Specialist Music Program 2013

- Semester One : Years 4-7

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

Year 4:

Melodic development activities including:

- in-tune singing and melodic contour of songs containing so, mi, la and do intervals,
- imitate solfa patterns of up to 8 beats
- staff placement – lines and spaces, reading notes from the staff,
- songs of extended range,
- play songs on melodic instruments using G, A, E and B from the staff,
- melodic intervals – steps and skips

Rhythmic development activities including:

- derive, aurally and visually recognise rhythmic patterns containing crotchets, quavers, crotchet rests, semiquavers, minims and semibreves,
- barlines and timesigns in simple time,
- imitating rhythmic patterns of up to 8 beats using known elements,
- metric accent in simple time.

Tone colour activities including:

- individual sounds of selected orchestral instruments.

Listening skills including:

- recognising and applying selected musical terms.

Part Work and movement activities including:

- class ensemble work,
- Melodic and rhythmic canons.
**Year Five:**

*Melodic development activities including:*

- reading notes from the treble staff,
- playing melodies from the staff on tuned percussion instruments,
- singing songs of extended range within a group.

*Rhythmic development activities including:*

- derive, aurally and visually recognise crotchet, quaver, crotchet rest, semiquaver, semibreve and minims,
- metric accent and correct use of bar lines in simple time,
- conduct in 4 beat pattern in simple metre.

*Tone colour activities including:*

- timbre of selected orchestral instruments from Pachabel’s “Canon”.

*Listening skills including:*

- identity the number of verses after hearing a song,
- sing known songs, indicating when the chorus begins,
- recognising and applying selected musical terms,
- identify each new entry in a canon, counting the beats in between.

*Part Work and movement activities including;*

- play simple two part arrangements from the staff on melodic instruments.

*Form and Texture activities including:*

- canon form,
- recognise and use the repeat sign,
- verse/chorus structures.
**Year Six**

**Melodic development activities including;**

- sing songs of extended range within a group,
- play songs using simple chord accompaniment (Dmaj, A7),
- read notes from the treble staff including below and above the staff lines,
- notes a skip/step apart on the staff.

**Rhythmic development activities including;**

- derive, aurally and visually recognise patterns containing crotchets, quavers, semibreves, semiquavers, minims, dotted minims and corresponding rests,
- aurally and visually recognise metric accents and the correct use of bar lines in simple time,
- recognise and understand the use of ties.

**Tone Colour activities including:**

- selected musical instruments.

**Listening skills including;**

- aurally identify the difference between a major and minor chord.
- recognise and apply selected musical terms.

**Part Work and movement activities including;**

- class ensemble work.

**Form and texture activities including;**

- chords.
Year Seven

Melodic development activities including;

- play songs using simple chord accompaniment using major/minor chords,
- read and write notes on the treble staff that are a skip/step apart using correct notation,
- sing songs of extended range within a group.

Rhythmic development activities including:

- derive, aurally and visually recognise patterns containing crotchets, quavers, minims, dotted minims, semiquavers, semibreves and corresponding rests using all time names,
- Recognise and understand the use of ties,
- time signature and berlines in simple time, adding barlines where necessary.

Tone colour activities including:

- selected orchestral instruments.

Listening skills including

- aurally identify the difference between major and minor chords,
- recognise and apply selected musical terms to listening excerpts.

Part work and movement activities including;

- class ensemble work.

Form and texture activities including;

- structure of songs...