

Progression in Composing (b)

Strand: Composing

Strand Unit: Talking about and Recording Compositions

Infants	First and second	Third and fourth	Fifth and sixth
Talk about his/her work and the work of other children	Talk about his/her work and the work of other children	Describe and discuss his/her work and the work of other children	Reflect upon and evaluate his/her work and the work of other children
Invent graphic symbols for single sounds and sound effects	Invent graphic symbols or use standard notation to represent selected sounds	Devise and use graphic symbols and /or use standard notation to record simple musical patterns and inventions	Devise and use graphic symbols and/or use standard notation to record different lines of musical patterns and inventions
Record compositions on electronic media	Record compositions on electronic media.	Record compositions on electronic media	Record compositions on electronic media

In the talking about and recording compositions strand unit, there are three objectives for each level.

Objective one: Talk about his/her work and the work of other children

Children are given opportunities to evaluate the composing process and the compositions produced. Talk and discussion is an integral part of the process., as are listening skills. Children describe what was happening in their compositions and question what worked well and what could be improved. Discussions may centre on the sound sources used, the way they were used, to what extent the purpose of the composition was achieved, how the various elements were employed and the structure of the composition. Drafts are edited and changed and children are encouraged to work at improving the composition for performance again.

(See PPDS website article: [Talking about Compositions](#))

Objective two: Invent/devise symbols.....

As children are engaged in the process of composing, they will come to realise the need to record their work in order to remember it or for others to play the piece. Recording using 'pen and paper' is done using children's own set of symbols (graphic notation) and/or using more recognised symbols (standard notation). Skills of standard notation develop in tandem with experiences in the Literacy strand and other strands of the Music Curriculum.

(See PPDS website article 'Notating Compositions' with notes on notation and samples of children's work)

The teacher or child may choose to use a grid or template for the recording in order to give it structure.

(See PPDS website- grid templates)

Objective three: Record compositions on electronic media

Children should also be given the opportunity to record their compositions electronically and may do this using a variety of tools.

(See PPDS website: Using an Mp3 Player; Using Audacity; Using Photostory)