MUSIC

TEACHING AND LEARNING SYLLABUS

Primary & Lower Secondary

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The aims of General Music Programme (GMP) are as follows:
- Develop awareness of and appreciation for music of various cultures and the role of music in daily living
- Develop ability for creative expression through music making
- Provide the basis to develop an informed and life-long involvement in music

To fulfill the aims of GMP, the syllabus is organised around six objectives that describe the music skills and knowledge students should acquire. These are the six objectives:

O1: Sing and play melodic and rhythmic instruments individually and in groups
O2: Create and improvise music
O3: Describe and evaluate music through listening
O4: Develop understanding of music elements/concepts
O5: Discern and understand music from various cultures and of various genres
O6: Understand the role of music in daily living

Students develop music appreciation and understanding through direct experiences in listening, creating and performing music. By understanding music in its socio-cultural context, students better appreciate the role of music in their lives and develop meaningful involvement in music.

Each objective is defined by a set of learning outcomes which detail the music competencies students should acquire and be able to demonstrate. The learning outcomes are accompanied by a list of music elements/concepts, music instruments and repertoire that provides the scope of learning.

The learning outcomes have been designed in a progressive manner over the stages. Learning outcomes at the higher stages build upon those of the lower stages. Only new learning outcomes and new music elements/concepts, music instruments and repertoire are reflected in the higher stages. Lessons should build on knowledge and skills acquired earlier.
APPROACH

Students develop various music skills and understanding in a holistic manner. Teachers are encouraged to plan instructional programme that integrate the various objectives to engage students’ learning. There are a variety of approaches of organising the instructional programme to achieve the learning outcomes. Some possible approaches are:

- **Thematic Approach** – Units of learning are designed based on broad themes (e.g. My Home, The World Around Us) to contextualise students’ acquisition of the content.
- **Concept Approach** – Units of learning are designed based on music elements/concepts (e.g. Rhythm, Texture) to organise the teaching of the content.
- **Interdisciplinary Approach** - Units of learning are designed with another subject to deliver the content.
- **Modular Approach** - Units of learning are designed as self-contained modules to allow students a degree of choice to pursue their interest.

SYLLABUS STRUCTURE

*Figure 1: Flexible Syllabus Structure*

<table>
<thead>
<tr>
<th>Stage</th>
<th>Levels (Streams)</th>
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</thead>
<tbody>
<tr>
<td>Stage 5</td>
<td></td>
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<tr>
<td>Stage 4</td>
<td>Sec 3 - 4/5 (S/EN/NT)</td>
</tr>
<tr>
<td>Stage 3</td>
<td>Sec 1 - 2 (S/EN/NT)</td>
</tr>
<tr>
<td>Stage 2</td>
<td>Pri 5 - 6</td>
</tr>
<tr>
<td>Stage 1</td>
<td>Pri 1 - 4</td>
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</tbody>
</table>

The learning outcomes are set out in five stages. The recommended stage of music development corresponding to the primary and secondary school years is illustrated in Figure 1. As students engage in different music activities and with different types of music outside the music classroom, the music instructional programme should be developed according to students’ existing diverse music abilities. For example, higher ability students at Primary 1 - 4 could be expected to attain some of the Stage 2 learning outcomes. Hence, while most students would be expected to attain Stage 4 learning outcomes by the end of secondary education, some students may be able to attain Stage 5 learning outcomes.

ASSESSMENT

Assessment is an integral aspect of the teaching and learning process. Assessment should be conducted regularly to provide students with information on their strengths and areas for improvement. Assessment also provides teachers with information on their students’ learning and allows review of teaching and further instruction. Different modes of assessment can be employed to facilitate students’ learning. Some possible modes are:

- Assessment rubrics
- Portfolio
- Practical performances
- Reflection journals
- Written assignments
### STAGE 1 LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>O1: Sing and Play Melodic and Rhythmic Instruments Individually and In Groups</th>
<th>O2: Create and Improvise Music</th>
<th>O3: Describe and Evaluate Music through Listening</th>
<th>O4: Develop Understanding of Music Elements/Concepts</th>
<th>O5: Discern and Understand Music from Various Cultures and of Various Genres</th>
<th>O6: Understand the Role of Music in Daily Living</th>
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</table>
| Sing a variety of songs with a sense of the shape of the melody, keeping to a steady pulse:  
  - Sing in unison  
  - Sing 2-part canons  
  - Use solfege names and hand signs  
Play a variety of tuned and untuned percussion instruments with proper playing and holding techniques:  
  - Play individually  
  - Play in unison  
  - Play in sections (Up to four parts)  
  - Accompany singing where appropriate  
Play a tuned instrument which requires different techniques from tuned percussion (e.g. Recorder, Harmonica, Keyboard):  
  - Play individually  
  - Play in unison  
Read staff and cipher notation | Explore the ways sounds are organised through manipulating, experimenting and putting it together:  
  - Create sound effects with untuned instruments, body percussion and voice (e.g. experimenting with different objects and different surfaces, ways of beating, intensity of strength)  
  - Create sounds and select sound sources in response to a story, descriptive words and visuals  
  - Improvise 3- and 4-beat rhythmic and melodic patterns and phrases  
  - Use graphic notation to represent sound | Respond to different moods suggested in the music heard through body movements (e.g. marching, skipping) and visual representations  
  - Describe the mood of the music heard  
  - Identify selected percussion, string, woodwind and brass instruments of large western ensembles visually and aurally  
  - Identify selected percussion, string, woodwind and brass instruments of Malay, Chinese and Indian music  
  - Evaluate music performances (e.g. student’s own performance) | Identify basic music elements/concepts  
Distinguish contrasts in music (e.g. quick/slow, high/low, thick/thin, long/short, loud/soft, silence/sounded)  
Identify similar and different rhythmic and melodic patterns  
Identify simple structures (e.g. binary, ternary)  
Distinguish music of Malay, Chinese, Indian and Western cultures | Recognise and talk about how music is featured in daily living:  
  - Cartoon  
  - Computer game  
  - Community and home events  
  - Festive and cultural events  
Describe the role of music in dance |
**Music Elements / Concepts**

- Beat/Pulse, Duple, Triple and Quadruple times, Upbeat (i.e. anacrusis)
- Tempo (quick, slow, getting faster, getting slower)
- Duration (short, long), Rhythm
- Pitch (high, low), Melody
- Phrase (question, answer; similar, different)
- Dynamics (loud, soft, gradually getting louder, gradually getting softer)
- Sound, Silence, Pause
- Staccato, Legato, Accent
- Structure (binary form, ternary form)
- Note values (quarter-note/rest; half-note/rest; eighth-note/rest; whole-note/rest; dotted half-note)
- Solfege names (doh, ray, me, fah, soh, lah, ti, doh) and their respective handsigns

**Music Instruments**

Identification of the following instruments:

- Untuned and tuned percussion instruments
  - hit, e.g. castanets, glockenspiel, rebana, snare drum, triangle, xylophone
  - shaken, e.g. maracas, rattlers, tambourines
  - scratched, e.g. guiro
- String instruments
  - bowed, e.g. erhu
  - plucked, e.g. sitar
  - bowed and plucked, e.g. cello, violin
- Wind instruments
  - blown, e.g. clarinet, flute, trumpet
- Voice

**Repetoire**

- NE Songs (at least 12 core songs and selected supplementary songs)
- Folk songs
- Nursery rhymes
- Action songs
- Singing games
- 2-part canons
- Speech, rhythmic & melodic ostinati
- Accompaniment patterns/rhythms
- Music of classical traditions
- Traditional festival music
- Dance music
- Music of large ensembles (e.g. band, choir)
### STAGE 2 LEARNING OUTCOMES

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| Sing a variety of songs with proper singing techniques (e.g. accurate rhythm, accurate pitch, correct phrasing, in tempo):  
- Sing individually  
- Sing canons (Up to four parts)  
- Sing in two parts  
Play tuned and untuned instruments in sections (Up to two parts)  
Sing and/or play in a mixed ensemble (More than one singer/player to each part, and up to two parts) | Explore the ways sounds/music elements can be combined to create different effects and moods:  
- Use a variety of instruments (including voice) for different effects  
- Create different sounds to enhance effects in stories and visuals  
- Improvise 2-beat rhythmic and melodic phrases and patterns  
- Create different textures and structures  
- Use staff notation to represent sound | Describe the mood of the music in relation to musical characteristics  
Identify selected percussion, string, woodwind and brass instruments of large ensembles visually and aurally  
Identify selected percussion, string, woodwind and brass instruments of Malay, Chinese and Indian music  
Identify selected electronic instruments | Identify music elements/concepts  
Identify the relationship in rhythmic and melodic patterns (e.g. repetition, sequence) | Distinguish music features and genres from:  
- Malay, Chinese, Indian and Western cultures  
- ‘folk’, ‘popular’ and ‘art’ music  
Appreciate programmatic elements in music  
Appreciate music in different art forms | Describe how music is featured in daily living:  
- Internet  
- Mobile phone  
Describe the role of music in theatrical art forms (e.g. musicals, wayang kulit) |
Music Elements / Concepts
Timbre (sound qualities of instruments)
Phrase (repetition, sequence)
Texture (solo, unison, multiple parts)

Music Instruments
Identification of the following instruments:
- Untuned and tuned percussion instruments
  - hit, e.g. bass drum, cymbals, drumkit, gong, marimba, tabla, tubular bells, vibraphone
- String instruments
  - bowed & plucked, e.g. doublebass, viola
  - plucked and strummed, e.g. guitar, guzheng, pipa
- Wind instruments
  - blown, e.g. piccolo, suling, trombone, tuba
- Electronic instruments, e.g. electric guitar, bass guitar, synthesiser

Repertoire
NE Songs (At least 6 core songs and selected supplementary songs)
Sing Singapore songs
Popular Songs
Simple 2-part songs
Canons (up to four parts)
Songs from western musicals
Music from theatrical art forms
Instrumental melodies (in the range of about one octave; simple major & minor key)
Instrumental arrangement
* This is dependent on the instrument chosen. For example:
  - Recorder
    - C, D, F & G Majors (a 12th for C Major, one octave for D Major and down to the dominant for F & G Majors)
    - E & A Minors (one octave)
  - Tuned Percussion
    - C, D, F, G & B-flat Majors (one octave)
    - A, E, D, B, & G Minors (one octave)
### Stage 3 Learning Outcomes

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</table>
| Sing a variety of songs:  
- Sing in parts (one player per part, and up to two parts)  
- Sing with an independent accompaniment  
Play tuned and untuned instruments:  
- Play in parts (one player per part, and up to three parts)  
- Accompany a melody using simple chord patterns or a bass line/descant  
Sing and/or play in a mixed ensemble (more than one singer/player to each part, and up to three parts) | Explore the ways sounds and music can be developed expressively:  
- Add melodic/rhythmic embellishments to music  
- Create excerpts of music based on given styles (e.g. R&B, techno) and stylistic models (e.g. 12-bar blues, Xinyao)  
- Improvise rhythmic and melodic phrases of music individually within a group setting  
- Sequence a variety of electronic sound sources | Identify different stylistic conventions:  
- Use relevant music vocabulary to describe sound/music characteristics | Identify significant features of music and describe them in terms of:  
- Sound qualities (timbre, tone)  
- Modes (major, minor, pentatonic)  
- Structure (e.g. interlocking rhythmic parts) | Distinguish and describe music features and genres from different cultures and styles  
Appreciate the use of technology in creating the varied identity of contemporary music (e.g. loops in dance music) | Describe how music conveys ideas and communicates messages:  
- Advertisement  
- MTV  
- Film  
- Documentary |

### Music Elements / Concepts

- Compound time
- Basic chords (e.g. I, IV, V, C, G)

### Repertoire

- **NE Songs** (At least 4 core songs and selected supplementary songs)
- **Mixed ensembles** (e.g. jazz band, rock band)
- **Instrumental Arrangements** (in the range of about two octaves)
- **Advertisements, MTV, films and documentaries**
- **Music produced by electronic means**
### STAGE 4 LEARNING OUTCOMES

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| Sing a variety of songs:  
- Sing in parts (one player per part, and up to four parts)  
- Sing a cappella  
Play tuned and untuned instruments:  
- Play in parts (one player per part, and up to five parts)  
Sing and play in a mixed ensemble (more than one singer/player to each part, and up to five parts) | Express different musical intentions by exploring different music styles:  
- Create music based on given styles (e.g. R&B, techno) and stylistic models (e.g. 12 bar blues, Xinyao)  
- Improvise melodic and rhythmic variations individually within a group setting  
- Manipulate and sequence a variety of electronic sounds | Compare different stylistic conventions:  
- Use relevant music vocabulary to describe sound/music characteristics | Identify significant features of music and describe them in terms of:  
- Organisation of pitches  
- Organisation of time (e.g. simple versus compound time) | Distinguish, describe and discuss music from different cultures and styles | Describe the role and significance of recorded/synthesised sounds on music making and everyday lives:  
- CD/MD  
- MP3  
- Sampled Sound  
- MIDI |

### Repertoire

**Music Elements / Concepts**
- Basic Harmony (I, II, IV, V, VI)

**Repertoire**
- NE Songs (At least 3 core songs and selected supplementary songs)
- Orchestral Music (e.g. Chinese orchestra, Western symphony orchestra)
- Jazz music
- Chamber music
- Songs with multiple parts
### STAGE 5 LEARNING OUTCOMES

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<td>Programme a performance according to a given context (e.g. select and perform music for a school event)</td>
<td>Express different musical intentions by exploring individual music styles:  - Compose and improvise music according to given stimuli (e.g. theme) and develop musical ideas into a complete composition  - Organise acoustic and electronic sounds (through sampling or synthesis) into a complete composition</td>
<td>Make informed judgement of music based on understanding of music of different stylistic conventions:  - Use relevant music vocabulary to explain preferences</td>
<td>Describe the use of music concepts in different contexts:  - Different systems of instrumental classification  - Different notation systems</td>
<td>Discuss the role of identity in music:  - Personal identity  - Group identity (e.g. cultural identity, national identity)</td>
<td>Describe the different roles of individuals in the music and related industries:  - Arranger  - Music producer and engineer  - Audience/Consumer</td>
</tr>
</tbody>
</table>
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