

Mini Musicians 3

This program will foster learning through musical development. The Orff classroom is one of creativity and will encourage children to follow their natural curiosity and expression, while discovering music. Students will gain an overall understanding of rhythmic patterns, body percussion, listening skills, musical texts, percussion instruments and music pedagogy in an interactive and engaging way.

Students will be marked on:
100 % Attitude and participation

Overall Objectives:

In Mini Musicians 1, students will enhance their understanding of the musical elements through singing, playing, composing and improvising. They will begin to develop pitch awareness and associate pitch with the notes on the scale. Students will also become familiar with various instruments and their timbre. Each class will move at its own pace according to skills but a basic outline is below;

	Objectives
September	<ol style="list-style-type: none">1) Distinguish between steady beat and no steady beat2) Distinguish between higher and lower pitch notation (mi so la)
October	<ol style="list-style-type: none">1) Understand rhythmic patterns2) Differentiate between rhythmic notations using one and two sounds to a beat quarter and eighth
November	<ol style="list-style-type: none">1) Identify rests as no sound beat2) Explore unpitched instruments to represent rhythm and beat
	<ol style="list-style-type: none">1) Understand visual representation of rhythmic

December	<p>patterns (notate)</p> <p>2) Practice and Prepare for Christmas concert</p>
January	<p>1) Refresh and review previous concepts learned before the break</p>
February	<p>1) Identify mi re do as pitches that move down by step visually and aurally</p> <p>2) Identify the dotted half note as a symbol for a sound lasting three beats</p>

March	<p>1) Practice identifying known rhythms and pitches</p> <p>2) Understand structure of a piece of music</p>
April	<p>1) Distinguish different tones and textures in music</p> <p>2) Identify rondo forms</p>
May	<p>1) Utilize creative movement with music pieces</p> <p>2) Identify rhythms as having equal or unequal sounds</p>
June	<p>1) Recap previous concepts</p> <p>2) Create and improvise musical piece</p> <p>3) Prepare for Final Performance/Concert</p>