



Music

Aims

In music, students must develop skills to experience music and to express themselves in and about music, including singing Danish songs. The curriculum provides students with the prerequisites for lifelong and active participation in musical life and to be able to relate to society's diverse musical offerings.

Class 1 to 3: The intention for the first school years is for music to permeate the school day. There can be singing and music at the beginning of the day, before meals, in connection with the story time, in language lessons, at the end of the school day, etc. The music is woven together with the many regular events that give the school day its shape. It can be singing, flute, wind chimes, etc. It can be music that the students listen to, music that is practiced together with others, and music with movement and play. There is a development from pentatone to major and minor. The main emphasis is on simple melodies, folk tunes, play and musical experience. We work with bodily anchoring of rhythm and pulse through clapping and movement to the music. In Class 3, the students participate in an "instrument carousel", where they get to know 4 different instruments in turn, and at the end of the school year, choose an orchestral instrument in the class orchestra.

Class 4 to 6: In the first three years of school, it is mainly the case that the music is tailored to the child. The overall intention is to arouse enthusiasm for music, joy in listening to music and practice singing and playing together in and with the class. When this is established at the ages of 9 and 10, we can work with music which requires a gradual building up of knowledge and skills within singing and playing together. Polyphonic music requires a new precision, and the children must, so to speak, conform to the music, something that requires steady practice. Overall, musical skills are practiced and familiarity with the various musical elements takes place. The music can follow the cultural history themes in the main subjects.

Class 7 to 9: In these years, the main task is to find the music that the students themselves can take an active part in shaping. The repertoire is expanded with topics such as ethnic music and popular music with links to more classical music.

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Objectives and Final Goals of the Subject

Musical Practice (MP)

The student can express themselves independently in singing, games and movement. Skill and knowledge targets are set after Class 6 in the following areas: song repertoire, singing technique, group dance, and games.

Musical Expression (ME)

The student can arrange and compose musical expressions. Skill and knowledge targets are set after Class 6 in the following areas: arrangement, composition, improvisation, and movement.

Music Comprehension (MC)

The student can listen attentively to and express themselves in a variety of ways about music from different genres, cultures and periods. Skill and knowledge targets are set after Class 6 in the following areas: musical experience, music history, music's function and the analysis of music.



Development of the Subject		
Content and Focus	Objectives	Final Goals
<p>Class 1</p> <p>The music in the first school year is primarily based on the pentatonic scale. Simple pentatonic songs are practiced; songs are often made by the teacher and possibly in collaboration with the class. Emphasis is placed on the joy of singing. Songs are chosen that everyone can master, and together students practice finding the tone, listening to each other and starting and ending at the same time. The music is largely combined with song games and movements to the songs.</p> <p>During the year, the pentatonic flute is introduced. The focus is on the development of proper voice use and hearing through revision, unison singing and playing the flute. Simple rhythmic games are introduced to anchor musical joy in the body. Instrumental lessons and orchestra are also a part of Class 1.</p> <p>At the beginning of the school year, the first instrumental lessons begin as joint class lessons twice a week.</p>	<p>Musical Practice (MP), Musical Expression (ME) and Music Comprehension</p>	<p>MP The teaching gives the student the opportunity to:</p> <ul style="list-style-type: none"> • know and sing along to a wide selection of canon, songs, shows and hymns, both new and older • gain knowledge of textual content and melody in songs and hymns • sing with a good timbre and, following instructions, express nuances in e.g. dynamics and tempo • participate attentively and engaged in singing games and movement games • play the flute and possibly other instruments in concert with others in unison as well as simple 2-part melodies as well as in canon and as an accompaniment to singing • recite a large number of verses, rhymes and lines, as well as support these with voice usage and facts. <p>ME The teaching gives the student the opportunity to:</p> <ul style="list-style-type: none"> • perform simple improvisations with voice, body or flute



<p>In Class 0, the pupils have been introduced to the instruments of the string group: violin, viola, cello and double bass. In conversation with the music teacher, the student has chosen their own instrument in the string group. The teaching in Class 1 is given as group teaching according to the Suzuki method, where students work on holding the instrument correctly, simple strumming techniques, ear theory, hearing and rhythms.</p> <p>Class 2 The themes from Class 1 continue and are expanded in Class 2 school year where a calm progression is aimed for with regard to the common skills of the class. Students learn and practice simple combinations on rhythm and sound instruments. Orchestra lessons continue as in Class 1. Gradually, more advanced pieces are played with different voices. The class orchestra performs at the school's Christmas Bazaar and Midsummer party.</p> <p>Class 3 The themes from Class 2 continue, but now at an adapted pace with new musical nuances and more advanced interplay. As in previous years, songs related to the narrative material are chosen, and there is also</p>		<ul style="list-style-type: none">• create simple songs with voice or on the flute (pentatone and recorder)• gain experience with connections between music and movement expressions• expressively recite a recitation to the class• practice a wind instrument or the first string instrument <p>MC The teaching gives the student the opportunity to:</p> <ul style="list-style-type: none">• listen attentively to music, e.g. at performances by the school's other students• meet and recognize the sound of different instruments
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<p>an introduction to canon song and choral singing with simple solmization voices. In connection with the introduction of the C flute, the notes, note names and note systems are introduced for the first time.</p> <p>Orchestra lessons continue as in Class 2. Gradually more advanced pieces are played with different voices. The orchestra performs at the school's Christmas bazaar and summer party.</p>		
<p>Class 4 In Class 4 new songs are also linked to the narrative material at this age level Students are introduced to two-part singing. 2 and 3 part beats and rhythmic exercises are reviewed. Two-part pieces are also introduced on the flute. Orchestra lessons continue as in Class 3. Gradually more advanced pieces are played with different voices. The orchestra performs at the school's Christmas bazaar and summer party.</p> <p>Class 5 In Class 5 the time has come to nuance the musical expression, focusing on strong/weak, fast/slow. Students are introduced to more demanding canons and polyphonic songs.</p>	<p>Musical Practice (MP), Musical Expression (ME) and Music Comprehension</p>	<p>The teaching in MP gives the student the opportunity to:</p> <ul style="list-style-type: none"> ● know and sing along to a wide selection of polyphonic songs, shows and hymns, both new and older ● gain knowledge textual content and melody in songs and hymns ● sing with a good timbre and, following instructions, express nuances in e.g. dynamics and tempo ● play the flute and possibly other instruments in polyphonic interplay with others and as an accompaniment to singing ● recite, with the class, a large number of verses, rhymes and lines, as well as support these with voice usage and facts



<p>Three-part pieces are practiced on the flute, possibly with the introduction of alto and tenor flute. Music reading is also practiced. Additionally, students may choose a new instrument or choose to keep playing their string instrument. Now a weekly individual instrumental lesson takes place instead of group lessons. The orchestra develops into "a mini symphony orchestra" which plays together once a week.</p> <p>Class 6 The themes from Class 5 continue, but now with a greater understanding of interplay, sound and performance. Students play two and three-part folk songs both in Danish and other languages such as English, German and Latin. Students develop confidence for octave and root notes. Bass notes are introduced with the possibility of the bass flute being introduced. Students are instructed in the development of the node system and the different keys. The class orchestra continues.</p>		<p>The teaching in ME gives the student the opportunity to:</p> <ul style="list-style-type: none"> ● perform simple improvisations with voice, body or flute ● create polyphonic songs by voice or on the flute ● expressively recite a recitation to the class ● play several different instruments with a role model in the symphony orchestra's crew ● orient themselves in a 3-part choral movement ● use solmization ● use music reading at a level that enables musical collaboration <p>The teaching in MC gives the student the opportunity to:</p> <ul style="list-style-type: none"> ● listen attentively to music, e.g. at performances by the school's other students ● familiarize themselves with a new piece of music of appropriate difficulty ● meet with their individual voice while contributing to the common sound and harmony ● work with orchestral discipline and the common sound formation.
<p>Classes 7, 8 and 9 Students perform simple polyphonic arrangements with melodies that take into account the changes in pitch. Students are introduced to beats from the</p>	<p>Musical Practice (MP), Musical Expression (ME)</p>	<p>The teaching in MP gives the student the opportunity to:</p> <ul style="list-style-type: none"> ● participate in the multi-part choir work ● participate in a more advanced orchestral work



<p>Renaissance, negro spirituals, etc. that fit in with the great discoveries as well as rhythmic songs from popular culture.</p> <p>In addition to the class orchestra, the classes are now part of the school's symphony orchestra, where they play simple classical movements and songs from popular culture at various school performances. The focus is on precision and interplay, as well as an understanding of keys and form and structure in the music.</p> <p>Students work with classical choral and orchestral works by the great composers of music history and with various genres, e.g. folk music, romantic music, tango and popular music, and film music.</p>	<p>and Music Comprehension</p>	<ul style="list-style-type: none">● get an insight into the orchestra and other ensemble types● acquire skills in card games (primavista games)● acquire skills in basic audiology <p>The teaching in ME gives the student the opportunity to:</p> <ul style="list-style-type: none">● have musical knowledge to create own compositions and to be able to improvise● participate actively in a community around the rehearsal and performance of music <p>The teaching in MC gives the student the opportunity to:</p> <ul style="list-style-type: none">● have a repertoire of different cultures and eras, including our own culture● have knowledge of different forms of music● gain an understanding of the expression and language of music● listen actively to music and reflect on his impressions and experiences
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