

MUSIC ROOM BOOK 5 (Unit 1) from BUSHFIRE PRESS – SACSA OUTCOMES FOR MUSIC

STRAN D	At Standard 2, towards the end of Year 4 the child:	At Standard 3, towards the end of Year 6 the child:	UNIT 1 – BUILDING BLOCKS – Beat and Rhythms, Rhymes and Funky Feels							
www.bushfirepress.com/musicroom			Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Arts practice	2.1 Connects real and imagined experiences from past, present and future, when creating/re-creating arts works within each arts form F Id KC1 KC6	3.1 Uses thought, imagination, research and experimentation to create/ re-create art works within each arts form that convey meaning about issues within their community Id In T C KC1 KC2	☆create: organize movement			☆create: organize sound ☆own composition	☆create: organize movement			☆create: organize sound
	2.2 Demonstrates knowledge and skills specific to each arts form. Chooses appropriate techniques and technologies to complete work specific to one arts form or combination thereof T C KC1 KC3	3.2 Selects, plans and constructs arts works within each arts form using appropriate combination of skills, techniques, processes, conventions and technologies. T C KC1 KC3	☆beat ☆listening ☆singing ☆movement ☆creating ☆syncopation ☆rhythm reading	☆listening ☆singing ☆composing ☆syncopation ☆ostinato ☆rhythm reading ☆tuned and untuned percussion	☆listening ☆singing ☆untuned percussion ☆rhythm reading ☆syncopation	☆listening ☆singing ☆movement ☆untuned percussion ☆composition ☆rhythm reading ☆tempo ☆syncopation	☆listening ☆singing ☆movement ☆untuned percussion ☆beat ☆back beat ☆accent off- beat	☆singing ☆moving ☆untuned percussion ☆square dance	☆listening ☆singing ☆rhythm reading	☆listening ☆singing ☆tuned and untuned percussion ☆recorders/ keyboards ☆syncopation ☆accent off beat ☆assessment
	2.3 Presents/performs arts works within each arts form to engage and influence a range of audiences/viewers, using sources of information beyond personal experience as inspiration In T C KC2	3.3 Works as an individual or in groups to present/ perform arts works from each arts form that demonstrates and awareness of social, ecological and/ or cultural issues to particular audiences/ viewers. In T C KC2 KC4		☆performs within class	☆performs within class	☆performs within class	☆performs within class	☆performs within class	☆performs within class	☆performs within class
Arts Analysis Arts response	2.4 Demonstrates an understanding of the different messages and meanings communicated through performance /presentation across each arts form, and uses specific arts terminology to communicate interpretations of their own arts works and those of others. Id T C KC2	3.4 Recognises different genres and styles, features and conventions of performance/ presentation in each arts form and uses appropriate arts language to articulate understanding and reflect personal preference. Id T C KC1		☆recognizing syncopation in different parts of the song	☆respond to classmates composition by recognizing which bars are syncopated				☆responds to different rhythms	☆Recognises four different styles and components of these styles ☆responds to groups performances
Arts in contexts	2.5 Understands the role artists/performers play in their own cultural life and discriminates between different features characteristics and styles of work made by these artists/performers In T KC1	3.5 Identifies the ways in which social and economic purposes influence those contemporary artists/ performers who are working within their community in each of the arts forms ID In KC1							☆songs and music with boogie woogie feel	
	2.6 Considers the different styles and forms of arts works from different cultural settings and identifies the purposes for which these arts works were made T C KC1	3.6 Describes how their understanding of the artistic practice of individual artists/ performers from different cultural groups impacts on their own arts works. T C KC1 KC2	☆Funk	☆Funk	☆Calypso	☆Carnival in Rio ☆Street Parade	☆Hoe down	☆Hoe down ☆Tea chest bass	☆Boogie Woogie	

MUSIC ROOM BOOK 5 (Unit 2) from BUSHFIRE PRESS – SACSA OUTCOMES FOR MUSIC

STRAND D	At Standard 2, towards the end of Year 4 the child:	At Standard 3, towards the end of Year 6 the child:	UNIT 2 – BUILDING BLOCKS – Pitch, Melody and Harmony – Rhythms, Rhymes and Riffs								
www.bushfirepress.com/musicroom			Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	
Arts practice	2.1 Connects real and imagined experiences from past, present and future, when creating/re-creating arts works within each arts form F Id KC1 KC6	3.1 Uses thought, imagination, research and experimentation to create/ re-create art works within each arts form that convey meaning about issues within their community Id In T C KC1 KC2	★create: organize sound	★create: organize sound	★create: organize movement		★create: organize sound	★create: organize sound	★create: organize sound		
	2.2 Demonstrates knowledge and skills specific to each arts form. Chooses appropriate techniques and technologies to complete work specific to one arts form or combination thereof T C KC1 KC3	3.2 Selects, plans and constructs arts works within each arts form using appropriate combination of skills, techniques, processes, conventions and technologies. T C KC1 KC3	★listening ★singing ★riffs ★syncopation	★listening ★singing ★movement ★tuned and untuned percussion ★riffs ★chant ★pentatonic ★minor scale	★listening ★singing ★movement ★tuned and untuned percussion ★chords ★riffs	★listening ★singing ★harmony ★melody ★echo	★listening ★singing ★tuned and untuned percussion ★conductor ★arrangement ★improvisation ★riff ★pentatonic ★minor scale	★singing ★tuned percussion ★riff ★minor scale ★pentatonic ★conductor	★listening ★singing ★beat ★vocal arrangement	★listening ★singing ★tuned and untuned percussion ★recorder/ keyboard ★instrumental lead	
	2.3 Presents/performs arts works within each arts form to engage and influence a range of audiences/viewers, using sources of information beyond personal experience as inspiration In T C KC2	3.3 Works as an individual or in groups to present/ perform arts works from each arts form that demonstrates and awareness of social, ecological and/ or cultural issues to particular audiences/ viewers. In T C KC2 KC4	★performs within class	★performs within class	★performs within class	★performs within class	★performs within class	★performs within class	★performs within class	★performs within class	★performs within class
Arts Analysis Arts response	2.4 Demonstrates an understanding of the different messages and meanings communicated through performance /presentation across each arts form, and uses specific arts terminology to communicate interpretations of their own arts works and those of others. Id T C KC2	3.4 Recognises different genres and styles, features and conventions of performance/ presentation in each arts form and uses appropriate arts language to articulate understanding and reflect personal preference. Id T C KC1		★responds to riffs	★recognises notes played to create chords	★responds to styles of singing and performing	★responds to why we use specific techniques	★responds to riff performance	★responds to performance	★responds to performance	
Arts in contexts	2.5 Understands the role artists/performers play in their own cultural life and discriminates between different features characteristics and styles of work made by these artists/performers In T KC1	3.5 Identifies the ways in which social and economic purposes influence those contemporary artists/ performers who are working within their community in each of the arts forms ID In KC1									
	2.6 Considers the different styles and forms of arts works from different cultural settings and identifies the purposes for which these arts works were made T C KC1	3.6 Describes how their understanding of the artistic practice of individual artists/ performers from different cultural groups impacts on their own arts works. T C KC1 KC2	★Funk	★Funk	★Calypso	★Calypso			★Gospel		

MUSIC ROOM BOOK 5 (Unit 3) from BUSHFIRE PRESS – SACSA OUTCOMES FOR MUSIC

STRAN D	At Standard 2, towards the end of Year 4 the child:	At Standard 3, towards the end of Year 6 the child:	UNIT 3 – EXPLORING SOUND – Musical Pictures							
www.bushfirepress.com/musicroom			Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Arts practice	2.1 Connects real and imagined experiences from past, present and future, when creating/re-creating arts works within each arts form F Id KC1 KC6	3.1 Uses thought, imagination, research and experimentation to create/ re-create art works within each arts form that convey meaning about issues within their community Id In T C KC1 KC2	★create: organize images	★create: organize sound	★create: organize sound	★create: organize movement	★create: organize sound and movement	★create: organize sound and movement	★create: organize movement	★create: organize movement and graphic notation
	2.2 Demonstrates knowledge and skills specific to each arts form. Chooses appropriate techniques and technologies to complete work specific to one arts form or combination thereof T C KC1 KC3	3.2 Selects, plans and constructs arts works within each arts form using appropriate combination of skills, techniques, processes, conventions and technologies. T C KC1 KC3	★listening	★listening ★tuned and untuned percussion ★conductor	★listening ★tuned and untuned percussion ★conductor ★dynamics ★assessment	★listening ★movement	★listening ★movement ★tuned and untuned percussion ★sound effects	★listening ★movement ★sound effects ★tuned and untuned percussion	★listening ★movement ★untuned percussion ★graphic notation ★conducting	★listening ★movement ★tuned and untuned percussion ★graphic notation ★repeat signs ★conductor ★assessment
	2.3 Presents/performs arts works within each arts form to engage and influence a range of audiences/viewers, using sources of information beyond personal experience as inspiration In T C KC2	3.3 Works as an individual or in groups to present/ perform arts works from each arts form that demonstrates and awareness of social, ecological and/ or cultural issues to particular audiences/ viewers. In T C KC2 KC4		★performs within class	★performs within class ★video/ recorded	★performs within class ★video	★performs within class	★performs within class ★video	★performs within class	★performs within class
Arts Analysis Arts response	2.4 Demonstrates an understanding of the different messages and meanings communicated through performance /presentation across each arts form, and uses specific arts terminology to communicate interpretations of their own arts works and those of others. Id T C KC2	3.4 Recognises different genres and styles, features and conventions of performance/ presentation in each arts form and uses appropriate arts language to articulate understanding and reflect personal preference. Id T C KC1	★responds to music examples ★compares responses	★responds to slide show		★responds to performances on video ★evaluate and refine		★responds to performance ★shows and understanding of techniques used	★responds to performance and us of conductor	
Arts in contexts	2.5 Understands the role artists/performers play in their own cultural life and discriminates between different features characteristics and styles of work made by these artists/performers In T KC1	3.5 Identifies the ways in which social and economic purposes influence those contemporary artists/ performers who are working within their community in each of the arts forms ID In KC1		★music used to create mood/ atmosphere (movies, TV, ads, computer games)		★music in movies	★sound effects in cartoons and TV shows			
	2.6 Considers the different styles and forms of arts works from different cultural settings and identifies the purposes for which these arts works were made T C KC1	3.6 Describes how their understanding of the artistic practice of individual artists/ performers from different cultural groups impacts on their own arts works. T C KC1 KC2	★mood music	★mood music in media	★story board	★silent movie music	★foley		★ <i>The Russian Dance</i> from “The Nutcracker”	★ <i>Kangaroo</i> from “Carnival of the Animals”

MUSIC ROOM BOOK 5 (Unit 4) from BUSHFIRE PRESS – SACSA OUTCOMES FOR MUSIC

STRAN D	At Standard 2, towards the end of Year 4 the child:	At Standard 3, towards the end of Year 6 the child:	UNIT 4 – MUSIC ALL AROUND US – Song and Dance						
www.bushfirepress.com/musicroom			Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	END OF YEAR PERFORMANCE
Arts practice	2.1 Connects real and imagined experiences from past, present and future, when creating/re-creating arts works within each arts form F Id Kc1 Kc6	3.1 Uses thought, imagination, research and experimentation to create/ re-create art works within each arts form that convey meaning about issues within their community Id In T C Kc1 Kc2		☆create: organize movement		☆create: organize movement	☆create: organize movement	☆create: organize movement	☆create: organize sound movement
	2.2 Demonstrates knowledge and skills specific to each arts form. Chooses appropriate techniques and technologies to complete work specific to one arts form or combination thereof T C Kc1 Kc3	3.2 Selects, plans and constructs arts works within each arts form using appropriate combination of skills, techniques, processes, conventions and technologies. T C Kc1 Kc3	☆listening ☆movement ☆singing ☆tempo	☆listening ☆singing ☆movement	☆listening ☆singing ☆movement ☆bush band instruments ☆untuned percussion	☆listening ☆singing ☆movement ☆bush band instruments ☆untuned percussion	☆listening ☆singing ☆movement ☆movement break	☆listening ☆singing ☆movement ☆tuned and untuned percussion ☆recorder/ keyboard ☆improvise ☆syncopation	☆styles ☆syncopation ☆riffs ☆improvise ☆harmony ☆arrangement ☆movement ☆rehearsal
	2.3 Presents/performs arts works within each arts form to engage and influence a range of audiences/viewers, using sources of information beyond personal experience as inspiration In T C Kc2	3.3 Works as an individual or in groups to present/ perform arts works from each arts form that demonstrates and awareness of social, ecological and/ or cultural issues to particular audiences/ viewers. In T C Kc2 Kc4	☆performs within class	☆performs within class	☆performs within class	☆performs within class	☆performs within class	☆performs within class ☆to other classes	☆performs to others ☆video
Arts Analysis Arts response	2.4 Demonstrates an understanding of the different messages and meanings communicated through performance /presentation across each arts form, and uses specific arts terminology to communicate interpretations of their own arts works and those of others. Id T C Kc2	3.4 Recognises different genres and styles, features and conventions of performance/ presentation in each arts form and uses appropriate arts language to articulate understanding and reflect personal preference. Id T C Kc1	☆responds to performance	☆reflects on other styles of dance	☆selects correct instruments used in performance in each part ☆reflects on lyrics	☆compares two styles of dances	☆considers formation of performers	☆reflects on mood of performance	☆reflects on video ☆refines and re-performs
Arts in contexts	2.5 Understands the role artists/performers play in their own cultural life and discriminates between different features characteristics and styles of work made by these artists/performers In T Kc1	3.5 Identifies the ways in which social and economic purposes influence those contemporary artists/ performers who are working within their community in each of the arts forms ID In Kc1							
	2.6 Considers the different styles and forms of arts works from different cultural settings and identifies the purposes for which these arts works were made T C Kc1	3.6 Describes how their understanding of the artistic practice of individual artists/ performers from different cultural groups impacts on their own arts works. T C Kc1 Kc2	☆songs with actions ☆doo-wop	☆East Timor	☆Colonial Australia	☆Colonial Australia	☆Festivals ☆Carnivale from Masquerade	☆Festivals ☆Carnivale from Masquerade	