

HC AT

HCAT

Music Curriculum

Subject content

Key stage 1

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.

Assessment Criteria-Incerts	Transition	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>NC: Singing</p> <p>INCERTS: Singing (a)</p>	<p>I can sing a range of well-known nursery rhymes and songs.</p> <p>I can sing along to pre-recorded songs and add actions.</p> <p>I can sing along with a backing track.</p>	<p>I can sing simple songs, chants and rhymes.</p> <p>I can sing collectively at the same pitch and count in.</p> <p>I can sing songs with a range of no more than three notes (<i>including pentatonic songs</i>).</p> <p>I can sing a range of call and response songs.</p> <p>I can control vocal pitch and match pitch accurately.</p>	<p>I can sing songs with a pitch range of no more than five notes (do-so).</p> <p>I can sing songs with a small pitch range (<i>e.g Rain, Rain Go Away</i>).</p> <p>I can demonstrate dynamics (<i>loud/quiet</i>) and tempo (<i>fast/slow</i>) when singing.</p> <p>I can demonstrate dynamics and tempo responding to the leaders directions and visual symbols.</p>	<p>I can sing a range of unison songs of varying styles with a pitch range of five notes (do-so) tunefully and with expression.</p> <p>I can perform forte and piano (loud and soft).</p> <p>I can perform actions confidently and in time to a range of action songs (<i>e.g Head and Shoulders</i>).</p> <p>I can walk, move or clap a steady beat with others.</p> <p>I can change the speed of the beat as the tempo of the music changes.</p> <p>I can perform as a choir in school assemblies.</p>	<p>I can sing a broad range of unison songs with the range of eight notes/octave. (<i>e.g One More Day – seas shanty</i>).</p> <p>I can sing a range of songs pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</p> <p>I can sing rounds and partner songs in different time signatures (2,3 and 4 time).</p> <p>I can begin to sing repertoire with small and large leaps to introduce vocal harmony.</p> <p>I can perform a range of songs in school assemblies.</p>	<p>I can sing a broad range of songs from an extended repertoire.</p> <p>I can observe phrasing, accurate pitching and style.</p> <p>I can sing three-part rounds, partner songs and songs with a verse and a chorus.</p> <p>I can perform a range of songs in school assemblies and in school performance opportunities.</p>	<p>I can sing a broad range of songs including syncopated rhythms as part of a choir.</p> <p>I can sing three and four part rounds or partner songs and experiment with positioning singers randomly within the group.</p> <p>I can perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</p>
<p>NC: Listening</p> <p>INCERTS: Listening (c) Musical Appreciation (f)</p>	<p>I can identify simple songs and rhymes.</p> <p>I can listen to recorded and live performances of nursery rhymes and simple songs.</p>	<p>I can identify the different parts of a song.</p> <p>I can identify pitch.</p> <p>I can listen to recorded and live performances.</p>	<p>I can identify stories within songs.</p> <p>I can identify varying pitch within songs (high or low notes).</p> <p>I can listen to a music and identify the tempo (speed).</p>	<p>I can listen to music and compare pitch.</p> <p>I can listen to music and compare the tempo.</p> <p>I can listen to music and identify the beat.</p>	<p>I can listen to music and identify crescendo and decrescendo (to build or decrease in volume).</p> <p>I can listen to music and identify time signatures (number of beats in a bar).</p>	<p>I can listen to music and recognise verse and chorus sections of a song.</p> <p>I can identify and explain the understanding of the story.</p>	<p>I can listen to music and identify syncopated rhythms (off-beat/reggae music).</p> <p>I can listen to music and identify rounds.</p> <p>I can listen to music and identify the cultural origins and historical importance of songs.</p>

			<p>I can listen to music and identify dynamics (volume).</p> <p>I can listen to recorded and live performances.</p>	<p>I can listen to music and identify forte and piano (dynamics).</p> <p>I can listen to recorded and live performances.</p>	<p>I can listen to recorded and live performances.</p>	<p>I can identify the cultural origins of a song.</p> <p>I can listen to recorded and live performances.</p>	<p>I can listen to recorded and live performances.</p>
<p>NC: Composing</p> <p>INCERTS: Composition (d) Musical Notation (e)</p>	<p>I can copy basic rhythm patterns of nursery rhymes.</p> <p>I can explore high and low using voices and characters within a song.</p> <p>I can invent a pattern using one pitch notes.</p>	<p>I can improvise vocal chants using question and answer phrases.</p> <p>I can create musical sound effects and short sequences.</p> <p>I can understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>I can invent, retain and recall rhythm and pitch patterns and perform these.</p> <p>I can recognise how graphic notation can represent created sound.</p>	<p>I can create music in response to a non-musical stimulus (e.g: storm, rocket launch).</p> <p>I can work with a partner to improvise simple question and answer phrases.</p> <p>I can use graphic symbols, dot notation and stick notation as appropriate.</p>	<p>Improvise I can improvise using a range of tuned and untuned instruments.</p> <p>I can invent short on-the-spot responses.</p> <p>I can structure musical ideas using question and answer or echo.</p> <p>I can create music that has a beginning, middle and an end.</p> <p>Compose I can combine known rhythmic notation with letter names to create rising and falling phrases using 3 notes.</p> <p>I can compose song accompaniments on untuned percussion using known rhythms and note values.</p>	<p>Improvise I can improvise using a limited range of pitches on an instrument.</p> <p>I can make use of musical features including smooth (legato) and detached (staccato).</p> <p>I can make compositional decisions about the overall structure of improvisations.</p> <p>Compose I can combine none rhythmic notation with letter names to create short pentatonic phrases (5 notes).</p> <p>I can sing and play the phrases I have composed.</p> <p>I can arrange individual notes of known values to create sequences of 2, 3 or 4 beat phrases arranged into bars.</p> <p>I can use musical components to compose a specific</p>	<p>Improvise I can use tuned percussion and melodic instruments to improvise freely over a drone note.</p> <p>I can improvise over a simple groove responding to the beat creating melody.</p> <p>I can experiment with dynamics including: loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), moderately quiet (mezzo piano).</p> <p>Compose I can compose melodies from pairs of phrases.</p> <p>I can enhance the phrases with rhythmic or choral accompaniments.</p> <p>I can work in a pair to create a ternary piece.</p> <p>I can use chords to compose music to evoke a specific</p>	<p>Improvise I can create music with multiple sections that include repetition and contrast.</p> <p>I can use chord changes as an improvised sequence.</p> <p>I can extend improvised melodies beyond 8 beats over a fixed groove.</p> <p>Compose I can plan, compose and notate 8 or 16 beat melodic phrase using the pentatonic scale and incorporate rhythmic variety and interest.</p> <p>I can play my composition on available tuned instruments.</p> <p>I can compose melodies from pairs of phrases in either G major or E minor.</p> <p>I can enhance these melodies with rhythmic or choral accompaniment.</p> <p>I can compose a ternary piece using available music software to create and record this.</p>

					<p>mood (eg: creating music to accompany a short film).</p> <p>I can recognise major and minor chords.</p> <p>I can compose using a variety of instruments.</p> <p>I can record/evidence my compositions using: graphic scores, rhythm notation and time signature, staff notation.</p>	<p>atmosphere, mood or environment.</p> <p>I can record and evidence my compositions using: graphic scores, rhythm notation and time signature, staff notation.</p>	<p>I can discuss how musical contrasts are achieved.</p>
<p>NC: Musicianship (Performing)</p> <p>INCERTS: Composition (d) Playing Instruments (b)</p>	<p>I can perform songs and rhymes with others.</p> <p>I can move in time with music. (e.g dancing, and marching).</p>	<p><u>Pulse & Beat</u> I can walk, move or clap a steady beat with others.</p> <p>I can change the speed of the beat as the tempo of the music changes.</p> <p>I can use body percussion to maintain a steady beat.</p> <p>I can use classroom percussion to maintain a steady beat (e.g. shakers, sticks and blocks).</p> <p>I can play repeated rhythm patterns (ostinato) to maintain a steady beat.</p> <p>I can use short, pitched patterns on tuned instruments to</p>	<p><u>Pulse & Beat</u> I can understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p> <p>I can mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.</p> <p>I can walk in time to the beat of a piece of music or song, knowing the difference between left and right to support coordination.</p> <p>I can begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</p>				

		<p>maintain a steady beat.</p> <p>I can respond to the pulse in recorded and live music through movement and dance.</p> <p><u>Rhythm</u> I can perform short copycat <i>rhythm</i> patterns accurately, led by the teacher.</p> <p>I can perform short repeating <i>rhythm</i> patterns (<i>ostinato</i>) while keeping in time with a steady beat.</p> <p>I can perform word-pattern chants (e.g. caterpillar crawl); create, retain and perform their own <i>rhythm</i> patterns.</p> <p><u>Pitch</u> I can listen to sounds in the local school environment, comparing high and low sounds.</p> <p>I can sing familiar songs in both low and high voices, talking about the difference in sound.</p> <p>I can explore <i>percussion</i> sounds to enhance storytelling.</p>	<p>I can identify the beat groupings in familiar music that they sing regularly and listen to.</p> <p><u>Rhythm</u> I can play copycat <i>rhythms</i>, copying a leader, and invent rhythms for others to copy on untuned percussion.</p> <p>I can create <i>rhythms</i> using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?).</p> <p>I can read and respond to chanted <i>rhythm</i> patterns, and represent them with stick notation including <i>crotchets, quavers</i> and <i>crotchets rests</i>.</p> <p>I can create and perform my own chanted rhythm patterns with the same stick notation.</p> <p><u>Pitch</u> I can play a range of singing games based on the <i>cuckoo interval</i> (high to low in a 3-note range), matching voices accurately, supported by a leader playing the melody.</p>				
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		<p>I can follow pictures and symbols to guide singing and playing (e.g. 4 dots = 4 taps on the drum)</p>	<p>I can sing short phrases independently within a singing game or short song.</p> <p>I can respond independently to pitch changes heard in short melodic phrases, indicating with actions</p> <p>I can recognise dot notation and match it to 3-note tunes played on tuned percussion.</p>				
<p>NC: Performing</p> <p>INCERTS: Composition (d) Playing Instruments (b)</p>				<p><u>Instrumental Performance</u> I can develop facility in playing tuned percussion or a melodic instrument such as violin or recorder.</p> <p>I can play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups.</p> <p>I can use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi.</p> <p>I can individually (solo) copy stepwise melodic phrases with accuracy</p>	<p><u>Instrumental Performance</u> I can develop facility in the basic skills of a selected musical instrument over a sustained learning period.</p> <p>I can play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups.</p> <p>I can perform in two or more parts from simple notation using instruments played in whole class teaching.</p> <p>I can identify static and moving parts.</p> <p>I can copy short melodic phrases including those using</p>	<p><u>Instrumental Performance</u> I can play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C'/do–do range.</p> <p>I can understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards.</p> <p>I can perform simple, chordal accompaniments to familiar songs.</p> <p>I can perform a range of repertoire pieces and arrangements combining acoustic instruments to form</p>	<p><u>Instrumental Performance</u> I can play a melody following staff notation written on one stave and using notes within an octave range (do–do)</p> <p>I can make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet.</p> <p>I can accompany this same melody, and others, using block chords or a bass line.</p> <p>I can engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles.</p> <p><u>Musical Notations</u> I can further understand the differences between semibreves, minims, crotchets, quavers and</p>

				<p>at different speeds; <i>allegro</i> and <i>adagio</i>.</p> <p>I can extend to question-and-answer phrases.</p> <p><u>Musical Notation</u> I can understand the <i>stave, lines</i> and <i>spaces, and clef</i>.</p> <p>I can use dot <i>notation</i> to show higher or lower pitch.</p> <p>I can understand the differences between <i>crotchets</i> and <i>paired quavers</i>.</p> <p>I can apply word chants to <i>rhythms</i>, understanding how to link each syllable to one musical note.</p>	<p>the <i>pentatonic scale</i> (e.g. C, D, E, G, A).</p> <p><u>Musical Notation</u> I can understand the differences between <i>minims, crotchets, paired quavers</i> and <i>rests</i>.</p> <p>I can read and perform pitch <i>notation</i> within a defined range (e.g. C–G/do–so).</p> <p>I can follow and perform simple rhythmic scores to a steady beat.</p> <p>I can maintain individual parts accurately within the <i>rhythmic texture</i>, achieving a sense of ensemble.</p>	<p>mixed ensembles, including a school orchestra.</p> <p>I can develop the skill of playing by ear on <i>tuned</i> instruments, copying longer phrases and familiar melodies.</p> <p><u>Musical Notations</u> I can further understand the differences between <i>semibreves, minims, crotchets</i> and <i>crotchet rests, paired quavers</i> and <i>semiquavers</i>.</p> <p>I can understand the differences between <i>2/4, 3/4 and 4/4 time signatures</i>.</p> <p>I can read and perform pitch <i>notation</i> within an <i>octave</i> (e.g. C–C'/do–do).</p> <p>I can read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</p>	<p><i>semiquavers</i>, and their <i>equivalent rests</i>.</p> <p>I can further develop the skills to read and perform pitch notation within an <i>octave</i> (e.g. C–C/ do–do).</p> <p>I can read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.</p> <p>I can read and play from notation a four-bar phrase, confidently identifying note names and durations.</p>
Music History					<p>I can make links between music and periods of time.</p> <p>I can identify different genres of music.</p>	<p>I can identify the time period a piece of music may be from.</p>	<p>I can accurately identify the time period a piece of music is from.</p> <p>I can identify the features of different genres of music.</p>

						<p>I can identify the features of a genre of music.</p> <p>I can identify common instruments used within genres of music.</p>	<p>I can identify the instruments used within various genres of music.</p> <p>I can identify key songs from a given genre or period of music.</p>
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Music Curriculum in EYFS

Expressive arts and design (educational programme) being imaginative and expressive: The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear, and participate in is crucial for developing their understanding, self-expression, vocabulary, and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe

Skills and knowledge (Fluid across FS1 FS2)	What does this look like in provision/adult interactions?	Transition to KS1	Characteristics of effective learning
<ul style="list-style-type: none"> - Show attention to sounds and music - Respond emotionally and physically to music when it changes. - Move and dance to music. - Anticipate phrases and actions in rhymes and songs (0-3). 	<ul style="list-style-type: none"> - Stimulate their enjoyment of music through singing and playing musical and singing games which are attuned to the baby. - Provide babies, toddlers, and young children with a range of different types of singing, sounds and music from diverse cultures. - Allowing children to move their bodies to different music including pre-recorded such as wake up shake up. 		<p>Children in EYFS learn at different rates and abilities through:</p> <ul style="list-style-type: none"> • Playing and exploring – children investigate and experience things, and ‘have a go’.
<ul style="list-style-type: none"> - Explore their voices and enjoy making sounds. - Join in with songs and rhymes. - Make rhythmical and repetitive sounds. - Explore a range of sound makers and instruments and play them in different ways. - Enjoy and take part in action songs (0-3). 	<ul style="list-style-type: none"> - Include songs to go with routines. E.g., hello everyone, days of the week song. - Provide children with instruments and with ‘found objects. Suggestions: tapping a bottle onto the table or running a twig along a fence. Encourage children to experiment with different ways of playing instruments. - Introduce children to a broad selection of action songs from different cultures and languages. Sing songs regularly so that children learn the words, melody, and actions off by heart. 	<ul style="list-style-type: none"> - I can sing a range of well-known nursery rhymes and songs. I can copy basic rhythm patterns of nursery rhymes 	<ul style="list-style-type: none"> • Active learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
<ul style="list-style-type: none"> - Listen with increased attention to sounds . - Respond to what they have heard expressing their thoughts and feelings. - Remember and sing entire songs (3-4). 	<ul style="list-style-type: none"> - Play, share and perform a wide variety of music and songs from different cultures and historical periods. --Play sound-matching games. - Environmental sounds in phonics e.g. guessing the instrument by listening to the sound. - Repetitive sing songs through performances e.g. Christmas singalong. 	<ul style="list-style-type: none"> - I can sing along to pre-recorded songs and add actions I can identify simple songs and rhymes 	<ul style="list-style-type: none"> • Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
<ul style="list-style-type: none"> - Sing the pitch of a tone sung by another person (pitch match). - Sing the melodic shape (moving melody, such as up and down, down, and up) of familiar songs (3-4). 	<ul style="list-style-type: none"> - When supporting children to develop their singing voice use a limited pitch range. For example, ‘Rain rain’ uses a smaller pitch (high/low) range than many traditional nursery rhymes. - Children’s singing voices and their ability to control them is developing. Encourage them to use their ‘singing’ voice: when asked to sing loudly, children often shout. - Sing slowly, so that children clearly hear the words and the melody of the song. - Using one-syllable sounds such as ‘ba’. Clap or tap to the pulse of songs or music and encourage children to do this. 	<ul style="list-style-type: none"> - I can explore high and low using voices and characters within a song - I can invent a pattern using one pitch notes 	
<ul style="list-style-type: none"> - Create own songs or improvise a song around one they know (3-4). - Play instruments with increasing control to express their feelings and ideas (3-4). 	<ul style="list-style-type: none"> - Offering children a wide range of different instruments, from a range of cultures. This might also include electronic keyboards and musical apps on tablets. - Encourage children to experiment with different ways of playing instruments, have these accessible in indoor and outdoor areas. Outdoor music to be on a larger scale e.g. making music on large bins, tapping out beats, twigs along fences, pots pans and spoons. 	<ul style="list-style-type: none"> - I can listen to recorded and live performances of nursery rhymes and simple songs 	
<ul style="list-style-type: none"> - Listen attentively, move to and talk about music, expressing their feelings and responses. - Watch and talk about dance and performance art, expressing their feelings (4-5). 	<ul style="list-style-type: none"> - Giving children an insight into new musical worlds. Introduce them to different kinds of music from across the globe, including traditional and folk music from Britain. - Inviting musicians in to play music to children and talk about it. Look at different artists on YouTube and explore how their music is different and why. - Offer opportunities for children to go to a live performance, such as a pantomime, play, music, or dance performance. Provide related costumes and props for children to incorporate into their pretend play. 	<ul style="list-style-type: none"> - I can move in time with music e.g. dancing and marching 	
<ul style="list-style-type: none"> - Sing in a group or on their own, increasingly matching the pitch and following melody. - Explore and engage in music making and dance, performing solo or in groups (4-5). 	<ul style="list-style-type: none"> - Pitch matching games e.g. humming or singing short phrases for children to copy. Use songs with and without words. - Sing call-and-response songs, so that children can echo phrases of songs you sing. Introduce new songs gradually and repeat them regularly. Sing slowly, so that children can listen to the words and the melody of the song. - Poetry basket, learning new poems regularly and giving opportunities to children to perform this independently. 	<ul style="list-style-type: none"> - I can sing along with a backing track - I can perform songs and rhymes with others 	

Early Learning Goals

- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems, and stories with others and (when appropriate) try to move in time with music.

Glossary

accent – where the music is emphasised

allegro – performed at a brisk speed

adagio – performed slowly

bar – a regular section on a staff, separated by vertical lines. Contains the beats

beat - unit of rhythm

canon – tune that is repeated at regular intervals by different performers, but with different starting times

chant – singing in unison, with a similar rhythm to speech

choir – group of singers

chord – 2 or more notes (usually 3) played simultaneously in harmony

chord progression – string of chords played in succession, usually a pattern

clef – a symbol on written music, defining what pitch to play the note

crescendo – getting louder

decrescendo – getting quieter

dissonance – harsh sounds, chords not in harmony

downbeat – first beat in a bar

drone – monotonous tone

dot notation – visual notes used to represent musical notes and chords

duet – two vocalists or instruments

melody – a musical sentence that makes sense played or sung on its own

minor – a sad sounding piece of music

notation – a method of writing music

octave – 8 full tones above the key note. Start and end of a scale

off beat – the unaccented beat

orchestra – a large group of instruments, usually classical

ostinato – a musical phrase or rhythm which is repeated

pentatonic – a scale with 5 notes

piano – played softly

pitch (range) – how high or low a note is

pulse – the constant beat in a piece of music

question & answer phrases – two distinct phrases usually written in different parts of the music, but which operate like a conversation, with the second phrase answering first

rest – moment when a note is not played for a defined length of time

rhythm – structured groups of accented and unaccented beats

rising and falling phrases – ascending melody and descending melody

scale – successive notes of a key, ascending or descending

sharp – note to be raised by a semitone

slur – a curve over notes, suggesting that it is slurred together

dynamics – how loud or quiet a piece of music is

ensemble – all instruments in an orchestra or all voices in a choir, playing at once.

flat – playing a note a semitone lower than the written one

forte – loud

graphic notation – images or a mark that can signify a particular musical action

harmony – pleasing combination of two or more notes, played in background behind melody

key – system of notes based on a key note

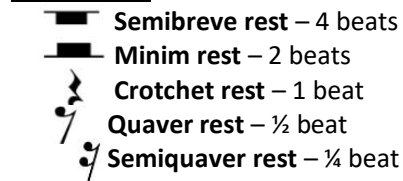
key signature – the flats and sharps at the beginning of each line, to be played throughout the piece music

major – a happy sounding piece of measure – a bar in a piece of music

Note lengths



Rest lengths



staccato – short, sharp notes

staff – five horizontal lines on which notes are written

stick notation – a method of teaching music- reading that uses the sticks of the notes without the circular heads of the notes

syncopated rhythm – playing on the off-beat i.e: reggae music

tempo – speed of a piece

ternary – music composed in three sections whereby the outer sections are the same with a contrasting middle. Ternary form is often represented ABA

time signature – how many beats to a bar

tuned – percussion and orchestral instruments that can produce different notes e.g. xylophone, violin, cello, piano

unison – playing or singing the same notes simultaneously

untuned – percussion that makes an unpitched sound when hit, shaken or scraped e.g. woodblock, maracas, drum, cymbal

vibrato – quickly alternating between two notes – a wobbly sound

Common Tempo words

adagio – slow and calm

allegro – quick and lively

andante – relaxed and flowing

largo – slow and broad

lento – slow

moderato – a reasonable pace

rit. (ritardando) – slowing the tempo (also **ral. (rallentiszez)**)

presto – quick and lively

prestissimo – extremely quick