

Music Room Book 1. WA Curriculum Map.  
This is mapped to the Pre-primary Scope and Sequence.

Music Room Book 1. Unit 1	Improvisation with voice, movement and play to explore and create music ideas	Use of symbols, pictures and movement and relevant technology to explore and share music ideas	Rhythm	tempo	pitch	dynamics	form	timbre	Improvisation and practise of music for a specific purpose and a familiar audience	Development of performance skills	Audience behaviour during performances	Different places and occasions	Personal responses to music they listen to and make
<b>1 - 1 Keeping the Beat</b>													
Welcoming Song: <i>Come On In</i>	X		X						X	X			
Keep the Beat	X	X											X
Exploration	X	X											X
Just for Fun										X			
Reflection				X									X
<b>1 - 2 Keeping the Beat</b>													
Walking Down the Street			X	X						X			
Let's All Clap Along	X	X	X	X						X			
Exploration		X	X	X						X			
Reflection			X	X						X			X
<b>1 - 3 High and Low</b>													
Environmental Sounds/ Xylophone					X								X
A Swinging Song	X	X			X								X
Exploration	X	X			X								X
Movement/Game	X	X			X								X
<b>1 - 4 High and Low</b>													
Didgeridoo and Chopsticks		X			X								X
A High and Low Story		X			X								X
Exploration - Instruments					X								X
Low Music/High Music	X	X			X				X				
Reflection					X								X
<b>1 - 5 Loud and Soft</b>													
Loud and Soft Music		X				X							X
Fancy Footwork		X				X							X
Sounds in the Round		X				X				X			X
Reflection						X							X
<b>1 - 6 Symbol and sound story</b>													



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Environmental Sounds						X							X
Sound Story/Exploration	X	X				X			X	X			X
Review – Sound Effects		X				X							X
<b>1 - 7 Fast and Slow</b>													
Environmental Sounds		X		X									X
Magic Tambourine	X	X		X									X
A Ram Sam Sam/A Fast and Slow Song		X		X									X
Playing	X	X		X					X				X
<b>1 - 8 Sound Story</b>													
Fast and Slow playing		X		X									X
Sound Story/Extension	X	X		X					X				X

Music Room Book 1. Unit 2	Improvisation with voice, movement and play to explore and create music ideas	Use of symbols, pictures and movement and relevant technology to explore and share music ideas	Rhythm	tempo	pitch	dynamics	Form	Timbre	Improvisation and practise of music for a specific purpose and a familiar audience	Development of performance skills	Audience behaviour during performances	Different places and occasions	Personal responses to music they listen to and make
<b>2 - 1 Beat Symbols</b>													
Beat and No Beat	X			X									
Beat Symbols		X		X						X			
Extension	X	X		X									
Reflection				X									X
<b>2 - 2 Beat Patterns</b>													
Different Beats				X									
Put the Beat	X			X						X			
Beat Patterns Ostinato		X	X	X									
More Beat Patterns		X		X						X			
Reflection				X									X
<b>2 - 3 Sound Story</b>													



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High and Low Animal Sounds		X			X								
Sound Story (Playing)		X			X				X	X			
<b>2 - 4 Vocal Effects</b>													
High and Low		X			X								
Voices/Xylophone		X			X								
Exploration		X			X								
High and Low vocal effects					X				X	X			
<b>2 - 5 Responding to Loud and Soft</b>													
Air Guitar		X				X							
Responding to loud/soft	X	X				X							
Movement, Exploration,	X	X				X							
Voices,	X	X				X							
Instruments	X	X				X			X	X			
<b>2 - 6 Singing and Playing loud and Soft</b>													
Loud and Soft Singing	X	X				X							
Playing and singing loud and soft	X	X				X							
Reflection						X							X
<b>2 - 7 Responding to Slow and Fast</b>													
Fast and Slow Music	X	X				X							
Magic Tambourine Moving	X	X				X			X				
A Fast and Slow Song	X	X				X			X	X			
Moving/Conductor	X	X				X							



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The Old Grey Cat	X	X				X			X	X			
Extension	X	X				X			X	X			
<b>2 - 8 Fast and slow Dance</b>													
Harmonica	X	X		X									
The Pony Gallop	X	X		X									
Chant and Percussion	X	X		X									
Conductor	X	X		X					X	X			
Reflection				X									X

Music Room Book 1. Unit 3	Improvisation with voice, movement and play to explore and create music ideas	Use of symbols, pictures and movement and relevant technology to explore and share music ideas	Rhythm	Tempo	pitch	dynamics	form	Timbre	Improvisation and practise of music for a specific purpose and a familiar audience	Development of performance skills	Audience behaviour during performances	Different places and occasions	Personal responses to music they listen to and make
<b>3 - 1 Beat Patterns</b>													
Copycat	X	X	X										
Revision/ Beat Patterns	X	X	X										
Reflection			X										X
<b>3 - 2 Dance to the Beat</b>													
Steady Beat and No Beat	X	X		X									X
Revision	X	X		X									
Dancing to the Beat	X	X		X									
Reflection				X									X
<b>3 - 3 Character Voices</b>													
Sing it Low, Sing it High	X	X			X								
Two Fat Gentlemen	X	X			X								
Exploration	X	X			X								
Singing and Moving	X	X			X								



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Reflection					X								X
<b>3 - 4 Pitch (High and Low)</b>													
Game-Stand Up Sit Down	X	X			X								
A trip to the Moon	X	X			X					X			
Reflection					X								X
<b>3 - 5 Responding to Loud and Soft</b>													
Echo Sticks/Exploration	X	X				X			X				
Marching Land	X	X				X							
I Hear Thunder	X	X				X							
Extension	X	X				X							
Reflection						X							X
<b>3 - 6 Playing Loud and Soft</b>													
Loud and Soft Music	X	X				X							
When We Wash the Dishes	X	X				X				X			
Exploration	X	X				X				X			
Reflection						X							X
<b>3 - 7 Responding to Slow and Fast</b>													
Fast and Slow Instruments	X	X		X									
The Music Man	X	X		X						X			
Reflection				X									
<b>3 - 8 Graphic Symbols</b>													
Conducting/Exploration	X	X		X									
Ride, Ride Your Bike	X	X		X									

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Music Room Book 1. Unit 4	Improvisation with voice, movement and play to explore and create music ideas	Use of symbols, pictures and movement and relevant technology to explore and share music ideas	Rhythm	tempo	pitch	dynamics	Form	timbre	Improvisation and practise of music for a specific purpose and a familiar audience	Development of performance skills	Audience behaviour during performances	Different places and occasions	Personal responses to music they listen to and make
<b>4 - 1 Music in Time</b>													
Rock Band / Chamber Group										X		X	
Exploration										X		X	
Reflection/Assignment											X		
<b>4 - 2 Music for Special Occasion</b>													
Music From Home – Show and Tell												X	X
Music For All Occasions												X	X
Reflection												X	X
<b>4 - 3 Music for Dance</b>													
Rock n Roll/Hip Hop/Hokey Pokey/2													X
Reflection													X
Assignment													X
<b>4 - 4 Dance that Tells a Story</b>													
Dances from Home – Show and Tell													X
Two Deedle Ducks	X				X				x				
Barnyard Ballet	X								X	X			
Reflection													X
<b>4 - 5 Music that Tells a Story</b>													
I Play That Happy Music									X				
Sudden Storm	X	X							X				
Revision (I Hear Thunder)	X	X							X				
Sound Story	X	X				X			X				
<b>4 - 6 Balloon Journey</b>													
Balloon Journey	X	X							X				
<b>4 - 7 Big Day Out</b>													
End of Year	X	X							X	X			



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Performance Piece													

## Notes.

1. The notion of “audience behaviour” is not addressed explicitly, although it is not difficult to incorporate this into any class performance.

