

## Music in EYFS (Expressive Arts and Design)

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Nursery & Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery 3-4 Year Olds	Super Duper Me	Twinkle, Twinkle, Alex Park	Artic Adventure	Down in the Jungle	In the Garden	Splish, Splash, Splosh
	<p>Communication and Language <b>Speaking</b> Learn new rhyme and begin to develop a repertoire of songs.</p> <ul style="list-style-type: none"> <li>Join in with actions / props</li> <li>Fill in some missing words</li> </ul> <p>Physical Development <b>Gross Motor Skills</b> Begin to use large-muscle movements to</p> <ul style="list-style-type: none"> <li>Wave flags and streamers (top to bottom / circle – Wiggle Me into Squiggle)</li> </ul> <p>Expressive Arts and Design <b>Being Imaginative &amp; Expressive</b> Listen with increased attention to sounds</p> <ul style="list-style-type: none"> <li>Tune into body percussion sounds ... body parts</li> <li>Begin to move to a steady beat ... beat / march ...</li> </ul> <p>Sing and remember some simple rhymes and songs Play instruments with increasing control</p> <ul style="list-style-type: none"> <li>Free exploration of musical instruments</li> </ul> <p>Learn to play: □ tap □ bang □ shake</p> <p>Implementation: Encourage daily singing, clap and tap to the pulse of music. Learn a range of songs that relate to bodies, such as 'Head, Shoulders, Knees and Toes' and 'The Hokey Cokey'. Sing these regularly to encourage children to learn the entire song.</p>		<p>Communication and Language <b>Speaking</b> Continue to develop and sing a large repertoire of songs. Recite some rhymes.</p> <ul style="list-style-type: none"> <li>Sing as part of a group, using mostly the correct lyrics and pay attention to how songs sound.</li> </ul> <p>Physical Development <b>Gross Motor Skills</b> Use large muscle movements... Squiggle Whilst You Wiggle. Begin to remember some sequences and patterns of movement related to music and rhythm</p> <ul style="list-style-type: none"> <li>Learn some simple dance / action routines to familiar songs</li> </ul> <p>Expressive Arts and Design <b>Being Imaginative &amp; Expressive</b> Begin to respond to what they have heard, expressing their thoughts and feelings ... feeling, happy, sad etc Begin to remember and sing entire songs. Begin to sing the pitch of a tone sung by another person ('pitch match'). Begin to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Begin to play instruments with increasing control to express their feelings and ideas.</p> <p>Implementation: Help children to develop their listening skills through a range of active listening activities. Investigate sounds of the emergency services e.g., sirens, alarms. Play Sound matching games. Encourage daily singing, clap and tap to the pulse of music. Listen to Chinese Music. Play, share and perform a wide variety of music</p>		<p>Communication and Language <b>Speaking</b> Sing a large repertoire of songs. Recite many rhymes, as part of a group and independently.</p> <ul style="list-style-type: none"> <li>Regularly engage in group singing.</li> </ul> <p>Physical Development <b>Gross Motor Skills</b> Use large muscle movements... Squiggle Whilst You Wiggle Remember some sequences and patterns of movement related to music and rhythm.</p> <p>Expressive Arts and Design <b>Being Imaginative &amp; Expressive</b> 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. Play instruments with increasing control to express their feelings and ideas. Create their own songs, or improvise a song around one they know</p> <p>Implementation: Help children to develop their listening skills through a range of active listening activities. Play Sound matching games. Encourage daily singing, clap and tap to the pulse of music. Play a range of music such as the 'Waltz of the Flowers' by</p>	

	<p>Play, share and perform a wide variety of music and songs from different cultures and historical periods. Nursery Rhymes / traditional Christmas songs / carols.</p> <p>Play Sound matching games.</p> <p>Record children's performances and play it back to them.</p> <p>Sing Christmas Songs - Sing Along for parents/carers.</p> <p>Sing a range of Nursery Rhymes and use a range of instruments.</p> <p>KAPOW Unit 1</p>	<p>and songs from different cultures and historical periods. Music and instruments inspired by noises from the jungle. Brazilian / African drums. Use an instrument to create a steady beat and encourage children to move like a jungle animal to the rhythm. Prompt children to listen with increased attention to the sounds. For example, if the beat changes speed, they change speed or if the instrument changes, the animal being imitated changes.</p> <p>Spring 1 - KAPOW Unit 2</p> <p>Spring 2 - KAPOW Unit 3</p>	<p>Tchaikovsky and encourage children to make marks in response to the music.</p> <p>Play, share and perform a wide variety of music and songs from different cultures and historical periods. Classical music inspired by 'traditional tales' / ball room dances.</p> <p>Stage area performances.</p> <p>Summer 1 - KAPOW Unit 4</p> <p>Summer 2 - KAPOW Unit 5</p>			
<b>Key Vocabulary</b>	<p>Sing, songs, rhymes, pulse, music, clap, rhythm, listen, perform, join in, 'Head, Shoulders, Knees and Toes' and 'The Hokey Cokey'</p>	<p>Sing, songs, rhymes, pulse, music, clap, rhythm, listen, perform, join in, record, nursery rhymes</p>	<p>Sing, songs, rhymes, pulse, music, clap, rhythm, listen, perform, join in, tap, sounds, match,</p>	<p>Sing, songs, rhymes, pulse, music, clap, rhythm, listen, perform, join in, instruments, speed</p>	<p>Sing, songs, rhymes, pulse, music, clap, rhythm, listen, perform, join in, 'Waltz of the Flowers' by Tchaikovsky</p>	<p>Sing, songs, rhymes, pulse, music, clap, rhythm, listen, perform, join in</p>
<b>Reception</b>	<b>All About Me</b>	<b>Light and Dark</b>	<b>Journeys</b>	<b>Explorers</b>	<b>Growth</b>	<b>Under the Sea</b>
	<p>Communication and Language <b>Listening, Attention and Understanding</b> Listen carefully to rhymes and songs and <b>begin to</b> pay attention to how they sound.</p> <ul style="list-style-type: none"> <li>Learn rhymes, songs &amp; poems.</li> </ul> <p>Physical Development <b>Gross Motor Skills</b> <b>Begin to</b> combine different movements with ease and fluency.</p> <ul style="list-style-type: none"> <li>See above obstacle course. Squiggle Whist You Wiggle.</li> <li>Change movements / directions quickly.</li> </ul> <p>Combine different movements with ease and fluency.</p>	<p>Communication and Language <b>Listening, Attention and Understanding</b> Listen carefully to and learn rhymes, poems and songs.</p> <ul style="list-style-type: none"> <li>Sing rhymes and songs and poems and pay attention to how they sound.</li> </ul> <p>Physical Development <b>Gross Motor Skills</b> Combine different movements with ease and fluency.</p> <p>Expressive Arts and Design <b>Being Imaginative &amp; Expressive</b></p>	<p>Communication and Language <b>Listening, Attention and Understanding</b> Listen carefully to and learn rhymes, poems and songs.</p> <ul style="list-style-type: none"> <li>Sing rhymes and songs and poems and pay attention to how they sound.</li> </ul> <p>Physical Development <b>Gross Motor Skills</b> Combine different movements with ease and fluency.</p> <p>Expressive Arts and Design <b>Being Imaginative &amp; Expressive</b></p>	<p>Expressive Arts and Design <b>Being Imaginative &amp; Expressive</b> <b>Confidently</b> invent, adapt and recount narratives and stories with peers and their teacher. <b>Independently</b> preform a range of familiar songs and nursery rhymes.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p> <ul style="list-style-type: none"> <li>Perform <b>confidently</b> solo or in a group.</li> <li>Use a variety of musical instruments correctly and <b>independently</b>.</li> </ul> <p><b>Independently</b> make use of props and materials when role playing characters in narratives and stories. Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p><b>Confidently</b> sing a range of well-known nursery rhymes and songs.</p> <p>Learn what a djembe drum is and what it is made from.</p>		

	<p>Expressive Arts and Design</p> <p>Being Imaginative &amp; Expressive</p> <p>Begin to listen attentively, move to and talk about music, expressing their feelings and responses.</p> <ul style="list-style-type: none"> <li>How does the music make me feel? ... emotions vocabulary (see PSED).</li> </ul> <p>Begin to watch and talk about dance and performance art.</p> <ul style="list-style-type: none"> <li>What type of dance/music is it? ... adjectives to describe music; e.g. happy, sad, slow, fast, bouncy.</li> <li>Watch live music / dance performances linked to festivals ... perform, celebrate, audience, musician, dancer.</li> </ul> <p>Sing in a group or on their own.</p> <ul style="list-style-type: none"> <li>Engage in circle and partner songs.</li> </ul> <p>Begin to make own verse for familiar song.</p> <p>Begin to explore and engage in music making and dance.</p> <p>Invent and dance / play music to show different emotions ... emotions vocabulary (see PSED).</p> <p>Implementation:</p> <p>Children will sing and join in with a variety of songs, both in a group and on their own, increasing matching the pitch and following the melody. They will explore sounds (body percussion and instruments) and how they can be changed, tapping out of simple rhythms performing solo and in groups. Children will watch and talk about dance, expressing their feelings. Children will listen to a range of music and they will be encouraged to express how it makes them feel. Children will sing a variety of songs, nursery rhymes, rhymes, number songs and rhymes. Children will explore and engage in music making and dance, performing solo or in groups. Children will join in with Christmas songs and performances.</p> <p>Kapow Unit 1 - Build and extend on Nursery skills.</p>	<p>To invent, adapt and recount narratives with peers and teacher.</p> <ul style="list-style-type: none"> <li>Linked to CL and expanding vocabulary.</li> </ul> <p>Consolidate making use of props and materials when role playing characters in narratives and stories.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Show rhythm and comparison of different sounds.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <ul style="list-style-type: none"> <li>Watch performance from other cultures and compare differences... e.g. lion dances in Lunar New Year, African dancing</li> </ul> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Consolidate making own verse for a familiar song.</p> <p>Sing in a range of well-known nursery rhymes and songs. Learn about different instruments and what a glockenspiel is. Learn what different notes are on the glockenspiel and learn a simple song using C, D and E. Learn what a scale is, and we will learn how to play one on a glockenspiel. Learn about different rhythms. Learn a song with jumps in. Learn a song with a harder rhythm. Learn about different group performances. Learn what Class Jam is and get familiar with the instruments. Learn how to play at different volumes and speeds. Learn how to count beats. Learn the difference between high and low notes. Learn the importance of playing together. Learn how to copy sounds. Perform confidently as a class. Explore and engage in music making and dance, performing solo or in groups. Develop storylines in their pretend play. Consolidate re-enacting life experiences with characters they are familiar with.</p> <p>Explore different body parts and how they move.</p> <p>Move with control and coordination, linking copying and repeating actions.</p> <p>Create movements and adapt simple dance patterns.</p> <p>Implementation:</p> <p>Children will sing and join in with a variety of songs, both in a group and on their own, increasing matching the pitch and following the melody - - African songs, music, and dancing. Children will join in with Chinese songs, dancing, and music. Children will listen to a range of music and they will be encouraged to express how it makes them feel - Chinese dancing, African dancing. Children will sing a variety of songs, nursery rhymes, rhymes, number songs and rhymes.</p>	<p>Learn how to copy a rhythm. Learn how to count and play a bar of four beats. Learn how to play a beat in unison. Learn the role of a conductor and what dynamics are. Learn how to play the djembe at different tempos. Learn to play the djembe solo.</p> <p>Learn about the drum and what a beat is in music. Learn about the triangle, and we will learn how different materials can make different sounds.</p> <p>Learn about the shaker and how different speeds of music can make us feel. Learn about the scraper and how music is made around the world. Learn about the tambourine, and we will learn how to count beats in music. Learn about hand bells and we will learn what the word pitch means.</p> <p>Learn how to create an exciting performance.</p> <p>Explore and engage in music making and dance.</p> <p>Move in time to music.</p> <p>Create movements and adapt simple dance patterns.</p> <p>Copy and repeat actions showing confidence and imagination.</p> <p>Implementation:</p> <p>Children will sing and join in with a variety of songs, both in a group and on their own, increasingly matching the pitch and following the melody - learn and perform 'There's a Tiny Caterpillar on a Leaf'. Children will listen to a range of music and they will be encouraged to express how it makes them feel. Children will sing a variety of songs, nursery rhymes, rhymes, number songs and rhymes. Children will learn and perform seaside songs and rhymes. Children will sing a variety of songs, nursery rhymes, rhymes, number songs and rhymes throughout the year.</p>
--	--	--	--

			<p>Music Jam: Spring 1 Glockenspiel Spring 2: Class Jam</p>	<p>Music Jam: Summer 1: African Drumming Summer 2: Music Theory with Instruments</p>		
<p><b>Key Vocabulary</b></p>	<p>Sing, beat, rhythm, high, low, loud, soft, quiet, fast, pitch, tempo, music, echo, listen, slow, rest, repeat, compose, respond, long, short, appreciate, pitch, composer, sound, instruments, percussion, shake, control, expression</p>	<p>Sing, beat, rhythm, high, low, loud, soft, quiet, fast, pitch, tempo, music, echo, listen, slow, rest, repeat, compose, respond, long, short, appreciate, pitch, composer, sound, instruments, percussion, shake, control, expression</p>	<p>Sing, beat, rhythm, high, low, loud, soft, quiet, fast, pitch, tempo, music, echo, listen, slow, rest, repeat, compose, respond, long, short, appreciate, pitch, composer, sound, instruments, percussion, shake, control, expression, glockenspiel</p>	<p>Sing, beat, rhythm, high, low, loud, soft, quiet, fast, pitch, tempo, music, echo, listen, slow, rest, repeat, compose, respond, long, short, appreciate, pitch, compose, sound, instruments, percussion, shake, control, expression, improvise</p>	<p>Sing, beat, rhythm, high, low, loud, soft, quiet, fast, pitch, tempo, music, echo, listen, slow, rest, repeat, compose, respond, long, short, appreciate, pitch, compose, sound, instruments, percussion, shake, control, expression, improvise, melody, drumming, drum</p>	<p>Sing, beat, rhythm, high, low, loud, soft, quiet, fast, pitch, tempo, music, echo, listen, slow, rest, repeat, compose, respond, long, short, appreciate, pitch, compose, sound, instruments, percussion, shake, control, expression, improvise, melody, shaker, scrapper, triangle, tambourine, hand bells</p>
<p><b>Early Learning Goals</b> By the end of Reception children are expected to:</p>	<p><b>Expressive Arts and Design</b> Being Imaginative and Expressive</p> <ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>					
<p><b>Mapping Curriculum Objectives</b> How the early learning goals feed into objectives from the Year 1 National Curriculum.</p>	<p><b>Year 1 National Curriculum Objective</b></p> <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Play tuned and untuned instruments musically.</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>					

## ***Progression of knowledge and skills***

## ***Listening***

<b>Year 1</b>	<b>Year 2</b>
<p>Recognising and understanding the difference between pulse and rhythm.</p> <p>*Understanding that different types of sounds are called timbres.</p> <p>*Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).</p> <p>Describing the character, mood, or 'story' of music they listen to, both verbally and through movement.</p> <p>Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike).</p> <p>Listening to and repeating short, simple rhythmic patterns.</p> <p>Listening and responding to other performers by playing as part of a group.</p>	<p>*Recognising timbre changes in music they listen to.</p> <p>Recognising structural features in music they *listen to.</p> <p>Listening to and recognising instrumentation.</p> <p>*Beginning to use musical vocabulary to describe music. Identifying melodies that move in steps.</p> <p>Listening to and repeating a short, simple melody by ear.</p> <p>Suggesting improvements to their own and others' work.</p>

Year 3	Year 4	Year 5	Year 6
<p>*Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</p> <p>Understanding that music from different parts of the world has different features.</p> <p>*Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>*Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to show an awareness of metre.</p> <p>*Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>Recognising the use and development of motifs in music.</p> <p>*Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll).</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>*Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>*Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</p> <p>*Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>*Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>*Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.).</p> <p>*Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p> <p>*Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>*Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p>	<p>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).</p> <p>*Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p> <p>*Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>*Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p>

## ***Progression of knowledge and skills***

## ***Composing***

### **Year 1**

Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.

Combining instrumental and vocal sounds within a given structure.

Creating simple melodies using a few notes.

\*Choosing dynamics, tempo and timbre for a piece of music.

Creating a simple graphic score to represent a composition.

Beginning to make improvements to their work as suggested by the teacher.

### **Year 2**

Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.

\*Successfully combining and layering several instrumental and vocal patterns within a given structure.

Creating simple melodies from five or more notes.

\*Choosing appropriate dynamics, tempo and timbre for a piece of music.

Using letter name and graphic notation to represent the details of their composition.

Beginning to suggest improvements to their own work.



## Progression of knowledge and skills

## Composing

Year 3	Year 4	Year 5	Year 6
<p>Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).</p> <p>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p>*Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p>*Suggesting and implementing improvements to their own work, using musical vocabulary.</p>	<p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Beginning to improvise musically within a given style.</p> <p>Developing melodies using rhythmic variation, transposition, inversion, and looping.</p> <p>*Creating a piece of music with at least four different layers and a clear structure.</p> <p>*Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.</p> <p>*Suggesting improvements to others' work, using musical vocabulary.</p>	<p>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</p> <p>Improvising coherently within a given style.</p> <p>*Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p> <p>Using staff notation to record rhythms and melodies.</p> <p>*Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>Suggesting and demonstrating improvements to own and others' work.</p>	<p>Improvising coherently and creatively within a given style, incorporating given features.</p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.</p> <p>Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</p> <p>*Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Recording own composition using appropriate forms of notation and/or technology and incorporating.</p> <p>*Constructively critique their own and others' work, using musical vocabulary.</p>



## ***Proaression of knowledae and skills***

## ***Performing***

### **Year 1**

Using their voices expressively to speak and chant.

Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.

Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments.

Copying back short rhythmic and melodic phrases on percussion instruments.

\*Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.

Performing from graphic notation.

### **Year 2**

\*Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).

Singing short songs from memory, with melodic and rhythmic accuracy.

Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.

\*Performing expressively using dynamics and timbre to alter sounds as appropriate.

Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.

## Progression of knowledge and skills

## Performing

Year 3	Year 4	Year 5	Year 6
<p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>*Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.</p>	<p>*Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p> <p>Playing syncopated rhythms with accuracy, control and fluency.</p>	<p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>*Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p> <p>Performing with accuracy and fluency from graphic and simple staff notation.</p> <p>Playing a simple chord progression with accuracy and fluency.</p>	<p>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>*Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.</p> <p>Performing a solo or taking a leadership role within a performance.</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p> <p>Performing by following a conductor's cues and directions.</p>