

Tasmanian Curriculum Performance Criteria STANDARD 2	Lesson 1 Welcoming rhyme			Lesson 2 Counting fours				Lesson 3 Beat grouping - fours				Lesson 4 Beat grouping - fours			
	Tuning in	Beat and rhythm	Revision	Tuning in	Count to four	Count to your partner	Echo Dance	Tuning in	Four by four	Beat grouping	Performance	Tuning in	Tango Joe	Showing the accent playing	Adding an accent
Imagining and creating new work		•	•		•	•	•	•		•	•				•
Using skills, techniques and processes	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Using codes and conventions	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Interpreting and appraising the work of others							•	•		•	•		•	•	
Making aesthetic choices					•	•	•	•		•	•				
Reflecting social, historical and cultural contexts													•		
Presenting with purpose											•				
Expressing personal voice					•	•	•	•		•	•				•

Tasmanian Curriculum	Lesson 1 Signature tunes		Lesson 2 Word play			Lesson 3 Improvising in threes			Lesson 4 Improvising in fours		Lesson 5 Drone		Lesson 6 Drone		
	Tuning in	Signature tunes	Tuning in	Pitch and pattern	Pitch and pattern: word play	Tuning in	Improvising in threes	Word play	Tuning in	Improvising in fours	Tuning in: drone	Drone	Tuning in	Context: Scottish drone	Context: Asian drone
Performance Criteria															
STANDARD 2															
Imagining and creating new work	•	•	•	•	•	•		•		•					•
Using skills, techniques and processes	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Using codes and conventions	•	•	•	•	•	•		•		•	•	•	•	•	•
Interpreting and appraising the work of others										•	•				
Making aesthetic choices	•	•	•	•	•	•		•		•					•
Reflecting social, historical and cultural contexts													•	•	
Presenting with purpose		•	•												
Expressing personal voice		•	•						•		•				•

Tasmanian Curriculum Performance Criteria STANDARD 2	Lesson 7 Scat			Lesson 8 Evaluation: group compositions	
	Tuning in: vocal composition	Scat patterns	Context	Preparation	Evaluation
Imagining and creating new work	•		•	•	•
Using skills, techniques and processes	•	•	•	•	•
Using codes and conventions	•	•	•	•	•
Interpreting and appraising the work of others			•		•
Making aesthetic choices	•		•	•	•
Reflecting social, historical and cultural contexts			•		
Presenting with purpose			•		•
Expressing personal voice			•		•

Tasmanian Curriculum Performance criteria	Lesson 1		Lesson 2		Lesson 3		Lesson 4			Lesson 5		Lesson 6			Lesson 7		Lesson 8	
	Mouth music		Mouth music		Sound words		Short and long sounds			Vocal rhythms		Atmospheric sounds			Tin music		Junk music	
STANDARD 2	Tuning in	Exploring sound: mouth music	Tuning in	Exploring sound: mouth music	Tuning in	Exploring sound: noises	Tuning in	Exploring sounds: short and long sounds	Finishing game	Tuning in	Exploring sounds: vocal rhythms	Tuning in	Exploring sounds: atmospheric sounds	Finishing game	Tuning in	Exploring sounds: tins and tubes	Tuning in: echo tins	Exploring sound: junk music
Imagining and creating new work		•		•				•	•		•		•		•	•	•	•
Using skills, techniques and processes	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Using codes and conventions		•	•	•	•	•	•	•	•		•		•	•	•	•	•	•
Interpreting and appraising the work of others		•		•							•	•	•	•		•		•
Making aesthetic choices		•		•		•	•		•		•		•			•		•
Reflecting social, historical and cultural contexts																		•
Presenting with purpose				•												•		
Expressing personal voice				•			•				•							

