



# Churchfields Infants' School: Year One curriculum information

## Music



Outlined below is a summary of the skills children will work on during each half term in Year One, along with some activities children will complete, key vocabulary that will be taught and ideas of how parents can help to develop this learning at home.

Half Term	Skills	Activities	Key Vocabulary	How can you help at home?
<p><b>Autumn 1</b></p> <p><b>Getting Together</b></p>	<p><b>Hey You!</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 sounds using the interrelated dimensions of music (pitch, duration, dynamics, <b>tempo</b>, timbre, texture,</li> </ul>	<p><b>Hey You!</b></p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> <li>- listening to a range of quality music and discussing simply what they can hear</li> <li>- enjoy moving to music</li> </ul> <p><u>Building Musical Knowledge</u></p> <ul style="list-style-type: none"> <li>- finding the pulse of a piece of music</li> <li>- copying back simple rhythms using body percussion</li> <li>- creating rhythms from words</li> </ul> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>- making different sounds using their voices</li> </ul>	<ul style="list-style-type: none"> <li>pulse</li> <li>rhythm</li> <li>pitch</li> <li>rap</li> <li>improvise</li> <li>compose</li> <li>melody</li> <li>bass</li> <li>guitar</li> <li>drums</li> <li>decks</li> <li>perform</li> <li>names of instruments (tuned and untuned)</li> </ul>	<ul style="list-style-type: none"> <li>- these are some of the pieces of music children will listen to and appraise as part of this unit:               <ul style="list-style-type: none"> <li>• Me, Myself And I by De La Soul</li> <li>• Fresh Prince Of Bel-Air by Will Smith</li> <li>• Rapper's Delight by The Sugarhill Gang</li> <li>• U Can't Touch This by MC Hammer</li> <li>• It's Like That by Run DMC</li> </ul> </li> <li>You may like to listen to these pieces at home and discuss them with your child. Do they like them? What types of instruments can they hear? What about any voices? Are they male or female or both? A soloist or a group? What is the structure of the music (comment on verse/chorus/instrumental sections)?</li> <li>- can you discuss the tempo of different types of music at home? Which are slow and which are fast? Can you find a song that has different tempos within it? Which tempo do you prefer?</li> </ul>

	<p>structure and appropriate musical notations)</p> <ul style="list-style-type: none"> <li>- know that music has a steady pulse, like a heartbeat</li> <li>- treat instruments carefully and with respect</li> <li>- learn the names of the instruments they are playing</li> <li>- learn the meaning of the term improvisation</li> </ul> <p><b>Revision:</b></p> <ul style="list-style-type: none"> <li>- <i>listen attentively, move to and talk about music, expressing their feelings and responses</i></li> <li>- <i>sing in a group or on their own, increasingly matching the pitch and following the melody</i></li> <li>- <i>explore and engage in music making, performing solo or in groups</i></li> </ul>	<ul style="list-style-type: none"> <li>- singing in unison with other children and adults as part of a group</li> </ul> <p><u>Playing</u></p> <ul style="list-style-type: none"> <li>- playing untuned instruments rhythmically</li> <li>- experimenting with the sounds that tuned instruments can make (glockenspiels)</li> </ul> <p><u>Improvisation</u></p> <ul style="list-style-type: none"> <li>- listening to a rhythm and clapping back</li> <li>- clapping own rhythms</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>- creating a melody by experimenting with the sounds tuned instruments can make</li> </ul> <p><u>Performance</u></p> <ul style="list-style-type: none"> <li>- perform a song of their choice</li> </ul> <p><b>Revision:</b></p> <ul style="list-style-type: none"> <li>- <i>taking part in discussions about music</i></li> <li>- <i>experimenting with instruments</i></li> <li>- <i>performing solo or as part of a group</i></li> </ul>		<ul style="list-style-type: none"> <li>- share some music you enjoyed or enjoyed in the past with your child – what do they think?</li> <li>- encourage your child to experiment with instruments you may have at home (either untuned or tuned instruments)! If you don't have any, maybe you could make your own or improvise with items you have indoors that you could play (think pots and pans in your kitchen as a starting point!)</li> <li>- take any opportunities you can for your child to listen to live music! This could be a band at a party or wedding, a small group performing a concert, the orchestra at a theatre or a larger performance by a whole orchestra! You can't replicate the feeling of listening to music live!</li> </ul>
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<p><b>Autumn 2</b></p> <p><b>Music and Light</b></p>	<p><b>Rhythm in the Way We Walk and Banana Rap</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 sounds using the interrelated dimensions of music (pitch, <b>duration</b>, dynamics, tempo, timbre, texture, structure and appropriate musical notations)</li> <li>- learn about different types of voices</li> <li>- learn the meaning of the term composition</li> <li>- experiment with improvisation and composition</li> </ul> <p><b>Revision:</b></p>	<p><b>Rhythm in the Way We Walk and Banana Rap</b></p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> <li>- listening to high-quality music and discussing in more depth, using what they have learnt so far</li> </ul> <p><u>Building Musical Knowledge</u></p> <ul style="list-style-type: none"> <li>- experimenting with long and short sounds</li> </ul> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>- showing stronger control over their voice when singing with other children</li> </ul> <p><u>Playing</u></p> <ul style="list-style-type: none"> <li>- playing tuned instruments with increased control, moving between a small number of notes</li> </ul> <p><u>Improvisation</u></p> <ul style="list-style-type: none"> <li>- creating own rhythms independently</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>- creating melodies using voices showing some awareness of which types of sounds they are using</li> </ul> <p><u>Performance</u></p>	<p>pulse</p> <p>rhythm</p> <p>pitch</p> <p>rap</p> <p>melody</p> <p>singers</p> <p>keyboard</p> <p>bass</p> <p>guitar</p> <p>percussion</p> <p>saxophones</p> <p>perform</p> <p>names of instruments (tuned and untuned)</p>	<ul style="list-style-type: none"> <li>- these are some of the pieces of music children will listen to and appraise as part of this unit: <ul style="list-style-type: none"> <li>• The Planets, Mars by Gustav Holst</li> <li>• Tubular Bells by Mike Oldfield</li> <li>• The Banana Rap by Jane Sebba</li> <li>• Happy by Pharrell Williams</li> <li>• When I'm 64 by The Beatles</li> </ul> </li> </ul> <p>You may like to listen to these pieces at home and discuss them with your child. Do they like them? What types of instruments can they hear? What about any voices? Are they male or female or both? A soloist or a group? What is the structure of the music (comment on verse/chorus/instrumental sections)?</p> <ul style="list-style-type: none"> <li>- experiment with duration at home – creating long and short sounds!</li> <li>- share some music you enjoyed or enjoyed in the past with your child – what do they think?</li> <li>- encourage your child to experiment with instruments you may have at home (either untuned or tuned instruments)! If you don't have any, maybe you could make your own or improvise with items you have indoors that you could play (think pots and pans in your kitchen as a starting point!)</li> <li>- take any opportunities you can for your child to listen to live music! This could be a band at a party or wedding, a small group performing a concert, the orchestra at a theatre or a larger performance by a</li> </ul>
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	<ul style="list-style-type: none"> <li>- <i>treat instruments carefully and with respect</i></li> <li>- <i>learn the names of the instruments they are playing</i></li> <li>- <i>learn the meaning of the term improvisation</i></li> </ul>	<ul style="list-style-type: none"> <li>- perform a song with more confidence, showing control over their choice of piece</li> <li><b>Revision:</b></li> <li>- <i>listening to a range of quality music and discussing simply what they can hear</i></li> <li>- <i>enjoy moving to music</i></li> <li>- <i>finding the pulse of a piece of music</i></li> <li>- <i>copying back simple rhythms using body percussion</i></li> <li>- <i>singing in unison with other children and adults as part of a group</i></li> <li>- <i>listening to a rhythm and clapping back</i></li> </ul>		<p>whole orchestra! You can't replicate the feeling of listening to music live!</p>
<p><b>Spring 1</b></p> <p><b>Emotions</b></p>	<p><b>In The Groove</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</li> </ul>	<p><b>In The Groove</b></p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> <li>- listening to high-quality music and discussing in more depth, using what they have learnt so far</li> </ul> <p><u>Building Musical Knowledge</u></p> <ul style="list-style-type: none"> <li>- experimenting with high and low sounds,</li> </ul>	<p>Blues</p> <p>Baroque</p> <p>Latin</p> <p>Irish Folk</p> <p>pulse</p> <p>rhythm</p> <p>pitch</p> <p>compose</p> <p>improvise</p> <p>perform</p> <p>groove</p>	<ul style="list-style-type: none"> <li>- these are some of the pieces of music children will listen to and appraise as part of this unit:</li> <li>• How Blue Can You Get by B.B. King</li> <li>• Let The Bright Seraphim by Handel</li> <li>• Livin' La Vida Loca by Ricky Martin</li> <li>• Jai Ho by J.R. Rahman</li> <li>• Lord Of The Dance by Ronan Hardiman</li> <li>• Diggin' On James Brown by Tower Of Power</li> </ul>

	<p>range of high-quality live and recorded music</p> <ul style="list-style-type: none"> <li>- experiment with sounds using the interrelated dimensions of music (<b>pitch</b>, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations)</li> <li>- learn about voices and how to change the pitch of our voices and when playing tuned instruments</li> <li>- learn the names and pattern of the notes in a simple instrumental accompaniment to a piece of music</li> <li>- begin to play a simple accompaniment on a tuned instrument (using one or two notes)</li> </ul> <p><b>Revision:</b></p> <ul style="list-style-type: none"> <li>- <i>treat instruments carefully and with respect</i></li> </ul>	<p>using voices and tuned instruments</p> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>- listening to and following instructions from a musical leader about when to start and stop singing</li> </ul> <p><u>Playing</u></p> <ul style="list-style-type: none"> <li>- playing tuned instruments with increased control, moving between a small number of notes</li> <li>- listening to and following instructions from a musical leader about when to start and stop playing</li> </ul> <p><u>Improvisation</u></p> <ul style="list-style-type: none"> <li>- improvising simply using an instrument (tuned or untuned)</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>- creating melodies using tuned instruments showing some awareness of which types of sounds they are using</li> </ul> <p><u>Performance</u></p> <ul style="list-style-type: none"> <li>- following instructions from a musical leader</li> </ul>	<p>names of instruments (tuned and untuned)</p>	<p>You may like to listen to these pieces at home and discuss them with your child. Do they like them? What types of instruments can they hear? What about any voices? Are they male or female or both? A soloist or a group? What is the structure of the music (comment on verse/chorus/instrumental sections)?</p> <ul style="list-style-type: none"> <li>- explore pitch at home. There are so many ways you could do this, for example using your voices, any instruments you have at home, filling glasses or tubes with different amounts of water to create your very own water xylophone...use your imagination!</li> <li>- share some music you enjoyed or enjoyed in the past with your child – what do they think?</li> <li>- encourage your child to experiment with instruments you may have at home (either untuned or tuned instruments)! If you don't have any, maybe you could make your own or improvise with items you have indoors that you could play (think pots and pans in your kitchen as a starting point!)</li> <li>- take any opportunities you can for your child to listen to live music! This could be a band at a party or wedding, a small group performing a concert, the orchestra at a theatre or a larger performance by a whole orchestra! You can't replicate the feeling of listening to music live!</li> </ul>
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	<p>- learn the names of the instruments they are playing</p> <p>- learn the meaning of the term composition</p>	<p>- perform a simple accompaniment using instruments</p> <p><b>Revision:</b></p> <p>- experimenting with long and short sounds</p> <p>- showing stronger control over their voice when singing with other children</p> <p>- perform a song with more confidence, showing control over their choice of piece</p> <p>- creating melodies using voice, showing some awareness of which types of sounds they are using</p>		
<p><b>Spring 2</b></p> <p><b>Fire! Fire!</b></p>	<p><b>Round and Round</b></p> <p>- use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>- play tuned and untuned instruments musically</p> <p>- listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p><b>Round and Round</b></p> <p><u>Listen and Appraise</u></p> <p>- listening to high-quality music and discussing in more depth, using what they have learnt so far</p> <p><u>Building Musical Knowledge</u></p> <p>- experimenting with dynamics (loud and quiet sounds) and the effect they can have on a performance</p> <p><u>Singing</u></p>	<p>keyboard</p> <p>bass</p> <p>guitar</p> <p>percussion</p> <p>trumpets</p> <p>saxophones</p> <p>pulse</p> <p>rhythm</p> <p>pitch</p> <p>improvise</p> <p>compose</p> <p>perform</p> <p>audience</p> <p>names of instruments (tuned and untuned)</p>	<p>- these are some of the pieces of music children will listen to and appraise as part of this unit:</p> <ul style="list-style-type: none"> <li>• Livin' La Vida Loca by Ricky Martin</li> <li>• Imperial War March by John Williams</li> <li>• It Had Better Be Tonight by Michael Bublé</li> <li>• Why Don't You by Gramophonedzie</li> <li>• Oya Como Va by Santana</li> </ul> <p>You may like to listen to these pieces at home and discuss them with your child. Do they like them? What types of instruments can they hear? What about any voices? Are they male or female or both? A soloist</p>

<ul style="list-style-type: none"> <li>- experiment with sounds using the interrelated dimensions of music (pitch, duration, <b>dynamics</b>, tempo, timbre, texture, structure and appropriate musical notations)</li> <li>- create a simple melody of one, two or three notes</li> <li>- learn how the notes of a composition can be written down</li> </ul> <p><b>Revision:</b></p> <ul style="list-style-type: none"> <li>- <i>treat instruments carefully and with respect</i></li> <li>- <i>learn the names of the instruments they are playing</i></li> <li>- <i>learn about voices and how to change the pitch of our voices and when playing tuned instruments</i></li> <li>- <i>learn the names and pattern of the notes in a simple instrumental accompaniment to a piece of music</i></li> </ul>	<ul style="list-style-type: none"> <li>- singing using increased control over pitch and dynamics to create an effect</li> </ul> <p><u>Playing</u></p> <ul style="list-style-type: none"> <li>- playing tuned instruments with increased control, moving between a small number of notes</li> <li>- listening to and following instructions from a musical leader about when to start and stop playing</li> </ul> <p><u>Improvisation</u></p> <ul style="list-style-type: none"> <li>- improvising simply using an instrument (tuned)</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>- creating melodies using tuned instruments</li> </ul> <p><u>Performance</u></p> <ul style="list-style-type: none"> <li>- perform a simple accompaniment using instruments</li> </ul> <p><b>Revision:</b></p> <ul style="list-style-type: none"> <li>- <i>experimenting with high and low sounds, using voices and tuned instruments</i></li> </ul>		<p>or a group? What is the structure of the music (comment on verse/chorus/instrumental sections)?</p> <ul style="list-style-type: none"> <li>- listen out for dynamics in a piece of music – how do they affect it? Explore at home!</li> <li>- share some music you enjoyed or enjoyed in the past with your child – what do they think?</li> <li>- encourage your child to experiment with instruments you may have at home (either untuned or tuned instruments)! If you don't have any, maybe you could make your own or improvise with items you have indoors that you could play (think pots and pans in your kitchen as a starting point!)</li> <li>- take any opportunities you can for your child to listen to live music! This could be a band at a party or wedding, a small group performing a concert, the orchestra at a theatre or a larger performance by a whole orchestra! You can't replicate the feeling of listening to music live!</li> </ul>
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	- begin to play a simple accompaniment on a tuned instrument (using one or two notes)	- listening to and following instructions from a musical leader about when to start and stop singing		
<b>Summer 1</b>  <b>All the World</b>	<p><b>Your Imagination</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 sounds using the interrelated dimensions of music (pitch, duration, dynamics, tempo, <b>timbre, texture</b>, structure and appropriate musical notations)</li> <li>- learn how the notes of a composition can</li> </ul>	<p><b>Your Imagination</b></p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> <li>- listening to high-quality music and discussing in more depth, using what they have learnt so far</li> </ul> <p><u>Building Musical Knowledge</u></p> <ul style="list-style-type: none"> <li>- experimenting with texture of a piece of music and the effect it can have on a performance</li> </ul> <p><u>Singing</u></p> <p><u>Playing</u></p> <ul style="list-style-type: none"> <li>- playing tuned instruments with increased control over rhythm and pitch (following more complex rhythms at this stage)</li> </ul> <p><u>Improvisation</u></p> <ul style="list-style-type: none"> <li>- improvising simply using an instrument (tuned)</li> </ul>	<p>keyboard</p> <p>drums</p> <p>bass</p> <p>pulse</p> <p>rhythm</p> <p>pitch</p> <p>improvise</p> <p>compose</p> <p>perform</p> <p>audience</p> <p>imagination</p> <p>names of instruments (tuned and untuned)</p>	<p>- these are some of the pieces of music children will listen to and appraise as part of this unit:</p> <ul style="list-style-type: none"> <li>• Supercalifragilisticexpialidocious from Mary Poppins</li> <li>• Pure Imagination from Willy Wonka &amp; The Chocolate Factory soundtrack</li> <li>• Daydream Believer by The Monkees</li> <li>• Rainbow Connection from The Muppet Movie</li> <li>• A Whole New World from Aladdin</li> </ul> <p>You may like to listen to these pieces at home and discuss them with your child. Do they like them? What types of instruments can they hear? What about any voices? Are they male or female or both? A soloist or a group? What is the structure of the music (comment on verse/chorus/instrumental sections)?</p> <p>- listen to some music and discuss the timbre and texture of the music (how it is put together and the sound quality created).</p> <p>- share some music you enjoyed or enjoyed in the past with your child – what do they think?</p>



	<p>be changed if necessary to alter the sounds made</p> <p><b>Revision:</b></p> <ul style="list-style-type: none"> <li>- <i>treat instruments carefully and with respect</i></li> <li>- <i>learn the names of the instruments they are playing</i></li> <li>- <i>create a simple melody of one, two or three notes</i></li> <li>- <i>learn how the notes of a composition can be written down</i></li> </ul>	<p><u>Composition</u></p> <ul style="list-style-type: none"> <li>- creating melodies using tuned instruments</li> </ul> <p><u>Performance</u></p> <ul style="list-style-type: none"> <li>- perform a simple accompaniment using instruments</li> <li>- record a performance, watch it back and say how they feel about it</li> <li>- add their own ideas to a performance</li> </ul> <p><b>Revision:</b></p> <ul style="list-style-type: none"> <li>- <i>experimenting with dynamics (loud and quiet sounds) and the effect they can have on a performance</i></li> <li>- <i>singing using increased control over pitch and dynamics to create an effect</i></li> <li>- <i>playing tuned instruments with increased control, moving between a small number of notes</i></li> <li>- <i>listening to and following instructions from a musical leader</i></li> </ul>		<ul style="list-style-type: none"> <li>- encourage your child to experiment with instruments you may have at home (either untuned or tuned instruments)! If you don't have any, maybe you could make your own or improvise with items you have indoors that you could play (think pots and pans in your kitchen as a starting point!)</li> <li>- take any opportunities you can for your child to listen to live music! This could be a band at a party or wedding, a small group performing a concert, the orchestra at a theatre or a larger performance by a whole orchestra! You can't replicate the feeling of listening to music live!</li> </ul>
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		<i>about when to start and stop playing</i>		
<p><b>Summer 2</b></p> <p><b><i>Into the Jungle...</i></b></p>	<p><b>Reflect, Rewind and Replay</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 sounds using the interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, <b>structure</b> and appropriate musical notations)</li> <li>- use appropriate vocabulary to discuss the structure of a piece of music</li> </ul> <p><b>Revision:</b></p>	<p><b>Reflect, Rewind and Replay</b></p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> <li>- listening to high-quality music and discussing in more depth, using what they have learnt across Year One</li> </ul> <p><u>Building Musical Knowledge</u></p> <ul style="list-style-type: none"> <li>- experimenting with structure of a piece of music and the effect it can have on a performance. What happens if we play the chorus before the verse?</li> </ul> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>- singing tunefully, matching the pitch of a melody correctly and showing control over dynamics, tempo and duration of the notes they produce</li> </ul> <p><u>Playing</u></p> <ul style="list-style-type: none"> <li>- playing tuned instruments with</li> </ul>	<p>revisit all vocabulary from across the year</p>	<ul style="list-style-type: none"> <li>- these are some of the pieces of music children will listen to and appraise as part of this unit:</li> <li>• A Song Before Sunrise by Frederick Delius</li> <li>• The Firebird by Igor Stravinsky</li> <li>• The Bird by Sergei Prokofiev</li> <li>• Grand March from Aida by Giuseppe Verdi</li> <li>• Bolero by Maurice Ravel</li> <li>• The Lamb by John Tavener</li> </ul> <p>You may like to listen to these pieces at home and discuss them with your child. Do they like them? What types of instruments can they hear? What about any voices? Are they male or female or both? A soloist or a group? What is the structure of the music (comment on verse/chorus/instrumental sections)?</p> <ul style="list-style-type: none"> <li>- explore musical structure at home – listen out for different sections in songs. Children will easily hear repetition of different sections of music by now e.g. that the choruses of a song are the same.</li> <li>- share some music you enjoyed or enjoyed in the past with your child – what do they think?</li> <li>- encourage your child to experiment with instruments you may have at home (either untuned or tuned instruments)! If you don't have any, maybe you could make your</li> </ul>

	<ul style="list-style-type: none"> <li>- <i>treat instruments carefully and with respect</i></li> <li>- <i>learn the names of the instruments they are playing</i></li> <li>- <i>learn how the notes of a composition can be changed if necessary to alter the sounds made</i></li> </ul>	<p>increased control over rhythm and pitch (following more complex rhythms at this stage)</p> <p><u>Improvisation</u></p> <ul style="list-style-type: none"> <li>- improvising using an instrument (tuned)</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>- creating more complex melodies using tuned instruments</li> </ul> <p><u>Performance</u></p> <ul style="list-style-type: none"> <li>- perform an accompaniment confidently using instruments</li> <li>- perform a song of their choice</li> </ul> <p><b>Revision:</b></p> <ul style="list-style-type: none"> <li>- <i>experimenting with texture of a piece of music and the effect it can have on a performance</i></li> <li>- <i>record a performance, watch it back and say how they feel about it</i></li> <li>- <i>add their own ideas to a performance</i></li> </ul>		<p>own or improvise with items you have indoors that you could play (think pots and pans in your kitchen as a starting point!)</p> <ul style="list-style-type: none"> <li>- take any opportunities you can for your child to listen to live music! This could be a band at a party or wedding, a small group performing a concert, the orchestra at a theatre or a larger performance by a whole orchestra! You can't replicate the feeling of listening to music live!</li> </ul>
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