

## 'Etchings': adapting activities for each stage

	Early Stage 1	Stage 1	Stage 2	Stage 3
<p><b>Performing</b> (Singing / playing / moving)</p>	<ul style="list-style-type: none"> <li>play simple rhythms from 'Etchings' (claves)</li> <li>move using a range of non-locomotor movements and vocal sounds to reflect beat, rhythm patterns and the style of music</li> <li>isolate body parts to focus movement and experiment with movement possibilities</li> </ul>	<ul style="list-style-type: none"> <li>play simple rhythms from 'Etchings' (claves and maracas)</li> <li>move using a range of non-locomotor movements and vocal sounds to reflect beat, rhythm patterns and the style of music</li> <li>explore elements of movement including range, level, body percussion, dynamics, body design etc</li> </ul>	<ul style="list-style-type: none"> <li>play simple rhythms from 'Etchings' (claves, maracas and melodic percussion)</li> <li>use body percussion and movement in preparation for playing melodic percussion</li> <li>move using a range of locomotor and non-locomotor movements and vocal sounds to reflect beat, rhythm patterns and style of music</li> <li>explore elements of movement including range, level, body percussion, dynamics, body design and formation</li> </ul>	<ul style="list-style-type: none"> <li>play simple rhythms from 'Etchings' (claves, maracas and melodic percussion)</li> <li>use body percussion and movement in preparation for playing melodic percussion</li> <li>move using a range of locomotor and non-locomotor movements and vocal sounds to reflect beat, rhythm patterns and style of music</li> <li>explore elements of movement including range, level, body percussion, dynamics, body design and formation</li> <li>experience more complex dance formations</li> </ul>
<p><b>Organising sound</b></p>	<ul style="list-style-type: none"> <li>experiment with different classifications of instruments (wood, metal, skin)</li> </ul>	<ul style="list-style-type: none"> <li>experiment with different classifications of instruments (wood, metal, skins)</li> <li>experiment with different playing techniques (plucking, blowing, hitting, shaking)</li> <li>explore different ways of moving to the middle section of 'Etchings'</li> <li>match clave pattern to symbols</li> </ul>	<ul style="list-style-type: none"> <li>experiment with different classifications of instruments (wood, metal, skins)</li> <li>experiment with different playing techniques (plucking, blowing, hitting, shaking)</li> <li>explore different ways of moving to the middle section of 'Etchings'</li> <li>match clave pattern to symbols</li> <li>find alternative sound sources to perform patterns</li> <li>design movements to fit with the musical style, structure and rhythm patterns</li> <li>match melodic and non-melodic patterns to symbols</li> <li>experiment and explore graphic notation score</li> </ul>	<ul style="list-style-type: none"> <li>experiment with different classifications of instruments (wood, metal, skins)</li> <li>experiment with different playing techniques (plucking, blowing, hitting, shaking)</li> <li>explore different ways of moving to the middle section of 'Etchings'</li> <li>match clave pattern to symbols</li> <li>find alternative sound sources to perform patterns</li> <li>design movements to fit with the musical style, structure and rhythm patterns</li> <li>match melodic and non-melodic patterns to symbols</li> <li>experiment and explore graphic notation score</li> <li>plays from symbols</li> <li>creates own score</li> </ul>

	Early Stage 1	Stage 1	Stage 2	Stage 3
Listening	<ul style="list-style-type: none"> <li>listen to music and describe anything about the music they have noticed</li> <li>listen for specific patterns</li> </ul>	<ul style="list-style-type: none"> <li>listen to music and describe anything about the music they have noticed</li> <li>listen for specific patterns</li> <li>recognise sound sources</li> <li>talk about the changes in the music</li> </ul>	<ul style="list-style-type: none"> <li>listen to music and describe anything about the music they have noticed</li> <li>listen for specific patterns</li> <li>recognise sound sources</li> <li>talk about the changes in the music</li> <li>indicate through gesture when new instruments enter</li> <li>discuss how instruments are played (hit, blown, shaken or plucked)</li> <li>play accent game</li> <li>reflect on performances of scores, discussing features such as arrangement, notation problems, ensemble skills etc</li> </ul>	<ul style="list-style-type: none"> <li>listen to music and describe anything about the music they have noticed</li> <li>listen for specific patterns</li> <li>recognise sound sources</li> <li>talk about the changes in the music</li> <li>indicate through gesture when new instruments enter</li> <li>discuss how instruments are played (hit, blown, shaken or plucked)</li> <li>play accent game</li> <li>reflect on performances of scores, discussing features such as arrangement, notation problems, ensemble skills etc</li> <li>create an original sound score in the style of the studied musical work</li> <li>reflect on performances of scores, discussing features such as arrangement, ensembles skills, notation problems, techniques, structure etc</li> <li>reflect on individual performances.</li> </ul>