



Computing

End of Year Expectations

<p>Year 3</p>	<ul style="list-style-type: none"> ▶ Use technology safely and respectfully and have an understanding of how to keep information secure. ▶ Realise the importance of reporting any concerns they have using the internet and other communication technologies, and know some ways in which they can do it. ▶ Develop an understanding of what is acceptable and unacceptable online behaviour. ▶ Realise that not all information on the internet is trustworthy and there is a need to verify its reliability. 	<ul style="list-style-type: none"> ▶ Use a variety of software and devices to create digital assets such as programs, graphs and multimedia content for a defined purpose. ▶ Develop their search strategies further by refining their use of keywords and starting to use appropriate key phrases and questions. ▶ Use more complex simulations and understand the effects of changing variables. 	<ul style="list-style-type: none"> ▶ Plan and write algorithms and programs using sequence and repetition and further develop their computational thinking strategies to solve problems and errors in their algorithms and programs. ▶ Have knowledge and experience of using a range of different inputs and outputs. ▶ Describe some of components of a computer network and some of the ways in which computer networks can be used.
<p>Year 2</p>	<ul style="list-style-type: none"> ▶ Know their responsibilities from their school's acceptable use policy and how to report any concerns they have. ▶ Recognise situations using technology and the internet involving content and contact that are not safe and know where to go for help. ▶ Begin to develop an understanding of the importance of computers and the internet to communicate. ▶ Develop their knowledge of the technology used in everyday life in a range of situations and be able to discuss their ideas. 	<ul style="list-style-type: none"> ▶ Use technology with purpose to create, store, organise, retrieve and manipulate digital content. ▶ Learn to make a range of simple digital assets such as presentations, movies, audio files and graphs. ▶ Navigate the web and carry out simple searches using suitable search engines and begin to understand that not everything on the internet is true. ▶ Use simple simulations and understand how they work. 	<ul style="list-style-type: none"> ▶ Use algorithms and know that they can be implemented as programs on devices. ▶ Know what debugging is and find errors in their programs. ▶ Understand that programs execute by following a precise set of instructions. ▶ Create simple programs and further develop their strategies and logical thinking to find bugs and predict outcomes in their algorithms and programs.
<p>Year 1</p>	<ul style="list-style-type: none"> ▶ Recognise common uses of information technology beyond school. ▶ Understand the rules and responsibilities outlined by the school's acceptable use policy and begin to understand where to go for help when they have concerns. ▶ Develop an understanding of how to keep their personal information private and understand they need to use technology safely and respectfully. 	<ul style="list-style-type: none"> ▶ Use technology with support, to create, store and retrieve digital content such as text and images. ▶ Use a simple search to find information or files. ▶ Develop understanding of how simulations work through exploring simple examples. 	<ul style="list-style-type: none"> ▶ Understand what algorithms are and develop strategies to help find bugs in them. ▶ Make very simple programs.
	<p>Digital Literacy</p>	<p>Information Technology</p>	<p>Computer Science</p>



Geography

End of Year Expectations

Year 3	<ul style="list-style-type: none"> ▶ Name and locate a wider range of places in their locality, the UK and wider world. 	<ul style="list-style-type: none"> ▶ Use geographical language to describe some aspects of human and physical features and patterns. ▶ Make observations about places and features that change over time. 	<ul style="list-style-type: none"> ▶ Ask and answer more searching geographical questions when investigating different places and environments. ▶ Identify similarities, differences and patterns when comparing places and features. 	<ul style="list-style-type: none"> ▶ Observe, record, and name geographical features in their local environments. 	<ul style="list-style-type: none"> ▶ Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information. ▶ Use the eight compass points and recognise some Ordnance Survey symbols on maps. 	<ul style="list-style-type: none"> ▶ Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively. ▶ Communicate geographical information through a range of methods including the use of ICT.
Year 2	<ul style="list-style-type: none"> ▶ Name and locate significant places in their locality, the UK and wider world. 	<ul style="list-style-type: none"> ▶ Describe places and features using simple geographical vocabulary. ▶ Make observations about features that give places their character. 	<ul style="list-style-type: none"> ▶ Ask and answer simple geographical questions when investigating different places and environments. ▶ Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments. 	<ul style="list-style-type: none"> ▶ Identify seasonal and daily weather patterns. ▶ Develop simple fieldwork and observational skills when studying the geography of their school and local environment. 	<ul style="list-style-type: none"> ▶ Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes. ▶ Use simple compass directions as well as locational and directional language when describing features and routes. 	<ul style="list-style-type: none"> ▶ Express views about the environment and can recognise how people sometimes affect the environment. ▶ Create their own simple maps and symbols.
Year 1	<ul style="list-style-type: none"> ▶ Name and locate some places in their locality, the UK and wider world. 	<ul style="list-style-type: none"> ▶ Describe some places and features using basic geographical vocabulary. ▶ Express their views on some features of their environment e.g. what they do or do not like. 	<ul style="list-style-type: none"> ▶ Ask and answer simple geographical questions. ▶ Describe some similarities and differences when studying places and features e.g. hot and cold places of the world. 	<ul style="list-style-type: none"> ▶ Observe and describe daily weather patterns. ▶ Use simple fieldwork and observational skills when studying the geography of their school and its grounds. 	<ul style="list-style-type: none"> ▶ Use a range of sources such as simple maps, globes, atlases and images. ▶ Know that symbols mean something on maps. 	<ul style="list-style-type: none"> ▶ Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc. ▶ Draw, speak or write about simple geographical concepts such as what they can see where.
	Locational and Place knowledge	Human and Physical Geography	Geographical Skills: Enquiry and Investigation	Geographical Skills: Fieldwork	Geographical Skills: Interpret a Range of Sources of Geographical Information	Geographical Skills: Communicate Geographical Information



End of Year Expectations

<p>Year 3</p>	<ul style="list-style-type: none"> ▶ Use some dates and historical terms when ordering events and objects. ▶ Demonstrate awareness that the past can be divided into different periods of time. ▶ Explore trends and changes over time. 	<ul style="list-style-type: none"> ▶ Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age. ▶ Describe some aspects of the Roman Empire and recognise its impact on Britain. ▶ Demonstrate knowledge of aspects of history significant in their locality. 	<ul style="list-style-type: none"> ▶ Use sources to address historically valid questions. ▶ Recognise that our knowledge of the past is constructed from different sources of evidence. ▶ Recognise that different versions of past events may exist. ▶ Describe some of the ways the past can be represented. 	<ul style="list-style-type: none"> ▶ Discuss some historical events, issues, connections and changes. ▶ Select and organise historical information to present in a range of ways. ▶ Use relevant historical terms and vocabulary linked to chronology.
<p>Year 2</p>	<ul style="list-style-type: none"> ▶ Order and sequence events and objects. ▶ Recognise that their own lives are similar and / or different from the lives of people in the past. ▶ Use common words and phrases concerned with the passing of time. 	<ul style="list-style-type: none"> ▶ Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements. ▶ Develop awareness of significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> ▶ Ask and answer simple questions about the past through observing and handling a range of sources. ▶ Consider why things may change over time. ▶ Recognise some basic reasons why people in the past acted as they did. ▶ Choose parts of stories and other sources to show what they know about significant people and events. 	<ul style="list-style-type: none"> ▶ Talk about what / who was significant in simple historical accounts. ▶ Demonstrate simple historical concepts and events through role-play, drawing and writing. ▶ Use a variety of simple historical terms and concepts.
<p>Year 1</p>	<ul style="list-style-type: none"> ▶ Recognise the distinction between past and present. ▶ Order and sequence some familiar events and objects. ▶ Identify some similarities and differences between ways of life at different times. ▶ Use some everyday terms about the passing of time such as 'a long time ago' and 'before'. 	<ul style="list-style-type: none"> ▶ Retell some events from beyond their living memory which are significant nationally or globally. ▶ Describe some changes within their living memory (including aspects of national life where appropriate). 	<ul style="list-style-type: none"> ▶ Make simple observations about different people, events, beliefs and communities. ▶ Use sources to answer simple questions about the past. ▶ Identify some of the basic ways in which the past can be represented. ▶ Choose parts of stories and other sources to show what they know about the past. 	<ul style="list-style-type: none"> ▶ Describe special or significant events. ▶ Retell simple stories or events from the past. ▶ Use simple historical terms.
	<p>Chronology</p>	<p>Events, People and Changes</p>	<p>Interpretation, Enquiry and Using Sources</p>	<p>Communication</p>



Physical Education

End of Year Expectations

<p>Year 3</p>	<ul style="list-style-type: none"> ▶ Master most fundamental skills and start to develop sport specific skills. Develop throwing and catching skills using different sports and activities. ▶ Perform using a number of sending and receiving skills with some accuracy. ▶ Travelling - change direction easily. ▶ Perform travelling, rolling, jumping and balancing skills. ▶ Perform freely, translating ideas from a stimulus into movement using dynamic, rhythmic and expressive qualities clearly and with control. ▶ Plan routes around obstacles (e.g. PE apparatus, table / chairs in classroom). ▶ Begin to work cooperatively with others to solve challenges. 	<ul style="list-style-type: none"> ▶ Examples of developing sport specific skills may include: <ul style="list-style-type: none"> ○ Chest pass, bounce pass, swing pass, catching. ○ Dodging and swerving. ○ Underarm bowl. ○ Throwing overarm. ○ Strike a ball with implement. ○ Travelling on hands and feet, balance on large and small body parts. 	<ul style="list-style-type: none"> ▶ Develop simple attacking skills in a 3V1 invasion game. ▶ Apply skills and tactics in a range of other games such as net / wall or striking / fielding type activities. 	<ul style="list-style-type: none"> ▶ Create and perform sequences of actions (4-6) smoothly in a range of activities such as gymnastic activities and dance. ▶ Share and create dance phrases with a partner and in a small group; repeat, remember and perform these phrases in a dance. 	<ul style="list-style-type: none"> ▶ Identify what they do best and what they find difficult. ▶ Make simple assessments of performance based on simple criteria given by the teacher.
<p>Year 2</p>	<ul style="list-style-type: none"> ▶ Perform fundamental movement skills at a developing level and start to master some basic movements in: <ul style="list-style-type: none"> ○ Travelling skills. ○ Sending skills. ○ Receiving skills. ▶ Perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualities. 	<ul style="list-style-type: none"> ▶ Examples of FMS may include: <ul style="list-style-type: none"> ○ Travelling skills - running, galloping, dodging. ○ Sending skills - throwing, kicking, bouncing and striking a ball. ○ Receiving skills - trapping and catching an object. 	<ul style="list-style-type: none"> ▶ Apply simple tactics in a 3V1 game. ▶ Engage in simple competitive and cooperative activities. 	<ul style="list-style-type: none"> ▶ Create and link simple combinations of 3 or 4 actions in ways that suit the physical activity (<i>for example gymnastic activities</i>). ▶ Link body actions and remember and repeat dance phrases. 	<ul style="list-style-type: none"> ▶ Describe what they have done or seen others doing. ▶ Comment on a skill or combination of skills and say how it could be improved.
<p>Year 1</p>	<ul style="list-style-type: none"> ▶ Perform fundamental movement skills at a developing level in: <ul style="list-style-type: none"> ○ Travelling skills. ○ Sending skills. ○ Receiving skills. ▶ Perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance. 	<ul style="list-style-type: none"> ▶ Examples of FMS may include: <ul style="list-style-type: none"> ○ Travelling skills - running, hopping, skipping. ○ Sending skills – rolling, kicking, throwing. ○ Receiving skills - catching. 	<ul style="list-style-type: none"> ▶ Apply a simple tactic in a 1V1 or 2V2 net type game. ▶ Engage in simple competitive and cooperative activities. 	<ul style="list-style-type: none"> ▶ Create and link simple combinations of 2 or 3 actions in ways that suit the physical activity (<i>for example gymnastic activities</i>). ▶ Choose appropriate movements for different dance ideas and repeat short dance phrases. 	<ul style="list-style-type: none"> ▶ Describe what they have done or seen others doing.
	<p style="text-align: center;">Developing Skills</p>	<p style="text-align: center;">Examples of Skills</p>	<p style="text-align: center;">Application of Skills: Attacking and Defending Strategies</p>	<p style="text-align: center;">Application of Skills: Linking Actions and Sequences of Movement</p>	<p style="text-align: center;">Evaluating Success</p>



Design and Technology

End of Year Expectations

Year 3	<ul style="list-style-type: none"> ▶ Develop more than one design or adaptation of an initial design. ▶ Plan a sequence of actions to make a product. ▶ Think ahead about the order of their work and decide upon tools and materials. ▶ Propose realistic suggestions as to how they can achieve their design ideas. 	<ul style="list-style-type: none"> ▶ Select from a range of tools for cutting, shaping, joining and finishing. ▶ Use tools with accuracy. ▶ Select from materials according to their functional properties. ▶ Use appropriate finishing techniques. 	<ul style="list-style-type: none"> ▶ Investigate similar products to the one to be made to give starting points for a design. ▶ Research needs of user. ▶ Decide which design idea to develop. ▶ Consider and explain how the finished product could be improved. ▶ Discuss how well the finished product meets the user's design criteria. ▶ Investigate key events and individuals in design and technology. 	<ul style="list-style-type: none"> ▶ Use an increasingly appropriate technical vocabulary for tools materials and their properties. ▶ Understand seam allowance. ▶ Prototype a product. ▶ Sew on buttons and make loops. ▶ Strengthen frames with diagonal struts. ▶ Measure and mark square section, strip and dowel accurately to 1cm. ▶ Incorporate a circuit into a model. ▶ Use electrical systems such as switches bulbs and buzzers. ▶ Use ICT to control products. ▶ Use linkages to make movement larger or more varied. 	<ul style="list-style-type: none"> ▶ Follow instructions / recipes. ▶ Join and combine a range of ingredients. ▶ Begin to understand the food groups on the <i>Eatwell Plate</i>.
Year 2	<ul style="list-style-type: none"> ▶ Propose more than one idea for their product. ▶ Use ICT to communicate ideas. ▶ Use drawings to record ideas as they are developed. ▶ Add notes to drawings to help explanations. 	<ul style="list-style-type: none"> ▶ Discuss their work as it progresses. ▶ Select and name the tools needed to work the materials. ▶ Explain which materials they are using and why. 	<ul style="list-style-type: none"> ▶ Decide how existing products do / do not achieve their purpose. ▶ Discuss how closely their finished product meets their own design criteria. 	<ul style="list-style-type: none"> ▶ Start to use technical vocabulary. ▶ Cut out shapes which have been created by drawing round a template. ▶ Join materials in a variety of ways. ▶ Decorate using a variety of techniques. ▶ Know some ways of making structures stronger. ▶ Show how to stiffen some materials. ▶ Know how to make a simple structure more stable. ▶ Attach wheels to a chassis using an axle. ▶ Know some different ways of making things move in a 2-D plane. 	<ul style="list-style-type: none"> ▶ Cut, peel, grate, chop a range of ingredients. ▶ Work safely and hygienically. ▶ Know about the <i>Eatwell Plate</i>. ▶ Understand where food comes from.
Year 1	<ul style="list-style-type: none"> ▶ Use pictures and words to convey what they want to design / make. ▶ Explore ideas by rearranging materials. ▶ Select pictures to help develop ideas. ▶ Use mock-ups e.g. recycled material trial models to try out their ideas. 	<ul style="list-style-type: none"> ▶ Select materials from a limited range. ▶ Explain what they are making. ▶ Name the tools they are using. 	<ul style="list-style-type: none"> ▶ Explore existing products and investigate how they have been made (including teacher-made examples). ▶ Talk about their design as they develop and identify good and bad points. ▶ Say what they like and do not like about items they have made and attempt to say why. 	<ul style="list-style-type: none"> ▶ Know some ways of making structures stronger. ▶ Show how to stiffen some materials. ▶ Know how to make a simple structure more stable. ▶ Attach wheels to a chassis using an axle. ▶ Know some different ways of making things move in a 2-D plane. 	<ul style="list-style-type: none"> ▶ Group familiar food products e.g. fruit and vegetables. ▶ Cut and chop a range of ingredients. ▶ Work safely and hygienically. ▶ Know about the need for a variety of foods in a diet.
	Design	Make	Evaluate	Technical Knowledge (Select as appropriate to the focus of the design and technology focuses in the year group)	Cooking and Nutrition



Art and Design

End of Year Expectations

<p>Year 3</p>	<ul style="list-style-type: none"> ▶ Choose their own starting point from a range of ideas e.g. a visit to an art gallery, an artefact, digital images, experiences. ▶ Begin to record their thoughts and experiences in a sketch book / 'ideas journal'. ▶ Explain the reasons for their ideas, and discuss and answer questions about how their ideas have developed. ▶ Show confidence and independence when working creatively e.g. with a range of media on different scales. 	<ul style="list-style-type: none"> ▶ Discuss the styles of artists, craft makers or designers and use this to inform their own work. ▶ Begin to understand the historical and/or cultural significance of a chosen artist /art form. 	<ul style="list-style-type: none"> ▶ Beginning to use learnt techniques in drawing, painting, sculpture and other art, craft and design in different contexts, e.g. work on different scales both independently and collaboratively. ▶ Demonstrate control of chosen tools and materials to create a desired effect, e.g. carve a design into a printing block. 	<ul style="list-style-type: none"> ▶ Compare ideas, methods and approaches in their own and others' work, e.g. talk about the features they like in a piece of art work. ▶ Use sketch book / 'ideas journal' to adapt their work as their ideas develop, and discuss this with others.
<p>Year 2</p>	<ul style="list-style-type: none"> ▶ Develop and record their ideas through painting, drawing, sculpture in response to first hand observations, e.g. real objects, photographs, artefacts, and experiences. ▶ Talk about and answer questions about the starting point, and choices they have made, e.g. chosen tools, media, materials. ▶ Show confidence in working creatively e.g. with a range of media on different scales. 	<ul style="list-style-type: none"> ▶ Recognise the styles of artists, craft makers or designers and use this to inform their own work. ▶ Talk about the similarities and differences between different artists, craft makers or designers. 	<ul style="list-style-type: none"> ▶ Confidently use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. cross hatching with felt tip pens. ▶ Begin to demonstrate control of tools and materials of their choice to create a desired effect, e.g. select, cut and shape faux fur fabric for a tiger hand puppet. 	<ul style="list-style-type: none"> ▶ Talk about the techniques, materials and equipment used in their work and the work of others, e.g. 'I have used a cotton bud to add dots'. ▶ Describe what they like about their own work and the work of others using appropriate language e.g. 'I like the way a fine tip brush is used to add detail'. ▶ Adapt and make changes to their work and the tools they use as it develops. ▶ Describe how they have changed and adapted their work for a specific purpose, e.g. use of specific tools to create more texture.
<p>Year 1</p>	<ul style="list-style-type: none"> ▶ Explore and record their own ideas through painting, drawing, sculpture, in response to first hand observations, e.g. real objects, pictures, artefacts, and experiences. ▶ Talk about their ideas and the choices they have made, e.g. chosen tools, media, materials. ▶ Beginning to work creatively e.g. with a range of media on different scales. 	<ul style="list-style-type: none"> ▶ Describe what they think and feel about the work of a chosen artist, craft maker or designer. ▶ Begin to talk about the style of a chosen artist, craft maker or designer. 	<ul style="list-style-type: none"> ▶ Begin to use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. to apply acrylic paint thickly to add texture. ▶ Begin to demonstrate control of given tools and materials to create a desired effect, e.g. change the size of brushes in a simple graphics package. 	<ul style="list-style-type: none"> ▶ Describe some of the art and design techniques they have used in their work, e.g. painting, collage, printing, drawing and sculpture. ▶ Talk about the features they like in their own work and in the work of others. ▶ Talk about what they might change in their own work.
	<p>Produce creative work, exploring their ideas and recording their experiences</p>	<p>Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms</p>	<p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p>	<p>Evaluate and analyse creative works using the language of art, craft and design</p>



Music

End of Year Expectations

<p>Year 3</p>	<ul style="list-style-type: none"> ▶ Sing songs (also imitating melody patterns as an echo), speak chants and rhymes in unison, with clear diction, control of pitch and musical expression presenting performances with an awareness of the audience. ▶ Play tuned and untuned instruments with increasing control and rhythmic accuracy, responding through gestures or movement to changes in the speed of the beat. 	<ul style="list-style-type: none"> ▶ Listen with extended concentration and begin to express their opinion on a range of live and recorded music. ▶ Explain their ideas and feelings about music using movement, dance and expressive language. ▶ Begin to understand how music can be organised to communicate different moods and effects (e.g. listening to loud and fast music will create a different feeling to slow and quiet). ▶ Determine upwards and downwards direction in pitch when listening and reviewing music. 	<ul style="list-style-type: none"> ▶ Begin to improvise and develop rhythmic and melodic material when composing, improving their own and others' work in relation to its intended effect. ▶ Begin to create and combine a variety of the inter-related dimensions when composing (e.g. composing using both dynamics and tempo). 	<ul style="list-style-type: none"> ▶ Explore and compare sounds of groups of musical instruments, identifying the differences between them, e.g. strings, woodwind, orchestra, rock band etc. ▶ Begin to explore the history of music, understanding that time and place can influence how and why music is created, performed and heard. ▶ Explore music from a culture different to their own. 	<ul style="list-style-type: none"> ▶ Understand that dynamics means volume and can recognise various different levels. ▶ Understand that texture refers to the difference between thick (<i>many sounds</i>) and thin (<i>few</i>) layers of sounds. ▶ Experience how music can be produced in different ways, including through ICT, and described through relevant established and invented notations.
<p>Year 2</p>	<ul style="list-style-type: none"> ▶ Play tuned and untuned instruments. ▶ Use their voices expressively to rehearse and perform with others, recognising a song with an accompaniment (<i>instrumental backing</i>) and one without. ▶ Can start and finish together and can keep to a steady pulse. 	<ul style="list-style-type: none"> ▶ Listen with concentration to music of a longer duration and recognise simple structures (for example, a beginning, middle and end). ▶ Understand that music can be used for particular purposes and occasions. 	<ul style="list-style-type: none"> ▶ Experiment with creating their own musical patterns and begin to identify one strand (<i>section</i>) of music or more. ▶ Begin to improve their own and others' work. 	<ul style="list-style-type: none"> ▶ Recognise and match sounds with pictures of different instruments. ▶ Explore a variety of vocal qualities through singing and speaking. ▶ Begin to use onomatopoeia sound words to describe selected sounds and the ways in which they are produced. 	<ul style="list-style-type: none"> ▶ Recognise the difference between a steady beat and no beat and identify sections within a piece of music which sound the same or different. ▶ Understand that tempo means speed, and identify the tempo of music as fast, moderate, slow, getting faster or getting slower.
<p>Year 1</p>	<ul style="list-style-type: none"> ▶ Rehearse and perform with others, using untuned instruments and voices to sing songs, speak chants and rhymes. ▶ Perform with confidence cumulative songs (<i>songs with a simple melody that changes each verse</i>). 	<ul style="list-style-type: none"> ▶ Understand how sounds can be made in different ways and described using given and invented signs and symbols. ▶ Listen to contrasting songs (such as lullabies and dance / up-tempo) with concentration, remembering specific instrumental names and sounds. 	<ul style="list-style-type: none"> ▶ Experiment with creating and copying musical patterns. ▶ Begin to explore the sounds of their voices and various musical instruments, recognising the differences between singing and speaking and wood, metal, skin (<i>drum</i>) and 'shaker' sounds. 	<ul style="list-style-type: none"> ▶ Begin to explore their feelings about music using movement, dance and expressive language. ▶ Develop an understanding that music has been composed throughout history. 	<ul style="list-style-type: none"> ▶ Identify high and low pitches, sounds of long and short duration and recognise the difference between long and short sounds. ▶ Identify silence and sounds that are loud and quiet and the differences between fast and slow speeds.
	<p>Performing</p>	<p>Listening and Reviewing</p>	<p>Creating and Composing</p>	<p>Understanding and Exploring</p>	<p>Inter-Related Dimensions: (Pitch / Duration / Dynamics / Tempo / Timbre / Texture / Structure)</p>