Specialist Music Program 2015

- Semester One: Years Prep-3

Music involves singing, playing instruments, listening, moving, and improvising. Students use and modify the musical elements they learn to express ideas through sound.
Music Activities Semester One 2015

**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 including solfa terminology and hand signs,
- higher and lower pitch,
- improvisation.

*Rhythmic development activities including:*

- demonstrate a steady beat in songs and rhymes,
- differentiate between beat and rhythmic pattern.
- deriving and performing the rhythmic patterns of songs containing crotchets and quavers.

*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 and musical elements.

*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, including solfa terminology.
- 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.

*Tone Colour activities including:*

- timbre of selected orchestral 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 solfa 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,
- accents including strong and weak beats in simple time.
- 4 beat rhythmic improvisation including known rhythmic elements

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.

Form and structure activities including:

- call and response,
- question and answer phrases.