

Parallel Unit Planner for Music

Year Level	1	Dates/Weeks	6	Music Unit Order	3	Curriculum Links	Literature Connection - <i>Jump, Frog, Jump!</i> by Robert Kalan
Unit Title	I've Got Rhythm - An Introduction to playing mallet and small percussion instruments						
Central Idea	We can make sense of music notation through learning to read and play rhythmic patterns on classroom instruments.					Music Activities	<ul style="list-style-type: none"> • Instrument Setup and Rotation • Warm-Ups • 1 -2 Buckle My Shoe • Jack and Jill • Walk the Dog • Up and Down in Mallet Town • <i>Jump, Frog, Jump!</i> <p>*Resource: Mallet Madness by Artie Almeida</p>
UOI Connection	Parallel Plan						
Classroom UOI	How The World Works - All living things have a life cycle						
Overview/Content	This Unit is designed as a parallel plan to use a variety of classroom percussion instruments to develop an understanding of <i>steady beat, tempo, rhythm, melodic direction</i> and <i>dynamics</i> .						
Focus of Unit	Learner Profile		Attitudes		Concepts		
	Principled, Caring, Risk-Takers		Confidence, Co-operation, Enthusiasm, Independence, Respect		CONNECTION RESPONSIBILITY FORM REFLECTION		
Learning Outcomes	Creating			Responding		Assessment	<p>Observation</p> <ul style="list-style-type: none"> • singing with correct pitch • keeping a steady beat • playing the correct rhythms • following the correct melodic direction <p>Worksheets</p> <ul style="list-style-type: none"> • rhythm notation • pitch notation • composition notation
	<ul style="list-style-type: none"> • participate in performing and creating music both individually and collectively • play tuned and un-tuned percussion instruments in time with a beat 			<ul style="list-style-type: none"> • use voice to imitate sounds and learn songs • distinguish the sounds of different instruments in music • recognize that sound can be notated in a variety of ways 			
Specific Expectations	<p>Students will:</p> <ul style="list-style-type: none"> • use a variety of instruments with care and control • have a good understanding of <i>melodic direction</i> • perform <i>rhythmic</i> and <i>melodic patterns</i>, by rote, <i>non-traditional</i>, and <i>traditional notation</i>, while maintaining a <i>steady beat</i> • play in <i>metres</i> of two, three and four 						
Reflection							