
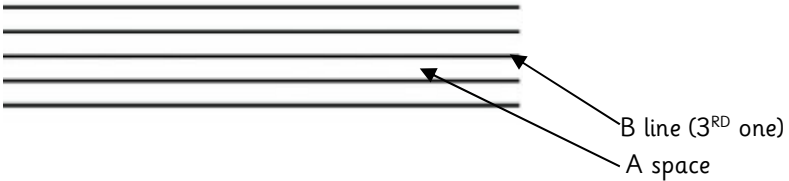
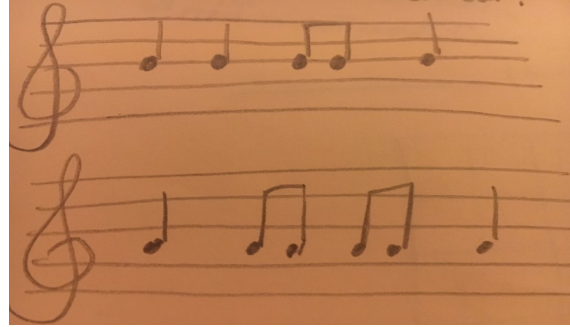


Progression in Composition

Year One	Year Two																																				
<p>1. Read rhythm sets of (ta) and Π (titi)</p> <p>2. Create their own rhythmic compositions using (ta) and Π (titi)</p> <p>E.g.</p> <p>Title: _____ (Create a fun title e.g. Runaway Train or Fizzy Pop)</p> <p>Composer: _____ (child's name)</p> <table border="1" data-bbox="190 579 934 865"> <tr> <td> </td> <td> </td> <td>Π</td> <td> </td> </tr> <tr> <td> </td> <td>Π</td> <td>Π</td> <td> </td> </tr> <tr> <td> </td> <td>Π</td> <td>Π</td> <td>Π</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table> <p>N.B. It may be useful to have a large rhythm grid on the board and invite the children to choose a ta or titi for one box. Then practise chanting the rhythm as a class. When the class are confident they can compose their own grid by either drawing or selecting notes.</p> <p> = ta one clap</p> <p>Π = titi two short claps</p>			Π			Π	Π			Π	Π	Π					<p>➤ See Year One but also including δ (shh/rest)</p> <p>3. Perform as a soloist when confident</p> <p>4. Perform as a soloist with a backing track</p> <p>5. For G&T transfer to notation on staff using B & A</p> <p>First draw 5 lines</p>  <p>Then choose a note (A or B) to put the rhythms on</p> <p>e.g.</p> <table border="1" data-bbox="1249 820 1827 1107"> <tr> <td>B</td> <td> </td> <td> </td> <td>Π</td> <td> </td> </tr> <tr> <td>A</td> <td> </td> <td>Π</td> <td>Π</td> <td> </td> </tr> <tr> <td>A</td> <td> </td> <td>Π</td> <td>Π</td> <td>Π</td> </tr> <tr> <td>B</td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table> 	B			Π		A		Π	Π		A		Π	Π	Π	B				
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Example of what the children would draw:



ICT Purple Mash

- 2Explore
- 2sequence
- 2Beat using 6 beat grid