

Performance

Area

Questioning

- What instrument are you holding? What is your instrument made from?⁴
- Can you copy my beat? Can you make up your own beat?
- How do you think you should move to music like this? Do you think we should move quicker/slower?
- What sound could we add to that part of the story?
- What would the character say? How do you think they would feel?
What do you think the character might do next?

Language

Skills

- **Materials** – metal, plastic, wood, rubber,
- **Music language** – rhythm, beat, loud, louder, quiet, quieter, fast/quick, Faster/quicker, slow, slower,
- **Words to songs** – nursery rhymes, songs from movies, children’s party songs,
- **Naming** – instruments, styles of music, props
- **Story language** – Once upon a time, One beautiful morning, who, Next, Then, After that, Later, lived happily ever after, repeated refrains like – *Whose that trip trapping over my bridge?*

- Mark making (making tickets/invitations, signs, posters, masks and props)
- Reading (show time signs, stories)
- Developing movement in response to music
- Playing instruments and tapping out rhythms and beats
- Acting out a role
- Organising themselves and others into roles
- Singing
- Musical accompaniment to stories
- Negotiating, cooperating and compromising