



ISS

SINGAPORE CAMPUS

Realising Potential

MUSIC

K-12 LEARNING OUTCOMES & BENCHMARKS



Learning Outcomes and Benchmarks

Below you will find the Learning Outcomes and Benchmarks for the International Baccalaureate Primary Years Programme, Middle Years Programme and Diploma Programme at ISS.

This document covers the Learning Outcomes and Benchmarks that will be covered from Kindergarten to Grade 12 at ISS.

It is an important document in ensuring that the students at ISS have a World Class education. An education that provides an ever deepening level of understanding of the world from when they join us to when they leave.

Explanation of terms:

Different curriculum use the terms Outcomes and Benchmarks in slightly different ways. At ISS we use the terms to mean:

Learning Outcomes: the concepts, skills, attributes and knowledge that a student in the relevant Grade Level is expected to understand, demonstrate and apply.

Learning outcomes complete the statement: students will be able to

Benchmarks: specific performance indicators for each grade level

Benchmarks complete the statement: students will be able to show their understanding by

It is important to note that a Learning Outcome is not a limitation. Through differentiated teaching teachers ensure that all students are given the maximum opportunity to reach the Learning Outcomes for their Grade Level and to extend those who are capable of surpassing the Learning Outcomes.

	<ul style="list-style-type: none"> · Apply skills, techniques and processes to create, perform and/or present art. · Show commitment in using their own artistic processes · Demonstrate curiosity, self-motivation, initiative and a willingness to take informed risks 	<ul style="list-style-type: none"> Improvising a melody with the notes of the blues scale over the 12-bar blues) · Interpreting in performance a song/piece to demonstrate personal interpretation in small group · Writing a melody using the notes of a scale related to a particular genre (egg. blues scale, then improvise melodies) · Performing an individual cover performance of a song · Writing an original song expressing and communicating a particular idea (egg. for social justice), using chord progression, melody and lyrics · Performing a variety of music styles as a large group
9	<p>Students should be able to:</p> <ul style="list-style-type: none"> · Develop an idea, theme or personal interpretation to a point of realization, expressing and communicating their artistic intentions · Apply skills, techniques and processes to create, perform and/or present art. · Show commitment in using their own artistic processes · Demonstrate curiosity, self-motivation, initiative and a willingness to take informed risks 	<ul style="list-style-type: none"> · Performing the elements of music · Adapting music using the elements of music to create new styles and interpretations · Performing music as a large group and as an individual · Performing music as notated in a score including fingerpicking · Performing music with chords and chord progressions · Composing an original piece of music for the instrument being studied · Performing major scales and necessary skills on an instrument (egg. Guitar strokes such as free stroke, rest stroke, etc.)

8	<p>Students should be able to:</p> <ul style="list-style-type: none"> · Develop an idea, theme or personal interpretation to a point of realization, expressing and communicating their artistic intentions · Apply skills, techniques and processes to create, perform and/or present art. · Show commitment in using their own artistic processes · Demonstrate curiosity, self-motivation, initiative and a willingness to take informed risks 	<ul style="list-style-type: none"> · Preparing and performing an individual musical piece of any genre. · Initializing and bringing to realization assorted group performances using material and skills covered in the course. · Integrating lyrics to music and music to lyrics using an understanding of rhythm and vocals. · Composing and performing an original song utilising techniques and understanding of song-writing, musical elements and personal interpretation.
7	<p>Students should be able to:</p> <ul style="list-style-type: none"> · Develop an idea, theme or personal interpretation to a point of realization, expressing and communicating their artistic intentions · Apply skills, techniques and processes to create, perform and/or present art. · Show commitment in using their own artistic processes · Demonstrate curiosity, self-motivation, initiative and a willingness to take informed risks 	<ul style="list-style-type: none"> · Composing an original piece of music in GarageBand software demonstrating the practiced technical skills. · Completing exercises based on an understanding of the GarageBand software. · Performing a chosen piece of music as a group in a public school Assembly
6	<p>Students should be able to:</p> <ul style="list-style-type: none"> · Develop an idea, theme or personal interpretation to a point of realization, expressing and communicating their artistic intentions · Apply skills, techniques and processes to create, perform and/or present art. · Show commitment in using their own artistic processes · Demonstrate curiosity, self-motivation, initiative and a willingness to take informed risks 	<ul style="list-style-type: none"> · Rehearsing and performing a group cappella work. · Completing exercises based on an understanding of the Musical elements both individually and in small groups. · Performing a chosen piece of music as a group in a public school Assembly

5	<ul style="list-style-type: none"> · Create music that will be continually refined after being shared with others · Present, in small groups, innovative musical performances on a selected issue · Incorporate the other arts and available resources in order to broaden their creative expression · Read and write music in traditional and/or non-traditional notation. 	<ul style="list-style-type: none"> · Collaboratively and individually creating a composition / performance to express one's own ideas, thoughts and feelings · Discussing and refining one's ideas in a group/individually · Using appropriate musical vocabulary to describe and compose a piece of music · Sing individually, in groups and in unison
4	<ul style="list-style-type: none"> · Create a musical composition expressing their own ideas and feelings on a social issue · Deliver a musical message to different audiences (for example, peace message to parents, kindergarten children, friends) · Create and perform a movement sequence using known musical elements · Improvise upon a basic pattern to reinforce the importance of the individual within the group · Create and record a composition focusing on form, structure and style to give more meaning to their message · Express themselves as individuals through musical composition · Read and write music using non-traditional notation 	<ul style="list-style-type: none"> · Collaboratively and individually creating a composition / performance to express one's own ideas, thoughts and feelings · Discussing and refining one's ideas in a group/individually · Using appropriate musical vocabulary to describe and compose a piece of music · Sing individually, in groups and in unison · To play a tuned instrument accurately (Recorder)

3	<ul style="list-style-type: none"> · Create a musical composition expressing their own ideas and feelings on a social issue · Deliver a musical message to different audiences (for example, peace message to parents, kindergarten children, friends) · Create and perform a movement sequence using known musical elements · Improvise upon a basic pattern to reinforce the importance of the individual within the group · Create and record a composition focusing on form, structure and style to give more meaning to their message · Express themselves as individuals through musical composition · Read and write music using non-traditional notation 	<ul style="list-style-type: none"> · Collaboratively and individually creating a composition to express one's own ideas, thoughts and feelings · Discussing and refining musical ideas in a group/individually · Using appropriate musical vocabulary to describe and compose a piece of music · To play a tuned instrument accurately (recorder/xylophone)
2	<ul style="list-style-type: none"> · Explore vocal sounds, rhythms, instruments, timbres to communicate ideas and feelings · Express one or more moods/feelings in a musical composition · Create music to represent different cultures and styles · Create a soundscape based on personal experiences · Collaboratively create a musical sequence using known musical elements (for example, rhythm, melody, contrast) · Read, write and perform simple musical patterns and phrases · Create music for different purposes. 	<ul style="list-style-type: none"> · Singing individually, in groups and in unison · Collaboratively creating a composition to express one's thoughts, feelings and ideas · Discussing and refining musical ideas in a group/individually · Reflect on and communicate their reactions to music using selected music vocabulary

1	<ul style="list-style-type: none"> · Explore vocal sounds, rhythms, instruments, timbres to communicate ideas and feelings · Express one or more moods/feelings in a musical composition · Create music to represent different cultures and styles · Create a soundscape based on personal experiences · Collaboratively create a musical sequence using known musical elements (for example, rhythm, melody, contrast) · Read, write and perform simple musical patterns and phrases · Create music for different purposes. 	<ul style="list-style-type: none"> · Singing individually, in groups and in unison · Collaboratively creating a composition to express one's thoughts, feelings and ideas · Discussing and refining musical ideas in a group/individually · Reflect on and communicate their reactions to music using selected music vocabulary
K2	<ul style="list-style-type: none"> · Use vocal sounds, rhythms and instruments to express feelings or ideas · Create and accompany music using a variety of sounds and instruments · Play untuned percussion instruments in time with a beat · Use the voice and body to create musical patterns · Explore sound as a means of expressing imaginative ideas · Recreate sounds from familiar experiences · Participate in performing and creating music both individually and collectively · Record their personal, visual interpretation of elements of sound (for example, loud/soft, high/low, fast/slow) · Create their own basic musical instruments 	<ul style="list-style-type: none"> · Using vocal sounds, rhythms, singing and instruments to express oneself in time to the beat. · Participating creating music both individually and creatively. · Using the voice and body to create musical patterns · To participate in singing a range of songs · Communicating responses to different music

K1	<ul style="list-style-type: none">· Use vocal sounds, rhythms and instruments to express feelings or ideas· Create and accompany music using a variety of sounds and instruments· Play untuned percussion instruments in time with a beat· Use the voice and body to create musical patterns· Explore sound as a means of expressing imaginative ideas· Recreate sounds from familiar experiences· Participate in performing and creating music both individually and collectively· Record their personal, visual interpretation of elements of sound (for example, loud/soft, high/low, fast/slow)· Create their own basic musical instruments	<ul style="list-style-type: none">· Using vocal sounds, rhythms, singing and instruments to express oneself in time to the beat.· Participating in performing and creating music both individually and creatively.· Using the voice and body to create musical patterns· To participate in singing a range of songs· Communicating responses to different types of music
----	---	--

Learning Outcomes and Benchmarks

Subject: MUSIC

Strand: RESPONDING

Grade/ Phase	Learning Outcomes <i>Students will be able to</i>	Benchmarks Evidence Will Be Shown By . . .
12	<ul style="list-style-type: none"> · Demonstrate knowledge, understanding and perception of music in relation to time, place and cultures · Use appropriate musical terminology to describe and reflect their critical understanding of music · Apply comparative analysis of music in relation to time, place and cultures (unlike at SL, HL students are also expected to demonstrate this in response to pieces not previously studied) · Demonstrate critical-thinking skills through reflective thought. 	
11	<ul style="list-style-type: none"> · Demonstrate knowledge, understanding and perception of music in relation to time, place and cultures · Use appropriate musical terminology to describe and reflect their critical understanding of music · Apply comparative analysis of music in relation to time, place and cultures (unlike at SL, HL students are also expected to demonstrate this in response to pieces not previously studied) · Demonstrate critical-thinking skills through reflective thought. 	<p><u>Musical Perception:</u></p> <ul style="list-style-type: none"> · Demonstrating understanding of music notation and score reading · Demonstrating an understanding of traditional music terminology. · Demonstrating an understanding of the meaning and importance of chord structures · Demonstrating an understanding of music notation by writing music · Demonstrating an understanding of music structures and

		<p>cultural contexts of a variety of musical genres (e.g. musical theatre, opera, renaissance guitar music, north/south Indian music, k-pop, etc.)</p> <ul style="list-style-type: none"> · Comparing and contrasting elements of 2 genres in a presentation <p><u>Creating Response:</u></p> <ul style="list-style-type: none"> · Writing a reflective statement that requires the student to convey an understanding of the intention, process and outcome for each composition/arrangement. · Demonstrating an understanding of the technical capabilities (and limitations) of chosen instruments. <p><u>Performing Response:</u></p> <ul style="list-style-type: none"> · Demonstrating the use of appropriate musical terminology when addressing the musical elements (including form and structure) and context.
10	<p>Students should be able to:</p> <ul style="list-style-type: none"> · Demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and personal contexts · Communicate a critical understanding of the art form studied in the context of their own artwork. · Reflect critically on their own artistic development and processes at different stages of their work · Evaluate their work · Use feedback to inform their own artistic development and processes. 	<ul style="list-style-type: none"> · Researching and explaining the influence of a musician from a particular genre on the music world today · Demonstrating an understanding of the scale theory related to other genres (e.g. blues scale, pentatonic scale, Javanese/Balinese gamelan scales) · Analysing minor scales and major key signatures · Developing, implementing and reflecting on personal practice plans that show an understanding of the creative process · Writing and delivering oral opinions on the effectiveness of music in a given context (e.g. for social justice, for ceremonies, for celebration)

	<ul style="list-style-type: none"> · Support, encourage and work with their peers in a positive way · Be receptive to art practices and artworks from various cultures, including their own. 	<ul style="list-style-type: none"> · Showing detailed evidence in the Process Journal of personal reflection on their strengths and areas to improve · Showing detailed evidence in the Process Journal of understanding their creative process and progress · Showing detailed evidence in the Process Journal of understanding how their work relates to the unit's guiding question
9	<p>Students should be able to:</p> <ul style="list-style-type: none"> · Demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and personal contexts · Communicate a critical understanding of the art form studied in the context of their own artwork. · Reflect critically on their own artistic development and processes at different stages of their work · Evaluate their work · Use feedback to inform their own artistic development and processes. · Support, encourage and work with their peers in a positive way · Be receptive to art practices and artworks from various cultures, including their own. 	<ul style="list-style-type: none"> · Explaining the meaning of the 8 elements of music (melody, tempo, etc.) using a range of research skills and presentation media · Identifying the elements of music in listening and on a score · Comparing music styles using the elements of music · Researching and explaining the development of the physical instrument and instrument repertoire in a specific region of the world · Demonstrating an understanding of notation specific to the instrument (e.g. guitar chord charts) · Demonstrating an understanding of notes on a staff · Analysing major scales and major key signatures · Explaining the different practice strategies and their relevance to the music being studied and develop new practice strategies · Developing composition maps to follow, comment on the composition process · Demonstrating an understanding of basic composition

		<p>techniques</p> <ul style="list-style-type: none"> · Showing detailed evidence in the Process Journal of personal reflection on their strengths and areas to improve · Showing detailed evidence in the Process Journal of understanding their creative process and progress · Showing detailed evidence in the Process Journal of understanding how their work relates to the unit's guiding question
8	<p>Students should be able to:</p> <ul style="list-style-type: none"> · Demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and personal contexts · Communicate a critical understanding of the art form studied in the context of their own artwork. · Reflect critically on their own artistic development and processes at different stages of their work · Evaluate their work · Use feedback to inform their own artistic development and processes. · Support, encourage and work with their peers in a positive way · Be receptive to art practices and artworks from various cultures, including their own. 	<ul style="list-style-type: none"> · Devising and presenting a research presentation that shows an understanding of how the studied topic relates to different social, cultural, historical or personal contexts · Constructing a 5 minute iMovie presenting a topic linked to the Unit, demonstrating research, reflection and personal performance. · Showing detailed evidence in the Process Journal of personal reflection on their strengths and areas to improve · Showing detailed evidence in the Process Journal of understanding their creative process and progress · Showing detailed evidence in the Process Journal of understanding how their work relates to the unit's key concepts
7	Students should be able to:	<ul style="list-style-type: none"> · Recording a weekly video blog demonstrating their technique

	<ul style="list-style-type: none"> · Demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and personal contexts · Communicate a critical understanding of the art form studied in the context of their own artwork. · Reflect critically on their own artistic development and processes at different stages of their work · Evaluate their work · Use feedback to inform their own artistic development and processes. · Support, encourage and work with their peers in a positive way · Be receptive to art practices and artworks from various cultures, including their own. 	<p>and reflecting on their progress.</p> <ul style="list-style-type: none"> · Completing a 1000 word analysis of a chosen song, researching details and investigating differences of various cover versions in terms of the Musical Elements. · Documenting the creation of original music work in GarageBand, showing critical awareness and reflecting on their work. · Showing detailed evidence in the Process Journal of personal reflection on their strengths and areas to improve · Showing detailed evidence in the Process Journal of understanding their creative process and progress · Showing detailed evidence in the Process Journal of understanding how their work relates to the unit's key concepts
6	<p>Students should be able to:</p> <ul style="list-style-type: none"> · Demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and personal contexts · Communicate a critical understanding of the art form studied in the context of their own artwork. · Reflect critically on their own artistic development and processes at different stages of their work · Evaluate their work · Use feedback to inform their own artistic development and processes. · Support, encourage and work with their peers in a positive way 	<ul style="list-style-type: none"> · Creating a 3 minute video demonstrating understanding of the musical elements through performance. · Reflecting on the creative process by answering key concepts at different stages of the unit. · Showing detailed evidence in the Process Journal of personal reflection on their strengths and areas to improve · Showing detailed evidence in the Process Journal of understanding their creative process and progress · Showing detailed evidence in the Process Journal of understanding how their work relates to the unit's key concepts

	<ul style="list-style-type: none"> · Be receptive to art practices and artworks from various cultures, including their own. 	
5	<ul style="list-style-type: none"> · Sing individually and in harmony · Explain the role and relevance of music in their own culture, its uses and associations through place and time · Interpret and explain the cultural and/or historical perspectives of a musical composition · Modify their practices and/or compositions based on the audiences' responses · Explore different artistic presentations that are/ were innovative and their implications. 	<ul style="list-style-type: none"> · Collaboratively and individually creating a composition to express one's thoughts, feelings and ideas · Listening, analysing and identifying music from different cultures, countries and time periods. · Discussing and reflecting upon different types of music, one's playing and the playing of others · Using appropriate musical vocabulary to describe the music
4	<ul style="list-style-type: none"> · Sing with accuracy and control focusing awareness on the musical elements · Sing partner songs · Discuss music that relates to social issues and/or values · Compare aspects of music from different times and places · Create and perform a movement sequence accompanied by music that they have created · Share and compare their experiences as audience members at various performances · Describe the process used to create their own music and compare it with others, in order to improve their compositions 	<ul style="list-style-type: none"> · Singing accurately both individually and in unison · Listening, analysing and identifying music from different cultures, countries and time periods. · Collaboratively and individually composing a composition to express one's thoughts, feelings and ideas · Discussing and reflecting upon different types of music, one's playing and the playing of others · Using appropriate musical vocabulary to describe the music

	<ul style="list-style-type: none"> Analyse different compositions describing how the musical elements enhance the message Reflect upon how their music expresses their personal voice and the impact it has on others. 	
3	<ul style="list-style-type: none"> Sing with accuracy and control focusing awareness on the musical elements Sing partner songs Discuss music that relates to social issues and/or values Compare aspects of music from different times and places Create and perform a movement sequence accompanied by music that they have created Share and compare their experiences as audience members at various performances Describe the process used to create their own music and compare it with others, in order to improve their compositions Analyse different compositions describing how the musical elements enhance the message Reflect upon how their music expresses their personal voice and the impact it has on others. 	<ul style="list-style-type: none"> Singing accurately both individually and in unison Collaboratively and individually compose a composition to express one's thoughts, feelings and ideas Discussing and reflecting upon different types of music, one's playing and the playing of others Using appropriate musical vocabulary to describe the music

2	<ul style="list-style-type: none">· Sing individually and in unison· Recognize music from a basic range of cultures and styles· Express their responses to music from different cultures and styles· Create a musical composition to match the mood of a visual image (for example, paintings, photographs, film)· Explore individually or collectively a musical response to a narrated story· Reflect on and communicate their reactions to music using musical vocabulary· Record and share the stages of the process of creating a composition· Share performances with each other and give constructive criticism.	<ul style="list-style-type: none">· Singing accurately both individually and in unison· Collaboratively and individually compose a composition to express one's thoughts, feelings and ideas· Discussing and reflecting upon different types of music, one's playing and the playing of others
---	--	--

1	<ul style="list-style-type: none"> · Sing individually and in unison · Recognize music from a basic range of cultures and styles · Express their responses to music from different cultures and styles · Create a musical composition to match the mood of a visual image (for example, paintings, photographs, film) · Explore individually or collectively a musical response to a narrated story · Reflect on and communicate their reactions to music using musical vocabulary · Record and share the stages of the process of creating a composition · Share performances with each other and give constructive criticism. 	<ul style="list-style-type: none"> · Singing accurately both individually and in unison · Collaboratively compose a composition/performance to express one's thoughts, feelings and ideas · Discussing and reflecting upon different types of music, one's playing and the playing of others
K2	<ul style="list-style-type: none"> · Use voice to imitate sounds and learn songs · Bring music from home to share · Describe the differences in music · Move their bodies to express the mood of the music · Describe how music makes them feel · Distinguish the sounds of different instruments in music · Listen to music and create their own work in response 	<ul style="list-style-type: none"> · Listen, play and create vocal sounds, rhythms and instruments to express oneself · Listen, play and create using the voice and body to create movement and musical patterns · Identify and explore different musical sounds/non-musical · Discussing ideas/responses in a pair/group

	<ul style="list-style-type: none"> · Express their responses to music in multiple ways (drawings, games, songs, dance, oral discussion) · Explore body and untuned percussion instrument sounds · Recognize different sources of music in daily life · Recognize that sound can be notated in a variety of ways. 	
K1	<ul style="list-style-type: none"> · Use voice to imitate sounds and learn songs · Bring music from home to share · Describe the differences in music · Move their bodies to express the mood of the music · Describe how music makes them feel · Distinguish the sounds of different instruments in music · Listen to music and create their own work in response · Express their responses to music in multiple ways (drawings, games, songs, dance, oral discussion) · Explore body and untuned percussion instrument sounds · Recognize different sources of music in daily life · Recognize that sound can be notated in a variety of ways. 	<ul style="list-style-type: none"> · Listen, play and create vocal sounds, rhythms and instruments to express oneself · Listen, play and create using the voice and body to create movement and musical patterns · Identify and explore different musical/non-musical sounds