|  |  | Content Objectives | Strands | Strand Units | Concepts | Resources | Comments |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Term 1  | **Lesson 1**Sounds and Symbols | * To recognise connections between sounds and symbols
* To explore different vocal sounds
* To identify and use sequences of sounds
 | Listening and Responding | Exploring Sounds | * A sense of pitch
* A sense of structure
* A sense of duration
 | The Front Door   |  |
| **Lesson 2** Listening with Front Door | * To recognise connections between sounds and symbols
* To listen to different instrument sounds
* To identify and use sequences of sounds
 | Listening and RespondingPerforming | Exploring soundsEarly literacy | * A sense of pitch
* A sense of structure
* A sense of duration
* a sense of timbre
 | The Front Door |  |
| **Lesson 3** Morning Sounds | * To recognise environmental sounds
* To recognise connections between sounds and symbols
* To explore different vocal sounds
 | Listening and RespondingPerforming Composing | Exploring soundsEarly literacyImprovising and creating | * A sense of pitch
* A sense of timbre
* A sense of duration
 | Worksheet  |  |
| **Lesson 4**Song - Hill and Gully Rider | * To identify sequences of melody
* To identify call and response.
* To Sing Hill and Gully Rider.
 | Listening and RespondingPerforming  | Song Singing | * A sense of pitch
* A sense of structure
* A sense of duration
 | Sing Along Video |  |
|  | **Lesson 5**Composing with symbols | * To recognise connections between sounds and symbols
* To identify and use sequences of sounds in composition
 | CompositionListening and Responding | Exploring SoundsImprovising and CreatingLiteracy | * A sense of pitch
* A sense of structure
* A sense of duration
* A sense of timbre
 | Front Door resourceWorksheets |  |
| **Lesson 6**Performing with Instruments | * To recognise different instrument groups
* To perform with four groups of instruments
 | Performing | Playing Instruments | * A sense of structure
* A sense of duration
* A sense of timbre
* A sense of texture
 | The Clock resource |  |
| **Lesson 7**Aboriginal Music | * To listen and discuss the music from Aboriginal musicians.
* To connect the music to the background of the performer, the language and the instruments used.
 | Listening and Responding | Listening and responding to music.  | * A sense of pulse
* A sense of style
* A sense of tempo
 | Videos and links |  |
|  | **Lesson 8**Dynamics (Loud and Soft ) | * To perform with four groups of instruments
* To recognise loud and soft sections of a song.
* To perform using dynamics.
 | Performing | Playing Instruments | * A sense of structure
* A sense of duration
* A sense of dynamics
* A sense of texture
 | Video exampleThe Clock resource |  |
|  | **Lesson 9**Fast and Slow | * To perform with four groups of instruments
* To recognise fast and slow music.
* To perform using fast and slow sections.
 | Performing | Playing Instruments | * A sense of structure
* A sense of duration
* A sense of tempo
* A sense of texture
 | Video ExampleThe Clock resource |  |
|  | **Lesson 10**Song - Jambo | * To identify sequences of melody
* To identify call and response.
* To sing Jambo
 | Listening and RespondingPerforming  | Song Singing | * A sense of pitch
* A sense of structure
* A sense of duration
 | Video |  |