

**MUSIC ROOM from Bushfire Press  
Book 2 – Lower Primary  
Tasmanian Essential Learnings Connections**

**MUSIC ROOM Book 2 Unit 1**

[www.bushfirepress.com/musicroom](http://www.bushfirepress.com/musicroom)

	Thinking		Communicating				Personal Futures				Social Responsibility			
	Inquiry	Reflective thinking	Being literate	Being numerate	Being information literate	Being arts literate	Building and maintaining identity and relationships	Maintaining wellbeing	Being ethical	Creating and pursuing goals	Building social capital	Valuing diversity	Acting democratically	Understanding the past and creating preferred futures
1:1 Keeping the beat; introducing ti-ti taa		√				√				√	√			
1:2 introducing the word <i>rhythm</i>		√				√				√				
1:3 Introducing taa taa ti-ti taa		√				√				√				
1:4 Beat and rhythm						√				√	√			
1:5 High and low		√				√				√				
1:6 Getting higher, getting lower		√				√	√	√		√				
1:7 Pitch patterns		√				√	√			√				
1:8 Snakes and Ladders - a pitch game		√	√			√				√				

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**MUSIC ROOM Book 2 Unit 2**

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	Thinking		Communicating				Personal Futures				Social Responsibility			
	Inquiry	Reflective thinking	Being literate	Being numerate	Being information literate	Being arts literate	Building and maintaining identity and relationships	Maintaining wellbeing	Being ethical	Creating and pursuing goals	Building social capital	Valuing diversity	Acting democratically	Understanding the past and creating preferred futures
2:1 Introducing the rest zaa		√				√					√			
2:2 New rhythms - taa taa taa zaa; ti-ti ti-ti ti-ti ti-ti	√	√				√					√			
2:3 Another new rhythm - taa taa taa taa		√				√		√			√			
2:4 All our rhythms		√				√					√			
2:5 Stepping up, stepping down		√				√					√			
2:6 Up and down the C scale		√				√								
2:7 Melodies		√	√			√					√			
2:8 Soundscape		√	√			√					√			

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**MUSIC ROOM Book 2 Unit 3**

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	Thinking		Communicating				Personal Futures				Social Responsibility			
	Inquiry	Reflective thinking	Being literate	Being numerate	Being information literate	Being arts literate	Building and maintaining identity and relationships	Maintaining wellbeing	Being ethical	Creating and pursuing goals	Building social capital	Valuing diversity	Acting democratically	Understanding the past and creating preferred futures
3:1 Form - contrasting sections		√	√			√					√			
3:2 Song structure - verse and chorus		√				√		√			√			
3:3 Dynamics - changing dynamics		√				√					√			
3:4 Dynamics - getting louder, getting softer		√	√			√					√			
3:5 Tempo - slow, fast, fastest	√	√	√			√					√			
3:6 Tempo - getting faster, getting slower		√	√			√					√			
3:7 Tone colour - classifying sounds	√	√	√			√					√			
3:8 Texture - thick and thin		√				√	√				√	√		

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**MUSIC ROOM Book 2 Unit 4**

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	Thinking		Communicating				Personal Futures			Social Responsibility				
	Inquiry	Reflective thinking	Being literate	Being numerate	Being information literate	Being arts literate	Building and maintaining identity and relationships	Maintaining wellbeing	Being ethical	Creating and pursuing goals	Building social capital	Valuing diversity	Acting democratically	Understanding the past and creating preferred futures
4:1 Music from different times		√	√			√					√	√		
4:2 Music from different lands	√	√	√			√					√	√		
4:3 Music for different purposes		√				√					√			
4:4 Music for dancing		√				√		√			√			
4:5 Dance that tells a story	√	√	√			√					√			
4:6 Music that tells a story		√				√					√			
Performance piece: <i>On Wings of Song</i>						√					√			