



# Music Term 4, 2019

## Grade 1A and 1B

We have continued using solfege (do, re, mi, fa, so, la, ti, do') to sing and sign simple songs, including testing our sight-singing skills. We have been mapping patterns in music and continue to look at different ways to map rhythm, pitch and then play these on instruments.

This term we have learnt the solfege, mapped the patterns and learnt the song lyrics to American folk song "Here Comes a Bluebird". We have also been singing the song "Pile of Tin", including playing instruments to match the patterns of the chorus (ta, ti-ti) and working together as a class to write our own third verse for the song (pictures of these below).

**Our learning goals this term were: I can use my singing voice, I can keep the beat, I can read and play rhythms (Ta, ti-ti), I can recognise patterns in music, I can share my ideas, I can listen attentively, I can play instruments carefully, I can move safely to music.**



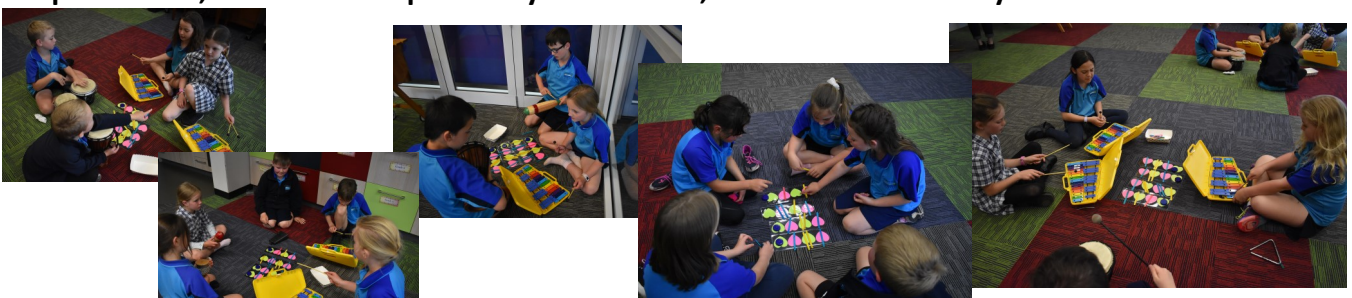
## Grade 2A and 2B

We have continued reading and writing rhythms (ta, ti-ti, zah) and using solfege (do, re, mi, fa, so, la, ti, do') to sing and sign simple songs, including testing our sight-singing skills. We have been mapping patterns in music and continue to look at different ways to map rhythm, pitch and then play these on instruments. A lot of our learning has been in small groups and we are working hard to develop our co-operative and collaborative group skills.

This term we have been dancing to "Moving to the Left" by Shenanigans and have extended this from one circle through to two circles. We have also been using "Pease Pudding Hot" to start exploring ternary (ABA) form/structure and composition, starting with the original tune, then creating our own B section and returning to the original tune to finish.

Each fortnight with Miss Fisher we have been exploring the 2019 Music Count Us in Song "We Are" as well as testing our playing skills using the boomwhackers.

**Our learning goals/success criteria this term were: I can use my singing voice (do, mi, soh), I can keep the beat, I can move to the music, I can read, write and play graphic notation (Ta, ti-ti, zah), I can recognise patterns in music, I can play instruments carefully, I can reflect on my performance, I can compose music, I can work cooperatively with others, I can listen attentively.**



# Music Term 4, 2019

## Grade 2/3

This term we have returned to playing recorders and have been working on a duet called “Softly Falls the Rain”. We utilised our understanding of solfege (do, re, mi) to learn each part of the song vocally before transferring this to our recorders—this made the process of learning the notes and tune of the song quicker and allowed us to break into pairs and small groups to play the song as a true duet. We are still using our B, A, G notes and have shown some fantastic progress since we began our recorder journey back in Term 1. We have been putting into practise our self-reflection feedback from our Term 3 assessments.

**Our learning goals this term are: I can keep the beat, I can read and play rhythms (ta, ti-ti), I can hold a recorder correctly, I can make a nice sound on the recorder, I can play B, A and G on recorder, I can use my singing voice, I can recognise patterns in music, I can play my part in a duet.**



## Grade 3/4A, 3/4B, 3/4C

We have been exploring weather music starting with a listening task to Antonio Vivaldi’s “Four Seasons” then moving into creating body percussion and instrumental music to replicate the sounds of a rain storm. We have continued working on our cooperative group work skills and utilising our STAR rules when working with others. This term we have also been dancing to “Moving to the Left” by Shenanigans and have extended this from one circle through to two circles. Finally we have been looking at performance skills and etiquette ahead of our end of year assembly presentations.

**Our learning goals this term are: I can keep the beat, I can maintain my part small group ensemble, I can reflect upon my performance, I can work cooperatively in small groups, I can use instruments safely, I can attentively listen to and analyse music, I can create programme music, I can move to music.**



# Music Term 4, 2019

## Grade 5

This term we returned briefly to our ukulele playing before trying our hand and testing our skills at boomwhacker play-alongs (from musication on youtube). These provided some challenges testing our reading, recognition, pattern identification, speed and cooperative skills.

We have also spent time utilising our singing voices and rehearsing for our end of year assembly presentation. We have been working on memorisation, performance skills and etiquette.

**Our learning goals this term are: I can keep the beat, I can maintain an ostinato pattern, I can play C, A, F and/or G chords on ukulele, I can use instruments correctly, I can play solo or in an ensemble, I can use my singing voice, I can solve music problems, I can play rhythm and pitch patterns correctly.**



## Grade 6

This term we returned briefly to our ukulele playing before trying our hand and testing our skills at boomwhacker play-alongs (from musication on youtube). These provided some challenges testing our reading, recognition, pattern identification, speed and cooperative skills. We have also spent some time revising our singing skills and performance technique/etiquette as we work towards preparing a presentation item for the end of year assembly.

It has been lovely to see this group of students grow so much since Kindergarten when I started working with them. Each and every Grade 6 student should be proud of their efforts and musical development.

**Our learning goals this term are: I can keep the beat, I can maintain an ostinato pattern, I can play C, A, F and/or G chords on ukulele, I can use instruments correctly, I can play solo or in an ensemble, I can use my singing voice, I can solve music problems, I can play rhythm and pitch patterns correctly.**

