

	Listen and Respond	Explore and Create	Singing	Share and Perform		
Reception	<p>Knowledge:</p> <p>To know twenty nursery rhymes off by heart.</p> <p>To know the stories of some of the nursery rhymes.</p> <p>Skills:</p> <p>To learn that music can touch your feelings.</p> <p>To enjoy moving to music by dancing, marching, being animals or Pop stars.</p>	<p>Knowledge:</p> <p>To know that we can move with the pulse of the music.</p> <p>To know that the words of songs can tell stories and paint pictures.</p> <p>Skills:</p> <p>There are progressive Music Activities within each unit that embed pulse, rhythm and pitch.</p>	<p>Knowledge:</p> <p>To sing or rap nursery rhymes and simple songs from memory.</p> <p>Songs have sections.</p> <p>Skills:</p> <p>To sing along with a pre-recorded song and add actions.</p> <p>To sing along with the backing track.</p>	<p>Knowledge:</p> <p>A performance is sharing music.</p> <p>Skills:</p> <p>Perform any of the nursery rhymes by singing and adding actions or dance.</p> <p>Perform any nursery rhymes or songs adding a simple instrumental part.</p> <p>Record the performance to talk about.</p>		
	Listen and Appraise	Singing	Playing	Improvisation	Composition	Performance
Year 1	<p>Knowledge:</p> <p>To know 5 songs off by heart.</p> <p>To know what the songs are about.</p> <p>To know and recognise the sound and names of some of the instruments they use.</p> <p>Skills:</p> <p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p>	<p>Knowledge:</p> <p>To confidently sing or rap five songs from memory and sing them in unison.</p> <p>Skills:</p> <p>Learn about voices, singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</p> <p>Learn to start and stop singing when following a leader.</p>	<p>Knowledge:</p> <p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>Learn the names of the instruments they are playing.</p> <p>Skills:</p> <p>Treat instruments carefully and with respect.</p> <p>Play a tuned instrumental part with the song they perform.</p> <p>Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</p> <p>Listen to and follow musical instructions from a leader.</p>	<p>Knowledge:</p> <p>Improvisation is about making up your own tunes on the spot.</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>Everyone can improvise!</p> <p>Skills:</p> <p>Use the improvisation tracks provided. Improvise using the three challenges.</p>	<p>Knowledge:</p> <p>Composing is like writing a story with music.</p> <p>Everyone can compose.</p> <p>Skills:</p> <p>Help to create a simple melody using one, two or three notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>Knowledge:</p> <p>A performance is sharing music with other people, called an audience.</p> <p>Skills:</p> <p>Choose a song they have learnt from the Scheme and perform it.</p> <p>They can add their ideas to the performance.</p> <p>Record the performance and say how they were feeling about it.</p>
Year 2	<p>Knowledge:</p> <p>To know five songs off by heart.</p> <p>To know some songs have a chorus or a response/answer part.</p>	<p>Knowledge:</p> <p>To confidently know and sing five songs from memory.</p> <p>To know that unison is everyone singing at the same time.</p>	<p>Knowledge:</p> <p>Learn the names of the notes in their instrumental part from memory or when written down.</p>	<p>Knowledge:</p> <p>Improvisation is making up your own tunes on the spot.</p> <p>When someone improvises, they make up their own tune that has never been heard</p>	<p>Knowledge:</p> <p>Composing is like writing a story with music.</p> <p>Everyone can compose.</p> <p>Skills:</p>	<p>Knowledge:</p> <p>A performance is sharing music with an audience.</p> <p>A performance can be a special occasion and involve a class, a year group or a whole school.</p>

	<p>To know that songs have a musical style.</p> <p>Skills:</p> <p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>To learn how songs can tell a story or describe an idea.</p>	<p>Songs include other ways of using the voice e.g. rapping (spoken word).</p> <p>To know why we need to warm up our voices.</p> <p>Skills:</p> <p>Learn about voices singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</p> <p>Learn to find a comfortable singing position.</p> <p>Learn to start and stop singing when following a leader.</p>	<p>Know the names of untuned percussion instruments played in class.</p> <p>Skills:</p> <p>Treat instruments carefully and with respect.</p> <p>Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</p> <p>Play the part in time with the steady pulse.</p> <p>Listen to and follow musical instructions from a leader.</p>	<p>before. It is not written down and belongs to them.</p> <p>Everyone can improvise, and you can use one or two notes.</p> <p>Skills:</p> <p>Use the improvisation tracks provided. Improvise using the three challenges.</p>	<p>Help create three simple melodies with the Units using one, three or five different notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>An audience can include your parents and friends.</p> <p>Skills:</p> <p>Choose a song they have learnt from the Scheme and perform it.</p> <p>They can add their ideas to the performance.</p> <p>Record the performance and say how they were feeling about it.</p>
<p>Year 3</p>	<p>Knowledge:</p> <p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs.</p> <p>To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> <li>o Its lyrics: what the song is about</li> <li>o Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>o Identify the main sections of the song (introduction, verse, chorus etc.)</li> <li>o Name some of the instruments they heard in the song</li> </ul> <p>Skills:</p> <p>To confidently identify and move to the pulse.</p> <p>To think about what the words of a song mean.</p>	<p>Knowledge:</p> <p>To know and be able to talk about:</p> <p>Singing in a group can be called a choir</p> <p>Leader or conductor: A person who the choir or group follow</p> <p>Songs can make you feel different things e.g. happy, energetic or sad</p> <p>Singing as part of an ensemble or large group is fun, but that you must listen to each other</p> <p>To know why you must warm up your voice</p> <p>Skills:</p> <p>To sing in unison and in simple two-parts.</p>	<p>Knowledge:</p> <p>To know and be able to talk about:</p> <p>The instruments used in class (a glockenspiel, a recorder)</p> <p>Skills:</p> <p>To treat instruments carefully and with respect.</p> <p>Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p>	<p>Knowledge:</p> <p>To know and be able to talk about improvisation:</p> <p>Improvisation is making up your own tunes on the spot</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</p> <p>To know that using one or two notes confidently is better than using five</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake</p> <p>Skills:</p>	<p>Knowledge:</p> <p>To know and be able to talk about:</p> <p>A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</p> <p>Different ways of recording compositions (letter names, symbols, audio etc.)</p> <p>Skills:</p> <p>Help create at least one simple melody using one, three or five different notes.</p> <p>Plan and create a section of music that can be performed within the context of the unit song.</p>	<p>Knowledge:</p> <p>To know and be able to talk about:</p> <p>Performing is sharing music with other people, an audience. A performance doesn't have to be a drama! It can be to one person or to each other</p> <p>You need to know and have planned everything that will be performed</p> <p>You must sing or rap the words clearly and play with confidence</p> <p>A performance can be a special occasion and involve an audience including of people you don't know</p> <p>It is planned and different for each occasion</p>

	<p>To take it in turn to discuss how the song makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p>	<p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To have an awareness of the pulse internally when singing.</p>		<p>Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges.</p>	<p>Talk about how it was created.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>It involves communicating feelings, thoughts and ideas about the song/music</p> <p>Skills:</p> <p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the best place to be when performing and how to stand or sit.</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>
<p>Year 4</p>	<p>Knowledge:</p> <p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs.</p> <p>To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> <li>Some of the style indicators of that song (musical characteristics that give the song its style).</li> <li>The lyrics: what the song is about.</li> <li>Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</li> <li>Identify the main sections of the song (introduction, verse, chorus etc).</li> <li>Name some of the instruments they heard in the song.</li> </ul> <p>Skills:</p> <p>To confidently identify and move to the pulse.</p>	<p>Knowledge:</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>Singing in a group can be called a choir</li> <li>Leader or conductor: A person who the choir or group follow</li> <li>Songs can make you feel different things e.g. happy, energetic or sad</li> <li>Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>Texture: How a solo singer makes a thinner texture than a large group</li> <li>To know why you must warm up your voice</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>To sing in unison and in simple two-parts.</li> <li>To demonstrate a good singing posture.</li> <li>To follow a leader when singing.</li> </ul>	<p>Knowledge:</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>The instruments used in class (a glockenspiel, recorder or xylophone).</li> <li>Other instruments they might play or be played in a band or orchestra or by their friends.</li> </ul> <p>Skills:</p> <p>To treat instruments carefully and with respect.</p> <ul style="list-style-type: none"> <li>Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>To rehearse and perform their part within the context of the Unit song.</li> <li>To listen to and follow musical instructions from a leader.</li> </ul>	<p>Knowledge:</p> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>Improvisation is making up your own tunes on the spot</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>To know that using one or two notes confidently is better than using five</li> <li>To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> </ul> <p>Skills:</p>	<p>Knowledge:</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul> <p>Skills:</p> <p>Help create at least one simple melody using one, three or all five different notes.</p> <ul style="list-style-type: none"> <li>Plan and create a section of music that can be performed within the context of the unit song.</li> <li>Talk about how it was created.</li> </ul>	<p>Knowledge:</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>Performing is sharing music with other people, an audience</li> <li>A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>You need to know and have planned everything that will be performed</li> <li>You must sing or rap the words clearly and play with confidence</li> <li>A performance can be a special occasion and involve an audience including of people you don't know</li> <li>It is planned and different for each occasion</li> <li>It involves communicating feelings, thoughts and ideas about the song/music</li> </ul> <p>Skills:</p>

	<p>To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics).</p> <p>Talk about the music and how it makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk, try to use musical words.</p>	<ul style="list-style-type: none"> <li>● To enjoy exploring singing solo.</li> <li>● To sing with awareness of being 'in tune'.</li> <li>● To rejoin the song if lost.</li> <li>● To listen to the group when singing.</li> </ul>	<ul style="list-style-type: none"> <li>● To experience leading the playing by making sure everyone plays in the playing section of the song.</li> </ul>	<p>Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p>	<ul style="list-style-type: none"> <li>● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>	<p>To choose what to perform and create a programme.</p> <ul style="list-style-type: none"> <li>● Present a musical performance designed to capture the audience.</li> <li>● To communicate the meaning of the words and clearly articulate them.</li> <li>● To talk about the best place to be when performing and how to stand or sit.</li> <li>● To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul>
<p>Year 5</p>	<p>Knowledge:</p> <p>To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <p>To know the style of the five songs and to name other songs from the Units in those styles.</p> <p>To choose two or three other songs and be able to talk about:</p> <ul style="list-style-type: none"> <li>○ Some of the style indicators of the songs (musical characteristics that give the songs their style)</li> <li>○ The lyrics: what the songs are about</li> <li>○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>○ Identify the main sections of the songs (intro, verse, chorus etc.)</li> <li>○ Name some of the instruments they heard in the songs</li> <li>○ The historical context of the songs. What else was going on at this time?</li> </ul> <p>Skills:</p> <p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p>	<p>Knowledge:</p> <p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>To know about the style of the songs so you can represent the feeling and context to your audience</p> <p>To choose a song and be able to talk about:</p> <ul style="list-style-type: none"> <li>○ Its main features</li> <li>○ Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>○ To know what the song is about and the meaning of the lyrics</li> <li>○ To know and explain the importance of warming up your voice</li> </ul> <p>Skills:</p> <p>To sing in unison and to sing backing vocals.</p> <p>To demonstrate a good singing posture.</p>	<p>Knowledge:</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Different ways of writing music down – e.g. staff notation, symbols</li> <li>● The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>● The instruments they might play or be played in a band or orchestra or by their friends</li> </ul> <p>Skills:</p> <p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To lead a rehearsal session.</p>	<p>Knowledge:</p> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>● To know that using one, two or three notes confidently is better than using five</li> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>● To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations</li> <li>● To know three well-known improvising musicians</li> </ul> <p>Skills:</p> <p>Improvise using instruments in the context of a song to be performed. Use the</p>	<p>Knowledge:</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>● Notation: recognise the connection between sound and symbol</li> </ul> <p>Skills:</p> <p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>Explain the keynote or home note and the structure of the melody.</p> <p>Listen to and reflect upon the developing composition</p>	<p>Knowledge:</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Performing is sharing music with an audience with belief</li> <li>● A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>● Everything that will be performed must be planned and learned</li> <li>● You must sing or rap the words clearly and play with confidence</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● It is planned and different for each occasion</li> <li>● A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul> <p>Skills:</p> <p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p>

	<p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</p> <p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel.</p>	<p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p>		<p>improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p>	<p>and make musical decisions about how the melody connects with the song.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>To talk about the venue and how to use it to best effect.</p> <p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"</p>
<p>Year 6</p>	<p>Knowledge:</p> <p>To know five songs from memory, who sang or wrote them, when they were written and why?</p> <p>To know the style of the songs and to name other songs from the Units in those styles.</p> <p>To choose three or four other songs and be able to talk about:</p> <ul style="list-style-type: none"> <li>○ The style indicators of the songs (musical characteristics that give the songs their style)</li> <li>○ The lyrics: what the songs are about</li> <li>○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</li> <li>○ Identify the structure of the songs (intro, verse, chorus etc.)</li> <li>○ Name some of the instruments used in the songs</li> <li>○ The historical context of the songs. What else was going on at this time, musically and historically?</li> <li>○ Know and talk about that fact that we each have a musical Identity</li> </ul> <p>Skills:</p>	<p>Knowledge:</p> <p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>To know about the style of the songs so you can represent the feeling and context to your audience</p> <p>To choose a song and be able to talk about:</p> <ul style="list-style-type: none"> <li>○ Its main features</li> <li>○ Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>○ To know what the song is about and the meaning of the lyrics</li> <li>○ To know and explain the importance of warming up your voice</li> </ul> <p>Skills:</p> <p>To sing in unison and to sing backing vocals.</p> <p>To demonstrate a good singing posture.</p>	<p>Knowledge:</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Different ways of writing music down – e.g. staff notation, symbols</li> <li>● The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>● The instruments they might play or be played in a band or orchestra or by their friends</li> </ul> <p>Skills:</p> <p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To lead a rehearsal session.</p>	<p>Knowledge:</p> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>● To know that using one, two or three notes confidently is better than using five</li> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>● To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations</li> <li>● To know three well-known improvising musicians</li> </ul> <p>Skills:</p> <p>Improvise using instruments in the context of a song to be performed. Use the</p>	<p>Knowledge:</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>● Notation: recognise the connection between sound and symbol</li> </ul> <p>Skills:</p> <p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>Explain the keynote or home note and the structure of the melody.</p> <p>Listen to and reflect upon the developing composition</p>	<p>Knowledge:</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Performing is sharing music with an audience with belief</li> <li>● A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>● Everything that will be performed must be planned and learned</li> <li>● You must sing or rap the words clearly and play with confidence</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● It is planned and different for each occasion</li> <li>● A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul> <p>Skills:</p> <p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p>

	<p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>Use musical words when talking about the songs.</p> <p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel, using musical language to describe the music.</p>	<p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p>		<p>improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p>	<p>and make musical decisions about how the melody connects with the song.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>To talk about the venue and how to use it to best effect.</p> <p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"</p>
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Note – In addition to the above, all classes will listen to and appraise a range of classical music throughout the year (one piece a week, listened to throughout the week with one short lesson to learn more about it and discuss and appraise it)