

National Curriculum Music Programmes of Study and EYFS Framework			
Little Doves			
<ul style="list-style-type: none"> - I join in singing different action songs. For example; Twinkle Twinkle, Wind the Bobbin Up. - I know 3 nursery rhymes. - I explore a range of sound makers and instruments, and play them in different ways. 			
Nursery	Reception	Y1/2	Y3/4 and Y5/6
Communication and Language: <ul style="list-style-type: none"> - Sing a large repertoire of songs. 	Communication and Language: <ul style="list-style-type: none"> - Listen carefully to rhymes and songs, paying attention to how they sound. - Learn rhymes, poems and songs. 	Pupils should be taught to: <ul style="list-style-type: none"> - 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. 	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. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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
Expressive Arts and Design: <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. • 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. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas 	Expressive Arts and Design: <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. 		
	ELG (Expressive Arts and Design - Being Imaginative and Expressive) <ul style="list-style-type: none"> • 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. 		

EYFS Knowledge

Being imaginative

Early Learning Goal: Children talk about their own ideas and processes which have led them to make music. They can talk about the features of their own and others work (compositions), recognising the differences between them and the strengths of others.

Pupils are given opportunities to:

- Develop ideas and interests
- Have specific foci for creative designs/purpose
- Combine and change their creation purposefully reflecting and reviewing their work
- Talk about the ideas and processes they have used in their own and others work
- Recognise the strengths of their own work and others

Expected - The children are provided with an environment which is set up in such a way that promotes these opportunities and focus on representing their own ideas;

Expected - Pupils experiment with design - sometimes adult led but not making 'everyone the same';

Exceeding - Pupils develop their ideas, make decisions, combine and change their ideas with a purpose to aligning their decision-making processes and judging their own work and the work of others through reflection on ways to improve the work they have created.

Charanga: Listen & Respond (Listen & Appraise)

The foundation of musical learning begins. Whilst listening to a variety of styles of music, the children are encouraged to find the pulse, use their imaginations, dance and enjoy themselves. Afterwards, the teacher will ask simple questions. In each step there is the option to listen and respond to a different song or piece of music in a different style. This music is used to inspire imaginative movement, initially free and child-led movement, this grows to enable the teacher to teach the children to follow and copy instruction. The children begin to respond verbally and with movement.

KS1 and 2 Knowledge Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and Appraise	<ul style="list-style-type: none"> • To know 5 songs off by heart. • To know what the songs are about. • To know and recognise the 	<ul style="list-style-type: none"> • To know five songs off by heart. • To know some songs have a chorus or a 	<ul style="list-style-type: none"> • To know five songs from memory and who sang them or wrote them. 	<ul style="list-style-type: none"> • To know five songs from memory and who sang them or wrote them. • To know the style of the five songs. 	<ul style="list-style-type: none"> • To know five songs from memory, who sang or wrote them, when they 	<ul style="list-style-type: none"> • To know five songs from memory, who sang or wrote them, when they

	<p>sound and names of some of the instruments they use.</p> <ul style="list-style-type: none"> • To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars 	<p>response/answer part.</p> <ul style="list-style-type: none"> • To know that songs have a musical style • To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. • To learn how songs can tell a story or describe an idea 	<ul style="list-style-type: none"> • To know the style of the five songs. • To choose one song and be able to talk about: <ul style="list-style-type: none"> ○ Its lyrics: what the song is about ○ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the song (introduction, verse, chorus etc.) ○ Name some of the instruments they heard in the song • To confidently identify and move to the pulse. • To think about what the words of a song mean. • To take it in turn to discuss how the song makes them feel. • Listen carefully and respectfully 	<ul style="list-style-type: none"> • To choose one song and be able to talk about: <ul style="list-style-type: none"> ○ Some of the style indicators of that song (musical characteristics that give the song its style). ○ The lyrics: what the song is about. ○ Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). ○ Identify the main sections of the song (introduction, verse, chorus etc). ○ Name some of the instruments they heard in the song. • To confidently identify and move to the pulse. • To talk about the musical dimensions working together in the Unit songs 	<p>were written and, if possible, why?</p> <ul style="list-style-type: none"> • To know the style of the five songs and to name other songs from the Units in those styles. • To choose two or three other songs and be able to talk about: <ul style="list-style-type: none"> ○ Some of the style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the songs (intro, verse, chorus etc.) ○ Name some of the instruments 	<p>were written and why?</p> <ul style="list-style-type: none"> • To know the style of the songs and to name other songs from the Units in those styles. • To choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> ○ The style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) ○ Identify the structure of the songs (intro, verse, chorus etc.)
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			<p>to other people's thoughts about the music</p>	<p>eg if the song gets louder in the chorus (dynamics).</p> <ul style="list-style-type: none"> • Talk about the music and how it makes them feel. • Listen carefully and respectfully to other people's thoughts about the music. • When you talk try to use musical words. 	<p>they heard in the songs</p> <ul style="list-style-type: none"> ○ The historical context of the songs. What else was going on at this time? To identify and move to the pulse with ease. • To think about the message of songs. • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people's thoughts about the music. • When you talk try to use musical words. • To talk about the musical dimensions working together in the Unit songs. 	<ul style="list-style-type: none"> ○ Name some of the instruments used in the songs ○ The historical context of the songs. What else was going on at this time, musically and historically? ○ Know and talk about that fact that we each have a musical identity • To identify and move to the pulse with ease. • To think about the message of songs. • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people's thoughts about the music.
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					<ul style="list-style-type: none"> • Talk about the music and how it makes you feel 	<ul style="list-style-type: none"> • Use musical words when talking about the songs. • To talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes you feel, using musical language to describe the music.
<p>Games</p>	<ul style="list-style-type: none"> • To know that music has a steady pulse, like a heartbeat. • To know that we can create rhythms from words, our names, favourite food, colours and animals. 	<ul style="list-style-type: none"> • To know that music has a steady pulse, like a heartbeat. • To know that we can create rhythms from words, our names, favourite food, colours and animals. • Rhythms are different from the steady pulse. • We add high and low sounds, pitch, when we sing and play our instruments. 	<ul style="list-style-type: none"> • Know how to find and demonstrate the pulse. • Know the difference between pulse and rhythm. • Know how pulse, rhythm and pitch work together to create a song. • Know that every piece of music has a pulse/steady beat. • Know the difference between a 	<ul style="list-style-type: none"> • Know and be able to talk about: • How pulse, rhythm and pitch work together • Pulse: Finding the pulse – the heartbeat of the music • Rhythm: the long and short patterns over the pulse • Know the difference between pulse and rhythm 	<ul style="list-style-type: none"> • Know and be able to talk about: • How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song • How to keep the internal pulse • Musical Leadership: creating musical ideas for the group to copy or respond to 	<ul style="list-style-type: none"> • Know and be able to talk about: • How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music • How to keep the internal pulse • Musical Leadership: creating musical ideas for the

			musical question and an answer.	<ul style="list-style-type: none"> • Pitch: High and low sounds that create melodies • How to keep the internal pulse • Musical Leadership: creating musical ideas for the group to copy or respond to 		group to copy or respond to
Singing	<ul style="list-style-type: none"> • To confidently sing or rap five songs from memory and sing them in unison. • Learn about voices, singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. • Learn to start and stop singing when following a leader. 	<ul style="list-style-type: none"> • To confidently know and sing five songs from memory. • To know that unison is everyone singing at the same time. • Songs include other ways of using the voice e.g. rapping (spoken word). • To know why we need to warm up our voices • Learn about voices singing notes of different pitches (high and low). • Learn that they can make different types of 	<ul style="list-style-type: none"> • To know and be able to talk about: • Singing in a group can be called a choir • Leader or conductor: A person who the choir or group follow • Songs can make you feel different things e.g. happy, energetic or sad • Singing as part of an ensemble or large group is fun, but that you must listen to each other • To know why you must warm up your voice 	<ul style="list-style-type: none"> • To know and be able to talk about: • Singing in a group can be called a choir • Leader or conductor: A person who the choir or group follow • Songs can make you feel different things e.g. happy, energetic or sad • Singing as part of an ensemble or large group is fun, but that you must listen to each other • Texture: How a solo singer makes a thinner 	<ul style="list-style-type: none"> • To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. • To choose a song and be able to talk about: <ul style="list-style-type: none"> ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of 	<ul style="list-style-type: none"> • To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. • To know about the style of the songs so you can represent the feeling and context to your audience • To choose a song and be able to talk about: <ul style="list-style-type: none"> ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping

		<p>sounds with their voices – you can rap (spoken word with rhythm).</p> <ul style="list-style-type: none"> • Learn to find a comfortable singing position. • Learn to start and stop singing when following a leader 	<ul style="list-style-type: none"> • To sing in unison and in simple two-parts. • To demonstrate a good singing posture. • To follow a leader when singing. • To enjoy exploring singing solo. • To sing with awareness of being 'in tune'. • To have an awareness of the pulse internally when singing. 	<p>texture than a large group</p> <ul style="list-style-type: none"> • To know why you must warm up your voice • To sing in unison and in simple two-parts. • To demonstrate a good singing posture. • To follow a leader when singing. • To enjoy exploring singing solo. • To sing with awareness of being 'in tune'. • To rejoin the song if lost. • To listen to the group when singing. 	<p>warming up your voice</p> <ul style="list-style-type: none"> • To sing in unison and to sing backing vocals. • To enjoy exploring singing solo. To listen to the group when singing. • To demonstrate a good singing posture. • To follow a leader when singing. • To experience rapping and solo singing. • To listen to each other and be aware of how you fit into the group. • To sing with awareness of being 'in tune'. 	<ul style="list-style-type: none"> ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice • To sing in unison and to sing backing vocals. • To demonstrate a good singing posture. • To follow a leader when singing. • To experience rapping and solo singing. • To listen to each other and be aware of how you fit into the group. • To sing with awareness of being 'in tune'.
<p>Playing</p>	<ul style="list-style-type: none"> • Learn the names of the notes in their instrumental part from memory or when written down. 	<ul style="list-style-type: none"> • Learn the names of the notes in their instrumental part from memory or when written down. 	<ul style="list-style-type: none"> • To know and be able to talk about: • The instruments used in class (a 	<ul style="list-style-type: none"> • To know and be able to talk about: • The instruments used in class (a glockenspiel, recorder or xylophone). 	<ul style="list-style-type: none"> • To know and be able to talk about: • Different ways of writing music down – e.g. staff notation, symbols 	<ul style="list-style-type: none"> • To know and be able to talk about: • Different ways of writing music down – e.g. staff

	<ul style="list-style-type: none"> • Learn the names of the instruments they are playing. • Treat instruments carefully and with respect. • Play a tuned instrumental part with the song they perform. • 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). • Listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> • Know the names of untuned percussion instruments played in class. • Treat instruments carefully and with respect. • 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). • Play the part in time with the steady pulse. • Listen to and follow musical instructions from a leader. 	<p>glockenspiel, a recorder)</p> <ul style="list-style-type: none"> • To treat instruments carefully and with respect. • 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. • To rehearse and perform their part within the context of the Unit song. • Listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> • Other instruments they might play or be played in a band or orchestra or by their friends. • To treat instruments carefully and with respect. • 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. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To experience leading the playing by making sure everyone plays in the playing section of the song. 	<ul style="list-style-type: none"> • The notes C, D, E, F, G, A, B + C on the treble stave • The instruments they might play or be played in a band or orchestra or by their friends • Play a musical instrument with the correct technique within the context of the Unit song. • 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. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical 	<p>notation, symbols</p> <ul style="list-style-type: none"> • The notes C, D, E, F, G, A, B + C on the treble stave • The instruments they might play or be played in a band or orchestra or by their friends • Play a musical instrument with the correct technique within the context of the Unit song. • 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. • To rehearse and perform their part within the
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					<p>instructions from a leader.</p> <ul style="list-style-type: none"> • To lead a rehearsal session 	<p>context of the Unit song.</p> <ul style="list-style-type: none"> • To listen to and follow musical instructions from a leader. • To lead a rehearsal session
Improvisation	<ul style="list-style-type: none"> • Improvisation is about making up your own tunes on the spot. • When someone improvises, they make up their own tune that has never been heard before. 	<ul style="list-style-type: none"> • Improvisation is making up your own tunes on the spot. • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • Everyone can improvise, and you can use one or two notes 	<ul style="list-style-type: none"> • To know and be able to talk about improvisation: • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake 	<ul style="list-style-type: none"> • To know and be able to talk about improvisation: • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that you can use some of 	<ul style="list-style-type: none"> • To know and be able to talk about improvisation: • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake 	<ul style="list-style-type: none"> • To know and be able to talk about improvisation: • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake

				the riffs you have heard in the Challenges in your improvisations	<ul style="list-style-type: none"> • To know that you can use some of the riffs you have heard in the Challenges in your improvisations • To know three wellknown improvising musicians 	<ul style="list-style-type: none"> • To know that you can use some of the riffs and ticks you have heard in the Challenges in your improvisations • To know three wellknown improvising musicians
Composition	<ul style="list-style-type: none"> • Composing is like writing a story with music. • Help to create a simple melody using one, two or three notes. • Learn how the notes of the composition can be written down and changed if necessary. 	<ul style="list-style-type: none"> • Composing is like writing a story with music. • Help create three simple melodies with the Units using one, three or five different notes. • Learn how the notes of the composition can be written down and changed if necessary. 	<ul style="list-style-type: none"> • To know and be able to talk about: • 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. • Different ways of recording compositions (letter names, symbols, audio etc.) • Help create at least one simple melody using one, three or five different notes. • Plan and create a section of music that can be performed within 	<ul style="list-style-type: none"> • To know and be able to talk about: • 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. • Different ways of recording compositions (letter names, symbols, audio etc.) • Help create at least one simple melody using one, three or all five different notes. • Plan and create a section of music that can be 	<ul style="list-style-type: none"> • To know and be able to talk about: • 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. • A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure • Notation: recognise the connection between sound and symbol • Create simple melodies using up 	<ul style="list-style-type: none"> • To know and be able to talk about: • 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. • A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure • Notation: recognise the connection between sound and symbol • Create simple melodies using up

			<p>the context of the unit song.</p> <ul style="list-style-type: none"> • Talk about how it was created. • Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<p>performed within the context of the unit song.</p> <ul style="list-style-type: none"> • Talk about how it was created. • Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<p>to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <ul style="list-style-type: none"> • Explain the keynote or home note and the structure of the melody. • Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation) 	<p>to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <ul style="list-style-type: none"> • Explain the keynote or home note and the structure of the melody. • Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
Performance	<ul style="list-style-type: none"> • A performance is sharing music with other people, called an audience • Choose a song they have learnt 	<ul style="list-style-type: none"> • A performance is sharing music with an audience. • A performance can be a special occasion and involve a class, a 	<ul style="list-style-type: none"> • To know and be able to talk about: • Performing is sharing music with other people, an audience 	<ul style="list-style-type: none"> • To know and be able to talk about: • Performing is sharing music with other people, an audience 	<ul style="list-style-type: none"> • To know and be able to talk about: • Performing is sharing music with other people, an audience 	<ul style="list-style-type: none"> • To know and be able to talk about: • Performing is sharing music with an audience with belief

	<p>from the Scheme and perform it.</p> <ul style="list-style-type: none"> • They can add their ideas to the performance. • Record the performance and say how they were feeling about it. 	<p>year group or a whole school.</p> <ul style="list-style-type: none"> • An audience can include your parents and friends. • Choose a song they have learnt from the Scheme and perform it. • They can add their ideas to the performance. • Record the performance and say how they were feeling about it. 	<ul style="list-style-type: none"> • A performance doesn't have to be a drama! It can be to one person or to each other • You need to know and have planned everything that will be performed • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • It involves communicating feelings, thoughts and ideas about the song/music 	<ul style="list-style-type: none"> • A performance doesn't have to be a drama! It can be to one person or to each other • You need to know and have planned everything that will be performed • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • It involves communicating feelings, thoughts and ideas about the song/music • To choose what to perform and create a programme. • Present a musical performance designed to capture the audience. 	<ul style="list-style-type: none"> • A performance doesn't have to be a drama! It can be to one person or to each other • Everything that will be performed must be planned and learned • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • A performance involves communicating ideas, thoughts and feelings about the song/music • To choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. 	<ul style="list-style-type: none"> • A performance doesn't have to be a drama! It can be to one person or to each other • Everything that will be performed must be planned and learned • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • A performance involves communicating ideas, thoughts and feelings about the song/music • To choose what to perform and create a programme. • To communicate the meaning of the
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Spread Your Wings. Learn New Things. Fly As High As You Can.



				<ul style="list-style-type: none">• To communicate the meaning of the words and clearly articulate them.• To talk about the best place to be when performing and how to stand or sit.• To record the performance and say how they were feeling, what they were pleased with what they would change and why	<ul style="list-style-type: none">• To talk about the venue and how to use it to best effect.• To record the performance and compare it to a previous performance.• To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”	<p>words and clearly articulate them.</p> <ul style="list-style-type: none">• To talk about the venue and how to use it to best effect.• To record the performance and compare it to a previous performance.• To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
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