



# Music

## Progression of knowledge, skills and understanding

*\*\* For Charanga units, titles of activities are in bold. Skills, knowledge and understanding are not in bold\*\**

<b>YEAR A</b>			
	<b>Class 3</b>	<b>Class 4</b>	<b>Class 5</b>
Autumn term	<p><b>Charanga unit</b> <b>Mamma Mia (Y4)</b></p> <p><b>Listen and appraise</b> Identify the piece's structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus. Identify some of the instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums. Find the pulse whilst listening.</p> <p><b>Musical activities using glocks and/or recorders</b></p> <p><b>Warm up games</b> Copy back, play, invent rhythmic and melodic patterns. Read and play notes G and sometimes A</p> <p>Sing in unison</p>	<p><b>Charanga unit</b> <b>Livin' on a prayer (Y5)</b></p> <p><b>Listen and appraise</b> Identify the piece's structure: Intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus. Identify the instruments/voices: Lead vocal, electric guitar, bass guitar, drums, keyboard. Find the pulse whilst listening</p> <p><b>Musical activities using glocks and/or recorders</b></p> <p><b>Warm up games</b> Copy back and repeat rhythm and pitch Read and play notes G and A</p> <p>Sing in unison</p> <p><b>Play instrumental part</b> Play accurately and in time, as part of the performance. Play notes G, B and A by ear and from notation</p>	<p><b>Charanga unit</b> <b>Happy (Y6)</b></p> <p><b>'Listen and appraise</b> Describe the style indicators of the song/music. Describe the structure of the song. Identify the instruments/voices they can hear. Talk about the musical dimensions used in the song</p> <p><b>Musical activities using glocks and/or recorders</b> Copy back and repeat rhythm and pitch Read and play notes G and A</p> <p>Sing in two parts</p> <p><b>Play instrumental part</b> Play accurately and in time, as part of the performance. Play notes G, B, C, D, E and A by ear and from notation</p> <p>Improvise in the lessons and as part of the</p>

	<p><b>Play instrumental part</b> Play accurately and in time, as part of the performance. Play notes G and A</p> <p>Improvise in the lessons and as part of the performance.</p> <p><b>Compose</b> Compose a simple melody using simple rhythms and use it as part of the performance. Play notes G, A and B</p> <p><b>Perform and share</b> Contribute to the performance by singing Contribute to the performance by playing an instrumental part Contribute to the performance by improvising or by performing their composition</p>	<p>Improvise in the lessons and as part of the performance.</p> <p><b>Compose</b> Compose a simple melody using simple rhythms and use it as part of the performance. Use notes G, A, D, E and B</p> <p><b>Perform and share</b> Contribute to the performance by singing Contribute to the performance by playing an instrumental part Contribute to the performance by improvising or by performing their composition' Record the performance and discuss their thoughts and feelings towards</p>	<p>Performance</p> <p><b>Compose</b> Compose a melody using simple rhythms and use it as part of the performance. Use notes G, A, D, E and B</p> <p><b>Perform and share</b> Contribute to the performance by singing Contribute to the performance by playing an instrumental part Contribute to the performance by improvising or by performing their composition' Record the performance and discuss their thoughts and feelings towards</p>
	<p><b>Vocab:</b> Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison.</p>	<p><b>Vocab:</b> Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose.</p>	<p><b>Vocab:</b> style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo.</p>
<p>Spring term 1</p>	<p><b>Tchaikovsky - focus musician</b></p> <p>Use musical vocabulary to describe and give their opinion on a piece of music</p> <p>To explore on the ways sounds can be combined and used expressively.</p> <p>Comment on the ways sounds can be combined and used expressively.</p>	<p><b>Beethoven – focus musician</b></p> <p>Use musical words (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition</p> <p>To compare different types of music beginning to use musical words.</p> <p>To evaluate different types of music beginning to use musical words.</p>	<p><b>Benjamin Britten - focus musician</b></p> <p>Compare and contrast the impact that different composers from different times will have had on the people of the time</p> <p>Analyse features within different pieces of music</p> <p>Describe, and evaluate music using musical vocabulary</p>

	<p>To listen to and begin to respond to music drawn from different traditions and great composers and musicians.</p> <p>Know that music can be played or listened to for a variety of purposes (including different cultures and periods in history)</p>	<p>To listen to, discuss and understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.</p> <p>Discuss and understand how music has changed over time and what influences its creation.</p>	<p>Compare and evaluate music using musical vocabulary</p> <p>Explain how tempo changes the character of music</p> <p>To develop an understanding of the history of music from different, cultures, traditions, composers and musicians.</p>
	<p><b>Vocab:</b> structure, introduction, verse, chorus, pulse, rhythm, pitch, tempo, dynamics, backing vocals, melody, composer, classical, reggae, (pitch, duration, dynamics, tempo</p>	<p><b>Vocab:</b> pitch, duration, timbre, dynamics, tempo, structure, introduction, verse, chorus, bridge, pulse, rhythm, solo (music genres, e.g. soul, blues, big band, hip hop etc.), composer, classical, civil rights, pop/rock</p>	<p><b>Vocab:</b> structure, introduction, verse, chorus, bridge, pulse, rhythm, pitch, tempo, dynamics, solo (music genres, e.g. soul, blues, big band, hip hop etc.), producer, melody, riff, ostinato, harmony, texture, timbre, intro, verse, chorus, composer, “Friday afternoon songs”, jazz</p>
Spring term 2	<p><b>Charanga unit</b> <b>Bob Marley – Three little birds (Y3)</b></p> <p><b>Listen and appraise</b> Identify the piece’s structure: Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus. Identify the instruments/voices: Bass, drums, electric guitar, keyboard, organ, male, backing vocals. Find the pulse and identify funky rhythms, tempo changes and dynamics.</p> <p><b>Musical activities using glocks and/or recorders</b> <b>Warm up games</b> Copy back, play, invent rhythmic and melodic patterns.</p>	<p><b>Charanga unit</b> <b>The Beatles – Black bird (Y4)</b></p> <p><b>Listen and appraise</b> Identify the themes: Equality, civil rights. Identify instruments/voices: Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong. Tell a story using the words in the song</p> <p><b>Musical activities using glocks and/or recorders</b> <b>Warm up games</b> Copy back, play, invent rhythmic and melodic patterns. Read and play notes C and D</p> <p>Sing in unison</p>	<p><b>Charanga unit</b> <b>Classroom Jazz 1 – Y5</b></p> <p><b>Listen and appraise</b> Identify the structure (Three note Bossa): Intro tune, lead tune, lead repeated, improvisation, lead. Identify the structure: (Five note Swing): 8-bar intro, 8-bar tune repeated, middle 8, lead, lead. Identify instruments/voices: Piano, bass, drums, glockenspiel.</p> <p><b>Musical activities using glocks and/or recorders</b> Play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B.</p>

	<p>Read and play notes C and sometimes D</p> <p>Sing in unison</p> <p><b>Play instrumental part</b> Play accurately and in time, as part of the performance. Play notes G and A</p> <p>Improvise in the lessons and as part of the Performance</p> <p><b>Compose</b> Compose a simple melody using simple rhythms and use it as part of the performance. Play notes C and D</p> <p><b>Perform and share</b> Contribute to the performance by singing Contribute to the performance by playing an instrumental part Contribute to the performance by improvising or by performing their composition</p>	<p><b>Play instrumental part</b> Play accurately and in time, as part of the performance. Play notes G, A, B and C</p> <p>Improvise in the lessons and as part of the Performance</p> <p><b>Compose</b> Compose a simple melody using simple rhythms and use it as part of the performance. Play notes C, E, G, A and D</p> <p><b>Perform and share</b> Contribute to the performance by singing Contribute to the performance by playing an instrumental part Contribute to the performance by improvising or by performing their composition' Record the performance and discuss their thoughts and feelings towards</p>	<p>Improvise in a Bossa Nova style using the notes: G, A + B.</p> <p>Improvise in a swing style using the notes: D + E. D, E, G. D, E, G, A + B.</p> <p><b>Perform and share</b> Contribute to the performance by singing Contribute to the performance by playing an instrumental part Contribute to the performance by improvising or by performing their composition' Record the performance and discuss their thoughts and feelings towards</p>
	<p><b>Vocab:</b> Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing, vocals, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, Reggae, pentatonic scale.</p>	<p><b>Vocabulary:</b> Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo.</p>	<p><b>Vocabulary:</b> Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo.</p>
<p>Summer</p>	<p><b>Charanga unit</b> <b>Dragon Song (Y3)</b></p> <p><b>Listen and appraise</b></p>	<p><b>Charanga unit</b> <b>Fresh Prince of Bel Air – Will Smith (Y5)</b></p> <p><b>Listen and appraise</b></p>	<p><b>Charanga unit</b> <b>Make you feel my love – Adele (Y5)</b></p> <p><b>Listen and appraise</b></p>

	<p>Identify the themes: Kindness, respect, friendship, acceptance and happiness. Identify the instruments/voices: Keyboard, drums, bass, a female singer. Explain how the words of the song tell a story</p> <p><b>Musical activities using glocks and/or recorders</b></p> <p><b>Warm up games</b> Copy back, play, invent rhythmic and melodic patterns Play notes G and A</p> <p>Sing in two parts</p> <p><b>Play instrumental part</b> Play accurately and in time, as part of the performance. Play notes G, B and A by ear and sometimes from notation</p> <p>Improvise in the lessons and as part of the Performance</p> <p><b>Compose</b> Compose a simple melody using simple rhythms and use it as part of the performance.</p> <p><b>Perform and share</b> Contribute to the performance by singing Contribute to the performance by playing an instrumental part Contribute to the performance by improvising or by performing their composition</p>	<p>Identify the piece's structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending Identify the instruments/voices: Loops, samples, decks, scratching, drums, bass, synthesizer, rapper. Find the pulse whilst listening. Sometimes identify changes in tempo, dynamics and texture.</p> <p><b>Musical activities using glocks and/or recorders</b></p> <p><b>Warm up games</b> Copy back, play, invent rhythmic and melodic patterns Play notes D, E and F and read notes</p> <p>Sing by rapping</p> <p><b>Play instrumental part</b> Play accurately and in time, as part of the performance. Play notes C, D, E, F, G, A by ear and sometimes from notation</p> <p>Improvise in the lessons and as part of the Performance</p> <p><b>Compose</b> Compose a simple melody using simple rhythms and use it as part of the performance. Use notes D, E, F, G, A</p> <p><b>Perform and share</b> Contribute to the performance by singing Contribute to the performance by playing an instrumental part Contribute to the performance by improvising or by performing their composition'</p>	<p>Identify the Structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending. Identify the instruments/voices: Strings, piano, guitar, bass, drums. Find the pulse, temp, dynamics, texture</p> <p><b>Musical activities using glocks and/or recorders</b></p> <p><b>Warm up games</b> Copy back, play, invent rhythmic and melodic patterns Play and read notes C, D, E</p> <p><b>Play instrumental part</b> Play accurately and in time, as part of the performance. Play notes C, D, E, F, G by ear and from notation</p> <p>Improvise in the lessons and as part of the Performance</p> <p><b>Compose</b> Compose a melody using simple rhythms and use it as part of the performance. Use notes C, D, E</p> <p><b>Perform and share</b> Contribute to the performance by singing Contribute to the performance by playing an instrumental part Contribute to the performance by improvising or by performing their composition' Record the performance and discuss their thoughts and feelings towards</p>
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	<b>Vocabulary:</b> Keyboard, drums, bass, pentatonic, scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, melody.	<b>Vocabulary:</b> Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.	<b>Vocabulary:</b> Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure

<b>YEAR B</b>			
	<b>Class 3</b>	<b>Class 4</b>	<b>Class 5</b>
Autumn term	<p><b>Charanga unit</b> <b>Let your spirit fly (Y3)</b></p> <p><b>Listen and appraise</b> Identify the piece's structure: Introduction, verse, chorus. Identify the instruments/voices: Male/female voices, bass, drums, guitar, keyboard, synthesizer. Find the pulse while listening. Sometimes identify funky rhythms, tempo changes, dynamics.</p> <p><b>Musical activities using glocks and/or recorders</b> <b>Warm up games</b> Copy back, play, invent rhythmic and melodic patterns Play rhythms Play and read notes C and sometimes D</p>	<p><b>Charanga unit</b> <b>Stop (Y4)</b></p> <p><b>Listen and appraise</b> Identify the structure: Intro and 6 rapped verses, each with a sung chorus. Identify the instruments/voices: Digital/electronic sounds, turntables, synthesizers, drums. Find the pulse whilst listening and identify tempo changes, changes in dynamics and texture</p> <p><b>Musical activities using glocks and/or recorders</b> <b>Warm up games</b> Copy back, play, invent rhythmic and melodic patterns Play rhythm patterns Play and read notes C and D</p> <p>Sing and rap in unison and in parts</p> <p>Compose own rapped lyrics</p>	<p><b>Charanga unit</b> <b>You've got a friend (Y6)</b></p> <p><b>Listen and appraise</b> Describe the style indicators of the song/music. Describe the structure of the song. Identify the instruments/voices they can hear. Talk about the musical dimensions used in the song.</p> <p><b>Musical activities using glocks and/or recorders</b> <b>Warm up games</b> Copy back rhythm and pitch Play and read notes A, G, E</p> <p>Sing in unison</p> <p><b>Play instrumental part</b> Play accurately and in time, as part of the performance Play notes C, D, E, F by ear and from notation</p>

	<p>Sing in two parts</p> <p><b>Play instrumental part</b> Play accurately and in time, as part of the performance. Play notes G F and C by ear</p> <p>Improvise in the lessons and as part of the Performance</p> <p><b>Compose</b> Compose a simple melody using simple rhythms and use it as part of the performance.</p> <p><b>Perform and share</b> Contribute to the performance by singing Contribute to the performance by playing an instrumental part Contribute to the performance by improvising or by performing their composition</p>	<p><b>Perform and share</b> Contribute to the performance by singing Contribute to the performance by playing an instrumental part Contribute to the performance by improvising or by performing their composition' Record the performance and discuss their thoughts and feelings towards</p>	<p>Improvise in the lessons and as part of the Performance</p> <p><b>Compose</b> Compose a melody using simple rhythms and use it as part of the performance.</p> <p><b>Perform and share</b> Contribute to the performance by singing Contribute to the performance by playing an instrumental part Contribute to the performance by improvising or by performing their composition' Record the performance and discuss their thoughts and feelings towards</p>
	<p><b>Vocabulary:</b> Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody.</p>	<p><b>Vocabulary:</b> Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo.</p>	<p><b>Vocabulary:</b> Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony.</p>
<p>Spring 1</p>	<p><b>Bach - focus musician</b></p> <p>Use musical vocabulary to describe and give their opinion on a piece of music</p> <p>To explore on the ways sounds can be combined and used expressively.</p>	<p>Saint-Saens – <b>focus musician</b></p> <p>Use musical words (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition</p>	<p><b>Holst - focus musician</b></p> <p>Compare and contrast the impact that different composers from different times will have had on the people of the time</p> <p>Analyse features within different pieces of music</p>

	<p>Comment on the ways sounds can be combined and used expressively.</p> <p>To listen to and begin to respond to music drawn from different traditions and great composers and musicians.</p> <p>Know that music can be played or listened to for a variety of purposes (including different cultures and periods in history)</p>	<p>To compare different types of music beginning to use musical words.</p> <p>To evaluate different types of music beginning to use musical words.</p> <p>To listen to, discuss and understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.</p> <p>Discuss and understand how music has changed over time and what influences its creation.</p>	<p>Describe, and evaluate music using musical vocabulary</p> <p>Compare and evaluate music using musical vocabulary</p> <p>Explain how tempo changes the character of music</p> <p>To develop an understanding of the history of music from different, cultures, traditions, composers and musicians.</p>
	<p><b>Vocab:</b> structure, introduction, verse, chorus, pulse, rhythm, pitch, tempo, dynamics, backing vocals, melody, composer, classical, film score, (pitch, duration, dynamics, tempo</p>	<p><b>Vocab:</b> pitch, duration, timbre, dynamics, tempo, structure, introduction, verse, chorus, bridge, pulse, rhythm, solo (music genres, e.g. soul, blues, big band, hip hop etc.), composer, classical, soul, gospel</p>	<p><b>Vocab:</b> structure, introduction, verse, chorus, bridge, pulse, rhythm, pitch, tempo, dynamics, solo (music genres, e.g. soul, blues, big band, hip hop etc.), producer, melody, riff, ostinato, harmony, texture, timbre, intro, verse, chorus, classical, composer, film score</p>
<p>Spring 2</p>	<p><b>Randy Newman (Disney) - focus musician</b></p> <p>Use musical vocabulary to describe and give their opinion on a piece of music</p> <p>To explore on the ways sounds can be combined and used expressively.</p> <p>Comment on the ways sounds can be combined and used expressively.</p> <p>To listen to and begin to respond to music drawn from different traditions and great composers and musicians.</p>	<p><b>Charanga unit</b> <b>Lean on Me – Bill Withers (Y4)</b></p> <p><b>Listen and appraise</b> Identify the piece’s structure: Intro, verse 1, chorus, verse 2, bridge, chorus, bridge, verse 3, outro. Identify the instruments/voices: Male vocal, backing vocal, piano, bass, drums, organ. Find the pulse whilst listening and identify tempo changes, changes in dynamics and texture</p> <p><b>Musical activities using glocks and/or recorders</b> <b>Warm up games</b> Copy back, play, invent rhythmic</p>	<p><b>John Williams( film composer) - focus musician</b></p> <p>Compare and contrast the impact that different composers from different times will have had on the people of the time</p> <p>Analyse features within different pieces of music</p> <p>Describe, and evaluate music using musical vocabulary</p> <p>Compare and evaluate music using musical vocabulary</p>



	<p>Know that music can be played or listened to for a variety of purposes (including different cultures and periods in history)</p>	<p>and melodic patterns          Play rhythm patterns          Play and read notes F and G</p> <p>Sing in unison</p> <p><b>Play instrumental part</b>          Play accurately and in time, as part of the performance.          Play notes G F E and C by ear and from notation</p> <p>Improvise in the lessons and as part of the Performance</p> <p><b>Compose</b>          Compose a simple melody using simple rhythms and use it as part of the performance.          Use notes D, C, F, G, A</p> <p><b>Perform and share</b>          Contribute to the performance by singing          Contribute to the performance by playing an instrumental part          Contribute to the performance by improvising or by performing their composition'          Record the performance and discuss their thoughts and feelings towards</p>	<p>Explain how tempo changes the character of music</p> <p>To develop an understanding of the history of music from different, cultures, traditions, composers and musicians.</p>
	<p><b>Vocab:</b> structure, introduction, verse, chorus, pulse, rhythm, pitch, tempo, dynamics, backing vocals, melody, composer, classical, film score, (pitch, duration, dynamics, tempo</p>	<p><b>Vocabulary:</b> Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, tempo, dynamics, texture, structure, compose, hook, riff, melody, solo.</p>	<p><b>Vocab:</b> structure, introduction, verse, chorus, bridge, pulse, rhythm, pitch, tempo, dynamics, solo (music genres, e.g. soul, blues, big band, hip hop etc.), producer, melody, riff, ostinato, harmony, texture, timbre, intro, verse, chorus, classical, composer, film score</p>

<p>Summer term</p>	<p><b>Charanga Glockenspiel Stage 2 (Y4)</b></p> <p>Revise, play and read the notes C, D, E, F + G.</p> <p>Play complex rhythms</p> <p>Learnt to play tunes using notes C, D, E, F + G.</p> <p>Revise and recall familiar tunes</p> <p><b>Perform and share</b>          Contribute to the performance by singing          Contribute to the performance by playing an instrumental part          Contribute to the performance by improvising or by performing their composition</p>	<p><b>Charanga Unit Classroom Jazz 1 (Y5)</b></p> <p><b>Listen and appraise</b>          Identify the structure (Three note Bossa): Intro tune, lead tune, lead repeated, improvisation, lead.          Identify the structure: (Five note Swing): 8-bar intro, 8-bar tune repeated, middle 8, lead, lead.          Identify instruments/voices: Piano, bass, drums, glockenspiel.</p> <p><b>Musical activities using glocks and/or recorders</b>          Play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B.          Improvise in a Bossa Nova style using the notes: G, A + B.          Improvise in a swing style using the notes: D + E, D, E, G, D, E, G, A + B.</p> <p><b>Perform and share</b>          Contribute to the performance by singing          Contribute to the performance by playing an instrumental part          Contribute to the performance by improvising or by performing their composition'          Record the performance and discuss their thoughts and feelings towards</p>	<p><b>Charanga unit Dancing in the street - Martha Reeves and the Vandellas (Y5)</b></p> <p><b>Listen and appraise</b>          Identify the piece's structure: Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3.          Identify instruments/voices: Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax).          Find the pulse whilst listening          Identify changes in tempo, dynamics and texture</p> <p><b>Musical activities using glocks and/or recorders Warm up games</b>          Copy back rhythm and pitch          Play and read notes F G, A</p> <p>Sing in two parts</p> <p><b>Play instrumental part</b>          Play accurately and in time, as part of the performance          Play notes F G A D E by ear and from notation</p> <p>Improvise in the lessons and as part of the Performance</p> <p><b>Compose</b>          Compose a melody using simple rhythms and use it as part of the performance.</p> <p><b>Perform and share</b>          Contribute to the performance by singing          Contribute to the performance by playing an instrumental part</p>
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	<b>Vocabulary:</b> Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure.	<b>Vocabulary:</b> Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo.	<b>Vocabulary:</b> Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.