

**MUSIC ROOM from Bushfire Press
Book 2 – Lower Primary
Queensland Outcomes (MU1.1 MU1.2 MU1.3)**

MUSIC ROOM Book 2 Unit 1

www.bushfirepress.com/musicroom

OUTCOME	LESSON1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	LESSON 6	LESSON 7	LESSON 8
<p>MU 1.1 Students aurally and visually recognise and respond to Level 1 Core Content in music they hear and perform</p>	<p><u>Welcoming Song:</u> -Improvise movement ostinato to the beat while singing</p> <p><u>Rhythm:</u> -Differentiate between beat and rhythm -Perform beat and rhythmic pattern simultaneously</p>	<p><u>Tuning In:</u> -Aurally identify known rhythms</p> <p><u>Beat and Rhythm:</u> -Aurally identify beat and rhythmic pattern</p> <p><u>Name Game:</u> -Maintain beat using body percussion while performing speech rhyme</p>		<p><u>Using the RP:</u> - Listen attentively to musical examples - Imitate 4 beat rhythmic patterns using movement whilst listening to a song</p> <p><u>Beat and Rhythm:</u> -Differentiate beat and RP through movement</p>	<p><u>High and Low:</u> -Aurally identify ascending and descending phrases -Show the melodic contour of high and low phrases through movement</p> <p><u>Pitch Patterns:</u> -show melodic contour of high and low sounds through movement</p>	<p><u>Pitch Map:</u> -recognise ascending and descending phrases -respond to melodic contour through movement</p> <p><u>Move to the Pitch:</u> -Listen attentively to musical examples -show high and low phrases through movement</p>	<p><u>Pitch Patterns:</u> -Listen attentively to musical examples -show melodic contour through movement</p>	<p><u>Tuning In:</u> -Aurally recognise individual voices</p>

MUSIC ROOM from Bushfire Press
Book 2 – Lower Primary
Queensland Outcomes (MU1.1 MU1.2 MU1.3)

MUSIC ROOM Book 2 Unit 1

OUTCOME	LESSON1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	LESSON 6	LESSON 7	LESSON 8
<p>MU1.2 Students sing a repertoire of songs of limited pitch range and play instruments, individually and with others, including simple rhythmic and melodic 2 part music</p>	<p><u>Rhythm:</u> -Play a simple accompaniment to known song</p>	<p><u>Tuning In:</u> -Play simple rhythmic accompaniment to known song</p>	<p><u>Rhythm:</u> -Sing a known song while playing the rhythm</p> <p><u>Creating:</u> - Play known rhythms on untuned percussion to music</p>	<p><u>Tuning In:</u> -Sing a known song while clapping the RP taa taa ti ti taa</p> <p><u>Using the Rhythmic pattern:</u> -Play known rhythm untuned percussion</p>		<p><u>Getting Higher, Getting Lower:</u> -Play short melodic phrases using combinations of known melodic elements on tuned percussion</p>	<p><u>Pitch Patterns:</u> -play short phrases on chime bars to show melodic contour</p>	<p><u>Creating:</u> -Play short phrases using combinations of known melodic elements on tuned percussion</p> <p><u>Snakes and ladders:</u> -Play short phrases using combinations of known melodic elements on tuned percussion</p>
<p>MU1.3 Students read and write short musical phrases containing level 1 Core Content</p>	<p><u>Rhythm:</u> -Recognise one sound on a beat as taa -Recognise two sounds on one beat as ti ti..</p>	<p><u>Rhythm:</u> -Read rhythmic patterns containing taa and ti ti <u>Beat And Rhythm:</u> -Read visual reps. for beat and rhythmic pattern</p>	<p><u>Tuning In:</u> -Read and perform visual reps. for beat and RP <u>Rhythm:</u> -Read rhythmic patterns containing combinations of taa and ti ti</p>		<p><u>Pitch Patterns:</u> -read visual reps. for high and low sounds</p>	<p><u>Pitch Map:</u> Read visual reps to identify ascending and descending phrases</p>		