

Music is an art form deeply rooted in human nature. It is a discrete body of knowledge, a unique form of communication and a means by which feelings and interests are organised and expressed. It is a profoundly satisfying area of individual and shared experience, fostering a deep sense of well-being. Music offers lifelong opportunities for the development of imagination, sensitivity, inventiveness, risk-taking and enjoyment.

Children of all ages and abilities have potential in music, and music education celebrates individual differences among them. The child's musical expression and responses to musical experience are valid, and his/her creations and innovations in musical compositions are fostered and valued. The ability to explore with guidance and to experiment and take risks with sound combinations is an essential aspect of musical growth. Music education also recognises similarities among children and the joy of shared experiences which demand

collaboration, concentration and discipline. Musical activity, alone or with others, contributes to the child's developing creativity and self-

Music education is part of a balanced curriculum which aims to develop the whole spectrum of the child's intelligence. It involves learning in the major domains of knowledge, skills, attitudes and feelings, and the senses. It therefore contributes to the wider curriculum in a myriad of ways. For instance, while listening to music for pleasure or for specific elements and patterns. the child develops skills



discrimination, concentration and reflection that are necessary for understanding in all disciplines. Long and short-term memory is developed and spatial reasoning is enhanced as the child learns to form mental images of physical objects, to hear the sounds they make internally and to recognise differences between them. The ability to visualise and to think in abstract form enhances problem-solving skills in many areas of the curriculum. During the process of making music the child experiences satisfaction and a sense of achievement as he/she performs or creates, alone or as part of a group. The child develops technical and artistic skills, involving muscular co-ordination and sensitive movement, as well as skills of perseverance and self-discipline that are essential to self-expression. Music education brings the child to an awareness and appreciation of his/her unique cultural environment and ethos. In exposing children to the rich background of their native musical traditions as well as other musical genres, music education contributes to the children's knowledge and understanding of others, their times, their cultures and traditions.

Aims

The aims of the music curriculum are



To enable the child to enjoy and understand music and to appreciate it

To develop the child's openness to, awareness of and response to a wide range of musical genres, including Irish music.

To develop the child's capacity to express ideas, feelings and experiences through music as an individual and in collaboration with others.

To enable the child to develop his/her musical potential and to

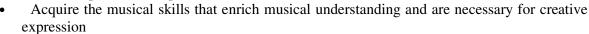
experience the excitement and satisfaction of being actively engaged in musical creativity

- To nurture the child's self-esteem and self-confidence through participation in musical performance
- To foster higher-order thinking and lifelong learning through the acquisition of musical knowledge, skills, concepts and values
- To enhance the quality of the child's life through aesthetic musical experience.

Objectives

The music curriculum should enable the child to

- Explore the expressive possibilities of a variety of sound sources, including the voice and home-made and manufactured instruments
- Listen to, enjoy and respond to a wide range of music, including various genres and styles from different periods, cultures and ethnic groups, both live and recorded
- Develop sensitivity to music through making physical, verbal, emotional or cognitive responses
- Demonstrate and describe differences between sounds and silences, showing a sense of pulse, tempo, duration, pitch, dynamics, structure, timbre, texture and style
- Perform, vocally and instrumentally, from a range of musical styles and traditions relevant to the class level, with particular emphasis on Irish music



- Imitate with accuracy rhythmic and melodic patterns using the voice, gestures (hand signs), body percussion and manufactured and homemade instruments
- Recall and perform expressively musical phrases and pieces, using tuned and untuned percussion or melodic instruments, from memory or from notation, as appropriate
- Develop confidence and independence through taking the initiative, making decisions and accepting responsibility for learning, individually and as a member of a group, through composing activities
- Improvise rhythmic and melodic patterns in response to music, movement, ideas, poems, stories and art works

The musical elements

Musical activities enable the child to develop an awareness of and sensitivity to the inter-related elements of music (pulse, duration, tempo, pitch, dynamics, structure, timbre, texture and style) and to grow in musical understanding. Young children should not be expected to articulate these elements; rather they should be guided towards showing their understanding through singing and moving. As children mature and develop they may reach a more conscious



understanding of musical concepts, at which point the teacher may introduce the terms.

		Rhythm	
S.No.	Objective	Activities	Materials required
1.	Recognizing presence and absence of rhythm (beat & no beat) Hear music with strong	Children will be encouraged to Listening and identifying all environmental sounds. Making sounds of different frequencies in non noisy situation and encouraging children to identify either by performing an action/ throwing a ball/ clapping etc.	Pre-recorded environmental sounds. Kanjeera, Drum (Small and Big), Sottable tap sounds, Plate and Spoon, Xylophone, bell, Whistle, Lazims, Sticks, Water drop
	feeling or beat	Making sounds of different frequencies in noisy situation and encouraging children to identify either by performing an action/ throwing a ball/ clapping etc.	sound, Horn, Mouth organs instrument, Pipe sound.
2.	Distinguish between beat/no beat	Making sounds of different frequencies and encouraging children to imitate the beat and no beat e.g. clapping hands two times with long pause, child has to imitate. Similar activities can be carried out using different instruments. Make a rhythmic pattern and ask the children to clap during pause time.	Kanjeera, Drum (Small and Big), Softable tap sounds, Plate and Spoon, Xylophone, bell, Whistle, Lazims, Sticks, Water drop sound, Horn, Mouth organs instrument, Pipe sound.
3.	Keep a steady beat	Clap with a metronome.	Metronome
4.	Distinguish between long and short sound durations.	Two beats in a measure, four beats in a measure etc will be played and children will be encouraged to do the same with various instruments.	Metronome and various percussion instruments.
5.	Begin to imitate rhythm patterns using body percussion	Various rhythm patterns will be presented to the children and children have to imitate. Using various instruments the activity can be carried out. Select few lexicon words / animal names / sounds familiar to the child. Make some rhythm patters and encourage the child to do the same.	Metrono me and various percussi on instruments.

	or rhythm Instruments	E.g. PAP	AmaPAPAı	na		
6.	Recognising intermittent sounds	sounds teacher h the child appropria perform symbols from a s	d should be er with the nums 'Nayi Man chooses a pictu ate matching simple rhythm teacher claps selection of known	ir pictured i' or 'bekku b re of a dog or symbol reco patterns fro a simple rhyto own patterns	source anditu' and a cat as the ognise and m pictorial thm pattern comprising	
		al Cal	cat	kit-tens	Call Call	
		KAI 1	pig-lets KAI 1	pig-lets NAYI 20	pig KAI 1	
G N			Tone C			25.4.2
S.No. 1.	Object Identify envir		Different envise associated sound is platencouraged to it is or maked verbal children point to a dollar.	with an action yed children either say when the action.	while the will be nat sound For non cards or	Materials required
2.	Identify and e environmenta to create sour	l sounds	• Children v make various when a partic E.g. Bird sour shown.	vill be encou environmenta cular picture i	raged to al sounds s shown.	
3.	Distinguish b man's, woma Child's voice	n's and	• Children will sounds of a n and will be en card if the woman's card woman and a	nan, woman couraged to pi voice is of lifthe voice	and child ick man's a man, e is of a	

S.No.	Objective	Activities	Materials required
1.	Identify environmental sounds.	• Different environmental sounds will be associated with an action while the sound is played children will be encouraged to either say what sound it is or make the action. For non verbal children pick the cards or point to a doll/ prop will be done.	
2.	Identify and explore environmental sounds to create sound effects.	• Children will be encouraged to make various environmental sounds when a particular picture is shown. E.g. Bird sound when bird picture is shown.	
3.	Distinguish between a man's, woman's and Child's voice.	• Children will be exposed to various sounds of a man, woman and child and will be encouraged to pick man's card if the voice is of a man, woman's card if the voice is of a woman and a child's card if the voice	

4.	Identifying & differentiating talking, singing, whispering, and shouting.	is of child. • Different association activities will be carried out like ringing a bell for female voice indicating high frequency voice, ringing a drum for male voice indicating base voice and small jingle bells for child voice. • Children will be exposed to talking audio, singing audio, whispering audio and shouting audios in random and will be encouraged to identify and point to an appropriate card	
5.	Create sound effects to	which relates the audio. E.g. red colour card for shouting etc. • Children will be encouraged and will be taught to associate an action with the audio sound. Later only audio clippings will be played in random. Children will be encouraged to make an appropriate action. E.g. singing action for song audio clipping. • Passing the secret game will be played in small groups. • Groups will be made and children will be encouraged to shout in various patterns. • A topic will be given to each group and children will be encouraged to speak on the topic in a team. • Each group will be encouraged to sing a group song / rhyme. Initially small stories will be	SING SPEAK Q WHISPER SHOUT
	accompany stories or songs.	introduced with sound effects and children will be encouraged to imitate the sound effects. E.g. cat is walking in heavy rain.	
		<u>Tempo Colour</u>	
S.No.	Objective	Activities	Materials required
1.	Identify and discriminate faster/slower.	• Children will be encouraged to show the picture of fast or do a fast action when the teacher sings or plays the instrument fast. Children will be encouraged to act slowly when the picture of tortoise is shown.	

			T
		is of child. • Different association activities will be carried out like ringing a bell for female voice indicating high frequency voice, ringing a drum for male voice indicating base voice and small jingle bells for child voice.	
4.	Identifying & differentiating talking, singing, whispering, and shouting.	 Children will be exposed to talking audio, singing audio, whispering audio and shouting audios in random and will be encouraged to identify and point to an appropriate card which relates the audio. E.g. red colour card for shouting etc. Children will be encouraged and will be taught to associate an action with the audio sound. Later only audio clippings will be played in random. Children will be encouraged to make an appropriate action. E.g. singing action for song audio clipping. Passing the secret game will be played in small groups. Groups will be made and children will be encouraged to shout in various patterns. A topic will be given to each group and children will be encouraged to speak on the topic in a team. Each group will be encouraged to sing a group song / rhyme. 	SING SPEAK SPEAK SPEAK SPEAK SPEAK SPEAK SPEAK SHOUT
5.	Create sound effects to accompany stories or	Initially small stories will be introduced with sound effects and	
	songs.	children will be encouraged to imitate the sound effects. E.g. cat is walking in heavy rain.	

Tempo Colour

S.No.	Objective		Activities	Materials required
1.	Identify	and	• Children will be encouraged to	
	discriminate		show the picture of fast or do a fast	
	faster/slower.		action when the teacher sings or	
			plays the instrument fast. Children	
			will be encouraged to act slowly	
			when the picture of tortoise is	
			shown.	

2.	Sing faster/slower upon request.	When fast beat songs are play children will be encouraged to a fast. Encourage children to vocalize sound fast when the word "fast" uttered or when cheetah picture shown and vocalize slowly when the picture of tortoise is shown or when	a is is he
3.	Demonstrate changes in tempo through movement.	the word "slow" is uttered. Using body percussion and basinstruments demonstrate various tempos and encourage children imitate the spaces initially and latthe tempo patterns. Encourage children participate in activities in which the initiate tempo and tempo changes.	to to
		Melody (Vocalization)	
S.No.	Objective	Activities	Materials required
1.	different pitch (High/Low) e.g. Aaaaaaa.	 Children will be exposed to high and low pitch sounds like chirping of birds, horn of vehicle, drumming etc and will be asked to raise their hands as per the variations in the pitch. Children will be encouraged to associate pitch to a picture / objects. 	Various frequency sound producing instruments.
2.	different intonation levels (Rising /Falling).	 Children will be encouraged to pull a rope to which a toy is hanged up when the listen to high intonations and do visa- versa when they listen to falling intonations. Children will be encourage to vocalize in raising or lowering intonation patterns as the sting with doll is lifted or lowered. 	A rope and dolls.

		• When fast beat songs are played	
		children will be encouraged to act	
		fast.	
2.	Sing faster/slower upon	Encourage children to vocalize a	
	request.	sound fast when the word "fast" is	
		uttered or when cheetah picture is	
		shown and vocalize slowly when the	
		picture of tortoise is shown or when	
		the word "slow" is uttered.	
3.	Demonstrate changes in	Using body percussion and basic	
	tempo through	instruments demonstrate various	A A
	movement.	tempos and encourage children to	
		imitate the spaces initially and later	1000
		the tempo patterns.	PERMIT
		Encourage children to	
		participate in activities in which they	20 00 90
		initiate tempo and tempo changes.	

Melody (Vocalization)

S.No.	Objective	Activities	Materials required
1.	To indentify and	• Children will be exposed to high	Various frequency sound
	different pitch	and low pitch sounds like chirping	producing instruments.
	(High/Low) e.g.	of birds, horn of vehicle,	
	Aaaaaaa.	drumming etc and will be asked to	
		raise their hands as per the	
		variations in the pitch.	
		• Children will be encouraged to	
		associate pitch to a picture /	
		objects.	
2.	To identify and	• Children will be encouraged to	A rope and dolls.
	different intonation	pull a rope to which a toy is hanged	
	levels (Rising	up when the listen to high	
	/Falling).	intonations and do visa- versa	
		when they listen to falling	
		intonations.	
		• Children will be encourage to	
		vocalize in raising or lowering	
		intonation patterns as the sting with	
		doll is lifted or lowered.	

3.	To identify and vocalize sounds of various duration (Long / Short). eg.	• Children will be encouraged to expand the spring for long sounds and contract the sprig for short sounds.	Spring bangle.
	aaaaaa/ aa	 Make children draw a line on the board / paper as per the length of the sound uttered. Children will be encouraged to vocalize long / short sounds patterns as per the sting stretching. 	Ewina :
4.	To identify and vocalize sounds intermittently. eg. a a a a	 Teacher will vocalize and children will be encouraged to pick a stick for each vocalization. Encourage children to put dots in a circle according to the pattern of sounds produced. Children will be encouraged to vocalize as per the bounce of the ball (while the ball gets hits to the ground and is caught.) This activity can be done with horn, or drawing line on board, throwing balls 	
5.	Repeated tones, leaps, and shape of the melody.	stretching string etc. • Several tones • Leap—Mandara Madyama and Tarasthyi sa. Children can just say aaaa when a raised hand is shown children should be encouraged to say Tarasthayi a. Several similar patterns can be made. • Children who are non verbal can do it on the key board / with different frequency bells / Xylophone.	
6.	Echo a melodic pattern.	 Children will be exposed to a melodic pattern and will be encouraged to echo. E.g. Teacher says titai titai children should say taka taka (tapa tapa). For nonverbal children a string instrument like Ektara will be used. 	G 111111
7.	Sequencing (Singing songs with sequences).	• Some (Hindi, Kannada, Malayalam, Tamil, English) rhymes will be shown in visual form like pictures / video clippings and the song / rhyme will be introduced. Later children will be	

3.	To identify and	• Children will be encouraged to	
	vocalize sounds of	expand the spring for long sounds	Spring bangle.
	various duration	and contract the sprig for short	
	(Long / Short). eg.	sounds.	
	aaaaaa/ aa	Make children draw a line on the	
		board / paper as per the length of	
		the sound uttered.	
		• Children will be encouraged to	eem
		vocalize long / short sounds	
		patterns as per the sting stretching.	all the Modern
4.	To identify and	• Teacher will vocalize and	
	vocalize sounds	children will be encouraged to pick	
	intermittently. eg. a	a stick for each vocalization.	*
	a a a a	• Encourage children to put dots in	
		a circle according to the pattern of	3 60 3 m
		sounds produced.	
		• Children will be encouraged to	
		vocalize as per the bounce of the	EN PIPE
		ball (while the ball gets hits to the	
		ground and is caught.) This activity	
		can be done with horn, or drawing	
		line on board, throwing balls	
		stretching string etc.	
5.	Repeated tones, leaps,	• Several tones	
J.	and shape of the	• Leap–Mandara Madyama and	
	melody.	Tarasthyi sa. Children can just say	
	merouj.	aaaa when a raised hand is	
		shown children should be	- 0
		encouraged to say Tarasthayi a.	2
		Several similar patterns can be	STATE OF THE PARTY
		made.	
		Children who are non verbal can	
		do it on the key board / with	
		different frequency bells /	
		Xylophone.	
6.	Echo a melodic	• Children will be exposed to a	O 11
]	pattern.	melodic pattern and will be	(g_"""]
	r	encouraged to echo. E.g. Teacher	X -
		says titai titai children should say	
		taka taka (tapa tapa).	X
		• For nonverbal children a string	(1)
		instrument like Ektara will be used.	4
7.	Sequencing (Singing	• Some (Hindi, Kannada,	
'`	songs with	Malayalam, Tamil, English)	
	sequences).	rhymes will be shown in visual	
	2344011303).	form like pictures / video clippings	
		and the song / rhyme will be	
		introduced. Later children will be	
		miroduced. Later elititatell will be	

		encouraged to sing without prom when the visual is shown.	pt
8.	Explore melodic direction and contour through recognizing steps, skips.	• Children will be encouraged imitate simple basic melocipatterns orally/ instrumental performed by the teacher.	lic
		Syllabus Has	
•	Prayer Song (Vande M	ataram)	
	ವಂದೇ ಮಾತರಂ!		
	ಸುಜಲಾಂ ಸುಫಲಾಂ ಮಲಂ	ಯಜ ಶೀತಲಾಂ ಸಸ್ಯ ಶ್ಯಾಮಲಾಂ ಮಾತರ	ರಂ!
	ಶುಭ್ರ ಜ್ಯೋತ್ಸ್ನಾ ಪುಲಕಿತ ೧	ಯಾಮಿನೀಂ ಫುಲ್ಲ ಕುಸುಮಿತ ದ್ರುಮದಲ <mark>ಶ</mark>	ೋಭಿನೀಂ
	ಸುಹಾಸಿನೀಂ ಸುಮಧುರ ಭ	ಾಷಿಣೀಂ, ಸುಖದಾಂ ವರದಾಂ ಮಾತರಂ!	
			- ಬಂಕಿಮ ಚಂದ್ರ ಚಟಜೀ
•	National Anthem		5
	ಜನ-ಗಣ-ಮನ-ಅಧಿನಾಯಕ	ಕ ಜಯ ಹೇ, <u>ಭಾರತ</u> -ಭಾಗ್ಯ-	58,1
	ವಿಧಾತಾ		Vani
	ಪಂಜಾಬ ಸಿಂಧ ಗುಜರಾತ ಸ	ಮರಾಠಾ, ದ್ರಾವಿಡ ಉತ್ಕಲ	
	ಬಂಗ		
	ವಿಂಧ್ಯ ಹಿಮಾಚಲ ಯಮುನ	ಾ ಗಂಗಾ, ಉಚ್ಛಲ ಜಲಧಿ ತರಂಗ	
	ತವ ಶುಭ ನಾಮೇ ಜಾಗೇ, ರ	ತವ ಶುಭ ಆಶಿಶ ಮಾಗೇ	
	ಗಾಹೇ ತವ ಜಯ ಗಾಥಾ		
		ಕ ಜಯ ಹೇ, ಭಾರತ-ಭಾಗ್ಯ-ವಿಧಾತಾ -	
	ಜಯ ಹೇ, ಜಯ ಹೇ, ಜಯ		
	ಜಯ, ಜಯ, ಜಯ, ಜಯ ಕ	56	
	- ರವೀ	<u>ಂ</u> ದ್ರನಾಥ ಠಾಗೋರ್	
Manua	ıl for Music Education framed by	Ms. P.V.Manjula, Ms. P.V.Ramanakumari, M	ls. M.S. Sreevidya & Mr. C.B.



Depending on the group a folk and a moral song will be introduced to children in their respective languages. Non verbal children will be encouraged to give instrumental support or body percussion support. Children will also be encouraged to sing in group.

