of the Recommended Repertoire:

The repertoire covers a range of cultures, including Canadian, in genres such as pop, blues, brass quintet, movie themes, folk songs, and Western classical (orchestral and choral) from the baroque period to the twentieth century. References are made to Indian, Métis and Inuit music and musicians.

Methodology:

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

Description: Activities and music for performing and/or listening are based on the learning objectives for each unit.


Description: The students engage in guided listening, expressive singing, and creating sounds and sound patterns. They compare, contrast and discuss music, musicians and roles in different cultures.

Evaluation:

Student assessment involves observation of perception, procedures, conceptual understanding and personal expression, record-keeping, formal and informal achievement indicators, grading and feedback. Evaluation is to be constant and related to objectives.

Other:

A section is included entitled, "Indian and Métis Curriculum Perspectives" as related to education in Saskatchewan. There is also a brief discussion of gender equity in arts education, suggesting ways to encourage it.
Arts Education: A Curriculum Guide for Grade 9

Issued By: Saskatchewan Education

Document Characteristics:
Issue Date: 1992       Language: English       Pages: 491 (music section: 124 pages)

Program Attainment Objectives:

Arts Education includes four strands: Music, Drama, Dance, and Visual Art. The aim of Arts Education is to enable students to understand and value arts expression throughout life. The grade 9 music program is intended to provide experiences that will be meaningful to the student, and will lead to development of musical imagination (ability to imagine sounds), musical understanding (ability to grasp musical concepts), and musical participation (experiences in creating, listening, and performing). Activities are designed to encourage understanding of the relationship between music in the classroom and music in the home and community.

Instructional Plans:

The music program is organized into three required units and one optional unit: I. Creating With Sound; II. Making Connections; III. Music and Musicians; IV. Optional Inter-related Unit. Each unit involves a variety of experiences (singing, creating, playing, moving, listening) within three areas: creative/productive, cultural/historical, and critical/responsive. Teachers are to set appropriate learning objectives derived from the foundational objectives. Suggested activities, themes, or other topics relevant to the students and community should be used, and also Indian, Métis, and Inuit content where appropriate.

Instructional Resources Referenced:

Possible resources are given within specific topics and activities in the Unit Overviews. Resources include: Canada: Its Music (books and audio recordings), The Thinking Ear, The Tuning of the World, Inside the Music Business, Rockonomics, Composing in the Classroom Opus 1 and Opus 2, Worlds of Music (book and recordings), Music, Sound and Sense (book/audio recordings), Mass Media and Popular Culture. People from the community are also suggested as possible resources.

Resources Included:

An Appendix provides definitions of elements of music and principles of composition, and makes recommendations for instruction. A Glossary provides definitions of terms. "Unit Overviews" provide a broad context of information about the units, including the unit's purpose, time frame, foundational objectives, "Common Essential Learnings," vocabulary, concepts, resources, instructional approaches, and assessment techniques. Sample student rating scales, self-evaluation forms, and learning contracts are also included.
Program Orientation:

Designated level: Grade 9

Program Type: General music

Characteristics of the Recommended Repertoire:

Specific pieces are not mentioned except for listening examples.

Methodology:

Direct endorsement: Orff [] Kodaly []
Dalroze [] Concept Based [X]
Other Inter-related arts

Description: The focus is on the relationship between music/arts and the world. Specific elements of music and topics are to be studied, researched, explored, and in some form experienced, depending on the teacher’s background.

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

Description: The guide emphasizes that students should learn about music through a wide variety of experiences (singing, creating, playing, moving, listening).

Evaluation:

Evaluation includes teacher reflection, program and curriculum evaluation, and student assessment. Teachers should recognize progress and identify areas needing further learning, using observation and accurate record-keeping. Students’ perception abilities, understanding, personal expression, and creative processes and products should be assessed. Evaluation should be ongoing. Students should be engaged in self-evaluation.

Other:

A section is included entitled, "Indian, Métis Curriculum Perspectives" as related to education in Saskatchewan. There is also a brief discussion of gender equity in arts education, suggesting ways to encourage it.
Title: A Curriculum Guide for Division II Music: Year One

Issued By: Saskatchewan Education

Document Characteristics:

Issue Date: 1981 Language: English Pages: 494 (music section: 124 pages)

Program Attainment Objectives: There are eleven specifically stated objectives for the whole course, and behavioural objectives are stated at the outset of every lesson.

Instructional Plans:

Music elements organize the guide. Concepts related to the elements, and objectives related to the course are stated. For each objective there are specific activities and suggestions as to how to achieve the objective.

Instructional Resources Referenced:

Every lesson has a section of suggested materials with specific pieces of music listed. The document has a section listing acceptable texts. These include *New Dimensions in Music*, Silver Burdett *Music, Spectrum of Music, Exploring Music*, and *Basic Goals in Music*. Lesson references also include recordings, films, and videos.

Resources Included:

None.
Program Orientation:

Designated level: Primary/Junior

Program Type: General music

Characteristics of the Recommended Repertoire:

There is a variety of repertoire. Orchestral repertoire emphasizes the romantic period. Some twentieth century styles are represented (e.g., rock, jazz). Extensive folk material, including multicultural songs (e.g., French, Russian, and oriental songs).

Methodology:

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

Description: Music is used to illustrate concepts and to help students understand the elements of music.

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

Description: Activities include singing, playing, writing, listening, moving, and creating.

Evaluation:

Continuous performance evaluation is stressed.
Title: A Curriculum Guide for Division II Music: Year Two

Issued By: Saskatchewan Education

Document Characteristics:

Issue Date: 1981  Language: English  Pages: 146

Program Attainment Objectives:

General objectives are stated at the beginning of the document and are organized by what the teacher will accomplish. Objectives are stated in broad terms: learning through involvement, gaining knowledge, developing conceptual understanding. Specific behavioural objectives are stated in terms of clearly defined concept statements related to elements of music.

Instructional Plans:

There are suggestions for teaching lessons organized by concepts. Suggestions are linked to the objective stated at the beginning of the lesson.

Instructional Resources Referenced:

At the end of each lesson there is a "suggested material" section including many songs and recordings. The textbooks where these songs can be found are also listed. Book series are listed in order of preference: New Dimensions in Music, Silver Burdett Music, Spectrum of Music, Exploring Music, Basic Goals in Music.

Resources Included:

There is a glossary of terms, signs and symbols.
**Program Orientation:**

**Designated level:**  Grade 5

**Program Type:**  General music

**Characteristics of the Recommended Repertoire:**

There is a cross-section of repertoire. Orchestral music is mainly from the romantic period. Some twentieth century styles are represented (e.g., rock, jazz). There is a good deal of folk song material with some multicultural emphasis (e.g., French, Russian and oriental songs are included).

**Methodology:**

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<th>Kodaly</th>
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<tr>
<td></td>
<td>Other</td>
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</table>

**Description:**  Music is used to illustrate concepts and to help students understand the elements of music.

<table>
<thead>
<tr>
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<tr>
<td></td>
<td>Analysis &amp; Critical Thinking</td>
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<td>[X]</td>
</tr>
</tbody>
</table>

**Description:**  The description of activities is organized by singing, playing, writing, listening, moving and creating. The extensive listening list reflects the listening emphasis.

**Evaluation:**

One evaluation list is included and it stresses continuous performance evaluation.
ADDRESSES

Alberta
Learning Resources Distributing Centre
12360 - 142 Street
Edmonton, Alberta
T5L 4X9

Ontario
Publications Ontario
880 Bay Street
Toronto, Ontario
M7A 1N8

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Victoria, B.C.
V8W 1K8

Prince Edward Island
Department of Education
Shaw Building, 95 Rochford St.
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Charlottetown, P.E.I.
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Robert Fletcher Building
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Québec
Gouvernement du Québec
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1035, rue De La Chevrotière
Québec, Québec
G1R 5A5

New Brunswick
Department of Education
P.O. Box 6000
Fredericton, New Brunswick
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Saskatchewan Book Bureau
1308 Winnipeg St.
Regina, Saskatchewan
S4R 1J8

Newfoundland and Labrador
Department of Education
P.O. Box 8700
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A1B 4J6

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Department of Education
P.O. Box 578
Halifax, Nova Scotia
B3J 2S9
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