

Emmaus

Church of England and Catholic Primary School
Travelling together with Jesus



Music

Progression of Vocabulary

Progression of skills and knowledge

Nursery

Hard, soft, loud, quiet

Reception

Sound, sing, melody, pitch, rhymes, performing

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression of Vocabulary	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, imagination, Disco.	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.	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, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, Urban Gospel, civil rights, gender equality, unison, harmony.

Listen and Appraise Skills	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	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.	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 to other people's thoughts about the music.	To confidently identify and move to the pulse. To know about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). To think about the music and how it makes them feel. To listen carefully and respectfully to other people's thoughts about the music. To try to use musical words.	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. To listen carefully and respectfully to other people's thoughts about the music. To try to use musical words. To talk about the musical dimensions working together in the Unit songs. To talk about the music and how it makes you feel.	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. 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
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<p>Games</p> <p>Knowledge</p>	<p>To know that music has a steady pulse, like a heartbeat.</p> <p>To know that we can create rhythms from words, our names, favourite food, colours and animals.</p>	<p>To know that music has a steady pulse, like a heartbeat.</p> <p>To know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>To understand that rhythms are different from the steady pulse.</p> <p>To understand that we add high and low sounds, pitch, when we sing and play our instruments.</p>	<p>To know how to find and demonstrate the pulse.</p> <p>Know the difference between pulse and rhythm.</p> <p>Know how pulse, rhythm and pitch work together to create a song.</p> <p>Know that every piece of music has a pulse/steady beat.</p> <p>Know the difference between a musical question and an answer.</p>	<p>To know how pulse, rhythm and pitch work together.</p> <p>To know that pulse is finding the heartbeat of the music.</p> <p>To know that rhythm is the long and short patterns over the pulse</p> <p>To know the difference between pulse and rhythm</p> <p>To know that pitch is high and low sounds that create melodies</p> <p>To know how to keep the internal pulse</p> <p>To know that musical leadership is creating musical ideas for the group to copy or respond to</p>	<p>To know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</p> <p>To know how to keep the internal pulse</p> <p>To know about Musical Leadership: creating musical ideas for the group to copy or respond to</p>	<p>To know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music</p> <p>To know how to keep the internal pulse</p> <p>To know about Musical Leadership: creating musical ideas for the group to copy or respond to</p>
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Games Skills	<p>To find the pulse.</p> <p>To copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.</p> <p>To create rhythms for others to copy</p> <p>To listen and sing back.</p> <p>To use your voices to copy back using 'la'.</p>	<p>To find the pulse.</p> <p>Choose an animal and find the pulse.</p> <p>To copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.</p> <p>To create rhythms for others to copy</p> <p>To use your voices to copy back using 'la'.</p>	<p><u>Rhythm</u></p> <p>To clap and say back rhythms.</p> <p>To create your own simple rhythm patterns</p> <p>To lead the class using their simple rhythms</p> <p><u>Pitch</u></p> <p>Copy back using 2 notes</p> <p>Copy back – 'Listen and sing back' (no notation)</p> <p>Copy back with instruments, without then with notation</p> <p>Copy back with instruments, without and then with notation notation</p>	<p>Three Challenges:</p> <ol style="list-style-type: none"> 1. Find the Pulse 2. Rhythm Copy Back: <ol style="list-style-type: none"> a. Clap and say back rhythms b. Create your own simple rhythm patterns c. Perhaps lead the class using their simple rhythms 3. Pitch Copy Back Using 2 Notes <ol style="list-style-type: none"> a. Copy back – 'Listen and sing back' (no notation) b. Copy back with instruments, without then with notation c. Copy back with instruments, without and then with notation 4. Pitch Copy Back and Vocal Warm-ups 	<p>Three Challenges within numbers 1,2 and 3</p> <ol style="list-style-type: none"> 1. To find the pulse <p>To copy back rhythms based on the words of the main song, that include syncopation/off beat To copy back one-note riffs using simple and syncopated rhythm patterns</p> 2. To find the pulse <p>To lead the class by inventing rhythms for others to copy back</p> <p>To copy back two-note riffs by ear and with notation</p> <p>Question and answer using two different notes</p> 3. Find the pulse <p>To lead the class by inventing rhythms for them to copy back</p> <p>To copy back three-note riffs by ear and with notation</p> <p>Question and answer using three different notes</p> 	<p>Three Challenges within numbers 1,2 and 3.</p> <ol style="list-style-type: none"> 1. To find the pulse <p>To copy back rhythms based on the words of the main song, that include syncopation/off beat To copy back one-note riffs using simple and syncopated rhythm patterns</p> 2. To find the pulse <p>To lead the class by inventing rhythms for others to copy back</p> <p>To copy back two-note riffs by ear and with notation</p> <p>Question and answer using two different notes</p> 3. Find the pulse <p>To lead the class by inventing rhythms for them to copy back</p> <p>Copy back three-note riffs by ear and with notation</p> <p>Question and answer using three different notes</p>

<p style="text-align: center;">Singing Knowledge</p>	<p>To confidently sing or rap five songs from memory and sing them in unison.</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>To understand that 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>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>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>-Texture: How a solo singer makes a thinner texture than a large group</p> <p>- Why you must warm up your voice</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 choose a song and be able to talk about:</p> <p>-Its main features</p> <p>-Singing in unison, the solo, lead vocal, backing vocals or rapping</p> <p>-To know what the song is about and the meaning of the lyrics</p> <p>-To know and explain the importance of warming up your voice</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> <p>-Its main features</p> <p>-Singing in unison, the solo, lead vocal, backing vocals or rapping</p> <p>-To know what the song is about and the meaning of the lyrics</p> <p>-To know and explain the importance of warming up your voice</p>
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Singing Skills	<p>To learn about voices, singing notes of different pitches (high and low).</p> <p>To learn that they can make different types of sounds with their voices—you can rap or say words in rhythm.</p> <p>To learn to start and stop singing when following a leader.</p>	<p>To learn about voices, singing notes of different pitches (high and low).</p> <p>To learn that they can make different types of sounds with their voices—you can rap or say words in rhythm.</p> <p>To learn to find a comfortable singing position.</p> <p>To learn to start and stop singing when following a leader.</p>	<p>To sing in unison and in simple two-parts.</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>To sing in unison and in simple two-parts.</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 rejoin the song if lost.</p> <p>To listen to the group when singing.</p>	<p>To sing in unison and to sing backing vocals.</p> <p>To explore singing solo.</p> <p>To listen to the group when singing.</p> <p>To demonstrate a good singing posture.</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>To sing in unison and to sing backing vocals.</p> <p>To demonstrate a good singing posture.</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>
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Playing Knowledge	<p>To learn the names of the notes in their instrumental part from memory or when written down.</p> <p>To learn the names of the instruments they are playing.</p>	<p>To learn the names of the notes in their instrumental part from memory or when written down.</p> <p>To know the names of untuned percussion instruments played in class.</p>	<p>To know and be able to talk about: The instruments used in class (a glockenspiel, a recorder)</p>	<p>To know and be able to talk about:</p> <p>The instruments used in class (a glockenspiel or trumpet).</p> <p>Other instruments they might play or be played in a band or orchestra or by their friends.</p>	<p>To know the different ways of writing music down – e.g. staff notation, symbols</p> <p>To learn the notes C, D, E, F, G, A, B + C on the treble stave</p> <p>To learn about the instruments they play (trumpet) or be played in a band or orchestra or by their friends</p>	<p>To know that there are different ways of writing music down – e.g. staff notation, symbols</p> <p>To learn the notes C, D, E, F, G, A, B + C on the treble stave</p> <p>To talk about the instruments they might play or be played in a band or orchestra or by their friends</p>
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Playing Skills	<p>To treat instruments carefully and with respect.</p> <p>To play a tuned instrumental part with the song they perform.</p> <p>To 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>To listen to and follow musical instructions from a leader.</p>	<p>To treat instruments carefully and with respect.</p> <p>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>To play the part in time with the steady pulse.</p> <p>To listen to and follow musical instructions from a leader.</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>To treat instruments carefully and with respect.</p> <p>Play any one, or all four, differentiated parts on a trumpet – 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 experience leading the playing by making sure everyone plays in the playing section of the song.</p>	<p>To play the trumpet with the correct technique within the context of the Unit song.</p> <p>To 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>To play a musical instrument with the correct technique within the context of the Unit song.</p> <p>To 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>

Improvisation knowledge	<p>To understand that improvisation is about making up your own tunes on the spot.</p> <p>To know that 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 understand that everyone can improvise!</p>	<p>To understand that improvisation is about making up your own tunes on the spot.</p> <p>To know that 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 understand that everyone can improvise, and you can use one or two notes.</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>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>To know that you can use some of the riffs you have heard in the Challenges in your improvisations</p>	<p>To know that improvisation is making up your own tunes on the spot</p> <p>To know that 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>To know that you can use some of the riffs you have heard in the Challenges in your improvisations</p> <p>To know three well-known improvising musicians</p>	<p>To know that improvisation is making up your own tunes on the spot</p> <p>To know 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, two or three 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>To know that you can use some of the riffs and licks you have learnt in the challenges</p> <p>To know three well-known improvising musicians</p>
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Improvisation Skills	<p>To improvise using the three challenges:</p> <ol style="list-style-type: none"> 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes. 	<p>To improvise using the three challenges:</p> <ol style="list-style-type: none"> 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes. 	<p>To improvise using the three challenges:</p> <ol style="list-style-type: none"> 1. Listen and sing back, then using instruments, listen and play your own answer using one note. 2. Listen and copy back using instruments, using two different notes. 3. Using your instruments, listen and play your own answer using two different notes. 	<p>Improvise using instruments in the context of a song to be performed.</p> <ol style="list-style-type: none"> 1. Copy back. There are 3 levels: <ul style="list-style-type: none"> - Listen and sing back melodic patterns - Listen and copy back using instruments, using two different notes. - Listen and copy back using instruments, two different notes 2. Play and Improvise- <ul style="list-style-type: none"> - Using instruments, listen and play your own answer using one or two notes. 3. Improvise using one, two or three notes 	<p>Improvise using instruments in the context of a song to be performed.</p> <ol style="list-style-type: none"> 1. Copy back using instruments. There are 3 levels using 1, 2 and 3 notes. 2. Question and Answer using instruments. There are 3 levels using 1, 2 and 3 notes. (Always start on G) 3. Improvise using instruments. There are 3 levels using 1, 2 and 3 notes. (Always start on G- notes provided on screen) 	<p>Improvise using instruments in the context of a song to be performed.</p> <ol style="list-style-type: none"> 1. Copy back using instruments. There are 3 levels using 1, 2 and 3 notes. 2. Question and Answer using instruments. There are 3 levels using 1, 2 and 3 notes. (Always start on G) 3. Improvise using instruments. There are 3 levels using 1, 2 and 3 notes. (Always start on G- notes provided on screen)
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Composition Knowledge	To know that composing is like writing a story with music.	To know that composing is like writing a story with music.	To know that a composition is 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.	To know that a composition is music that is created by anyone and kept in some way. It's like writing a story. It can be played or performed again to your friends.	To know that a composition is music that is created by anyone and kept in some way. It's like writing a story. It can be played or performed again to your friends.	To know that a composition is music that is created by anyone and kept in some way. It's like writing a story. It can be played or performed again to your friends.
	To know that everyone can compose.	To know that everyone can compose.	To know different ways of recording compositions (letter names, symbols, audio etc.)	To know that there are different ways of recording compositions (letter names, symbols, audio etc.)	To know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure	To know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure
					To recognise the connection between sound and symbol (notation)	To recognise the connection between sound and symbol (notation)

Composition Skills	<p>To help to create a simple melody using one, two or three notes.</p> <p>To learn how the notes of the composition can be written down and changed if necessary.</p>	<p>To help to create three simple melodies with the Units using one, three or five different notes.</p> <p>To learn how the notes of the composition can be written down and changed if necessary.</p>	<p>To help create at least one simple melody using one, three or five different notes.</p> <p>To plan and create a section of music that can be performed within the context of the unit song.</p> <p>To talk about how it was created.</p> <p>To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>To record the composition in any way appropriate that recognises the connection. between sound and symbol</p>	<p>To help create at least one simple melody using one, three or all five different notes.</p> <p>To plan and create a section of music that can be performed within the context of the unit song.</p> <p>To talk about how it was created.</p> <p>To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</p>	<p>To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>To explain the keynote or home note and the structure of the melody.</p> <p>To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the unit song.</p> <p>To explain the keynote or home note and the structure of the melody.</p> <p>To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>

Performance Knowledge	<p>To know that a performance is sharing music with other people, called an audience.</p>	<p>To know that a performance is sharing music with an audience.</p> <p>To know that a performance can be a special occasion and involve a class, a year group or a whole school.</p> <p>To understand that an audience can include your parents and friends.</p>	<p>To know and be able to talk about:</p> <p>Performing is sharing music with other people, an audience</p> <p>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>It involves communicating feelings, thoughts and ideas about the song/music</p>	<p>To know that performing is sharing music with other people, an audience</p> <p>To know that a performance can be from one person or to each other</p> <p>To know that you need to know and have planned everything that will be performed</p> <p>To know that you must sing or rap the words clearly and play with confidence</p> <p>To know that a performance can be a special occasion and involve an audience including of people you don't know</p> <p>To know that it is planned and different for each occasion</p> <p>To know that it involves communicating feelings, thoughts ...</p>	<p>To know that performing is sharing music with other people, an audience</p> <p>To know that a performance can be to one person or to each other and that everything that will be performed must be planned and learned</p> <p>To know you must sing or rap the words clearly and play with confidence</p> <p>To know 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</p> <p>To know performance involves communicating ideas, thoughts and feelings about the song/music</p>	<p>To know that performing is sharing music with an audience with belief</p> <p>To know that a performance can be to one person or to each other and that everything that will be performed must be planned and learned</p> <p>To know you must sing or rap the words clearly and play with confidence</p> <p>To know a performance can be a special occasion and involve an audience including of people you don't know. It can be planned and different for each occasion</p> <p>To know performance involves communicating ideas, thoughts and feelings about the song/music</p>

Performance Skills	<p>To choose a song they have learnt from the Scheme and perform it.</p> <p>To add their ideas to the performance.</p> <p>To record the performance and say how they were feeling about it.</p>	<p>To choose a song they have learnt from the Scheme and perform it.</p> <p>To add their ideas to the performance.</p> <p>To record the performance and say how they were feeling about it.</p>	<p>To choose what to perform and create a programme.</p> <p>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.</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>To choose what to perform and create a programme.</p> <p>To present a musical performance designed to capture the audience.</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>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 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>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 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>