



CURRICULUM – DEFINITIONS, CONTENTS AND LEARNING GOALS

The Music Curriculum is built starting from the goals of **competence**, defining competence as a complex construct, made up of knowledge, skills, abilities, emotions, personal attitudes (see also the document about social and emotional skills TITLE: Skills and project objectives). The goal is the ability to use it even in a context other than the one in which he learned it, therefore assessable in terms of responsibility and autonomy.

In particular, the reflection on teaching by skills appears significant in **all disciplines** (and therefore also music) that become a multidisciplinary context for building transversal skills, where disciplinary knowledge is conveyed in learning situations in which the pupil is an active part, even in control of the process and of the results.

The learning of Music carries out **specific training functions/dimensions**, interdependent with each other:

- cognitive-cultural
- emotional-affective
- linguistic-communicative
- body awareness
- identity
- relational
- critical-aesthetic

Starting from the need to draw up a curriculum where the final goals of each order coincide with the prerequisites necessary for access to the next, uniform tables have been built which provide for the identification (for all grades of schools) of:

- **goals of general skills** in music domain

- **abilities** (cognitive and practical indicating the ability to use knowledge)
- **objectives** (knowledge and skills that pupils progressively achieve through the action of the school)
- **goals for socio-emotional skills** development

GRADE: KINDERGARTEN (ONLY FOR SAMPLE, THIS LEVEL OF EDUCATION IS NOT MANDATORY FOR THE PROJECT)

GOALS FOR GENERAL SKILLS	ABILITIES	OBJECTIVES	SOCIAL-EMOTIONAL SKILLS INVOLVED
Develop interest in listening music	He/She is interested in listening and music production activities, using various tools in their different applications	Ability to hear, listen. Refine auditory perception	Curiosity; Persistence
Discovery of sound repertoire, through activities of perception and musical production using voice, body and objects	Voice use with gestures, rhythm, body movement.	Ability to clap hands, rhythmically, repeat, copy, replicate, reproduce, imitate, mimic	Curiosity; Creativity
Exploration of first musical languages, using symbols for coding/classify sounds and replay them	He/she develops the ability to orient yourself in space and good eye-manual coordination	Ability to drum and resonate	Curiosity; Creativity; Self control
Exploration of different voice/objects/musical instruments possibilities; learn to listen oneself and others	Perform vocal or instrumental pieces collectively and individually	Ability to sing individually or in choir	Curiosity; Cooperation; Self Efficacy; Sociability
Experimentation and combination of basic musical elements, producing simple musical sequences	Create various sounds with the right tools	Knowing how to produce sounds and rhythm Use recycled materials to make simple tools	Creativity; Self Efficacy;

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GRADE: PRIMARY SCHOOL (the contents about Goals, Abilities, Objectives and SES are related to II class, the second year after the begin of this cycle; the disciplines involved and activities by disciplines are usable during all years of primary school but with more specifications by year)

GOALS FOR GENERAL SKILLS	ABILITIES	OBJECTIVES	SOCIAL-EMOTIONAL SKILLS INVOLVED	DISCIPLINES INVOLVED
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He/she can explore and distinguish sounds in reference to their source	He/she is able to listen and distinguish sounds and their quality, and in a spatial frame. He/she develops auditory memory.	Exploration of soundscape. Development of listening ability		Literature: combining sounds with texts and descriptions of natural or man-made environments; listen to a piece of music by combining words; compose music in combination with nursery rhymes. Use the songs of the holidays (Christmas, Easter, etc.) and of the traditions of the countries for educational purposes, combining music and words. Write short text based on emotions.
He/She can identify sounds in relation to the main parameters	He/she is able to listen sounds and repeat with voice and body, distinguishing by height, intensity, duration and timbre Identify the sound of some known instruments and group them into families (strings, winds and percussion)	Knowledge and classification of sounds based on their characteristics: - height (concepts of acute - grave) -intensity (strong-soft) -duration (long - short) -rubber stamp	Curiosity;	
He/She uses the voice in a more awareness way	Explore the different expressive possibilities of the voice, of sound objects and known musical instruments Singing simple songs by imitation individually and in groups, developing a sense of verticality in relation to the pitch of the sounds.	Development of vocal ability through songs in the V-VIII range Development of the harmonic ear Development of intonation, vocality and expressiveness Strengthening of rhythmic and melodic memory Internalization of musical phrasing and dynamics Ability to follow direction indications Ability to listen to oneself and to listen to others.	Meta cognition; Self Awareness; Curiosity, Cooperation	
He/She reads and reproduces simple rhythms	Know the figures of value. Play a rhythm using the voice, the body and simple instruments Coordinate symbols, gestures and sounds	Graphic representation of sounds, with alternative and conventional scripts, in relation to their duration First knowledge of semibreve, minim, quarter note, eighth note and rests	Perseverance; Self control	
He/She recognizes the constitutive elements of the	Knowing and intoning the major scale in the key of G	Internalization of the C major scale (ascending and descending)	Perseverance; Self Efficacy	

musical phrase and uses them in practice	Recognize and intone the name of the notes	through the memorization of songs and intervals		History and Geography : comparing the sounds of instruments from different historical periods and different cultures; design a theatrical performance with music starting from a historical event object of the program; comment on musical pieces with thoughts and drawings based on their geographical and historical origin and know how to distinguish them (Celtic music, classical music, pop music, popular music, etc.);
He/She knows and uses the necessary bases for the instrumental approach	Assume the preparatory positions for playing Consolidate coordination, laterality and motor development of the dominant hand	Know the correct posture of the body in relation to the instrument and vice versa and the relationship between bow and instrument. Control the fine movement of the hands through the bow, strings and bats. Identify the strings of the instruments.	Perseverance; Assertiveness; Responsibility	
He/She manages time effectively and work with others in a constructive way	Identify your specific skills Singing and playing in a group collaborating with others for a shared result	Understand lesson times and steps and use them effectively Participate in collective elaboration processes by sensing the importance of the role of each in the group. Increase your time and ability to concentrate. Develop the desire and awareness of the possibility of expressing oneself through artistic languages.	Cooperation; Trust; Empathy; Self Efficacy; Assertiveness; Tolerance; Sociability	

				<p>place symbols of specific musical forms on a map (instruments, musical genres; repeatable activity for different historical periods (in ancient Rome the zither and the lyre; in classical Greece the pan flute, the trumpet-like salpinx, the sistrums and the rattlesnakes (sistri e crotali in italiano) among the percussions; lute, hurdy-gurdy and vielle (la viella in italiano) for the medieval era, etc.).</p>
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				<p>Mathematics and Geometry : attributing a sound to the different mathematical / physical / geometric concepts; compose poems combined with music (using the rules of mathematics applied to metrics); mathematical fractions and musical fractions.</p> <p>Drawing: producing drawings for musical pieces; use colors to express an emotion, linked to a text or a music; design parts of a scenography collaborating with others;</p>
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				Gymnastics: develop movements in combination with music; build a small choreography on a piece of music; build a small choreography on a piece of music; use the body to express the rhythm; use the body to express emotions, use the body to accompany a musical text; Producing coordinated body movements together with others;
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The primary cycle lasts 5 years in all partner countries. It is therefore possible to equate the duration of the studies. The proposal goes in the direction of two stages of assessment, in the second and fifth year, to allow the acquisition and consolidation of skills and curricular content.

GRADE: PRIMARY SCHOOL (V class, the last year of this cycle)

GOALS FOR GENERAL SKILLS	ABILITIES	OBJECTIVES	SOCIAL AND EMOTIONAL SKILLS INVOLVED
He/She recognizes the uses, functions and contexts of music	Grasp the link between musical culture and geographical area of origin He/she contextualizes genres and instruments	Listening and describing musical pieces belonging to different genres and cultures, capturing their essential and recurring elements. Recognizing that musical	Meta cognition; Critical thinking;

	in known historical eras, inserting musical expression within the framework of the civilizations of ancient peoples.	culture is fully inserted in the framework of ancient civilizations, reflecting some peculiar traits.	
Read and write easy musical (partitura??)	Know all the main figures of value Perform rhythmic sequences independently Recognize and read simple intervals Maintain the pulse	Progressively develop the ability to read rhythms at first sight Recognize and write pitches in the staff Performing simple rhythmic and melodic dictations Knowledge of the keys of G, DO and F (also in relation to the chosen instrument) Conservation of the tactus	Perseverance; Self efficacy; Self control
He/she performs with the voice and with the body, individually and in a group, musical songs also belonging to different cultures to be aware of the relationship between voice, body and breathing.	to grasp and use the sounds of the body (body percussion) and control the breathing in singing understanding the difference between chest and head voice synchronize your singing with that of others memorize lyrics and perform low difficulty polyphonic songs interpreting passages from memory in another language follow the gestures of the conductor / conduct simple songs. check the tone and volume of your voice.	perform diaphragmatic breathing play the beat of a song with your voice inventing, creating, playing sequences of sounds with the voice perform vocal pieces with rhythmic precision and correct intonation memorize a repertoire of rhythmic modules taken from nursery rhymes and simple vocal pieces in different languages	Self control; Creativity; Energy; Cooperation;

<p>He/She performs simple instrumental songs together</p>	<p>develop the ability to produce rhythms and melodies by applying known elementary schemes adapt the instrumental setting by controlling the posture and holding the instrument respect the rules of overall musical activity actively participate in group dynamics, listening to himself / herself and his companions to perform his part in a coherent way to the whole</p>	<p>(these objectives vary depending on the instrument) to acquire: -correct position of the instrument - correct position of the arch - awareness of pressure, hand tension, air pressure - ability to articulate / link sounds -coordination of the movement of the arc and dominion of the direction - fingering - check the weight and the joint -scale and extension</p>	<p>Cooperation; Responsibility; Self control; Stress resistance</p>
<p>He/she is aware about learning process by structured levels.</p>	<p>Identify what they have learned to know and do, their needs and available opportunities Effectively organize time and information on an individual and group level. Learn to graft new learning on previous knowledge.</p>	<p>Internalize - lesson times - logical order of learning moments and specific procedures Acquire a study method</p>	<p>Self control; Meta cognition; critical thinking; Assertiveness; responsibility; Cooperation</p>
<p>He/She becomes aware and protagonist of creative expression.</p>	<p>He/she is able to grasp, express and interpret ideas and emotions through sounds and music. He/she captures the possible relationships between music and the other arts.</p>	<p>understanding the functions of music: - communication -cultural -emotional-affective -relational -aesthetics reflect on different musical experiences and gradually develop a personal taste</p>	<p>Critical thinking; Responsibility; Achievement motivation</p>

GRADE: LOWER SECONDARY SCHOOL

GOALS FOR GENERAL SKILLS	ABILITIES	OBJECTIVES	SOCIAL-EMOTIONAL SKILLS INVOLVED
1st year			
<p>Develop the skills of coding and decoding of the sound language making correct use of the musical notation</p> <p>Participate actively in the creation of musical experiences through the performance and interpretation of instrumental and vocal pieces</p> <p>Develop the ability to listen and understand sound phenomena and musical messages, in relation to one's own musical experiences and different historical-cultural contexts.</p> <p>Approach to the musical instrument: acquiring a gradual body awareness in the context of a contact as</p>	<p>To Know the conventional notation</p> <p>To Know the properties and characters of sound</p> <p>To Play simple melodies and rhythmic sequences with your voice or instrument for imitation or reading</p> <p>To Recognize the main instrumental timbres and the various sound parameters</p> <p>To Increase awareness of one's gesture and the perception of the parts of the body involved in the instrumental performance.</p> <p>To Know how to use and control the tool in individual practice, with particular attention to posture and the acquisition of specific techniques</p>	<p>Recognize and analyze sounds according to the four parameters (pitch, duration, intensity, timbre)</p> <p>Recognize and classify the various musical instruments by listening</p> <p>Read and write simple rhythmic melodic sentences</p> <p>Play easy melodies with instruments and voice</p> <p>Perform easy rhythmic sequences</p> <p>Knowing how to classify, compare and analyze sound events</p> <p>Decode with the instrument the various aspects of basic musical</p>	<p>Creativity; Cooperation; Tolerance; Achievement; motivation;</p>

<p>natural as possible with the instrument.</p> <p>Develop the ability of sign-gesture-sound correlation in the use of the instrument</p> <p>Understand your own role and respect that of others within a group (ensemble / orchestra music)</p>	<p>To know how to use and control the instrument in collective practice (ensemble / orchestra music)</p> <p>To identify individually and undertake a study method based on awareness of the error and its correction</p>	<p>notation: rhythmic, metric, timbral and dynamic.</p> <p>Begin looking for a postural structure that allows you to reach a correct state of relaxation and coordination.</p> <p>Knowing how to identify and overcome difficulties in individual and collective study</p> <ul style="list-style-type: none"> • Begin to master the tool both through reading and through imitation. 	
2nd year			
<p>Develop the skills of coding and decoding of the sound language making correct use of the musical notation</p> <p>Participate actively in the creation of musical experiences through the performance and interpretation of instrumental and vocal pieces</p> <p>Develop the ability to listen and understand sound phenomena and</p>	<p>Know the conventional notation</p> <p>Play simple melodies and rhythmic sequences with your voice or instrument for imitation or reading</p> <p>Learn about the historical evolution and social function of music from Prehistory to the Renaissance.</p> <p>Know the main instrumental and vocal formations related</p>	<p>Recognize and analyze sounds according to the four parameters (pitch, duration, intensity and timbre).</p> <p>Read and write simple rhythmic melodic sentences</p> <p>Play easy melodies with instruments and voice</p> <p>Perform easy rhythmic sequences</p>	<p>Cooperation; Creativity; Energy; Responsibility; persistence; Self Efficacy; Assertiveness; Trust</p>

<p>musical messages, in relation to one's own musical experiences and different historical-cultural contexts.</p>	<p>to the historical periods covered</p> <p>Know the main musical forms of the historical periods covered</p>	<p>Knowing how to classify, compare and analyze sound events</p>	
<p>Approach to the musical instrument: acquiring a gradual body awareness in the context of a contact as natural as possible with the instrument.</p>	<p>Increase awareness of one's gesture and the perception of the parts of the body involved in the instrumental performance.</p>	<p>Recognize the characters that allow the historical, genre, style and form of a piece to be attributed.</p>	
<p>Develop the ability of sign-gesture-sound correlation in the use of the instrument.</p>	<p>Knowing how to use and control the tool in individual practice, with particular reference to posture and the acquisition of specific techniques</p>	<p>Knowing how to analyze the characteristics and form of musical pieces of the historical periods dealt with</p>	
<p>Knowing how to identify and overcome difficulties in individual and collective study.</p>	<p>Knowing how to use and control the instrument in collective practice (ensemble / orchestra music)</p>	<p>Recognize by listening to musical works the main structures of musical language and their expressive value, also in relation to other languages.</p>	
<p>Understand your own role and respect that of others within a group (ensemble / orchestra).</p>	<p>Individually identify and undertake a study method based on the awareness of the error and its correction</p> <ul style="list-style-type: none"> • Develop the ability to verify, control and self-regulate intonation. • Develop the ability to perform and listen in ensemble and orchestral music by learning to follow the conduct of a direttore d'orchestra (??). 	<p>Decode with the instrument the various aspects of basic musical notation: rhythmic, metric, timbral and dynamic.</p> <p>Begin looking for a postural structure that allows you to reach a correct state</p>	

		<p>of relaxation and coordination.</p> <p>Implement the digital technique functional to the instrument.</p> <p>Master the tool and the correction dynamics based on listening to oneself and the knowledge acquired</p>	
3rd year			
<p>Develop the skills of coding and decoding of the sound language making correct use of the musical notation</p> <p>Participate actively in the creation of musical experiences through the performance and interpretation of instrumental and vocal pieces</p> <p>Develop the ability to listen and understand sound phenomena and musical messages, in relation to one's own musical experiences and different historical-cultural contexts.</p>	<p>Know the conventional notation</p> <p>Play simple melodies and rhythmic sequences with your voice or instrument for imitation or reading</p> <p>Learn about the historical evolution and social function of music from the Baroque to the twentieth century</p> <p>Know the main instrumental and vocal formations related to the historical periods covered</p> <p>Know the main musical forms of the historical periods covered</p> <p>Increase awareness of one's gesture and the perception of the parts of the body</p>	<p>Recognize and analyze sounds according to the four parameters (pitch, duration, intensity and timbre)</p> <p>Read and write simple rhythmic melodic sentences</p> <p>Play easy melodies with instruments and voice</p> <p>Perform easy rhythmic sequences</p> <p>Knowing how to classify, compare and analyze sound events</p> <p>Recognize the characters that allow</p>	<p>Cooperation; Self Control; Achievement Motivation; Critical thinking; Meta cognition; Responsibility;</p>

<p>Approach to the musical instrument: acquiring a gradual body awareness in the context of a contact as natural as possible with the instrument.</p> <p>Develop the ability of sign-gesture-sound correlation in the use of the instrument.</p> <p>Understand your own role and respect that of others within a group (ensemble / orchestra).</p>	<p>involved in the instrumental performance.</p> <p>Knowing how to use and control the tool in individual practice, with particular reference to posture and the acquisition of specific techniques</p> <p>Knowing how to use and control the instrument in collective practice (ensemble / orchestra music)</p> <p>Individually identify and undertake a study method based on the awareness of the error and its correction</p> <p>Develop the ability to verify, control and self-regulate intonation.</p> <p>Develop the ability to perform and listen in ensemble and orchestral music by learning to follow the conduct of a direttore d'orchestra</p>	<p>the historical, genre, style and form of a piece to be attributed.</p> <p>Knowing how to analyze the characteristics and form of musical pieces of the historical periods dealt with</p> <p>Recognize by listening to musical works the main structures of musical language and their expressive value, also in relation to other languages.</p> <p>Decode with the instrument the various aspects of basic musical notation: rhythmic, metric, timbral and dynamic.</p> <p>Demonstrate having acquired and consolidated a correct postural and technical structure.</p> <p>Master the tool and the correction dynamics based on listening to oneself and the knowledge acquired.</p>	
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		<p>Implement the digital technique functional to the instrument.</p> <p>Knowing how to identify and overcome difficulties in individual and collective study.</p>	
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