

Foundation Phase (ages 6-9 years)

- Respond to beat and rhythm through clapping, stomping their feet, patting, galloping, running and skipping.
- Use movement to respond to tempo and dynamic changes in music.
- Participate in music circle games and folk dances with clear rules.
- Accurately perform basic patterns on percussion instruments such as shakers, rhythm sticks and xylophones.
- By Gr 3, learners can accurately reproduce simple rhythms and respond to tempo, dynamics, texture and rhythm changes.
- Conduct 2/4, 3/4 and 4/4 times using shapes by Gr 3.

Intermediate Phase (ages 10-12 years)

- Learners enjoy dancing and have clear musical preferences.
- Learners can simultaneously respond to two music concepts through movement (i.e. clapping the rhythm and walking the beat).
- Conduct simple meters (2/4, 3/4 and 4/4)
- Learners' movement repertoire expands, and they can be more expressive with their movements.
- Learners can participate in music games and dances with less structure and rules.
- Perform body percussion patterns to reproduce rhythmic patterns
- Use movement to represent melodic contour (use arms and hands or scarves)

Senior Phase (ages 13-15 years)

- Learners have the ability to respond to nuanced changes in texture and form as well as the mood of the music.
- In the Senior Phase, learners can analyse music by focusing on how various music concepts interact and contribute to the mood of the music and accordingly freely move to or choreograph movements to represent their understanding and analysis of music.



Movement development in music education

Learners start by responding to music with simple movements and limited movement repertoire while focusing on simple, clearly discernable music concepts. As learners continuously engage in movement activities with others, they build their movement repertoire, internalise various music concepts and develop the ability to respond to more complex music examples.