

Music Room Book 5. WA Curriculum Map.  
This is mapped to the year 4 Scope and Sequence.

Music Room Book 5 Unit 1 Rhythms, Rhymes and Funky Feels	Improvisation with the elements of music to create a simple composition	Communication and recording of music ideas using graphic and/or standard notation, dynamics, terminology, and relevant technology	<i>p</i>	changing tempos; <i>presto</i> , <i>andante</i> , <i>adagio</i> , <i>allegretto</i>	pentatonic scale	recognising leaps & steps, <i>pp</i> , <i>ff</i> , smoothly, short, detached	form (ternary (ABA); bridge; coda)	instrument groups, differentiate between instruments when played together	texture (two or more rhythmic or melodic patterns played together)	Application of specific rehearsal processes to improve music performance and engage an audience	Development of performance skills	Responses to, and respect for, the music of others as performers and audience members	Reasons why and how people make music across different cultures, events or occasions	Responses that identify and describe how the elements of music are combined and used to communicate ideas, mood and meaning
<b>1 - 1 Funk</b>														
Tuning In:													X	
Different Feels													X	X
Thinkabout Talkabout													X	X
Style : A Funk Feel													X	
Get Funky							X	X			X			
Thinkabout Talkabout														X
<b>1 - 2 Funk</b>														
Sink-a-potato														
Get Funky											X			
A Funky Arrangement											X			
Funky Lyrics											X			
Syncopated Rhythm	X										X			
Football Chant						X								
<b>1 - 3 Calypso</b>														
Rhythm game O'Grady											X			
Sink-a-potato														
A Calypso Feel													X	
The Poor Old Dog								X			X			
Adding An														



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Arrangement															
Thinkabout Talkabout															X
<b>1 - 4 Syncopation</b>															
Tuning In:															
Get Funky												X			
Sink-a-potato												X			
The Poor Old Dog												X			
Syncapation Carnival in Rio														X	
Street Parade Practice	X									X	X				X
Changing Patterns	X									X	X				
Street Parade Performance	X									X	X				
Street Parade Challenge	X									X	X				
Thinkabout Talkabout	X			X								X			
Syncopated Rhythm Composition	X	X								X	X				
<b>1 - 5 Hoedown</b>															
Howdown														X	
Old Dan Tucker								X				X			
Thinkabout								X					X	X	



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Talkabout														
On Beats and off Beats		X									X			
Challenge		X									X			
Moving to the Off-beat											X			
Putting it All Together											X			
<b>1 - 6 Hoedown</b>														
Old Dan Tucker											X			
Hoedown – a square dance											X			
Sequence											X			
Going to the Hoedown											X			
<b>1 - 7 Boogie-Woogie</b>														
Different Feels														X
A Boogie Feel														X
Beat Box Boogie								X	X	X				
Thinkabout Talkabout														X
<b>1 - 8 All Our Feels</b>														
Get Funky											X			
The Poor Old Dog											X			
Old Dan Tucker											X			
Beat Box Boogie									X	X				



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Listening										X						X
Creating	X									X	X	X				X
Thinkabout Talkabout	X									X	X					X

Music Room Book 5 Unit 2 Rhythms, Rhymes and Riffs	Improvisation with the elements of music to create a simple composition	Communication and recording of music ideas using graphic and/or standard notation, dynamics, terminology, and relevant technology		changing tempos; <i>presto</i> , <i>andante</i> , <i>adagio</i> , <i>allegretto</i>	pentatonic scale	recognising leaps & steps,	<i>pp</i> , <i>ff</i> ; smoothly, short, detached	form (ternary (ABA); bridge; coda)	instrument groups, differentiate between instruments when played together	texture (two or more rhythmic or melodic patterns played together)	Application of specific rehearsal processes to improve music performance and engage an audience	Development of performance skills	Responses to, and respect for, the music of others as performers and audience members	Reasons why and how people make music across different cultures, events or occasions	Responses that identify and describe how the elements of music are combined and used to communicate ideas, mood and meaning	
<b>2 - 1 Funky Vocals</b>																
Get Funky												X				
I Wanna Hear That Music		X								X		X				
Let's Cook											X	X				
Let's Cook Ingredients	X										X					
Group Cooking	X										X					
Thinkabout Talkabout																X



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<b>2 - 2 Funky Riffs</b>														
Let's Cook										X	X			
Funky Riffs: Instrumental										X				
Let's Riff										X				
Creating Riffs	X				X					X	X			
Trading Riffs	X									X	X			
Thinkabout Talkabout	X									X				X
<b>2 - 3 Calypso Instrumental Harmony</b>														
The Poor Old Dog											X			
Mallacoota Time										X	X			
Chordal Riff										X	X			
Arrangement									X	X	X			
Movement										X	X			
Thinkabout Talkabout														X
<b>2 - 4 Calypso Vocal Harmony</b>														
Mallacoota Time										X	X			
Calypso: Vocal Harmony										X	X			
The Sloop John B									X	X	X			
Thinkabout Talkabout									X					X
<b>2 - 5 Building An Arrangement</b>														



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Hot Summer Night									X	X	X			
Building An Arrangement														
Improvisation	X				X				X	X	X			
Challenge: Adding a harmony to the melodic Stab	X				X					X	X			
Thinkabout Talkabout	X				X				X					X
<b>2 - 6 More Riffs</b>														
Hot Summer Night									X	X	X			
Creating Riffs	X				X					X	X			
Riffs in Sequence	X						X		X	X				
Group Riffs	X	X			X									
Performance	X	X			X					X	X			
Thinkabout Talkabout	X	X									X			X
<b>2 - 7 Vocal Arrangement</b>														
Beat Box Boogie														
There's a Part for Everybody									X					
Arrangement									X	X	X			
Challenge: Creating Your Own Vocal Lead Part	X				X				X	X	X			
Thinkabout									X	X				X



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Talkabout														
<b>2 - 8 Instrumental Arrangement</b>														
There's a Part for Everybody					X				X	X	X			
Instrumental Arrangement					X				X	X	X			
Instrumental Lead Part					X				X	X	X			
Thinkabout Talkabout									X					X



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Music Room Book 5 Unit 3 Musical Pictures	Improvisation with the elements of music to create a simple composition	Communication and recording of music ideas using graphic and/or standard notation, dynamics, terminology, and relevant technology		changing tempos; <i>presto</i> , <i>andante</i> , <i>adagio</i> , <i>allegretto</i>	recognising leaps & steps, pentatonic scale	<i>pp</i> , <i>ff</i> ; smoothly, short, detached	form (ternary (ABA); bridge; coda)	instrument groups, differentiate between instruments when played together	texture (two or more rhythmic or melodic patterns played together)	Application of specific rehearsal processes to improve music performance and engage an audience	Development of performance skills	Responses to, and respect for, the music of others as performers and audience members	Reasons why and how people make music across different cultures, events or occasions	Responses that identify and describe how the elements of music are combined and used to communicate ideas, mood and meaning
<b>3 - 1 Face the Music</b>														
Mood music														X
Mood list														X
Strike a pose														X
Face the Music												X		X
Pictures at an Exhibition												X		X
Thinkabout Talkabout												X		X
<b>3 - 2 Slide Show</b>														
Mallacoota Time														X
Musical Pictures														
Slide Show- Beach														X
Slide Show – Rush Hour														X
Groups									X	X				
Thinkabout Talkabout													X	X
<b>3 - 3 Storyboard</b>														
Sounds in the Round	X											X		
Composing	X									X				
Performing											X			



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<b>3 - 4 Silent Movie Music</b>														
Silent Movie														X
Silent Movie Music														X
Silent Movie Moves									X					X
Other Stories									X					X
Rehearsal									X					X
Performance									X	X				
Thinkabout Talkabout													X	X
<b>3 - 5 Foley</b>														
Sounds in the Round													X	X
Funny Foley													X	X
Challenge											X			
<b>3 - 6 Action &amp; Sound</b>														
Country Capers													X	X
The Big Picture								X	X	X				X
Thinkabout Talkabout									X					X
<b>3 - 7 Graphic Notation</b>														
The Russian Dance		X												X
Studying the Score		X												



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Playing the score										X	X			
Challenge								X		X	X			
Thinkabout Talkabout										X	X			X
Moving to the Score										X	X			
<b>3 - 8 Creating a Graphic Score</b>														
Repeat Signs							X							
Listening												X		X
Moving														X
Section Pairs							X			X				X
Creating Symbols														
Creating a Graphic Score		X												X
Performing the Scores		X								X	X			X



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Music Room Book 5 Unit 4 Song and Dance	Improvisation with the elements of music to create a simple composition	Communication and recording of music ideas using graphic and/or standard notation, dynamics, terminology, and relevant technology	<i>♩</i>	changing tempo; <i>presto</i> , <i>andante</i> , <i>adagio</i> , <i>allegretto</i>	recognising leaps & steps, pentatonic scale	<i>pp</i> , <i>ff</i> ; smoothly, short, detached	form (ternary (ABA); bridge; coda)	instrument groups, differentiate between instruments when played together	texture (two or more rhythmic or melodic patterns played together)	Application of specific rehearsal processes to improve music performance and engage an audience	Development of performance skills	Responses to, and respect for, the music of others as performers and audience members	Reasons why and how people make music across different cultures, events or occasions	Responses that identify and describe how the elements of music are combined and used to communicate ideas, mood and meaning
<b>4 - 1 Songs With Actions</b>														
O'Grady											X			
The Doodlie Doo											X			
Doodlie Doo Wop											X	X	X	
Thinkabout Talkabout				X										X
<b>4 - 2 Song &amp; Dance from Different Lands: East Timor</b>														
The Doodlie Doo											X			
Oh Hele Le											X			
Moving											X		X	X
Dancing the Tebe											X		X	
Thinkabout Talkabout													X	X
<b>4 - 3 Song &amp; Dance from Different Lands: Colonial Australia</b>														
Oh Hele Le											X			
Bush Percussion													X	X
The Old Bark Hut										X	X			
Adding Percussion										X	X			
Thinkabout Talkabout													X	X
<b>4 - 4 Song &amp; Dance from Different Lands: Colonial</b>														



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<b>Australia</b>														
The Old Bark Hut										X	X			
The Galopede										X	X			
Thinkabout Talkabout													X	X
Bush Band	X									X	X			
Extention/ Creating										X	X			
<b>4 - 5 Song &amp; Dance for Special Occasions: Festivals</b>														
Street Parade/ Carnivale	X									X	X			
Carnivale											X			
Adding Movement										X	X			
Singing Movements										X	X			
Break Movements										X	X			
Thinkabout Talkabout										X	X			X
<b>4 - 6 Song &amp; Dance for Special occasions: Festivals</b>														
Carnivale											X			
Adding Instruments										X	X			
Rehearsal										X	X			



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Thinkabout Talkabout														
<b>4 - 7 End of Year Performance</b>														
Program										X			X	X
Structure										X			X	X
Rehearsal										X				
Audience										X			X	X
Publicity and Promotion													X	X
Records and Evaluation													X	X
Performance										X	X			

Notes:

1. Dotted minims are not covered in Book 5 but they are comprehensively covered in Book 4, Unit 1, Lesson 7.
2. Does not address changing tempos; *presto*, *andante*, *adagio*, and *allegretto*. They are covered in Music Room 7, Unit 3, Lesson 4 (Chart 19) (except for "*allegretto*"). Can be incorporated into a revision of Music Room 2, Unit 3 Lessons 5 and 6.
3. "*pp*" and "*ff*" are not addressed. However, it is easy to incorporate this into Unit 1, Lesson 2 "Football Chant".
4. "Smoothly", "Short" and "detached" are addressed in Book 4, Unit 3, Lesson 1. (although not using those terms)
5. The differences between different instrumental groups is on explicitly addressed. However, it is easy to incorporate this into the 4 main songs in Unit 1 and Unit 3, Lesson 7 "Russian Dance".
6. The role of audience is not explicitly covered although this is easy to incorporate into a reflection exercise after any class performance.

