

Music Room from Bushfire Press

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UNIT TWO- LESSON 1: BEAT SYMBOLS

QUEENSLAND OUTCOMES: Level One	MU1.1 Students aurally and visually recognize and respond to Level One Core Content in music they hear and perform	MU1.2 Students sing a repertoire of limited pitch range and play instruments individually and with others, including simple rhythmic and melodic two part music.	MU1.3 Students read and write short musical patterns containing Level One Core Content
ACTIVITY: <i>BEAT AND NO BEAT</i>	<ul style="list-style-type: none">Aurally recognise when there is a steady beat		
LESSON FOCUS: <i>Beat Symbols</i>		<ul style="list-style-type: none">Students can maintain a steady beat on percussion instrument	
EXTENSION: <i>Conductor</i>			<ul style="list-style-type: none">Students can point to visual representations of the beat

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UNIT TWO- LESSON 2: BEAT PATTERNS

<p>QUEENSLAND OUTCOMES: Level One</p>	<p>MU1.1 Students aurally and visually recognize and respond to Level One Core Content in music they hear and perform</p>	<p>MU1.2 Students sing a repertoire of limited pitch range and play instruments individually and with others, including simple rhythmic and melodic two part music.</p>	<p>MU1.3 Students read and write short musical patterns containing Level One Core Content</p>
<p>ACTIVITY: <i>Tuning in</i> DIFFERENT BEATS <i>PUT THE BEAT</i></p>	<ul style="list-style-type: none"> Students can maintain a steady beat using body percussion while listening to instrumental music 		
<p>LESSON FOCUS: <i>Beat Patterns - Ostinato</i></p>	<ul style="list-style-type: none"> Students can improvise a movement ostinato to the beat using body percussion 		
<p><i>More Beat Patterns</i></p>			<ul style="list-style-type: none"> Students can read beat representations whilst moving to the music

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UNIT TWO- LESSON 3: SOUND STORY

QUEENSLAND OUTCOMES: Level One	MU1.1 Students aurally and visually recognize and respond to Level One Core Content in music they hear and perform	MU1.2 Students sing a repertoire of limited pitch range and play instruments individually and with others, including simple rhythmic and melodic two part music.	MU1.3 Students read and write short musical patterns containing Level One Core Content
ACTIVITY: <i>TUNING IN: High and Low Animal Sounds</i>	<ul style="list-style-type: none">• Show the pitch of animal sounds using movement		
LESSON FOCUS: <i>Sound Story</i>	<ul style="list-style-type: none">• Students can listen attentively to a musical story		

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UNIT TWO- LESSON 4: VOCAL EFFECTS

QUEENSLAND OUTCOMES: Level One	MU1.1 Students aurally and visually recognize and respond to Level One Core Content in music they hear and perform	MU1.2 Students sing a repertoire of limited pitch range and play instruments individually and with others, including simple rhythmic and melodic two part music.	MU1.3 Students read and write short musical patterns containing Level One Core Content
ACTIVITY: <i>TUNING IN:</i> <i>High and Low Voices</i>	<ul style="list-style-type: none">• Can differentiate between high and low sounds		
EXPLORATION: <i>Sound Story</i>		<ul style="list-style-type: none">• Students can say a sound story expressively, using high and low noises	

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UNIT TWO - LESSON 5:
RESPONDING TO LOUD & SOFT

QUEENSLAND OUTCOMES: Level One	MU1.1 Students aurally and visually recognize and respond to Level One Core Content in music they hear and perform	MU1.2 Students sing a repertoire of limited pitch range and play instruments individually and with others, including simple rhythmic and melodic two part music.	MU1.3 Students read and write short musical patterns containing Level One Core Content
ACTIVITY: <i>TUNING IN:</i> <i>Air Guitar</i>	<ul style="list-style-type: none"> • Respond to dynamics using movement 		
LESSON FOCUS: <i>Responding to loud and soft through movement, voices and instruments</i>	<ul style="list-style-type: none"> • Respond to dynamics through movement • Sing known songs loud and soft 	<ul style="list-style-type: none"> • Can play percussion instruments using comparatives loud and soft 	

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UNIT TWO - LESSON 6: SINGING AND PLAYING LOUD AND SOFT

QUEENSLAND OUTCOMES: Level One	MU1.1 Students aurally and visually recognize and respond to Level One Core Content in music they hear and perform	MU1.2 Students sing a repertoire of limited pitch range and play instruments individually and with others, including simple rhythmic and melodic two part music.	MU1.3 Students read and write short musical patterns containing Level One Core Content
ACTIVITY: <i>TUNING IN:</i> <i>Loud and Soft Singing</i>	<ul style="list-style-type: none">Respond to loud and soft singing with movement		
LESSON FOCUS: <i>Playing and singing loud and soft</i>		<ul style="list-style-type: none">Play a percussion instrument showing dynamics, loud and softSing a known song using dynamics, loud and soft	

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UNIT TWO- LESSON 7: RESPONDING TO FAST AND SLOW

<p>QUEENSLAND OUTCOMES: Level One</p>	<p>MU1.1 Students aurally and visually recognize and respond to Level One Core Content in music they hear and perform</p>	<p>MU1.2 Students sing a repertoire of limited pitch range and play instruments individually and with others, including simple rhythmic and melodic two part music.</p>	<p>MU1.3 Students read and write short musical patterns containing Level One Core Content</p>
<p>ACTIVITY: <i>TUNING IN:</i> <i>Fast and Slow music</i></p>	<ul style="list-style-type: none"> Respond to tempo through movement 		
<p>LESSON FOCUS: <i>Responding to fast and slow through moving, singing and playing</i></p>	<ul style="list-style-type: none"> Respond to tempo through movement 	<ul style="list-style-type: none"> Perform repertoire using dynamics: fast and slow Perform repertoire with visual representations for dynamics Play a simple accompaniment to known songs showing dynamics 	<ul style="list-style-type: none">

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UNIT TWO- LESSON 8: FAST AND SLOW DANCE

<p>QUEENSLAND OUTCOMES: Level One</p>	<p>MU1.1 Students aurally and visually recognize and respond to Level One Core Content in music they hear and perform</p>	<p>MU1.2 Students sing a repertoire of limited pitch range and play instruments individually and with others, including simple rhythmic and melodic two part music.</p>	<p>MU1.3 Students read and write short musical patterns containing Level One Core Content</p>
<p>ACTIVITY: <i>TUNING IN:</i> <i>Harmonica</i></p>	<ul style="list-style-type: none"> Respond to fast and slow musical example through movement 		
<p>LESSON FOCUS: <i>The Pony Gallop</i></p>	<ul style="list-style-type: none"> Respond to fast and slow musical example through movement (dance) 		
<p>CHANT AND PERCUSSION: <i>The Hill</i></p>		<ul style="list-style-type: none"> Play percussion instrument using comparative fast and slow 	