



INDIAN SCHOOL AL WADI AL KABIR



KG III



MUSIC

SYLLABUS





APRIL - TRANSPORT

<u>DATE</u>	<u>NAME OF ACTIVITY</u>	<u>NAME OF ACTIVITY DONE (25-26)</u>	<u>TEACHING STRATEGY</u>	<u>LEARNING OBJECTIVES</u>	<u>LEARNING OUTCOME</u>	<u>CG</u>	<u>TEACHING AIDS</u>
APRIL 12.4.26	"The Wheels on the Bus"	Airplane song	<p>Start with vocal warm-ups using transport sounds.</p> <p>Use simple percussion instruments (drums, shakers, tambourines, or water xylophones if available).</p> <p>Pictures or props representing water: rivers, rain, oceans, cups of water.</p> <p>Scarves, ribbons, or blue cloth to represent flowing water.</p>	Children will sing simple transport songs like "The Wheels on the Bus" and "Zoom, Zoom, Zoom."	Can sing at least one or more transport-themed song with correct words and actions.	C1.1 Expresses enthusiasm to create and perform a variety of music that is familiar to them	Flashcards of different modes of transport and real toys.
19.4.26	IM A LITTLE CAR / AIRPLANE.	The green truck			Can keep a basic rhythm using clapping, tapping, or instruments and associate different sounds.	C1.2 Shares ideas and responses while working collaboratively in music	
26.04.26	Zoom zoom zoom we are going to the moon	Transportation					
CALENDER ACTIVITIES							



MAY – COMMUNITY HELPERS

<u>DATE</u>	<u>NAME OF ACTIVITY</u>	<u>NAME OF ACTIVITY DONE (25-26)</u>	<u>TEACHING STRATEGY</u>	<u>LEARNING OBJECTIVES</u>	<u>LEARNING OUTCOME</u>	<u>CG</u>	<u>TEACHING AIDS</u>
3.5.26 , 10.5.26	Mothers day song	Teacher builds community	<p>Show pictures or toys of community helpers. Singing a simple song about community helpers (like “Who Helps Us in Our Town?”).</p> <p>Teach one verse at a time, repeating it 2–3 times.</p> <p>Step 2: Add Actions</p> <p>Children act out each helper while singing:</p> <p>Doctor → Pretend to check heartbeat</p> <p>Firefighter → Pretend to spray water</p> <p>Police → Salute or march</p> <p>Teacher → Write on a board</p> <p>Mail carrier → Walk with letters</p>		Can sing at least one or more transport-themed song with correct words and actions.	C1.1 Expresses enthusiasm to create and perform a variety of music that is familiar to them	
17.05.26	Doctor doctor	Our teacher comes to school			Can keep a basic rhythm using clapping, tapping, or instruments and associate different sounds.	C1.2 Shares ideas and responses while working collaboratively in music	
24.05.26 / 31.5.26	Who helps us in town	Famers dell					

**CALENDER
ACTIVITIES**

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AUGUST - ANIMALS

<u>DATE</u>	<u>NAME OF ACTIVITY</u>	<u>NAME OF ACTIVITY DONE (25-26)</u>	<u>TEACHING STRATEGY</u>	<u>LEARNING OBJECTIVES</u>	<u>LEARNING OUTCOME</u>	<u>CG</u>	<u>TEACHING AIDS</u>
August 2.8.26	Old mac donald	Peter peter rabbit	Show flashcards or toys while asking children to name and mimic them.	Children will identify and name common animals (farm, jungle, pets, and marine animals).	<p>Sing simple animal songs with correct lyrics and tune.</p> <p>Perform gestures or movements representing different animals while singing.</p> <p>Play simple rhythms or instruments to accompany animal songs.</p> <p>Respond to questions or activities related to animals (matching sounds, naming animals).</p>	C1.2 Creates and practices songs and rhythms in a variety of musical arrangements.	<p>Musical Instruments</p> <p>Tambourines, Drums, Shakers, Maracas to create animal sounds or rhythms.</p> <p>Xylophones for soft sounds (like birds or small animals).</p>
16.8.26	5 little monkeys /ducks	We are on the way to Grandpas farm	Play a short animal sound recording and ask children to guess the animal.	Children will recognize animal sounds and associate them with the correct animal.			
23.8.26	Baby shark						

30.8.26	Revision of songs						
CALENDER ACTIVITIES							



SEPT - BIRDS

<u>DATE</u>	<u>NAME OF ACTIVITY</u>	<u>NAME OF ACTIVITY DONE (25-26)</u>	<u>TEACHING STRATEGY</u>	<u>LEARNING OBJECTIVES</u>	<u>LEARNING OUTCOME</u>	<u>CG</u>	<u>TEACHING AIDS</u>												
6.9.26	Two little dicky birds	5 little birds	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Begin with using Simple Instruments</td> </tr> <tr> <td style="padding: 2px;">Give children easy instruments to associate sounds with:</td> </tr> <tr> <td style="padding: 2px;">Shakers → bird wings</td> </tr> <tr> <td style="padding: 2px;">Xylophones → bird chirps</td> </tr> <tr> <td style="padding: 2px;">Whistles → bird calls</td> </tr> <tr> <td style="padding: 2px;">Sing bird songs</td> </tr> </table>	Begin with using Simple Instruments	Give children easy instruments to associate sounds with:	Shakers → bird wings	Xylophones → bird chirps	Whistles → bird calls	Sing bird songs	Listen and identify different bird-like sounds in music	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Respond to music by moving like birds (fly, hop, glide)</td> </tr> <tr> <td style="padding: 2px;">Differentiate sounds (e.g., "This bird sounds high/low" or "fast/slow")</td> </tr> <tr> <td style="padding: 2px;">Imitate bird sounds using voice or instruments</td> </tr> <tr> <td style="padding: 2px;">Participate in singing a simple bird-themed song with actions</td> </tr> <tr> <td style="padding: 2px;">Show enjoyment and engagement while listening and creating music</td> </tr> <tr> <td style="padding: 2px;">Share ideas (e.g., "My bird sounds like this...")</td> </tr> </table>	Respond to music by moving like birds (fly, hop, glide)	Differentiate sounds (e.g., "This bird sounds high/low" or "fast/slow")	Imitate bird sounds using voice or instruments	Participate in singing a simple bird-themed song with actions	Show enjoyment and engagement while listening and creating music	Share ideas (e.g., "My bird sounds like this...")	C3.1 Makes choices while working with voices , instruments and arrangements used in music.	Flashcards, instruments.
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13.9.26	5 little birds sitting on the wall	Once i saw a bird																	
20.9.26	Flap your wings together	Fly like a butterfly																	
27.9.26	Revision of songs																		

CALENDER ACTIVITIES							



OCT - INSECTS

<u>DATE</u>	<u>NAME OF ACTIVITY</u>	<u>NAME OF ACTIVITY DONE (25-26)</u>	<u>TEACHING STRATEGY</u>	<u>LEARNING OBJECTIVES</u>	<u>LEARNING OUTCOME</u>	<u>CG</u>	<u>TEACHING AIDS</u>
4.10.26	Creepy Crawly Crawl	Ants go marching on.	<p>Movement & Action</p> <p>Objective: Children express music through body movement.</p> <p>Assign different insects and corresponding actions:</p> <p>Bees → flap arms like wings and buzz</p> <p>Ants → crawl or tiptoe</p> <p>Grasshoppers → hop</p> <p>Butterflies → glide arms gently</p> <p>Use call-and-response activities: "If you are a bee, buzz!"</p>	<p>They will listen attentively to insect sounds and insect-themed music.</p> <p>Recognize simple musical elements such as high/low pitch, fast/slow tempo, and soft/loud dynamics through insect sounds.</p> <p>Express music through movement, imitating insect actions (e.g., flying butterflies, crawling ants, hopping grasshoppers).</p> <p>Create insect sounds using voice, instruments, or body percussion.</p>	Respond to music through movement, like flapping, crawling, or hopping like insects.	4.1 Recognises musical elements in nature and describes their artistic qualities	<p>Audio Resources</p> <p>Insect sound recordings (bees buzzing, crickets chirping, ants marching sounds)</p>

11.10.26	The Spider goes crawly crawly crawl	Butterfly , ladybug and bumble bee					
18.10.26	Im a little butterfly	Let us see some insects					
25.10.26	Revision of songs						
CALENDER ACTIVITIES							



NOV - PLANTS

<u>DATE</u>	<u>NAME OF ACTIVITY</u>	<u>NAME OF ACTIVITY DONE (25-26)</u>	<u>TEACHING STRATEGY</u>	<u>LEARNING OBJECTIVES</u>	<u>LEARNING OUTCOME</u>	<u>CG</u>	<u>TEACHING AIDS</u>
1.11.26	The Garden song	Plants need sunlight	Ask guiding questions: "What do you hear?" "Does it sound soft or loud?" "Does it make you think of flowers or trees?"	Recognize and sing a simple Christmas carol with confidence Follow rhythm and melody through clapping, tapping, or using simple instruments Understand the theme of Christmas through music and lyrics	Sing the Christmas carol clearly and with correct rhythm Use body movements or instruments to accompany the song Demonstrate understanding of key words or story in the carol	C1.1 Expresses enthusiasm to create and perform a variety of music that is familiar to them	Visual Aids Pictures or flashcards of flowers, plants, and trees
8.11.26	If your happy and you know it plant a seed	Im a little seed					
15.11.26	Revision of songs	Parts of a plant	Introduce the Carol, build the excitement. Listen first: Play a recording of the carol while showing pictures or drawing on board (Santa, sleigh, snowflakes, gifts). Sing slowly together: Focus on one line at a time.				

22.11.26	Musical story time on plants	Roots, stem leaves and flowers					
6.12.26/ 13.12.26	little seed little seed						
CALENDER ACTIVITIES							



JAN - GAMES

<u>DATE</u>	<u>NAME OF ACTIVITY</u>	<u>NAME OF ACTIVITY DONE (25-26)</u>	<u>TEACHING STRATEGY</u>	<u>LEARNING OBJECTIVES</u>	<u>LEARNING OUTCOME</u>	<u>CG</u>	<u>TEACHING AIDS</u>
10.1.27	The ball of the feild goes roll roll roll	Run,run,run around.	Teaching Strategy: Step by Step 1. Warm-Up with Musical Movement Play a song with a clear beat (fast/slow) Ask children to march, tiptoe, hop, or sway to the rhythm Focus on listening and moving in time	Respond to musical cues by starting, stopping, or changing movement (developing rhythm and listening skills)	Move in rhythm – Children can march, run, hop, or jump in time with music. Follow musical cues – Children start, stop, or change movements when the music changes. Demonstrate coordination – Children can combine simple body movements with instruments (e.g., tapping a drum while hopping).	C1.2 Creates and practices songs and rhythms in a variety of musical arrangements.	Audio Resources Songs with marching or rhythm-based movement
17.1.27	“Put your football foot in, take your football foot out”	If your ready and you know it.		Recognize tempo and dynamics (fast/slow, loud/soft) and connect them to sports movements Express themselves musically and physically by combining movement, rhythm, and imaginative play			
24.1.27	My Ball /bat/racket Goes Round and Round	The more we play together					

31.1.27	Revision of songs						
CALENDER ACTIVITIES							



Feb /March – SUMMER AND RAINY

<u>DATE</u>	<u>NAME OF ACTIVITY</u>	<u>NAME OF ACTIVITY DONE (25-26)</u>	<u>TEACHING STRATEGY</u>	<u>LEARNING OBJECTIVES</u>	<u>LEARNING OUTCOME</u>	<u>CG</u>	<u>TEACHING AIDS</u>
7.2.27	Pitter patter rain	Rain is falling	<p>Start the lesson with “Rain, Rain, Go Away” (classic nursery rhyme)</p> <p>Simple repetitive lyrics, easy for children to sing along</p> <p>Can use hand tapping or shakers to mimic raindrops</p>	<p>Identify and recognize sounds associated with the rainy and summer seasons (rain, thunder, birds, wind, etc.).</p> <p>Listen and respond to music that represents rainy and summer themes.</p> <p>Sing seasonal songs with correct rhythm, pitch, and simple lyrics.</p> <p>Express seasonal moods through movement (e.g., splashing in puddles, sunbathing, fluttering like butterflies).</p>	<p>Listen attentively to seasonal sounds and describe them (e.g., “Rain sounds pitter-patter,” “Sun is bright and warm”).</p> <p>Sing rainy and summer songs with actions and gestures.</p> <p>Use musical instruments to create seasonal sound effects (egg maracus or hand made bottle shakes for rain, shakers for buzzing bees).</p>	C4.1 Recognises musical elements in nature and describes their artistic qualities	<p>Visual Aids and drawing on board</p> <p>Flashcards of seasonal elements:</p> <p>Rainy: clouds, rain, umbrella, puddles</p> <p>Summer: sun, beach, ice cream, flowers</p>

				Use simple instruments to imitate seasonal sounds (e.g., rain sticks, tambourines, shakers).			
14.2.27	Summer sun is shining	Summer summer sunny days	<p>Listening: Play short audio clips representing each season:</p> <p>Rainy season: Rain sounds, thunder, puddles, frogs croaking</p> <p>Summer: Birds chirping, gentle wind, children playing</p> <p>Ask questions:</p> <p>“How does this music make you feel?”</p> <p>“Can you show me the raindrops or sunshine with your hands?”</p>				
21.2.27	Mr. Sun						
7.2.27	I hear thunder						
14.2.27	Revision of songs						
CALENDER ACTIVITIES							