|  |  | 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 | 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  Graphic 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 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**  Hill and Gully Rider | * To identify sequences of melody * To identify rhythms in song * To sing Hill and Gully Rider | Performing  Listening 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 | 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 | 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 | 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 9**  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 |  |
|  | **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 Example  The Clock resource |  |