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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-a (minim)******Combine with Ta and Ti-Ti******Ta-a-a (dotted minim)******Combine with above******Ti-ri Ti-ri******(Ta-ka Ta-ka)**** Accent (preparation for metre)
* Pitch: concept of high/low
* ***s-m*** / ***l-s-m*** / ***m-r-d***
* Concept of silence
* Crotchet rest
* Minim
* Accent (strong/weak)
* Syncopation
 | * Concept of beat
* 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, Ta-a, Z, minim rest, Ta-a-a
* Concept of high/low
* ***s-m*** on 2-line stave
* ***s-l-s-m*** (handsigns)
* ***s-m-l-s*** (handsigns)
* ***m-r-d*** on 2-line stave
* ***d-r-m-s-l*** on 3-line stave
* Rhythm Syllable:

ti-ri ti-ri | * Finding and maintaining a steady beat. Demonstrate understanding through action and movement.
* Following iconic representation of the beat while performing
* Aural recognition of / reading /’writing’ / improvise rhythm patterns.
* 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 melodic patterns using ***s-m*** and ***l-s-m, m-r-d***
* Sight-sing from handsigns melodic patterns from ***s-m***, ***l-s-m*** and ***m-r-d*** tonesets
* Sight sing melodic patterns with ***s-m, l-s-m*** and ***m-r-d*** from 1, 2, and 3-line staves.
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