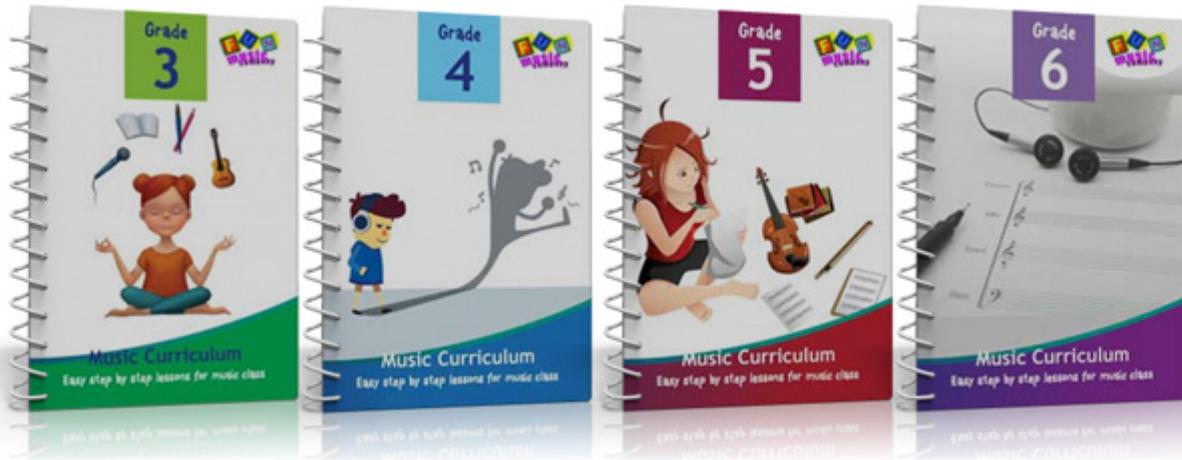


Curriculum Matching Notes

The Ontario Curriculum: Arts:Music



The Fun Music Company curriculum program was developed through a detailed analysis of many major music curricula internationally, and so therefore fits almost all requirements of The Ontario Curriculum: Arts:Music perfectly.

Some particular points to note regarding this curriculum particularly:

1) Point C2.3 in each grade from 3-6 of The Ontario Curriculum requires self-evaluation. This isn't specifically mentioned in the Fun Music Company curriculum, but the assessment templates can easily be used for self-evaluation, rather than teacher based evaluation. Self-evaluation is included in the *COMPOSE* section of the Fun Music Company Curriculum, but not specifically in the *SING & PLAY* Unit.

2) Point C3.2 is different in each Grade of this curriculum. In Grade 6 it specifically requires comparison, i.e. "compare some aspects of the music of one culture and/or historical period with aspects of the music of another culture and/or historical period". The Fun Music Company program is very good at this, as many of the classroom questions focus on Comparing one style or genre of music with another, and having students express personal preference. The Provided *CONNECT* Assessment from Grade 6 doesn't compare, rather it focusses on a particular piece of music in detail. For this reason we suggest that you substitute in a different assessment for Grade 6 only. You can create one based on the Grade 3 or 4 *CONNECT* assessment which does compare two different cultures and/or historical periods.

Curriculum Links: Canada - Ontario

Grade 3

Ontario curriculum - The Arts - Grade 3

Matching Fun Music Company content

C1 Creating and Performing

C1.1 sing, in tune, unison songs, partner songs, and rounds, and/or play accompaniments from a wide variety of cultures, styles, and historical periods.



SING & PLAY

Students sing songs and perform accompaniments in a wide variety of cultures and styles in the four pieces in the *SING & PLAY* Unit from Grade 3. Songs included are 'A Ram Sam Sam' from Morocco, 'Tideo' from the USA, 'The Wild Colonial Boy' from Australia, and 'Taba Naba' from the Torres Strait Islands.

C1.2 apply the elements of music when singing, playing an instrument, and moving.



AURAL

SING & PLAY

Students have lots of opportunity to learn about and apply the elements of music such as melody, rhythm, dynamics and articulations through the *AURAL* and *SING & PLAY* Units of the Fun Music Company curriculum.

C1.3 create compositions for a specific purpose and a familiar audience.



COMPOSE

Students work through a wide variety of composition activities in the Grade 3 *COMPOSE* Unit. Students will work with body percussion for the first four lessons

C1.4 use the tools and techniques of musicianship in musical performances.



AURAL

SING & PLAY

Students develop their tools and techniques of musicianship in the *AURAL* and *SING & PLAY* Units of the Fun Music Company curriculum.

C2 Reflecting, Responding and Analysing

C2.1 express personal responses to musical performances in a variety of ways.



CONNECT

Students express personal responses to musical performances in a variety of ways in the **CONNECT** worksheets of the Fun Music Company curriculum. After listening to a piece of music, class discussion questions such as 'What do you like about this music and why?' promote this kind of reflection.

C2.2 describe ways in which the elements of music are used in the music they perform, listen to, and create.



CONNECT

The **CONNECT** worksheets from the Fun Music Company curriculum often seek to encourage children to describe the ways the elements of music are used in the music they listen to.

C2.3 identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members.



SING & PLAY

COMPOSE

Students are encouraged to self-evaluate in the **COMPOSE** units of the Fun Music Company curriculum. Assessment is an integral part of the **SING & PLAY** Unit, and while self-assessment isn't specifically suggested it could easily be done with the assessment templates provided.

C3 Exploring Forms and Cultural Contexts

C3.1 identify and describe ways in which music can be used in the community.



CONNECT

In the **CONNECT** worksheets students will explore how, where and why people make music, and in doing so they will identify and describe ways in which music can be used in the community.

C3.2 identify, through performing and/or listening, a variety of musical forms or pieces from different communities, times, and places.



SING & PLAY

CONNECT

As well as performing four very distinctly different folk songs from different communities in the **SING & PLAY** Unit, the students will also encounter a wide variety of music from many different communities, times and places in the **CONNECT** listening Unit.

Curriculum Links: Canada - Ontario

Grade 4

Ontario curriculum - The Arts - Grade 4

Matching Fun Music Company content

C1 Creating and Performing

C1.1 sing and/or play, in tune, from musical notation, unison and two-part music with simple accompaniments from a wide variety of cultures, styles, and historical periods



SING & PLAY

Students sing songs and perform accompaniments in a wide variety of cultures and styles in the four pieces in the *SING & PLAY* Unit from Grade 4. Songs included are the Middle-Eastern song 'Tafta Hindi', the Australian folk song 'Click go the Shears', the fun American folk song "Bim Bom", and "The Monkey and the Turtle" from the Torres Strait Islands.

C1.2 apply the elements of music when singing and/or playing, composing, and arranging music to create a specific effect



AURAL

SING & PLAY

Students have lots of opportunity to learn about and apply the elements of music such as melody, rhythm, dynamics and articulations through the *AURAL* and *SING & PLAY* Units of the Fun Music Company curriculum.

C1.3 create musical compositions for specific purposes and audiences.



COMPOSE

Students work through a wide variety of composition activities in the Grade 4 *COMPOSE* Unit. Students will begin with improvisation and then learn to notate those improvisations into a piece of music.

C1.4 use the tools and techniques of musicianship in musical performances.



AURAL

SING & PLAY

Students develop their tools and techniques of musicianship in the *AURAL* and *SING & PLAY* Units of the Fun Music Company curriculum.

C1.5 demonstrate an understanding of musical signs and standard notation on the five-line staff, and use devised notation to record the sequence of sounds in a composition of their own.



SING & PLAY

COMPOSE

Students use standard five-line staff notation throughout learning the songs of the *SING & PLAY* Unit. They also develop their own 'stick notation' for notating a sequence of sounds in the *COMPOSE* Unit.

C2 Reflecting, Responding and Analysing

C2.1 express detailed personal responses to musical performances in a variety of ways.



CONNECT

Students express personal responses to musical performances in a variety of ways in the **CONNECT** worksheets of the Fun Music Company curriculum. After listening to a piece of music, class discussion questions such as 'What do you like about this music and why?' promote this kind of reflection.

C2.2 identify the elements used in the music they perform, listen to, and create, and describe how they are used.



CONNECT

The **CONNECT** worksheets from the Fun Music Company curriculum often seek to encourage children to describe the ways the elements of music are used in the music they listen to.

C2.3 identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members.



SING & PLAY COMPOSE

Students are encouraged to self-evaluate in the **COMPOSE** units of the Fun Music Company curriculum. Assessment is an integral part of the **SING & PLAY** Unit, and while self-assessment isn't specifically suggested it could easily be done with the assessment templates provided.

C3 Exploring Forms and Cultural Contexts

C3.1 identify the role of music in a community today and compare it to its role in a community of the past.



CONNECT

In the **CONNECT** worksheets students will explore how, where and why people make music, and in doing so they will identify and describe ways in which music can be used in the community, and how it has been used in the past.

C3.2 demonstrate an awareness, through listening, of the characteristics of musical forms and traditions of diverse times, places, and communities.



CONNECT

The students will encounter a wide variety of music from many different communities, times and places in the **CONNECT** listening Unit.

Curriculum Links: Canada - Ontario

Grade 5

Ontario curriculum - The Arts - Grade 5

Matching Fun Music Company content

C1 Creating and Performing

C1.1 sing and/or play, in tune, from musical notation, unison and two-part music with accompaniments, from a wide variety of cultures, styles, and historical periods.



SING & PLAY

Students sing songs and perform accompaniments in a wide variety of cultures and styles in the four pieces in the *SING & PLAY* Unit from Grade 5.

C1.2 apply the elements of music when singing and/or playing, composing, and arranging music to create a specific effect.



AURAL

SING & PLAY

Students have lots of opportunity to learn about and apply the elements of music such as melody, rhythm, dynamics and articulations through the *AURAL* and *SING & PLAY* Units of the Fun Music Company curriculum.

C1.3 create musical compositions for specific purposes and audiences.



COMPOSE

Students work through a wide variety of composition activities in the Grade 5 *COMPOSE* Unit. They begin to create with specific purposes and audiences in mind.

C1.4 use the tools and techniques of musicianship in musical performances.



AURAL

SING & PLAY

Students develop their tools and techniques of musicianship in the *AURAL* and *SING & PLAY* Units of the Fun Music Company curriculum.

C1.5 demonstrate an understanding of standard and other types of musical notation through performance and composition.



SING & PLAY

COMPOSE

Students use standard five-line staff notation throughout learning the songs of the *SING & PLAY* Unit. They also develop their own 'stick notation' for notating a sequence of sounds in the *COMPOSE* Unit.

C2 Reflecting, Responding and Analysing

C2.1 express detailed personal responses to musical performances in a variety of ways.



CONNECT

Students express personal responses to musical performances in a variety of ways in the **CONNECT** worksheets of the Fun Music Company curriculum. After listening to a piece of music, class discussion questions prompt detailed personal responses.

C2.2 identify the elements used in the music they perform, listen to, and create, and describe how they are used.



CONNECT

The **CONNECT** worksheets from the Fun Music Company curriculum often seek to encourage children to describe the ways the elements of music are used in the music they listen to.

C2.3 identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members.



SING & PLAY **COMPOSE**

Students are encouraged to self-evaluate in the **COMPOSE** units of the Fun Music Company curriculum. Assessment is an integral part of the **SING & PLAY** Unit, and while self-assessment isn't specifically suggested it could easily be done with the assessment templates provided.

C3 Exploring Forms and Cultural Contexts

C3.1 identify and describe some of the key influences of music within contemporary culture.



CONNECT

In the **CONNECT** worksheets students will explore how, where and why people make music, and in doing so they will identify and describe ways in which music can be used in the community, and how it has been used in the past.

C3.2 demonstrate an awareness of the use of music and musical instruments in various traditions, from early times to today.



CONNECT

The students will encounter a wide variety of music from many different communities, times and places in the **CONNECT** listening Unit.

Curriculum Links: Canada - Ontario

Grade 6

Ontario curriculum - The Arts - Grade 6

Matching Fun Music Company content

C1 Creating and Performing

C1.1 sing and/or play, in tune, from musical notation, unison music and music in two or more parts from a wide variety of cultures, styles, and historical periods.



SING & PLAY

Students sing songs and perform accompaniments in a wide variety of cultures and styles in the four pieces in the *SING & PLAY* Unit from Grade 6.

C1.2 apply the elements of music when singing and/or playing, composing, and arranging music to create a specific effect.



AURAL

SING & PLAY

Students have lots of opportunity to learn about and apply the elements of music such as melody, rhythm, dynamics and articulations through the *AURAL* and *SING & PLAY* Units of the Fun Music Company curriculum.

C1.3 create musical compositions for specific purposes and audiences.



COMPOSE

Students work through a wide variety of composition activities in the Grade 6 *COMPOSE* Unit. From Lesson 6 onwards in the *COMPOSE* module of Grade 6 students will develop their own short film score composition, and develop their own purpose for this music, by choosing an emotion that they are trying to express in the scene.

C1.4 use the tools and techniques of musicianship in musical performances.



AURAL

SING & PLAY

Students develop their tools and techniques of musicianship in the *AURAL* and *SING & PLAY* Units of the Fun Music Company curriculum.

C1.5 demonstrate an understanding of standard and other types of musical notation through performance and composition.



SING & PLAY

COMPOSE

Students use standard five-line staff notation throughout learning the songs of the *SING & PLAY* Unit. They also develop their own 'stick notation' for notating a sequence of sounds in the *COMPOSE* Unit.

C2 Reflecting, Responding and Analysing

C2.1 express detailed personal responses to musical performances in a variety of ways.



CONNECT

Students express personal responses to musical performances in a variety of ways in the **CONNECT** worksheets of the Fun Music Company curriculum. After listening to a piece of music, class discussion questions prompt detailed personal responses.

C2.2 identify the elements of music in the repertoire they perform, listen to, and create, and describe how they are used.



CONNECT

The **CONNECT** worksheets from the Fun Music Company curriculum often seek to encourage children to describe the ways the elements of music are used in the music they listen to.

C2.3 identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members.



SING & PLAY COMPOSE

Students are encouraged to self-evaluate in the **COMPOSE** units of the Fun Music Company curriculum. Assessment is an integral part of the **SING & PLAY** Unit, and while self-assessment isn't specifically suggested it could easily be done with the assessment templates provided.

C3 Exploring Forms and Cultural Contexts

C3.1 identify and describe ways in which awareness or appreciation of music is affected by culture and the media.



CONNECT

In the **CONNECT** worksheets students will work with a large variety of different popular music styles and they can identify how culture and the media affects their awareness or appreciation of music.

C3.2 compare some aspects of the music of one culture and/or historical period with aspects of the music of another culture and/or historical period.



CONNECT

The students will encounter a wide variety of music from many different communities, times and places in the **CONNECT** listening Unit. There are a lot of opportunities for comparisons and connections in the Assessments of the **CONNECT** Unit. Teachers in Ontario, Canada should use the Assessment from Grade 4 of the Fun Music Company **CONNECT** Unit with the Grade 6 material to effectively meet this outcome.
