|  |  | 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 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**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 5**Song - Skip to My Lou | * 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
 | 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
 | CompositionListening and Responding | Exploring SoundsImprovising and CreatingLiteracy | * 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
 | CompositionListening and Responding | Exploring SoundsImprovising and CreatingLiteracy | * 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 exampleThe Clock resource |  |