

<u>TERM 1</u>		11 Weeks
OVERALL TOPIC	<b>Keeping the beat: People can communicate and connect through music</b>	
OVERVIEW	Learn songs and rhymes to develop communication skills, make connections with each other through musical games and activities and learn to keep a steady beat when performing and listening to a variety of repertoire.	
OUTCOMES	1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.4.1, 1.4.3	
ASSESSMENT	<b>Performing</b> – students keep a steady beat using body percussion or percussion instruments <b>Listening</b> – students identify whether music has a steady beat or no beat	

<u>TERM 2</u>		9 Weeks
OVERALL TOPIC	<b>Stories: Our voice is an important form of expression and communication</b>	
OVERVIEW	Explore their voice by learning and performing a variety of rhymes and songs. Explore dynamics and pitch and apply these to their voice to accompany different stories. Use body percussion and percussion instruments to accompany different stories, incorporating musical concepts.	
OUTCOMES	1.1.1, 1.1.3, 1.1.4, 1.2.1, 1.2.3, 1.2.4, 1.4.1, 1.4.3	
ASSESSMENT	<b>Organising Sound</b> – students explore their voices and use dynamics and pitch to accompany different stories <b>Performing</b> – students use dynamics and pitch to accompany stories	

<u>TERM 3</u>		10 Weeks
OVERALL TOPIC	<b>Patterns: Patterns can be discovered, created, and expressed</b>	
OVERVIEW	Perform, listen to, and create patterns using body percussion, percussion instruments and self-made sound sources. Perform patterns while keeping a steady beat. Begin to read musical patterns using graphic notation.	
OUTCOMES	1.1.2, 1.1.3, 1.1.4, 1.2.2, 1.2.3, 1.2.5, 1.4.1, 1.4.2	
ASSESSMENT	<b>Performing</b> – students perform body percussion patterns <b>Organising Sound</b> – students use body percussion and percussion instruments to create patterns	

<u>TERM 4</u>		8 Weeks
OVERALL TOPIC	<b>Structure: Structure is an important element of music</b>	
OVERVIEW	Listen to a variety of music and identify their structures. Identify the structure of different music using movement, body percussion and untuned instruments.	
OUTCOMES	1.1.2, 1.1.3, 1.4.1, 1.4.2, 1.4.3	
ASSESSMENT	<b>Performing</b> – students move to music, demonstrating when different sections are played <b>Listening</b> – students listen and identify musical excerpts that are the same and different	

