

## MUSIC AND MOVEMENT GRADE 1

### LEARNING OUTCOMES

At the completion of grade 1 the child should be able to:

- Develop voice and breath control.
- Change voice at different levels of pitch.
- Learn short action songs.
- Sharpen and develop listening skills.
- Listen to beautiful music and songs and feel the different emotions.
- Mime simple actions.

### SPECIFIC OBJECTIVES

- Able to clap to the rhythm of music.
- Differentiate between fast and slow music.
- Acquire the skill of attentive listening.
- To create awareness of the space around the child.
- To have the courage to move freely.
- To think about actions and to be aware of the actions around us.
- To develop the skill of attentive listening.
- To get practise in breathing and voice control when singing.

TOPICS / ACTIVITIES	MATERIALS NEEDED	GUIDELINES FOR TEACHERS
<p>Breathing and voice control. e.g. holding breath, breathing in and out slowly. Making different noises. Changing pitch of voices. Changing voice while reading something or saying something.</p> <p>Clapping and moving to a beat. Beating coconut shells, walking running and skipping to the beat of a piece of music. Changing the speed of movement according to the change in speed of music. E.g. clapping with boduberu.</p> <p>Action songs, Dhivehi songs, English songs learnt during English lesson. Rainvaru and songs suitable for children.</p>	<p>Cassette tape of different sound. Cassette tape of different music</p>	<p>Let them listen to and think about different noises. Experience in making different noises using different objects. E.g. beating 2 sticks, hitting a bottle with a stick, hitting a tin or can with a stick. Let them experience their own voices. e.g. how low can your voice get? How loud, how high or how soft. Imitating sound. e.g. caw of a crow, beating of coconut husk, sawing etc</p> <p>Let them listen while you sing or play the cassette. Show action while you sing or play the cassette Sing with the children showing actions until they learn it.</p>

<p>Using senses. Listening with eyes closed. Thinking and discussing about the noises they hear from environment. Touching objects with eyes closed and describing them. Listen raivaru and other songs and talk about emotions</p> <p>Miming simple actions. e.g. getting ready to go to school. Getting ready to go to bed</p>		<p>Let them hear sounds from the environment from a cassette and ask them to identify.</p> <p>Give freedom to children to mime individually. Teacher must participate in the miming.</p>
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## MUSIC AND MOVEMENT GRADE 2

### LEARNING OUTCOMES

At the completion of grade 1 the child should be able to:

- Develop voice and breath control.
- Change voice at different levels of pitch.
- Learn short action songs.
- Sharpen and develop listening skills.
- Listen to beautiful music and songs and feel the different emotions.
- Mime simple actions.
- Experience in enacting small incidents
- Develop skills in miming.
- Think about movements and find better ways to improve the movements.

### SPECIFIC OBJECTIVES

- Able to clap to the rhythm of music.
- Differentiate between fast and slow music.
- Acquire the skill of attentive listening.
- To create awareness of the space around the child.
- To have the courage to move freely.
- To think about actions and to be aware of the actions around us.
- To develop the skill of attentive listening.
- To get practise in breathing and voice control when singing.
- Miming common incidents using hands, face and body.
- Able to sing with actions.
- Be able to tell a story using puppets.

TOPICS / ACTIVITIES	MATERIALS NEEDED	GUIDELINES FOR TEACHERS
More practices in the work done in grade one.  Music and movement	Cassette tape of different types of music.	Children move to music. E.g. to a heavy piece of music the children will make movements like the starting of a dhoni. If it is a light music, the children might move like birds. Children move as what they visualize when they hear the music. Children move slowly if the music is slow and quicken movement as the music quickens. E.g. palm leaves are slowly swaying in the breeze. As the beat of the music quickens, they can imagine that the wind is blowing hard and hence their swaying movements become

<p>Glove puppet story telling</p> <p>Role playing</p> <p>Miming. Using only the eyes and face (e.g. change in expression when you smell something). Changing facial expression (e.g. fear, anger, happiness, sorrow, anxiety or worry) Using whole body (e.g. scraping and cleaning the outside of a dhoani, washing, grinding, climbing coconut palms) Imitating (e.g. mason, making a phone call)</p>		<p>faster. When the music slows down again their movements gradually slow down and when the music stops, the movements also stops.</p> <p>Make a bag like a glove to fit the hand Draw a face of an animal or a person. Wear it on the hand and tell stories, while moving the hand to suit the story.</p> <p>Role-playing is the beginning of dramatisation. It is the enacting of small incident.</p> <p>Make the children mime without using any materials, as the objective of teaching miming is to develop their skills in using movements and changing facial expressions. Miming can be played as a game. Divide the class into groups and let the groups decide what they want to mime. When one group mimes, the other groups will say what that group has mimed.</p>
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## **MUSIC AND MOVEMENT GRADE 3**

### **LEARNING OUTCOMES**

At the completion of grade 1 the child should be able to:

- Develop voice and breath control.
- Change voice at different levels of pitch.
- Learn short action songs.
- Sharpen and develop listening skills.
- Listen to beautiful music and songs and feel the different emotions.
- Mime simple actions.
- Experience in enacting small incidents
- Develop skills in miming.
- Think about movements and find better ways to improve the movements.

### **SPECIFIC OBJECTIVES**

- Able to clap to the rhythm of music.
- Differentiate between fast and slow music.
- Acquire the skill of attentive listening.
- To create awareness of the space around the child.
- To have the courage to move freely.
- To think about actions and to be aware of the actions around us.
- To develop the skill of attentive listening.
- To get practise in breathing and voice control when singing.
- Miming common incidents using hands, face and body.
- Able to sing with actions.
- Be able to tell a story using puppets.

TOPICS / ACTIVITIES	MATERIALS NEEDED	GUIDELINES FOR TEACHERS
<ul style="list-style-type: none"> <li>• More practice in changing voice from high pitch to low pitch and vice versa.</li> <li>• Changing volume of voice</li> </ul>		<p>Let the children practice saying a small sentence, with change in pitch and volume.</p>
<ul style="list-style-type: none"> <li>• Making small musical instruments</li> </ul>		<p>Let them make instruments that give different sounds. E.g. cut round a pieces from tin or cans and thread them to a piece of wire and shake. Put sand or shells, gravel, seeds into cans and tins.</p>
<ul style="list-style-type: none"> <li>• Drumming</li> </ul>		<p>Bring a person who knows how to drum well and let him teach the children</p>
<ul style="list-style-type: none"> <li>• Dramatising and acting small incidents.</li> <li>• Miming emotions. ( e.g. tasting bitter medicine, touching something hot, tasting something very hot, eating</li> </ul>		

**MUSIC AND MOVEMENT GRADE 4**

<b>TOPICS / ACTIVITIES</b>	<b>MATERIALS NEEDED</b>	<b>GUIDELINES FOR TEACHERS</b>
Listening: <ul style="list-style-type: none"><li>• Teacher sings suitable songs and raivaru.</li><li>• Play songs and raivaru from a cassette.</li><li>• Let them listen to cultural music of other countries</li><li>• Different sounds from different musical instruments. E.g., harmonium, guitar, piano.</li></ul>		Choose suitable songs e.g. funny songs, national songs, songs about prophet Muhammad and religion. Songs about patriotism, mother's love, and songs that evoke interest in things. Introduce children to various tunes of songs, such as fast and slow tunes and let them discuss about them. E.g. how they felt while they listened and what they understood from the tunes.
Telling a story through dance		Tell a story and let children decide the movement that go with it. Help them to find a suitable music for these movements.
Cultural dances		Tell the children not to copy the undesirable facial expressions and movements that exist in these dances.
Singing <ul style="list-style-type: none"><li>• Suitable songs to the age group</li><li>• Reciting poems</li><li>• Songs made by children themselves</li><li>• Raivaru, national and religious songs</li></ul>		Collect some songs and poems suitable to age.
Drama Acting and speaking Act out deep emotions. E.g. sorrow, happiness, fear, love etc.		Groups can be assigned to act out emotions. A mirror can be used to develop and practise changing facial expressions. Tell them stories involving emotions and children act it out.

## MUSIC AND MOVEMENT GRADE 5

TOPICS / ACTIVITIES	MATERIALS NEEDED	GUIDELINES FOR TEACHERS
<ul style="list-style-type: none"> <li>• More practise in work done in grade 4.</li> <li>• Moving to music expressing emotions. E.g. fear, loneliness, bravery, sorrow etc.</li> <li>• Talking about movements expressing emotions and miming this talk with music.</li> </ul> (In groups or individually)		Show pictures showing emotions to the children. Play music that goes with a particular emotion you choose. Let children make a story about emotions. E.g. Fear – making a frightful story. Tell a short story and let children mime the story with music. E.g. The lion and the hare to show bravery.
Singing <ul style="list-style-type: none"> <li>• More practises in work done in grade 4</li> <li>• Group singing and solo singing.</li> <li>• Giving shows.</li> </ul>		
<ul style="list-style-type: none"> <li>• Plays</li> <li>• Miming an emotion with little speech</li> </ul>		Give children the beginning of a story and ask them to continue it. Then let them mime the story, showing the different emotions involved in the story.
<ul style="list-style-type: none"> <li>• Role-playing e.g. people speaking in a public meeting about their need to improve the community.</li> </ul>		Practise in speaking in different tones and expressions.
Interview <ul style="list-style-type: none"> <li>• Interview one another</li> <li>• The children interviewed will play the role of film star, a foreigner, a football star, a fisherman etc.</li> </ul>		It is better to carry out this activity with the help of the school literary association.