|  |  | Content Objectives | Strands | Strand Units | Concepts | Resources | Comments |
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| TERM 1 | **Lesson 1**Exploring Vocal Sounds | * 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**Graphic 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
 | WorksheetsGraphic Notation course |  |
| **Lesson 3** The Sounds Around You | * 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**Hill and Gully Rider | * To identify sequences of melody
* To identify rhythms in song
* To sing Hill and Gully Rider
 | PerformingListening and Responding | Song Singing | * A sense of pitch
* A sense of structure
* A sense of duration
 | Sing-along video resource |  |
|  | **Lesson 5** Using 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 6**Perform and Compose | * To recognise Different sound groups within the class
* To recognise connections between sounds and visuals
* 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
 | The Clock |  |
| **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**Composing Groupwork | * To recognise connections between sounds and symbols
* To identify and use sequences of sounds in composition
* To perform these compositions in groups
 | 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 9**DynamicsLoud 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 10**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 |  |