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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.
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