

**Music Room Book 4  
QUEENSLAND OUTCOMES**

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<b>OUTCOMES UNIT 4</b>	<b>LESSON 1 Music from Different times: the Romantic Era</b>	<b>LESSON 2 Music from different lands: Asia</b>	<b>LESSON 3 Music for different purposes: relaxation and exercise</b>	<b>LESSON 4 Music for dancing: dancing in threes</b>	<b>LESSON 5 Dance that tells a story</b>	<b>LESSON 6 Music for Effect</b>	<b>LESSON 7 End of Year performance</b>
<p><b>MU 1.1</b> <i>Students aurally and visually recognize and respond to Level One Core content in music they hear and perform</i></p>	<p>THE BLUE DANUBE: Students respond to tempo and dynamics through movement</p> <p>Students can aurally identify same and different structures (question and answer phrases)</p>		<p>TUNING IN: Students respond to tempo and dynamics through movement</p> <p>TAI CHI: Students respond to tempo and dynamics through movement Students can show the melodic contour of music through movement</p>				
<p><b>MU 2.1</b> <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 recognise music in threes and fours. Students can conduct in threes and fours</p> <p>THE BLACKSMITH DANCE: Students can listen attentively to musical examples and respond to it through moving</p> <p>Students can use movement to show the duration of a phrase.</p>		<p>MUSIC FOR EFFECT: Students can improvise an instrumental accompaniment to a speech rhyme</p>	<p>CLASS IN CONCERT: Students can use movement to show the duration of a phrase.</p> <p>Students will improvise movements to instrumental music, known songs, dances and games</p>

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<p><b>MU 3.1</b> <i>Students aurally and visually recognize and respond to Level Three Core content in music they hear and perform</i></p>		<p>INDONESIA: Students Identify music that moves in threes</p>					
<p><b>MU4.1</b> <i>Students aurally and visually recognize and respond to Level Four Core content in music they hear and perform</i></p>		<p>JAPAN: Students hear ensembles from a range of cultural contexts</p> <p>INDONESIA: Students hear ensembles from a range of cultural contexts</p>			<p>ALIEN BALLET: Students can express a response to changing dynamics in recorded music through movement or visual representations.</p> <p>Students can listen attentively to musical examples</p> <p>Students can express a response to changing tone colours of solo instruments and ensembles from a range of cultural and historical contexts</p>		

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<p><b>MU 2.2</b> <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></p>							<p>CLASS IN CONCERT: Students may perform repertoire learned in class demonstrating use of dynamics</p> <p>Students will sing a known song while demonstrating the beat on percussion or through movement</p> <p>Students will play rhythmic accompaniments to known songs</p> <p>Students will sing simple two part song arrangements</p>
<p><b>MU3.2</b> <i>Students sing and play a varied repertoire of extended pentatonic music, individually and with others, in unison and in up to three parts, including some repertoire from memory</i></p>		<p>JAPAN: Students can sing songs that are more challenging, and that through practice, will extend vocal abilities</p>					