Specialist Music Program 2013

- Semester One : Years Prep-3

Music involves singing, playing instruments, listening, moving, and improvising. Students use and modifying the musical elements they learn to express ideas through sound.
Music Activities Semester One 2013

**Prep:**

Melodic development activities including:

- in-tune singing,
- high and low sounds over a wide range,
- same or different melodic sounds.

*Rhythmic development activities including:*

- gross motor beat to songs,
- playing classroom percussion instruments to the beat of music,
- imitating rhythmic patterns,
- speech rhymes.

*Tone colour activities including:*

- individual sounds of selected classroom percussion instruments.

*Listening skills including:*

- fast and slow beat,
- environmental sounds,
- loud and soft,
- listening to musical excerpts and sharing of ideas,
- following directions.

*Part Work and movement activities including:*

- gross motor beat with partner,
- action songs and dances.
**Year One:**

*Melodic development activities including:*
- high and low sounds an octave to a minor third,
- in tune singing s-m intervals,
- higher and lower pitch,
- Improvisation.

*Rhythmic development activities including:*
- demonstrate a steady beat in songs and rhymes,
- differentiate between beat and rhythmic pattern.

*Tone colour activities including:*
- timbre of individual voices and wider range of classroom percussion instruments.

*Listening skills including:*
- play/sing softer and louder,
- faster/slower beat,
- listen to musical examples and discuss responses.

*Part Work and movement activities including:*
- beat with partner,
- action songs/dances.
**Year Two**

**Melodic development activities including;**

- sing songs while performing the beat or rhythmic pattern,
- recognise songs from melodic pattern,
- melodic contour of so, mi, and la songs,
- imitate melodic phrases,
- Improvisation.

**Rhythmic development activities including;**

- derive, aurally and visually recognise patterns containing crotchets, crotchet rests and quavers,
- Imitate rhythmic patterns incorporating crotchets, crotchet rests and quavers,
- play rhythms on percussion instruments from notation using known elements,
- recognise songs when the rhythmic pattern is performed.

**Tone Colour activities including:**

- Selected musical instruments.

**Listening skills including;**

- inner hearing of phrases.

**Part Work and movement activities including;**

- rhythmic and melodic ostinatos,
- melodic canons.
**Year Three**

*Melodic development activities including:*

- songs with melodic contour containing so, mi, la and do intervals,
- repertoire using pentatonic scale,
- imitate 8 beat melodic patterns containing known solfa,
- staff placement - lines and spaces,
- play songs on melodic instruments using G and E.

*Rhythmic development activities including:*

- derive, aurally and visually recognise patterns containing crotchets, quavers, minims and crotchet rests,
- imitate 8 beat rhythmic patterns using known elements,
- time signature and barlines in simple time,
- accents including stong and weak beats in simple time.

*Tone colour activities including:*

- selected orchestral instruments.

*Listening skills including *

- recognising and applying musical terms - piano, forte, allegro, adagio.

*Part work and movement activities including:*

- melodic canons in pentatonic keys,
- rhythmic ostinatos using known elements.