



Knighton Mead Primary Academy - progression of skills in music.

Areas of skill within music:

Listen and appraise	Games (musical activities)
Singing	Playing (no element for EYFS)
Improvisation (no element for EYFS)	Composition (no element for EYFS)
Performance	

Area	EYFS	
Listen and appraise	Knowledge	Skills
	<ul style="list-style-type: none"> To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes. 	<ul style="list-style-type: none"> To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or popstars.

Area	Year 1	
Listen and appraise	Knowledge	Skills
	<ul style="list-style-type: none"> To know five songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use. 	<ul style="list-style-type: none"> To learn how they can enjoy moving to music by dancing, marching, being animals or popstars.

Area	Year 2	
Listen and appraise	Knowledge	Skills

	<ul style="list-style-type: none"> • To know five songs off by heart. • To know some songs have a chorus or a response/answer part. • To know that songs have a musical style. 	<ul style="list-style-type: none"> • To learn how they can enjoy moving to music by dancing, marching, being animals or popstars. • To learn how songs can tell a story or describe an idea.
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Area	Year 3	
Listen and appraise	Knowledge	Skills
	<ul style="list-style-type: none"> • To know five songs from memory and who sang them or wrote them. • To know the style of five songs. • To choose one song and be able to talk about: lyrics/musical dimensions (pitch, tempo), name some instruments and the identify the main sections of a song. 	<ul style="list-style-type: none"> • 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.

Area	Year 4	
Listen and appraise	Knowledge	Skills
	<ul style="list-style-type: none"> • To know five songs from memory and who sang them or wrote them. • To know the style of five songs. • To choose one song and be able to talk about: style indicators/lyrics/musical dimension (pitch, tempo), name some instruments and the identify the main sections of a song. 	<ul style="list-style-type: none"> • To confidently identify and move to the pulse. • Listen carefully and respectfully to other people's thoughts about the music. • Talk about the music and how it makes them feel. • When they talk try to use musical words. • To talk about the musical dimensions working together in the unit e.g. the song gets louder in the chorus.

Area	Year 5	
Listen and appraise	Knowledge	Skills
	<ul style="list-style-type: none"> • To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? • To know the styles of the five songs and to name other songs from the units in those styles. • To choose two or three songs and be able to talk about: style indicators, lyrics, musical dimensions, main sections, some of the instruments used and the historical context. 	<ul style="list-style-type: none"> • 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 similarities and differences. • When they talk try to use musical words. • Talk about the music and how it makes them feel. • To talk about the musical dimensions working together in the unit e.g. the song gets louder in the chorus.

Area	Year 6	
Listen and appraise	Knowledge	Skills
	<ul style="list-style-type: none"> • To know five songs from memory, who sang or wrote them, when they were written and why? • To know the styles 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: style indicators, lyrics, musical dimensions, structure of the song, name some of the instruments, historical context, know and talk about the fact that we each have a musical identity. 	<ul style="list-style-type: none"> • 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 similarities and differences. • When they talk try to use musical words. • Talk about the music and how it makes them feel. • To talk about the musical dimensions working together in the unit e.g. the song gets louder in the chorus.

Area	EYFS	
Games (musical activities)	Knowledge	Skills
	<ul style="list-style-type: none"> To know that we can move with the pulse of the music. To know that words or songs can tell stories and paint pictures. 	<ul style="list-style-type: none"> Progressive music activities within each unit that embed pulse, rhythm, and pitch. Children listen to and work with games track to complete the following in relation to the main song. Find the pulse Copycat rhythm High and low Create your own sounds

Area	Year 1	
Games (musical activities)	Knowledge	Skills
	<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"> Progressive music activities within each unit that embed pulse, rhythm, and pitch. Children listen to and work with games track to complete the following in relation to the main song. Have fun finding the pulse Rhythm copy back Rhythm copy back - your turn Pitch copy back and vocal warm up

Area	Year 2	
Games (musical activities)	Knowledge	Skills
	<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"> Progressive music activities within each unit that embed pulse, rhythm, and pitch. Children listen to and work with games track to complete the following in relation to the main song. Have fun finding the pulse Rhythm copy back Rhythm copy back - your turn Pitch copy back and vocal warm up

Area	Year 3	
Games (musical activities)	Knowledge	Skills
	<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 musical question and an answer. 	<ul style="list-style-type: none"> Progressive music activities provided including the bronze, silver, gold challenges. Children complete the following in relation to the main song. Find the pulse Rhythm copy back Pitch copy back using two notes Pitch copy back and vocal warm ups.

Area	Year 4	
Games (musical activities)	Knowledge	Skills
	<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 • 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. 	<ul style="list-style-type: none"> • Progressive music activities provided including the bronze, silver, gold challenges. Children complete the following in relation to the main song. • Find the pulse • Rhythm copy back • Pitch copy back using two notes • Pitch copy back and vocal warm ups.

Area	Year 5	
Games (musical activities)	Knowledge	Skills
	<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 too. 	<ul style="list-style-type: none"> • Progressive music activities provided including the bronze, silver, gold challenges. Children complete the following in relation to the main song. • Find the pulse • Rhythm copy back • Pitch copy back using two notes • Pitch copy back and vocal warm ups.

Area	Year 6	
Games (musical activities)	Knowledge	Skills
	<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 group to copy or respond too. 	<ul style="list-style-type: none"> • Progressive music activities provided including the bronze, silver, gold challenges. Children complete the following in relation to the main song. • Find the pulse • Rhythm copy back • Pitch copy back using two notes • Pitch copy back and vocal warm ups.

Area	EYFS	
Singing	Knowledge	Skills
	<ul style="list-style-type: none"> • To sing or rap nursery rhymes and simple songs from memory • Songs have sections 	<ul style="list-style-type: none"> • To sing along with a pre-recorded song and add actions • To sing along with the backing track

Area	Year 1	
Singing	Knowledge	Skills
	<ul style="list-style-type: none"> • To confidently sing or rap five songs from memory and sing them in unison 	<ul style="list-style-type: none"> • Learn about voices, singing notes of different pitches (high and low) • Learn that you 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.

Area	Year 2	
Singing	Knowledge	Skills
	<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 To know why we need to warm up our voices 	<ul style="list-style-type: none"> Learn about voices singing notes of different pitches (high and low) Learn that you can make different types of sounds with their voices - you can rap or say words in rhythm Learn to find a comfortable singing position Learn to start and stop singing when following a leader.

Area	Year 3	
Singing	Knowledge	Skills
	<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 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

Area	Year 4	
Singing	Knowledge	Skills
	<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 	<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

	<ul style="list-style-type: none"> • 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 • Texture: How a solo singer makes a thinner texture than a large group 	<ul style="list-style-type: none"> • To sing with awareness of being 'in-tune' • To rejoin the song if lost • To listen to the group when singing
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Area	Year 5	
Singing	Knowledge	Skills
	<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: main features, singing in unison, 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 warming up your voice. 	<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'

Area	Year 6	
Singing	Knowledge	Skills
	<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: main features, singing in unison, 	<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

	<p>solo, lead vocal, backing vocals or rapping.</p> <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 know about the style of the songs so you can represent the feeling and context to your audience 	<ul style="list-style-type: none"> • 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'
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Area	Year 1	
Playing	Knowledge	Skills
	<ul style="list-style-type: none"> • Learn the names of the notes in their musical instrument part from memory or when written down. • Learn the names of the instruments they are playing. 	<ul style="list-style-type: none"> • Treat instruments carefully and with respect • Play a tuned instrument part with the song the perform • Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts. • Listen to and follow musical instructions from a leader.

Area	Year 2	
Playing	Knowledge	Skills
	<ul style="list-style-type: none"> • Learn the names of the notes in their musical instrument part from memory or when written down. • Know the names of untuned percussion instruments played in class 	<ul style="list-style-type: none"> • Treat instruments carefully and with respect • Play a tuned instrument part with the song the perform • Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts.

		<ul style="list-style-type: none"> • Listen to and follow musical instructions from a leader. • Play the part in time with a steady pulse
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Area	Year 3	
Playing	Knowledge	Skills
	<ul style="list-style-type: none"> • To know and be able to talk about: • The instruments used in class (a glockenspiel, a recorder) 	<ul style="list-style-type: none"> • Treat instruments carefully and with respect • Listen to and follow musical instructions from a leader. • Play any one, or all four, differentiated parts on a tuned instrument from memory or using notation • To rehearse and perform their part within the context of the unit song

Area	Year 4	
Playing	Knowledge	Skills
	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • The instruments used in class (a glockenspiel, a recorder or xylophone) • Other instruments they might play or be played in a band or orchestra or by their friends 	<ul style="list-style-type: none"> • Treat instruments carefully and with respect • Listen to and follow musical instructions from a leader. • Play any one, or all four, differentiated parts on a tuned instrument from memory or using notation • To rehearse and perform their part within the context of the unit song • To experience leading the playing by making sure everyone plays in the playing section of the song

Area	Year 5	
Playing	Knowledge	Skills
	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Different ways of writing music down • 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 	<ul style="list-style-type: none"> • Play a musical instrument with the correct technique within the context of the unit song • Select and learn an instrument part that matches their musical challenge, using one of the differentiated parts • To rehearse and perform their part within the context of the unit song • To listen to and follow musical instructions from a leader • To lead a rehearsal session

Area	Year 6	
Playing	Knowledge	Skills
	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Different ways of writing music down • The notes C,D,E,F,G,A,B + C on the treble stave <p>The instruments they might play or be played in a band or orchestra or by their friends</p>	<ul style="list-style-type: none"> • Play a musical instrument with the correct technique within the context of the unit song • Select and learn an instrument part that matches their musical challenge, using one of the differentiated parts • To rehearse and perform their part within the context of the unit song • To listen to and follow musical instructions from a leader • To lead a rehearsal session

Area	Year 1	
Improvisation	Knowledge	Skills
	<ul style="list-style-type: none"> • Improvisation is about making up your own tunes on the spot 	<ul style="list-style-type: none"> • Use improvisation tracks provided with Charanga

	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Clap and improvise • Sing, play and improvise • Improvise!
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Area	Year 2	
Improvisation	Knowledge	Skills
	<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. 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"> • Use improvisation tracks provided with Charanga • Clap and improvise • Sing, play and improvise • Improvise!

Area	Year 3	
Improvisation	Knowledge	Skills
	<p>To know and be able to talk about improvisation:</p> <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. 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"> • Improvise using instruments in the context of the song they are learning to perform. • Using the improvisation tracks provided children will complete bronze, silver or gold challenges.

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Area	Year 4	
Improvisation	Knowledge	Skills
	<p>To know and be able to talk about improvisation:</p> <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. 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 the riffs you have heard in the challenges in your improvisations. 	<ul style="list-style-type: none"> • Improvise using instruments in the context of the song they are learning to perform. • Using the improvisation tracks provided children will complete bronze, silver or gold challenges.

Area	Year 5	
Improvisation	Knowledge	Skills
	<p>To know and be able to talk about improvisation:</p> <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 	<ul style="list-style-type: none"> • Improvise using instruments in the context of the song they are learning to perform. • Using the improvisation tracks provided children will complete bronze, silver or gold challenges.

	<p>heard before. It is not written down and belongs to them.</p> <ul style="list-style-type: none"> • 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 the riffs you have heard in the challenges in your improvisations. • To know three well-known improvising musicians 	
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Area	Year 6	
Improvisation	Knowledge	Skills
	<p>To know and be able to talk about improvisation:</p> <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. 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 the riffs and licks you have heard in the challenges in your improvisations. 	<ul style="list-style-type: none"> • Improvise using instruments in the context of the song they are learning to perform. • Using the improvisation tracks provided children will complete bronze, silver or gold challenges.

	<ul style="list-style-type: none"> To know three well-known improvising musicians 	
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Area	Year 1	
Composition	Knowledge	Skills
	<ul style="list-style-type: none"> Composing is like writing a story with music Everyone can compose 	<ul style="list-style-type: none"> 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 in necessary

Area	Year 2	
Composition	Knowledge	Skills
	<ul style="list-style-type: none"> Composing is like writing a story with music Everyone can compose 	<ul style="list-style-type: none"> Help to create a simple melody with the units using one, two or three notes Learn how the notes of the composition can be written down and changed in necessary

Area	Year 3	
Composition	Knowledge	Skills
	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> A composition, music that is created by you and kept in some way. It is like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc) 	<ul style="list-style-type: none"> 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 the context of the unit song Talk about how it was created Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm

		<ul style="list-style-type: none"> Record the composition in any way appropriate that recognises the connection between sound and symbol
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Area	Year 4	
Composition	Knowledge	Skills
	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> A composition, music that is created by you and kept in some way. It is like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc) 	<ul style="list-style-type: none"> 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 the context of the unit song Talk about how it was created Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm Record the composition in any way appropriate that recognises the connection between sound and symbol

Area	Year 5	
Composition	Knowledge	Skills
	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> A composition, music that is created by you and kept in some way. It is like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch and work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol 	<ul style="list-style-type: none"> Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the unit song. Explain the keynote 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

		<ul style="list-style-type: none"> Record the composition in any way appropriate that recognises the connection between sound and symbol
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Area	Year 6	
Composition	Knowledge	Skills
	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> A composition, music that is created by you and kept in some way. It is like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch and work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol 	<ul style="list-style-type: none"> Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the unit song. Explain the keynote or homenote 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

Area	EYFS	
Composition	Knowledge	Skills
	<ul style="list-style-type: none"> A performance is sharing music 	<ul style="list-style-type: none"> Perform any of the nursery rhymes by singing and adding actions or dance Perform any nursery rhymes or songs adding a simple instrumental part Record the performance to talk about

Area	Year 1	
Composition	Knowledge	Skills

	<ul style="list-style-type: none"> • A performance is sharing music with other people, called an audience 	<ul style="list-style-type: none"> • 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
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Area	Year 2	
Composition	Knowledge	Skills
	<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 year group or a whole school • An audience can include your parents and friends 	<ul style="list-style-type: none"> • 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
Area	Year 3	
Composition	Knowledge	Skills
	<ul style="list-style-type: none"> • To know and be able to talk about: • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama, it can be 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 do not know • It is planned and different for each occasion 	<ul style="list-style-type: none"> • To choose what to perform and create a programme • 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"> • It involves communicating feelings, thoughts and ideas about the song/music 	
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Area	Year 4	
Composition	Knowledge	Skills
	<ul style="list-style-type: none"> • To know and be able to talk about: • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama, it can be 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 do not 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"> • To choose what to perform and create a programme • 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 • Present a musical performance designed to capture the audience

Area	Year 5	
Composition	Knowledge	Skills
	<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 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 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 do not 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"> • 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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Area	Year 6	
Composition	Knowledge	Skills
	<ul style="list-style-type: none"> • To know and be able to talk about: • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama, it can be 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 do not know • It is planned and different for each occasion 	<ul style="list-style-type: none"> • To choose what to perform and create a programme • To communicate the meaning of the words and clearly articulate them • 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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| | <ul style="list-style-type: none">• It involves communicating feelings, thoughts and ideas about the song/music | |
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