

Kindergarten to Grade 5 Developmental Continuum

The chart on the following pages displays the scope and sequence of learning from Kindergarten to Grade 5. It includes broad foundational objectives for the Elementary Level and grade-specific learning objectives. This chart represents the required content for the music strand.

Kindergarten	Grade 1	Grade 2
Become aware of the contexts, sources, functions, characteristics, and qualities of sounds in own environment.		
<ul style="list-style-type: none"> become aware of sounds in a variety of settings, both natural and constructed 	<ul style="list-style-type: none"> identify sounds in a variety of settings, both natural (e.g., bird) and constructed (e.g., car) 	<ul style="list-style-type: none"> distinguish between sources of sounds (e.g., bird, human voice, tin whistle)
<ul style="list-style-type: none"> use own words to describe the sources, functions, characteristics, and qualities of sounds 	<ul style="list-style-type: none"> begin to develop a vocabulary of the elemental characteristics of sounds from a variety of settings (e.g., high/low and soft/loud) 	<ul style="list-style-type: none"> continue to develop a vocabulary of the elemental characteristics of sounds from a variety of settings
Understand the elements of music and develop concepts that lead to an understanding of organization and structure in music expressions.		
<ul style="list-style-type: none"> develop awareness of <i>rhythm, pitch, and dynamics</i> in speech, music, and the environment 	<ul style="list-style-type: none"> develop an awareness of <i>rhythm, pitch, tone colour, dynamics, and texture</i> in speech, music, and the environment 	<ul style="list-style-type: none"> become aware that <i>rhythm, pitch, tone colour, dynamics, and texture</i> represent the elements of music
<ul style="list-style-type: none"> develop awareness of beat in speech, music, and the environment 	<ul style="list-style-type: none"> demonstrate awareness of beat in speech, music, and other sounds (e.g., clapping, stepping, and counting) 	<ul style="list-style-type: none"> understand that beat is the regular repeated pulse in music
<ul style="list-style-type: none"> develop awareness of fast/slow paces in speech, music, and the environment 	<ul style="list-style-type: none"> respond to fast/slow paces in speech, music, and other sounds in a variety of ways 	<ul style="list-style-type: none"> demonstrate an understanding of fast/slow paces in speech and music in a variety of ways
<ul style="list-style-type: none"> develop an awareness of the relative length of sounds in speech, music, and the environment 	<ul style="list-style-type: none"> demonstrate awareness of the relative length of sounds (long/short) in speech, music, and the environment 	<ul style="list-style-type: none"> demonstrate an understanding of long/short, longer/shorter sounds in speech and music
<ul style="list-style-type: none"> develop an awareness of high/low sounds in speech, music, and the environment 	<ul style="list-style-type: none"> demonstrate awareness of high/low sounds in speech, music, and the environment 	<ul style="list-style-type: none"> demonstrate an understanding of pitch (high/low sounds) and pitch direction (moving up/down, staying the same) in speech and music
	<ul style="list-style-type: none"> become aware of the differences in the texture created by sounds heard alone and sounds heard together 	<ul style="list-style-type: none"> continue to develop awareness of the differences in texture created by sounds heard alone and sounds heard together

Grade 3	Grade 4	Grade 5
Become aware of the contexts, sources, functions, characteristics, and qualities of sounds in own environment.		
<ul style="list-style-type: none"> classify sounds from a variety of settings according to their sources (e.g., human sounds, mechanical sounds, and sounds from nature) 	<ul style="list-style-type: none"> examine the relationships between sounds and the environment (e.g., bird song – forest; hammering – construction site) 	<ul style="list-style-type: none"> develop awareness of various sound environments (e.g., urban, rural)
<ul style="list-style-type: none"> develop an awareness of the expressive qualities of sounds (e.g., scary, comforting, ugly, beautiful) 	<ul style="list-style-type: none"> distinguish between the expressive qualities and the elemental characteristics of sounds (e.g., ugly frightening sound; loud high-pitched sound) 	<ul style="list-style-type: none"> become aware that sounds can be used to convey specific information (e.g., sirens, telephone)
	<ul style="list-style-type: none"> explore the role and influence of sound in daily life, including mass media and popular culture 	<ul style="list-style-type: none"> explore the role and influence of sound in daily life, including mass media and popular culture
Understand the elements of music and develop concepts that lead to an understanding of organization and structure in music expressions.		
<ul style="list-style-type: none"> become aware that the elements of music are used to establish form in music 	<ul style="list-style-type: none"> understand that the elements of music are used to establish form in music 	<ul style="list-style-type: none"> become aware that music can suggest images and moods or express ideas that may evoke an aesthetic response
<ul style="list-style-type: none"> become aware that beats are/can be systematically grouped into twos, threes, and combinations and multiples of twos and threes 	<ul style="list-style-type: none"> understand that metre is the systematic grouping of beats in music 	<ul style="list-style-type: none"> recognize ways that metre can be used as a technique of organization in music
<ul style="list-style-type: none"> understand that music may move relatively fast or slow in tempo 	<ul style="list-style-type: none"> recognize ways that tempo can be used expressively in speech and music 	<ul style="list-style-type: none"> recognize that tempo functions or can function as an organizational technique in speech and music
<ul style="list-style-type: none"> understand that rhythm consists of groupings of longer and shorter sounds and silences called patterns of duration 	<ul style="list-style-type: none"> distinguish between beat and rhythm (patterns of duration) in music (e.g., beat vs. the rhythm of the melody) 	<ul style="list-style-type: none"> understand that the element of rhythm is the timed flow or movement of music and is subdivided into four categories: beat, tempo, patterns of duration, and metre
<ul style="list-style-type: none"> understand that pitch and rhythm combine to form melody in music 	<ul style="list-style-type: none"> understand that every melody has a distinctive shape/contour that is created from its particular arrangement of pitches and rhythms 	<ul style="list-style-type: none"> recognize ways that melodies can be shaped to create musical expression
<ul style="list-style-type: none"> understand that the combining and layering of sounds creates the fabric or texture of music 	<ul style="list-style-type: none"> become aware that the simultaneous sounding of two or more pitches creates harmony 	<ul style="list-style-type: none"> recognize that harmony is a fundamental component in creating texture in music (e.g., choral accompaniment)
	<ul style="list-style-type: none"> become aware of the specific arrangements of ascending and descending pitch patterns called scales 	<ul style="list-style-type: none"> recognize ways that scales differ in structure and tonality (pentonic, major, minor)
Kindergarten	Grade 1	Grade 2

<ul style="list-style-type: none"> develop an awareness of patterns of same and different sounds in speech, music, and the environment 	<ul style="list-style-type: none"> demonstrate awareness of patterns of same and different sounds in speech, music, and the environment 	<ul style="list-style-type: none"> recognize and identify patterns of repetition and contrast in music
<ul style="list-style-type: none"> develop an awareness of loud/soft sounds in speech, music, and the environment 	<ul style="list-style-type: none"> demonstrate awareness of loud/soft sounds in speech, music, and the environment 	<ul style="list-style-type: none"> demonstrate an understanding of loud/soft sounds in speech and music
	<ul style="list-style-type: none"> develop awareness that sounds have distinct tone colours 	<ul style="list-style-type: none"> demonstrate an understanding of tone colour in speech and music
<p>Develop vocal and instrumental capabilities in order to use them as mediums of expression.</p>		
<ul style="list-style-type: none"> experiment with the voice and instruments by creating and imitating sounds 	<ul style="list-style-type: none"> experiment with the voice and instruments by creating and imitating sounds 	<ul style="list-style-type: none"> experiment with the voice and instruments by creating and imitating sounds
<ul style="list-style-type: none"> begin to develop the ability to match pitch 	<ul style="list-style-type: none"> develop the ability to match pitch and sing short phrases in tune 	<ul style="list-style-type: none"> develop the ability to sing simple songs in tune
<ul style="list-style-type: none"> develop the ability to distinguish between the speaking voice and the singing voice 	<ul style="list-style-type: none"> distinguish between the speaking voice and the singing voice 	<ul style="list-style-type: none"> describe the characteristics and qualities of own voice
<ul style="list-style-type: none"> become aware of differences between own voices and those of others 	<ul style="list-style-type: none"> become aware of differences between own voices and those of others 	<ul style="list-style-type: none"> begin to make distinctions between different voices and voice qualities in speech and song
<ul style="list-style-type: none"> become aware of differences of sound between one sound object/instrument and another 	<ul style="list-style-type: none"> become aware of differences of sound between one sound object/instrument and another 	<ul style="list-style-type: none"> become aware that different combinations of instruments or sound objects create different effects
<ul style="list-style-type: none"> experiment with a variety of simple found objects and selected instruments 	<ul style="list-style-type: none"> continue to experiment with a variety of simple found objects and selected instruments, both pitched and unpitched 	<ul style="list-style-type: none"> continue to experiment with a variety of simple found objects and selected instruments, both pitched and unpitched
<p>Begin to understand the variety of sources for music ideas.</p>		

<ul style="list-style-type: none"> discuss images and expressive qualities evoked by music expressions 	<ul style="list-style-type: none"> discuss images and expressive qualities evoked by music expressions 	<ul style="list-style-type: none"> discuss images and expressive qualities evoked by music expressions
Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> understand that a phrase is a basic structural unit in music and can be repeated or contrasted with other phrases to create larger structural units (e.g., call/response, question/answer, rounds) 	<ul style="list-style-type: none"> develop knowledge of common music forms that are created using repetition and contrast (e.g., round, call/response, verse/chorus, rondo) 	<ul style="list-style-type: none"> develop and demonstrate a knowledge of different forms in music (e.g., binary – AB, ternary – ABA, rondo – ABACADA)
<ul style="list-style-type: none"> understand that sounds may differ in levels of loud/soft (dynamics) in speech and music 	<ul style="list-style-type: none"> recognize ways that dynamics can be used expressively in speech and music 	<ul style="list-style-type: none"> recognize that dynamics may function as an organizational technique in music
<ul style="list-style-type: none"> recognize that each sound source (object, voice, instrument) has its own distinctive tone colour depending on its size, shape, and material 	<ul style="list-style-type: none"> recognize ways that tone colour can be used expressively in speech and music 	<ul style="list-style-type: none"> recognize that tone colour may function as an organizational technique in music
	<ul style="list-style-type: none"> become aware that silence can be used expressively in music 	<ul style="list-style-type: none"> become aware that silence can be used expressively in music
Develop vocal and instrumental capabilities in order to use them as mediums of expression.		
<ul style="list-style-type: none"> experiment with the voice and instruments by creating and imitating sounds 	<ul style="list-style-type: none"> experiment with the voice and instruments by creating and imitating sounds 	<ul style="list-style-type: none"> experiment with the voice and instruments by creating and imitating sounds
<ul style="list-style-type: none"> sing simple songs in tune and recognize in-tune singing 	<ul style="list-style-type: none"> sing in tune and begin to develop the ability to sing harmony 	<ul style="list-style-type: none"> sing in tune and continue to develop the ability to sing harmony
<ul style="list-style-type: none"> distinguish between the head voice and the chest voice in singing 	<ul style="list-style-type: none"> distinguish between the head voice and the chest voice in singing 	<ul style="list-style-type: none"> explore the qualities and characteristics of own voices (e.g., range, timbre, dynamics)
<ul style="list-style-type: none"> make distinctions between different voices and voice qualities in speech and song 	<ul style="list-style-type: none"> become aware of different voice classifications in singing and own voice qualities (e.g., soprano, alto) 	<ul style="list-style-type: none"> become aware of a diverse range of voice types, styles, and forms of individual and group vocal expression
<ul style="list-style-type: none"> recognize the connection between the characteristics of a sound and the material from which the sound object or instrument is made (e.g., wood, metal, paper, glass) 	<ul style="list-style-type: none"> become familiar with various classifications of instruments and their sound characteristics (e.g., brass, woodwind, percussion, strings) 	<ul style="list-style-type: none"> recognize that instruments can be used in traditional and non-traditional ways to create a variety of distinctive sounds and styles
<ul style="list-style-type: none"> begin to develop skills and abilities in the use of a variety of sound objects and instruments, including instruments they create 	<ul style="list-style-type: none"> continue to develop skills and abilities (individually and in groups) in the use of a variety of instruments, including instruments they create 	<ul style="list-style-type: none"> continue to extend skills and abilities in the use of at least one personally selected instrument
		<ul style="list-style-type: none"> develop an appreciation for the acquisition of instrumental/ vocal technical skills and their contribution to music expression
Begin to understand the variety of sources for music ideas.		
<ul style="list-style-type: none"> compare differing ideas and expressive qualities in music, including own and peers' musical expressions 	<ul style="list-style-type: none"> begin to understand that own music compositions express unique ideas and possess expressive qualities 	<ul style="list-style-type: none"> understand that own music compositions express unique ideas and possess expressive qualities
Kindergarten	Grade 1	Grade 2

<ul style="list-style-type: none"> talk about sources of own ideas for music (e.g., feelings, memory, imagination) 	<ul style="list-style-type: none"> talk about sources of own ideas for music and become aware that ideas for music compositions come from many sources 	<ul style="list-style-type: none"> understand that ideas for music compositions come from many sources including own experiences (e.g., adventures with family/friends)
<p>Develop ideas into music expressions, learning about and using the processes of creating and the sources of sound/music.</p>		
<ul style="list-style-type: none"> with teacher support, make basic decisions about an idea and the sounds or instruments to be used in creating a music expression 	<ul style="list-style-type: none"> make basic decisions (individual/class) about ideas, sounds, instruments, and order in creating a music expression 	<ul style="list-style-type: none"> make basic decisions (individual/class) about how sounds or instruments can be used in creating a music expression (e.g., order, dynamics, patterns)
<ul style="list-style-type: none"> think and talk about basic decisions they make in creating music expressions (e.g., length of piece, sounds to be used, order of sounds) 	<ul style="list-style-type: none"> think and talk about basic decisions they make in creating music expressions (e.g., loud/soft, fast/slow, high/low) 	<ul style="list-style-type: none"> understand that reflection and discussion help them learn and make decisions about own music expressions
	<ul style="list-style-type: none"> become aware that notation is a way of preserving compositions and that sounds/music may be represented through a variety of notation devices 	<ul style="list-style-type: none"> become aware that notation is a way of preserving compositions and that sounds/music may be represented through a variety of notation devices
<ul style="list-style-type: none"> engage in non-verbal communication by creating sounds to convey particular images or expressive qualities 	<ul style="list-style-type: none"> engage in non-verbal communication by creating sounds to convey particular images or expressive qualities 	<ul style="list-style-type: none"> understand that music creations can be non-verbal forms of communication
<p>Become aware and develop an understanding of a diverse range of music.</p>		
<ul style="list-style-type: none"> listen to a variety of contemporary and historical music 	<ul style="list-style-type: none"> listen to a variety of contemporary and historical music 	<ul style="list-style-type: none"> become aware of the variety of music throughout the world and in different eras
<ul style="list-style-type: none"> listen to the music of Saskatchewan and Canadian musicians and composers, including First Nation and Métis artists 	<ul style="list-style-type: none"> listen to the music of Saskatchewan and Canadian musicians and composers, including First Nation and Métis artists 	<ul style="list-style-type: none"> become aware of the diverse range of music in Saskatchewan and Canada, including that of First Nation and Métis artists
<ul style="list-style-type: none"> listen to the music of a diverse range of cultural groups 	<ul style="list-style-type: none"> listen to the music of a diverse range of cultural groups 	<ul style="list-style-type: none"> listen to the music of a diverse range of cultural groups
<ul style="list-style-type: none"> begin to understand that there are many kinds of music 	<ul style="list-style-type: none"> understand that there are many kinds of music 	<ul style="list-style-type: none"> begin to understand that music expressions are created for a variety of reasons
Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> understand that ideas for music compositions come from sources such as sounds, memory, imagination, feelings, experiences, and art 	<ul style="list-style-type: none"> understand that they can develop ideas from a variety of sources to create music compositions 	<ul style="list-style-type: none"> understand that they can incorporate more than one related or contrasting idea within a single music composition

expressions (e.g., paintings, poems, dances, photographs)		
<ul style="list-style-type: none"> begin to keep a journal of sound/music ideas 	<ul style="list-style-type: none"> keep a journal of sound/music ideas 	<ul style="list-style-type: none"> expand on sound/music ideas from journals
Develop their ideas into music expressions, learning about and using the processes of creating and the sources of sound/music.		
<ul style="list-style-type: none"> continue to make decisions (individual/group/class) about how sounds or instruments can be used in creating a music expression (e.g., order, dynamics, patterns) 	<ul style="list-style-type: none"> become increasingly self-aware in decision making (individual/group/class) about the processes and materials used in creating music expressions 	<ul style="list-style-type: none"> become increasingly aware of own decision making in the creation of music and the development of musical ideas
<ul style="list-style-type: none"> understand that reflection and discussion help them learn and make decisions about own music expressions 	<ul style="list-style-type: none"> begin to understand that reflection is an important part of the musician's artistic process 	<ul style="list-style-type: none"> begin to understand that reflection is an important part of the musician's artistic process
<ul style="list-style-type: none"> become familiar with and use traditional and non-traditional forms of notation 	<ul style="list-style-type: none"> recognize the connection between sound and symbol 	<ul style="list-style-type: none"> extend familiarity and use of traditional and non-traditional notational devices in music they create and perform
	<ul style="list-style-type: none"> become aware of accidental discoveries in own compositions and put them to use where appropriate 	<ul style="list-style-type: none"> recognize the value of accidental discoveries in own compositions and put them to use where appropriate
<ul style="list-style-type: none"> understand that music creations can be non-verbal forms of communication 	<ul style="list-style-type: none"> understand that they are communicating meaning through sound/music creations 	<ul style="list-style-type: none"> understand that they are communicating meaning through sound/music creations
Become aware and develop an understanding of a diverse range of music.		
<ul style="list-style-type: none"> become aware of the variety of music throughout the world and in different eras 	<ul style="list-style-type: none"> explore the contributions of musicians and composers of various eras, locales, and cultures 	<ul style="list-style-type: none"> explore the contributions of musicians and composers of various eras, locales, and cultures
<ul style="list-style-type: none"> become aware of the diverse range of music in Saskatchewan and Canada, including that of First Nation and Métis artists 	<ul style="list-style-type: none"> explore the contributions of Saskatchewan and Canadian musicians and composers, including First Nation and Métis artists 	<ul style="list-style-type: none"> explore the contributions of Saskatchewan and Canadian musicians and composers, including First Nation and Métis artists
<ul style="list-style-type: none"> begin to understand that many cultural groups contribute to a community's artistic make-up 	<ul style="list-style-type: none"> understand that many cultural groups contribute to a community's artistic make-up 	<ul style="list-style-type: none"> gain understanding of the traditional and contemporary music of a diverse range of cultures
<ul style="list-style-type: none"> understand that music expressions are created for a variety of reasons 	<ul style="list-style-type: none"> begin to articulate a variety of reasons for creating music 	<ul style="list-style-type: none"> articulate a variety of reasons for creating music
Kindergarten	Grade 1	Grade 2
		<ul style="list-style-type: none"> begin to understand that music tells something about the society in which it is created

Talk about, interpret, and respond to pieces of music.		
<ul style="list-style-type: none"> listen to music with curiosity 	<ul style="list-style-type: none"> listen to music with curiosity 	<ul style="list-style-type: none"> realize that they will not always hear everything in a piece of music the first time
	<ul style="list-style-type: none"> reflect on own response to pieces of music 	<ul style="list-style-type: none"> realize that everyone does not respond the same way to a piece of music
<ul style="list-style-type: none"> show interest in knowing more about a piece of music and the musician or composer 	<ul style="list-style-type: none"> show interest in knowing more about a piece of music and the musician or composer 	<ul style="list-style-type: none"> know that libraries, the Internet, concert program notes, and album liner notes are sources of information
<ul style="list-style-type: none"> respond to pieces of music verbally and non-verbally (e.g., through movement or drawing) 	<ul style="list-style-type: none"> respond to pieces of music verbally and non-verbally (e.g., through movement or drawing) 	<ul style="list-style-type: none"> respond to pieces of music verbally and non-verbally (e.g., through movement or drawing)
Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> understand that music tells something about the society in which it is created 	<ul style="list-style-type: none"> understand that music tells something about the society in which it is created 	<ul style="list-style-type: none"> understand that music tells something about the society in which it is created
		<ul style="list-style-type: none"> understand that changes in music reflect changes in society
		<ul style="list-style-type: none"> realize that music sometimes supports and sometimes questions the beliefs of a culture or society
Talk about, interpret, and respond to pieces of music.		
<ul style="list-style-type: none"> develop the ability to identify and describe the elements and expressive qualities of music they listen to more than once 	<ul style="list-style-type: none"> listen to music with a willingness to try to understand some of the composer's/performer's intentions 	<ul style="list-style-type: none"> listen to music with a willingness to try to understand some of the composer's/performer's intentions
<ul style="list-style-type: none"> realize that everyone does not respond the same way to a piece of music 	<ul style="list-style-type: none"> explore various ways that people can respond to a piece of music (e.g., movements, feelings, associations) 	<ul style="list-style-type: none"> explore various ways that people can respond to a piece of music (e.g., movements, feelings, associations)
<ul style="list-style-type: none"> know that libraries, the Internet, concert program notes, and album liner notes are sources of information 	<ul style="list-style-type: none"> realize that knowing more about a musician or composer and her/his society can help them understand the piece of music 	<ul style="list-style-type: none"> realize that knowing more about a musician or composer and her/his society can help them understand the piece of music
<ul style="list-style-type: none"> engage willingly in processes for listening and responding to music 	<ul style="list-style-type: none"> engage willingly in processes for listening and responding to music 	<ul style="list-style-type: none"> engage willingly in processes for listening and responding to music
<ul style="list-style-type: none"> know the difference between opinion and fact in discussions of pieces of music 	<ul style="list-style-type: none"> understand that it is important to support opinions of pieces of music with reasons related to the music 	<ul style="list-style-type: none"> understand that it is important to support opinions of pieces of music with reasons related to the music