



**MINISTRY OF EDUCATION**

**REPUBLIC OF TRINIDAD AND TOBAGO**

**PRIMARY SCHOOL SCHEME OF WORK**

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**ART AND CRAFT AND MUSIC**

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**SEPTEMBER 1994**

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**FOREWORD**  
**AESTHETIC EDUCATION**

Aesthetic Education at the Primary level manifests itself in the activities and experiences that are found in Art Craft, Music, Physical Education, Drama and Dance. Dance is integrated with both Music and Physical Education while Drama is regarded as a Method of Teaching. This method ensures that learners remember more of the subject in later life, form a greater understanding of the subject than mere words or devices could probably impress upon them and thoroughly enjoy themselves.

Aesthetic Experience is an experience which is valued intrinsically.

The general goal of aesthetic education is to cause the student to increase his capacities to experience Aesthetic qualities in man-made and natural objects and events in his environment.

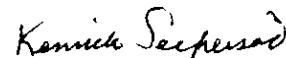
Aesthetic Education within the context of general education is charged with responsibilities to the individual, the arts and the general environment.

Ways of responding and ways of producing which are consistent with the variety of practices by members of the artistic communities are authentic sources which can help to develop activities for units of instruction.

Content for units of instruction for aesthetic education should be created out of combinations of DIVERSE PHENOMENA that prompt Aesthetic encounters and DIVERSE CONCEPTS AND FACTS THAT INTERPRET AND DOCUMENT AESTHETIC QUALITIES.

This document should provide guidelines for the classroom teacher so that Aesthetic Education will take its rightful place in all Primary schools of Trinidad and Tobago.

I wish to express sincerest thanks to the Curriculum Officers responsible for Art and Craft - Ms. Salima Ali, and Music - Ms. June Joseph, together with the many teachers who gave themselves selflessly and tirelessly to produce these guidelines.



KENRICK SEEPERSAD  
Director.  
Curriculum Development  
September, 1994

# **ART AND CRAFT**

## **PRIMARY SCHOOL SCHEME OF WORK**

### **ART AND CRAFT**

#### **RATIONALE**

To create, to embellish and decorate things, to enhance and beautify the environment is a basic human desire. It is rooted in the desire for self-expression and the desire for harmony.

The education of the child will be incomplete if opportunities are not presented for exploring and expressing his feelings; for experimenting and discovering through involvement with materials, media and techniques; and for developing visual sensitivity to nature and the environment.

There is need to educate the imagination, to express personal vision and to capitalize on the capacity for dreaming and wonder. There is also the need to develop Art and Craft skills in order to realize these concepts and ideas - skills that may later become the basis for further education in Art and Craft and assist in providing for self-employment.

Opportunities must also be presented to develop an appreciation of Art and Artists, Crafts and Craftsmen through study of the lives and works of exemplars in the field as well as their own efforts and those of their classmates.

#### **ASSUMPTIONS**

An Art and Craft programme is based on the following assumptions:

- that all children possess creative ability
- that freedom of thought and feeling is common to all and should be nurtured
- that there is a universal desire to express thoughts, feelings, and experiences
- that there is need to develop visual perception and to heighten visual sensitivity to art, nature and the environment
- that there is a necessity to promote greater understanding of the cultural expressions of the various groups in the society through exposure to and discussion of these forms of expressions.
- that there is a necessity to appreciate the role of art and artists in the society.

## **THE AIMS AND OBJECTIVES OF THE ART AND CRAFT PROGRAMME**

The aims and objectives of the Art and Craft programme enable students to:

- communicate effectively with others (in this case in non-verbal ways as well)
- live harmoniously in society develop a sense of self-reliance
- occupy leisure-time in beneficial pursuits
- think creatively
- demonstrate an awareness and appreciation of the cultural arts through active participation

Any set of aims and objectives must be influenced by three components; the CHILD, the SOCIETY and the TEACHER.

### **AIMS AND OBJECTIVES**

The child should develop

1. Sensitivity to
  - the elements of Art and Craft such as line, color, texture, shape and mass or space
  - principles such as balance, contrast, rhythm, unity, proportion and value
  - works of Art and Craft
  - nature and the environment
  - materials in the environment including "found" and discarded materials
  - aesthetic appreciation and critical judgment.
2. Imaginative and conceptual abilities such as
  - the power to create, visualize, reorganize and improvise
  - the desire for self-expression through involvement in Art and Craft
  - the ability to find ideas for Art and Craft activity in nature and the environment as well as from incidents in the wider world and sources from fantasy and the imagination.

3. Manipulative skills to
  - explore the visual and tactile qualities of selected material, media and techniques in making Art and Craft
  
4. Verbal response skills to
  - identify and describe the elements of Art and Craft such as line, color, texture and shape
  - show how these are used to achieve principles such as balance, contrast, rhythm and unity
  - make simple analyses, interpretation and judgments of works of Art and Craft
  - talk and write about the role of Art and artists in society through a study of a few selected artists and craftsmen
  - discuss his own work and those of his classmates
  - explain and use simple terms encountered in the programme
  - suggest ways of improving the environment

The society must influence the programme

- in determining topics and themes according to events, festivals and celebrations
- in requiring an appreciation of the artistic expressions and folkways of the various multi-ethnic groups in the country in order to foster greater understanding

The Teacher should select and design activities so as to

- provide opportunities for co-operation in which children would work in groups on items such as murals. Carnival costumes or similar projects
- cater for integration of subjects and reinforce work being done in other subject areas such as Social Studies, English Literature, Agricultural Science and Family Life Education. For example, activities with a Social Studies linkage would involve various kinds of employment, landscapes, weather conditions and topics of historical interest. The linkage with Literature would include topics from stories, rhymes and poems. In Family Life Education selection would include topics such as the family and the relationship of its members. In Science and Agriculture use would be made of design activities utilizing leaf, stem and vegetable shapes. In Mathematics use would be made of concepts such as geometric shapes in pattern making and of measurement skills in Art and Craft tasks.
- relate activities to the locality in matters of the materials available in the particular environment (shells, seeds, beads, driftwood, etc.)

At all levels the teacher should

- inspire and motivate the children
- be sensitive to the needs and capabilities of the children
- be supportive of their efforts, avoiding negative criticism
- be enquiring and imaginative, searching for new methods and materials
- show the relationship between the world of the classroom and the world outside by introducing artists and craftsmen to the children and by taking the children to art and craft displays
- give recognition to good efforts and success by displaying the work of the children with regular change of exhibits. This is one of the best means of reinforcement, encouragement, developing self-esteem and confidence.

### **SELECTION AND SEQUENCING**

Teachers should be aware that, as in other subjects, Art and Craft proceeds from the known to the unknown, from the simple to the complex, so that selection and sequencing is important. New skills should be based on those already learnt. Activities may also be repeated both for reinforcement and for reaching the desired skill level.

### **THE RESPONSE DOMAIN**

There are two major domains in Art Education - the Productive and the Response Domains. Most Art and Craft activities involve the production of objects, whether two or three dimensional. Since the vast majority of students having had Art and Craft at Primary School level do not turn out to be artists or craftsmen but become consumers of Art and Craft in one way or another, it is very important that responding to aesthetic and functional objects be an integral part of the syllabus. The student must be given the opportunity to develop the ability to use the language of art, identify elements and principles of Art and Craft and talk with some degree of competence about the subject.

Thus in every lesson, usually at the end, some consideration must be given to developing skills of response.



### **LEVEL ONE - THE INFANT SCHOOL**

The child in the Infant School expresses himself symbolically. He is not yet able to translate visual images in realistic terms because neither his physical skills nor his conceptual skills have been sufficiently developed to make fine discrimination. He draws what he knows rather than what he sees, so that a house will be depicted as though its walls are transparent, with furniture and other articles shown inside the various rooms.

Size and proportion are represented according to his perceived feeling of the importance of the person or thing. He exaggerates the things which are important to him. For example, his mother or father would be made larger than other persons in the picture.

The child is activity-oriented. He wants to make things. Activities therefore, should be more product-oriented. The child is also more concerned with the process and may not show much regard for the item once it is finished. This is the one reason why it is important to discuss the work with the class and display finished pieces.

Feelings dominate behavior. He may not feel to do what the teacher wants him to do. The teacher should be sensitive to this and help the child to select a satisfactory exercise. The selection of topics should also take into consideration the fact that the child's interest is the world of immediate experience: self, family, home, school, friends, play.

Because a child is more "expressionistic" than visual and may be more concerned with expressing what he feels than what he sees, flexibility must be exercised in assessing and commenting on the work.

### **LEVEL ONE - STANDARDS ONE AND TWO**

The child at this level is becoming increasingly aware of the world. His powers of observation and memory are rapidly improving. He is more and more curious. His language ability is growing and he wants to talk and ask questions. This desire is to be capitalized upon and a "response" category included in the Art and Craft lesson.

## **LEVEL TWO - STANDARDS THREE, FOUR AND FIVE**

At this stage the child is gaining rapidly in his understanding of the world. There is increasing ability to observe in greater detail, to recall and describe visual images and to express visual impressions.

Language skills, because of the greater need and use of verbal communications both in school and in everyday living, have become more sophisticated and complex. However, physical manipulative skills have not kept up with the ability to express ideas and emotions in words. The Art and Craft programme must recognize this. Activities, although rooted in the programme of the Infant and Lower Junior School, should require more complex manipulative skills and greater thought and imagination. The children are capable of more sustained efforts so that a single activity, theme or topic can be carried through more than one lesson period. Activities can also be repeated for reinforcement and refinement of skills.

More attention should be paid to the teaching of skills. Greater guidance is necessary since children are more critical of their efforts. Encouragement is essential. Motivational strategies must be carefully planned.

Because of the increase in verbal ability, exercises in appreciation and criticism should be increased. Students are expected to be taken further than mere superficial descriptions of content. Children must be taught to do simple analyses recognizing how the various elements – line, color, texture and shape - are used and how principles such as balance, contrast, repetition and unity are arrived at. They should be given more opportunities to talk about their own work and the work of their classmates.

**ART AND CRAFT  
INFANTS YEAR I  
LEVEL I**

INFANTS - YEAR I – TERM I

WEEK	SKILL/CONTENT	LEARNING OUTCOMES	ACTIVITIES
1	Drawing	PUPILS SHOULD BE ABLE TO – express themselves through drawing topics within their experience.	– making a picture. Include people - parents/relatives.
2	Collage	– demonstrate ways of creating a pleasing composition – communicate ideas and feelings	– sticking suitable materials to form a picture. – discussion by students of their own work and those of their classmates.
3	Modeling (Plasticine)	– demonstrate the ability to model, with a reasonable degree of skill, allowing for individual approaches.	– working with plasticine to make an object. e.g. animal, fruit and basket
4	Stenciling	– develop the ability to use stencils.	– stenciling shapes, natural and man-made.
5	Printmaking	– explore printing techniques through the transfer of images on paper	– making prints. e.g. finger printing or priming from fruits/vegetables and stems.
6	Color Identification	– identify colors.	– identifying the primary colors: red, yellow and blue. – identifying the secondary colors: orange, green and violet.
7	Paper Folding	– develop skills in paper-folding.	– folding paper to make interesting forms.
8	Leather Craft	– describe leather.	– touching and feeling leather. – comparing leather with other materials – discussion by students about things made from leather.
9	Decorative Craft	– explore ways of creating shape(s).	– lacing 10 form a geometric shape such as a square or triangle.
10	Drawing	– discover textural surfaces.	– examining texture through touching and feeling
11	Drawing	– explore a variety of textural surfaces to create a design.	– making "rubblings" of various textures such as bark, rock, concrete, etc.
12	Graphic Design	– develop a facility to create a design that is aesthetically pleasing.	– making a greeting card which carries a message.
13	Decorative Craft	– identify and use appropriate materials for making decorations.	– making decorations such as streamer, bell, Santa Claus.
14	Term Test		

INFANTS - YEAR I – TERM II

WEEK	SKILL/CONTENT	LEARNING OUTCOMES	ACTIVITIES
		PUPILS SHOULD BE ABLE TO	
1	Drawing	– identity and name basic forms.	– identifying forms: sphere, cone, cube and cuboid.
2	Drawing	– produce a drawing.	– drawing simple geometric shape(s) to form a pattern.
3	Colour Work	– produce drawings from imagination.	– drawing and colouring animals, e.g. pets.
4	Decorative Craft	– produce a decorative craft item.	– making a mask, masquerader's costume, head-band, arm-band, etc.
5	Artists and Craftsmen	– express themselves verbally. – engage in discussions.	– discussing the contribution made by artists and craftsmen in the community .
6	Puppetry	– demonstrate the ability to convert an item/object to a work of Art.	– creating simple puppets from paper-bag, sock, etc.
7	Three-Dimensional Design	– explore and identify various shapes and forms.	– making shapes and forms, in relief from dough, clay, plasticine, etc.
8	Flower Making	– organize materials and show clear ideas.	– using suitable materials to make flowers. – sticking petals. – experimenting with materials.
9	Colour Work	– create pictures from observation and from given themes.	– drawing and colouring a scene from the environment.
10	Textiles	– make judgments on designs.	– discussing designs on fabric.
11	Pottery	– engage in discussions about clay products.	– talking about things made from clay, utilitarian and decorative.
12	Weaving	– demonstrate an understanding of weaving.	– talking about weaving as an art-form. – identifying suitable materials for weaving.
13	Term Test		

**ART AND CRAFT  
INFANTS YEAR II  
LEVEL I**

INFANTS - YEAR II – TERM I

WEEK	SKILL/CONTENT	LEARNING OUTCOMES	ACTIVITIES
		PUPILS SHOULD BE ABLE TO	
1	Drawing	– develop drawing skills.	– drawing from selected themes such as story, poem. etc.
2	Design	– express themselves verbally. – explore and identify shapes and patterns.	– discussing lines and shapes in plants. – design on leaves, veins, branches and twigs.
3	Drawing	– depict objects in proportion to one another.	– creating a scene depicting mother and child. or animal and young.
4	Pattern Making	– demonstrate the ability to handle lines.	– making patterns with lines using a free-hand approach.
5	Modeling	– explore ways to create volume, depth and space.	– creating a free-standing form using plasticine.
6	Textiles	– demonstrate knowledge of the nature of textile.	– talking about cotton yarn. etc. – synthetic and non-synthetic materials.
7	Textiles	– engage in discussions about the textile artist/craftsman.	– talking about the textile industry. – the textile designer. seamstress. tailor. etc.
8	Pottery	– recognize three-dimensional qualities.	– making a simple shape from clay – ball, basket, etc.
9	Paper Folding	– demonstrate skills in paper-folding techniques.	– folding paper to form a usable item such as envelope. bag and folder.
10	Lettering	– demonstrate a reasonable degree of skill in writing.	– making a caption for the classroom or home.
11	Pattern Making	– demonstrate skills in pattern-making.	– making a pattern.
12	Printmaking	– express over-lapping of forms.	– printing with vegetables to show over-lapping.
13	Printmaking	– explore a variety of methods of making patterns.	– printing of motifs found in the environment.
14	Term Test		

INFANTS - YEAR II – TERM II

WEEK	SKILL/CONTENT	LEARNING OUTCOMES	ACTIVITIES
1	Graphic Design	PUPILS SHOULD BE ABLE TO – discover and identify design elements.	– examining posters, signs, labels. – discussing colour, shape and form.
2	Printmaking	– communicate ideas and feelings on selected prints.	– talking about prints. – elements of design.
3	Printmaking	– demonstrate an understanding of printing.	– printing with a found motif.
4	Textile Design	– explore processes of transferring surface images.	– making a block-print on a piece of cloth.
5	Modelling	– demonstrate ways of creating interesting compositions.	– making animals using clay or plasticine.
6	Pottery	– understand and demonstrate the process of making an item from clay.	– making interesting shapes/forms using clay.
7	Leather Craft	– compare the differences between leather and leatherette.	– distinguish between leather and leatherette. – identify things made from leather and synthetic leather.
8	Decorative Craft	– demonstrate the ability to recycle materials.	– making a toy from recycled materials.
9	Weaving	– demonstrate the ability to weave.	– making simple decorative items using paper.
10	Weaving	– demonstrate skills in using the randing technique.	– randing. – making a place-mat.
11	Drawing	– develop skills in drawing and colouring.	– drawing a motif taken from a religious theme.
12	Graphic Design	– discuss good design in lettering and illustration.	– developing layout skills. – making a label.
13	Term Test		



INFANTS - YEAR II – TERM III

WEEK	SKILL/CONTENT	LEARNING OUTCOMES	ACTIVITIES
1	Drawing	PUPILS SHOULD BE ABLE TO – identify basic shapes in fruits.	– drawing fruits. – identifying shapes in fruits - cashew, orange, banana. ochre, etc.
2	Drawing	– depict objects in proportion to one another.	– drawing two or three different shapes of various sizes.
3	Painting	– demonstrate an understanding of tonal values.	– discussing tonal values.
4	Painting	– identify colours and tones.	– making a tonal value chart - light and dark .
5	Printmaking	– produce prints using vegetables.	– creating patterns using vegetable sections. without carving, e.g. cabbage and onion.
6	Painting	– mix colours to produce other colours.	– mixing and matching colours found in nature. e.g. croton leaves.
7	Graphic Design	– understand the work of the Graphic Designer.	– talking about the Graphic Designer as an artist.
8	Modeling	– make objects through the process of modeling.	– creating a free-standing form.
9	Textiles	– use a stencil. – create colour effects.	– painting a design using a stencil.
10	Decorative Craft	– create a linking system.	– making a paper-chain. – connecting loops to form a linking system.
11	Weaving	– demonstrate the use	– weaving with coconut leaves. grass, twigs, etc.
12	Term Test		

**ART AND CRAFT  
STANDARD I  
LEVEL I**

STANDARD I - TERM I

WEEK	SKIL/CONTENT	LEARNING OUTCOMES	ACTIVITIES
		PUPILS SHOULD BE ABLE TO	
1	Drawing	– create drawings from specific topics/themes.	– drawing from imagination - stories, folklore, poem or fantasy.
2	Lettering	– demonstrate Roman style lettering.	– practicing lower-case Roman lettering.
3	Lettering	– demonstrate Roman style lettering.	– practicing upper-case Roman lettering.
4	Lettering	– demonstrate expressive use of creative lettering using Roman style.	– writing a passage using Roman lettering.
5	Printmaking	– explore processes of transferring surface images.	– creating a picture using a combination of vegetable prints.
6	Textiles	– demonstrate skills in needle-craft.	– developing skills in needle-craft. – tacking.
7	Textiles	– demonstrate skills in decorative stitches.	– tacking with variations on a piece of cloth.
8	Pottery	– produce a clay pot.	– making a pinch pot. e.g. deya.
9	Leather Craft	– demonstrate an understanding of the use of leather.	– talking about leather, its use as a craft material.
10	Puppetry	– produce puppets.	– making puppets using cardboard tubing.
11	Mosaic	– demonstrate skills in assembling things to produce an aesthetically pleasing composition.	– making a mosaic from a given topic/theme.
12	Sculpture	– recognize sculptors as artists. – value the achievement of sculptors.	– discussing sculptors and their career as artists. – talking about prominent sculptural pieces.
13	Weaving	– decorate a bottle.	– experimenting with suitable materials to weave a design on a
14	Term Test		

STANDARD I - TERM II

WEEK	SKIL/CONTENT	LEARNING OUTCOMES	ACTIVITIES
		PUPILS SHOULD BE ABLE TO	
1	Drawing	– record from direct observation and personal experience.	– drawing from observation: trees, landscape, objects, people, etc.
2	Sculpture	– produce a three-dimensional piece.	– making a simple armature (cover with paper mache).
3	Textiles	– demonstrate knowledge in artistic expressions.	– using scraps of cloth to make an appliqué.
4	Pottery	– produce items made from clay.	– making a tile. – mating surface decorations.
5	Pottery	– demonstrate an understanding of the pinch technique in pottery.	– making a pinch-pot.
6	Pottery	– discuss functionality and design in pottery pieces.	– talking about functionality and design.
7	Graphic Design	– design and make a postcard.	– making a post card.
8	Decorative Craft	– develop skills in making letters through the process of pleating.	– pleating paper to make letters L; M; N; V; and W.
9	Decorative Craft	– develop skills in making figures through the process of pleating.	– pleating paper to make figures 1, 7 and 4.
10	Collage	– create colour harmonies and other combination. –	– using transparent paper - tissue paper, kite paper, etc. to create colours – through overlapping.
11	Painting	– develop and organize clear ideas and information.	– painting a theme taken from nature.
12	Marbling	– demonstrate an understanding of marbling.	– using marbling technique(s) to create designs on objects.
13	Term Test		

STANDARD I - TERM III

WEEK	SKILL/CONTENT	LEARNING OUTCOMES	ACTIVITIES
		PUPILS SHOULD BE ABLE TO	
1	Printmaking	– identify basic visual elements such as line, colour, texture and form.	– identifying and discussing the principles of good design.
2	Printmaking	– develop skills in the use of stencils for printing.	– designing and creating stencils from cardboard. – printing through the use of stencils.
3	Three-Dimensional Design	– demonstrate an understanding of the qualities of wax.	– making objects by carving wax, or soap.
4	Three-Dimensional Design	– explore and identify ways of making objects through pasting and assembling.	– making objects by pasting and assembling.
5	Weaving	– discuss weaving as an art-form.	– talking about the development of weaving.
6	Weaving	– develop an awareness and appreciation of weaving.	– talking about weaving as a career.
7	Textiles	– discuss textile design technique through the process of tie and dye.	– discussing the effect of dyes on cloth. – discussing tie and dye as a textile design technique.
8	Textiles	– demonstrate a clear understanding of colour mixture.	– dyeing to show change of colours. – tie-dyeing to create designs.
9	Drawing	– demonstrate ways of identifying good design qualities.	– comparing various objects - textural qualities, proportion, shapes, lines, and tonal values.
10	Painting	– demonstrate the ability to handle tonal qualities.	– painting an object to show tonal values.
11	Puppetry	– produce a glove puppet.	– making a glove puppet.
12	Term Test		

**ART AND CRAFT  
STANDARD II  
LEVEL I**

STANDARD II - TERM I

WEEK	SKILL/CONTENT	LEARNING OUTCOMES	ACTIVITIES
		PUPILS SHOULD BE ABLE TO	
1	Drawing	– explore a variety of drawing media.	– exploring drawing tools such as pencil, crayon, pastel, and charcoal.
2	Drawing	– demonstrate the versatility and expressive power of various types of lines.	– expressing lines using different sizes, thickness and line direction.
3	Drawing	– create patterns and textural effects.	– obtaining a variety of tones/values.
4	Leather Craft	– demonstrate the ability to lace.	– making "rubblings" of various textures.
5	Printmaking	– comment on prints.	– lacing to join two pieces of leather.
6	Printmaking	– produce prints of good design.	– discussing designs on prints from magazines, newspapers, etc.
7	Graphic Design	– organize and illustrate clear ideas and information.	– experimenting with prints to create a picture based on a theme. e.g. insects, plant, fish, etc.
8	Three-Dimensional Design	– develop an awareness of three-dimensional design.	– producing a cartoon based on a selected theme.
9	Three-Dimensional Design	– arrange and make objects of good design.	– discussing the considerations which are to be given in making a free standing form.
10	Textiles	– execute sewing techniques.	– discussing the elements of design.
11	Pottery	– demonstrate knowledge of the working properties of clay.	– creating a free-standing form by assembling found materials.
12	Pottery	– express themselves through independent work using clay.	– hemming on cloth.
13	Pottery	– demonstrate the ability to develop an idea based on shapes/forms.	– identifying clay for pottery making.
14	Term Test		– making simple objects/forms from theme(s).
			– making a mobile using shapes and forms.

STANDARD II - TERM II

WEEK	SKILL/CONTENT	LEARNING OUTCOMES	ACTIVITIES
1	Graphic Design	PUPILS SHOULD BE ABLE TO – demonstrate skills in layout and lettering.	– developing layout skills. – making it label.
2	Three-Dimensional Design	– develop the capacity for self-expression. – produce a sculptural piece.	– discussing the use of suitable materials for three-dimensional – making a sculpture.
3	Leather Craft	– experiment with innovative designs.	– introducing the stamping technique to make a design.
4	Pottery	– creating an item of adornment.	– making an item of jewelry using clay.
5	Weaving	– communicate ideas regarding preservation of weaving materials.	– discussing forms of preservation of natural weavers.
6	Weaving	– develop aesthetic judgement.	– discussing designs on items made by weaving, traditional and contemporary.
7	Weaving	– develop manipulative skills.	– making an item of Craft incorporating slewing as a technique.
8	Textiles	– demonstrate an understanding of repeat pattern to form a border.	– making a block-printing pattern to form a border.
9	Drawing	– demonstrate an understanding of the drawing of trees.	– making a study of trees in the environment. – identifying parts. – drawing outlines of trees.
10	Drawing	– extend observation of objects to various points of view for example, below, above, inside and outside.	– drawing objects to show various view points.
11	Colour Work	– demonstrate the ability to develop an idea in an appropriate form.	– making gift-wrap paper, using one or a variety of colours.
12	Art/Craft	– be aware of a variety of art-forms.	– discussing the work of Artists and Craftsmen in the vicinity.
13	Term Test		



STANDARD II - TERM III

WEEK	SKILL/CONTENT	LEARNING OUTCOMES	ACTIVITIES
1	Three-Dimensional Design	PUPILS SHOULD BE ABLE TO – develop skills in paper mache.	– making a three-dimensional form using paper mache.
2	Three-Dimensional	– demonstrate the ability to communicate personal ideas and feelings.	– doing a critique of their work.
3	Painting	– develop capacity for self-expression.	– painting a scene. – theme taken from nature
4	Painting	– demonstrate painting skills.	– painting a group of objects using water-base paints.
5	Printmaking	– demonstrate the ability to develop an idea in an appropriate form.	– experimenting with printing blocks to form a pattern.
6	Printmaking	– develop aesthetic judgements.	– discussing the criteria for analyzing prints.
7	Textiles	– organize and show clear ideas and information.	– block-printing using two colours.
8	Textiles	– create a unique composition.	– black-printing to show overlapping.
9	Pottery	– create forms using the coil technique.	– making a pottery piece using the coiling technique.
10	Pottery	– develop knowledge concerning techniques used in making clay pieces.	– discussing methods used in making clay pieces.
11	Leather Craft	– produce a functional article.	– making a key-ring holder.
12	Term Test		

**ART AND CRAFT  
STANDARD III  
LEVEL II**

STANDARD III - TERM I

WEEK	SKILL/CONTENT	LEARNING OUTCOMES	ACTIVITIES
		PUPILS SHOULD BE ABLE TO	
1	Leather Craft	– experiment with innovative methods using the stamping technique.	– stamping on leather to make a design.
2	Graphic Design	– appreciate logos and identify design qualities.	– examining logos.
3	Graphic Design	– identify the characteristics of a logo.	– producing a logo.
4	Decorative Craft	– explore avenues of expression.	– making an ornament using appropriate materials.
5	Drawing	– demonstrate ways of depicting the mass or volume of objects through – perspective.	– drawing architectural forms such as church, school, house, etc.
6	Printmaking	– communicate ideas about the elements and principles of design.	– talking about the characteristics of a good motif.
7	Printmaking	– identify printing blocks.	– discussing the various types of blocks used in printmaking.
8	Printmaking	– know and be able to apply basic principles of relief printing.	– using a constructed block to print.
9	Macrame	– appreciate Macrame as an Art form.	– discussing Macrame as an Art form.
10	Macrame	– develop skills in Macrame.	– producing a craft item using Macrame technique.
11	Pottery	– appreciate design elements.	– making a decorative or utilitarian piece from clay.
12	Pottery	– produce an ornamental object with good design and balance.	– making a clay mobile.
13	Decorative Craft	– prepare and use discarded materials.	– making a gift using found or discarded materials.
14	Term Test		

STANDARD III - TERM II

WEEK	SKILL/CONTENT	LEARNING OUTCOMES	ACTIVITIES
		PUPILS SHOULD BE ABLE TO	
1	Graphic Design	<ul style="list-style-type: none"> <li>– develop sensitivity to design elements in postermaking.</li> <li>– produce a poster.</li> </ul>	<ul style="list-style-type: none"> <li>– discussing the characteristics of a good poster.</li> </ul>
2	Graphic Design	<ul style="list-style-type: none"> <li>– demonstrate lettering skills.</li> </ul>	<ul style="list-style-type: none"> <li>– practicing lower-case Italic lettering.</li> </ul>
3	Graphic Design	<ul style="list-style-type: none"> <li>– demonstrate lettering skills.</li> </ul>	<ul style="list-style-type: none"> <li>– practicing upper-case Italic lettering.</li> </ul>
4	Graphic Design	<ul style="list-style-type: none"> <li>– demonstrate design and lettering skills.</li> </ul>	<ul style="list-style-type: none"> <li>– making a greeting card .</li> </ul>
5	Drawing	<ul style="list-style-type: none"> <li>– explore shapes.</li> </ul>	<ul style="list-style-type: none"> <li>– drawing furniture.</li> <li>– identifying shapes from furniture.</li> </ul>
6	Painting	<ul style="list-style-type: none"> <li>– develop skills in the use of painting media and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>– painting an object, e.g. fruit.</li> <li>– show gradation of colours</li> </ul>
7	Pottery	<ul style="list-style-type: none"> <li>– produce a clay pot.</li> </ul>	<ul style="list-style-type: none"> <li>– making a decorative or utilitarian piece using the slab method.</li> </ul>
8	Printmaking	<ul style="list-style-type: none"> <li>– appreciate printmaking techniques.</li> </ul>	<ul style="list-style-type: none"> <li>– identifying and discussing relief in printing and problems associated with</li> <li>– priming.</li> </ul>
9	Printmaking	<ul style="list-style-type: none"> <li>– produce prints.</li> </ul>	<ul style="list-style-type: none"> <li>– designing patterns.</li> <li>– making prints.</li> </ul>
10	Weaving	<ul style="list-style-type: none"> <li>– explore and identify techniques in weaving.</li> </ul>	<ul style="list-style-type: none"> <li>– weaving using a non-loom technique.</li> </ul>
11	Decorative Craft	<ul style="list-style-type: none"> <li>– make a decorative box/container.</li> </ul>	<ul style="list-style-type: none"> <li>– decorating a box/container to be used for storing valuable items.</li> </ul>
12	Decorative Craft	<ul style="list-style-type: none"> <li>– make simple items of jewelry.</li> </ul>	<ul style="list-style-type: none"> <li>– using waste, discarded or indigenous materials.</li> </ul>
13	Term Test		

STANDARD III - TERM III

WEEK	SKILL/CONTENT	LEARNING OUTCOMES	ACTIVITIES
		PUPILS SHOULD BE ABLE TO	
1	Textiles	– produce a soft toy.	– designing a pattern for a soft-toy. – making a soft-toy.
2	Textiles	– execute a design using techniques of sewing.	– making a decorative running stitch. on cloth, to form a pattern.
3	Drawing	– depict features of the head.	– drawing the human head.
4	Drawing	– depict the structure and proportions of the human figure.	– drawing the human figure.
5	Drawing	– demonstrate an understanding of the human figure.	– drawing from a theme depicting figures.
6	Leather Craft	– demonstrate knowledge of contemporary design.	– punching to create a pattern
7	Decorative Craft	– demonstrate the ability to use specific material(s) for decorating.	– decorating a bottle or container using materials such as masking tape and polish, shell, sand and saw-dust.
8	Pottery	– produce an ornament.	– making an ornament.
9	Weaving	– develop knowledge of the nature of weaving.	– talking about materials and methods used in basketry.
10	Weaving	– produce a decorative object.	– making a decorative object either two or three dimensional.
11	Weaving	– express personal observation.	– expressing ideas and feelings about work produced.
12	Term Test		

**ART AND CRAFT  
STANDARD IV  
LEVEL II**

STANDARD IV - TERM I

WEEK	SKILL/CONTENT	LEARNING OUTCOMES	ACTIVITIES
1	Drawing	PUPILS SHOULD BE ABLE TO – demonstrate the ability to analyze and evaluate a work of Art.	– responding to Art. – discussing foreign as well as local works.
2	Drawing	– develop artistic visual perception.	– examining drawings on selected topics/themes.
3	Painting	– demonstrate an understanding of the qualities of water-base paints	– experimenting with water-based paints to create various textural qualities and tonal values.
4	Painting	– produce a painting.	– painting a scene depicting human figures. e.g. an activity at Sports Day.
5	Painting	– demonstrate the ability to communicate personal ideas and feelings.	– commenting on pieces produced by students.
6	Printmaking	– develop manipulative and organizational skills.	– making patterns depicting shapes of creatures such as butterfly, bird and fish.
7	Graphic Design	– develop knowledge of the structure of advertisements.	– identifying advertisements from newspapers, magazines, etc. – examining layouts/illustrations.
8	Graphic Design	– develop the capacity for self-expression.	– designing an advertisement.
9	Decorative Craft	– produce a decorative piece.	– making an animal from any suitable material, e.g. latex balloon, cloth or wax
10	Three-dimensional design	– use scrap materials to produce an object of good design.	– making a sculptural piece out of wood-scrap.
11	Weaving	– demonstrate weaving techniques.	– plaiting with three-weavers.
12	Weaving	– produce a decorative or utilitarian piece.	– plaiting a decorative or utilitarian piece.
13	Textiles	– produce a cape.	– making a cape.
14	Term Test		

STANDARD IV - TERM II

WEEK	SKILL/CONTENT	LEARNING OUTCOMES	ACTIVITIES
		PUPILS SHOULD BE ABLE TO	
1	Drawing	– communicate ideas and feelings.	– talking about architecture as an art-form.
2	Drawing	– develop skills in producing a drawing.	– drawing a building - home, school, or any other building in the community.
3	Leather Craft	– demonstrate ways of stain/dye application.	– applying stain on leather.
4	Painting	– demonstrate painting skills. – organise division of labour.	– painting a mural. – group work.
5	Textiles	– demonstrate an understanding of the principles of printing on fabric.	– making printed or stencilled design on fabric.
6	Craft Materials	– demonstrate an understanding of local craft material.	– discuss local craft materials available in the environment.
7	Weaving	– create designs through the process of weaving.	– plaiting with four weavers.
8	Weaving	– demonstrate the ability to design and make a functional piece.	– making a utilitarian item using weaving techniques.
9	Three-dimensional design	– utilise indigenous materials.	– making a table decoration using things from the environment, e.g. feathers, shells, and beads.
10	Decorative Craft	– demonstrate marbling techniques.	– marbling to create a design
11	Decorative Craft	– demonstrate an understanding of the technique of flower making.	– experimenting with materials to make flowers.
12	Decorative Craft	– produce a utilitarian and decorative object.	– making a decorative bag using bristol board, cardboard, gift-wrap paper, etc.
13	Term Test		



STANDARD IV - TERM III

WEEK	SKILL/CONTENT	LEARNING OUTCOMES	ACTIVITIES
		PUPILS SHOULD BE ABLE TO	
1	Graphic Design	– demonstrate design skills.	– designing a layout for a class magazine.
2	Graphic Design	– produce a magazine.	– executing a design for a class magazine.
3	Printmaking	– explore and identify various qualities that can be obtained through mono- print.	– experimenting with a variety of materials such as crumpled foil, tissue paper, bamboo, etc .
4	Three-dimensional design	– make figures.	– making figures in action.
5	Decorative Craft	– demonstrate the ability to bind a book.	– binding a book.
6	Leather Craft	– create an item of adornment.	– making a pendant.
7	Art/Craft	– develop the capacity to appreciate aesthetic expression in diverse forms.	– discussing art-work from other countries - India, China, Africa. etc.
8	Decorative Craft	– develop skills in producing a utilitarian item.	– identifying styles. – making a rattle suitable for a child.
9	Textiles	– execute decorative stitchery.	– making simple embroidery stitches on cloth.
10	Textiles	– demonstrate the ability to execute a design suitable for a soft-toy.	– designing a pattern for making a soft-toy.
11	Textiles	– produce a soft-toy.	– making a soft-toy.
12	Term Test		

**ART AND CRAFT  
STANDARD V  
LEVEL II**

STANDARD V - TERM I

WEEK	SKILL/CONTENT	LEARNING OUTCOMES	ACTIVITIES
1	Basketry	PUPILS SHOULD BE ABLE TO – express form/structure.	– designing a craft piece for weaving. – discussing considerations such as function, composition, – balance.
2	Basketry	– produce an item of good design.	– making a woven craft item.
3	Basketry	– develop skills of constructive criticism. – demonstrate a sense of individuality in their own work and respect uniqueness both in their work as well as the work produced by their classmates.	– doing a critique of the pieces produced by students.
4	Macrame	– demonstrate knowledge of design elements.	– designing a macrame hanger.
5	Macrame	– produce a functional item.	– making a macrame hanger.
6	Painting	– discover and reproduce forms in landscape.	– making a study of landscape.
7	Painting	– demonstrate the ability' to handle textural, tonal and colour qualities.	– painting a scene depicting landscape.
8	Textiles	– communicate ideas and processes of tie-dyeing.	– discussing procedure and process of dyeing. – discussing methods of tie-dyeing.
9	Textiles	– demonstrate a knowledge of the procedures of tie-dyeing.	– tie-dying.
10	Textiles	– understand the characteristics which constitute a good work of Art/Craft.	– discussing works produced by students and also their classmates.
11	Leather Craft	– demonstrate the ability to punch and lace.	– punching and lacing to create a design.
12	Drawing	– show their abilities to handle textural, tonal and colour qualities.	– drawing two objects with emphasis on tone and texture.
13	Painting	– produce a painting with emphasis on tone and texture.	– painting a scene to show gradation of tone and textural qualities.
14	Term Test		

STANDARD V - TERM II

WEEK	SKILL/CONTENT	LEARNING OUTCOMES	ACTIVITIES
		PUPILS SHOULD BE ABLE TO	
1	Three-dimensional design	– employ an expanding range of media for expression.	– using clothes-pegs, wood-scrap, pallet-sticks, etc. to make a sculpture form.
2	Three-dimensional design	– communicate ideas and feelings.	– displaying three-dimensional pieces produced by students. – critique.
3	Pottery	– understand some of the major concerns at a Ceramic factory or shop. – witness the use of tools and equipment	– visiting the potter's shop to observe the making of ceramic pieces.
4	Pottery	– store clay to preserve its moisture. – demonstrate knowledge of care of modelling tools and equipment.	– discussing methods of storage of clay. and care of ceramic tools and equipment.
5	Pottery	– demonstrate an understanding of the qualities of the medium.	– making a utilitarian or decorative piece from clay
6	Drawings	– value achievement of other artists and visit collections of original works of art in the community.	– discussing the life and works of a prominent artist
7	Painting	– demonstrate the ability to copy a drink	– doing a reproduction of a selected painting.
8	Textiles	– make simple decorative stitches.	– developing skills in cross-stitching.
9	Textiles	– demonstrate the ability to cross-stitch.	– making a simple pattern using cross-stitch
10	Decorative Craft	– provide reasonable grounds for their selection of inexpensive materials in the making of craft pieces.	– discussing the uses of indigenous, found and waste materials in the making of craft pieces.
11	Graphic Design	– display design skills,	– designing a greeting card for a religious or festive occasion.
12	Lettering	– display lettering skills.	– writing a message on the greeting card.
13	Term Test		

STANDARD V - TERM III

WEEK	SKILL/CONTENT	LEARNING OUTCOMES	ACTIVITIES
1	Art and Craft	<p>PUPILS SHOULD BE ABLE TO</p> <ul style="list-style-type: none"> <li>– understand the major artistic careers in Art and Craft and the ways in which these careers contribute to artistic developments.</li> </ul>	<ul style="list-style-type: none"> <li>– discussing careers in Art and Craft.</li> <li>– discussing the contribution made by artists/craftsmen.</li> </ul>
2	Graphic Design	<ul style="list-style-type: none"> <li>– demonstrate the ability to design and create a poster.</li> </ul>	<ul style="list-style-type: none"> <li>– discussing characteristics of a poster.</li> <li>– designing and making a poster.</li> </ul>
3	Pottery	<ul style="list-style-type: none"> <li>– acquire the skill of production from moulds.</li> </ul>	<ul style="list-style-type: none"> <li>– discussing the basic skills of slip-casting.</li> </ul>
4	Ceramics	<ul style="list-style-type: none"> <li>– discuss decorating techniques.</li> </ul>	<ul style="list-style-type: none"> <li>– discussing methods of surface decorations, including tiring and glazing.</li> </ul>
5	Decorative Craft	<ul style="list-style-type: none"> <li>– discuss paper-folding techniques.</li> <li>– make animals insects from paper.</li> </ul>	<ul style="list-style-type: none"> <li>– talking about origami.</li> <li>– folding paper to make an animal or insect. e.g. fish, bird, and</li> </ul>
6	Colour Work	<ul style="list-style-type: none"> <li>– demonstrate the ability to produce an art-work through crayon engraving.</li> </ul>	<ul style="list-style-type: none"> <li>– executing a work of Art through crayon engraving.</li> </ul>
7	Leather Craft	<ul style="list-style-type: none"> <li>– understand the development of leather craft.</li> </ul>	<ul style="list-style-type: none"> <li>– discussing the development of leather craft.</li> </ul>
8	Decorative Craft	<ul style="list-style-type: none"> <li>– produce an item using discarded materials.</li> </ul>	<ul style="list-style-type: none"> <li>– making a mobile using discarded materials such as bobbins and pallet-sticks.</li> </ul>
9	Decorative Craft	<ul style="list-style-type: none"> <li>– display and discuss aesthetic qualities in their art-work.</li> </ul>	<ul style="list-style-type: none"> <li>– displaying mobiles produced by students.</li> <li>– discussing artistic qualities.</li> </ul>
10	Display	<ul style="list-style-type: none"> <li>– mount an exhibition.</li> </ul>	<ul style="list-style-type: none"> <li>– displaying pieces produced by students.</li> </ul>
11	Art and Craft	<ul style="list-style-type: none"> <li>– develop an awareness and appreciation of works of Art and Craft.</li> <li>– make critical judgments.</li> </ul>	<ul style="list-style-type: none"> <li>– doing a critique of a work of Art or Craft.</li> </ul>
12	Term Test		

## EVALUATION

The success of teaching can only be derived through evaluation. What has to be evaluated is the extent of learning. This is often the result of teaching effectiveness.

Evaluation must be linked to the objectives. Did the teacher accomplish what she set out to do? To what extent did the children accomplish what was set out in the learning outcomes? Who succeeded? Who did not? Why? Was the problem one of readiness? Materials? Space? Facilities? Personal effort?

Some criteria to be considered are as follows:

- CRAFTSMANSHIP
  - to what extent did the child show knowledge of tools, techniques, materials?
  - to what extent did the child succeed in expressing the theme or subject?
  
- ORIGINALITY
  - to what extent did the child give his own interpretation to the topic/theme?
  - to what extent did the child attempt to experiment with the materials/media?
  - to what extent is the child willing to discuss and investigate his work as well as those done by the classmates?
  
- EFFORT
  - how much was the child willing to work on the project/activity?
  
- VERBAL EXPRESSION
  - to what extent did the child succeed in talking about artists, craftsmen, art-work of craft after the lesson or unit, term or year?

Evaluation must be done both by the teacher and the class by means of discussion. Attention should be paid to visualization, growth in mental ability, acquisition of manipulative skills, and demonstration of good attitudes and values. Evaluation comments should emphasize things that RIGHT. Encouragement rather than mere criticism is a safe guideline.

## SOME LOCAL MATERIALS AND THEIR USES

BARK	- collage, prints rubbings, dye (by boiling).
BAMBOO	- cups, vases, scoops, beads for curtains, necklaces, mats, and baskets.
BERRIES	- for obtaining various types of colouring liquids.
CALABASH	- containers (bowls, cups, dippers, etc.) scratch surface to decorate.
CANE AND ROSEAU-ARROWS	- construction (bird-cages, carnival costumes), dry floral arrangement.
CEDAR GUM	- for sticking paper, etc
COCONUT	- carving (ashtrays, vases, cups, lamp-bases), jewellery and ornaments.
CLAY	- pottery and sculpture-modelling, carving (pots, dishes, vases, etc.)
EGG SHELL	- "whole" or "powdered" - jewellery, mosaic, carving (pots, dishes, vases, etc.)
FIBRES	- plaiting, weaving, collage belts, bags, mats.
FRUITS	- for block printing - e.g. green young avocado, mango, ochro, pawpaw, etc.
LEAVES	- green or dry - printing, mosaic, weaving and plaiting.
LEATHER	- belts, bags, etc. - scraps for collage, mosaic, blocks for printing.
PALMISTE	- weaving and plaiting (mats, baskets).
PEBBLES	- mosaic, collage construction, jewellery.
PETALS	- for obtaining colouring liquid, mosaic, collage.
PITCH	- binder, carving, dyes.
QUARRY CHALK	- carving, drawing.
ROOTS	- sculpture, dyes.
SAND	- collage, wet-sand sculpture.

## SOME LOCAL MATERIALS AND THEIR USES

SAFFRON	- for obtaining yellow dye.
SAW-DUST	- collage, fuel for biscuit firing of pots, relief work, maps etc. (can be coloured).
SEA SHELLS	- collage, shell craft jewelry, decorations
SEEDS	- jewelry. mosaic, collage, decorative work.
SOFT STONE	- carving
STEM	- for block-printing, e.g. tannia, eddoe, banana, pawpaw.
STRAWS (Grass)	- weaving, plaiting, collage
STICKS	- puppet construction, printing.
SYGINE	- craft work (basket, vases).
TORCHON	- purses, bags, hats, slippers. toys.
TERITE	- weaving, baskets, trays, plaques.
WEBBING	- from coconut trees (table-mats, purses, hats, lamp shades, also surface for painting).
WOOD (Drift)	- carving, construction for lamp bases, etc
WOOD (shavings)	- collage, mosaic. Sculpture
WOOD (soft)	- whittling, carving, sculpture forms, blocks for printing



# MUSIC

## **PRIMARY SCHOOL MUSIC SCHEME OF WORK**

(Revised 1994)

Man is unique among all creatures in the extent and quality of his potential. In order to attain his true stature as a human being, man's fullest potential - physical, intellectual, ethical, aesthetic - should be developed. Many agencies including the home, school, community and church share the responsibility for this development, but the school has the primary responsibility for the development of the intellectual and aesthetic abilities. It is through the realm of aesthetics that life gains some of its most worthwhile and enduring values.

Music education is part of aesthetic education; aesthetic education is part of the general education of the child. Every child should have some opportunity to develop his aesthetic potential to the highest possible level and to expand his music responsiveness within the schools.

Music has unique qualities that make it the most desirable medium of organized aesthetic education. It is the most subtle, pervasive and insistent of all the arts; it is an aural art whose effects cannot be denied by the auditor, and it requires no intellectualization to work these effects. Music is outstanding among the arts in lending itself to group participation both in its performance and its consumption. Music is not a specialty reserved to the talented. As consumers and/or producers of music we can all experience satisfaction from, and enjoyment of it in some way. It is universally important to every human being and his culture, and is accessible to the special child. Through experiences in music the learner will be increasingly capable of feeling, creating, performing, listening, learning and thinking. The study of music promotes cognitive, affective and psychomotor development.

There is convincing evidence that music is worthy of recognition as a valuable subject in the curriculum. The basic contribution it makes to daily living pleasures and the promise it holds for purposeful use of leisure time in an increasingly technological world could be sufficient reasons for its justification as part of general education.

However, even without these supporting relationships, it is comparable to the accepted disciplines. It compares favorably with the respected fields of mathematics and science as it involves thinking in terms of precision, exactness and quantitative as well as qualitative analyses. Music has a theory and value system which involves ratios, numerals, fractions, measurements and arithmetic symbolizations. In its most sophisticated areas such as composition, harmony and counterpoint, it requires the same high level of abstract thinking as does mathematics. Music has form and design, cause and effect. It is a means of communicating as important and eloquent as the written word, perhaps even more so. Music serves both the mind and the spirit and is intelligible to all people if they have experience in its interpretation. It is structured around symbols that are linguistic in nature. These convey impressions, express ideas, communicate thought and create mood.

In addition to study for its own sake, music can provide a springboard for the study of probably all, or, at any rate, many other subjects on the normal school curriculum, and it may well be the only subject that can do this.

## **AIMS**

*The Primary School Music Programme should aim to*

- (1) provide pupils with a variety of experiences that help to develop their musical responsiveness, their understanding of music and how they can relate to it, and assist them in acquiring some musical skills;
- (2) provide opportunities for pupils to participate in practical, non-practical and listening activities including vocal and instrumental performance; moving to music; composing; listening to music; music reading;
- (3) present opportunities for pupils to develop an appreciation of our own music as well as that of other peoples and cultures;
- (4) present pupils with opportunities to talk about music and things of musical interest.

The Primary School Music Syllabus has therefore been formulated to include and encourage activities in all the areas mentioned above.

## **TEACHERS' ATTITUDES**

The programme depends for its success on teachers who recognize and understand that music has a contribution to make to the general education of the child, and to his spiritual, social, intellectual and emotional growth. Primary school teachers must remember that they play a very big part in the life of their students. Pupils are in their charge for the better part of each day and their own attitudes to music can largely influence those of their students. The Primary school will be for some children the first place where they receive an introduction to music and structured music learning, and discover how they can relate to music on a personal basis. For some others, it may be the only place where they do this. Care should therefore be taken to make these learning experiences times when a positive response to music is fostered, encouraged and nurtured. The teacher should be sensitive to the needs and interests of the child; supportive of his efforts; imaginative and willing to continually sharpen her own skills and knowledge of the subject; have the enthusiasm and desire to inspire and motivate pupils to participate actively and with enjoyment in musical experiences.

## **EQUIPMENT AND FACILITIES**

The success of the programme also depends on the provision of suitable equipment and facilities; additional supportive staff where necessary (e.g. part-time specialists); and adequate time in which to pursue musical activities. Note, however, that the provision of part-time specialists should not absolve the classroom teacher from responsibility for some music teaching.

Provision of a suitable room or space for conducting music classes; an area where a music corner can be set up with display boards and musical items would go a long way towards contributing to the successful pursuit of musical activities. In addition, the following materials and items of equipment, as well as storage space for same, should be available:

Books, including songbooks and musical scores; books on theory; harmony; aural training; the history of music, biographies and other reading materials, books on related arts;

Instruments, including pianos, harmoniums, guitars, cuatros, recorders; Percussion instruments such as steelband instruments, triangles, tambourines, drums, bells, cymbals, xylophones, metallaphones;

Charts, posters, pictures, games, flashcards, films and filmstrips, video cassettes, computers, radios, television sets, tape recorders.

Where what seems to be ideal to meet the needs of pupils does not exist, the resourcefulness and creativity of teachers will go a long way in the delivery of the programme: for example, making and using improvised instruments and the body as a source of sound.

### **OBJECTIVES OF THE PRIMARY SCHOOL MUSIC PROGRAMME**

The objectives of the Primary School Music Programme are designed to foster musical responsiveness and literacy and enable pupils to:

- (1) develop sensitivity to sound, tonal memory and aural discrimination.
- (2) use singing for enjoyment and as a means of self-expression.
- (3) develop the singing voice and acquire a repertoire of songs.
- (4) respond to beat, tempo, dynamics in music, and acquire a strong sense of pulse through physical movements (including the use of instruments).
- (5) learn to listen to music attentively for enjoyment and to gain knowledge of its elements.
- (6) play simple instruments for enjoyment and self-expression.
- (7) acquire performance skills and gain some knowledge of sound production.
- (8) create music and musical compositions by manipulation and use of several sound sources and other materials of music.
- (9) recognize, identify and use some of the basic and more commonly known terms and signs; become aware of the symbolic and verbal language of music.
- (10) listen to narrations, stories: view films. etc.: read books and other materials to gain knowledge of music, musicians, musical events and activities, especially those of local and contemporary interest, but also foreign and past.
- (11) develop interest in the role of music in the society and some ability to talk about music and events of musical interest.
- (12) make pupils aware of socially accepted behaviours; develop some ability to discriminate between levels of performance by attending concerts and other performances; develop desirable attitudes, values and feelings.

## GENERAL METHODS AND STRATEGIES

1. Lecture/Discussion/Demonstrations; Written Assignments; - Use of Audio Visual Aids - e.g. through these pupils can gain knowledge of the rudiments of music; reading and interpreting written music; learn to listen to and view programmes on radio, television, video cassettes etc.; acquire techniques of good signing and playing; acquire and use language appropriate to music. Directed Listening/Questioning; Ear Training - e.g. pupils learn to identify the sounds of voices, instruments, intervals.
2. Group Discussions and Activities - e.g. pupils perform in small and larger ensembles in class and extra curricular activities; discuss and evaluate their own performances and other musical events in the wider community, e.g. Twelve and Under, Panorama, etc.; take part in school and community projects.
3. Research Projects - e.g., on local figures involved in music; other performers; local art forms such as the steelband.
4. Role Playing - e.g., as adjudicators and members of a listening audience. pupils assess performances by each other, pupils from other classes, and learn accepted social behaviour.
5. Field Trips - e.g. pupils attend sessions at musical festivals and other types of performances; visit recording studios, Police Band Room and so on.

## EVALUATION

Teachers should relate evaluation procedures to the objectives they have set. The objectives should be used as a guideline in planning the evaluation, since the purpose of the evaluation is to ascertain whether the objectives have been achieved.

*Examples of student behaviour or performance resulting from lessons in music:*

Pupils should be able to

- Identify selected musical instruments, terms, symbols or aspects of notation.
- Describe selected instruments, terms, symbols.
- Compose music, make simple music instruments; make or create appropriate musical sounds, colours, lines, tones and textures.

Musical understanding can be revealed behaviourally by the pupils' ability to use the elements of music in creative work - making songs, introductions, etc. Music knowledge may be demonstrated through written tests on factual items such as terms, form, dynamics, information about composers and so on.

Performance attainment can be observed, as can skills in moving to music.

Ability to note-read can be seen when pupils' sight-sing or sight-read music. This can also be seen when they write notation from dictation, which is also a listening skill.

Attitudes and habits are revealed by singing, playing an instrument, writing music, improvising, listening to records, attending concerts and so on.

From participation in musical activities pupils may also acquire desirable attitudes, values and feelings which can be observed and evaluated. These will be inculcated gradually and will naturally be more applicable as the pupils grow older. The following are some of the behaviours that pupils can develop from experiences in music.

- Willing participation in class activities.
- Active participation in class.
- Attentive listening in class.
- Display care and attention in performing tasks related to musical experiences.
- Tolerance towards and co-operation with others in class and other group activities.
- Tolerance and appreciation for the efforts and abilities of others.
- Awareness and appreciation of own abilities.
- Display of socially accepted behaviour with respect to matters of musical interest.
- Willingness to share knowledge and skills with others.
- Tolerance for and interest in different types of music.
- Interest in listening to music and in attending concerts and other performances.
- Interest in listening to and viewing programmes on music on radio, television or other audio-visual media.
- Interest in reading and talking about music and musicians.
- Eagerness to learn more about music.
- Awareness of, and ability to discriminate to some extent between differing levels of performance.
- Interest in, and willingness to talk about their personal response to music.
- Display of awareness of music as a medium for communication and self-expression.
- A feeling of success and pride in self.
- Interest in, and willingness to learn about their own and other cultures through songs and other related music activities.
- Awareness of music as a unifying force within the family and at various levels of the wider community.
- Display of a love of country and feelings of national awareness and pride through participation in and appreciation of local music by local groups or individuals.

**MUSIC**  
**INFANTS YEAR I & II**

INFANTS – YEAR I & II

SKILL/CONTENT	LEARNING OUTCOMES	ACTIVITIES
<p><u>TOPIC</u> Singing</p>	<p>Singing simple patterns by ear Sing many short simple songs Sing in tune with increasingly pleasing, unforced tone quality. Sing alone or in a group. Take part in action songs; Singing games, simple dances</p>	<p><u>Teacher Activities</u> Discuss/Instruct Demonstrate Question/Directed Listening <u>Pupil Activities</u> Imitate short melodic phrases sung by the teacher. Sing many short simple songs - e.g. religious songs, nursery rhymes; simple folk songs about familiar people and things; songs which correlate with other areas of study; action songs; songs from singing games. Say if they like particular songs</p>
<p>Playing Instruments Creating/ Composing</p>	<p>Clap rhythms in imitation. Improvise simple rhythm patterns on instruments or by clapping. Develop awareness of pulse through playing instruments in time to music.</p>	<p>Clap, play rhythms in imitation of the teacher. Play small known, simple percussion and improvised instruments in time to music.</p>
<p>Listening/Responding to Music</p>	<p>Develop and show awareness of concepts such as up/down; loud and soft, short/long; fast/slow. Listen quietly and attentively to some music, e.g. performances by the teacher, other pupils, recordings. Respond to music physically with large, free movements. Listen to music of high and low pitch and choose appropriate clef sign. Become aware of, and feel strong and weak beats.</p>	<p>Listen to sounds in the environment, voice sounds, musical instruments. Listen to short pieces with compelling rhythms such as marches, dances and respond to pulse with action. Talk about music and people involved in music; become familiar with music personalities through photographs, radio, television programme, etc. Talk about familiar instruments. Talk about songs heard at school and on the mass media, and how they feel about them. Dramatize or pantomime reaction to mood, dynamics. Listen to stories, narrations about people involved in music.</p>
<p>Reading/Writing</p>	<p>Recognise the Treble and Bass clefs as they relate to high and low sounds. Become aware that music is read from left to right on the page. Become aware that movement of notes up and down echoes rise and fall of pitch. Become aware of the Indian system of notation.</p>	<p>Pupils will become acquainted with the Treble and Bass clefs by sight. Follow movement of notes on the staff.</p>



**MUSIC**  
**STANDARD I & II**

STANDARD I & II

SKILL/CONTENT	LEARNING OUTCOMES	TEACHING / LEARNING ACTIVITIES
Singing	<p>Ability to Sing many unison songs; Sing in tune with pleasing tone quality and increasingly better vocal control. Sing alone or in a group, paying some attention to expressive elements, e.g. changes in dynamics, tempo etc. Sing with accompaniment. Take part in action songs, singing games and simple dances. Make suggestions for performing songs. Become acquainted with solfa syllables especially (d, r, m, f. s, - d') Become acquainted with sargam notation (sa, re, ga, - sa) Become aware of home note' sa' Begin to develop key sense. Show rise and fall of melody through hand and body movements Add stanzas to known songs Make up simple songs - words and music.</p>	<p>Teacher Activities Discussion/Lecture/Questioning Demonstration, Directed Listening Pupil Activities Sing many unison songs of different kinds in major and minor keys and other modes, e.g. Religious Songs - including Hymns, Bhajans, Quaseedas, etc. Alankars Seasonal Songs - Carols, parang, etc. Appropriate calypsoes - those with a meaning and sentiment suited to young children. Action songs, Question and Answer songs, National songs, Song games, local, West Indian and International folk songs. Songs which correlate with other areas of study. Sing two-part rounds. Sing Alankars using sargam and staff notation. Sing the major scale. Add final note' doh' at end of song. Talk about songs - meaning, feeling; how they could or should be performed, composers etc. Discuss why they like or dislike particular songs. Complete unfinished songs.</p>
Playing Instruments/ Creating/Composing	<p>Play simple tunes on the steelpan and or/ harmonium. Play simple tunes on recorder and/or percussion instruments to cues. Play percussion instruments in time to music Clap rhythms in imitation of the teacher; improvise short, simple rhythmic phrases, dances or dramatizations</p>	<p>Play simple percussion instruments. Play flute-like instruments such as the recorder Clap rhythms in imitation of the teacher Clap answering phrases. Improvise rhythmic and melodic phrases. Make appropriate sounds to colours, lines, tones and textures in paintings. Become aware of basic rhythms (Talas) used in Indian Folk Music. Make appropriate sounds to colours, lines, tones and textures in paintings. Become aware of basic rhythms (Talas) used in Indian Folk Music.</p>

STANDARD I & II

SKILL/CONTENT	LEARNING OUTCOMES	TEACHING / LEARNING ACTIVITIES
Reading / Writing	<p>Recognize stepwise, skipwise and repeated note patterns in music notation.</p> <p>Observe and recognize like and unlike patterns and phrases by sight and sound.</p> <p>Recognize even and uneven rhythms. Become acquainted with some of the signs used in music.</p> <p>Begin to follow notation while singing.</p> <p>Become acquainted with the quarter, and eighth notes,</p> <p>Become familiar with rests in connection with note values.</p> <p>Become acquainted with the treble staff.</p> <p>Recognize the treble and bass clefs as they relate to high and low sounds.</p> <p>Become familiar with music personalities through photographs, posters, books, radio programmes etc.</p> <p>Be able to respond to questions and make brief statements about music and musicians.</p>	<p>Follow notation of simple songs in staff and sargam notation.</p> <p>Draw and make the treble clef.</p> <p>Observe note and rest shapes and other signs used in music.</p> <p>View photographs, posters, films etc.</p> <p>Read and talk about music and musicians and related subjects.</p>
Listening	<p>Listen to some music quietly and attentively.</p> <p>Determine the predominant mood of a song or recording.</p> <p>Select instruments/colours to match mood.</p> <p>Recognize strong and weak beats.</p> <p>Distinguish between two, three and four time by identifying the strong beat.</p> <p>Become increasingly familiar with and identify familiar instruments by sight and sound.</p> <p>Identify differences between high/low, fast/slow, loud/soft, long/short, happy/sad mood, few/many sounds.</p>	<p>Listen to songs and other music to increase awareness of expressive elements such as dynamics, mood, texture, tonality; like and unlike patterns etc.</p> <p>Listen to voices/instruments, solo and in groups.</p> <p>Listen to stories, narrations, radio and television programmes; view films etc. about music and people involved in music.</p> <p>Talk about songs and other music heard and sung at school and other places and on the mass media.</p> <p>Choose records or tapes that they like.</p>

**MUSIC**  
**STANDARD III, IV & V**

STANDARD III, IV & V

SKILL/CONTENT	LEARNING OUTCOMES	TEACHING / LEARNING ACTIVITIES
Singing	<p>Pupils will have developed the ability to:</p> <ul style="list-style-type: none"> <li>– Sing many unison and two-part rounds; some three and four-part rounds, alankars, bhajans, quaseedas, ragas, selected chutney compositions.</li> <li>– Sing with or without accompaniment.</li> <li>– Sing accurately and independently and with expression.</li> <li>– Sing in tune with good vocal control and expression.</li> <li>– Sing by ear.</li> </ul> <p>Follow simple notation - staff and sargam.            Familiarize themselves with music of different lands, religions, etc.            Understand the meaning of songs through their words.            Recognize the sound of the major and minor modes as used in songs.            Make up original songs.            Take part in singing activities in and out of school.            Follow cues for performances of songs.            Use singing as a means of self expression.            Offer ideas for performing a song.            Identify familiar songs.            Discover leadership ability in group situations.            Identify some links between music and dance, drama, etc.            Recognize local and other types of music.            Listen to live and taped performances of vocal music.            Understand their own and the contributions of others towards group activities.            Assess their own skill in singing as well as that of others.</p>	<p><u>Teacher Activities</u>            Discuss/Instruct/Demonstrate            Provide opportunities for pupils to perform in a wide variety of situations.            Question/Directed Listening</p> <p><u>Pupil Activities</u>            Sing many songs of different types as well as rounds.            Improvise/compose original songs - words and melodies; descants.            Complete songs by adding the home note 'doh' at the end; and 'sa'            Make up games etc. to identify familiar songs.            Take part in musical plays, competitions.            Perform simple conducting patterns            Teach/learn songs by rote, follow notation.            Perform individually or in groups.            Practice writing musical notation.            Tape and listen to recordings of own and other peoples' performances.            Listen to learn many different songs.            Discuss links between music and dance, drama, etc.            Attend concerts and other performances.</p>

STANDARD III, IV & V

SKILL/CONTENT	LEARNING OUTCOMES	TEACHING / LEARNING ACTIVITIES
<p>Playing Instruments / Creating / Composing</p>	<p>Play melodies on instruments - steelpan, harmonium, recorder, drum.            Play rhythms and rhythmic accompaniments on non-melodic percussion instruments.            Use melodic instruments to play independent parts along with singing.            Improvise; harmonize by ear.            Play some music following notation.            Devise notation for their own and other compositions.            Play basic rhythms (talas) used in Folk Music.            Play basic rhythms used in Indian Classical Music.            Use instruments to enrich classroom music activities.            Offer ideas for performing pieces.            Assess and monitor their own personal progress in playing an instrument.            Understand their own and others' contribution towards group activities.            Assess personal skill as well as that of others in playing instruments.            Listen to live and taped performances of instrumental music.            Identify familiar instruments by sight and sound.            Take part in musical activities involving instrumental playing in and out of school.</p>	<p>Play melody, harmony and rhythm instruments.            Improvise melodies and rhythms.            Improvise accompaniments to songs, pieces, poems.            Make and play instruments.            Experiment with variations in tone, dynamics, tempo etc. To match mood and style of songs and pieces.            Discuss music for instruments; composers who write for instruments; performers, etc.            Make up new words to songs.            Make up appropriate sound effects to music.            Create new singing games            Create movement to illustrate awareness of different elements in music.            Paint pictures to music; create music for pictures.            Tape and listen to their own and other people's performances.            Perform folk dances - local and of other lands.</p> <p>Ask / answer questions, orally or in writing, about any aspect of music taught.</p>

STANDARD III, IV & V

SKILL/CONTENT	LEARNING OUTCOMES	TEACHING / LEARNING ACTIVITIES
Listening	<p>Listen to some music quietly and attentively.                      Listen to abstract and descriptive music.                      Recognize major and minor tonality.                      Identify the sounds of musical instruments and voices, (singly or in groups and families).                      Identify familiar music, instruments.                      Develop sensitivity to expression in music.                      Talk about how different elements are used expressively in music.                      Recognize music of Trinidad and Tobago, the Caribbean and other nationalities, cultures, including Indian Classical and Popular Music.</p>	<p>Directed listening.                      Discussion and instruction in the elements of music.                      Aural tests.                      Ear training.                      Attendance at concerts, competitions, etc.                      Listen to live performances of vocal and instrumental music, e.g. by classmates, teachers.                      Listen to recordings of local, Caribbean and other music.                      Choose records and tapes that they like.                      Talk about music heard at school, at places of work, festivals, via the mass media, etc.                      Listen to voices, instruments; electronic music.                      Match names, sounds and pictures of instruments                      Listen for changes in tempo, dynamics, etc.                      Listen for relaxation and enjoyment.</p>
Reading / Writing	<p>Introduce Ragas and Rag Yaman Theory.                      Sight-sing simple melodies.                      Recognise note and rest patterns in simple time.                      Understand the function of time and signatures.                      Understand Alankars (scale patterns).                      Understand Ragas (Indian melodic seeds)                      Show familiarity with some of the more commonly used musical terms and signs.                      Show increased facility in using correctly these terms and signs.                      Talk about music they like or dislike.                      Talk, read and write about music, musicians, musical instruments, especially those of local interest, emphasizing calypso and steelband.                      Identify well-known music personalities through photographs, posters, in person.                      Talk about how music relates to other cultural areas e.g. dance.                      Talk and read about different kinds of activities in music.                      Seek information about different kinds of careers in music and involving music.                      Talk and write about what interests them most in music; what aspects of music they do best.                      Discuss musical performances and events.</p>	<p>Read simple exercises, vocal and instrumental, in staff and sargam notation.                      Sing simple exercises in solfa and sargam notation.                      Write notes and rests on the staff.                      Write exercises in simple time.                      Write exercises based on Alankars and Ragas.                      Show/view films; videos; view and listen to TV and radio programmes.                      Provide opportunities for students to take part in different areas of the cultural arts.</p>

## **RELATING MUSIC AND OTHER AREAS**

*The following outline consists of some of the more obvious bases for inter-relating music and other areas in education.*

### **ARTS**

Rhythm is an element common to music, art, and bodily response.

Appropriate recordings stimulate creative arts.

Song creation can be inspired by pictures.

Pictures can motivate listening to descriptive music.

The making and decorating of simple musical instruments is in the area of arts and crafts.

Some ideas can be expressed in several media: art, music, dance, creative dramatics and writing.

Certain artistic styles are common to both art and music. Examples: impressionism and classicism.

Certain concepts of form are common to both art and music.

Scenery and costumes can be made for musical programs.

Pictures can motivate listening to descriptive music.

### **PHYSICAL EDUCATION**

Singing games and dances are activities considered to be in the areas both of music and physical education.

Music can be created for a known dance.

Dance can be created for known music.

Basic understanding of note values and meter signatures comes from bodily response.

Rhythm can be expressed in the dance, in music, and in art.

Certain musical forms can be created for bodily movement.

### **SCIENCE**

Some music concerns aspects of nature such as clouds, rain, the sea, the seasons, stars.

Aspects of electronics include such things as radio, television, amplifiers, and recording and reproducing sound.

There are many scientists who have music as an enjoyable avocation.

Making and playing musical instruments and experimenting with sound-producing materials motivate the study of acoustics, the science of sound.

Correct posture in singing relates to health.

There are songs that help teach health and safety.



## **ARITHMETIC**

The study of beats, note values, and meter signatures relates to the understanding of number concepts.

## **LANGUAGE ARTS**

Poetry and music are closely related; meter, word rhythms and melody rhythms are often similar or identical.

Appropriate recordings can be employed to stimulate creative writing.

Poetry can be composed, music can be written to make songs based on this poetry; poetry can be composed for melodies.

Some song interpretations develop creative dramatizations.

There are many books about music; instruments, and musicians.

Music can be composed and recordings can be selected for use with dramatizations, plays, and puppet shows.

Many songs, operatic and symphonic works are based upon literature and drama.

Aspects of choric reading can relate to the process of learning songs.

Reading of words of songs can be an experience in the process of improving comprehension, pronunciation and enunciation.

Music can be selected that relates to children's literature.

Music, dance, and language are communicative arts.

Using symbols of notation is a communicative skill.

## **SOCIAL STUDIES**

(This can include problems in science, health, safety, language arts, history, geography, citizenship, art, music, and rhythms)

Music aids in understanding ideals, religions, and traditions of contemporary and past civilizations, cultures, nations, and times.

Music describes geographical and climatic conditions of various countries.

Music aids in teaching history and patriotism through study of appropriate music and composers.

Music is a unifying factor and morale builder; it aids personality development: it can relieve tension and alleviate fatigue.

Dances, instrumental compositions, songs, and music plays can be created by children in connection with units of work in social studies.

Children can make musical instruments and costumes to portray the life of peoples of the past and present, and can study these peoples through songs and recorded music.

In some communities adults from foreign countries may be invited to discuss and illustrate some aspects of their native music and customs.

Music is frequently an important aspect of culminating activities of units of work.

Music reveals mankind's common likenesses and concerns.

It can be seen that there are basic relationships between music and the other areas of the curriculum. However, the area that best lends itself to the combining of subject matter of all types is social studies.

## **FAMILY LIFE EDUCATION**

Through involvement in music and music activities, many objectives of the Family Life Education programme can be achieved. For instance students can:

- acquire self confidence and positive self-esteem
- identify interests and abilities
- understand the need to share and co-operate with others
- demonstrate understanding and acceptance of individual differences
- acquire skills to assist them in using leisure and recreational time effectively
- demonstrate an appreciation of the relevance of the arts in their everyday life.

# **SONGS FOR PRIMARY SCHOOLS**

## SOME EXAMPLES OF SONGS FOR PRIMARY SCHOOLS

### INFANTS – First and Second Year

#### *Unison Songs*

1. The Postman
2. Ten Green Bottles
3. Shoo Fly
4. Because I Love You, Mother Dear

#### *Action Songs*

1. If You're Happy And You Know It Clap Your Hands
2. Head, Shoulders, Knees And Toes
3. The Aeroplane
4. Move All Your Fingers
5. Teddy Bears

#### *Nursery Rhymes*

1. To Market, To Market
2. Hickory Dickory Dock
3. Girls And Boys Come Out To Play
4. Jack And Jill
5. Twinkle Twinkle Little Star (Using The Sargam)
6. Three Blind Mice Using The Sargam

#### *Singing Games*

1. Sally Go Round The Moon
2. Brown Girl in The Ring
3. In A Fine Castle
4. I Lost My Glove

#### *Question And Answer Songs*

1. The Echo
2. What Does Kitty Say
3. What's Your Name?

#### *Folk Songs*

1. Sammy Dead
2. Johnny Grotto (One Stanza)
3. Poisson (Buy Fish) (One Stanza)

#### *Selected Songs From Sing-A-Song Parts I and III*

## JUNIORS – Standards I And II

### *Unison Songs*

1. Postman's Song
2. Lullaby (Brahms)
3. Callers
4. Old King Cole
5. Happiness
6. Doe A Deer
7. Let There Be Peace On Earth
8. Our Nation's Dawning
9. Payoji Maine
10. Jai Jadesh Hare

### *Rounds*

1. Row, Row, Row Your Boat
2. Come Follow Me
3. Three Blind Mice
4. White Coral Bells

### *Folksongs*

1. Tinga Layo
2. Yellow Bird
3. Water Come A Me Eye
4. A Little More Oil In Your Lamp
5. Johnny Grotto
6. I'm A Dandy
7. Madavine O!
8. Mangoes
9. Sly Mongoose
10. La Cucaracha
11. Paul's Little Hen
12. Chutney - Selected Compositions

## SENIORS – Standards III, IV, And V

### *Unison Songs*

1. A Tragic Story
2. Come, Golden Sunlight
3. Lord, While For All Mankind We Pray
4. Glad Hearts Adventuring
5. Rag Bhupali
6. Rag Kafi
7. Rag Bhairavi
8. Selected Chutney Compositions

### *Popular Songs*

1. Talk To The Animals
2. My Favourite Things
3. Sing, Sing A Song
4. Over The Rainbow
5. Everything In Beautiful
6. Climb Every Mountain
7. Morning Has Broken
8. You Light Up My Life
9. The Candy Man
10. I Don't Know How To Love Him
11. The Greatest Love Of All

### *Canons*

1. Tallis' Canon
2. Old Abram Brown
3. I Love Six Pence

### *Two-Part Songs*

1. March Of The Gnomes (Marche Militaire Schubert)
2. Minuet (Mozart)
3. Brother James' Air (Air With Descant)

### *Folk Songs (Local/Caribbean/International) And Calypsoes*

1. Boykin
2. Edward Oh!
3. Boysie
4. Jamaica Farewell
5. Island In The Sun
6. Marjorie Thomas Oh!
7. Blow Away The Morning Dew
8. Gypsy Dance
9. The Tuneful Guitar
10. Cielito Lindo
11. This Is My Flag
12. Portrait Of Trinidad
13. Let Us Build A Nation Together
14. I Love My Country
15. Calypso Music
16. Education
17. God Bless Our Nation
18. Go 'Way Jestina
19. Highland Dey
20. Aller Moin Ka-Allez
21. One Nice Little Girl Like You
22. La Parrinder
23. Every time Ah Pass
24. La Pasqualidad
25. O Belern!

### *Songs For Festivals - Eid, Phagwa, Divali, Christmas, Hymns Sung In Hindi Birahas*

### *National Songs*

1. The National Anthem Of Trinidad And Tobago
2. Our Lands Of Sun And Seas
3. God Bless Or Nation
4. Our Nation's Dawning
5. Boca Chimes

### *Music For Recorder*

1. My Recorder Tune Book - Freda Dinn
2. Play And Sing With Us - Walter Bergmann
3. Fifty Songs Of Praise - Freda Dinn
4. School Ensemble Book - Walter Bergmann
5. Descants In Consort - Kenneth Simpson
6. First Concert Pieces - Robert Salkeld
7. Method For The Recorder - Geisbert - Schott

## LIST OF RECOMMENDED SONG COLLECTIONS FOR USE IN PRIMARY SCHOOLS

Twenty Singing Activities For The Times	- <i>Nora Craig</i>
Sixty Songs For Little Children	- <i>Wiseman and Northcote</i>
Junior Songs For The Caribbean	- <i>Lloyd Hall</i>
Folk Songs Of Many Lands	- <i>Curwen</i>
Growing With Music Bks 1-5	- <i>Wilson, Ehret, Snyder, Hermann, Reena</i>
Let Us Play	- <i>Collected by Elaine Robertson</i>
The Den Collection Of Negro Spirituals	- <i>Schmitt, Hall &amp; McCreary Co.</i>
Cantemus - Parts I. II	- <i>Curwen</i>
Ten-A-Term Folk Songs	- <i>Mary Barham Johnson - Curwen</i>
Fifty Canons And Rounds	- <i>Compiled by Harold Newman</i>
The Oxford Song Book	- <i>Volumes I and II O. U.P.</i>
The Oxford School Music Books (Infants, Junior Book 3, Senior Book 1)	- <i>O.U.P</i>
Folk Songs For Trinidad And Tobago	- <i>Collected and Edited by Olive Walke</i>
Songs From Trinidad	- <i>Collected and Edited by Edric Connor</i>
Buddy Lindo	- <i>Collected by John Harvey - O. UP.</i>
Mango Spice	- <i>Forty-four Caribbean Songs - C&amp;C Black, London</i>
The West Indian Song Book	- <i>Compiled and arranged by Olive Lewin</i>
Twelve Folk Songs From Jamaica	- <i>Edited and arranged by Tom Murray and John Gavall</i>
Song Games Of Trinidad And Tobago	- <i>JD. Elder</i>
Folk Songs Of Jamaica	- <i>Murray - O. UP.</i>
Folk Songs Of Europe	- <i>Karpeles - Oak Publications</i>
Songs For All Seasons	- <i>Joan Brocklebank</i>
Kikirikee - Various Composers	- <i>A&amp;C Black Ltd London</i>
Twenty-six Classical Songs by various composers	- <i>Novello</i>
The International Book of Christmas Carols	- <i>Ehret and Evans</i>
Sing-a-Song - Parts I, II, III, IV	- <i>Ministry of Education Publications, Trinidad &amp; Tobago</i>

**MUSIC FOR LISTENING - SUGGESTED PIECES/WORKS  
FOR STRONG MELODIC AND/OR RHYTHMIC INTEREST**

Carnival of the Animals	-	Saint-Saens
Nutcracker Suite	-	Tchaikovsky
Peer Gynt Suite	-	Grieg
Pulchinella Suite	-	Stravinsky
Pictures at an Exhibition	-	Mussorgsky
Suite from Carmen	-	Bizet
Polovetsian Dances from Rince Igor	-	Borodin
Ritual Fire Dance	-	de Falla
Sabre Dance	-	Khatchaturian

**MUSIC BASED ON STORIES**

Petrouchka	-	Stravinsky
Firebird	-	Stravinsky
Sorcerer's Apprentice	-	Dukas
Billy the Kid	-	Copland

**FOR ATMOSPHERE/MOOD**

Rite of Spring	-	Stravinsky
'Sea Interludes' (Peter Grimes)	-	Britten
Daphnis and Chloe	-	Debussy

**FOR IDENTIFICATION OF ORCHESTRAL INSTRUMENTS**

Peter and the Wolf	-	Prokofiev
The Young Person's Guide to the Orchestra	-	Benjamin Britten



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