|  |  | Content Objectives | Strands | Strand Units | Concepts | Resources | Comments |
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| 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**  Next level listening | * To recognise connections between sounds and symbols * To listen to different instrument sounds * To perform using sequences of sounds | Listening and Responding  Performing | Exploring sounds  Early 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 Responding  Performing  Composing | Exploring sounds  Early literacy  Improvising and creating | * A sense of pitch * A sense of timbre * A sense of duration | Worksheet |  |
| **Lesson 4**  Composing with symbols | * To recognise connections between sounds and symbols * To identify and use sequences of sounds in composition | Composition  Listening and Responding | Exploring Sounds  Improvising and Creating  Literacy | * A sense of pitch * A sense of structure * A sense of duration * A sense of timbre | Front Door resource  Worksheets |  |
|  | **Lesson 5**  Song - Skip to My Lou | * To identify sequences of melody * To identify call and response. * To sing Jambo | Listening and Responding  Performing | Song Singing | * A sense of pitch * A sense of structure * A sense of duration | Sing-along Video |  |
|  | **Lesson 6**  Make Your Own Music Notation | * To recognise sequences of sounds * To recognise connections between sounds and symbols * To create new symbol and sounds connections | Composition  Listening and Responding | Exploring Sounds  Improvising and Creating  Literacy | * A sense of pitch * A sense of structure * A sense of duration * A sense of timbre | Worksheets |  |
| **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 | 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**  Storm Sounds | * To recognise environmental sounds * To recognise connections between sounds and symbols * To explore different vocal sounds | Composition  Listening and Responding | Exploring Sounds  Improvising and Creating  Literacy | * A sense of pitch * A sense of structure * A sense of duration * A sense of timbre | Worksheets |  |
|  | **Lesson 9**  Performing in a Group | * 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 10**  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 example  The Clock resource |  |