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| **Prepare New Learning** | **Present New Learning** | **Practice New Learning** |
| * Sense of beat/pulse * Distinguish between pulse and rhythm concept of long/short * Rhythm Patterns:   *Ta Ta Ta Ta*  *Ta Ta Ti-Ti Ta*  *Ti-Ti TI-Ti Ti-Ti Ta*  *Ta Ti-Ti Ta Ta*  *Ti-Ti Ta Ti-Ti Ta*  *Ti-Ti Ti-Ti Ta Ta*   * Accent (preparation for metre) * Pitch: concept of high/low * Dynamic: concept of loud/quiet * ***s-m, l-s-m*** * Concept of silence * Crotchet rest * Accent: strong/weak | * Concept of beat * Vocal play – using “different” voices * Representation of beat as 4 hearts * Awareness of difference between beat and rhythm (concept of shorter sounds within the beat) * Concept of long/short * Reading rhythm patterns * Rhythm syllables: *Ta*, *Ti-Ti* and *Z* (crotchet rest) * Concept of high/low * ***s-m*** handsigns | * Finding and maintaining a steady beat. Demonstrate understanding through action and movement. * Performing songs/rhymes with “different” voices. * Following iconic representation of the beat while performing * Added rhythm patterns * Singing songs at different pitch levels and recognise as ‘higher’ or ‘lower’ than previous performance/song * Signing known ***s-m*** songs with solfege and handsigns * Sight-sing ***s-m*** melodic patterns from handsigns, stick notation and basic one-line stave * Aural recognition of ***s-m*** patterns. |