

ACADEMIC MUSIC | P-3 Overview

Knowledge and understandings

Knowledge and understandings are introduced sequentially and reinforced in more complex contexts in later levels.

N.B. Differentiation is catered for throughout the Junior Music Program. Students Pre- 6 demonstrate a varied spectrum of ability and learning tasks are structured in order that all students achieve standard learning goals. It is to be noted that there is an intake of new enrolments in Year 6. This increases the cohort by one third. As such, the planning for teaching and learning is influenced by the large variation in musical background – offering both support and extension opportunities.

Classroom Music | P-3 Overview

Developed from Queensland Curriculum Documents:
 QCAR: Essential Learnings, Early Years Syllabus; 1-10 Qld Arts Syllabus

Knowledge and Understandings (Core Content)

		Prep	Year 1	Year 2	Year 3
Knowledge and Understandings (Core Content)	Rhythm & Metre	beat speech/nursery rhymes in simple and compound time echo 4 beat patterns	beat and then rhythm songs ♩ ♪ ♫ read and write 8 beat rhythms Distinguish between 2 and 3 metre (count beats)	beat vs rhythm ♩ crotchet rest; ♪ semiquavers simple dictation & composition strong +weak beats; 2 & 4 metre; conducting, barlines; time signature: 2 4 ties - ♩ - minim	♩ semibreve time signature 2-4 and 4-4 and 3-4 an introduction to 6-8 terms: <i>simple/compound</i> terms: <i>duple/quadruple</i>
	Pitch & Melody	differences between singing and speaking voice, head/chest voice -high/low sounds (extremes) - songs with limited & extended pitch range	singing vs speaking songs w/- limited & extended range high/low sounds melodic contour ascending/descending steady tempo appropriate style accompanied and unaccompanied - inner hearing	<i>so, mi, la</i> on staff steps, skips, intervals note positions on lines and spaces on staff treble staff notation E,G,A, stem direction stick notation to staff inner hearing <i>so-mi</i> as SKIP <i>do-re, re-mi, so-la</i> as STEP	do pentatonic scale: <i>drm sl</i> reinforce intervals, steps & skips treble staff notation E, G, A, B, C, (F#) F# to align with String Program notate pentatonic songs on staff
	Part Work	song and beat inner hearing	song and beat song and rhythm simple ostinato simple song as canon inner hearing	song and beat song and rhythm simple ostinato (rhythmic & melodic) - simple song as canon	4 beat melodic & rhythmic ostinatos rhythmic & melodic canons 2 and 3 parts
	Form & Structure	Q and A songs movement activities stop/start	term - phrase same & different structures Q & A phrases	simple rhythmic & melodic patterns in 2 and 4 beat metre same and different phrases canon as a form repeat sign	term - introduction same, similar & different phrase structure melodic question and answer optional (DC al Fine)
	Tone Colour	sounds (eg.environmental) percussion instruments Art music – eg L'Arlesienne Suite Listening – story songs	untuned percussion instruments contrasting melodic instruments Listening- story songs Art Music – eg Children's Symphony	Instrumental families Art Music eg Saint Saens Carnival of the Animals Britten's Young Person's Guide to the Orchestra	String instruments Art Music eg Surprise Symphony; Eine Kleine Nachtmusic; Carnival of the Animals
	Expressive Elements	comparatives - loud/soft - fast/slow	louder/softer faster/slower detached/smooth	piano(p) and forte(f)	pianissimo (pp) fortissimo (ff) legato(smoothly) staccato (short,detached) reinforce known elements pause, mezzo piano(mp) mezzo forte (mf) Apply known elements in performance, in composition and conducting
	Instr.	untuned percussion voice	tuned and untuned percussion contrasting melodic instruments voice	tuned and untuned percussion Instrumental families voice	String instruments Recorder:

ACADEMIC MUSIC | Course Overview: YEAR 3 Strings

Students in Year 3 participate in a program provided by the school, where they experience playing a stringed instrument (either violin, viola, cello or bass). Emphasis is on memorization, fine motor skills, aural aptitude, repertoire and team work. Later, concepts of note-reading in treble, alto and bass clefs are introduced. This program links in with the classroom music lessons and also serves to encourage participation in the Co-curricular Instrumental Music Program.

TERM ONE

- Selection and allocation of Instruments will occur in week 2.
- Students will learn the four open strings and play various rhythms by week 3/4.
- Fingers will be introduced and the notes D E and Fis (F#), A B and Cis (C#) will be learnt by week 4/5
- Pieces will be taught in solfa to support the classroom program
- Pieces will be sung in solfa, letter names, showing the fingers used on the instrument
- Pieces will be sung using finger names, while showing same.
- Hand placement, posture and pizzicato will all be reinforced over these weeks.
- Students will possess an understanding of the notes and fingerings required by all instruments, apart from their own.
- A concert for parents will be presented between weeks 8 and 10 of term, depending on the length of term.
- At this concert, students will demonstrate posture, hand placement pizzicato, singing and performance of 3 pieces, using the above 6 notes.

TERM TWO

- The bow will now be introduced.
- Old pieces will be used to reinforce use of the bow, allowing focus on the “new” skill of bowing.
- Two new notes (G and high D) will be learned and this completes the D Major Scale
- New pieces will be taught, using the notes of the D Major Scale and in solfa to support the classroom program
- Pieces from the classroom program will be taught on stringed instruments
- Pieces will be sung in letter names, showing the fingers used on the instrument
- Pieces will be sung using finger names, while showing same.
- Students will commence preparation for the Austa Q Junior String Festival, which requires them to perform 2 to 3 pieces, solo and from memory. This is a weekend performance held in approximately week 2 of term 3.
- Concepts of good “safe” posture, in order to prevent injury are constantly reinforced
- Concepts of correct bow hold and left hand placement are constantly reinforced and modelled by teachers (e.g. “staff meetings”)

TERM THREE

- Australian Strings Assn (Austa Qld) Junior String Festival is held in week 2
- In the following week, the 3 different clefs are introduced and the final element of notation can now be taught. Thus far, students have needed to know: *What is the NAME of the note? How many fingers are used? Which string is it played on?* The final element is: *What does it look like?*
- Students learn to read treble clef (violins), alto clef (violas), bass clef (celli and bass).
- Pieces will be taught in solfa and using hand staff to support the classroom program
- Pieces from the classroom program will be taught on stringed instruments
- Pieces will be sung in letter names, showing the fingers used on the instrument
- Pieces will be sung using finger names, while showing same.
- Preparation for Junior School Grand Concert: final week of term 3.
- We are pre-Prep to Year 12 school and many students are involved in the co-curricular program – band, strings and choir.
- Preparation for Music Fest competition - early term 4.
- Concepts of good “safe” posture, in order to prevent injury are constantly reinforced
- Concepts of correct bow hold and left hand placement are constantly reinforced.
- Repertoire is now extended to approximately 15 pieces.
- Grand Concert – final week of term.

TERM FOUR:

- Music Fest Competition is early in term 4, so final preparation for this will take place in the first 3 weeks.
- Preparation for Christmas concert will then commence, with all new repertoire.
- Concepts of good “safe” posture, in order to prevent injury are constantly reinforced
- Concepts of correct bow hold and left hand placement are constantly reinforced.
- Christmas Concert takes place in week 7/8, depending on length of term.
- Throughout the course, musical concepts of beat, intonation, rhythm and dynamics, as well as important concepts, such as team work, co-operation, manners, time-management and discipline are frequently discussed and demonstrated by staff.
- The topic of HOW to practice is made very clear to students, with many ways suggested for successful reinforcement of work learnt in class.
- Students are given forms for private tuition, should they wish to continue the following year.

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