

<b>Music Room – Book 3 Lower Primary (Unit 1)</b>																	
<b>Western Australia Outcomes</b>			<b>Arts Ideas</b>					<b>Arts Skills and Processes</b>			<b>Arts Responses</b>			<b>Arts in Society</b>			
Key Aspects of the outcomes			Creating	Interpreting	Exploring	Developing	Presenting	Skills, techniques and Processes	Conventions	Technologies	Responding	Reflecting	Evaluating	Valuing The Arts	Australian Arts	Contexts	Economic Considerations
Unit	Lesson	Activity															
1	1	<b>Welcoming Song</b>															
		<b>We're Going</b>						1	1	1	1						
		<b>Con text</b>										1					
		<b>Beat and Rhythm: Follow Me Rhythms</b>	1/2*		1/2*		1/2*	1/2*	1/2*	1/2*	1						
		<b>Beat and Rhythm: Follow Me Moves</b>	1/2*		1/2*		1/2*	1/2*	1/2*	1/2*	1						
		<b>Beat and Rhythm: Follow Me Partner</b>	1/2*		1/2*		1/2*	1/2*	1/2*	1/2*	1						
		<b>Form and Structure</b>	1	1	1	1	1	1	1	1	1						
1	2	<b>Tone Colour</b>															
		<b>Revision</b>						1	1	1	1						
		<b>Beat and Rhythm: All our rhythms</b>						2	2	2							
		<b>Beat and Rhythm: Rhythm chart</b>		1			1	2	2	2							
		<b>Beat and Rhythm: Composers</b>	1/2*	1/2*		1/2*	1/2*	2	2	2							
		<b>Beat and Rhythm: Rhythm ingredients</b>						2	2	2							
		<b>Tone Colour</b>							1/2*	1/2*							
1	3	<b>Long and Short Sounds</b>															
		<b>Spot the instrument</b>						1									
		<b>Long and short sounds</b>						1									
		<b>Rhythm and Pitch: Swanee whistle shuffle</b>	1/2*	1/2*	1/2*			1			1						

**NB**

Please note that a student will need to demonstrate a level consistently in ALL key aspects of the outcome over a period of time before the student can achieve that particular level.

\*A student can achieve either level 1 or 2 on this activity dependent on the student's demonstration of achievement.

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		<b>Rhythm and Pitch: Graphic notation</b>		1/2*			1/2*	2	2		1/2*						
		<b>In a Dark wood</b>									1	1					
1	4	<b>Introducing too-oo</b>															
		<b>Tuning In: Sounds in the Round</b>						1			1						
		<b>Beat and Rhythm: In a Dark Wood</b>						1/2*	1/2*	1/2*	1/2*						
		<b>Conductor</b>	2					2									
1	5	<b>Long and Short Rhythms</b>															
		<b>Revision: In a dark wood</b>									1	1					
		<b>Beat and Rhythm: Warm up beat division</b>						1	1	1							
		<b>Form: Arrangement</b>		1				1	1	1							
		<b>Putting it all together: Performance Piece</b> • Oonka chukka haka • Performance		1	1	1	1	1	1	1	1						
		<b>Criticism and Aesthetics</b>									1	1	1				
1	6	<b>Rhythm Patterns</b>															
		<b>Revision: Oonka Chukka Chant</b>		1	1	1	1	1	1	1							
		<b>Beat and Rhythm: Clapping rhythms</b>						1	1								
		<b>Beat and Rhythm: Barnyard Chant</b>						1	1								

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		<b>Beat and Rhythm: Barnyard round</b>		1	1			1	1								
		<b>Beat and Rhythm: Rhythm round</b>						2	2	2							
		<b>Beat and Rhythm: Play some rhythms</b>	2				1/2*	1/2*	1/2*	1/2*							
		<b>Beat and Rhythm: Fill the gap</b>	2				1/2*	1/2*	1/2*	1/2*							
1	7	<b>Rhythm Cards</b>															
		<b>Revision: Play rhythms</b>	2				1/2*	1/2*	1/2*	1/2*							
		<b>Beat, rhythm, melody, tempo: tuning in – moving to too-oo, taa, and ti ti</b>		1				1	1								
		<b>Context: TV tunes</b>		1				1	1								
		<b>Rhythm Cards: spot the rhythm</b>						2	2	2							
		<b>Rhythm Cards: stepping stones</b>						2	2	2							
1	8	<b>Ostinato</b>															
		<b>Revision: rhythm cards</b>						2	2	2							
		<b>Revision: TV tunes</b>		1				1	1								
		<b>Beat and Rhythm: Ostinato</b>						1/2*	1/2*	1/2*							
		<b>Beat and Rhythm: Ostinato challenge</b>						1/2*	1/2*	1/2*							
		<b>Beat and Rhythm: Orchestra</b>	2			2	2	2	2	2							

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