



CRIGGLESTONE ST. JAMES CE PRIMARY ACADEMY

Music

'Ready for the Future'

2022-2024



Intent:

At St James we believe that music plays an important part in every child's creative education. We know that children develop self-confidence, self-esteem and a sense of wellbeing through listening to and creating music. We also know that research says that this can have a positive impact on learning in other subjects. We teach children to appreciate and talk about a range of genres from different musical traditions using the appropriate vocabulary. We ensure all children have the opportunity to play instruments and to compose and make their own music.

We take the National Curriculum statements and provide an enhanced curriculum version of this. We map these into a coherent and sequential progression model that outlines the knowledge, skills and vocabulary needed at each stage that will build to clearly defined end points.

Teachers then plan at a more detailed level the sequencing of the content to be taught across each unit.

Implementation:

We ensure that teachers of the subject have excellent subject knowledge. This is supported by leadership and a comprehensive scheme of work.

Subject matter is presented clearly and teachers carefully check learning and identify misconceptions.

Direct feedback is given verbally. Teaching is designed to ensure children know more and remember more.

Music is carefully resourced to ensure we have all the knowledge and resources required.

Additionally, as part of our music curriculum, we ensure our children learn to become skilled performers by being involved in musical productions. Children in Reception and KS1 begin with performing Nativity productions, Lower Key Stage 2 deliver Easter plays and Year 6 perform a final leavers production; each of these productions show a variety of musical talent across school.









Curriculum Overview:

Music Overview												
	Year A						Year B					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	ME	Christmas Production	Everyone	Our world	Big Bear Funk	Reflect Rewind Replay						
KS1	Hands, Feet Heart	Christmas Production	I Wanna Play in a Band	Zootime	Friendship song	Reflect Rewind Replay	Hey You!	Christmas Production	In The Groove!	Round and Round	Your Imagination	Reflect Rewind Replay
LKS2	Mama Mia	Glockenspiel Stage 2	Stop!	Production	Blackbird	Reflect Rewind Replay	Let your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	Production	Bringing us together	Reflect Rewind Replay
UK2	Happy	Classroom Jazz 2	A New Year carol	You've Got a Friend	Music and Me	Production	Livin' on a Prayer	Classroom Jazz 1	Make you Feel my Love	The Fresh Prince of Bel-Air	Music and Me	Production



EYFS Overview

Area:	Marvellous Me 	Superheroes (linked to 'Superworm' T4W) 	Weather- Come Outside (linked to 'Bear Hunt' T4W) 	Once Upon a Time (linked to 'TLRH' T4W) 	Wonderful Minibeasts (linked to 'TVHC' T4W) 	Only One Earth (linked to 'The Life of a Little Plastic Bottle' T4W) 
Big Question	What makes you unique? (PSED Driver)	Are superheroes real? (PSED Driver)	Can we go out in any weather? (UW Driver)	Should we forgive people for making bad choices? (PSED and UW Driver)	What is a lifecycle? (UW Driver)	What can we do to look after our environment? (UW Driver)
Provocative Statement	To be special you have to be good at something.	All superheroes wear a cape.	People are happier when its warm.	Traditional tales are just silly stories.	Some animals are more important than others.	Our environment can look after itself.
Substantive knowledge (skills)	<p>Learning loud and quiet and slow and fast. – learning stop signal.</p> <p>Learning to add an action to a beat/sound.</p>				<p>Song – tiny caterpillar on a leaf (in tune of she'll be coming round the mountain) – actions to song.</p> <p>Learning loud and quiet and slow and fast. – learning stop signal.</p> <p>Adding sounds to certain parts of butterfly song – using instruments.</p> <p>Creating sounds to represent images – use picture as stimulus.</p>	



					Caterpillar life cycle in tune to head shoulders knees and toes. – create patterns with instruments – samba.	
Vocabulary					Dynamic Tempo Rhythm Pattern Beat Pulse Compose Imagination Perform	
Sticky Knowledge					The dynamic is how loud or quiet the music is played. The tempo is how slow or fast the music is played. Composing is making or performing a piece of music.	
Outcome					Create a samba piece of music - exploring the dynamic.	



KS1 Overview Year A

	Hands, Feet Heart	Christmas Production	I Wanna Play in a Band	Zootime	Friendship song	Reflect Rewind Replay
Area:	Pulse rhythm pitch	Singing and Performance	Playing together in an ensemble	Pulse rhythm pitch	Pulse rhythm pitch	Consolidation
Final Outcome	Perform the song hands Feet and heart using singing voices	Perform a Christmas production to an audience	Perform the song I wanna Play in a band using voices,			
Genre of music/ key pieces of music and Musicians	<p><u>Afropop</u></p> <p>The Click Song sung by Miriam Makeba The Lion Sleeps Tonight sung by Soweto Gospel Choir Bring Him Back by Hugh Masekela You Can Call Me Al by Paul Simon Hlokoloza by Arthur Mafokate</p>	<p><u>Christmas</u></p>	<p><u>Rock</u></p> <p>We Will Rock You by Queen Smoke On The Water by Deep Purple Rockin' All Over The World by Status Quo Johnny B.Goode by Chuck Berry I Saw Her Standing There by The Beatles</p>	<p><u>Reggae</u></p> <p>Kingston Town by UB40 Shine by ASWAD IGY by Donald Fagen Feel Like Jumping by Marcia Griffiths I Can See Clearly Now by Jimmy Cliff</p>	<p><u>Pop</u></p> <p>Count On Me by Bruno Mars We Go Together – Grease soundtrack You Give A Little Love (from Bugsy Malone) That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John You've Got A Friend In Me by Randy Newman</p>	<p><u>Classical</u></p> <p>Peer Gynt Suite: Anitras Dance by Edvard Grieg – Romantic Brandenburg Concerto No 1 by Johann Sebastian Bach – Baroque From The Diary Of A Fly by Béla Bartók – 20th Century Fantasia On Greensleeves by Ralph Vaughn Williams – 20th century Dance of The Sugar Plum Fairy by Pytor Tchaikovsky – Romantic The Robots (Die Roboter)</p>



						by Kraftwerk – Contemporary
Substantive knowledge (skills)	<p>Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words)</p> <p>Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.</p>		<p>Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words)</p> <p>Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with F moving to G.</p> <p>Improvise! Take it in turns to improvise using F or F and G.</p>	<p>Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words)</p> <p>Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.</p> <p>Improvise! Take it in turns to improvise using C or C and D.</p>	<p>Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words)</p> <p>Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.</p> <p>Improvise! Take it in turns to improvise using C or C and D.</p>	The history of music, look back and consolidate your learning, learn some of the language of music
Vocabulary	Afropop	Performance Verse Chorus Unison audience	rock	Reggae	pop	classical
Disciplinary Knowledge	<p>Secure:</p> <ul style="list-style-type: none"> • Use voices in different ways such as speaking, singing and chanting. • To create and choose sounds • To perform simple rhythmical patterns, beginning to show an awareness of pulse. • To think about others when performing. <p>Extend:</p>					



- Use voices expressively and creatively.
- To sing with the sense of shape of the melody.
- To create and choose sounds for a specific effect.
- To perform rhythmical patterns and accompaniments, keeping a steady pulse



Lower KS2 Overview year A

	Mama Mia	Glockenspiel Stage 2	Stop!	Production	Blackbird	Reflect Rewind Replay
Area:	Play improvise and compose	Glockenspiel skills	Rap music – singing and composing	Singing and performance	Pulse rhythm pitch	Consolidation
outcome						
Genre of music/ key pieces of music and Musicians	<p><u>Pop</u></p> <p>Dancing Queen by ABBA The Winner Takes It All by ABBA Waterloo by ABBA Super Trouper by ABBA Thank You For The Music by ABBA</p>	<p><u>Mixed style</u></p> <p>Mardi Gras Groovin' Two-Way Radio Flea, Fly, Mosquito Rigadoon Mamma Mia Portsmouth Strictly D Play Your Music Drive</p>	<p><u>Grime</u></p> <p>Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop) Radetzky Marsch by Strauss (Classical) Can't Stop The Feeling! by Justin Timberlake (Pop) Libertango by Astor Piazzolla (Tango) Mas Que Nada performed by Sérgio Mendes featuring Black Eyed Peas</p>		<p><u>The beetles/ pop</u></p> <p>Yellow Submarine by The Beatles Hey Jude by The Beatles Can't Buy Me Love by The Beatles Yesterday by The Beatles Let It Be by The Beatles</p>	<p><u>Classical</u></p> <p>La Quinta Estampie Real anon 13th century (Early Music) The Arrival Of The Queen Of Sheba by Handel (Baroque) Moonlight Sonata by Beethoven (Romantic) Bridal Chorus (Wedding March) by Wagner (Romantic) Rhapsody In Blue by Gershwin (20th Century) Einstein On The Beach by Philip Glass (Contemporary)</p>
	<p><u>Use bronze challenges –</u> Sing and Copy Back Listen and sing back</p>	<p><u>Use silver challenges</u> Sing, Play and Copy Back Listen and copy back using instruments, one note: C</p>	<p><u>Use silver challenges</u> Sing, Play and Copy Back Listen and copy back using instruments, one note: F</p>	Production?	<p><u>Use gold challenges</u> Sing, Play and Copy Back Listen and copy back using two notes: C and D</p>	Consolidation



	<p>Play and Improvise Using your instruments, listen and play your own answer using one note: G</p> <p>Improvise! Take it in turns to improvise using one note: G</p>	<p>Play and Improvise Using your instruments, listen and play your own answer using one or two notes: C and sometimes D</p> <p>Improvise! Take it in turns to improvise using one or two notes: C and sometimes D</p>	<p>Play and Improvise Using your instruments, listen and play your own answer using one or two notes: F and sometimes G</p> <p>Improvise! Take it in turns to improvise using one or two notes: F and sometimes G</p>		<p>Play and Improvise Using your instruments, listen and play your own answer using two notes: C and D</p> <p>Improvise! Take it in turns to improvise using two notes: C and D</p>	
Vocabulary						
Disciplinary Knowledge						



KS1 Overview Year B

Charanga Unit name	Hey You!	Christmas Production	In The Groove!	Round and Round	Your Imagination	Reflect Rewind Replay
Theme	How pulse, rhythm and pitch work together.	Learn and perform songs from memory	How to be in the groove with different styles of music.	Pulse, rhythm and pitch in different styles of music.	Using your imagination.	The history of music, look back and consolidate your learning, learn some of the language of music.
Final Outcome	Perform Hey You! to another class using singing voices	Perform a Christmas production to an audience.	Perform In The Groove to another class using singing voices and untuned instruments	Perform Round and Round to another class or parents using singing voices and untuned instruments	Perform Your Imagination in groups. Watch and evaluate each others performances. Include learnt rhythms and improvisation.	Perform 2 songs to parents using singing voices and instruments. Include learnt rhythms and improvisation.
Genre of music/ key pieces of music and Musicians	<p><u>Old School Hip Hop</u></p> <p>Me, Myself And I by De La Soul Fresh Prince Of Bel-Air by Will Smith Rapper's Delight by The Sugarhill Gang</p>	<p><u>Christmas</u></p>	<p><u>Blues, Baroque, Latin, Bhangra, Folk, Funk</u></p> <p>How Blue Can You Get by B.B. King (Blues) Let The Bright Seraphim by Handel (Baroque)</p>	<p><u>Bossa Nova</u></p> <p>Livin' La Vida Loca by Ricky Martin (Latin/Pop) Imperial War March by John Williams (Film) It Had Better Be Tonight by Michael</p>	<p><u>Pop</u></p> <p>Supercalifragilistic expialidocious from Mary Poppins Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack Daydream Believer by The Monkees</p>	<p><u>Classical</u></p> <p>A Song Before Sunrise by Frederick Delius – 20th Century The Firebird by Igor Stravinsky – 20th Century The Bird by Sergei Prokofiev – 20th Century</p>



	<p>U Can't Touch This by MC Hammer It's Like That by Run DMC</p>		<p>Livin' La Vida Loca by Ricky Martin (Latin/Pop) Jai Ho by J.R. Rahman (Bhangra/Bollywood) Lord Of The Dance by Ronan Hardiman (Irish) Diggin' On James Brown by Tower Of Power (Funk)</p>	<p>Bubl� (Latin/Big Band) Why Don't You by Gramophonedzie (Big Band/Dance) Oya Como Va by Santana (Latin/Jazz)</p>	<p>Rainbow Connection from The Muppet Movie A Whole New World from Aladdin</p>	<p>Grand March from Aida by Giuseppe Verdi – Classical Bolero by Maurice Ravel – 20th Century The Lamb by John Tavener – Contemporary</p>
<p>Substantive knowledge (skills linked to Charanga steps)</p>	<p>Use bronze challenges – Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words)</p> <p>Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.</p>		<p>Use bronze challenges – Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words)</p> <p>Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with F moving to G.</p> <p>Improvise! Take it in turns to improvise using F or F and G.</p>	<p>Use silver challenges – Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words)</p> <p>Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.</p> <p>Improvise! Take it in turns to improvise using C or C and D.</p>	<p>Use silver challenges – Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words)</p> <p>Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.</p> <p>Improvise! Take it in turns to improvise using C or C and D.</p>	<p>Use silver/ gold challenges – The history of music, look back and consolidate your learning, learn some of the language of music</p>



Vocabulary	Rhythm Pulse Volume (Loud Soft) Pitch (High Low) Melody Audience
Disciplinary Knowledge	<p><u>Appraising skills</u> Secure:</p> <ul style="list-style-type: none">• To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc.• To think about and make simple suggestions about what could make their own work better. E.g: play faster or louder. <p>Extend:</p> <ul style="list-style-type: none">• To respond to different moods in music and explain thinking about changes in sound.• To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments. <p><u>Play and perform</u> Secure:</p> <ul style="list-style-type: none">• Use voices in different ways such as speaking, singing and chanting.• To create and choose sounds• To perform simple rhythmical patterns, beginning to show an awareness of pulse.• To think about others when performing. <p>Extend:</p> <ul style="list-style-type: none">• Use voices expressively and creatively.• To sing with the sense of shape of the melody.• To create and choose sounds for a specific effect.• To perform rhythmical patterns and accompaniments, keeping a steady pulse <p><u>Create and compose</u> Secure:</p> <ul style="list-style-type: none">• To know about and experiment with sounds.• To recognise and explore how sounds can be organised



- To identify and organise sounds using simple criteria e.g. loud, soft, high low.

Extend:

- Repeat short rhythmic and melodic patterns.
- To begin to explore and choose and order sounds using the inter-related dimensions of music.

LKS2 Overview Year B

Charanga Unit name	Let your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	Production	Bringing us together	Reflect Rewind Replay
Theme	RnB	Glockenspiel	Reggae		Disco	Classical
Final Outcome	Perform Let your Spirit Fly in groups to the rest of the class	Perform a piece of music on glockenspiels to another class in school	Perform Three Little Birds to another class in school or parents	Perform a KS production to parents and carers	Perform Bringing it together using instruments and singing. Include some improvisation in the performance	Perform using instruments and singing. Include some improvisation in the performance
Genre of music/ key pieces of music and Musicians	Colonel Bogey March by Kenneth Alford (Film) Consider Yourself from the musical 'Oliver!' (Musicals) Ain't No Mountain High Enough by Marvin Gaye (Motown) You're The First, The Last, My Everything by Barry White (Soul)	Easy E Strictly D Drive D-E-F-initely Roundabout March of the Golden Guards Portsmouth	Jamming by Bob Marley Small People by Ziggy Marley 54-56 Was My Number by Toots and The Maytals Ram Goat Liver by Pluto Shervington Our Day Will Come by Amy Winehouse		Good Times by Nile Rodgers Ain't Nobody by Chaka Khan We Are Family by Sister Sledge Ain't No Stopping Us Now by McFadden and Whitehead Car Wash by Rose Royce	L'Homme Arme by Robert Morton – Early Music Les Tricoteuses (The Knitters) – Baroque The Clock: II Andante by Franz Joseph Haydn – Classical Piano Concerto: Allegro Maestoso (Tempo Guisto) by Franz Liszt – Romantic Prelude A L'Apres-Midi d'un Faune by Claude Debussy – 20th century Music for Large and Small Ensembles (opening) by Kenny Wheeler – Contemporary



<p align="center">Substantive knowledge (skills linked to Charanga steps)</p>	<p>Use bronze challenges – Sing and Copy Back Listen and sing back</p> <p>Play and Improvise Using your instruments, listen and play your own answer using one note: G</p> <p>Improvise! Take it in turns to improvise using one note: G</p>	<p>Use silver challenges Sing, Play and Copy Back Listen and copy back using instruments, one note: C</p> <p>Play and Improvise Using your instruments, listen and play your own answer using one or two notes: C and sometimes D</p> <p>Improvise! Take it in turns to improvise using one or two notes: C and sometimes D</p>	<p>Use silver challenges Sing, Play and Copy Back Listen and copy back using instruments, one note: F</p> <p>Play and Improvise Using your instruments, listen and play your own answer using one or two notes: F and sometimes G</p> <p>Improvise! Take it in turns to improvise using one or two notes: F and sometimes G</p>	<p>Production?</p>	<p>Use gold challenges Sing, Play and Copy Back Listen and copy back using two notes: C and D</p> <p>Play and Improvise Using your instruments, listen and play your own answer using two notes: C and D</p> <p>Improvise! Take it in turns to improvise using two notes: C and D</p>	<p>Consolidation</p>
<p align="center">Vocabulary</p>	<p>Previous vocab from KS1 to review plus – Notes (Crotchet, Quaver, Minim, Semi quaver, Semi breve) Tempo Solo Duet Harmony Verse Chorus</p>					
<p align="center">Disciplinary Knowledge</p>	<p>Appraising skills Secure:</p> <ul style="list-style-type: none"> • To explore and comment on the ways sounds can be used expressively. • To comment on the effectiveness of own work, identifying and making improvements. <p>Extend:</p> <ul style="list-style-type: none"> • To recognise and explore the ways sounds can be combined and used expressively and comment on this effect. 					



- To comment on the effectiveness of won work, identifying and making improvements based on its intended outcome.

Play and perform

Secure:

- To sing in unison, becoming aware of pitch.
- To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.
- To think about others while performing.

Extend:

- To sing in unison maintaining the correct pitch and using increasing expression.
- To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.

Create and compose

Secure:

- To create simple rhythmical patterns that use a small range of notes.
- To begin to join simple layers of sound, e.g. a background rhythm and a solo melody

Extend:

- To create rhythmical and simple melodic patterns using an increased number of notes.
- To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.

UKS2 Overview Year B

Charanga Unit name	Livin' on a Prayer	Classroom Jazz 1	Make you Feel my Love	The Fresh Prince of Bel-Air	Music and Me	Production
Theme	Rock	Bossa Nova and Swing Pop	Ballads	Old-School Hip-Hop	Motown	
Final Outcome	Perform Livin' on a prayer in groups to the rest of the class	Perform a jazz piece to another class in school	Perform Make you feel my Love to another class in school or parents	Perform Fresh Prince of Bel- Air using instruments and singing. Include some improvisation in the performance	Perform Music and Me using instruments and singing. Include some improvisation in the performance	Perform a KS production to parents and carers
Genre of music/ key pieces of music and Musicians	We Will Rock You by Queen Smoke On The Water by Deep Purple Rockin' All Over The World by Status Quo Johnny B.Goode by Chuck Berry I Saw Her Standing There by The Beatles	Desafinado by Stan Getz (Swing) Cotton Tail by Ben Webster 5 Note Swing by Ian Gray Perdido by Woody Herman	Make You Feel My Love by Bob Dylan So Amazing by Luther Vandross Hello by Lionel Ritchie The Way You Look Tonight by Tony Bennett	Me Myself and I by De La Soul Ready or Not by Fugees Rapper's Delight by The Sugarhill Gang U Can't Touch This by M C Hammer	I can't Help Myself (Sugar Pie Honey Bunch) by The Four Tops I Heard it Through the Grapevine by Marvin Gaye Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell You Are the Sunshine of My Life by Stevie Wonder	
Substantive knowledge (skills linked to Charanga steps)	<u>Use bronze challenges –</u> Play and Copy Back Copy back using	Bossa Nova B, A + G Swing D, E, G, A + B	<u>Use silver challenges</u> Play and Copy back Copy back using instruments. Use 2 notes: C and D	<u>Use gold challenges</u> Play and Copy back Copy back using instruments. Use 3 notes: D, E and F	<u>Use gold challenges</u> Play and Copy back Copy back using instruments. Use 3 notes: D, E and F	Production?



	<p>instruments. Use 1 note: G</p> <p>Play and Improvise Question and Answer using instruments. Use 1 note in your answer: G</p> <p>Improvise! Take it in turns to improvise using 1 note: G</p>		<p>Play and Improvise Question and Answer using instruments. Use 2 notes in your answer: C and D</p> <p>Improvise! Take it in turns to improvise using 2 notes: C and D</p>	<p>Play and Improvise Question and Answer using instruments. Use 3 notes in your answer: D, E and F</p> <p>Improvise! Take it in turns to improvise using 3 notes: D, E and F</p>	<p>Play and Improvise Question and Answer using instruments. Use 3 notes in your answer: D, E and F</p> <p>Improvise! Take it in turns to improvise using 3 notes: D, E and F</p>	
<p>Vocabulary</p>	<p>Previous vocab from LKS2 to review plus – Bar Rest Scale Genre (Modern, Jazz, Contemporary) Forte Allegro</p>					
<p>Disciplinary Knowledge</p>	<p><u>Appraising skills</u> Secure: <ul style="list-style-type: none"> • To describe, compare and evaluate different types of music beginning to use musical words. • To comment on the success of own and others work, suggesting improvements based on intended outcomes. Extend: <ul style="list-style-type: none"> • To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music • To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved. <u>Play and perform</u> Secure: <ul style="list-style-type: none"> • To sing in unison with clear diction, controlled pitch and sense of phrase. </p>					



- To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.
- To maintain my own part and be aware how the different parts fit together

Extend:

- To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase.
- To play and perform with accuracy, fluency, control and expression.
- To think about the audience when performing and how to create a specific effect.

Create and compose

Secure:

- To create increasingly complicated rhythmic and melodic phrases within given structures.

Extend:

- To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.