Western Music

Syllabi

General Certificate of Education (Advanced Level)

Grades 12 & 13

(Implemented from 2017)

Department of Aesthetic Education
National Institute of Education
Maharagama
Sri Lanka
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Content

INTRODUCTION

The Western Music Syllabus is based on the recommendations made by the National Education Commission. This is the second stage of reforms.

Education is a continuous process of acquiring information, knowledge, skills, beliefs and attitudes that leads a person to self-realization and competence, thus moulding the child to become a well-balanced citizen. The suitable competencies are included in the syllabus of Western Music, providing an opportunity for the child to achieve these goals through competencies introduced at different levels in each grade.

Educating a child is the main responsibility of the community at large.

Music helps to develop emotional aspects of an individual. It helps in the physical and personal development and enriches his/her life. It is a discipline which contributes to developing right attitudes and making a person a responsible member of the society meeting the, challenges of a fast changing world.

The teaching learning process and the competency based assessments have been revised according to the new syllabus which will be implemented from 2017.

National Goals

The national system of education should assist individuals and groups to achieve the major national goals that are relevant to the individual and society.

Over the years major education reports and documents in Sri Lanka have set goals that sought to meet individual and national needs. In the light of the weaknesses manifest in contemporary education structures and processes, the National Education Commission has identified the following set of goals to be achieved through education within the conceptual framework of sustainable human development. The National Education Commission sees the realisation of these goals as its vision for the education system.

(i)   Nation building and the establishment of a Sri Lankan identity through the promotion of national cohesion, national integrity, national unity, harmony, and peace, and recognizing the cultural diversity in Sri Lanka's plural society within a concept of respect for human dignity.

(ii)   Recognising and conserving the best elements of the nation's heritage while responding to the challenges of a changing world.

(iii)   Creating and supporting an environment imbued with the norms of social justice and a democratic way of life that promote respect for human rights, awareness of duties and obligations, and a deep and abiding concern for one another.

(iv)   Promoting the mental and physical well- being of individuals and a sustainable life style based on respect for human values.

(v)   Developing creativity, initiative, critical thinking, responsibility, accountability and other positive elements of a well- integrated and balanced personality.

(vi)   developing human resources by educating for productive work that enhances the quality of life of the individual and the nation is contributary to the economic development of Sri Lanka.

(vii)   Preparing individuals to adapt to and manage change, and to develop capacity to cope with complex and unforeseen situations in a rapidly changing world.

(viii)   Fostering attitudes and skills that will contribute to securing an honorable place in the international community, based on justice, equality and mutual respect.

(Extracted from : National Education Commission report, 2003)

Basic Competencies

The following Basic Competencies developed through education will contribute to achieving the above National Goals.

(i)   Competencies in Communication

Competencies in communication are based on four subsets: Literacy, Numeracy, Graphics and IT proficiency.

Literacy   : Listen attentively, speak clearly, read for meaning, write accurately and lucidly and communicate ideas effectively.

Numeracy   : Use numbers for things, space and time, count, calculate and measure systematically.

Graphics   : Make sense of line and form, express and record details, instructions and ideas with line form and colour.

IT proficiency: Computeracy and the use of information and communication technologies (ICT) in learning, in the work environment and in personal life.

(ii)   Competencies relating to personality Development

-   Generic skills such as creativity, divergent thinking, initiative, decision making, problem solving, critical and analytical thinking, team work,
    inter – personal relations, discovering and exploring ;
-   Values such as integrity, tolerance and respect for human dignity;
-   Emotional intelligence.

(iii)   Competencies relating to the Environment

These competencies relate to the environment: social, biological and physical.

Social Environment   : Awareness of the national heritage, sensitivity and skills linked to being members of a plural society, concern for distributive justice, social relationships, personal conduct, general and legal conventions, rights, responsibilities, duties and obligations.

Biological Environment : Awareness, sensitivity and skills linked to the living world, people and the ecosystem, the trees, forests, seas, water, air and life – plant, animal and human life.

Physical Environment : Awareness, sensitivity and skills linked to space, energy, fuels, matter, materials and their links with human living, food, clothing, shelter, health, comfort, respiration, sleep, relaxation, rest, waste and excretion.

Included here are skills in using tools and technologies for learning, working and living.

(iv)   Competencies relating to preparation for the World of Work
Employment related skills to maximizing their potential and to enhancing their capacity
       to contribute to economic development.
       to discover their vocational interests and aptitudes,
       to choose a job that suits their abilities, and
       to engage in a rewarding and sustainable livelihood.

(v)   Competencies relating to Religion and Ethics
Assimilating and internalising values, so that individuals may function in a manner consistent with the ethical, moral and religious modes of conduct in everyday living, selecting that which is most appropriate.

(vi)   Competencies in Play and the Use of Leisure
Pleasure, Joy, emotions and such human experiences as expressed through aesthetics, literature, play, sports and athletics, leisure pursuits and other creative modes of living.

(vii)   Competencies relating to ' learning to learn'
Empowering individuals to learn independently and to be sensitive and successful in responding to and managing change through a transformative   process, in a rapidly changing, complex and interdependent world.

(Extracted from : National Education Commission report, 2003)

Aims and Objectives – Western Music

1. To develop a positive attitude towards world music while preserving our own cultural heritage.

2. To provide opportunities to appreciate a wide variety of musical experiences and musical styles, historically.

3. To appreciate, value and care for nature, thereby protect the environment.

4. To develop an ability to communicate effectively and build up good relationships with others.

5. To encourage performances with the use of a variety of musical instruments in a creative manner.

6. To facilitate towards personal and social development to establish a professional musician.

7. To promote the furtherance of educationally valuable music repertoire, for appreciation and critical thinking, thus achieving personal development, self-confidence and the qualities needed to meet the challenges in a fast changing world.

Relationship between National Goals and Objectives of the Subject - Western Music

Aims and objectives of Western Music   **National Goals**

		I	II	III	IV	V	VI	VII	VIII
i.	To develop a positive attitude towards world music preserving our own cultural heritage	✓	✓						
ii.	To provide opportunities to appreciate a wide variety of musical experiences and musical styles			✓					
iii	To appreciate value and care for nature thereby to protect the environment		✓						
iv	To develop an ability to communicate effectively and build up good relationship with others	✓		✓	✓				✓
v	To encourage performances with the use of a variety of musical instruments in a creative manner						✓		
vi	To facilitate toward personal and social development				✓	✓		✓	
vii.	To promote the furtherance of educationally valuable music, repertoire for appreciation and critical thinking, thus achieving personal development, self confidence and the qualities needed to meet the challenges in a fast changing world		✓			✓		✓	

Competencies	Competency Levels	Subject Content	Learning Outcomes	Periods
1.0 Appreciates, values and reproduces creatively sounds in the environment	1.1 Exhibits knowledge of Descriptive music based on the environment	**Environmental Music** • Programme music The Four Seasons - valdi • William Tell Overture - Rossini • Pastoral Symphony - Beethoven	• Defines and describes suggested programme music pieces	10
	1.2 Selects appropriate music	**Appreciation of Music** • Factors affecting the appreciation of music	• Reviews concerts and recitals • Selects appropriate music for occasions	
2.0 Exhibits values and respects the cultural heritage of Sri Lanka	2.1 Reads, writes and performs oriental notation	**Sri Lankan Music** • Conversions of Oriental notation to Western and vice versa (Simple melodies)	• Reads , writes, plays oriental notation • Converts Western Notation to Oriental notation & vice versa	05

3.0 Identifies the types and styles and characteristics of the different periods on the history of music	3.1 Exhibits knowledge of the Composers of various periods	**History of Music**
		• Great composers of the following periods:
		  - Baroque
		  - Classical
		  - Romantic
		  - Late Romantic(Impressionists)
			• scribes brief biographies of composers of different periods
			• Names and describes specific compositions of these composers
				35

Competencies	Competency Levels	Subject Content	Learning Outcomes	Periods
	3.2 Exhibits the knowledge of the types and styles, dance forms and the musical instruments used during various periods	• Describes the compositions and identify them on hearing	• Briefly describes and identifies on hearing the listed types and styles and the dance forms used during various periods	
4.0 Performs music on Recorder and piano using proper tech-niques	4.1 Presents and instrumental Performance	• Performs classical and semi classical pieces from different periods using proper techniques on Recorder, Piano • Sight reads short music pieces in simple and compound time on Recorder and Piano • Plays scales **For Piano** (2 Octaves, Hands together) • Major Scales - C,G, D,A,E, & B F, B♭ , E♭, A♭ & D♭ • Minor Scales - Harmonic or Melodic - A,E,B,D,G, & C • Arpeggios - on the above mentioned keys • Chromatic - Beginning on any note **For Recorder** • Major Scales- C, D, E, F • Minor Scales - A,D,E	• Performs standard music pieces on Recorder, Piano & Keyboard • Sight reads simple music pieces in simple and com pound time on Recorder and piano • Plays scales, arpeggios and chromatic scales on Piano Identifies scales on listening	65

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Competencies	Competency Levels	Subject Content	Learning Outcomes	Periods
5.0 Exhibits awareness of the structure sound production and tone quality of musical instruments and voice	5.1 Exhibits awareness of the structure and category of various instruments	**Instruments** • Percussion, Strings and Wind instruments • Keyboard Instruments • Electronic Instruments	• Defines and describes all instruments and the pitch ranges • Identifies instruments on seeing and listening • Describes briefly all keyboard instruments • Contributes science and technology to music	20
6.0 Applies theoretical and practical knowledge of the rudiments of music	6.1 Transposition of a short melody 6.2 Transcription of a short passage from short score to open score or vice-versa) 6.3 Writes, reads & perform different types of Scale sand Modes used in music	• Transposes Melody from any scale a 2nd, 3rd, 4th or a 5th (above or below) or and required inteteral (Major, minor, Perfect, Diminished or Augmented) higher or lower • Rewrites a given passage of music in open and close scores with C clefs and transposing instruments • Major, minor (Natural, harmonic & Melodic form) Pentatonic, Arpeggio, Wholetone, Harmonic chromatic scales in major and minor scales Modes in Music (Aeolian and Dorian)	• Transposes a melody • Defines and describes different musical scores and transcribes music written in close score to open score and vice versa • Describes and writes the relevant scales with key signature and without key signatures (Using accidentals)	109

Competencies	Competency Levels	Subject Content	Learning Outcomes	Periods
	6.4 Exhibits awareness of intervals and their inversions	**Intervals** • All simple & compound intervals and microtones, tritones • Identify Intervals on listening	• Describes, writes and preforms intervals • Briefly describes micortones, tritones • Identifies Intervals-Major, Minor & Perfect	
	6.5 Arranges music as required	**Harmony** • Perfect, Imperfect, Plagal, Interrupted, Mixed and Phrygian cadences • Chord of the Dominant 7th with inversions and resolutions • Listens and identifies chords	• Writes and performs all cadences using the Tierce di Picardie where necessary • Identifies cadences on hearing • Uses Dominant 7th chords in harmony • Identifies Major, Minor, Diminished & Augmented triads played harmonically or melodically • Listens and sings the notes of a major or a minor triad after the key note has been sounded	

Competencies	Competency Levels	Subject Content	Learning Outcomes	Periods
		• Harmonizes music as required • Modulations to related keys • Use of unessential notes • Cadential 6/4 & passing 6/4	• Adds a melody above a given bass or writes a bass to a given melody • Uses modulations in harmony and identifies key changes on seeing on a score or listening Modulations to relative Major/Minor keys, and the Dominant key • iii Identifies and writes the harmonic progressions as required	
	6.6. Exhibits the ability of using various rhythms	**Times and Rhythms** • All Simple and compound Time signatures including irregular Time Signature - 7, 5, 7, & 5 8 8 4 4 • Irregular note groups	• Describes, listens and identifies various rhythms using specified Time signatures • Claps or taps a given rhythm patterns • Identifies and makes use of irregular note groups in music	
	6.7 Analyses the structure of music	**Melody** • Motif, Phrase, Sentence & Movement **Form** • Sonata Form and fugue, Rondo Sonata, Minuet & Trio, Variation Form	• Identifies the Motif, Phrase and Musical Sentences of any given score on seeing and listening • Identifies the form of any given score on seeing and listening	

Competencies	Competency Levels	Subject Content	Learning Outcomes	Periods
	6.8 Uses the terms and marks of expression when performing	**Terms and signs** • Italian terms and signs used in music	• Writes the English meaning of Italian/German terms and signs • Uses the terms and signs appropriately when performing • Identifies simple expression marks on hearing	
7.0 Interprets what is heard, creates and reacts to music	7.1 Creates rhythmic and melodic patterns	• Create Rhythmic patterns for given words • Writes rhythms on a mono tone on listening to a melody (4 bars) • Notates a simple melody on listeing to it in the keys of C, G, and F Major • After phrase to a given fore phrases (12 bars with one modulation to a related key)	• Writes rhythms on a monotone for given words • Writes rhythms on listening to a melody • Notates a simple melody on listeing • Adds an after phrase to given fore phrases	25

Competencies	Competency Levels	Subject Content	Learning Outcomes	Periods
8.0 Present satisfactory performances using vocal techniques	8.1 Exibits awareness of different types of voices and techniques used.	• .Defines and describes and identifies voice ranges Descant, Soprano, Alto, Tenor, Bass,Contra Alto, Mezzo Soprano and Baritone	• Defines describes and identifies voice ranges	29
	8.2 Sight sings a melody	• Sight signs a melody of 8 bars with words.	• Sight sings from score	
	8.3 Presents vocal performance	• Performs Vocal exercises	• Sings vocal exercises	
	8.4. Presents a vocal performance with correct technique	• Performs standard songs including Musicals using proper techniques with the accompaniment	• Sings using proper technique	
				298

Competencies	Competency Levels	Subject Content	Learning Outcomes	Periods
1.0 Appreciates values and reproduces creatively sounds in the environment	1.1 Exhibits knowledge of the composers and works of descriptive music	• **Programme Music** - 1812 Overture -Tchaikosvky - Erl King - Schubert - Carnival of Animals - Saint Saens • **Film Music** - Phantom of the Opera - Titanic - Star Wars - Pirates of the Caribbean	• Defines & Describes the suggested programme music pieces based on the environment • Identifies themes in Film Music on listening • Describes & identifies Musical devices used to create the scene	24
2.0 Exhibits ,values and respects the cultural heritage of Sri Lanka.	2.1 Describes Performs, speaks of other cultures appreciating them.	• **Sri Lankan Music** Sri Lankan Dance Forms Bharatha Natyam - Up Country. - Low country - Sabaragamuwa. • Sri Lankan Music - Nurthi - Nadagam - Light Songs - Vannams	• Describes and identifies Dance Music on listening • Describes, identifies and performs given Sri Lankan Music	25

Competencies	Competency Levels	Subject Content	Learning Outcomes	Periods
3.0 Identifiies the types and styles and the characteristic s of the different periods in the history of music	3.1 Exhibits knowledge of the musical features of the following Opera 3.2 Exhibits knowledge of the composers and their compositions.	• Magic Flute - Mozart Lohengrin - Wagner • Modern Period Composers 20th Century Music - Serialism - Minimalism - Dodecaphonic Scale Popular Jazz Composers & compositions • Electronic music (Music technology) • Sri Lankans who have composed Western Music compositions	• Describes the story of the Opera and the musical features of them • Describes brief biographies of the composers • Identifies their specified compositions • Describes & identifies the features of the 20th entury Music • Names and identifies the compositions by them • Describes the specific devices and instruments used in Electronic music	38
4.0 Performs music on Recorder and Piano using proper techniques.	4.1 Presents an instrumental performance. 4.2 Sight Reads the instrumental notation	• Performs classical and semi classical pieces from different periods using proper techniques on Recorder, Piano and keyboard • Sight reads short music pieces in simple and compound time on Recorder Piano and keyboard	• Performs standard music pieces on Recorder and Piano • Sight reads simple music pieces in simple and compound time on Recorder and Piano	60

Competencies	Competency Levels	Subject Content	Learning Outcomes	Periods
	4.3 Plays scales on Piano and Recorder	• Play Scales **For Piano** - 2 Octaves hands together) Legato Major Scales - C,G, D,A,E & B, F, B♭ , E♭ , A♭ & D♭ Minor Scales - Harmonic or Melodic A,E,B,D,G, & C • Arpeggios - On the above mentioned keys • Chromatic(Similar) beginning on any note **For Recorder** (one octave legato) - Major Scales- C, D, E, F - Minor Scales - A,D,E - Arpeggios on the above mentioned keys (one octave)	• Plays Scales, Arpeggios and Chromatic scales on Piano & Recorder • Identify scales on listening	
5.0 Exhibits awareness of the structure sound production and quality of tone in musical instruments.	5.1 Describes the Structure and functions of the Instruments	**Instruments** • Mechanism of the Piano (Upright and Grand)	• Explains in detail the action of the Piano • Demonstrates the function of the pedals	15

Competencies	Competency Levels	Subject Content	Learning Outcomes	Periods
6.0.Applies theoretical and practical knowledge of the Rudiments of Music	6.1 Arranges music as required	• Transposition more advanced exercises • Composing • Composing • Ornaments	• Transposes music appropriately • Writes a melody to given words • Creates a melody to given chords • Adds ornaments in music	77
	6.2 Harmonizes music as required	• Harmony Alberti bass Figured Bass • Alberti bass - Pedal point Close/open harmony - Harmonization of a melody in 4 parts.(S.A.T.B) - Harmonization of a figured bass (Modulations to related key required) - • Analyzes a piece of music - Questions based on rudiments of music	• Writes on accompaniment using the Alberti Bass and figured bass Harmonizes the music as required • Identifies the structure of the music	•
	6.3 Exhibits the identifications of different forms in music	• **Melody** - Rondo Sonata	• Analyses & identifies the form of a piece of Music	

Competencies	Competency Levels	Subject Content	Learning Outcomes	Periods
	6.4 Describes and identifies the types and styles of music	• Jazz • Song Form	• Idetifies & defines different techniques used in Jazz • Identifies features of Popular song form	
7.0 Interprets what is heard creates and reacts to music	7.1 Identifies & interprets what is heard , creates and reacts to music	• Write the melody of two bars in simple time after it has been played 5 times. (C, G & F Majors) (within the 1st five notes) (semibreve to quaver only including dotted notes Time signature and the starting note will be stated	• Writes reads and reacts to music in simple & compound time.	10

Competencies	Competency Levels	Subject Content	Learning Outcomes	Periods

8.0 Presents satisfactory performance using vocal techniques	8.1 Presents Vocal exercises and sight sings	• Vocal exercises.
		
		• Sing Major scales
		   C, D, E, F – Girls
		   A, B♭, A♭ B - Boys
		
		• To Sight Sing all the notes of a melody
			• Sings vocal exercises
			
			• Sings scales
			
			• Sight sings from a Score
				46

	8.2 Presents vocal performance	• Performs classical & semi classical song Songs from musicals	• Sings using proper techniques	
	8.3 Distinguishes the different voices.	• Performs in a choir	• Sings in harmony	
				295

METHODOLOGY OF LEARNING TEACHING PROCESS

The aim of the learning teaching process is to encourage the students to explore what is being said/taught. Group activity is preferred to individual work. This would prepare the student to meet the demands of the society.

To achieve the outcomes of the learning teaching process the following methods are suggested in introducing the lesson.

1. Brain storming

2. Discussions

3. Dialogues

4. Listening to music

5. Visual Aids

6. Drama

FOR EXPLORATION

1. Group discussions

2. Creative activities

3. Practical activities

4. Research

5. Activities making use of Audio visuals

6. Excursions

7. Concerts (Organizing & attending)

SCHOOL POLICIES AND PROGRAMMES

The saying "Music for every child and every child for music" emphasizes the importance of this subject and does not limit it to the talented few. As such the Western music syllabus is so drafted to cater to the needs of the talented, less talented, privileged, less privileged even to a just a passive listener.

Encourage students to do group activities in the class room such as being a member of the school choir, band, orchestra, ensemble etc help to mould the character of the individual to be a useful member of the society.

To achieve this some of the following items could be included into the school music programme depending on the resources available.

1. Competitions for choir, bands, instrumental (inter house, inter – school)
2. Ensembles
3. Solo performance
4. Band displays
5. Concerts
6. Dramas
7. Exhibitions
8. Societies
9. Projects
10. Excursions
11. Gaining knowledge though computers
12. Creativity
13. Debates
14. Criticism
15. Listening
16. Experimenting
17. Improvising
18. Singing

Assessments and Evaluations

Assessments and Evaluation of the subject Western Music for Grade 12 could be done in the class room itself. Students should be evaluated according to the criteria that should be relevant to improve on them by providing them with correct guidance.

Assessments and evaluation should be done while students are engaged in activities. They should be assessed while exploration is done in groups, and evaluated while, what they have done is being presented and explained. They should be closely observed while activities are being done and their abilities, inabilities, strong points weaknesses could be identified, thus providing them opportunities to reach the required level. This process is referred to as Assessment.

Evaluation should be done while the students give a self-explanation of what has been done expressing his/her own views and experiences. Results could be communicated while this is in process. Communication would mean when teacher uses words such as "Good, Excellent, Satisfactory, Keep it up, Could be better etc.

It is evident that the first evaluation could be done when smaller groups present their ideas to the whole class, when these ideas are corrected, improved or developed by the whole class the second evaluation could be done.

Five criteria could be introduced to assess and evaluated at the end of every activity. The first three criteria should be on knowledge, attitude and skills and the other two introduced for the social practices of day to day life.

Nine school based assessments should be done for the year (3 per term) Apart from these School Based Assessments the students could be evaluated at chosen points, where the teacher should be prepared with necessary i tems for evaluation.

Obtaining a satisfactory achievement is done through a few levels of evaluation and a student should obtain at least 60 marks to reach a near -satisfactory level (61- 80)

Review Committee

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