



The Ribblesdale Federation of Schools

Music Curriculum Handbook

Cycle C



Music Curriculum Overview

Year Groups	Year A						Year B					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception and Year 1	The Elements of Music	The Menu Song	Music For Film	Soundscapes	Music and Movement	Come and Dance with Me	The Elements of Music	Atmospher e and Emotion	Music and Nature	Our Surroundings	Music and Movement	Music and Sport
Year 2 and 3	Rhythm and Pulse	Music and Character	Music and Motion	Musical Journeys	Instrumental Project Play Percussion ‘TIME’		Popular Music	20 th Century Classical and Minimalism	Rhythm and Samba	Sounds of Latin America	Instrumental Project Play Percussion ‘Mangrove Twilight’	
Year 4,5 and 6	From and Structure	Theme and Variation	Song writing	‘Aint Gonna Let Nobody’ R&B/Soul	Instrumental/Production Project Play Ukulele ‘Latin Dance’		Global Pentatonics	Sea Shanties Work Songs	Gospel Music	‘Hey Mr Miller’ Swing Music	Instrumental/ Production Project Play Ukulele Three Little Birds’	
	Year C											
	Music For Film and Art	Balinese Music Gamelan	Artists and Influence Tango	Indian Music	Instrumental/Production Project Play Ukulele ‘Fly with the Stars’							

Music

Intent

In each of our schools within the Ribblesdale Federation, provide our children with an enriching, high-quality and broad music curriculum that enables every child to engage with music from a variety of genres to inspire and foster a passion for music within our pupils. Our music curriculum is carefully planned to enable children to develop their knowledge and skills across the three areas of musical development: performance, composition and listening and appraising. Our aim is for our children to develop their talent as musicians, increasing their self-confidence as well as feeling pride and a sense of achievement when participating in musical activities, rehearsals and performances.

Performance underpins every lesson and children are taught to sing songs, with accuracy of pitch, awareness of pulse, rhythm and melody both in unison and when singing in harmony as part of a larger ensemble. In addition to singing, children have the opportunity to explore a range of instruments such as tuned and untuned percussion, recorders and ukuleles developing their instrumental skills as well as knowledge of timbre and sonority. We encourage our children to fully engage with music through movement to develop their appreciation of how music can affect our emotions and develop individual confidence in performance and expression.

As part of their learning, children are taught to read and follow music notation in the form of graphic scores as well as western notation and will further embed this learning through performance and composition opportunities from reception to year 6. To develop their listening and appraising skills, pupils are immersed in a diverse range of musical styles such as popular music, classical, orchestral, choral, music for film and world music amongst others. It is our intention that all children experience an enjoyable music education that enables them to develop their appreciation of music from different cultures as well as being able to respond to what they hear and comment on their experiences using appropriate musical vocabulary.

EYFS

This subject leader handbook is for the national curriculum. There is a separate EYFS handbook which shows the EYFS long-term curriculum. The EYFS curriculum is holistic and therefore a number of areas of learning will link to this subject and support children to be immersed in Music.

Pupils with SEND

We recognise that music can be a soothing or over-stimulating experience to children with a wide range of different sensory needs and as such endeavour to be flexible in our approach to music education for pupils with SEND. Notation can be modified to enable SEND learners to access performance through colour coding or imagery whilst enabling them to access the same learning as others. Ensemble performance enables our SEND pupils to participate regardless for their musical ability and parts are differentiated accordingly. SING UP resources can be accessed externally from the classroom on an alternative device should the child become overwhelmed by the noise levels inside the classroom.

Implementation

Children are taught in mixed age classes within the federation: Reception and Year 1, Year 2 and Year 3 and finally Year 4, 5 and 6. Planning and delivery of lessons enables children to learn the stage related knowledge and skills whilst deepening their understanding with exposure to higher level content. It is not expected that all children within the class achieve the same standard.

Performance opportunities enable children to showcase their learning to their peers and parents in assemblies, the wider community as part of Harvest Festival, Christmas and Easter celebrations and end of year productions. Children participate in worship assemblies weekly in addition to their timetabled music lessons.

Our planning is modelled on the Sing Up scheme which follows both the National Curriculum framework and the New Model Music Curriculum and the Musical Development Matters in the Early Years.

In EYFS, the main areas of development: hearing and listening, vocalising and singing, moving and dancing and exploring and playing are woven into our music planning ensuring all children are encouraged to develop in each of these aspects of development through music.

Key stage 1

- Pupils are taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Pupils have the opportunity to play tuned and untuned instruments musically
- Pupils are encouraged to listen with concentration and understanding to a range of high-quality live and recorded music
- Pupils are free to experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2

- Pupils are taught to sing and play musically with increasing confidence and control.
- Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- Pupils play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Pupils improvise and compose music for a range of purposes using the inter-related dimensions of music

- Pupils are encouraged listen with attention to detail and recall sounds with increasing aural memory
- Pupils are taught to use and understand staff and other musical notations
- Pupils are encouraged to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Pupils develop an understanding of the history of music.

Impact

Children should be able to perform with confidence, maintain accuracy of pitch demonstrate an awareness of pulse and rhythm in unison parts and maintain their own musical line when performing as part of an ensemble with split parts or harmony. When reading music notation, children should be able to recognise and respond accurately to graphic score notation and western notation on the treble staff with fluency. In listening and appraising tasks, children should be able to comment on specific features of the music they hear with confidence, using appropriate and accurate musical vocabulary and demonstrate an awareness of mood and character. Children should enjoy taking part in musical experiences exploring different timbres, developing their work through careful review and reflection and focused peer/ self assessment.

Autumn Term (Year C): Music for Film and Art/ Balinese Music

In Year 4 we ...	In Year 5 we ...	In Year 6 we ...
<p>Knowledge</p> <ul style="list-style-type: none"> • I understand the terms dynamics, temp and pitch and can use them appropriately to describe what I hear in the music. • Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. • I can recognise musical features distinctive of music from Bali. • Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak. <p>Performance</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. • Create and perform an extended melody with support. • Sing/chant a part within a kecak performance. 	<p>Knowledge</p> <ul style="list-style-type: none"> • I understand the terms dynamics, temp and pitch and can use them appropriately to describe changes in music. • Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. • I can recognise musical features distinctive of music from Bali. • Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak <p>Performance</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. • Create and perform an extended melody with minimal support. • Sing/chant a part within a kecak performance. <p>Composition</p> <ul style="list-style-type: none"> • I can Improvise and compose, creating 	<p>Knowledge</p> <ul style="list-style-type: none"> • I understand the terms dynamics, temp and pitch and can use them appropriately to describe changes in music using associated vocabulary to describe what I hear. • Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. • I can recognise musical features distinctive of music from Bali. • Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak <p>Performance</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. • Create and perform an extended melody with confidence and give reasons for choices. • Sing/chant a part within a kecak performance. <p>Composition</p>

<p>Composition</p> <ul style="list-style-type: none"> • I can Improvise and compose, creating atmospheric music for a scene with a given set of instruments. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology. • Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. • Create short sounds inspired by colours and shapes. • Structure musical ideas into a composition. • Create and read graphic scores. • Understand that instruments can be used individually and in combination to create different effects of timbre and texture. • Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work. <p>Listening</p> <ul style="list-style-type: none"> • I can Listen and appraise, recognising elements of the music that establishes 	<p>atmospheric music for a scene with a given set of instruments.</p> <ul style="list-style-type: none"> • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology. • Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. • Create short sounds inspired by colours and shapes. • Structure musical ideas into a composition. • Create and read graphic scores. • Understand that instruments can be used individually and in combination to create different effects of timbre and texture. • Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work. <p>Listening</p> <ul style="list-style-type: none"> • I can Listen and appraise, recognising elements of the music that establishes the mood and character e.g. the rhythm. • I can recognise some instruments in the music (piano, vibraphone, saxophone, snare drum played with brushes, closed hi-hat off the beat, strings, brass), smooth, detached, clashing, scraping, tinkling, dull, smooth, harsh, rough, glissando, twang, wobble board, tremolo, pluck, strum, mute/dampen etc. 	<ul style="list-style-type: none"> • I can Improvise and compose, creating atmospheric music for a scene with a given set of instruments. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology. • Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. • Create short sounds inspired by colours and shapes. • Structure musical ideas into a composition. • Create and read graphic scores. • Understand that instruments can be used individually and in combination to create different effects of timbre and texture. • Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work. <p>Listening</p> <ul style="list-style-type: none"> • I can Listen and appraise, recognising elements of the music that establishes the mood and character e.g. the rhythm. • I can recognise some instruments in the music (piano, vibraphone, saxophone, snare drum played with brushes, closed hi-hat off the beat, strings, brass), smooth, detached, clashing, scraping, tinkling, dull, smooth, harsh, rough, glissando, twang, wobble board, tremolo, pluck, strum, mute/dampen etc. • Listen with attention to detail and recall sounds with increasing aural memory.
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<p>the mood and character e.g. the rhythm.</p> <ul style="list-style-type: none"> • I can recognise some instruments in the music (piano, vibraphone, saxophone, snare drum played with brushes, closed hi-hat off the beat, strings, brass), smooth, detached, clashing, scraping, tinkling, dull, smooth, harsh, rough, glissando, twang, wobble board, tremolo, pluck, strum, mute/dampen. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Listen with attention to detail and recall sounds with increasing aural memory.etc. <p>Communication</p> <ul style="list-style-type: none"> • I can talk about the effect of particular instrument sounds (timbre). • I can work collaboratively, sharing ideas for group compositions to create a finished piece. • I can perform with an awareness of others in the ensemble communicating non-verbally. 	<ul style="list-style-type: none"> • Listen with attention to detail and recall sounds with increasing aural memory. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. <p>Communication</p> <ul style="list-style-type: none"> • I can talk about the effect of particular instrument sounds (timbre) using appropriate vocabulary. • I can work collaboratively, sharing ideas for group compositions to create a finished piece. • I can perform with an awareness of others in the ensemble communicating non-verbally. 	<ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • <p>Communication</p> <ul style="list-style-type: none"> • I can talk about the effect of particular instrument sounds (timbre) using appropriate vocabulary. • I can work collaboratively, sharing ideas for group compositions to create a finished piece. • I can perform with an awareness of others in the ensemble communicating non-verbally. • I can take a directing role in my composition/performance work.
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Suggested enrichment ideas

Spring Term (Year C): Artists and Influence/ Tango/ Indian Music

In Year 4 we ...	In Year 5 we ...	In Year 6 we ...
Knowledge <ul style="list-style-type: none">• Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music.• Explore the influences on an artist by comparing pieces of music from different genres.• I understand the term musical fusion.• To develop an awareness of performer and violinist Lindsey Stirling and classical pianist Tokio Myers.• To develop knowledge of the tango style and related instruments.• Demonstrate an understanding of the history of Argentine tango.• Develop knowledge of Indian music,	Knowledge <ul style="list-style-type: none">• Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music.• Explore and suggest the influences on an artist by comparing pieces of music from different genres.• I understand the term musical fusion and can identify features of musical styles fused together.• To develop an awareness of performer and violinist Lindsey Stirling and classical pianist Tokio Myers.• To develop knowledge of the tango style and related instruments.• Demonstrate an understanding of the history of Argentine tango.• Develop knowledge of Indian music, bhairavi raga, chaal rhythm, Indian musical	Knowledge <ul style="list-style-type: none">• Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music.• Explore and suggest the influences on an artist by comparing pieces of music from different genres.• I understand the term musical fusion and can identify features of musical styles fused together.• To develop an awareness of performer and violinist Lindsey Stirling and classical pianist Tokio Myers.• To be able to recognize music from the tango style and identify key stylistic features and timbres related to the musical style.• Demonstrate an understanding of the history of Argentine tango.• Develop knowledge of Indian music, bhairavi

<p>bhairavi raga, chaal rhythm, Indian musical instruments, Indian musical styles comparison (bhangra, Bollywood, Indian classical),</p> <p>•</p> <p>Performance</p> <ul style="list-style-type: none"> • Create responses to music using different forms of expression, for instance: • Poetry. • Art. • Sculpture. • Shadow puppetry • Demonstrate coordination and keeping a steady beat by dancing to bhangra music. • Sing in two part harmony. • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. <p>Composition</p> <ul style="list-style-type: none"> • Create a shadow movement piece in response to music. • Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas. • Create a rhythmic piece for drums and percussion instruments. 	<p>instruments, Indian musical styles comparison (bhangra, Bollywood, Indian classical),</p> <p>•</p> <p>Performance</p> <ul style="list-style-type: none"> • Create responses to music using different forms of expression, for instance: • Poetry. • Art. • Sculpture. • Shadow puppetry • Demonstrate coordination and keeping a steady beat by dancing to bhangra music. • Sing in two part harmony. • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching, and appropriate style. <p>Composition</p> <ul style="list-style-type: none"> • Create a shadow movement piece in response to music. • Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas. • Create a rhythmic piece for drums and percussion instruments. 	<p>raga, chaal rhythm, Indian musical instruments, Indian musical styles comparison (bhangra, Bollywood, Indian classical),</p> <p>•</p> <p>Performance</p> <ul style="list-style-type: none"> • Create responses to music using different forms of expression, for instance: • Poetry. • Art. • Sculpture. • Shadow puppetry • Demonstrate coordination and keeping a steady beat by dancing to bhangra music. • Sing in two part harmony. • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching, and appropriate style. <p>Composition</p> <ul style="list-style-type: none"> • Create a shadow movement piece in response to music. • Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas.
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<p>Listening</p> <ul style="list-style-type: none"> Identify features of timbre, instrumentation, and expression in an extract of recorded music. I can identify the electric violin, acoustic violin/fiddle, rock band (electric and bass guitars, drums), electronic beats, guitar pedals, distortion, orchestral violins. I can compare musical genres (country, electronic dance music, rock, classical, soul). Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement. I can recognise musical sections associated with Indian music: asthayi (chorus), antara (verse), echo. <p>Communication</p> <ul style="list-style-type: none"> Work collaboratively with others in composition/performance tasks. Perform with accuracy, confidence and projection in front of an audience. Offer suggestions for development of own and the work of others. 	<p>Listening</p> <ul style="list-style-type: none"> Identify features of timbre, instrumentation, and expression in an extract of recorded music. I can identify the electric violin, acoustic violin/fiddle, rock band (electric and bass guitars, drums), electronic beats, guitar pedals, distortion, orchestral violins. I can compare musical genres (country, electronic dance music, rock, classical, soul) using the elements of music. Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement. I can recognise musical sections associated with Indian music: asthayi (chorus), antara (verse), echo. <p>Communication</p> <ul style="list-style-type: none"> Work collaboratively with others in composition/performance tasks. Perform with accuracy, confidence and projection in front of an audience. Offer suggestions for development of own and the work of others. 	<ul style="list-style-type: none"> Create a rhythmic piece for drums and percussion instruments. <p>Listening</p> <ul style="list-style-type: none"> Identify features of timbre, instrumentation, and expression in an extract of recorded music. I can identify the electric violin, acoustic violin/fiddle, rock band (electric and bass guitars, drums), electronic beats, guitar pedals, distortion, orchestral violins and describe how they are being used/what parts they are playing. I can compare musical genres (country, electronic dance music, rock, classical, soul) commenting on specific musical features and using the elements of music to describe what I hear. Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement. I can recognise musical sections associated with Indian music: asthayi (chorus), antara (verse), echo <p>Communication</p> <ul style="list-style-type: none"> Work collaboratively with others in composition/performance tasks. Perform with accuracy, confidence and projection in front of an audience. Offer suggestions for development of own and
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		the work of others.
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Suggested enrichment ideas

Summer Term (Year C): Instrumental/ Production Project

In Year 4 we ...	In Year 5 we ...	In Year 6 we ...
Knowledge <ul style="list-style-type: none"> • I know how to sit with the correct posture and how to handle the instrument carefully. • I know how to pick, strum and tap on the ukulele. • I know about the music of Latin America origins, traditions and can identify distinctive features of the music. • I understand the terms electronic dance. • I understand and can identify the parts of a song structure e.g. chorus, verse, intro, outro etc. Performance <ul style="list-style-type: none"> • I can pluck and mute the strings when playing. 	Knowledge <ul style="list-style-type: none"> • I know how to sit with the correct posture and how to handle the instrument carefully. • I know how to pick, strum and tap on the ukulele. • I know about the music of Latin America origins, traditions and can identify distinctive features of the music. • I understand the terms electronic dance. • I understand and can identify the parts of a song structure e.g. chorus, verse, intro, outro etc. Performance <ul style="list-style-type: none"> • I can pluck and mute the strings when playing. • I can perform two or more parts from simple notation using instruments as part of an ensemble. • I can develop my technique in the basic skills of 	Knowledge <ul style="list-style-type: none"> • I know how to sit with the correct posture and how to handle the instrument carefully. • I know how to pick, strum and tap on the ukulele. • I know about the music of Latin America origins, traditions and can identify distinctive features of the music. • I understand the terms electronic dance. • I understand and can identify the parts of a song structure e.g. chorus, verse, intro, outro etc. Performance <ul style="list-style-type: none"> • I can pluck and mute the strings when playing. • I can perform two or more parts from simple notation using instruments as part of an ensemble. • I can develop my technique in the basic skills of playing the ukulele over a sustained learning period.

<ul style="list-style-type: none"> • I can perform two or more parts from simple notation using instruments as part of an ensemble. • I can develop my technique in the basic skills of playing the ukulele over a sustained learning period. • I can play four notes and 3 chords: A, E, F, and C, A minor, F major and C major. <p>Composition</p> <ul style="list-style-type: none"> • I can improvise using a limited range of pitches on the ukulele making use of musical features including smooth (legato) and detached (staccato) sounds. • I can make compositional decisions about the overall structure of improvisations. <p>Listening</p> <ul style="list-style-type: none"> • I can learn to recognise when my instrument is out of tune. • I can listen to and comment on live and pre-recorded music describing what I hear using the elements of music. • I can identify note durations and their appropriate names. <p>Communication</p> <ul style="list-style-type: none"> • I can play and perform in solo and ensemble contexts using my voice and playing musical instruments with increasing accuracy, fluency, control and expression. • I can work and communicate effectively within a group. • I can discuss the social and historical influences of songs. 	<p>playing the ukulele over a sustained learning period.</p> <ul style="list-style-type: none"> • I can play four notes and 3 chords: A, E, F, and C, A minor, F major and C major with accuracy and fluency. <p>Composition</p> <ul style="list-style-type: none"> • I can improvise using a limited range of pitches on the ukulele making use of musical features including smooth (legato) and detached (staccato) sounds. • I can make compositional decisions about the overall structure of improvisations. <p>Listening</p> <ul style="list-style-type: none"> • I can learn to recognise when my instrument is out of tune. • I can listen to and comment on live and pre-recorded music describing what I hear using the elements of music. • I can identify note durations and their appropriate names. <p>Communication</p> <ul style="list-style-type: none"> • I can play and perform in solo and ensemble contexts using my voice and playing musical instruments with increasing accuracy, fluency, control and expression. • I can work and communicate effectively within a group. • I can discuss the social and historical influences of songs. • I can listen carefully to and critique my own work and the work of others, offering informed advice to further develop the compositions. • I can perform with confidence and accuracy alone and as part of a group. 	<ul style="list-style-type: none"> • I can play four notes and 3 chords: A, E, F, and C, A minor, F major and C major with accuracy and fluency. • I can take a leading role in performance activities. <p>Composition</p> <ul style="list-style-type: none"> • I can improvise using a limited range of pitches on the ukulele making use of musical features including smooth (legato) and detached (staccato) sounds. • I can make compositional decisions about the overall structure of improvisations. <p>Listening</p> <ul style="list-style-type: none"> • I can learn to recognise when my instrument is out of tune and comment on whether it is sharp or flat. • I can listen to and comment on live and pre-recorded music describing what I hear using the elements of music. • I can identify note durations and their appropriate names. <p>Communication</p> <ul style="list-style-type: none"> • I can play and perform in solo and ensemble contexts using my voice and playing musical instruments with increasing accuracy, fluency, control and expression. • I can work and communicate effectively within a group. • I can discuss the social and historical influences of songs. • I can listen carefully to and critique my own work and the work of others, offering informed advice to further develop the compositions. • I can perform with confidence and accuracy alone and as part of a group. • I regularly share my opinions based on the music I hear using the elements of music to support my
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<ul style="list-style-type: none"> • I can listen carefully to and critique my own work and the work of others, offering informed advice to further develop the compositions. • I can perform with confidence and accuracy alone and as part of a group. • I regularly share my opinions based on the music I hear using the elements of music to support my observations. 	<ul style="list-style-type: none"> • I regularly share my opinions based on the music I hear using the elements of music to support my observations. 	<p>observations.</p>
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Suggested enrichment ideas

Class or small group performance to parents and peers.
Cross federation performance.

