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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. |