

Western Music Syllabus

Introduction-Grade 10

The Western Music Syllabus is based on the recommendations made by the National Education Commission.

Education is a continuous process which leads a person to self realization and competence. In the complex and dynamic society of today, education provides means for acquiring information, knowledge, skills, beliefs and attitudes. The ultimate goal of education should be to mould the child to become a well balanced citizen. The suitable competencies are included into the syllabus of Western music, thus providing an opportunity for the child to achieve this goal through this subject. These competencies are introduced at different levels into each Grade.

Educating a child is a joint responsibility of parents, teachers, religious bodies, social leaders, media and the community at large.

The child should be made to care for and to value the environment. He/She should be encouraged to identify sounds of nature such as sound of the sea, river, rain, thunder, animals, birds and bees etc appreciating them as pleasant and unpleasant sounds. Equally important is the need for students to reach to all material they encounter as sounds within a musical frame work, as simply " Music" before they attempt to analyze for its social, historical or cultural significance.

Music helps to develop emotional aspects of an individual. It helps in the physical and personal development and enriches his life. It is a discipline which contributes to develop right attitudes and make a person a responsible member of the society.

Students of grade 10 in the year 2007 would sit for G.C.E.O/L in the 2008 according to the new syllabus based on competencies. Students are supposed to master the subject from grade six onwards.

According to the new syllabus, the teaching learning process and the competency based assessments will be revised. The common competencies that have to be developed in the child has to be identified and assessed at G.C.E.O/L. The introduction of the competency based activities would change the role of the teacher from transmission to transaction.

Providing opportunities to the student to Explore under the guidance of the teacher, would lead him/her to apply this practice in his day to day life.

General Competencies

- 1.0 Ability to sing identifying the techniques and rudiments of music
- 2.0 Understands the structure of the instruments and performs
- 3.0 Develops an ability to appreciate, analyze and describe music
- 4.0 Values and respects the cultural heritage by developing the practical aspects of folk music song and drama
- 5.0 Experiences the differences of various types of music
- 6.0 Creates music
- 7.0 Identifies the different signs and symbols used in music
- 8.0 Identifies the theoretical and practical aspects of the rudiments of music
- 9.0 Presents satisfactory performances using modern devices
- 10.0 Understands the different periods of music

Competencies for Grade 10

- 1. Experiences the differences of various types of music.
Participate in school & public concerts.
- 2. Listens to the various types & styles of music.
- 3. Appreciates singing/speaks on various topics of music
Listen and analyses the structure of music
- 4. Listen & identifies compositions of different composers learning their background
- 5. Develops the basic techniques in playing.
- 6. Identifies the different melodic instruments.
- 7. Identifies the different categories of instruments.
- 8. Learns to draw the stave & Clefs, Identifies letter names of notes.
- 9. Play the identified notes according to their values, on any instrument.
- 10. Appreciates the use of ornaments in decorating music.
- 11. Learns to read, write & perform major scale.
- 12. Learns to read, write & perform minor scale.
- 13. Learns to read, write & perform Whole tone & Pentatonic.
- 14. Exhibits abilities of using various rhythms.
- 15. Learns to transpose music according to intervals or given keys.
- 16. Listens and analyses the structure of music.
- 17. Identifies intervals & their inversions.
- 18. Learns about chords & cadences.
- 19. Learns how sound is produced and the qualities of various sounds.
- 20. Values & respects the cultural heritage by developing the practical aspects of folk music song & drama.
- 21. Sing Nurthi & Nadagam songs.
- 22. Appreciates singing/ speaks on various topics of music.
- 23. Listen to various types & styles of music.
- 24. Experience the differences of various types of music.
- 25. Exhibits abilities to sing with expression.
- 26. Identify the terms, sings & marks of expression.

WESTERN MUSIC

COMPETENCIES

- 1.0 Ability to sing identifying the techniques and rudiments of music
 - 1.1 Develops the initial steps in singing
 - 1.2 Sings melodies belonging to different scales
 - 1.3 Exhibits abilities of using various rhythms
 - 1.4 Exhibits abilities to sing in major and minor keys
 - 1.5 Exhibits abilities to sing with expression
 - 1.6 Exhibits abilities to sing in harmony

- 2.0 Understands the structure of the instruments and performs
 - 2.1 Develops the basic techniques in playing
 - 2.2 Identifies the different melodic instruments
 - 2.3 Identifies the different categories of instruments
 - 2.4 Identifies the various combinations of instruments
 - 2.5 Learns how sound is produced, and the qualities of various sounds

- 3.0 Develops an ability to appreciate, analyze and describe music
 - 3.1 Appreciates singing/speaks on various topics of music
 - 3.2 Listens to various instrumental music
 - 3.3 Listens and analyses the structure of music
 - 3.4 Listens to various types and styles of music

- 4.0 Values and respects the cultural heritage by developing the practical aspects of folk music song and drama
 - 4.1 Sings traditional songs (Keli gee)
 - 4.2 Sings other folk songs (Gami Gee)
 - 4.3 Sings Nurtie and Nadagam songs
 - 4.4 Identifies and appreciates the various drums used in Sri Lanka

- 5.0 Experiences the differences of various types of music
 - 5.1 Listens and identifies old and new music (Songs)
 - 5.2 Listens and identifies to old and new instruments music
 - 5.3 Listens and identifies compositions of different composers learning their backgrounds.

- 6.0 Creates music
 - 6.1 Creates music using improvised instruments
 - 6.2 Creates music using body sounds
 - 6.3 Creates music using other percussion instruments
 - 6.4 Creates music using recorders.

- 7.0 Identifies the different signs and symbols used in music
 - 7.1 Learns to draw the staff and clefs
 - 7.2 Identifies letter names of notes
 - 7.3 Know the values of notes and rests
 - 7.4 Identifies tones and semitones, inflections of notes, ledger lines
 - 7.5 Identify the terms, signs and marks of expression
 - 7.6 Play the identified notes according to their values, on any instrument

- 8.0 Identifies the theoretical and practical aspects of the rudiments of music
 - 8.1 Learns to read, write and perform major scales
 - 8.2 Learns to read, write and perform minor scales
 - 8.3 Learns to read, write and perform whole tone and pentatonic scale
 - 8.4 Identifies intervals and their inversions
 - 8.5 Identifies triads and their positions
 - 8.6 Learns about chords and cadences
 - 8.7 Appreciates the use of ornaments in decorating music
 - 8.8 Learns to transpose music according to intervals or given keys
 - 8.9 Identifies the structure of music.
 - 8.10 Learns to arrange music accordingly.

- 9.0 Presents satisfactory performances using modern devices
 - 9.1 Listens and performs to pre-recorded music
 - 9.2 Performs on electronic devices and synthesizers (individually/groups)
 - 9.3 Participates in school and public concerts
 - 9.4 Uses the computer in creating music.

- 10.0 Understands the different periods of music.
 - 10.1 Learns about the types of music and musical instruments used during the various periods.
 - 10.2 Learns about the great masters.
 - 10.3 Learns and identifies their compositions.
 - 10.4 Performs various compositions of the great masters.

SUGGESTED PRACTICALS

Grade 10

Songs

1. I'd like to teach the world to sing
2. The Wraggle Taggle Gypsies
3. Singing in the Rain
4. Try a little kindness
5. My Old Kentucky Home

Any Negro Spiritual

Performance

1. Clap a melody of 4 bars after it has been played twice
2. Sing a melody of 4 bars after it has been played twice
3. Read a rhythm pattern and clap
4. Play on any instrument a music passage of substantial standard
5. Recorder playing –
Scales of C, G and F major and any simple melody based on any of these keys

Listening

1. Italian Concerto – J.S. Bach
2. Music for the Royal Fireworks – G.F.Handel – 2nd & 3rd – Bourree La Paix
3. Sonata in A – W.A.Mozart
4. Clock Symphony – F.J.Haydn – Andante – 2nd Movement
5. Pastoral Symphony – L.V.Beethoven – 2nd & 3rd Movement
6. Violin Sonata in G – Johannes Brahms
7. Golliwog's Cakewalk – Claude Debussy
8. Aida – Giuseppe Verdi – Grand March
9. Bolero – Maurice Ravel
10. Rhapsody in Blue – George Gershwin
11. New world symphony – Eminor – 1st Movement
12. Toccata & Fugue in D minor – JS Bach

Methodology of Learning Teaching Process and Allocation of Time

The aim of the learning teaching process is to encourage the students to explore what is being said/ taught. Group activity is preferred to individual work. This would prepare the student to meet the demands of the society.

To achieve the learning teaching process the following methods are suggested in introducing the lesson.

1. Brain storming.
2. Discussions
3. Dialogues
4. Recorded music
5. Visual Aids
6. Drama

For Exploration

1. Group discussions
2. Creative activities
3. Practical Activities
4. Research
5. Activities making use of Audio visuals.
6. Excursions
7. Concerts (Organizing & attending)

Quality input for Grade 10

1. Cassette Recorder, CD player
2. Tapes and CD s of recorded music
(Music of the Great masters)
3. Pictures of the composers of the 4 periods in music
4. Recorded Songs
5. Words and notations of songs mentioned in the syllabus
6. Piano or Keyboard
7. Pictures of instruments
(Percussion, string and Wind)
8. Printed music of the various periods
9. White board and Marker pens
10. Demi paper, Platignum, Pencils, Pens Gum, tape etc.

School Policies and programmes

The saying "Music for every child and every child for music" emphasizes the importance of this subject and does not limit it to the talented few. As such the Western music syllabus is so drafted to cater to the needs of the talented, less talented, privileged, less privileged even to a just a passive listener.

Encouraging students to do group activities in the class room such as being a member of the school choir band, orchestra, ensemble etc help to mould the character of the individual to be a useful member of the society.

To achieve this some of the following items could be included into the school music programme depending on the resources available.

1. Competitions for choir, bands, instrumental
(inter house, inter – school)
2. Ensembles
3. Solo performance
4. Band displays
5. Concerts
6. Dramas
7. Exhibitions
8. Societies
9. Projects
10. Excursions
11. Gaining Knowledge through computers
12. Creativity
13. Debates
14. Criticism
15. Listening
16. Experimenting
17. Improvising
18. Singing

Assessments and Evaluations – Grade 10

Assessments and Evaluation of the subject Western Music for Grade 10 could be done in the class room itself. Students should be evaluated according to the criteria that should be relevant to the selected activity. The talents of the individual should be identified and necessary steps should be taken to improve on them by providing them with correct guidance.

Assessments and evaluation should be done while students are engaged in activities. They should be assessed while exploration is done in groups and evaluated while, what they have done is being presented and explained. They should be closely observed while activities are being done and their abilities, inabilities, strong points weaknesses could be identified, thus providing them opportunities to reach the required level. This process is referred to as Assessment.

Evaluation should be done while the students give a self explanation of what has been done expressing his/her own views and experiences. Results could be communicated while this is in process. Communication would mean when teacher uses words such as 'Good, Excellent, Satisfactory, Keep it up, can be better etc.'

It is evident that the first evaluation could be done when smaller groups present their ideas to the whole class, when these ideas are corrected, improved or developed by the whole class the second evaluation could be done.

Five criteria could be introduced to assess and evaluate at the end of every activity. The first three criteria should be on knowledge, attitude and skills and the other two introduced for the social practices of day to day life.

Nine school based assessments should be done for the year (3 per term) Apart from these School Based Assessments the students could be evaluated at chosen points, where the teacher should be prepared with necessary items for evaluation.

Obtaining a satisfactory achievement is done through a few levels of evaluation and a student should obtain at least 60 marks to reach a near satisfactory level (61 - 80)

Therefore 0 – 60
 61 – 80
 81 - 100

GRADE 10 - WESTERN MUSIC SYLLABUS

Competencies		Units	Periods	Proposed activities for Learning Teaching Process	Quality Input
5.0 9.3	Experiences the differences of various types of music. Participates in school & public concerts.	Appreciation – Conventions at an orchestral concert.	02	<ul style="list-style-type: none"> * Discuss what the conventions at an orchestral concert are. * Take them to a concert. * After the concert discuss with the students. 	—
3.4	Listens to the various types & styles of music.	Environmental Music programme music based on the environment.	02	<ul style="list-style-type: none"> * Talk about programme music against, Absolute music. * Introduce the Grate Masters who composed programme music. * Get the student to listen to William Tell overture. 	Taped music of programme music, cassette/CD player.
3.1 3.3	Appreciates singing/speaks on various topics of music Listens & analyses the structure of music.	Form in music Air with Variation.	03	<ul style="list-style-type: none"> * Discuss form in music which have been already learnt * Introduce Air with variation. * Allow them to listen to music in Air with variation. 	An instrument such as piano or key board. Printed Music of Air with variation Recorded music, cassette player.
5.3	Listens & identifies compositions of different composers learning their background.	History of music – Romantic period, Composers & their works	06	<ul style="list-style-type: none"> * Revision on history of music, periods, composers. * Introduce romantic period, characteristics composers of the period & works. * Allow them to listen to music of the Romantic periods. 	Pictures of the composers recorded music, Piano music, Printed music of Romantic period.
2.1 2.2 2.3 2.5	Identifies the different categories of instruments Identifies the different melodic instruments. Identifies the various combinations of instruments. Develops the basic techniques in playing.	Instruments & voice plucked string instruments, Electronic instruments.	03	<ul style="list-style-type: none"> * Discuss with students about orchestral string instruments. * Introduce plucked string instruments. * Introduce Electrical instruments. 	Pictures of the instruments recorded music played on these instruments.
7.1 7.2 7.6 8.7	Learns to draw the stave & Clefs Identifies letter names of notes. Play the identified notes according to their values, on any instrument. Appreciates the use of ornaments in decorating music.	Notation Alto & Tenor clefs turn & Inverted turn.	01 03	<ul style="list-style-type: none"> * Introduce Alto & Tenor clefs. * Revision of ornaments - learnt earlier. * Introduce Turn & Inverted Turn * Demonstrate on an instrument 	—

8.1	Learns to read, write & perform major scale.	Rudiments Scale	06	* Evaluate the knowledge already acquired. * Introduce Modes.	Key board
8.2	Learns to read, write & perform minor scales.	Revision of all Scale			
8.3	Learns to read, write & perform whole tone & Pentatonic.	Nature of a mode			
1.3	Exhibits abilities of using various rhythms.	Rudiments, Rhythm, Various exercises, based on time & Note values All Irregular note groups.	06 03	* Evaluate the knowledge already acquired * Discuss duplet & triplet rhythms * Introduce quadruplet, quintuplet, Sextolet & Septolet * Demonstrate on an instrument	—
8.8	Learns to transpose music according to intervals or given keys.	Rudiments, Melody transpose a melody a major or minor 2 nd or 3 rd up or down marking phrases in a given melody	03 03	* Demonstrate transposition. * Discuss transposition. * Introduce the way of transposition * Discuss phrasing in music * Child attempts to add phrase marks to a given melody * Get the child to listen & sing	—
3.3	Listens and analyses the structure of music.				
8.4	Identifies intervals & their inversions.	Rudiments, Intervals, Inversions of intervals.	03	* Talk about the intervals * Introduce inversions.	—
8.6	Learns about chords & Cadences.	Harmony Chords & Cadences in SATB	04	* Discuss triads. * Introduce chords. * Introduce cadences. * Demonstrate cadences by playing cadences.	Key board instrument.
2.5	Learns how sound is produced and the qualities of various sounds.	Science of music. Quality of sound	02	* Discuss quality (Timbre) of sound.	—
4.0	Values & respects the cultural heritage by developing the practical aspects of folk music song & drama.	Sri Lankan Music. Nurti & Nadagam	06	* Children listen to various Nurthi , Nadagam songs & folk music of Sri Lanka. * Children sing these songs.	Recorded songs.
3.1	Sings Nurthi & Nadagam songs.				
3.4	Appreciates singing / speaks on various topics of music.	Types & Styles. Lieder, Symphony, Opera & Oratorio.	03	* Discuss with the students the various types & styles of music allowing them to listen, identify & appreciate music.	Recorded music
5.0	Listen to various types & styles of music.				
1.5	Experiences the differences of various types of music.	Terms & signs. Alla, Vivace, Leggiero,	03	* Explain the terms & signs giving examples as to when & where it should be used.	Printed music
7.5	Exhibits abilities to sing with expression. Identify the terms, signs & marks of expression.	Rubato, Presto, Tremolo.			

SYLLABUS – 2007

Competencies	Units	Grade 11	Task
	Aesthetics of Music	Effects of Music Experience the effects of Music.	I
	Appreciation	Reference work	
	Environmental Music	Music & Environmental care.	
	Form in Music	Sonata form	
	Harmony	Dominant 7 th & resolution	
	History of Music	Notions about the origins of Music.	
	Intervals	Compound Intervals up to 12 th	
	Melody	Adding & after phase.	
	Musical Instruments & Voice	Less common instruments. Indian instruments.	
	Notation	Alto , tenor & clef	
	Rhythm	Converting a rhythm from simple to compound or compound to simple.	
	Scale	Performing & whole tone scale chromatic.	
	Science	Physiology of voice	
	Sri Lankan Music	Vannam, Raga, Prashasthi & Folk Song	
	Teams & Sings	Recitativo, Senza , Tessiture, Vibrato	
	Types & Styles	Symphony Concerto Overture	