DIATHEMATIKON PROGRAMMA
CROSS-THEMATIC CURRICULUM FRAMEWORK
FOR MUSIC

1. Teaching/learning aim

Music education primarily aims to develop and cultivate pupils' aesthetic sensitivity and creative ability when listening, performing and composing music. Therefore music in the curriculum is promoted as a form of artistic expression and creation.

Through active listening, performing and composing activities, music education aims also to give pupils opportunities for self-expression, creativity and personal development.

2. Content Guiding Principles, General Goals, Indicative Fundamental Cross-thematic Concepts

Levels	Content Guiding Principles	General Goals (Knowledge, skills, attitudes and values)	Indicative Fundamental Cross-thematic Concepts
1st (Kindergarten, 1st 2nd grades of Primary school)	Controlling sounds made by the voice and a range of instruments - **Performing**	**Pupils should:** learn to appreciate and enjoy music; perform simple rhythmic and melodic patterns; sing songs in groups and as a class; play a variety of simple instruments, controlling the sounds they make; identify sounds and relate them to pictures from nature, including animal sounds, and the urban working environment.	**Time** **Change** **Tradition** **Culture** **Notation** **Sound** **Recurrence** **Communication** **Cooperation** **Interaction**

	Creating and developing musical ideas - **Composing**	explore, create, select and organize sounds in simple structures; record their compositions for later recall, using symbols and recording equipment.	**Notation** **Structure** **System** **Time-Space** **Sound** **Timbre** **Symmetry** **Cooperation** **Interaction** **Culture** **Tradition**
	Responding and revising - **Evaluating**	listen attentively to various kinds of music and identify basic musical elements; use basic music vocabulary.	**Change/** **Development** **Notation** **Sound** **Communication** **Interaction**
	Listening and applying knowledge	listen attentively, internalize and recall sounds; structure and use expressively the following musical elements: pitch, duration, dynamics and tempo.	**Sound** **Recurrence** **System** **Notation** **Communication** **Interaction**
2nd (3rd, 4th, 5th and 6th grades of Primary school)	Controlling sounds made by the voice and a range of instruments - **Performing**	perform more sophisticated rhythmic patterns, using musical symbols; sing songs and play music from different times and cultures.	**Time** **Change** **Tradition** **Culture** **Notation** **Sound** **Recurrence** **Communication** **Cooperation** **Interaction**

	Creating and developing musical ideas - **Composing**	invent and develop musical ideas with a simple structure; compose and record music, using musical symbols.	**Notation** **Structure** **System** **Time-Space** **Sound** **Symmetry** **Dependence** **Communication** **Cooperation** **Interaction** **Culture** **Tradition**
	Responding and revising - **Evaluating**	listen attentively to various kinds of music and identify basic musical elements with increasing accuracy; Justify their music preferences, using simple terms	**Change/** **Development** **Notation** **Sound** **Conflict** **Collaboration** **Communication** **Interaction**
	Listening and applying knowledge	listen attentively, internalize and recall sounds with increasing music memory; explore, select and order sounds, creating compositions that have a simple structure and make expressive use of some of the musical elements, including pitch, duration, dynamics and tempo; realize that music can be produced from a wide range of sources and can	**Space-Time** **Sound** **Recurrence** **System** **Notation** **Communication** **Interaction**

		be recorded in and communicated through conventional staff notation; identify ways in which music creation and expression are influenced by time and place.	
3rd **Junior** **High** **school**	Controlling sounds made by the voice and a range of instruments - **Performing**	play a variety of music from conventional staff notation; sing and play a more sophisticated music repertoire individually, in pairs, in groups and as a class; develop the ability to listen to other performers while singing songs in two parts or playing pieces which have several parts (part-singing and playing); plan, present and evaluate their own work.	**Notation** **Cooperation** **Interaction** **Change/** **Development** **Time-Space** **Sound** **Symmetry** **Balance** **Communication** **Interaction** **Culture** **Tradition**
	Creating and developing musical ideas - **Composing**	Improvise, compose and revise rhythmic and melodic ideas in pairs, groups or individually; Develop an understanding of harmony and refine their ability in part-singing; Evaluate and revise their compositions.	**Change** **Cooperation** **Notation** **Space** **Sound** **Symmetry** **Dependence** **Communication** **Interaction**

	Responding and revising - **Evaluating**	recognize and identify musical elements, including long rhythmic and melodic patterns, in a wide range of vocal and instrumental music; display a knowledge of music from different musical traditions.	**Change/ Development Space-Time Sound Notation System Symmetry Communication Dependence Interaction Culture Tradition**
	Listening and applying knowledge	listen, recognize, internalize and re-call sounds; identify the resources, the conventions and the process of composing music, including the use of information technology, conventional staff notation and other kinds of notation; identify ways in which musical creation and performance is influenced by the environment in which music takes place.	**Space-Time Sound Recurrence System Notation Communication Interaction**