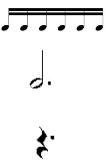


Music Room Book 7. WA Curriculum Map.
This is mapped to the year 6 Scope and Sequence.

Music Room Book 7 Unit 1 Rhyme and Rhythm	Improvisation with, and manipulation of, the elements of music to create simple compositions and arrangements, imitating some characteristics of musical styles	Communication and recording of music ideas using standard notation, dynamics and expressive devices, terminology and relevant technology	Simple and compound time		tempo (changing tempos; terminology)	pitch (intervals occurring in scales); tonality: minor	dynamics expressive devices	form	timbre (acoustic and electronic sounds)	texture (layers of sound) to compose and perform music	Application of appropriate rehearsal processes to improve musical performances and sustain and enhance audience engagement	Development of performance skills	Responses to and contributions as performers and audience members, appropriate to culture and/or context	Factors that influence musical styles in particular cultures, times and contexts	Responses that identify and explain how the use and combination of the elements of music define a particular style or context, using relevant music terminology
1 - 1 Rap Rhythms															
Hip Hop Moves														X	X
Rap Rhythms			X									X			
Putting it Together			X							X	X				
Thinkabout Talkabout													X	X	
Research Task													X	X	
1 - 2 Rap Lyrics															
Research														X	X
Revision Putting it Out There			X							X	X				
Rap Lyrics			X	X						X	X				
Rap Writing			X	X						X	X				
Thinkabout Talkabout					X										X
Putting it Out There			X	X						X	X				
1 - 3 Loops & Turnarounds															
Putting it Out there			X	X						X	X				
Loops & Turnarounds	X								X		X				
Create a loop									X		X				
Loop around the circle									X	X	X				
Loop around the conductor									X	X	X				
Swap-a-loop									X	X	X				
Thinkabout Talkabout													X	X	



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Putting it together										X	X	X		X	X
1 4 Chord Loops															
<i>Rhythm Echo</i>			X												
<i>Rests</i>			X												
Chord Loops			X						X			X			
<i>Chord circle</i>			X						X			X			
<i>Chord swap</i>			X						X			X			
Thinkabout Talkabout									X				X		X
1 5 Two-chord Turnaround															
<i>Turnaround Rap</i>			X									X			
<i>Introduction</i>									X			X			
<i>Group composition</i>	X	X	X						X						
<i>Putting it out there</i>		X	X						X			X			
Thinkabout Talkabout													X		X
1 6 Word Loops															
Turnaround Rap.			X									X			
<i>Raparound</i>												X			
<i>Rounds</i>										X		X			
<i>It's all about words</i>			X									X			
<i>Group rap</i>	X	X	X							X		X			
Thinkabout Talkabout													X		X
1 7 Lyric Writing: Lists & Loops															



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<i>Beat Division</i>															
<i>Move to the beat - accent</i>											X	X			
Turnaround											X	X			
<i>Lyric technique: Repetition</i>											X	X			
<i>Lyric technique: word loop</i>											X	X			
Putting it out there												X			
Thinkabout Talkabout														X	X
1 8 Rhythm & Rhyme															
<i>All Around the World</i>												X		X	X
<i>Form</i>								X							
<i>Rhythm groove</i>															
<i>Turnaround</i>											X	X			
<i>Improvisation</i>	X										X	X			
<i>Changing places</i>	X										X	X			
<i>Putting it together</i>	X	X						X			X	X			
Thinkabout Talkabout														X	X



Music Room Book 7. WA Curriculum Map.
This is mapped to the year 6 Scope and Sequence.

Music Room Book 7 Unit 2 Body and Beat	Improvisation with, and manipulation of, the elements of music to create simple compositions and arrangements, imitating some characteristics of musical styles	Communication and recording of music ideas using standard notation, dynamics and expressive devices, terminology and relevant technology	Simple and compound time		tempo (changing tempos; terminology)	tonality: minor	pitch (intervals occurring in scales);	dynamics expressive devices	Form	timbre (acoustic and electronic sounds)	texture (layers of sound) to compose and perform music	Application of appropriate rehearsal processes to improve musical performances and sustain and enhance audience engagement	Development of performance skills	Responses to and contributions as performers and audience members, appropriate to culture and/or context	Factors that influence musical styles in particular cultures, times and contexts	Responses that identify and explain how the use and combination of the elements of music define a particular style or context, using relevant music terminology
2 1 Tribal Moves																
Tuning In	X		X					X			X					
Tribal Moves			X					X			X					
Thinkabout Talkabout															X	X
2 2 Choreography																
Tuning In	X		X					X					X			
Choreography: Formation and Shapes	X		X					X			X					
Choreography: Flow	X		X					X			X					
Putting it all together	X		X					X			X					
2 3 Body Music																
Body Echo																
Body Music	X		X								X					
Mouth Music	X		X								X	X				
2 4 Body Music																
Tuning In																
Body Music	X		X								X					
Mouth Music	X		X								X					
Putting it All Together: The	X		X					X			X	X				



Music Room Book 7. WA Curriculum Map.
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Music Room Book 7 Unit 2 Body and Beat	Improvisation with, and manipulation of, the elements of music to create simple compositions and arrangements, imitating some characteristics of musical styles	Communication and recording of music ideas using standard notation, dynamics and expressive devices, terminology and relevant technology	Simple and compound time		tempo (changing tempos; terminology)	pitch (intervals occurring in scales); tonality: minor	dynamics expressive devices	Form	timbre (acoustic and electronic sounds)	texture (layers of sound) to compose and perform music	Application of appropriate rehearsal processes to improve musical performances and sustain and enhance audience engagement	Development of performance skills	Responses to and contributions as performers and audience members, appropriate to culture and/or context	Factors that influence musical styles in particular cultures, times and contexts	Responses that identify and explain how the use and combination of the elements of music define a particular style or context, using relevant music terminology
Beat is the Body <i>Mouth Music</i>															
Thinkabout Talkabout	X							X							X
2 5 The Rhythm of Water															
<i>Storm</i>									X	X	X				
<i>Crescendo & Decrescendo</i>							X								
The Rhythm of Water									X	X	X				
2 6 The Rhythm of Water															
Tuning In							X		X	X	X				
The Rhythm of Water: an Arrangement	X						X		X	X	X				
<i>Putting it together</i>	X						X		X	X	X	X			
<i>Freeform Intro & Outro</i>	X						X	X	X	X					
<i>Thinkabout Talkabout</i>									X	X		X			X
2 7 Sporty Moves															
<i>Q & A Riff</i>	X							X			X				
<i>Sections</i>	X							X			X				



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<i>Move It</i>	X							X				X			
<i>Sporty Moves</i>	X							X			X	X			
2 8 Sporty Moves															
<i>Tuning In</i>	X							X			X	X			
<i>Sporty Sounds</i>	X								X	X	X				
<i>Thinkabout Talkabout</i>									X	X					X
<i>Sporty Riff</i>	X								X	X	X				
<i>Chorus Groove</i>	X							X	X	X	X				
<i>Putting it All Together</i>	X							X	X	X		X			
<i>Thinkabout Talkabout</i>									X	X			X		X



Music Room Book 7. WA Curriculum Map.
This is mapped to the year 6 Scope and Sequence.

Music Room Book 7 Unit 3 Words and Music	Improvisation with, and manipulation of, the elements of music to create simple compositions and arrangements, imitating some characteristics of musical styles	Communication and recording of music ideas using standard notation, dynamics and expressive devices, terminology and relevant technology	Simple and compound time		tempo (changing tempos; terminology)	pitch (intervals occurring in scales); tonality: minor	dynamics expressive devices	Form	timbre (acoustic and electronic sounds)	texture (layers of sound) to compose and perform music	Application of appropriate rehearsal processes to improve musical performances and sustain and enhance audience engagement	Development of performance skills	Responses to and contributions as performers and audience members, appropriate to culture and/or context	Factors that influence musical styles in particular cultures, times and contexts	Responses that identify and explain how the use and combination of the elements of music define a particular style or context, using relevant music terminology
3 1 Generating Lyrics															
Tuning In															
Generating Lyrics	X							X			X	X			X
Thinkabout Talkabout															X
3 2 Making Melodies															
Tuning In	X							X			X	X			X
Making Melodies	X		X		X			X			X	X			
<i>Putting it all together</i>	X		X		X			X			X	X			
Thinkabout Talkabout											X	X	X		X
3 3 Changing Tempos															
<i>Limestone Cave</i>										X					
BPM (Beats Per Minute)					X										
Thinkabout Talkabout					X										X
3 4 Lullaby Melodies															
<i>Tempo and feel</i>					X										X
<i>Metronome</i>					X										



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Music Room Book 7 Unit 3 Words and Music	Improvisation with, and manipulation of, the elements of music to create simple compositions and arrangements, imitating some characteristics of musical styles	Communication and recording of music ideas using standard notation, dynamics and expressive devices, terminology and relevant technology	Simple and compound time		tempo (changing tempos; terminology)	pitch (intervals occurring in scales); tonality: minor	dynamics expressive devices	Form	timbre (acoustic and electronic sounds)	texture (layers of sound) to compose and perform music	Application of appropriate rehearsal processes to improve musical performances and sustain and enhance audience engagement	Development of performance skills	Responses to and contributions as performers and audience members, appropriate to culture and/or context	Factors that influence musical styles in particular cultures, times and contexts	Responses that identify and explain how the use and combination of the elements of music define a particular style or context, using relevant music terminology
Tempo & Feel: Lullaby					X			X		X				X	X
<i>Lullaby rhythms</i>					X										
<i>Working with the rhythms</i>	X	X				X		X		X	X				
<i>Putting it all together playing</i>	X	X				X		X		X		X			
<i>Melody pairs</i>	X	X				X		X		X		X			
Thinkabout Talkabout					X	X				X					X
3 5 Lullaby Lyrics															
Tuning In					X	X		X		X					X
Lullaby Lyrics	X					X		X			X				
<i>Putting it all together</i>	X					X					X				
<i>Lullaby duos</i>	X					X		X		X	X	X			
Thinkabout Talkabout					X										X
3 6 Groove Grid															
<i>Drum Kit</i>										X	X				
Grid Score	X	X	X							X	X	X			



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Thinkabout Talkabout													X	X	X
3 7 Grid Score: Colour Sounds															
Grid Score: Colour Sounds	X								X	X					
<i>Colour partners</i>		X							X						
<i>Sounds & symbols</i>	X	X							X		X				
Thinkabout Talkabout									X					X	X
3 8 Putting it All Together															
Putting it All Together	X	X	X					X			X	X			
Thinkabout Talkabout															X

Music Room Book 7. WA Curriculum Map.
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Music Room Book 7 Unit 4 Fun and Games	Improvisation with, and manipulation of, the elements of music to create simple compositions and arrangements, imitating some characteristics of musical styles	Communication and recording of music ideas using standard notation, dynamics and expressive devices, terminology and relevant technology	Simple and compound time		tempo (changing tempos; terminology)	pitch (intervals occurring in scales); tonality; minor	dynamics expressive devices	Form	timbre (acoustic and electronic sounds)	texture (layers of sound) to compose and perform music	Application of appropriate rehearsal processes to improve musical performances and sustain and enhance audience engagement	Development of performance skills	Responses to and contributions as performers and audience members, appropriate to culture and/or context	Factors that influence musical styles in particular cultures, times and contexts	Responses that identify and explain how the use and combination of the elements of music define a particular style or context, using relevant music terminology
4 1 Musical Puzzles															
Word Challenge															X
Spot the Difference															
Crossword puzzle															X
Word Search															X
4 2 Musical Art															
Musical Monsters															
Face the Music															X
Draw to the Music															X
Advertising Poster													X		X
4 3 Listening & Singing Games															
The Beat Goes Round The Room															
Numbers Game															
Time Groups			X												
Hide the					X	X									



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Object															
Mystery Sounds															
4 4 Moving Games															
Follow the Leader															
The Detective Game															
The Knees Game															
Get Down															
Spin the Bottle															
The Newspaper Dance															
4 5 Musical Parlour Games															
Musical Cards															
Snakes & Ladders						X									
Rhyming Cards															
Music on My Back															



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4 6 Battle of the Bands															
Tuning In															X
Class Arrangement	X					X		X			X	X			
Band Arrangement	X					X		X			X	X			
The Battle of the Bands	X					X		X			X	X			
Guest Artists												X			
End of Year Music Party															

Notes:

- Compound time is not specifically covered in Music Room 7. However, it is covered reasonably well in Music Room 6, Module 2, Lesson 2.
-  is not covered. It is possible to cover this by revising Music Room 6, Module 2, Lesson 2.
-  (dotted minims) is not covered in Music Room 7. It is covered in Music Room 4, Unit 1, Lesson 7.
-  (dotted crotchets) is not covered. It is possible to incorporate this into a revision of Music Room 6, Module 2, Lesson 2.
- Intervals are not addressed specifically. They are easily incorporated into Unit 3, Lesson 2.
- Dynamics and Form are not specifically addressed but are easily worked onto various songs.

