

Music Curriculum 2023 - 2024

Curriculum Intent Statement

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

ELGs related to Subject and Topics

Make the links from EYFS into KS1 and KS2

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify their understanding
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions
- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music

		Unit	Year 1	Year 1		Year 2	
	HT1	My Musical Heartbeat	What children will	What children will be	Pulse, Rhythm and	What children will	What children will be
			learn:	able to do:	Pitch	learn:	able to do:
Autumn			Appropriate use of	Understand some		Appropriate use of	Understand
			musical language	musical language		musical language	appropriate use of
							musical language

			How feelings can	Explain how feelings			
			connect with/relate to	can connect		A basic understanding	Explain how feelings
			music.	with/relate to music		of how feelings can connect with/relate to	can connect with/relate to music
			A basic understanding	Have a basic		music	
			of musical style.	understanding of			Have and show a basi
				musical style.		A basic understanding of musical style.	understanding of musical style.
			Pulse/beat when	Identify the pulse/beat		Pulse/beat when	Identify the pulse/bea
			listening, moving to	in a song		listening, moving to	in different songs
			and performing music			and performing music	
			Basic differences in	Identify high and low		Basic differences in	Identify high and low
			pitch (high and low)	pitch and long and		pitch (high and low)	pitch and long and
			and note duration (long and short)	short notes		and note duration (long and short)	short notes
	HT2	Dance, Sing and Play!	What children will	What children will be	Playing in an	What children will	What children will be
			learn:	able to do	Orchestra	learn: The basic concepts of	able to do Explain and create
			The basic concepts of	Create short		improvisation and	short improvisations
			improvisation and composition	improvisations and compositions		composition	and compositions
			Some basic	Start to explain the		The importance of	Explain the
			understanding of the	importance of posture		posture and technique	importance of postur
			importance of posture and technique when	and technique when performing		when performing	and technique when performing
			performing			How to introduce a	Introduce and take
			How to introduce a performance	Introduce and take part in a performance		performance	part in a performance
	HT3	Exploring Sounds	What children will	What children will be	Inventing a Musical	What children will	What children will be
	5		learn:	able to do	Story	learn:	able to do
Spring			Appropriate use of	Understand most	,	Appropriate use of	Understand
- 1 0			musical language	musical language		musical language	appropriate use of
				3			musical language

		A basic understanding of how feelings can connect with/relate to music	Explain how feelings can connect with/relate to music		How different feelings can connect with/relate to music	Explain how different feelings can connect with/relate to music
		A basic understanding of musical style	Have some understanding of musical style		A good understanding of musical style Knowledge of pulse/beat when	Have and show a good understanding of musical style Identify the pulse/beat in many songs
		An awareness of	Identify the pulse/beat in different songs		listening, moving to and performing music	
		pulse/beat when listening, moving to and performing music Some differences in pitch (high and low) and note duration (long and short)	Identify high and low pitch and long and short notes		Differences in pitch (high and low) and note duration (long and short)	Identify high and low pitch and long and short notes
HT4	Learning to Listen	What children will learn: Basic concepts of improvisation and composition	What children will be able to do Explain and create short improvisations and compositions	Recognising Different Sounds	What children will learn: The concept of improvisation and composition	What children will be able to do Explain and develop short improvisations and compositions
		The importance of posture and technique when performing	Explain the importance of posture and technique when performing		The importance of posture and technique when performing and this themselves	Understand and explain the importance of posture and technique when performing
		How to introduce a performance	Introduce and take part in a performance with some confidence		How to introduce performances	Introduce and take part in a performance with some confidence

	HT5	Having Fun with	What children will	What children will be	Exploring	What children will	What children will be
Gummer	HT5	Having Fun with Improvisation	What children will learn: Appropriate use of musical language (including basic musical elements) How feelings can connect with/relate to music A good understanding of musical style Pulse/beat when listening, moving to and performing music The differences in pitch (high and low) and note duration (long and short)	What children will be able to do Understand most musical language in context Explain how different feelings can connect with/relate to music Have and show a good understanding of musical style Identify the pulse/beat in many songs Identify high and low pitch and long and short notes	Exploring Improvisation	What children will learn: Understands musical language (including basic musical elements) Understands that feelings can connect with/relate to music Understands different musical styles Pulse/beat when listening, moving to, and performing music Many differences in pitch (high and low) and note duration (long and short)	What children will be able to do Understand appropriate use of musical language Explain confidently how different feelings can connect with/relate to music Have a good understanding of different musical styles Identify the pulse/bear in many songs Identify high and low pitch and long and short notes
	HT6	Let's Perform Together!	What children will learn: The concept of improvisation and composition The importance of posture and technique when performing	What children will be able to do Explain and develop short improvisations and compositions Understand and explain the importance of posture	Our Big Concert	What children will learn: Improvisation and composition and the difference between them The importance of posture and technique	What children will be able to do Explain and develop short improvisations and compositions Understand and explain the importance of posture

		and technique when	when performing and	and technique when
		performing	explain why	performing with
	How to introduce			confidence
	performances	Take part in a		
		performance with		Take part in a
		confidence	How to introduce	performance with
			performances	confidence

		Unit	Year 3		Unit	Year 4	
	HT1	Writing Music Down	What children will learn: Appropriate use of musical language (including musical elements)	What children will be able to do Understand and apply musical language in context	Musical Structures	What children will learn: Appropriate use of musical language (including musical elements)	What children will be able to do Have a good understanding and apply musical language in context
			How to understand and describe feelings as they relate to music Some musical style	Identify and explain how different feelings can connect with/relate to music		How to understand and describe feelings as they relate to music in different contexts	Identify and explain how different feelings can connect with/relate to music in different contexts
Autumn			and have a broader understanding of the cultural and historical connections to the music	Identify musical styles and be aware of cultural and historical connections to music		A good understanding of musical style and have a broader understanding of the cultural and historical	Identify musical styles and be aware of many cultural and historical connections to music
			The instrumental part on the screen	Follow part of an instrumental piece on the screen using notation and/or ear		connections to the music The instrumental part on the screen with	Follow part of an instrumental piece on the screen using
			Which notes to use when composing and improvising with the song	Begin to use appropriate notes when composing and improvising a song		which notes to use when composing and	notation and ear Use appropriate notes when composing and improvising a song

		Pulse/beat when listening, moving to and performing music	Identify the pulse/beat in most songs		improvising with the song Pulse/beat when listening, moving to, and performing music	with some confidence Identify the pulse/beat in most songs
HT2	Playing in a Band	What children will learn: A four or six-bar melody according to the instructions given for the Music Notepad composition task	What children will be able to do Begin to create a four or six-bar melody	Exploring Feelings When You Play	What children will learn: A four or six-bar melody according to the instructions given for the Music Notepad composition task	What children will be able to do Create a four or six-bar melody with some confidence
		The importance of posture, diction and technique when performing	Understand and explain the importance of posture and technique when performing with confidence Understand dictation and why it is important		The importance of posture, diction and technique when performing	Understand and explain the importance of posture and technique when performing with confidence Understand dictation and why it is important when performing
		Connections between the music encountered and the Social Theme	Begin to make connections between the music encountered and the Social theme		Connections between the music encountered and the Social Theme	Begin to make connections between the music encountered and the Social theme with
		Learning from the Musical Spotlight A performance with context	Begin applying learning from the Musical Spotlight begin to introduce a performance with context		Learning from the Musical Spotlight A performance with context	some confidence Begin applying learning from the Musical Spotlight with some confidence

							Begin to introduce a performance with context with some confidence
	НТ3	Composing Using Your Imagination	What children will learn: Appropriate use of musical language (including musical elements)	What children will be able to do Have a good understanding and apply musical language in context	Compose With Your Friends	What children will learn: Appropriate use of musical language (including musical elements)	What children will be able to do Have a secure understanding and apply musical language in context
			How to understand and describe feelings as they relate to music in different contexts	Identify and explain how different feelings can connect with/relate to music in different contexts		How to understand and describe a range of feelings as they relate to music in many different contexts	Identify and explain how different feelings can connect with/relate to music in many different contexts
Spring			A good understanding of musical style and have a broader understanding of the cultural and historical connections to the music	Identify musical styles and be aware of many cultural and historical connections to music		A secure understanding of the musical style and a broader understanding of the cultural and historical connections to the music	Identify musical styles and be aware of many cultural and historical connections to music
			The instrumental part on the screen with some confidence	Follow part of an instrumental piece on the screen using notation and ear		The instrumental part on the screen, playing by ear or with the notation provided	Follow part of an instrumental piece on the screen using notation and ear with
			Which notes to use when composing and improvising with the song	Use appropriate notes when composing and improvising a song with some confidence		Which notes to use when composing and improvising with the song with confidence	Use appropriate notes when composing and improvising a song with confidence

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		Pulse/beat when listening, moving to and performing music	Identify the pulse/beat in most songs		Pulse/beat when listening, moving to and performing music	Identify the pulse/beat in most songs with confidence
Н	Γ4 More Musical Styles	What children will learn: A four or six-bar melody according to the instructions given for the Music Notepad composition task	What children will be able to do Create a four or six-bar melody with some confidence	Feelings Through Music	What children will learn: A four or six-bar melody according to the instructions given for the Music Notepad composition task	What children will be able to do Create a four or six-bar melody with confidence
		The importance of posture, diction and technique when performing	Understand and explain the importance of posture and technique when performing with confidence Understand dictation		The importance of posture, diction and technique when performing	Have a secure understanding and explain the importance of posture and technique when performing
		Commontions hat we are	and why it is important when performing		Good connections between the music encountered and the Social Theme	Understand dictation with some confidence and why it is important when performing
		Connections between the music encountered and the Social Theme Learning from the Musical Spotlight	Begin to make connections between the music encountered and the Social theme with some confidence Begin applying learning from the Musical Spotlight with some confidence		A range of learning from the Musical Spotlight	Make connections between the music encountered and the Social theme with some confidence Apply learning from the Musical Spotlight with confidence

		Т	1 -	T .	<u></u>	T .	
			A performance with	Begin to introduce a		A performance with	Introduce a
			context	performance with		context	performance with
				context with some			context with
				confidence			confidence
	HT5	Enjoying	What children will	What children will be	Expression and	What children will	What children will be
		Improvisation	learn:	able to do	Improvisation	learn:	able to do
			Appropriate use of	Have a secure		Appropriate	Have a secure
			musical language	understanding and		application of musical	understanding and
			(including musical	apply musical		language (including	apply musical
			elements)	language in context		musical elements)	language in context
			,			,	with confidence
			How to understand	Identify and explain			
			and describe a range	how different feelings			Identify and explain
			of feelings as they	can connect		How to understand	how different feelings
			relate to music in	with/relate to music in		and describe a range	can connect
			many different	many different		of feelings as they	with/relate to music in
			contexts	contexts		relate to music in	many different
						many different	contexts with
			A secure	Identify musical styles		contexts with	confidence
			understanding of the	and be aware of many		confidence	
Summer			musical style and a	cultural and historical			
			broader understanding	connections to music		A secure	Identify musical styles
			of the cultural and	Commedians to masic		understanding of the	and many cultural and
			historical connections			musical style and the	historical connections
			to the music			cultural and historical	to music
						connections to the	to music
			The instrumental part	Follow part of an		music	
			on the screen, playing	instrumental piece on			
			by ear or with the	the screen using		Which notes to use	Identify which notes to
			notation provided	notation and ear with		when composing and	-
			1,101,010			improvising with a	use when composing
				confidence		range of songs	and improvising with
							some confidence
			Which notes to use	Han annualista motor			
			when composing and	Use appropriate notes		Securely apply which	Coouraly
			F-1- 0-1-0	when composing and		notes to use when	Securely use
						composing and	appropriate notes

		improvising with the	improvising a song		improvising with the	when composing and
		song with confidence	with confidence		song	improvising a song
		Pulse/beat when listening, moving to and performing music	Identify the pulse/beat in most songs with confidence		Pulse/beat when listening, moving to and performing music	Securely identify the pulse/beat in most songs with confidence
H	Opening Night	What children will learn: A four or six-bar melody according to the instructions given for the Music Notepad composition task	What children will be able to do Create a four or six-bar melody with confidence	The Show Must Go on!	What children will learn: A four and six-bar melody according to the instructions given for the Music Notepad composition task	What children will be able to do Securely create a four or six-bar melody
		The importance of posture, diction and technique when performing	Have a sound understanding of the importance of posture and technique when performing Understand dictation with confidence and why it is important when performing		The importance of posture, diction and technique when performing	Have a solid understanding of the importance of posture and technique when performing Securely understand dictation and why it is important when performing
		Good connections between the music encountered and the Social Theme	Make good connections between the music encountered and the Social theme with some confidence		Secure connections between the music encountered and the Social Theme	Make secure connections between the music encountered and the Social theme with some confidence
		A range of learning from the Musical Spotlight	Apply learning from the Musical Spotlight with confidence		A range of learning from the Musical Spotlight	Securely apply learning from the Musical Spotlight

	A performance with context	Introduce a performance with context with confidence		A performance with context	Introduce some performances with context
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		Topic	Year 5		Topic	Year 6	
	HT1	Melody and Harmony	What children will	What children will be	Music and Technology	What children will	What children will be
		in Music	learn:	able to do		learn:	able to do
			Appropriate use of	Have a secure		Appropriate use of	Have a secure
			musical language	understanding and		musical language	understanding and
			(including musical	apply musical		(including musical	apply musical
			elements)	language in context		elements)	language in context
				with confidence			with confidence
			How to understand	Identify and explain		How to understand	Identify and explain
			and describe a few	how different feelings		and describe a few	how different feelings
			contrasting feelings as	can connect		contrasting feelings as	can connect
			they relate to music	with/relate to music in		they relate to music	with/relate to music in
				many different			many different
Autumn				contexts with			contexts with
				confidence			confidence
			A secure	Identify musical styles		A secure	Identify musical styles
			understanding of the	and many cultural and		understanding of the	and most cultural and
			musical style and the	historical connections		musical style and the	historical connections
			cultural and historical	to music		cultural and historical	to music with some
			connections to the			connections to the	confidence
			music			music	
			Some understanding	Identify which notes to		Some understanding	Identify which notes to
			of how the musical	use when composing		of how the musical	use when composing
			style and connections	and improvising with		style and connections	and improvising with
			relate to the context	some confidence		relate to the context	confidence

		Which notes to when composin improvising with range of songs	g and appropriate notes		Which notes to use when composing and improvising with a range of songs	Securely use appropriate notes when composing and improvising a song
		Which notes an expression to us when composin improvising with song	expression when performing a song		Which notes and expression to use when composing and improvising with the song	Use expression when performing a song with some confidence Securely identify the pulse/beat in most songs with confidence
		Pulse/beat whe listening, movin and performing	Securely identify the	2	Pulse/beat when listening, moving to and performing music	
F	HT2 Sing and P	- I	able to do Securely create a fou or six-bar melody Begin to create an otepad eight-bar melody	Skills	What children will learn: A four, six or eight-bar melody according to the instructions given for the Music Notepad composition task	What children will be able to do Securely create a four or six-bar melody Create an eight-bar melody with some confidence
		The importance posture, diction technique wher performing	and understanding of the	е	The importance of posture, diction and technique when performing	Have a solid understanding of the importance of posture and technique when performing Securely understand dictation and why it is important when performing
		Secure connecti between the mi encountered an	usic connections between		Secure connections between the music encountered and the	Make secure connections between the music encountered and the

			A good range of learning from the Musical Spotlight A performance with context	Social theme with some confidence Securely apply learning from the Musical Spotlight Introduce a performance with context, begin to demonstrate understanding of the song, the learning process, and any other relevant connections		Social Theme with some confidence A wide range of learning from the Musical Spotlight A performance with context	Social theme with some confidence Securely apply learning from the Musical Spotlight Introduce a performance with context, begin to demonstrate understanding of the song, the learning process, and any other relevant connections with some confidence
	НТ3	Composing and Chords	What children will learn: Appropriate use of musical language (including musical elements)	What children will be able to do Have a secure understanding and apply musical language in context with confidence	Creative Composition	What children will learn: Appropriate use of musical language (including musical elements)	What children will be able to do Have a secure understanding and apply musical language in context with confidence
Spring			How to understand and describe a few contrasting feelings as they relate to music	Identify and explain how different feelings can connect with/relate to music in many different contexts with confidence		How to understand and describe a few contrasting feelings as they relate to music	Identify and explain how different feelings can connect with/relate to music in many different contexts with confidence
			A secure understanding of the musical style and the cultural and historical	Identify musical styles and most cultural and historical connections to music with some confidence		A secure understanding of the musical style and the cultural and historical	Identify musical styles and most cultural and historical connections to music with confidence

		connections to the			connections to the	
		music			music	
			Identify which notes to			Identify which notes to
		Some understanding	use when composing		Some understanding	use when composing
		of how the musical	and improvising with		of how the musical	and improvising with
		style and connections	confidence		style and connections	confidence
		relate to the context			relate to the context	
			Securely use			Securely use
		Which notes to use	appropriate notes		Which notes to use	appropriate notes
		when composing and	when composing and		when composing and	when composing and
		improvising with a	improvising a song		improvising with a	improvising a song
		range of songs			range of songs	
			Use expression when			Use expression when
		Which notes and	performing a song		Which notes and	performing a song
		expression to use	with some confidence		expression to use	with confidence
		when composing and			when composing and	
		improvising with the			improvising with the	
		song			song	
			Securely identify the			Securely identify the
		Pulse/beat when	pulse/beat in most		Pulse/beat when	pulse/beat in most
		listening, moving to	songs with confidence		listening, moving to	songs with confidence
		and performing music			and performing music	
HT4	Enjoying Musical	What children will	What children will be	Musical Styles	What children will	What children will be
	Styles	learn:	able to do Securely	Connect Us	learn:	able to do
		A four, six or eight-bar	create a four or six-bar		A four, six or eight-bar	Securely create a four
		melody according to	melody		melody according to	or six-bar melody
		the instructions given	Create an eight-bar		the instructions given	Create an eight-bar
		for the Music Notepad	melody with some		for the Music Notepad	melody with
		composition task	confidence		composition task	confidence
		The importance of	Have a solid		The importance of	Have a solid
		posture, diction and	understanding of the		posture, diction and	understanding of the
		technique when	importance of posture		technique when	importance of posture
		performing	l '		•	

LITE		Secure connections between the music encountered and the Social Theme with some confidence A wide range of learning from the Musical Spotlight A performance with context	performing Securely understand dictation and why it is important when performing Make secure connections between the music encountered and the Social theme with some confidence Securely apply learning from the Musical Spotlight Introduce a performance with context, begin to demonstrate understanding of the song, the learning process, and any other relevant connections with some confidence		Secure connections between the music encountered and the Social Theme with some confidence A wide range of learning from the Musical Spotlight A performance with context	performing Securely understand dictation and why it is important when performing Make secure connections between the music encountered and the Social theme with some confidence Securely apply learning from the Musical Spotlight Introduce a performance with context, begin to demonstrate understanding of the song, the learning process, and any other relevant connections with confidence
HT5	Freedom to Improvise	What children will learn: Appropriate use of musical language (including musical elements)	able to do Have a secure understanding and apply musical language in context with confidence	Improvising with Confidence	learn: Appropriate use of musical language (including musical elements)	What children will be able to do Have a secure understanding and apply musical language in context with confidence
	HT5	HT5 Freedom to Improvise	between the music encountered and the Social Theme with some confidence A wide range of learning from the Musical Spotlight A performance with context HT5 Freedom to Improvise What children will learn: Appropriate use of musical language (including musical	Securely understand dictation and why it is important when performing Secure connections between the music encountered and the Social Theme with some confidence A wide range of learning from the Musical Spotlight A performance with context A performance with context Introduce a performance with context, begin to demonstrate understanding of the song, the learning process, and any other relevant connections with some confidence HT5 Freedom to Improvise What children will learn: Appropriate use of musical language (including musical elements) What children will language in context	Secure connections between the music encountered and the Social Theme with some confidence A wide range of learning from the Musical Spotlight A performance with context A performance with context A performance with context A performance with context Breedom to Improvise What children will learn: Appropriate use of musical language (including musical elements) What children will language in context with confidence What confidence Securely understand dictation and why it is important when performing Make secure connections between the music encountered and the Social theme with some confidence Securely apply learning from the Musical Spotlight Introduce a performance with context, begin to demonstrate understanding of the song, the learning process, and any other relevant connections with some confidence HT5 Freedom to Improvise What children will be able to do Have a secure understanding and apply musical language in context with confidence Identify and explain	Secure connections between the music encountered and the Social Theme with some confidence A wide range of learning from the Musical Spotlight A performance with context HTS Freedom to Improvise What children will learn: Appropriate use of musical language (including musical elements) What children will language in context with confidence Secure vaneth why it is important when performing Secure connections Make secure connections between the music encountered and the Social Theme with some confidence A wide range of learning from the Musical Spotlight A performance with context, begin to demonstrate understanding of the song, the learning process, and any other relevant connections with some confidence HTS Introduce a performance with context, begin to demonstrate understanding of the song, the learning process, and any other relevant connections with some confidence HTS Introduce a performance with context understanding of the song, the learning process, and any other relevant connections with some confidence HTS Introduce a performance with context understanding of the song, the learning process, and any other relevant connections with some confidence HTS Introduce a performance with context understanding and apply musical language (including musical language in context with confidence HTS Introduce a performance with context with confidence Introduce a performance with context with context with confidence Introduce a performance with context wit

How to understand	can connect	contrasting feelings as	Identify and explain
and describe a few	with/relate to music in	they relate to music	how different feelings
contrasting feelings as	many different	they relate to made	can connect
they relate to music	contexts with		with/relate to music in
they relate to masic	confidence		many different
			contexts with
	Identify musical styles	A secure	confidence
	and most cultural and	understanding of the	Communication
A secure	historical connections	musical style and the	Identify musical styles
understanding of the	to music with	cultural and historical	and most cultural and
musical style and the	confidence	connections to the	historical connections
cultural and historical		music	to music with
connections to the			confidence
music			
	Identify which notes to	Some understanding	
Some understanding	use when composing	of how the musical	
of how the musical	and improvising with	style and connections	
style and connections	confidence	relate to the context	Securely identify
relate to the context		Which notes to use	which notes to use
Which notes to use		when composing and	when composing and
when composing and		improvising with a	improvising with
improvising with a		range of songs	confidence
range of songs			
	Securely use	Which notes and	
Which notes and	appropriate notes	expression to use	
expression to use	when composing and	when composing and	
when composing and	improvising a song	improvising with the	Securely use
improvising with the	Use expression when	song	appropriate notes
song	performing a song		when composing and
	with confidence		improvising a song
			Use expression when
	Securely identify the	Pulse/beat when	performing a song
Pulse/beat when	pulse/beat in most	listening, moving to	with confidence
listening, moving to	songs with confidence	and performing music	
and performing music			Securely identify the
			pulse/beat in most
			songs with confidence

						Securely create a four six or eight-bar meloc
НТ6	Battle of the Bands!	What children will learn: A four, six or eight-bar melody according to the instructions given for the Music Notepad composition task	What children will be able to do Securely create a four or six-bar melody Create an eight-bar melody with confidence	Farewell Tour	What children will learn: A four, six or eight-bar melody according to the instructions given for the Music Notepad composition task	What children will be able to do Securely create a fou or six-bar melody Create an eight-bar melody with confidence
		The importance of posture, diction and technique when performing	Have a solid understanding of the importance of posture and technique when performing Securely understand dictation and why it is important when performing		The importance of posture, diction and technique when performing	Have a solid understanding of the importance of postu and technique when performing Securely understand dictation and why it important when performing
		Secure connections between the music encountered and the Social Theme with confidence	Make secure connections between the music encountered and the Social theme with some confidence		Secure connections between the music encountered and the Social Theme with confidence	Make secure connections betwee the music encountered and th Social theme with some confidence
		A wide range of learning from the Musical Spotlight	Securely apply learning from the Musical Spotlight		A wide range of learning from the Musical Spotlight	Securely apply learning from the Musical Spotlight
		A performance with context	Introduce a performance with context, demonstrating		A performance with context	Introduce a performance with context, demonstrating
			understanding of the			understanding of the

song, the learning	song, the learning
process, and any other	process, and any other
relevant connections	relevant connections
with confidence	with confidence
	<u> </u>