

# Curriculum Links: New Zealand Grade 3

## New Zealand Arts curriculum - Level 2\*

## Matching Fun Music Company content

### CONNECT

#### Understanding music - Sound arts in context

Explore and share ideas about music from a range of sound environments and recognise that music serves a variety of purposes and functions in their lives and in their communities.



In the Fun Music company *CONNECT* Unit in Grade 3, students will explore a wide variety of ideas about music through the worksheets and discussion questions.

For example in lesson 7 of Grade 3 students will explore Astor Piazzolla's *Tango Apasionado*, and discuss its purpose and context, as well as similarities and differences with other styles of music.

### AURAL

#### Developing practical knowledge

Explore and identify how sound is made and changed, as they listen and respond to the elements of music and structural devices.



In the Fun Music Company *AURAL* Unit students explore how music is made and changed, and respond to the changes in the elements of Music such as pitch, rhythm, dynamics and articulation.

There is also a strong focus on the elements of music and structural devices throughout the *CONNECT* and *COMPOSE* Units as well.

### COMPOSE

#### Developing ideas

Improvise, explore, and express musical ideas, drawing on personal experience, listening, and imagination.



The Fun Music Company *COMPOSE* Unit for Grade 3 covers Improvisation in Lessons 5-7, as students draw on their personal experience, listening and imagination to create music.

Explore ways to represent sound and musical ideas.

Students explore and express musical ideas in Lessons 1-4 as they create body percussion compositions.

In lessons 8-10 students explore ways to represent sound and musical ideas with 'stick notation', and in lessons 3-4 they explore ways to represent sounds with invented notations for their body percussion compositions.

### SING & PLAY

#### Communicating and interpreting

Share music making with others, using basic performance skills and techniques.



In the Fun Music Company *SING & PLAY* Unit students will enjoy making music with others using basic performance skills and techniques such as singing and playing tuned and untuned percussion instruments.

Respond to live and recorded music.

### CONNECT

Students respond to a wide variety of live and recorded music in the *CONNECT* Unit.

# Curriculum Links: New Zealand Grade 4

## New Zealand Arts curriculum - Level 2\*

## Matching Fun Music Company content

### CONNECT

#### Understanding music - Sound arts in context

Explore and share ideas about music from a range of sound environments and recognise that music serves a variety of purposes and functions in their lives and in their communities.



In the Fun Music company *CONNECT* Unit in Grade 4, students will explore a wide variety of ideas about music through the worksheets and discussion questions.

For example in Lesson 7 of Grade 4 children will listen to the unique sound of the *Mystery of Bulgarian Voices* choir, and discuss the purposes and functions of choral music in different contexts.

### AURAL

#### Developing practical knowledge

Explore and identify how sound is made and changed, as they listen and respond to the elements of music and structural devices.



In the Fun Music Company *AURAL* Unit students explore how music is made and changed, and respond to the changes in the elements of Music such as pitch, rhythm, dynamics and articulation.

There is also a strong focus on the elements of music and structural devices throughout the *CONNECT* and *COMPOSE* Units as well.

### COMPOSE

#### Developing ideas

Improvise, explore, and express musical ideas, drawing on personal experience, listening, and imagination.



Students begin with Improvisation in the *COMPOSE* Unit in Grade 4, and then explore ways to represent their sound and musical ideas using 'stick notation'.

Explore ways to represent sound and musical ideas.

Students also explore their own ideas drawing on personal experience by creating their own composition with words in lessons 6 and 7.

Students then explore how to create accompaniment patterns for their compositions in lessons 8 and 9, and express their musical ideas through a performance of their piece.

### SING & PLAY

#### Communicating and interpreting

Share music making with others, using basic performance skills and techniques.



In the Fun Music Company *SING & PLAY* Unit students will enjoy making music with others using basic performance skills and techniques such as singing and playing tuned and untuned percussion instruments.

Respond to live and recorded music.

### CONNECT

Students respond to a wide variety of live and recorded music in the *CONNECT* Unit.

# Curriculum Links: New Zealand Grade 5

## New Zealand Arts curriculum - Level 3\*

## Matching Fun Music Company content

### Understanding music - Sound arts in context

Identify and describe the characteristics of music associated with a range of sound environments, in relation to historical, social, and cultural contexts.

Explore ideas about how music serves a variety of purposes and functions in their lives and in their communities.



### CONNECT

In the Fun Music company *CONNECT* Unit in Grade 5 students will begin to identify and describe characteristics of music through the Fun Music Company *CONNECT* worksheets.

A large range of music is covered in relation to historical, social and cultural contexts. For example they will discuss everything from the Jazz of Benny Goodman and Michael Buble to the pop of Michael Jackson. Students will also be exposed to Japanese and Middle-Eastern music as well.

### Developing practical knowledge

Explore and identify how sound is made and changed, as they listen and respond to music and apply knowledge of the elements of music, structural devices, and technologies.



### AURAL

In the Fun Music Company *AURAL* Unit students explore how music is made and changed, and respond to the changes in the elements of music such as pitch, rhythm, dynamics and articulation.

There is also a strong focus on the elements of music, structural devices and technologies throughout the *CONNECT* and *COMPOSE* Units as well.

### Developing ideas

Express and shape musical ideas, using musical elements, instruments, and technologies in response to sources of motivation.

Represent sound and musical ideas in a variety of ways.



### COMPOSE

In the *COMPOSE* Unit of Grade 5 students begin to express and shape their musical ideas, and begin to involve the use of technologies to record and organize their musical ideas.

For example in lesson 6 they create a four-line poem or chant on a subject that they personally like, and then in lessons 7 & 8 they use technologies to create a backing track and accompaniment for their composition.

### Communicating and interpreting

Prepare and present brief performances of music, using performance skills and techniques.

Respond to and reflect on live and recorded music.



### SING & PLAY

In the Fun Music Company *SING & PLAY* Unit students will prepare and present brief performances of one of four folk song arrangements, using basic performance skills and techniques.

### CONNECT

Students respond to and reflect on a wide variety of live and recorded music in the *CONNECT* Unit.

# Curriculum Links: New Zealand Grade 6

## New Zealand Arts curriculum - Level 3\*

## Matching Fun Music Company content

### Understanding music - Sound arts in context

Identify and describe the characteristics of music associated with a range of sound environments, in relation to historical, social, and cultural contexts.

Explore ideas about how music serves a variety of purposes and functions in their lives and in their communities.



### CONNECT

In the Fun Music company *CONNECT* Unit in Grade 6 students will continue to identify and describe characteristics of music through the Fun Music Company *CONNECT* worksheets.

In Grade 6 students really explore how music serves a variety of purposes in their lives and in their communities, by looking at some music and exploring how and why it was created. For example in Lesson 10 student will listen to the folk-rock song "I was only Nineteen" by the band Redgum, and discuss how and why it was written.

### Developing practical knowledge

Explore and identify how sound is made and changed, as they listen and respond to music and apply knowledge of the elements of music, structural devices, and technologies.



### AURAL

In the Fun Music Company *AURAL* Unit students explore how music is made and changed, and respond to the changes in the elements of music such as pitch, rhythm, dynamics and articulation.

There is also a strong focus on the elements of music and structural devices throughout the *CONNECT* and *COMPOSE* Units as well.

### Developing ideas

Express and shape musical ideas, using musical elements, instruments, and technologies in response to sources of motivation.

Represent sound and musical ideas in a variety of ways.



### COMPOSE

In the *COMPOSE* Unit of Grade six students will express and shape musical ideas, using a variety of technologies.

In lessons 6-10 they will create some music for a short film of their choice, and they will choose an emotion that they want to express and explore how to create that emotion using the musical elements, instruments and technologies.

### Communicating and interpreting

Prepare and present brief performances of music, using performance skills and techniques.



### SING & PLAY

In the Fun Music Company *SING & PLAY* Unit students will prepare and present brief performances of one of four folk song arrangements, using basic performance skills and techniques.

Respond to and reflect on live and recorded music.

### CONNECT

Students respond to and reflect on a wide variety of live and recorded music in the *CONNECT* Unit.