## OLR Music and Dance 2015 Overview

### Prep  Music:
Students learn to differentiate between speaking/singing, soft/loud, high/low, fast/slow and solfa sounds soh, mi, lah. They sing songs based on the pentatonic scale and major/minor tonalities. Students reproduce pitch and rhythm patterns when they sing and play. They begin to improvise in a call and response form. They talk about the music they and others create and perform.

**Dance:** Students learn to move to the beat by walking, clapping, skipping and galloping. They use these elements to make dance sequences that communicate their ideas. They talk about dances they perform and view, and where and why people dance.

### Yr.1  Music:
Students learn to differentiate between rhythmic elements of crotchet (taa), quavers (titi) and crotchet rest (saa). They learn to recognize rhythmic patterns from learned songs and make these patterns with cards. Students reproduce pitch and melodic patterns when they sing and play. They use these patterns in improvisations. Students discuss the music that they create and perform.

**Dance:** Students learn to structure short dances being aware of their group size and the workspace. They learn to work safely. Students identify and discuss dance and production elements that they use.

### Yr.2  Music:
Students learn to work with others to improvise melodic and rhythmic patterns in call and response and ostinato and drone forms. They compose, arrange and perform simple pentatonic patterns, and invent new lyrics and actions to known songs. Students sing in tune and learn to recognize voice and instrumental timbres. They listen to a variety of composition styles.

**Dance:** Students use the elements of dance to structure safe dance sequences that tell a story. They identify movements and production elements in their dances.

### Yr.3  Music:
Students aurally discriminate between rhythmic and melodic patterns of steps and leaps through dictation. They listen for musical structures such as verse/chorus and rounds/canon. Students sing and play instruments for a range of purposes, accurately and expressively. They work with others to discuss, structure, record and perform improvisations, compositions and arrangements.

**Dance:** Students use the elements of dance to structure dances that communicate ideas. They perform demonstrating control, accuracy, projection and focus in their performances.

### Yr.4  Music:
Students identify and notate rhythmic and melodic patterns in Simple and Compound metres. They recognize instrumental and vocal timbres and digitally generated sounds. Students sing and play in tune in two-part compositions in small groups. They discuss how they and others use musical elements in composition and performance. Students collaborate in small groups to sing and play demonstrating technical and expressive skills. Students explain and make judgments about their own and recorded performances. They explain the influence of other cultures on their music making.

**Dance:** Students use the elements of dance and choreographic devices to structure movements into dance sequences that communicate ideas. They work collaboratively to make and perform dances. Students demonstrate control, accuracy, projection, focus.

### Yr.5  Music:
Students use pitch, rhythm, structure, expression, timbre, symbols and terminology to improvise, compose, document and perform music. They collaborate in small groups to sing and play demonstrating technical and expressive skills. Students explain and make judgments about their own and recorded performances. They explain the influence of other cultures on their music making.

**Dance:** Students use the elements of dance to create dances that communicate meaning. They demonstrate skills in coordination, balance, alignment and accuracy, focus, projection and clarity of movement.

### Yr.6  Music:
Students work collaboratively to compose, improvise, document and perform others’ work and their own. They demonstrate technical and expressive skills in singing and playing. They explain how music from other cultures and times contributes to their music making. They use Garage Band to assist in composition and recording.

**Dance:** Students use the elements of dance to create dances that communicate meaning and demonstrate skills in coordination, balance, alignment and accuracy, focus, projection and clarity of movement. They explain and make judgments about how meaning is created and communicated in dances they make, perform and view.