

Biddick Hall Infant & Nursery School Music Progression Document



Intent

The intention of the music curriculum at Biddick Hall is to help every child feel that they are musical, and to foster a life-long love of music. There is a focus on developing the skills, knowledge and understanding that the children need in order to be confident performers, composers and listeners. Children are introduced to music from around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.

Children will develop their skills in singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. Our music curriculum helps children develop transferable skills such as team-working, leadership, creative thinking and problem solving, as well as presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside of school.

EYFS

In EYFS, music is interwoven into daily routines and children have the opportunity to explore music in provision areas and develop ideas modelled by adults such as creating their own songs to well-known tunes. Children are encouraged to explore different everyday objects and the sounds that they can make as well as using these to make up rhythms and patterns. EYFS children also have weekly directed teaching time, following the Sing Up music scheme.

Development Matters Statements

- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs, or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.

Early Learning Goals

- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

National Curriculum for Music

Key stage 1

In Key Stage 1 we follow the Sing Up music scheme in which children take part in weekly music lessons. This programme of work fulfils the statutory requirements outlined in the National Curriculum and aligns with the Department for Education's Model Music Curriculum. The scheme allows for cross-curricular links to be made wherever possible. For example, learning songs about the sea to link with the topic in history and geography lessons. The scheme has been designed as a spiral curriculum so pupils have the opportunity to revisit the same skills and knowledge. Upon returning to a previously

		<p>taught skill, prior knowledge is utilised so pupils can build upon previous learning. We ensure that skills taught in the scheme are reflected and built upon within our classrooms to continue to develop the musical understanding of every child as they progress.</p> <p>Children are given regular opportunities to perform throughout the year and links to the community are developed as we participate in events such as carol singing and the Music Festival. We aim to give the children the opportunity to regularly listen to and experience live music.</p>					
		Knowledge and Skills	Performance Opportunities	Key Vocabulary	Links to other curriculum areas.	End Points Challenge For Higher Achievers	Supporting End Points For SEND
AUTUMN	SING AND PLAY	<p>RECEPTION</p> <p>Sing with a sense of pitch, following the shape of the melody with their voices.</p> <p>Mark the beat of the song with actions.</p> <p>Use the voice to adapt different roles and characters.</p> <p>Match the pitch of a 4-note (la-so-mi-do) call and response song.</p> <p>Sing a tune with ‘stepping’ and ‘leaping notes.</p> <p>Play a steady beat on percussion instruments.</p>	<p>Reception</p> <p>Christmas Nativity</p>	<p>Autumn Reception -</p> <p>Pitch: shape, high/low, stepping and leaping notes</p> <p>Structure: call-and-response, phrase</p> <p>Tempo: beat, pulse faster/slower</p> <p>Timbre: hard/soft/ scratchy/ smooth percussion instruments</p> <p>Duration: long/short, beat, pulse, rhythm</p> <p>Dynamics: louder/quieter</p> <p>Texture: Solo, together, accompaniment</p>	<p>Reception PSED – Feelings</p> <p>Year One – Design and Technology- Food</p> <p>Science – Animals Sea Creatures</p> <p>Year Two–</p> <p>Science – Animals/ Birds</p>	<p>You will see in Autumn: Reception</p> <p>Pupils sing a solo part in the singing game.</p> <p>Pupils use tuned percussion so they can explore pitch and timbre to demonstrate feeling/mood.</p> <p>Pupils compose their own verses and actions independently.</p> <p>Pupils encouraged to identify elements of the music to refine their movement or writing in response to music</p> <p>Pupils encouraged to use music vocabulary and get them to listen more widely.</p> <p>Challenge pupils to sing using witchy voices whilst still maintaining the tune.</p> <p>Ask confident singers to start off the tune each time when playing the game. They could count in ‘Ready, steady, off we go!’ on the starting note, as a sign for everybody else to sing ‘Witch, witch fell in a ditch’.</p>	<p>You will see in Autumn: Reception</p> <p>Pupils who aren’t ‘feeling’ the beat, activities will be run to ‘share’ the beat with them. (see activities I’ve got a grumpy face)</p> <p>For Pupils who confuse their singing and speaking voices, they will sing regularly, ideally for at least a few minutes every day.</p> <p>Modelling the highness and lowness of music with hand gestures and through modelling moving to the piece.</p> <p>Support Pupils to hear long and short notes using gesture.</p> <p>Model actions you could use to move to long sounds and short sounds.</p> <p>Modelling the use of music vocabulary to talk about elements of music</p>
		<p>YEAR ONE</p> <p>Sing a cumulative song from memory, remembering the order of the verses.</p> <p>Play classroom instruments on the beat.</p> <p>Copy a leader in a call-and –response song, show the shape of the pitch moving with actions, and sing using mi-re-do.</p> <p>Sing a unison song rhythmically and in tune.</p> <p>Play percussion instruments expressively representing the character of their composition.</p>					
		<p>YEAR TWO</p> <p>Play the melody on a tuned percussion instrument.</p> <p>Sing with good diction.</p>					

AUTUMN	LISTEN AND APPRAISE	<p>RECEPTION Identify and describe contrasts in temp and dynamics. Begin to use musical terms (louder/quieter, faster/slower, higher/lower). Respond to music in a range of ways (e.g. movement, talking and writing).</p>		<p>Autumn Year One –</p> <p>Pitch: low and high-low voices, high voices, low instruments and high instruments</p> <p>Structure: echo, call-and-respond, cumulative ternary form(ABA)</p> <p>Tempo: Beat (pulse)</p> <p>Timbre: low instruments (tuba), high instruments (glockenspiel,flute/piccolo), drum, military band Untuned/tuned percussion</p> <p>Duration: rhythm, rest, march on the beat, march rhythm</p> <p>Dynamics: Soft, loud</p> <p>Texture: Walking</p> <p>Other: compose, graphic symbol</p>		<p>You will see in Autumn: Year One Opportunities for pupils to sing solo lines, or play solo, in the cumulative section of the song. Opportunities for pupils to demonstrate and lead in the call-and-response singing of the song. Pupils supporting those that find it harder. When creating their own marching compositions, some pupils could play a larger selection of notes, keeping in time with the beat. For example, they could play:</p>	<p>You will see in Autumn: Year One Downloadable word signs used as a prompt in every lesson, including during the performance. Modelling the change in pace by tapping it on an instrument. Other Pupils or adults gently tapping the pulse on their shoulders. Pupils paired up with peers who have a strong sense of pulse.</p>
		<p>YEAR ONE Listen and move in time to the song. Respond to musical characteristics through movement. Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers ‘march’ to music, naming the instruments playing in the clips). Listen to ‘Aquarium’ reflecting the character of the music through movement.</p>					
		<p>YEAR TWO Recognise and play echoing phrases by ear. Listen with increased concentration to sounds/music and respond to talking about them using music vocabulary, or physically with movement and dance. Identify different qualities of sound (timbre) (e.g. smooth, scratchy, clicking, ringing, and how they are made). Recognise and respond to changes of speed (tempo), the length of notes (duration – long/short), short /detached/smooth (articulation) and pitch (high/low) using music vocabulary, and/or movement.</p>					

AUTUMN	IMPROVISE AND COMPOSE	<p>RECEPTION Make up new words and actions about different emotions and feelings. Explore making sound with voices and percussion instruments to create different feelings and moods. Explore storytelling elements in the music and create a class story inspired by the piece. Make up a simple accompaniment using percussion instruments. Make up new lyrics and vocal sound for different kinds of transport.</p>	<p>Year Two: Christmas Carol Concert</p>	<p>Autumn Year Two: Pitch: 'cuckoo call' interval, melody, high, low</p> <p>Structure: Echo, call-and-response</p> <p>Tempo: Beat, steady beat, fast/slow</p> <p>Timbre: Tuned (has notes) and untuned percussion instruments (does not have notes). Strings, piano, glockenspiel, xylophone, clarinet, cello, double bass, flute</p> <p>Rhythm: Long/short notes</p> <p>Articulation: Sliding (glissando), smooth (legato), short/detached notes (staccato),</p> <p>Character: Flowing, wavy, smooth, brittle, jerky, elegant, graceful, relaxing, heavy, plodding, resonant, twitchy, fluttering, swooping</p> <p>Other: Diction, improvise, motif - a short musical idea</p>	<p>You will see in Autumn: Year Two Pupils encouraged to play the whole melody on their own. Pupils working on multiple instruments. Pupils using music vocabulary to describe instruments and timbre. Opportunities given to create listening maps or a sound picture. Pupils using a specific set of pitches and/or complex number patterns to create motifs.</p>	<p>You will see in Autumn: Year Two Pupils clapping and playing rhythms slowly. Use a desk first then move onto an instrument. Some Pupils working together in larger groups with more than one player on the part so Pupils can watch and copy. Support given to make comparisons between instruments in the classroom with those in piece of music they are listening to. Support to select appropriate instruments. Pupils inventing ideas using just voice and body percussion. Pupils working in pairs or small groups.</p>
		<p>YEAR ONE Participate in creating a dramatic group performance using kitchen-themed props. Compose music to march to using tuned and untuned percussion. Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols.</p>				
		<p>YEAR TWO Improvise rhythms along to a backing track using the note C or G. Compose call-and-response music. Select instruments and compose music to reflect an animal's character. Invent simple patterns using voices, body percussion, and then instruments. Follow signals given by a conductor/leader. Structure compositional ideas into a bigger piece. Improvise solos using instruments</p>				

	Knowledge and Skills	Performance Opportunities	Key Vocabulary	Links to other curriculum areas.	End Points Challenge For Higher Achievers	Supporting End Points For SEND	
SPRING	SING AND PLAY	<p>RECEPTION Develop a sense of beat by performing actions to music. Sing an action song with changes in speed. Play along with percussion instruments. Perform the story as a class. Sing and play a rising and falling melody, following the shape with voices and on tuned percussion. Sing in call-and-response and change voices to make a buzzing sound. Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo.</p>	<p>Reception : Shake my Sillies out – Perform the story as a class.</p> <p>Year One: Perform Spring Assembly</p>	<p>Spring Reception:</p> <p>Pitch: Cuckoo, interval, so-mi, higher sounds, lower sounds, up, down, stepping notes, scale, jumping notes</p> <p>Structure: Echo singing, verse and chorus</p> <p>Tempo: Vocal play to explore sounds the voice can make, cuckoo, whistle, orchestra, faster, getting faster, slower, getting slower, pulse, beat</p> <p>Timbre: Quality of sounds (e.g. squeaky, booming etc) Glockenspiel, chime bars, xylophone Quality of voice (e.g. squeaky, jerky, swishy)</p> <p>Duration: Beat, syncopation, rests, dotted rhythms, rest</p> <p>Dynamics: Louder, quieter</p> <p>Other: soundscape</p>	<p>Reception – Understanding the world – animals Understanding the World – weather</p> <p>Year One – PE – Games Science – Sea</p> <p>Year Two– Science – Animals/ Birds Geography - Rivers</p>	<p>You will see in Spring: Reception Challenge of Pupils to match the cuckoo call in a range of pitches. Pupils to create their own cuckoo call. Improvisation of music. Explanation of choice of instrument. Pupils leading the group. Recall of classroom percussion instruments. Pupils taking over keeping the steady beat from the teacher. 2 beaters provided to work out and play the tune Rain is falling down. Pupils notating their soundscapes using graphic score notation.</p>	<p>You will see in Spring: Reception Key adults using physical movements to represent two different notes of the cuckoo call. Pupils being encouraged to use their hands to signal higher and lower pitches. Visual signals used to support call-and-response. Instruments being selected for Pupils. Pupils marching to find and keep a steady beat. Picture cards to show which animals are being represented. Pupils sat near those who can pitch match confidently. Pupils being encouraged to experience the change in tempo through movement.</p>
		<p>YEAR ONE Chant together rhythmically, marking rests accurately. Play a simple ostinato on percussion. Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable. Sing a simple singing game, adding actions to show a developing sense of beat. Create, interpret, and perform simple graphic scores.</p>					
		<p>YEAR TWO Chant Grandma rap rhythmically and perform to an accompaniment Pupils create. Chant and play rhythms using the durations of ‘walk’ (crotchet), ‘jogging’ (quavers), and ‘shh’ (crotchet rest) from stick notation. Learn a clapping game to Hi lo chicka lo that shows the rhythm. Sing and play, performing composed pieces for an audience. Learn a simple rhythm pattern and perform it with temp and volume changes. Learn about the musical terms crescendo, diminuendo, accelerando, ritenuto. Follow signals from a conductor.</p>					

SPRING	LISTEN AN APPRAISE	<p>RECEPTION Develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music (so-mi). Enjoy moving freely and expressively to music. Listen to music and show the beat with actions. Use appropriate hand actions to mark a changing pitch. Listen to a piece of classical music and respond through dance.</p>		<p>Spring Year One: Pitch: mi-re-do (notes E-D-C), untuned/tuned instruments, unpitched/pitched patterns, high sounds, low sounds, musical theme</p>		<p>You will see in Spring: Year One Pupils working independently to create their own word patterns and melodies. Pupils taking a leadership role in the class movement picture. Pupils creating their own phone call composition and score.</p>		<p>You will see in Spring: Year One Pupils supported to create word patterns and melodies, task broken down to smaller manageable steps. Pupils positioned near others who have a strong sense of beat. Some Pupils only performing one part in class movements rather than rotating movements. Use a start/stop sign to support taking turns. Share playing percussion videos to demonstrate the correct way to hold a beater.</p>
		<p>YEAR ONE Recognise the difference between a pattern with notes (pitched) and without (unpitched). Listen actively by responding to musical themes using appropriate movement. Create a musical movement picture. Recognise how graphic symbols can represent sound.</p>		<p>Structure: Ostinato (repeating pattern), echo, call-and response, question-and-answer</p>		<p>Tempo: Steady beat, pulse</p>		
		<p>YEAR TWO Show the following durations with actions: 'walk' (crochet) and 'jogging' (quavers). Listen and appraise, with focus and attention to detail, recalling sounds and patterns. Listen to and analyse four pieces of music inspired by travel/vehicles.</p>		<p>Timbre: Flute, harp, violin, viola, clarinet, orchestra, percussion instruments</p>		<p>Duration: Beat, rhythm, rest</p>		<p>Other: Perform, record a movement piece, improvise, compose, graphic symbol, graphic score</p>

SPRING IMPROVISE AND COMPOSE	<p>RECEPTION</p> <p>Explore the range and capabilities of voices through vocal play. Create a sound story using instruments to represent different animal sounds/movements. Make up new lyrics and accompanying actions. Improvise a vocal/physical soundscape about minibeasts.</p>	<p>Year Two: South Tyneside Music Festival</p>	<p>Spring Year Two: Pitch: Pitch shape Structure: 4-beat rhythm, coda (Italian meaning 'tail' – a fancy ending), repetition, call-and-response Tempo: Steady beat, pulse, speed, <i>accelerando</i> (gradually getting faster), <i>ritenuto</i> (gradually getting slower). Timbre: chant Duration: Beat, duration actions, 'walk' (crochet), 'jogging' (quavers), and 'shh' (crochet rest), rhythm, the length of a note Dynamics: Volume, <i>crescendo</i> (gradually getting louder), <i>diminuendo</i> (gradually getting quieter). Texture: round Other: Transforming an idea, conductor – the person who signals to musicians and often decides the tempo of a piece as well as when it starts and stops.</p>	<p>You will see in Spring: Year Two Opportunities to take the lead. Pupils leading the class in the call-and-response song. Pupils articulating why they have chosen a particular instrument. Pupils devising and recalling a sequence of movements to the music. Pupils given opportunities to lead in the conducting activity</p>	<p>You will see in Spring: Year Two Pupils being paired with those who can take the lead. Pupils supported to choose sound makers. Pupils adding sound effects on an instrument. Imitation of appropriate movements of others when moving to music. Repetition of videos to allow children time to process the content. Pupils moving around the space to feel the change in tempo.</p>
	<p>YEAR ONE</p> <p>Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C). Compose musical sound effects and short sequences of sounds in response to a stimulus. Improvise question-and-answer conversations using percussion instruments.</p>				
	<p>YEAR TWO</p> <p>Compose 4-beat word patterns to create a new rhythmic accompaniment, using a looping app. Improvise and compose structuring short musical ideas to form a larger piece. Begin to understand duration and rhythm notation. Structure musical ideas into a whole-class composition.</p>				

		Knowledge and Skills	Performance Opportunities	Key Vocabulary	Links to other curriculum areas	End Points Challenge For Higher Achievers	Supporting End Points For SEND
SUMMER	SING AND PLAY	<p>RECEPTION</p> <p>Sing a song that uses a call-and-response structure. Play sea sound effects on percussion instruments. With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E). Play different instruments with control. Explore dynamics with their voices and instruments. Sing a melody in waltz time and perform the actions. Transfer actions to sounds played on percussion instruments. Sing a song while performing a sequence of dance steps. Play a two-note accompaniment, playing the beat, on tuned or untuned percussion.</p>	Year Two:- Leavers' Concert	<p>Summer Reception:</p> <p>Pitch: Stepping note, leap, notes C-D-E, higher, lower</p> <p>Structure: Call-and-response, phrase</p> <p>Tempo: Getting slower/faster, steady beat</p> <p>Timbre: Shaker, scraper, chime tree, chime bars, glockenspiel, xylophone, ocean drum, rain stick, ring, shake, scrape, tap, strike, drum, body percussion</p> <p>Duration: Longer/shorter sound, waltz time (3/4 time) dotted notes, rhythm</p> <p>Dynamics: Getting louder, getting quieter, <i>forte</i> (loud), <i>piano</i> (quiet), <i>crescendo</i> (getting louder), <i>diminuendo</i> (getting quieter)</p> <p>Other: Soundscape, percussion instruments, tuned (with notes), untuned (without notes).</p>	<p>Reception- Understanding the world – under the sea</p> <p>Literacy – Characters and Stories</p> <p>Expressive Arts And Design – Dance</p> <p>Year One – PE – Dance</p> <p>Year Two–</p> <p>Science – Animals/ Birds</p> <p>Geography – Countries</p>	<p>You will see in Summer: Reception</p> <p>Opportunities for pupils to take the lead. Expectations of Pupils to suggest ideas, actions, sounds and how they might be organised. Leading a group when working on a creative task and when performing. Pupils using a specific set of pitches to create their own ostinatos. Pupils teaching clapping game to others. Leading the class in a percussion instruments e.g. in an assembly.</p>	<p>You will see in Summer: Reception</p> <p>Pupils being paired with others who are good at taking the lead. Adults scaffolding drawings to add to the class graphic score. Support with calm turn-taking. Pupils using just voice and body percussion. Support to perform their clapping game to a steady beat. Limiting choice of instruments. In multitasking activities, pupils will be limited to one e.g. to dance or sing. Visual aids used to support pupils to differentiate between 'right' and 'left'.</p>
		<p>YEAR ONE</p> <p>Perform actions to music, reinforcing a sense of beat. Sing and chant songs and rhymes expressively. Sing either part of a call-and-response song. Play the response sections on tuned percussion using the correct beater hold. Echo sing a line independently with teacher leading, then move on to pair singing in echo format.</p>					
		<p>YEAR TWO</p> <p>Demonstrate an internalised sense of pulse through singing games. Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections. Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern.</p>					

SUMMER	LISTEN AND APPRAISE	<p>RECEPTION Listen to a range of sea-related pieces of music and respond with movement. Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles. Listen actively to music in 3/4 time. Find the beat and perform a clapping game with a partner. Listen to and talk about folk songs from North America.</p>		<p>Summer Year One: Pitch: The highness or lowness of a note, stepping notes A-G-F, tuned and untuned percussion. Structure: Call-and-response, verse, chorus Tempo: beat – a continuous steady pulse that occurs in music. This could be compared to a ticking clock or a pumping heart. Timbre: The quality of a vocal or instrument sound Duration: The length of a sound, often counted in beats. For instance, a 4-beat note should be counted ‘1,2,3,4’, rhythm, beat Dynamics: Loud and quiet, gradual, and sudden changes Texture: solo Other: Improvising – experimenting within a structure</p>	<p>You will see in Summer: Year One Opportunities to identify certain moments in the piece where instruments come in. Opportunities to perform improvised dancing. Opportunities to orchestrate group work: help others to keep in time with each other, and perform their rhythms sequences successfully. Opportunities to offer their own ideas and leading actions to a beat, singing and playing phrases for others to copy.</p>	<p>You will see in Summer: Year One Give children ideas to include in movements such as high, low, wide, slow, fast, spin, short or outstretched limbs. Pupils recording information in alternate ways to stick notation. Support vocabulary by using official and unofficial words such as pitch: high and low, / dynamics: loud and quiet. Pupils playing pitch and beat games to support both areas of music.</p>
		<p>YEAR ONE Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece. Develop awareness of duration and the ability to move slowly to music. Create art work, drawing freely and imaginatively in response to a piece of music. Listen and copy rhythm patterns. Listen and copy call-and-response patterns on voices and instruments</p>				
		<p>YEAR TWO Listen actively and mark the beat by tapping, clapping, and swinging to the music. Listen and move, stepping a variety of rhythm patterns (‘walk’, ‘jogging’, ‘skipty’). Understand and explain how beats can be grouped into patterns and identify them in familiar songs. Move freely and creatively to music using a prop. Listen and match the beat of others and recorded music, adapting speed accordingly. Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture.</p>				

SUMMER	IMPROVISE AND COMPOSE	<p>RECEPTION Develop a song by composing new words and adding movements and props. Improvise music with different instruments, following a conductor. Compose music based on characters and stories developed through listening to Beethoven’s 5th symphony. Compose a 3-beat body percussion pattern and perform it to a steady beat. Invent and perform actions for new verses.</p>		<p>Summer Year Two: Pitch: Notes are described as being ‘high’ or ‘low’ pitched, notes F, C, G and A Tempo: Beat – a continuous steady pulse that occurs in music. Timbre: tuned percussion (chime bars, glockenspiel, xylophone), untuned percussion (claves, woodblocks, drums). Duration: The length of a note, described as short and long, beat, 4 beats per bar Dynamics: the volume of a piece, <i>piano</i> (p, soft), <i>forte</i> (f, loud). Texture: accompaniment Rhythm: is made up of patterns of different length notes. Metre: Beats are commonly grouped into regular patterns (usually 2s, 3s and 4s). Other: Compose, soundtrack, Silent film,</p>	<p>You will see in Summer: Year Two Opportunities for solo and lead roles. Pupils being encouraged to sing and perform body percussion together without the audio track to support. Pupils performing in more than one group thus using contrasting elements. Pupils being encouraged to make a connection to why a country has national dances which are still performed today.</p>	<p>You will see in Summer: Year Two Pupils working in groups to copy the more confident members. Support by adult to gently tap the beat onto the child’s shoulder. Pupils just using voice and body percussion and focus on one musical element. Sticky dots on feet to support with coordination. Extra time being given to learn the movements.</p>
		<p>YEAR ONE Create rhythm patterns, sequencing them, and ‘fixing’ them as compositions using simple notation. Attempt to record compositions with stick and other notations. Create musical phrases from new word rhythms that children invent.</p>				
		<p>YEAR TWO Create action patterns in 2- and 3-time. Compose a soundtrack to a clip of a silent film. Understand and use notes of different duration. Understand and use notes of different pitch. Understand and use dynamics.</p>				