

## Our Language, Our Story: Curriculum Connections

**Division: Primary**

**Subject: Arts**

**Strand: Music**

<b>Overall Expectations</b>		
<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>
<p>C1. Creating and Performing: apply the creative process (see pages 19–22) to create and perform music for a variety of purposes, using the elements and techniques of music;                      C2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences;                      C3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts.</p>	<p>C1. Creating and Performing: apply the creative process (see pages 19–22) to create and perform music for a variety of purposes, using the elements and techniques of music;                      C2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences;                      C3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts.</p>	<p>C1. Creating and Performing: apply the creative process (see pages 19–22) to create and perform music for a variety of purposes, using the elements and techniques of music;                      C2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences;                      C3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts.</p>

<b>Virtues and Themes: Possible Connections</b>	
<p><b>Theological Virtue: Faith</b>                      Faith is our human response to God’s unconditional love for us in Christ Jesus.</p>	<p>Music is an important expression of faith for Christians. Music to praise and worship God has been written in many genres over the centuries. Students can be invited to listen to and sing different forms of sacred music from different times in the liturgical year. They can be introduced to the context for which these pieces were written. Finally, they can be asked to identify and communicate their feelings, ideas and understandings in response to these works. A better understanding of sacred music can enhance the faith life of our students.</p>
<p><b>Theological Virtue: Love</b>                      Love transforms our will .. to love God above all things and to love others as God loves them.</p>	<p>Our God is a communion of love. The Father, Son and Holy Spirit are always communicating with each other. We are made in God’s image, in Love’s image. We will find ourselves happiest if we can communicate with one another in honesty and love. Music is one way in which we communicate who we are and how we feel with one another.</p>
<p><b>Catholic Character Theme: Community</b>                      Catholic schools are part of the parish faith community. Together with the parish, they are places where we can learn and grow as followers of Jesus.</p>	<p>The changing music of the Church liturgical year provides examples of a variety of moods and feelings for students to interpret. The contrast of hymn selection during the Easter Triduum is a rich example. Using songs from mass will increase children’s comfort and participation in the parish community.</p>
<p><b>Catholic Character Theme: Reverence</b>                      Reverence is a kind of <i>holy respect</i>. We look on all human persons with great reverence. We are God’s masterpieces, made in the divine image and likeness.</p>	<p>Music is a reflection of the composer’s feelings, beliefs and culture. A deeper appreciation of music helps us to grow in reverence for all God’s children and their cultures that produce the music of our world.</p>

### Support Resources: *Journey Activities*

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>

CGE2a – listens actively and critically to understand and learn in light of gospel values	CGE2a – listens actively and critically to understand and learn in light of gospel values CGE3b – creates, adapts, evaluates new ideas in light of the common good	CGE5a - works effectively as an independent team member
Students will: Sing songs that have simple refrains to show how rhythm and pattern are elements of music. Songs related to religious themes (e.g. <i>Michael Row the Boat Ashore</i> and <i>Kumbaya</i> ). Use the story of creation and have students create a beat by clapping and singing an appropriate refrain.	Students will: In groups, use various instruments to create sound effects with rhythm instruments to accompany a poem or song. Put the sounds together and present as one song or poem.	Students will: Create an individual or group rhythm patterns using a variety of sound instruments (wood, shakes, metal, drums).

### **Curriculum Frameworks**

<http://www.eoccc.org/onlinefw/onlineframeworks.html>

Grade 1 Framework 1. Theme: Community and the Common Good Framework 2. Theme: Peace Framework 3. Theme: Mystery, Wonder and Awe Framework 4. Theme: Stewardship for Creation Framework 5. Theme: Love and Justice Framework 6. Theme: Hope	Grade 1-2 Framework 1. Theme: Community and the Common Good Framework 2. Theme: Peace Framework 3. Theme: Mystery, Wonder and Awe Framework 4. Theme: Stewardship for Creation Framework 5. Theme: Love and Justice Framework 6. Theme: Hope
Grade 2 Framework 1. Theme: Community and the Common Good Framework 2. Theme: Peace Framework 3. Theme: Mystery, Wonder and Awe Framework 4. Theme: Stewardship for Creation Framework 5. Theme: Love and Justice Framework 6. Theme: Hope	Grade 2-3 Framework 1. Theme: Community and the Common Good Framework 2. Theme: Peace Framework 3. Theme: Mystery, Wonder and Awe Framework 5. Theme: Love and Justice
Grade 3 Framework 1. Theme: Community and the Common Good Framework 2. Theme: Peace Framework 3. Theme: Mystery, Wonder and Awe Framework 4. Theme: Stewardship for Creation Framework 5. Theme: Love and Justice Framework 6. Theme: Hope	Grade 3-4 Framework 1. Theme: Community and the Common Good Framework 2. Theme: Peace Framework 3. Theme: Mystery, Wonder and Awe Framework 4. Theme: Stewardship for Creation Framework 5. Theme: Love and Justice Framework 6. Theme: Hope

### **Curriculum Support for Catholic Schools**

<http://www.eoccc.org/csfcs>

<b>Catholic Theme: Faith</b> <a href="http://www.eoccc.org/csfcs/themes/faith.html">http://www.eoccc.org/csfcs/themes/faith.html</a>	<b>Anchor Concept: Vocation</b> <a href="http://www.eoccc.org/csfcs/concepts/avocation.html">http://www.eoccc.org/csfcs/concepts/avocation.html</a>
<b>Catholic Theme: Community and the Common Good</b> <a href="http://www.eoccc.org/csfcs/themes/commongood.html">http://www.eoccc.org/csfcs/themes/commongood.html</a>	<b>Anchor Concept: Community</b> <a href="http://www.eoccc.org/csfcs/concepts/acommunity.html">http://www.eoccc.org/csfcs/concepts/acommunity.html</a>