

**Music Room Book 4
QUEENSLAND OUTCOMES**

OUTCOMES UNIT 2	LESSON 1 Signature Tunes	LESSON 2 Word Play	LESSON 3 Improvising in Threes	LESSON 4 Improvising in Fours	LESSON 5 Drone	LESSON 6 Drone	LESSON 7 Scat	LESSON 8 Evaluation - group Compositions
<p>MU 2.1 <i>Students aurally and visually recognize and respond to Level two Core content in music they hear and perform</i></p>	<p>TUNING IN: Students can aurally and visually recognise vocal legato and staccato whilst reading pitch maps</p> <p>PITCH & PATTERN: BIRD CALLS Students can visually represent melodic contour of animal sounds</p>		<p>TUNING IN: Aurally recognise music moving in threes</p> <p>PITCH & PATTERN: Aurally recognise music moving in threes</p> <p>WORD PLAY: Students may improvise melodic ostinato using known melodic elements to accompany known song "I like to Swing"</p>			<p>CONTEXT :ASIAN DRONE Students conduct showing visually crescendo and decrescendo</p>		
<p>MU 3.1 <i>Students aurally and visually recognize and respond to Level Three Core content in music they hear and perform</i></p>							<p>TUNING IN: VOCAL COMPOSITION Students may use visual representation to show melodic contour of unknown melody</p>	<p>CLASS COMPOSITION: Students can rearrange known rhythmic and melodic elements to create a new song</p> <p>Students can conduct in three and four beat patterns</p>

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MU 4.1 <i>Students aurally and visually recognize and respond to Level Four Core content in music they hear and perform</i>				THINKABOUT: Students aurally identify the difference between major and minor scale		TUNING IN: DRONE AND MELODY Students can aurally identify tone colour of instruments from a range of cultural contexts eg bagpipes CONTEXT :ASIAN DRONE Improvise short melodic phrases on chime bars in lah pentatonic scale		
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>	PITCH & PATTERNS: SIGNATURE TUNES Students can create simple melodic patterns on tuned percussion matching the rhythmic pattern of their name Students can sing their created melodies	PITCH & PATTERN: Students may sing simple two part arrangement; Play a melodic ostinato on tuned percussion while others perform a known song WORD PLAY: Play short melodic phrases on chime bars in simple time	MUSICAL ALPHABET: Play short melodic phrases on chime bars in triple time	PITCH & PATTERN: IMPROVISING IN FOURS Improvise short melodic phrases on chime bars in simple time	PITCH & PATTERN: DRONE Students may sing simple two part arrangement;			

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MU4.2 <i>Students sing and play individually and with others, in unison and in up to four parts, including some repertoire from memory</i>						CONTEXT: SCOTTISH DRONE Students perform a simple vocal accompaniment to known song		
MU 1.3 <i>Students read and write short musical patterns containing Level One Core content</i>				PITCH & PATTERN: IMPROVISING IN FOURS Students can read rhythmic patterns containing known elements taa, ti ti and zaa				