

Recovery Plan for Learning Loss - 2022

(The same plan has been prepared to conduct the learning-teaching process for 49 periods each with 13 periods in the first term of grade 6 and 18 periods in the second and third terms.)

Western Music

Grade 6 - 11



Department of Aesthetic Education

National Institute of Education

Maharagama

www.nie.lk

Grade 6

Term 3					
Competency	Competency Level	Essential Learning Outcome	Subject Content	Activity	No. of Periods
Competency 8.0	<ul style="list-style-type: none"> 8.2 Learns the Sinhala, Tamil and English songs. (V. VI) 	<ul style="list-style-type: none"> Enjoys singing children's songs. Describes, identifies on a music score the terms and signs used in music. 	Sing 'Doh a Deer'. <u>Terms and Signs</u> Describe the Italian terms and signs for dynamics	8.2.2 & 6.8.1	02
Competency 3.0	<ul style="list-style-type: none"> 3.1 Listens to music and states whether it is music of the past or present (IIa) 	<ul style="list-style-type: none"> Appreciates and singing old and new Music Identifies and performs (simplified) music from different periods observing the main differences between old and new Music. 	<u>Old and New Music</u> Listen to simplified versions of the music of the great masters and the present day (Jazz or pop music etc.) <ul style="list-style-type: none"> Old songs (Blue Bells of Scotland etc.) 	3.1.1	01
Competency 3.0	<ul style="list-style-type: none"> 3.2 Identifies the difference between a waltz and a march (I, IIa,VI) 	<ul style="list-style-type: none"> Defines the difference between a Waltz and a March Responds appropriately by marching, waltzing, and beating time. 	<u>Types & Styles</u> Waltz and March	3.2.1	01

Competency 4.0	<ul style="list-style-type: none"> • 4.2 Plays tunes using notes specified for the key board. (V) 	<ul style="list-style-type: none"> • Learns the correct technique in playing the keyboard 	<p><u>Keyboard</u></p> <p>Play finger exercises on the keyboard</p> <p>Play short melodies using the notes from A (5th line) in Bass Clef to 1st line E: in Treble Clef, on the piano using semibreves, minims quavers and crotchets</p>	4.2.1	02
Competency 4.0		<ul style="list-style-type: none"> • Plays simple tunes using specified notes on a keyboard 	<p>Play short melodies using the notes from A (5th line) in Bass Clef to 1st line E: in Treble Clef, on the piano using semibreves, minims quavers and crotchets</p>	4.2.2	01
Competency 5.0	<ul style="list-style-type: none"> • 5.1 Identifies, observes and names the sections of the orchestra (I IIa) 	<ul style="list-style-type: none"> • Identifies and names the different sections of the orchestra 	<p><u>Orchestra</u></p> <p>Name the sections of the orchestra as string, wood - wind, brass wind and percussion.</p>	5.1.1	01
Competency 5.0	<ul style="list-style-type: none"> • 5.3 Identifies and reproduces high and low sounds (IIa. IV) 	<ul style="list-style-type: none"> • Recognizes and uses high and low sounds 	<p><u>High or Low</u></p> <p>Demonstrate sounds on piano high and low sounds and identify the sounds</p>	5.1.3	01

Competency 6.0	<ul style="list-style-type: none"> • 6.5 Studies the C major scale (I.IIab) 	<ul style="list-style-type: none"> • Describes, sings and plays the scale of C major 	<p><u>Scales</u></p> <p>Describe what a scale is (step, half step)</p> <p>Sing the scale of C major using sol-fa names and letter names ascending and descending.</p> <p>Fingering on the dummy keyboard while the teacher plays the scale on the piano.</p>	6.5.1	01
Competency 6.0	<ul style="list-style-type: none"> • 6.6 Identifies and names intervals (IIa, V) 	<ul style="list-style-type: none"> • Identifies and names intervals of 3rds and 5ths 	<p><u>Intervals</u></p> <p>Sing a 3rd or a 5th after the keynote has been played by the teacher</p>	6.6.1	02
Competency 6.0	<ul style="list-style-type: none"> • 6.7 Identifies and describes music played as happy/ bright or sad/dull (IIa) 	<ul style="list-style-type: none"> • Listens to music and distinguishes the tonality of music as happy / sad. 	<p><u>Tonality</u></p> <p>Listen to music and identifies the mood of music as happy or sad connecting it to the tonality through chords, phrases or songs.</p>	6.7.1	01
Competency 6.0	<ul style="list-style-type: none"> • 6.8 Identifies and describes terms and signs used in music (I.IIab,V) 	<ul style="list-style-type: none"> • Responds to terms and signs appropriately. 	<p>Distinguish between Legato and Staccato</p>	6.8.2	01

Competency 8.0	<ul style="list-style-type: none"> 8.2 Learns the Sinhala, Tamil and English songs. (V. VI) 	<ul style="list-style-type: none"> Enjoys singing children's songs in different languages <p>Singing and performing lessons can be done in a flexible order according to the teacher's discretion.</p>	<p><u>Singing</u></p> <p>Sing children's songs in Sinhala, Tamil and English</p>	8.2.2	02
Total Number of Periods					18

Grade 7

Term 3					
Competency	Competency Level	Essential Learning Outcome	Subject Content	Activity	No. of Periods
Competency 6	<ul style="list-style-type: none"> 6.6 Write, perform and understand Major scales (I, IIb, IV, V) 	<ul style="list-style-type: none"> Writes prescribed scales with and without key signatures 	Major scales C, G, F (with and without key-signatures)	6.6.1	02
Competency 6		<ul style="list-style-type: none"> Uses different names for scale degrees 	<p><u>Degrees of Scale</u> Technical names –Tonic Solfa names and oriental degrees of the scale.</p>	6.6.2	01
Competency 6	<ul style="list-style-type: none"> 6.7 Identify, perform write and understand the intervals (I, IIb, IV, V) 	<ul style="list-style-type: none"> Describes, writes, and names Intervals Identify intervals as harmonic or melodic 	<p><u>Intervals</u> Simple intervals of 2nds, 3rds, 4th, 5th and 8ths Harmonic and Melodic Intervals Sing a 3rd or a 5th after the keynote has been played by the teacher.</p>	6.7.1 & 6.7.2	02
Competency 8	<ul style="list-style-type: none"> 8.2 Sing songs using correct vocal technique (11b, V) 	<ul style="list-style-type: none"> Sight sings from a music score 	Singing at sight	8.2.3	01

Competency 3	<ul style="list-style-type: none"> 3.1 Define and describe the period and the composers ((I,IIa) 	<ul style="list-style-type: none"> Defines the Baroque period and the composers. Briefly describes the life histories of the of the composers of the Baroque Period 	<u>History of Music</u> Baroque Period J.S.Bach (Detail) G.F. Handel (Detail) D.Scarlatti (only mention) Antonio Vivaldi (only mention)	3.1.1	04
Competency 3	<ul style="list-style-type: none"> 3.2 Listen and identify the compositions of the composers of the period 	Listens and Identifies compositions of the composers of the Baroque Period,	Compositions of the Baroque Period (only Bach and Handel)	3.2.1	02
Competency 6	<ul style="list-style-type: none"> 6.8 Analyze the structure of music (I,IIab, IV,V) 	Analyzes Binary form structure sings rounds using short and long phrases	<u>Form in Music</u> Short and long phrases, simple binary form, singing of rounds	6.8.1	02
Competency 6	<ul style="list-style-type: none"> 6.9 Identify, perform & write triads (I, IIb, IV, V) 	Describes, writes, and names tonic triads	<u>Triads</u> Tonic triads on C, G, F majors	6.9.1	02
Competency 6	<ul style="list-style-type: none"> 6.11 Identify, perform, write and understand to transpose a melody an octave higher or lower in the same clef. 	<ul style="list-style-type: none"> Transposes melodies an octave higher or lower in the same clef. 	<u>Transposition</u> Transpose a phrase octave higher or lower in the same clef.	6.11.1	02
Total number of periods					18

Grade 8

Term 3					
Competency	Competency Level	Essential Learning Outcome	Subject Content	Activity	No. of Periods
Competency 5.0	<ul style="list-style-type: none"> 5.1 Defines, describes and identifies the tone quality of the string instruments belonging to the String section of the Orchestra (I, IIac) 	<ul style="list-style-type: none"> Name the Percussion and string instruments of the orchestra Categorize instruments as definite and indefinite pitch instruments Identifies the tone quality of the violin, viola, violoncello, and the double bass 	<p><u>Orchestra</u></p> <p>The instruments of the Percussion and String section of the orchestra</p>	5.1.1	03
Competency 6.0	<ul style="list-style-type: none"> 6.7 Identifies ,writes sings or plays the Major and Perfect intervals 	Describes, writes, sings, plays, and names the intervals	<p><u>Intervals</u></p> <p>Major, Minor, and perfect intervals</p>	6.7.1	02
Competency 8.0	<ul style="list-style-type: none"> 8.1 Presents a vocal performance. (IIb, V) 	<ul style="list-style-type: none"> Sight sings from the score 	Sing 3rd, 4th, 5th, and 8 th from the keynote	8.1.1	01
Competency 8.0	<ul style="list-style-type: none"> 8.1 Presents a vocal performance. (IIb, V) 	<ul style="list-style-type: none"> Sings scales 	Sing major scale C, D, and B flat	8.2.1	01

Competency 6.0	<ul style="list-style-type: none"> • 6.8 Identifies ,writes sings or plays the major and minor triads in root positions (I, IIb,IV, V) 	<ul style="list-style-type: none"> • Describes sings and identifies major and minor triads 	<p><u>Triads</u></p> <p>Major and minor triads in specified scales</p>	6.8.1	03
Competency 6.0	<ul style="list-style-type: none"> • 6.10 Identifies, performs write and understands to transpose a melody an octave higher or lower from treble to bass and vice versa (I, IIb, V) 	<ul style="list-style-type: none"> • Transposes melodies from one clef to another. 	<p><u>Transposition</u></p> <p>Transposes a phrase an octave higher or lower from treble to bass and vice versa</p>	6.10.2	02
Competency 8.0	<ul style="list-style-type: none"> • 8.1 Presents a vocal performance. (IIb, V) 	<ul style="list-style-type: none"> • Sings vocal exercises and songs. • Singing • Vocal Exercises <p>Old Favorites • Calypso Songs</p>	<p>Vocal Exercises</p> <p>Old Favorites • Calypso Songs</p>	8.2.1	01
Competency 4.0	<ul style="list-style-type: none"> • 4.1 Performs on the recorder and the keyboard within the prescribed range (IV) 	<ul style="list-style-type: none"> • Performs simple melodies as prescribed 	<p>Playing simple melodies</p>	4.1.1b	02

Competency 5.0	<ul style="list-style-type: none"> • 5.2 Defines, describes and identifies the tone quality of the Guitar (I, IIac,IV) 	<ul style="list-style-type: none"> • Describes the structure of the Guitar • Play basic chords 	<p>Guitar</p> <p>Basic structure and chords of a Guitar</p>	5.2.1	01
Competency 6.0	<ul style="list-style-type: none"> • 6.9 Analyses the structure of music 	Analyzes the structure of songs/ instrumental music written in Ternary form	<p><u>Form in music</u></p> <p>Ternary Form</p>	6.8.1	02
Total number of periods					18

Grade 9

Term 3					
Competency	Competency Level	Essential Learning Outcome	Subject Content	Activity	No. of Periods
Competency 6.0	<ul style="list-style-type: none"> 6.3 Defines & describes Ornaments in music (I, IIab, V) 	<ul style="list-style-type: none"> Identifies ornaments on seeing and hearing Writes the ornaments 	Ornaments Appoggiatura, Acciaccatura, Mordant (upper and lower)	6.3.1	01
Competency 5.0	<ul style="list-style-type: none"> 5.1 Defines & describes the woodwind instruments of the orchestra a) On seeing b) On hearing (I, IIab) 	<ul style="list-style-type: none"> Defines and describes the woodwind instruments of the Orchestra Identifies the tone quality of the Piccolo, Flute, Clarinet, Oboe, Bassoon and Cor Anglaise 	Orchestra & other instruments Instruments of the woodwind section of the Orchestra	5.1.1	01
Competency 3.0	<ul style="list-style-type: none"> 3.1 Defines & describes the Romantic period & the composers named (I, IIa) 	<ul style="list-style-type: none"> Describes the Romantic period and the life history of the listed composers Brief descriptions of the life stories 	History of Music The Romantic period (Schubert, Schumann, Chopin, Liszt, Tchaikovsky, and Verdi)	3.1.1 & 3.2.1	02
Competency 3.0					
Competency 3.0	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Names and identifies the compositions of each composer 	Compositions of the composers named	3.3.1	02

Competency 1.0	<ul style="list-style-type: none"> 1.1 Listens, identifies & describes Programme music (I,IIa,VI) 	<ul style="list-style-type: none"> Listens and appreciate program music Describes what program music and how environmental effects are depicted in music Prokofiev – Peter and the wolf 	<u>Environmental music</u> Program music based on environment	1.1.1	02
Competency 2.0	<ul style="list-style-type: none"> 2.2 Describes folk music of Sri Lanka & other countries (I, IIa, V) 	Describes and sings folk songs of Sri Lanka	<u>Sri Lankan music</u> Folk music (Sri Lanka)	2.2.1	01
Competency 7.0	<ul style="list-style-type: none"> 7.2 Notates a melody on hearing and compose a melody (V) 	Compose a four-bar melody using primary triads (With passing notes and auxiliary notes)	<u>React to music</u> Writing rhythmic patterns of known and unknown melodies	7.2.1	02
Competency 7.0		Indicates the Bass part the triads used for	Composing a melody of four bars	7.2.2	02
Competency 4.0	<ul style="list-style-type: none"> 4.1 Performs on the Recorder within the specified range (IIab, V) 	<ul style="list-style-type: none"> Performs scales and exercises to improve the correct technique within the specific range Performs simple melodies Describes, writes, sings, plays and names the intervals	Play simple melodies from M.C to 4 th space E including F [#] and B ^b and play C, D and F Major scales on Recorder	4.1.1	02

Competency 4.0	<ul style="list-style-type: none"> • 4.2 Plays melodies on the Piano. (IIab,V) 	Use the correct technique and play the keyboard within the specific range	Play simple melodies on the Piano from 2 nd space C in Bass clef and 3 rd space C in Treble clef Play hands together in simple time signatures and compound duple time	4.2.1	02
Competency 8.0	<ul style="list-style-type: none"> • 8.1 Sings from a score using correct technique (v) 	<ul style="list-style-type: none"> • Sight sings few bars looking at a score • Sing songs from given list 	Sing calypso songs, old favorites and Pop songs	8.1.3	01
Total number of periods					18

Grade 10

Term 3					
Competency	Competency Level	Essential Learning Outcome	Subject Content	Activity	No. of Periods
Competency 3	<ul style="list-style-type: none"> 3.2 Describes and identifies the Types and Styles. (I, IIa.) 	Identifies aurally the observing the differences and similarities among the given types and styles	Types and Styles <ul style="list-style-type: none"> Symphony, Opera, Oratorio, Lieder Operas – Flying Dutchmen, Lohengrin, Magic Flute, Marriage of Figaro Oratorio – Messiah/Creation Symphonies - Choral/Pastoral /Clock/ Drum roll / Farewell. 	3.2.1	2
Competency 1	<ul style="list-style-type: none"> 1.1 Identifies and describes programme music.(I, IIab) 	<ul style="list-style-type: none"> Listens identifies and explains programme music based on the environment Explains musical idea and themes/orchestral colour and harmony to bring out effects of programme music. 	Programme music • 1812 overture by Tchaikovsky • Carnival of Animals by Saint Seáns	1.1.1	2
Competency 3	<ul style="list-style-type: none"> 3.1 Learns about the composers of the Romantic and late Romantic periods in music. (I, IIa) 	Describes the history of the composers of the late Romantic composers. • Recognizes by seeing pictures	History of Music • Mendelssohn, Wagner, Brahms, Debussy, Ravel and their compositions • Song without words / Siegfried Idyll / Hungarian dance / Clair de Lune / Bolero	3.1.1	3

Competency 5	<ul style="list-style-type: none"> • 5.1 Names the instruments of the Brass wind section of the orchestra. (I) 	Defines the Brass wind instruments of the orchestra	<p><u>Instruments of the orchestra</u></p> <p>Name the instruments of the Brass wind section of the orchestra</p>	5.1.1	2
Competency 5	<ul style="list-style-type: none"> • 5.2 Describes the tone production of each instrument. (I) • 5.3 Identifies the sounds of the various Brass wind instruments. (IIb) 	Listens and identifies the instrument by its unique sound (timbre)	<p>Identify the sounds of the various Brass wind Instruments</p> <p>Bohemian Rhapsody - Brass quintet. . • Recognizes the sounds of the brass wind instruments. Vivaldi - Concerto for strings in A major/ German Brass concerto -by Bach</p>	5.2.1 & 5.3.1	2
Competency 4	<ul style="list-style-type: none"> • 4.1 Performs simple melodies and sight reads short phrases in Simple and compound time on the Recorder (V) 	<ul style="list-style-type: none"> • <u>Recorder & Keyboard Performance</u> • Sight reads and performs a piece of unseen music Practices and performs mandatory pieces prescribed for the recorder 	Recorder –Play C including F# and Bb on recorder and melodies in simple and compound time, middle C to upper F. ‘Sandman’ by Brahms	4.1.1	3
Competency 4	<ul style="list-style-type: none"> • 4.2 Plays melodies on the Piano. 	Practices and performs pieces prescribed for the piano/ keyboard	Use notes 2nd space C in Bass clef to 4th space E in Treble Stave. • In Simple and Compound time. • Air by Mozart/ Liebestraum by Liszt	4.2.1	3

Competency 5	<ul style="list-style-type: none"> • 5.5 Appreciates and describes a live concert or views a video of an orchestral concert. (I) 	<ul style="list-style-type: none"> • Experiences orchestral performances observing Describes conventions observed at an orchestral concert(the behaviors of the performers and the audience) 	Appreciate and describe live concerts or views a video of an orchestral concert -Describes an orchestral performance. (Concert of the Symphony orchestra of Sri Lanka or the National Youth Orchestra.)	5.5.1	1
Total number of periods					18

Grade 11

Term 3					
Competency	Competency Level	Essential Learning Outcome	Subject Content	Activity	No. of Periods
Competency 7	<ul style="list-style-type: none"> 7.1 Set a rhythm on a monotone to the given words 	Advance exercises on writing a rhythm on a monotone to given words	Setting the rhythm on a monotone to the given words	7.1.1	2
Competency 7	<ul style="list-style-type: none"> 7.2 Add an answering phrase to the given phrase 	Adds an answering phrase of four bars	Adding and after phrase	7.2.1	1
Competency 7	<ul style="list-style-type: none"> 7.3 Listen, clap and sing short melodies heard 	Listen and reproduce a short melody by memory	Listen and clap short melodies	7.3.1	1
Competency 7	<ul style="list-style-type: none"> 7.4 Beat time to a melody 	Read and play a given rhythm pattern on a score	Clap the rhythm reading from the score	7.4.1	
Competency 4	<ul style="list-style-type: none"> 4.1 Play melodies and sight read simple and compound time on the Recorder 	<ul style="list-style-type: none"> <u>Recorder & Keyboard Performance</u> Sight reads and performs a piece of unseen music Practices and performs mandatory pieces prescribed for the recorder	Recorder – plays melodies and sight reads in simple and compound time in C, G, F majors on the Recorder	4.1.1	4

Competency 4	<ul style="list-style-type: none"> • 4.2 Play melodies and sight read in simple and compound time on the Piano 	Practices and performs pieces prescribed for the piano/ keyboard	Plays melodies in simple and compound time more advance pieces in C, G, F majors on the piano	4.2.1	4
Competency 8	<ul style="list-style-type: none"> • 8.1 Sight sings from a score Scales and simple melodies (4 bars) 	Sings scales unaccompanied beginning on the give key notes	Sing scales in the following keys: Girls- C, D, B flat, and C major Boys- A(low) b flat & C majors	8.1.1	2
Competency 8	<ul style="list-style-type: none"> • 8.3 Sing songs 	<ul style="list-style-type: none"> • Enjoys Singing a varied repertoire 	Sing songs (Local and foreign)	8.3.1	2
		Revision on Theory in music	Past paper questions		2
Total number of periods					18