

COURSE PLANS UNIT 1

October November

BASICS

We are starting this first unit with something familiar to pupils: their own body; beginning with the five senses. The pupils will discover up to what point the ear makes the sound experience possible. They will become aware of their own body, individually and in relation to others; and the importance of teamwork in artistic collaboration.

METHODOLOGY

To motivate the pupils, it is important keep in mind the interests of children in the first years of primary school. Games are essential in the musical experience. Fun activities promote an environment in which communication, cooperation and harmony with other classmates and the teacher are essential. This atmosphere also helps pupils with collective and cooperative learning.

CONTENTS/EVALUATION CRITERIA/LEARNING STANDARDS

LISTENING

The ear

- Listening: *Contra dance*, by W.A. Mozart.
- Identifying small percussion instruments.
- Listening to identify sounds made by different things.

Evaluation Criteria

1. Identifying where everyday sounds come from.
2. Using the body as a support and complement to auditive perception to assimilate a musical form.
3. Paying attention and staying quiet when doing a listening activity.

Learning Standards

- 1.1. He/She recognises and names objects that pupils have previously seen and heard.
- 2.1. He/She adapts the learnt movement to each musical phrase in the active listening.
- 2.2. He/She follows attentively the different parts of *Contra dance* and reacts spontaneously to follow the music.
- 3.1. He/She pays careful attention and stays quiet when doing a listening activity.

Music, culture and society

- Wolfgang Amadeus Mozart

- Music from different cultures: *Samba Lelé*
- Introducing small percussion instruments

Evaluation Criteria

4. Learning about W. A. Mozart through anecdotes.
5. Learning about three small percussion instruments.
6. Participating in the singing and movements associated with music from other cultures.

Learning Standards

- 4.1. He/She associates the name Amadeus with the figure of W. A. Mozart and knows some anecdotes and biographical details of his life.
- 5.1. He/She can name three percussion instruments.
- 6.1. He/She participates actively in a Brazilian song.

MUSICAL INTERPRETATION

The voice

- Songs:
 - *El espejo*
 - *Samba Lelé*.
- Rhymes and chants

Evaluation Criteria

7. Singing and enjoying the proposed songs in the unit.
8. Keeping the rhythm of the prosodies and chants.

Learning Standards

- 7.1. He/She participates actively in performing the songs and prosodies of the unit.
- 7.2. He/She knows two songs and uses them in games of movement.
- 8.1. He/She follows the appropriate rhythm when reciting the prosodies and chants.

Instrument

- Accompaniment with body percussion and small percussion instruments.

Evaluation Criteria

9. Identifying through exploration three small percussion instruments.
10. Knowing how the sound is produced in each instrument.

Learning Standards

- 9.1. He/She identifies three small percussion instruments: tambourine, claves and bells.
- 10.1. He/She associates each instrument with the way the sound is produced in each.
- 10.2. He/She shows interest in knowing the correct use of each instrument presented in the unit.

Musical language

- Non-conventional signs.
- Pictograms for crotchet, quavers and rests.

Evaluation Criteria

11. Distinguishing by means of pictograms, the crotchet (fish), quavers (moon), and the crotchet rest (silence gesture).
12. Associating different rhythmic schemes with other analogues of musical signs.

Learning Standards

- 11.1. He/She is able to recognise and write by means of association with pictograms the crotchet (fish), quavers (moon) and the crotchet rest (silence gesture)
- 12.1. He/She matches rhythmic schemes with other analogues of musical signs.

MOVEMENT AND DANCE

The body

- Prosodies and body percussion accompaniment.
- Music and movement: *The Looking Glass and The Shadow*.

Evaluation Criteria

13. Doing body accompaniments in songs, prosodies and listenings that require it and imitating the movements of other classmates.
14. Reacting quickly to different orders given to the group.

Learning Standards

- 13.1. He/She incorporates accompaniments with body movements in songs, prosodies and listenings.
- 13.2. He/She imitates the movements of another classmate in a mirror.
- 14.1. He/She reacts quickly to the orders to form groups.

COMPETENCIES – Descriptions and Skills

Linguistic competency

- Understanding the meaning of oral expressions: orders, explanations, instructions and stories.
 - He/She understands the instructions of the exercises without help.
- He/She respects the communication norms in any context: everybody's turn to speak, listening carefully to the speaker.
 - He/She pays attention to the explanations and respects everybody's turn to speak in group activities.

Mathematical competency and basic competencies in Science and Technology

- Understanding the meaning of oral expressions: orders, explanations, instructions and stories.
 - He/She applies the value of the figures related to the beat to complete a time signature.

Digital competency

- Using different means of audiovisual communication to transmit different information.
 - He/She uses the digital board and the Internet to do activities and to look for information about the contents in the unit.

Learning to learn

- Developing different multiple intelligences.
 - He/She applies models that serve as a reference to do the proposed tasks.
- Applying strategies to improve creative, critical, emotional and independent thinking.
 - He/She pays careful attention to acquire relevant and sufficient information that will lead him/her to make his/her own decisions.

Social and Civic competencies

- Knowing and applying the rights and obligations of citizens in the context of the school.
 - He/She respects the individual contributions of other classmates.
- Showing willingness to participate actively in the established fields of participation.
 - He/She accepts the other classmates, without distinction, when forming pairs or groups for fun activities.

Initiative and entrepreneurship

- Working consistently and overcoming difficulties.
 - He/She shows interest, perseverance and initiative in the creation of artistic activities.

Cultural awareness

- Appreciating the beauty of the artistic expressions and in everyday life.
 - He/She appreciates the artistic contribution of composers to cultural enrichment.
- Preparing projects and presentations with an aesthetic sense.
 - He/She applies artistic sense to draw a self-portrait and reflect upon those of other classmates.

COURSE PLANS UNIT 2

November December

BASICS

The contents of the unit focus on the everyday environment of the pupils: their own home. They experience different sounds every day. We can organise the different activities in the following way: listening, vocal and instrumental interpretation and participation in different types of movements and body postures actively and spontaneously.

METHODOLOGY

Throughout the whole unit we will systematically highlight the importance of observing and paying close attention to the music in a fun environment. The analysis of the sound samples, musical language, and the discrimination and the exploration of the sounds make it essential to connect with the contents. It is also important for the teacher: discovering the best ways for each pupil to learn will depend on the ability to pay attention to detail.

CONTENTS/EVALUATION CRITERIA/LEARNING STANDARDS

LISTENING

The ear

- Listening: *Toy Symphony* by L. Mozart.
- Identifying sounds in the home.
- Duration: long and short sounds.

Evaluation Criteria

1. Identifying everyday sounds in the home.
2. Identifying sound properties: duration (short or long) by means of games and listening examples.
3. Appreciating silence as something essential when listening to music.

Learning Standards

- 1.1. He/She identifies everyday sounds in his/her house.
- 2.1. He/She perceives and identifies sound properties: duration (short or long).
- 3.1. He/She respects and appreciates silence as something essential when listening to music.

Music, culture and society

- Composer: Leopold Mozart.
- Sounds in the house.

- Christmas carols.

Evaluation Criteria

4. Learning about the composer Leopold Mozart, father and instructor of the genius composer W. Amadeus Mozart.
5. Appreciating the cultural contribution of Christmas carols.

Learning Standards

- 4.1 He/She learns about Leopold Mozart, the father of the great composer W. Amadeus Mozart and composer of the *Toy Symphony*.
- 5.1. He/She appreciates the cultural contribution of carols to the celebration of Christmas.

MUSICAL INTERPRETATION

The voice

- Songs:
 - *In the supermarket*.
 - *Ding, ding*.
- Intonation of long and short sounds.
- Rhymes and prosodies.

Evaluation Criteria

6. Maintaining the rhythmic cadence of prosodies and chants.
7. Identifying the verse of the chorus.
8. Participating in and enjoying the proposed songs in the unit.

Learning Standards

- 6.1. He/She is able to follow the rhythm when reciting prosodies and chants.
- 7.1. He/She identifies the verse and the chorus in a song.
- 8.1. He/She actively participates in performing the songs and the prosodies of the unit.

Instrument

- Interpreting rhythms with body percussion and small percussion instruments.
- Accompaniment with instruments: *Toy Symphony*, by L. Mozart.

Evaluation Criteria

9. Reading and playing simple rhythmic schemes.
10. Playing short and long non-conventional graphic symbols on instruments in the classroom or with recycled material.

Learning Standards

- 9.1. He/She plays simple rhythmic schemes reading at first sight.
- 10.1. He/She is able to read the non-conventional graphic symbols of long and short sounds and plays them on the instruments in the classroom or with recycled materials.

Musical language

- Non-conventional signs.
 - Pictograms for crotchets, quavers and rests.
- Signs for short and long sounds.

Evaluation Criteria

11. Identifying conventional musical figures by means of pictograms
12. Representing long and short sounds with non-conventional graphic symbols.
13. Reading simple rhythmic schemes.

Learning Standards

- 11.1. He/She is able to identify and write by means of association the pictograms of the crotchet (fish), quaver (moon) and the crotchet rest (silence gesture)
- 12.1. He/She represents long and short sounds with non-conventional graphic symbols.
- 13.1. He/She reads simple rhythmic schemes fluently.

MOVEMENT AND DANCE

The body

- Body percussion accompaniment.
- Music and movement: *In the supermarket*.
- Ways of movement.
- Hopscotch game with long and short sounds.

Evaluation Criteria

14. Using several types of movements and body figures as a means of expression in the context of a musical listening exercise.
15. Participating actively in movement activities applying the duration in a traditional game.

Learning Standards

- 14.1. He/She responds with initiative, in the context of a musical listening, doing different types of movements and different body figures.
- 15.1. He/She participates in movement activities.
- 15.2. He/She uses movement in the hopscotch game to identify long and short sounds.

COMPETENCIES – Descriptions and Skills

Linguistic competency

- Enjoying reading.
 - He/She reads a text whose prosodic rhythm coincides with the “Finale Allegro” of the *Toy Symphony* by L. Mozart.
- Understanding the meaning of oral expressions: orders, explanations, instructions and stories.

- He/She pays attention to the explanations and respects everybody's turn to speak in group activities.

Mathematical competency and basic competencies in Science and Technology

- Identifying and precisely manipulating mathematical elements (numbers, data, geometrical elements...) in everyday situations.
 - He/She perceives the meaning of the rising and descending order of numbers when playing hopscotch games.

Digital competency

- Using different means of audiovisual communication to transmit different information.
 - He/She uses the digital board and the Internet to do activities and also, to look for information about the contents in the unit.

Learning to learn

- Developing different multiple intelligences.
 - He/She applies models that serve as a reference to do the proposed tasks.
- Applying strategies to improve creative, critical, emotional, independent thinking.
 - He/She pays careful attention to acquire relevant and sufficient information that will lead him/her to make his/her own decisions.

Social and Civic competencies

- Learning to behave based on the knowledge of different values.
 - He/She respects individual contributions by other classmates.
- Showing willingness to participate actively in the established fields of participation.
 - He/She accepts the difference in abilities that any of the classmates might have.

Initiative and entrepreneurship

- Being constantly engaged in work and overcoming difficulties.
 - He/She shows interest, perseverance and initiative in the creation of artistic activities.

Cultural awareness

- Appreciating beauty in artistic expressions and in everyday life.
 - He/She appreciates the artistic contribution of composers to cultural enrichment.
- Appreciating cultural diversity as a source of personal and cultural wealth.
 - He/She knows the contribution of the heritage of other countries to cultural enrichment.

COURSE PLANS UNIT 3

January February

BASICS

The city is the main topic in this unit. The first phrase our character uses in the game emphasises the need for the city to be a calm place. Auditory education is of great importance. This is why there are so many fun activities in which students have to identify sounds, and listening activities based on active participation; mainly involving movement and dance.

METHODOLOGY

Games are very important in this unit to get pupils more involved in listening, performing, movement and dance activities. The active methodology accompanies most of the proposed activities. It promotes spontaneity and creativity that pupils should develop when they are at school. Cooperation and interaction with others also contribute to their development.

CONTENTS/EVALUATION CRITERIA/LEARNING STANDARDS

LISTENING

The ear

- Listening: *In Krapfen's Woods*, by J. Strauss II.
- Identifying sounds in the city.
- High and low pitch.

Evaluation Criteria

1. Analysing the structure of the piece in the listening activity.
2. Identifying sounds of the city by their characteristic sound timbre.
3. Identifying low- and high-pitched sounds.
4. Responding quickly to different orders related to the timbre of instruments while playing the game.

Learning Standards

- 1.1. He/She identifies the different parts of the piece in the listening activity.
- 2.1. He/She identifies certain sounds of the city paying attention to its sound timbre.
- 3.1. He/She distinguishes low-pitched sounds in relation to other high pitched sounds and vice versa.
- 4.1. He/She reacts quickly to different sound orders related to the timbre of instruments when playing a game.

Music, culture and society

- Composer: Johann Strauss II.
- Sounds of the city.

- Small brass percussion instruments.

Evaluation Criteria

5. Learning about the composer J: Strauss II, through his music.
6. Learning about and appreciating the legacy of traditional and popular songs.

Learning Standards

- 5.1. He/She identifies the composition by J. Strauss when he/she listens to in *Krapfen's Woods*.
- 6.1. He/she knows and appreciates the cultural legacy of popular and traditional songs.

MUSICAL INTERPRETATION

The voice

- Songs:
 - *Skyscraper*.
 - *En coche va una niña*.
- Intonation with high-pitched and low-pitched sounds.

Evaluation Criteria

7. Using sound possibilities of the voice to tune onomatopoeias of high- and low-pitched sounds.
8. Knowing, participating and performing in popular and traditional songs.

Learning Standards

- 7.1. He/She tunes onomatopoeias of high- and low-pitched sounds associated with graphic signs that represent the pitch of the sound.
- 8.1. He/She participates in performing a popular, traditional song.

Instrument

- Identifying different brass instruments.
- Accompaniment with instruments: *En coche va una niña*.

Evaluation Criteria

9. Discovering timbre properties of small percussion brass instruments.
10. Reading and playing simple rhythmic schemes to accompany a song.

Learning Standards

- 9.1. He/She identifies the timbre properties of the three small percussion brass instruments.
- 10.1. He/She reads simple rhythmic schemes and plays them to accompany a song.

Musical language

- Graphics for high- and low-pitched sounds.
- Non-conventional signs for crotchets, quaver and rests.

Evaluation Criteria

11. Reading simple rhythmic schemes with and without pictograms.
12. Reading musical signs associated with the pitch of the sound.
13. Using musical language in the accompaniment of a popular song.

Learning Standards

- 11.1. He/She reads simple rhythmic schemes fluently and without interruption, and with and without pictograms.
- 12.1. He/She reads musical signs associated with the pitch of the sound.
- 13.1. He/She uses musical language to accompany the song *En coche va una niña*.

MOVEMENT AND DANCE

The body

- Group dance: *Skyscraper*.
- Body expression: The uninhabited house.
- Music and movement: *The window cleaner*.
- Choreography for the game *The Wood*.

Evaluation Criteria

14. Performing simple choreographies and expressing with gestures and body movements the lyrics of the song.
15. Improvising and creating body movements suggested by different musical pieces.

Learning Standards

- 14.1. He/She follows the development of a choreographic structure of a simple dance without a problem.
- 14.2. He/She accompanies the lyrics of a song with gestures and body movements.
- 15.1. He/She follows the character of different musical pieces spontaneously with body movements.

COMPETENCIES – Descriptions and Skills

Linguistic competency

- Respecting the communication norms in any context: everybody's turn to speak, listening carefully to the speaker.
 - He/She knows and respects the norms of coexistence in the organisation of group activities
- Understanding the meaning of oral expressions: orders, explanations, instructions and stories.
 - He/She pays attention to the explanations and respects everybody's turn

to speak in group activities.

Mathematical competency and basic competencies in Science and Technology

- Respecting and preserving the life of living beings in our surroundings.
 - He/She recreates in a fun and artistic way the natural scene of a forest to raise awareness of its importance in the ecosystem.

Digital competency

- Using different means of audiovisual communication to convey different information.
 - He/She uses the digital board and the Internet to do activities and also, to look for information about the contents in the unit.

Learning to learn

- Developing different multiple intelligences.
 - He/She applies models that serve as a reference to do the proposed tasks.
- Applying strategies to improve creative, critical, emotional, independent thinking.
 - He/She pays careful attention to acquire relevant and sufficient information that will lead him/her to make his/her own decisions.

Social and Civic competencies

- Knowing and applying rights and obligations of citizens at school.
 - He/She respects individual contributions by other classmates.
- Showing willingness to participate actively in the established fields of participation.
 - He/She accepts the other classmates, without distinction, when forming pairs or groups for the development of fun activities.

Initiative and entrepreneurship

- Being constantly engaged in work and overcoming difficulties.
 - He/She shows interest, perseverance and initiative in the creation of artistic activities.

Cultural awareness

- Appreciating the beauty of the artistic expressions and in everyday life.
 - He/She appreciates the artistic contribution of composers to cultural enrichment.
- Appreciating cultural diversity as a source of personal and cultural wealth.
 - He/She knows the contribution of heritage from other countries to cultural enrichment.

COURSE PLANS UNIT 4

February March

BASICS

Using landscapes is a great motivational tool. In this unit, we will focus on nature, especially animals. The musical experience will be based on identifying the timbres, pitches or evocative extracts of animals. There will be vocal and instrumental performances of the songs to accompany the game with the expression of rhythmic movement and dance.

METHODOLOGY

The main focus in the methodology is that the activities have to all be fun for pupils. They have to feel that the activities are entertaining and that they are given positive feedback. Active methodology places the children in the centre of the activities, both in individual or teamwork. The teacher is only a guide who motivates them to develop their expressive potential.

CONTENTS/EVALUATION CRITERIA/LEARNING STANDARDS

LISTENING

The ear

- Identifying sounds of animals and nature.
- Listening: “Danish Marzipan Shepherdeses dancers,” *The Nutcracker Suite*, by Tchaikovsky.
- Listening: *The Carnival of the Animals*, by Saint-Saens.

Evaluation Criteria

1. Perceiving and identifying sound properties and characteristics of animal sounds and natural elements.
2. Identifying the pitch of the sound by listening carefully.

Learning Standards

- 1.1 He/She identifies different onomatopoeic sounds of the environment and of some animals.
- 2.1 He/She is able to associate animal sounds to extracts from a musical piece and distinguishes high and low-pitched sounds.

Music, culture and society

- Composer: Saint-Saens.
- The sounds of nature.
- Small wood percussion instruments.
- Composer: Tchaikovsky.

Evaluation Criteria

3. Putting the norms in practice that we have to keep in mind when doing listening activities.
4. Knowing examples of different works of our culture and the importance of maintaining and spreading them to appreciate musical heritage.
5. Appreciating and knowing the figure of the composer.

Learning Standards

- 3.1. He/She knows, understands and follows the norms of respectful behaviour during listening exercises and musical representations.
- 4.1. He/She enjoys listening to musical pieces by two great composers: Tchaikovsky and Saint-Saëns.
- 5.1. He/She knows the figure of the composer through the image that appears on the page that accompanies the listening exercise.

MUSICAL INTERPRETATION

The voice

- Songs:
 - *A dream.*
 - *Don Gato.*
- Intonation of non-conventional signs.
- Onomatopoeia.

Evaluation Criteria

6. Participating in the collective performance of two songs.
7. Tuning words whose stressed syllable coincides with high pitch and the others, with low pitch.
8. Singing simple children's melodies with a melodic area of 2nd and 3rd.
9. Identifying onomatopoeia from animal sounds and the pupil's surroundings

Learning Standards

- 6.1. He/She enjoys participating in performing the songs in the unit.
- 7.1. He/She tunes his/her own name with a rising 3rd on the stressed syllable.
- 8.1. He/she tunes melodic intervals of 2nds and 3rds through imitation.
- 9.1. He/she performs simple sound messages vocally with non-conventional graphic symbols.

Instrument

- Identifying different wood instruments.

Evaluation Criteria

10. Exploring and using the sound and expressive possibilities of different materials, instruments and devices.
11. Distinguishing and identifying musical instruments used in the unit.

Learning Standards

- 10.1. He/She knows the sound possibilities of three wood percussion instruments and the basic technique that is required to get a good sound on them.
- 11.1. He/She identifies the musical instruments used in the unit by their names and the material they are made of.

Musical language

- Non-conventional signs for crotchet, quaver and rests.
- Graphics for loud and quiet sounds.
- Creating a score with non-conventional signs.

Evaluation Criteria

12. Reading and performing simple rhythmic schemes.
13. Identifying and knowing by means of graphics low- and high-pitches.

Learning Standards

- 12.1. He/She reads and plays simple rhythmic schemes to accompany a song.
- 13.1. He/She identifies the graphic symbols that correspond to certain high- or low-pitched sounds.

MOVEMENT AND DANCE

The body

- Choreography for the game *The ramble*.
- Choreography for *Don Gato song*.

Evaluation Criteria

14. Acquiring expressive and creative capacities offered by body expression and dance, appreciating its contribution to heritage and enjoying its performance as a way of social interaction.

Learning Standards

- 14.1. He/She knows traditional dances appreciating their contribution to artistic and cultural heritage.
- 14.2. He/She identifies the body as an instrument to express feelings and emotions and as a tool of social interaction.

COMPETENCIES – Descriptions and Skills

Linguistic competency

- Respecting the communication norms in any context: everybody's turn to speak, listening carefully to the speaker.
 - He/she knows the basic rules of cooperation in group activities.
- Expressing orally any type of information in a clear and organised way.
 - He/She explains his/her individual ideas clearly and in an organised way.

Mathematical competency and basic competencies in Science and Technology

- Respecting and preserving the life of living beings in the environment.
 - He/She recreates an excursion to the country to get in touch with nature in a fun and artistic way.

Digital competency

- Updating the use of new technologies to improve work and make everyday life easier.
 - He/She uses the digital board and the Internet to do activities and also, to look for information about the contents in the unit.

Learning to learn

- Developing different multiple intelligences.
 - He/She applies models that serve as a reference to do the proposed tasks.
- Generating strategies to learn in different learning contexts.
 - He/She pays careful attention to acquire relevant and sufficient information that will lead him/her to make his/her own decisions.

Social and Civic competencies

- Learning to behave based on the knowledge of certain values.
 - He/She respects essential behavioural rules to perform better at school.
- Showing willingness to participate actively in the established fields of participation.
 - He/She accepts the other classmates, without distinction, when forming pairs or groups for the development of fun activities.

Initiative and entrepreneurship

- Being constantly engaged in work and overcoming difficulties.
 - He/She shows interest, perseverance and initiative in the creation of artistic activities.

Cultural awareness

- Showing respect for the most important works of cultural heritage in the world.
 - He/She appreciates the artistic contribution of composers to cultural enrichment.
- Expressing feelings and emotions based on artistic codes.
 - He/She knows the contribution of heritage from other countries to cultural enrichment.

COURSE PLANS UNIT 5

April May

BASICS

Science fiction is a stimulating element that we can use to structure the rest of the content blocks designed for this unit. Pupils can imagine a trip into space and design a future city. Sound, vocal expression and movement activities as ways of artistic expressions in two active listening exercises can help us to create an attractive artistic project.

METHODOLOGY

To make collective learning and the interaction and interrelation with classmates easier, we will do many fun activities that promote an atmosphere of great communication and harmony in the relationships with other children and the teacher. The musical and artistic experience is the result of a series of planned activities based on games. This is a fundamental principle in active methodological trends because this is the most direct way to give pupils a leading role.

CONTENTS/EVALUATION CRITERIA/LEARNING STANDARDS

LISTENING

The ear

- Listening: *The syncopated clock*, by Leroy Anderson.
- Intensity: loud and quiet sounds.

Evaluation Criteria

1. Using listening to music as a way of identifying a range of sonic possibilities.
2. Identifying simple musical forms through listening.

Learning Standards

- 1.1. He/She distinguishes sound properties graphically through body expression.
- 2.1. He/She identifies a simple musical structure or form in the melody of a listening sample.

Music, culture and society

- Composer: Leroy Anderson.
- Machine sounds.

Evaluation Criteria

3. Identifying the simplest elements in a musical piece.
4. Respecting the behavioural rules in listening exercises and musical representations.

Learning Standards

- 3.1. He/She follows the beat, paying attention to the tempo of a piece of music.
- 4.1. He/She respects the behavioural rules in listening exercises and musical representations.

MUSICAL INTERPRETATION

The voice

- Song: *On the moon*.
- Rhymes.
- Prosodies.

Evaluation Criteria

5. Understanding the voice as an instrument and expressive resource, starting with the song.
6. Reproducing rhythmic and melodic schemes with the voice, the body, the instruments and with movement patterns.

Learning Standards

- 5.1. He/She identifies the properties and expressive possibilities of the voice.
- 6.1. He/She accompanies songs and prosodic texts with basic rhythmic formulas.

Instrument

- Interpreting rhythms with body percussion and small percussion instruments.

Evaluation Criteria

7. Playing simple rhythmic schemes based on beats.
8. Knowing and using sound possibilities of the body or other objects, manipulating materials as a source of sound.

Learning Standards

- 7.1. He/She plays simple rhythmic schemes based on beats.
- 8.1. He/She uses everyday objects as small percussion instruments.

Musical language

- Non-conventional signs for crotchets, quavers and rests.
- Graphics for loud and quiet sounds.
- Creating a score with non-conventional signs.

Evaluation Criteria

9. Identifying and associating sound properties by means of pictograms.
10. Using musical language to perform simple compositions in groups with the voice and small percussion instruments.

Learning Standards

- 9.1. He/She identifies and associates sound properties by means of pictograms.
- 10.1 He/She uses musical language to perform simple compositions in groups with the voice and small percussion instruments.

MOVEMENT AND DANCE

The body

- Music and movement: *The Androids* and *Amadeus and His Friends*.
- Choreography for the game *The Watch*.

Evaluation Criteria

- 11. Doing small choreographies.
- 12. Appreciating and knowing the expressive, sound and movement possibilities of the body.

Learning Standards

- 11.1. He/She does small choreographies in groups, adjusting body movement to the music.
- 12.1. He/She uses his/her body as an instrument to express feelings and emotions.

COMPETENCIES – Descriptions and Skills

Linguistic competency

- Knowing how to use elements of non-verbal communication or in different registers in different communicative situations.
 - He/She considers music as a universal language available to all the people of all nations.
- Respecting the communication norms in any context: everybody's turn to speak, listening carefully to the speaker.
 - He/She knows the basic rules of cooperation in group activities.

Mathematical competency and basic competencies in Science and Technology

- Being aware of the changes produced by people in the environment and their long-term effects in the future.
 - He/She recreates a science fiction situation about the repercussions of our current lifestyle in the future in a fun and artistic way.

Digital competency

- Updating the use of new technologies to improve work and make everyday life easier

- He/She uses the digital board and the Internet to do activities and also, to look for information about the contents in the unit.

Learning to learn

- Developing different multiple intelligences.
 - He/She applies knowledge of the artistic experience to strengthen those for which he/she has better capabilities in other areas.
- Generating strategies to learn in different learning contexts.
 - He/She pays careful attention to acquire relevant and sufficient information that will lead him/her to make his/her own decisions.

Social and Civic competencies

- Learning to behave based on the knowledge of certain values.
 - He/She respects essential behavioural rules to perform better at school.
- Showing willingness to participate actively in the established fields of participation.
 - He/She accepts the other classmates, without distinction, when forming pairs or groups for the development of fun activities.

Initiative and entrepreneurship

- Being consistently engaged in work and overcoming difficulties.
 - He/She shows interest, perseverance and initiative in the creation of artistic activities.

Cultural awareness

- Showing respect for the most important works of cultural heritage in the world.
 - He/She appreciates the artistic contribution of composers to cultural enrichment.
- Expressing feelings and emotions based on artistic codes.
 - He/She sings and plays the proposed songs in an expressive way on instruments.

COURSE PLANS UNIT 6

May June

BASICS

In the last part of the course before the holidays, we will focus on topics related to typical summer activities that children like to do. This is the setting for the vocal and instrumental performance of the songs and rhymes. These offer, in a fun way, a satisfying artistic experience. The children will learn a new rhythm: the semiquaver, and they will review sound properties.

METHODOLOGY

Musical education, as part of artistic education is characterised by a common principle that favours active methodology. Besides this, the participation and the prominence of the pupils to create their own artistic projects is also essential. Positive feedback and all the acquired knowledge at school will help them to develop their capabilities for the future.

CONTENTS/EVALUATION CRITERIA/LEARNING STANDARDS

LISTENING

The ear

- Listening: "Rondo," *Suite 1*, by J.J. Mouret.
- Identifying loud and quiet sounds.

Evaluation Criteria

1. Using musical examples to identify sound possibilities.
2. Respecting behavioural norms that have to be applied to any listening exercise and representation.

Learning Standards

- 1.1. He/She distinguishes sound properties graphically in the context of a musical piece.
- 2.1. He/She respects behavioural norms that have to be applied in any listening exercise and representation.

Music, culture and society

- Music from different cultures: *Chao pang yau*, China.
- Jean Joseph Mouret.

Evaluation Criteria

3. Describing melodies, scenes and characters orally, after listening to a musical piece.
4. Analysing the structure of simple musical pieces.
5. Appreciating the contribution of audiovisual media and informatics resources to investigate artistic works from other periods, places and cultures.

Learning Standards

- 3.1. He/She identifies melodies and discovers the evocative power of the scenes and the characters in a listening exercise.
- 4.1. He/She identifies types of contrasts in intensity after listening to a musical piece.
- 5.1. He/She appreciates the contribution of audiovisual media and informatics resources to investigate artistic works from other periods, places and cultures.

MUSICAL INTERPRETATION

The voice

- Songs:
 - *Like the river seeks the sea.*
 - *Chao pang yau.*
- Sound possibilities of the voice:
- Loud-quiet, high-low.
- Rhymes.

Evaluation Criteria

6. Singing individually and in a group; improvising vocal dialogues.
7. Understanding the voice as an instrument and expressive resource that is present in songs and rhythmic prosodies.

Learning Standards

- 6.1. He/She sings in a choral way with one voice.
- 7.1. He/She uses his/her voice to express sound properties that we have worked on throughout the course.

Instrument

- Interpreting rhythms with small percussion instruments.

Evaluation Criteria

8. Performing simple compositions individually or in a group, respecting the contributions of the others.

Learning Standards

- 8.1. He/She reproduces songs or listening samples with the body or instrumental accompaniment.

Musical language

- Pictogram and sign for semiquaver.
- Rhythmic dictation.
- Relation between pictograms and non-conventional signs.
- Creating a score with non-conventional signs.

Evaluation Criteria

9. Knowing a new rhythm: the semiquaver.
10. Using musical language with the objective of performing by means of simple compositions.

Learning Standards

- 9.1. He/She identifies semiquavers in a graphic and auditive way.
- 10.1. He/She uses musical language with interpretative objectives by means of simple compositions.
- 10.2. He/She does simple rhythmic dictations with conventional graphic

symbols and with pictograms.

MOVEMENT AND DANCE

The body

- Clapping game in pairs.
- Music and movement: *Chao pang yau*.

Evaluation Criteria

11. Acquiring expressive capabilities by means of games accompanied by songs.

Learning Standards

- 11.1. He/She expresses appropriately with his body the different sound properties according to previous instructions.
- 11.2. He/She maintains the beat of a song and in movement activities.

COMPETENCIES – Descriptions and Skills

Linguistic competency

- Knowing how to use elements of non-verbal communication or in different registers in different communicative situations.
 - He/She considers music as a universal language available to all people of all nations.
- Respecting the communication norms in any context: everybody's turn to speak, listening carefully to the speaker.
 - He/She knows the basic rules of cooperation in group activities.

Mathematical competency and basic competencies in Science and Technology

- Being aware of the changes produced by people in the environment and their long-term effects in the future.
 - He/She recreates a science fiction situation about the repercussion of our current lifestyle in the future in a fun and artistic way.

Digital competency

- Updating the use of new technologies to improve work and make everyday life easier.
 - He/She uses the digital board and the Internet to do activities and also to look for information about the contents in the unit.

Learning to learn

- Developing different multiple intelligences.
 - He/She applies knowledge of artistic experience to strengthen those for which he/she has better capabilities.
- Generating strategies to learn in different learning contexts

- He/She pays careful attention to acquire relevant and sufficient information that will lead him/her to make his/her own decisions

Social and Civic competencies

- Learning to behave based on the knowledge of certain values.
 - He/She respects essential behavioural rules to perform better at school.
- Showing willingness to participate actively in the established fields of participation.
 - He/She accepts the other classmates, without distinction, when forming pairs or groups for the development of fun activities.

Initiative and entrepreneurship

- Being constantly engaged in work and overcoming difficulties.
 - He/She shows interest, perseverance and initiative in the creation of artistic activities.

Cultural awareness

- Showing respect for the most important works of cultural heritage in the world.
 - He/She appreciates the artistic contribution of composers to cultural enrichment.
- Expressing feelings and emotions based on artistic codes.
 - He/She has knowledge of the contribution of the heritage of other nations to cultural enrichment.