|  |  | Content Objectives | Strands | Strand Units | Concepts | Resources | Comments |
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| TERM 1 | **Lesson 1**  Graphic Notation | * 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 | * 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  Front Door |  |
| **Lesson 3**  Make Your Own Music Notation | * 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**  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 5**  Environmental sounds - Loud and Quiet | * 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 6**  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 7**  Song - The Green Grass Grows All Around | * To identify sequences of melody * To identify rhythms in song | Performing | Song Singing | * A sense of pitch * A sense of pulse * A sense of style | Sing along video and lyrics |  |
|  | **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 example  The 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 Example  The Clock resource |  |
|  | **Lesson 10**  Irish Polka | * To identify sequences of melody * To identify instrumental parts * To perform Irish polka in four groups | Listening and Responding  Performing | Playing with instruments | * A sense of pitch * A sense of pulse * A sense of structure * A sense of duration | Play-along video piece |  |