Expressive Arts
Music Curriculum

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Introduction
Music is a fundamental part of every student’s education and offers the opportunity to develop further their personality, create and explore ideas, gain confidence, and broaden their cultural identity. Students will also acquire knowledge, skills and understanding of music through hands-on activities that incorporate, listening and appraising, composing and performing.

Music together with Art, form the Expressive Arts which are compulsory for all students in Forms 1 and 2. The Music curriculum covers topics about composers and different genres of music, world music, Maltese music and instruments. Musical Milestones are covered in Form 1, and in Form 2 the emphasis is more on Maltese music, World Music and Instruments.

These programmes are covered over a period of approximately 15 weeks a year. Students are allocated a double-lesson a week (80 minutes). A number of suggested themes have been provided for the teacher to choose from.

Expressive Arts - Form 1 (Year 7)

Musical Milestones

1. Course Description
During this year of study students will be presented with a wide range of different genres and styles of music. Students will explore and listen to representative repertoire, enhancing their musical knowledge and cultural awareness. Students will also identify their particular musical preferences in terms of specific artists and genres noting reasons for those preferences. The following are guidelines for the planning and structuring of a music lesson.

- An understanding of these genres and styles of music;
- Evaluating some prominent personalities and music groups within the genres of music or related to the musical extracts;
- In vocal music evaluating the use of language, melody, textures and rhythm together with primary and secondary meaning, ideas and themes.
- Creating a musical timeline whereby the extracts listened to are placed within this timeline as well as in a social and historical context.
- A hands-on approach where students experience the performance (vocal/instrumental/movement-dance) of part of these works or similar parallel works.
- The creative composition of original music within the context of the above through the use of IT (Sibelius).
2. **Learning Outcomes:**

At the end of this course the students will be able to:

- develop listening skills for different genres of music,
- name and discuss some of the prominent personalities and music groups related to different genres of music,
- understand the evolution of sound and sound textures within the representative music studied,
- identify and recognise the main characteristics of different forms and genres of music,
- demonstrate an awareness of different types of music referring to the historical, social and cultural dimensions,
- share music with others through the performance of a representative repertoire,
- experience different genres of music through movement and simple dance patterns
- create simple music in a chosen genre through the use of different media.

3. **Suggested musical repertoire and genres:**

*Specific musical works*

- Four Seasons – Vivaldi
- Toccata and Fugue in D minor – Bach
- Music for the Royal Fireworks (Water Music - *La Réjouissance*) Handel
- Toy Symphony - Haydn
- Eine Kleine Nachtmusik – Mozart
- 9th Symphony – Beethoven
- Piano Concert No 1 – Tchaikovsky
- Waltzes – The Strauss Family
- The Planets – Holst
- Carmina Burana - Orff
- Rhapsody in Blue – Gershwin
• The Musicals of Rodgers and Hammerstein

• West Side Story – Bernstein

• The Operatic Genre (selected listening extracts from Rossini (Barbiere di Siviglia), Puccini and Verdi)

• The collaboration between music and dance in its highest form – Ballet.

Some musical genres of the 20th Century

• Jazz and Swing  (Glenn Miller and Louis Armstrong amongst others)

• The Music from The Beatles

• The Rise of Rock and Roll

• The origins and development of Rap and Hip-hop

• Film Music with special reference to Ennio Morricone and John Williams
Expressive Arts - Form 2 (Year 8)
Maltese Music, World Music and Instruments

1. Course Description
The course aims to give an overview of Maltese Music and music of different cultures both folk and classical. A rich diversity of styles is covered through informed listening, analysis and understanding of musical elements, form and repertoire. When studying Maltese music students will explore folk, sacred, contemporary music and general information about Maltese composers. Music of various cultures will also be included for example those arising from India, China, Japan, the Middle East, Indonesia, Africa, Europe and America. Students will thus be helped to develop their listening skills, and will learn to identify, distinguish and appreciate the elements and richness of different cultures. A number of traditional instruments both local and foreign will also be researched. Throughout students will be given the opportunity to explore music through a variety of hands-on activities.

2. Learning Outcomes:
At the end of this course the students will be able to:

- Distinguish the elements of western and non-Western folk and classical music and their respective cultures.

- Identify the sounds produced by a variety of instruments considered native to particular cultures.

- Understand elements, concepts and techniques for composing music focusing also on the use of IT.

- Understand how music reflects the time, place and identity of a community.

- Perform through singing, playing of instruments, movement and dance in relation to the topics covered.

- Reflect and develop their own critical thinking about their musical tastes and values.
Teachers are invited to choose from the following topics;

1. Discovering Maltese Music and composers.
   - An overview of Maltese Folk Music and traditional Instruments.
   - An overview of famous Maltese composers with an emphasis on the works of one composer.
   - Performing Maltese music using a variety of vocal/body percussion/instruments.
   - The Band tradition in Malta – band instruments, music played by band instruments, band composers, the March as a genre.
   - Maltese folk dancing.

2. World Music and Instruments
   - The building and use of instruments from recycled material.
   - Compose and improvise short tunes/rhythms on a variety of instruments.
   - Explore melody and rhythm, dynamics, harmony, tone colour, texture, form and dance in music from:
     - European Music.
     - Mediterranean Music.
     - South American Music.
     - Asian Music.
     - Indian Music.
     - Arab Music.
Assessment

The areas of achievement carry a total of 100%.

Assessment should focus on:

- Homework/classwork/project/presentation on topics covered during the course. (40 marks)

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<td>Excellent Work</td>
<td>Work of good quality</td>
<td>Work of poor quality</td>
<td>Work of rather low quality</td>
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<td>Shows a good understanding of the subject matter and evidence of detailed research.</td>
<td>Show a good understanding of the subject matter and demonstrates fair detail and some evidence of research.</td>
<td>Shows basic understanding of the subject matter. No evidence of detailed research.</td>
<td>Shows little understanding of the subject matter and poor level of work.</td>
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- Class participation. (15 marks)

- Creative, improvisational and composition skills in hands-on activities. (15 marks)

- The level of understanding regarding the content and knowledge and the musical directions in hands-on activities. (15 marks)

- One’s positive attitude and collaboration with peers during music lessons. (15 marks)