





 Mapplewell Primary School – Music Long Term plan 


Autumn Term 1							
Musicianship/Performing	EYFS	KS1		LKS2		USK2	
		Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
		Project – Beat it! (Body Percussion)	Project – ‘Cup’ in Arms (Cup rhythms)	Project – Developing on the Keyboard (Ode to Joy)	Project – Developing on the Keyboard (Count on Me)	Project - Mastering the Keyboard (Counting Stars)	Project – Mastering the Keyboard (Surface Pressure)
	I know how to perform songs and rhymes with others. I know how to move in time with music. (e.g. dancing, and marching).	I know how to clap a steady beat. I know how to change the speed of the beat as the <i>tempo</i> of the music changes.	I know how to mark the beat of a listening piece by tapping or clapping. I know how to recognise <i>tempo</i> and changes in <i>tempo</i> .	I know the <i>stave</i> – (<i>lines</i> and <i>spaces</i>) and <i>treble clef</i> . I know how to use dot <i>notation</i> to show higher or lower pitch.	I know the differences between <i>minims, crotchets, paired quavers</i> and <i>rests</i> . I know how to follow and perform simple rhythmic scores to a steady beat.	I know the differences between <i>semibreves, minims, crotchets</i> and <i>crotchet rests, paired quavers</i> and <i>semiquavers</i> . I know the differences between <i>2/4, 3/4 and 4/4 time signatures</i> .	I know the differences between <i>semibreves, minims, crotchets, quavers</i> and <i>semiquavers</i> , and their <i>equivalent rests</i> .
	I know how to perform short copycat <i>rhythm</i> patterns accurately, led by the teacher.	I know how to begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.	I know the difference between <i>minims, crotchets and paired quavers</i> .	I know how to copy short <i>melodic</i> phrases including those using the <i>pentatonic scale</i> (e.g. C, D, E, G, A).	I know how <i>triads</i> are formed, and play them on tuned percussion, melodic instruments or keyboards.	I know how to make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet.	
	I know how to use body percussion to maintain a steady beat.	I know how to apply word chants to <i>rhythms</i> , understanding how to link each syllable to one musical note.	I know how to use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi.	I know how to read and perform pitch <i>notation</i> within a defined range (e.g. C–G/do–so).	I know how to perform simple, <i>chordal</i> accompaniments to familiar songs.	I know how to further develop the skills to read and perform pitch notation within an <i>octave</i> (e.g. C–C/do–do).	
	I know how to perform short repeating <i>rhythm</i> patterns (<i>ostinato</i>) while keeping in time with a steady beat.	I know how to create <i>rhythm</i> patterns using word phrases as a starting point.	I know how to copy stepwise <i>melodic</i> phrases with accuracy.	I know how to read and play from notation a four-bar phrase, confidently identifying note names and durations.	I know how to read and perform pitch <i>notation</i> within an <i>octave</i> (e.g. C–C/do–do).	I know how to play a <i>melody</i> following staff notation written on one <i>stave</i> and using notes within an <i>octave</i> range (do–do)	
	I know how to use untuned <i>percussion</i> to maintain a steady beat (e.g. shakers, sticks and blocks).	I know how to read and perform <i>rhythm</i> patterns, and represent them with stick notation including <i>crotchets, paired quavers, semi quavers</i> and <i>crotchets rests</i> .	I know how to play and perform <i>melodies</i> following staff notation (using a small range) as a whole class or in small groups.	I know how to play and perform <i>melodies</i> following staff notation (using a small range) as a whole class or in small groups.	I know how to play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one <i>stave</i> and using notes within the Middle C–C/do–do range.	I know how to accompany this same melody, and others, using block chords or a bass line.	
	I know how to follow pictures and symbols to guide playing (e.g. 4 dots = 4 taps on the drum)	I know how to create and perform my own rhythm patterns with the same stick notation.	I know how to play and perform <i>melodies</i> following staff notation (using a small range) as a whole class or in small groups.	I know how to play and perform <i>melodies</i> following staff notation (using a small range) as a whole class or in small groups.	I know how to play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one <i>stave</i> and using notes within the Middle C–C/do–do range.	I know how to accompany this same melody, and others, using block chords or a bass line.	

 Mapplewell Primary School – Music Long Term plan 



Autumn Term 2							
EYFS	KS1		LKS2		USK2		
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B	
	Project – Sing! (Pitch & Actions)	Project – Sing it Loud! (Voice control & Actions)	Project – Sing it Together! (Developing accuracy)	Project – Sing it Together! (Rounds & Harmony)	Project – Pop Stars (Verse/Chorus Songs)	Project – Reggae, Steady, Go! (Reggae – 3 Little Birds)	
Singing/Listening	I know a range of well-known nursery rhymes and songs. I know how to sing along to pre-recorded songs and add actions. I know how to sing along with a backing track. I know how to identify simple songs and rhymes. I know how to listen to recorded and live performances of nursery rhymes and simple songs.	I know how to sing simple songs, chants and <i>rhymes</i> . I know how to listen to recorded and live performances.	I know how to sing songs with a small pitch range (e.g. <i>Rain, Rain Go Away</i>). I know how to identify varying pitch within songs (high or low notes).	I know how to listen to music and identify <i>forte</i> and <i>piano</i> (dynamics). I know how to perform <i>forte</i> and <i>piano</i> (loud and soft).	I know how to sing rounds and partner songs in different time signatures (London's burning/Dynamite). I know how to listen to music and identify rounds.	I know how to listen to music and recognise verse and chorus sections of a song. I know how to identify and explain the understanding of the story.	I know how to listen to music and identify the cultural origins and historical importance of songs.
		I know how to sing collectively at the same pitch and count in. I know how to identify pitch .	I know how to listen to music and identify the tempo (speed). I know how to listen to recorded and live performances.	I know how to walk, move or clap a steady beat with others. I know how to listen to music and identify the beat .	I know how to sing a broad range of unison songs with the range of eight notes/ octave . (e.g. <i>One More Day – seas shanty</i>). I know how to listen to music and identify time signatures (number of beats in a bar).	I know how to sing songs with a verse and a chorus.	I know how to listen to music and identify syncopated rhythms (off-beat/reggae music). I know how to sing a broad range of songs including syncopated rhythms as part of a choir.
		I know how to control vocal pitch and match pitch accurately.	I know how to listen to music and identify dynamics (volume). I know how to demonstrate dynamics (<i>loud/quiet</i>) and tempo (<i>fast/slow</i>) when singing.	I know how to change the speed of the beat as the tempo of the music changes. I know how to listen to music and compare the tempo .	I know how to listen to music and identify crescendo and decrescendo (to build or decrease in volume). I know how to sing a range of songs pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).	I know how to sing songs with a verse and a chorus. I know how to observe phrasing, accurate pitching and style.	I know how to sing a broad range of songs including syncopated rhythms as part of a choir.
		I know how to sing a range of simple songs (<i>including pentatonic songs</i>). I know how to identify the different parts of a song.	I know how to demonstrate dynamics and tempo responding to the leaders directions and visual symbols.	I know how to sing a range of unison songs of varying styles with a pitch range of five notes (do-so) tunefully and with expression. I know how to listen to music and compare pitch .	I know how to begin to sing songs with small and large leaps to introduce vocal harmony (e.g. <i>Barbara Ann</i>).	I know how to sing a broad range of songs from an extended repertoire.	I know how to sing my part accurately; phrasing, pitching and style.
		I know how to sing a range of call and response songs. (Boom Chicka Boom)	I know how to sing songs with a pitch range of no more than five notes (do-so). I know how to identify stories within songs.	I know how to sing a range of unison songs of varying styles with a pitch range of five notes (do-so) tunefully and with expression.	I know how to begin to sing songs with small and large leaps to introduce vocal harmony (e.g. <i>Barbara Ann</i>).	I know how to sing a broad range of songs from an extended repertoire.	I know how to sing my part accurately; phrasing, pitching and style.
		I know how to sing a range of call and response songs. (Boom Chicka Boom)	I know how to sing songs with a pitch range of no more than five notes (do-so). I know how to perform actions confidently and in time to a range of action songs (e.g. <i>Head and Shoulders</i>).	I know how to perform as a choir in school assemblies.	I know how to perform a range of songs in school assemblies.	I know how to perform a range of songs in school assemblies and in school performance opportunities.	I know how to perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.

 Mappleton Primary School – Music Long Term plan 



Spring 1							
Composing	EYFS	KS1		LKS2		USK2	
		Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
		Project – Up, Up & Away (Tuned Percussion)	Project – Stop Motion (Untuned/Tuned Percussion)	Project – 12-bar Blues (Keyboards)	Project – Shosholoza (Percussion)	Project – Jingles (Tuned/Untuned Instruments)	Project – Music for Film (Keyboards)
<p>I know how to copy basic rhythm patterns of nursery rhymes.</p> <p>I know how to explore high and low using voices and characters within a song.</p> <p>I know how to invent a pattern using one pitch notes.</p>	<p>I know what a pitch pattern is.</p>	<p>I know how to invent, retain and recall rhythm and pitch patterns and perform these.</p>	<p>I know the blues scale.</p>	<p>I know how to improvise using a range of untuned instruments.</p>	<p>I know the E minor scale.</p>	<p>I know how to use chords to compose music to evoke a specific atmosphere or mood.</p> <p>I know how to recognise major and minor chords.</p>	
	<p>I know how to invent, retain and recall pitch patterns and perform these.</p>	<p>I know how to use graphic symbols, dot notation and stick notation as appropriate.</p>	<p>I know how to improvise using a limited range of notes (Blues Scale).</p>	<p>I know how to arrange known rhythms and note values to create sequences of 2, 3 or 4 beat phrases arranged into bars.</p>	<p>I know how to compose melodies in the key of E Minor.</p>	<p>I know how to recognise and create dissonant (clash) chords.</p> <p>I know how to use chords to compose music to evoke a specific atmosphere or mood.</p>	
	<p>I know how to recognise how graphic notation can represent created sound.</p>	<p>I know how to work with a partner to improvise simple question and answer phrases.</p>	<p>I know how to structure musical ideas using question and answer or echo.</p> <p>I know how to invent short on-the-spot responses.</p>	<p>I know how to compose song accompaniments on untuned percussion using known rhythms and note values.</p>	<p>I know how to enhance these melodies with a chordal accompaniment.</p>	<p>I know how to use keyboards to improvise freely over a drone note/chord using the Pentatonic scale.</p> <p>I know how to recognise and create Ostinato melodies.</p>	
	<p>I know how to experiment with dynamics and tempo.</p>	<p>I know how to create music in response to a non-musical stimulus (e.g.: storm, rocket launch).</p>	<p>I know how to make use of musical features including smooth (legato) and detached (staccato).</p>	<p>I know how to create music that has a beginning, middle and an end.</p>	<p>I know how to plan, compose and notate an 8 beat melodic phrase incorporating rhythmic variety and interest.</p>	<p>I know how to experiment with known elements of music (pitch, tempo, rhythm, dynamics, structure).</p>	
	<p>I know how to create musical sound effects and short sequences.</p>	<p>I know how to use dynamics and tempo to enhance my composition.</p>	<p>I know how to make compositional decisions about the overall structure of improvisations.</p>	<p>I know how to sing and play the rhythms I have composed.</p>	<p>I know how to plan, compose and notate an 8 beat melodic phrase incorporating rhythmic variety and interest.</p>	<p>I know how to create music with multiple sections that include repetition and contrast.</p>	
	<p>I know how to create musical sound effects and short sequences.</p>	<p>I know how to play my composition.</p>	<p>I know how to make compositional decisions about the overall structure of improvisations.</p>	<p>I know how to record/evidence my compositions using: rhythm notation and time signatures.</p>	<p>I know how to play my composition on available tuned instruments.</p>	<p>I know how to record and evidence my compositions using: staff notation.</p>	

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Spring 2							
Musicianship/Performing	EYFS	KS1		LKS2		USK2	
		Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
		Project – Uke Can Do It! (Ukulele – Hot Cross Buns)	Project – Uke Can Do It! (Ukulele – Mary Had a Little Lamb)	Project – Rock ‘N’ Roll! (Elvis Presley)	Project – Rock ‘N’ Roll (The Beatles)	Project – Geetaar, Cowboy! (Country Roads)	Project – Guitar Hero! (Stand By Me)
	I know how to perform songs and rhymes with others. I know how to move in time with music. (e.g. dancing, and marching).	I know how to begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.	I know how to begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.	I know the <i>stave</i> – (<i>lines</i> and <i>spaces</i>) and treble <i>clef</i> . I know how to use dot <i>notation</i> to show higher or lower pitch.	I know the differences between <i>minims, crotchets, paired quavers</i> and <i>rests</i> . I know how to follow and perform simple rhythmic scores to a steady beat.	I know how <i>triads</i> are formed and play them on guitar.	I know the differences between <i>semibreves, minims, crotchets, quavers, semiquavers</i> and their <i>equivalent rests</i> .
		I know how to recognise dot notation and match it to 3-note tunes played on a <i>tuned</i> instrument.	I know how to recognise dot notation and match it to 3-note tunes played on a <i>tuned</i> instrument.	I know the difference between <i>minims, crotchets and paired quavers</i> .	I know how to copy short <i>melodic</i> phrases including those using the <i>pentatonic scale</i> (e.g. C, D, E, G, A).	I know how <i>triads</i> are formed and play them on guitar.	I know how to further develop the skills to read and perform pitch notation within an <i>octave</i> (e.g. C–C/do–do).
		I know how to read and perform pitch patterns represented by <i>crotchets, paired quavers</i> and <i>crotchets rests</i> .	I know how to read and perform pitch patterns represented by <i>crotchets, paired quavers</i> and <i>crotchets rests</i> .	I know how to use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi.	I know how to read and perform pitch <i>notation</i> within a defined range (e.g. C–G/do–so).	I know how to follow a ‘Lead Sheet’.	I know how to play a <i>melody</i> on guitar following staff notation - using notes within an <i>octave</i> range (do–do).
		I know how to read and perform pitch patterns represented by <i>crotchets, paired quavers</i> and <i>crotchets rests</i> .	I know how to read and perform pitch patterns represented by <i>crotchets, paired quavers</i> and <i>crotchets rests</i> .	I know how to copy stepwise <i>melodic</i> phrases with accuracy.	I know how to read and play from notation a four-bar phrase, confidently identifying note names and durations.	I know how to perform simple, <i>chordal</i> accompaniments to familiar songs.	I know how to play a <i>melody</i> on guitar following staff notation - using notes within an <i>octave</i> range (do–do).
		I know how to play short phrases independently within a short song.	I know how to play short phrases independently within a short song.	I know how to play and perform <i>melodies</i> following staff notation (using a small range) as a whole class or in small groups.	I know how to play and perform <i>melodies</i> following staff notation (using a small range) as a whole class or in small groups.	I know how to perform simple, <i>chordal</i> accompaniments to familiar songs.	I know how to engage with others through ensemble playing with pupils taking on <i>melody</i> or accompaniment roles.
		I know how to play short phrases independently within a short song.	I know how to play short phrases independently within a short song.	I know how to play and perform <i>melodies</i> following staff notation (using a small range) as a whole class or in small groups.	I know how to play and perform <i>melodies</i> following staff notation (using a small range) as a whole class or in small groups.	I know how to engage with others to perform as part of a group.	I know how to engage with others through ensemble playing with pupils taking on <i>melody</i> or accompaniment roles.

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Summer 1							
Singing/Listening/Music History	EYFS	KS1		LKS2		USK2	
		Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
		Project – Sing! (Pitch & Actions)	Project – Sing it Loud! (Voice control & Actions)	Project – Sing it Together! (Developing accuracy)	Project – Sing it Together! (Rounds & Harmony)	Project – Through the Decades (Classical, Blues, Country)	Project – Through the Decades (Jazz, Hip Hop, Rock)
<p>I know a range of well-known nursery rhymes and songs.</p> <p>I know how to sing along to pre-recorded songs and add actions.</p> <p>I know how to sing along with a backing track.</p> <p>I know how to identify simple songs and rhymes.</p> <p>I know how to listen to recorded and live performances of nursery rhymes and simple songs.</p>	<p>I know how to sing simple songs, chants and rhymes.</p> <p>I know how to listen to recorded and live performances.</p>	<p>I know how to sing songs with a small pitch range (e.g. <i>Rain, Rain Go Away</i>).</p> <p>I know how to identify varying pitch within songs (high or low notes).</p>	<p>I know how to listen to music and identify forte and piano (dynamics).</p> <p>I know how to perform forte and piano (loud and soft).</p>	<p>I know how to sing rounds and partner songs in different time signatures (London's burning/Dynamite).</p> <p>I know how to listen to music and identify rounds.</p>	<p>I know how to identify the features of Classical music.</p> <p>I know how to identify the instruments used within Classical music.</p> <p>I know how to accurately identify the time period a piece of music is from.</p>	<p>I know how to identify the features of Jazz music.</p> <p>I know how to identify the instruments used within Jazz music.</p> <p>I know how to accurately identify the time period a piece of music is from.</p>	
	<p>I know how to sing collectively at the same pitch and count in.</p> <p>I know how to identify pitch.</p>	<p>I know how to listen to music and identify the tempo (speed).</p> <p>I know how to listen to recorded and live performances.</p>	<p>I know how to walk, move or clap a steady beat with others.</p> <p>I know how to listen to music and identify the beat.</p>	<p>I know how to sing a broad range of unison songs with the range of eight notes/octave. (e.g. <i>One More Day – seas shanty</i>).</p> <p>I know how to listen to music and identify time signatures (number of beats in a bar).</p>	<p>I know how critically listen to recorded and live performances.</p> <p>I know how to identify key compositions from the classical period.</p>	<p>I know how critically listen to recorded and live performances.</p> <p>I know how to identify key songs from the Jazz genre.</p>	
	<p>I know how to control vocal pitch and match pitch accurately.</p>	<p>I know how to listen to music and identify dynamics (volume).</p> <p>I know how to demonstrate dynamics (<i>loud/quiet</i>) and tempo (<i>fast/slow</i>) when singing.</p>	<p>I know how to change the speed of the beat as the tempo of the music changes.</p> <p>I know how to listen to music and compare the tempo.</p>	<p>I know how to listen to music and identify crescendo and decrescendo (to build or decrease in volume).</p> <p>I know how to sing a range of songs pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</p>	<p>I know how to identify the features of Blues music.</p> <p>I know how to identify the instruments used within Blues music.</p> <p>I know how to accurately identify the time period a piece of music is from.</p>	<p>I know how to identify the features of Hip Hop music.</p> <p>I know how to identify the instruments used within Hip Hop music.</p> <p>I know how to accurately identify the time period a piece of music is from.</p>	
	<p>I know how to sing a range of simple songs (<i>including pentatonic songs</i>).</p> <p>I know how to identify the different parts of a song.</p>	<p>I know how to demonstrate dynamics and tempo responding to the leaders directions and visual symbols.</p>	<p>I know how to sing a range of unison songs of varying styles with a pitch range of five notes (do-so) tunefully and with expression.</p> <p>I know how to listen to music and compare pitch.</p>	<p>I know how to begin to sing songs with small and large leaps to introduce vocal harmony (e.g. <i>Barbara Ann</i>).</p>	<p>I know how critically listen to recorded and live performances.</p> <p>I know how to identify key songs from the Blues genre.</p>	<p>I know how critically listen to recorded and live performances.</p> <p>I know how to identify key songs from the Hip Hop genre.</p>	
	<p>I know how to sing a range of call and response songs. (Boom Chicka Boom)</p>	<p>I know how to sing songs with a pitch range of no more than five notes (do-so).</p> <p>I know how to identify stories within songs.</p>	<p>I know how to sing a range of unison songs of varying styles with a pitch range of five notes (do-so) tunefully and with expression.</p>	<p>I know how to begin to sing songs with small and large leaps to introduce vocal harmony (e.g. <i>Barbara Ann</i>).</p>	<p>I know how to identify the features of Country music.</p> <p>I know how to identify the instruments used within Country music.</p> <p>I know how to accurately identify the time period a piece of music is from.</p>	<p>I know how to identify the features of Rock music.</p> <p>I know how to identify the instruments used within Rock music.</p> <p>I know how to accurately identify the time period a piece of music is from.</p>	
	<p>I know how to sing a range of call and response songs. (Boom Chicka Boom)</p>	<p>I know how to sing songs with a pitch range of no more than five notes (do-so).</p> <p>I know how to perform actions confidently and in time to a range of action songs (e.g. <i>Head and Shoulders</i>).</p>	<p>I know how to perform as a choir in school assemblies.</p>	<p>I know how to perform a range of songs in school assemblies.</p>	<p>I know how critically listen to recorded and live performances.</p> <p>I know how to identify key songs from the country genre.</p>	<p>I know how critically listen to recorded and live performances.</p> <p>I know how to identify key songs from the Rock genre.</p>	

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Summer 2							
Composing	EYFS	KS1		LKS2		USK2	
		Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
		Project – Story effects (Untuned Percussion)	Project – Stomp! (Untuned/Tuned Percussion)	Project – Sequencing (Music Software)	Project – Sequencing (Music Software)	Project – Leavers Song (Tuned instruments)	Project – Leavers Song (Tuned instruments)
<p>I know how to copy basic rhythm patterns of nursery rhymes.</p> <p>I know how to explore high and low using voices and characters within a song.</p> <p>I know how to invent a pattern using one pitch notes.</p>	<p>I know the difference between creating a rhythm pattern and a pitch pattern.</p>	<p>I know how to invent, retain and recall rhythm and pitch patterns and perform these.</p>	<p>I know that software technology can be used to create music.</p>	<p>I know that software technology can be used to create music.</p>	<p>I know how to compose melodies from pairs of phrases in G major (G Major scale).</p>	<p>I know how to compose melodies from pairs of phrases in G major (G Major scale).</p>	
	<p>I know how to invent, retain and recall rhythm and pitch patterns and perform these.</p>	<p>I know how to use graphic symbols, dot notation and stick notation as appropriate.</p>	<p>I know how to navigate software to create arrangements.</p>	<p>I know how to navigate software to create arrangements.</p>	<p>I know how to compose melodies from pairs of phrases in G major (G Major scale).</p>	<p>I know how to compose melodies from pairs of phrases in G major (G Major scale).</p>	
	<p>I know how to recognise how graphic notation can represent created sound.</p>	<p>I know how to work with a partner to improvise simple question and answer phrases.</p>	<p>I know how to arrange pre recorded melodic phrases.</p>	<p>I know how to arrange pre-recorded melodic phrases.</p>	<p>I know how to enhance melodies with rhythmic or chordal accompaniments.</p>	<p>I know how to enhance melodies with rhythmic or chordal accompaniments.</p>	
	<p>I know how to create musical sound effects and short sequences.</p>	<p>I know how to create music in response to a non-musical stimulus (e.g.: storm, rocket launch).</p>	<p>I know how to enhance melodic phrases with rhythmic accompaniments.</p>	<p>I know how to enhance melodic phrases with rhythmic accompaniments.</p>	<p>I know how to create music with multiple sections that include repetition and contrast. I know how to discuss how musical contrasts are achieved.</p>	<p>I know how to create music with multiple sections that include repetition and contrast. I know how to discuss how musical contrasts are achieved.</p>	
	<p>I know how to create musical sound effects and short sequences.</p>	<p>I know how to use dynamics and tempo to enhance my composition.</p>	<p>I know how to use music software to compose a ternary piece.</p>	<p>I know how to use music software to compose a ternary piece.</p>	<p>I know how to work in a pair to create a ternary piece.</p>	<p>I know how to work in a pair to create a ternary piece.</p>	
	<p>I know how to experiment with dynamics and tempo.</p>	<p>I know how to work together as a group to perform my composition.</p>	<p>I know how to dynamically balance my composition so that each instrument is clear.</p>	<p>I know how to dynamically balance my composition so that each instrument is clear.</p>	<p>I know how to play my composition on available tuned instruments.</p>	<p>I know how to play my composition on available tuned instruments.</p>	

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