

**Music Room Book 4
QUEENSLAND OUTCOMES**

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OUTCOMES UNIT 1	LESSON 1 Welcoming rhyme	LESSON 2 Counting Fours	LESSON 3 Beat Grouping - fours	LESSON 4 Beat Grouping - fours	LESSON 5 Counting in threes	LESSON 6 Playing in threes	LESSON 7 Introducing too oo oo	LESSON 8 Evaluation - threes or fours
MU 1.1 <i>Students aurally and visually recognize and respond to Level One Core content in music they hear and perform</i>	WHAT'S YOUR NAME? Students maintain beat while saying text of rhyme			BEAT GROUPING Students can play a steady beat on untuned percussion while listening to instrumental music				
MU 2.1 <i>Students aurally and visually recognize and respond to Level two Core content in music they hear and perform</i>	MOVIN' AND GROOVIN' Students improvise movement to the beat	WORKING WITH FOURS Students can use movement to show metre and accent in fours Students can invent movement to show metre	WORKING WITH FOURS Students can use movement to show metre and accent in fours	BEAT GROUPING Students can show with movement, the accent of a bar in quadruple time Students can play a steady beat with accent on untuned percussion while listening to instrumental music	TUNING IN Students can aurally identify instrumental music examples that moves in fours and something different (it moves in threes) Students can perform body ostinato to show triple time	WORKING WITH THREES Students can use movement to show metre and accent in threes	TUNING IN Students can use movement to show metre and accent in threes	

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MU 3.1 <i>Students aurally and visually recognize and respond to Level three Core content in music they hear and perform</i>							WORKING WITH THREES Students aurally and visually recognise one sound held for 3 beats in simple time as too oo oo	
MU 2.2 <i>Students sing a repertoire of limited range pitch and play instruments individually and with others, including simple rhythmic and melodic 2 part music</i>					RHYMER'S WALTZ Students can perform melodic accompaniment demonstrating correct use of accent in triple metre	Students can perform rhythmic accompaniment in triple time on untuned percussion		
MU 1.3 <i>Students read and write short musical patterns containing Level One Core content</i>	REVISION - RHYTHMIC PATTERNS Students read rhythmic patterns using known elements							

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MU 2.3 <i>Students read and write short musical patterns containing Level Two Core content</i>			BEAT GROUPING Students can read and write music grouped in fours, using bar lines correctly Students can create, perform and write their own rhythms in quadruple metre showing correct use of bar lines		RHYMER'S WALTZ PERFORMANCE Students can sight read unknown musical examples using known elements	WORKING WITH THREES Students can read and write music grouped in threes, using bar lines correctly		
MU 3.3 <i>Students read and write short musical patterns containing Level Three Core content</i>							PERFORMANCE Students can sight read	