

MUSIC ROOM from Bushfire Press
Book 2 – Lower Primary
Queensland Outcomes (MU1.1 2.1)
www.bushfirepress.com/musicroom

MUSIC ROOM Book 2 Unit 3

OUTCOME	LESSON 1	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>Contrasting Section (AB form):</u> -perform songs and change movements for each phrase</p>	<p><u>AB Form;Verse and Chorus:</u> -aurally recognise same and different phrases in music and show this through movement (dance)</p>	<p><u>Tuning In:</u> - respond to tempo through movement</p>		<p><u>Tuning In:</u> - respond to changing tempo through movement</p> <p><u>Slow, Fast, Fastest:</u> -respond to tempo in unknown musical example through movement (walk, jog, run)</p>	<p><u>Tuning In:</u> - respond to changing tempo through movement -maintain a steady beat while performing a speech rhyme</p> <p><u>Getting faster, Getting Slower:</u> -respond to changing tempo in unknown musical example through movement</p>	<p><u>Tuning In:</u> -aurally recognise different types of sounds found on percussion</p>	
<p>MU 2.1 Students aurally and visually recognise and respond to Level 2 Core Content in music they hear and perform</p>			<p><u>Singing Loud and Soft:</u> - sing known song in tune and expressive while responding to visual cues for (p) and (f)</p> <p><u>Sound Story:</u> -aurally respond to changing dynamics –(p), (f), decrescendo and crescendo</p>	<p><u>Tuning In:</u> -aurally and visually recognise decrescendo and crescendo in unknown musical examples</p>			<p><u>Classifying Sound:</u> -create a soundscape on percussion to accompany poem</p>	<p><u>Thick and Thin Singing:</u> -aurally recognise and respond to tone colour of individual voice and group voices</p> <p><u>Thick and Thin Moving:</u> -listen attentively to musical example</p>

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OUTCOME	LESSON 1	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>Contrasting Section (AB form):</u> - perform repertoire learnt in class with percussion accompaniment to demonstrate form</p>			<p><u>Getting Louder, Getting Softer:</u> - sing decrescendo and crescendo while responding to a visual cue (crocodile jaws)</p> <p>- create rhythmic accompaniment on untuned percussion to show decrescendo and crescendo</p>	<p><u>Slow, Fast, Fastest:</u> - create a sound sequence using untuned percussion to demonstrate changing tempo</p>	<p><u>Getting Faster, Getting Slower:</u> -sing a known song expressively paying attention to changing dynamics -perform changing tempo on untuned percussion, responding to visual cues (wind up toy)</p>	<p><u>Classifying Sound:</u> -play a simple rhythmic accompaniment to unknown song on untuned percussion</p>	
<p>MU 2.2 Students sing a varied repertoire of pentatonic songs and play instruments individually and with others, in unison and in two parts</p>				<p><u>Evaluation:</u> -perform a known musical example while demonstrating crescendo and decrescendo</p>				

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OUTCOME	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	LESSON 6	LESSON 7	LESSON 8
MU1.3 Students read and write short musical phrases containing level 1 Core Content	<u>Group Performance:</u> <i>- read visual reps for form (AB,AB)</i>		<u>Changing Dynamics:</u> <i>- can demonstrate changing dynamics though reading visual cues</i>					