

Teaching and Learning Syllabus

FPLNS

Western Music

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Introduction

Music Education provides an inclusive and supportive platform for students to develop cognitive, social and motor skills while building self-confidence, creativity and a sense of achievement. This Teaching and Learning syllabus is designed to create a flexible learning environment that accommodates diverse learning needs and abilities, encouraging students to express themselves through singing, instrument playing, and performance.

Emphasis is placed on enjoyment, effort, and gradual progress rather than perfection, while promoting active listening, musical appreciation, instrument recognition, performance and emotional expression through music.

Aim/Objectives

The aim of this syllabus is to provide students with an engaging and adaptive music education experience that nurtures their artistic potential and enhances self-expression, creativity, and communication skills. It seeks to develop singing and instrumental abilities, encourage performance and composition, foster musical appreciation and instrument recognition, and promote collaboration through solo and group activities. By creating a positive and interactive learning environment, this syllabus helps students build confidence and a lifelong appreciation for music.

Unit no.	C1: Singing and instrument playing
C1.1	Identify different types of sounds and describe their characteristics.
C1.2	Recognise basic musical elements such as rhythm, tempo, dynamics and tonality
C1.3	Sing/or play simple melodies with accurate pitch and rhythm
C1.4	Demonstrate technical and performance skills

Unit no.	C2: Perform /present artistic work such as song, musical compositions, performances individually or in groups
C2.1	Sing/or play a variety of songs confidently from different styles either solo or in groups
C2.2	Demonstrate stage presence and proper behaviour while performing

Unit no.	C3: Creativity
C3.1	Create simple musical compositions using voice or instruments
C3.2	Interpret and modify existing musical pieces to create a unique style

Unit no.	C4: Demonstrating appreciation of Artistic Work
C4.1	Identify and describe the characteristics of different styles of music across various cultures.
C4.2	Recognise and appreciate cultural diversity in music
C4.3	Identify different musical instruments and their roles within a composition or performance
C4.4	Compare and contrast musical works, identifying similarities and differences in style, and expression

Unit no.	C5: Communicating ideas, feelings and experiences through music
C5.1	Demonstrate emotional expression, feelings, and experiences through singing, playing instruments, or composing
C5.2	Communicate ideas creatively through solo and group performances

Unit No.	Element	Performance Criteria Level 1	Performance Criteria Level 2
C1	Identify different types of sounds and describe their characteristics.	<ul style="list-style-type: none"> • Identify environmental and musical sounds. • Differentiate between pleasant and unpleasant sounds. • Distinguish between loud and soft sounds. • Distinguish between high and low-pitched sounds. • Distinguish between sounds of long and short duration. 	<ul style="list-style-type: none"> • Use musical instruments to experiment with sound. • Identify different musical instruments and their respective sounds. • Classify musical instruments according to their respective families.
	Recognise and respond to basic musical elements such as rhythm, tempo, dynamics and tonality.	<ul style="list-style-type: none"> • Identify and clap simple rhythmic patterns (crotchets and minims) • Identify and respond to variations in dynamics (soft and loud) and tempo (fast and slow). 	<ul style="list-style-type: none"> • Identify time names and clap simple rhythmic lines (crotchets, minims and quavers). • Read and write simple notes and rhythms on the staff.

		<ul style="list-style-type: none"> • Distinguish between high and low pitch in melodies. • Count beats in simple time. 	<ul style="list-style-type: none"> • Differentiate between beat, rhythm and tempo. • Recognise and respond to changes in dynamics and tempo. • Apply rhythmic recognition skills in simple compositions.
	Sing or play simple melodies with accurate pitch and rhythm.	<ul style="list-style-type: none"> • Sing the notes of a major scale. • Echo short melodic phrases with correct intonation. • Perform simple melodies using voice or musical instruments. 	<ul style="list-style-type: none"> • Clap and perform rhythms with accuracy and steady tempo. • Perform simple melodies that includes new notes with correct pitch and rhythm. • Perform simple rhythmic lines using body percussion or percussion instruments. • Maintain a steady beat while singing or playing.

	<p>Demonstrate technical and performance skills.</p>	<ul style="list-style-type: none"> • Demonstrate dexterity and coordination in performance. • Demonstrate the ability to read and perform basic music notation. • Interpret simple melodies or rhythm by ear. • Perform with steady tempo and clear articulation. • Show confidence in solo and in ensemble performances. 	<ul style="list-style-type: none"> • Maintain correct posture for improved sound quality. • Apply proper techniques while playing/singing melodies. • Maintain consistency in tone production and articulation.
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Unit No.	Element	Performance Criteria Level 1	Performance Criteria Level 2
C2	Sing/or play a variety of songs confidently from different styles either solo or in groups	<ul style="list-style-type: none"> • Sing or play simple songs confidently, maintaining a steady beat either in solo or in groups. • Play a musical instrument with a clear and expressive sound. • Perform with accuracy in pitch, rhythm, and articulation. 	<ul style="list-style-type: none"> • Demonstrate awareness of dynamics (loud and soft) and tempo while performing. • Apply rhythm, melody, and dynamics accurately in musical performances. • Demonstrate fluency and confidence in performance. • Perform their simple compositions in front of their peers.
	Demonstrate stage presence and proper behaviour while performing	<ul style="list-style-type: none"> • Engage in musical expression while performing. • Demonstrate confidence in the performance. 	<ul style="list-style-type: none"> • Convey emotions through dynamics, articulation, and phrasing. • Demonstrate proper behaviour on stage.

Unit No.	Element	Performance Criteria Level 1	Performance Criteria Level 2
C3	Create simple music compositions using voice or instruments	<ul style="list-style-type: none"> Create simple music compositions using voice or instruments 	
	Interpret and modify existing musical pieces to create a unique style.	<ul style="list-style-type: none"> Adapt and perform existing music with originality, showcasing a unique style. 	<ul style="list-style-type: none"> Apply musical techniques to interpret and rearrange existing compositions.

Unit No.	Element	Performance Criteria Level 1	Performance Criteria Level 2
C4	Identify and describe the characteristics of various styles of music.	<ul style="list-style-type: none"> Identify the characteristics of the various musical styles through listening. Identify famous artists of various musical styles. 	<ul style="list-style-type: none"> Recognise key elements such as rhythm, dynamics, melody in different musical works through listening.
	Recognise and appreciate cultural diversity in music	<ul style="list-style-type: none"> Recognise music from different cultures of Mauritius. 	<ul style="list-style-type: none"> Express an understanding of the significance of music in different cultural contexts.
	Identify different musical instruments and their roles within a composition or performance	<ul style="list-style-type: none"> Identify the main musical instruments used in various music styles and cultures, including those of Mauritius. 	

	Compare and contrast musical works, identifying similarities and differences in style, and expression	<ul style="list-style-type: none"> Identify basic similarities and differences between two or more musical works. 	<ul style="list-style-type: none"> Recognise common musical elements such as rhythm, melody, and instrumentation in different styles.
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Unit No.	Element	Performance Criteria Level 1	Performance Criteria Level 2
C5	Demonstrate emotional expression, feelings, and experiences through singing, playing instruments, or composing	<ul style="list-style-type: none"> Sing or play simple musical pieces that express basic emotions and moods. 	<ul style="list-style-type: none"> Use basic rhythms and sounds to communicate feelings.
	Communicate ideas creatively through solo and group performances	<ul style="list-style-type: none"> Engage in collaborative music-making to share ideas and experiences with others. Participate in solo and/or group performances using voice or instrument. 	<ul style="list-style-type: none"> Collaborate effectively with others by listening and responding during performances.