

# MUSIC ROOM from Bushfire Press

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## BEGINNING UNIT THREE

### LESSON 1: BEAT PATTERNS

<b>QUEENSLAND OUTCOMES:</b> Level One	<b>MU1.1</b> Students aurally and visually recognize and respond to Level One Core Content in music they hear and perform	<b>MU1.2</b> Students sing a repertoire of limited pitch range and play instruments individually and with others, including simple rhythmic and melodic two part music.	<b>MU1.3</b> Students read and write short musical patterns containing Level One Core Content
<b>ACTIVITY:</b> <i>TUNING IN:</i> <i>Copy cat</i>	<ul style="list-style-type: none"><li>• Imitate 8 beat rhythmic patterns using body percussion</li></ul>		
<b>LESSON FOCUS:</b> <i>Beat Patterns</i>	<ul style="list-style-type: none"><li>• Perform songs and change movements for each new phrase</li><li>• Maintain a steady beat while listening to instrumental music</li></ul>	<ul style="list-style-type: none"><li>• Perform beat on untuned percussion instruments</li></ul>	<ul style="list-style-type: none"><li>• Read visual representations for the beat</li></ul>

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### LESSON 2: DANCE TO THE BEAT

<b>QUEENSLAND OUTCOMES:</b> Level One	<b>MU1.1</b> Students aurally and visually recognize and respond to Level One Core Content in music they hear and perform	<b>MU1.2</b> Students sing a repertoire of limited pitch range and play instruments individually and with others, including simple rhythmic and melodic two part music.	<b>MU1.3</b> Students read and write short musical patterns containing Level One Core Content
<b>ACTIVITY:</b> <i>TUNING IN:</i> <i>Steady beat and No Beat</i>	<ul style="list-style-type: none"><li>• Aurally identify instrumental music with a steady beat or no beat and move accordingly</li></ul>		
<b>LESSON FOCUS:</b> <i>Dancing to the Beat</i>	<ul style="list-style-type: none"><li>• Demonstrate the beat through movement</li><li>• Respond to tempo using movement</li></ul>		

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### LESSON 3: CHARACTER VOICES

<b>QUEENSLAND OUTCOMES:</b> Level One	<b>MU1.1</b> Students aurally and visually recognize and respond to Level One Core Content in music they hear and perform	<b>MU1.2</b> Students sing a repertoire of limited pitch range and play instruments individually and with others, including simple rhythmic and melodic two part music.	<b>MU1.3</b> Students read and write short musical patterns containing Level One Core Content
<b>ACTIVITY:</b> <i>TUNING IN:</i> <i>Sing it Low, Sing it High</i>	<ul style="list-style-type: none"> <li>Show the melodic contour of high and low sounds through movement</li> </ul>		
<b>LESSON FOCUS:</b> <i>High and Low Character Voices</i>	<ul style="list-style-type: none"> <li>Perform a known nursery rhyme using high and low voices that support the text</li> </ul>		
<b>EXPLORATION:</b>		<ul style="list-style-type: none"> <li>Play a beat pattern on untuned percussion to accompany a known song or rhyme</li> </ul>	
<b>SINGING AND MOVING:</b> <i>Silver Balloon</i>	<ul style="list-style-type: none"> <li>Show melodic contour of high and low phrases through movement</li> </ul>		

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### LESSON 4: PITCH (high and low)

<b>QUEENSLAND OUTCOMES:</b> Level One	<b>MU1.1</b> Students aurally and visually recognize and respond to Level One Core Content in music they hear and perform	<b>MU1.2</b> Students sing a repertoire of limited pitch range and play instruments individually and with others, including simple rhythmic and melodic two part music.	<b>MU1.3</b> Students read and write short musical patterns containing Level One Core Content
<b>ACTIVITY:</b> <i>TUNING IN:</i> <i>Game: Stand Up, Sit Down</i>	<ul style="list-style-type: none"><li>Show high and low sounds through movement</li></ul>		
<b>LESSON FOCUS:</b> <i>Moving to High and Low Sounds</i>	<ul style="list-style-type: none"><li>Show high and low sounds through movement</li></ul>	<ul style="list-style-type: none"><li>Play untuned percussion to accompany story paying attention to the expressive intent of the story</li></ul>	

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### LESSON 5: RESPONDING TO LOUD AND SOFT

<b>QUEENSLAND OUTCOMES:</b> Level One	<b>MU1.1</b> Students aurally and visually recognize and respond to Level One Core Content in music they hear and perform	<b>MU1.2</b> Students sing a repertoire of limited pitch range and play instruments individually and with others, including simple rhythmic and melodic two part music.	<b>MU1.3</b> Students read and write short musical patterns containing Level One Core Content
<b>ACTIVITY:</b> <i>TUNING IN:</i> <i>Echo Sticks</i>		<ul style="list-style-type: none"><li>Perform beat on untuned percussion showing comparatives soft and loud</li></ul>	
<b>LESSON FOCUS:</b> <i>Marching Land</i>	<ul style="list-style-type: none"><li>Respond to dynamics through movement</li></ul>		
<i>I Hear Thunder</i>		<ul style="list-style-type: none"><li>Perform beat on untuned percussion to a known song showing comparatives soft and loud</li></ul>	

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### LESSON 6: PLAYING LOUD AND SOFT

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

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### LESSON 7: RESPONDING TO FAST AND SLOW

<b>QUEENSLAND OUTCOMES:</b> Level One	<b>MU1.1</b> Students aurally and visually recognize and respond to Level One Core Content in music they hear and perform	<b>MU1.2</b> Students sing a repertoire of limited pitch range and play instruments individually and with others, including simple rhythmic and melodic two part music.	<b>MU1.3</b> Students read and write short musical patterns containing Level One Core Content
<b>ACTIVITY:</b> <i>TUNING IN:</i> <i>Fast and Slow instruments</i>	<ul style="list-style-type: none"><li>Respond to tempo through movement</li></ul>		
<b>LESSON FOCUS:</b> <i>Responding to fast and slow</i>		<ul style="list-style-type: none"><li>Sing known repertoire using the comparatives softer/louder</li></ul>	

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### LESSON 8: GRAPHIC SYMBOLS

<b>QUEENSLAND OUTCOMES:</b> Level One	<b>MU1.1</b> Students aurally and visually recognize and respond to Level One Core Content in music they hear and perform	<b>MU1.2</b> Students sing a repertoire of limited pitch range and play instruments individually and with others, including simple rhythmic and melodic two part music.	<b>MU1.3</b> Students read and write short musical patterns containing Level One Core Content
<b>ACTIVITY:</b> <i>TUNING IN:</i> <i>Conducting</i>	<ul style="list-style-type: none"><li>Respond to fast and slow music through movement</li></ul>		
<i>EXPLORATION:</i>	<ul style="list-style-type: none"><li>Respond to tempo through movement</li></ul>		
<i>LESSON FOCUS:</i> <i>Graphic Symbols</i>	<ul style="list-style-type: none"><li>Respond to tempo through movement</li></ul>		