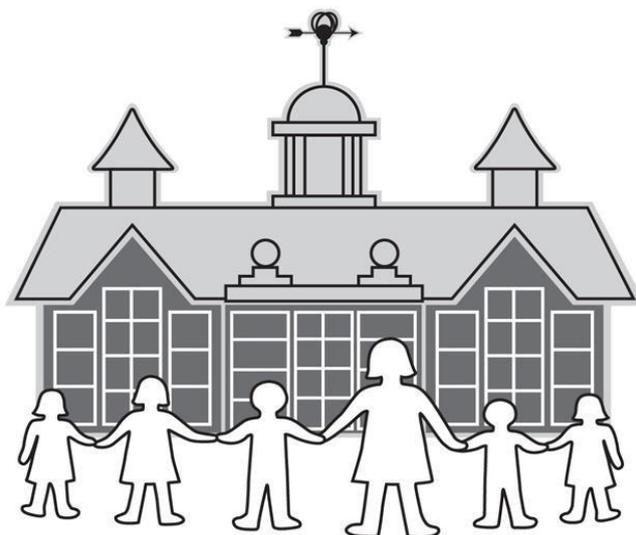


North Ealing Primary School



Music Policy 2017

School lead for this policy:	N.Mehew/D.Goodall
Committee with oversight for this policy -	Curriculum & Standards
Policy to be approved by the Headteacher	
Policy last reviewed by the Curriculum & Standards Committee	14/06/2017
Policy last ratified and adopted by the Headteacher	14/06/2017
Policy / Document due for review	Summer 2021

North Ealing Primary School Music Policy

Statement of Intent:

"I would teach children music, physics, and philosophy; but most importantly music, for the patterns in music and all the arts are the keys to learning." Plato

"We teach music because it is unique and good. We teach music so that children can make their own music. We teach music because it acts in a unique way on the heart, mind, soul and spirit of the child, stimulating thought and imagination in very special ways. These are the real reasons for teaching music."

Until we genuinely value arts education, especially music education, we will remain in danger of being a dull, unimaginative nation.

Richard Gill (artistic director Sydney Symphony Education) 2013

Introduction

This policy outlines the teaching, organisation and management of music taught at North Ealing Primary School. The school's policy for music is based on the new primary curriculum (statutory from September 2014) . The implementation of this policy is the responsibility of all teaching staff.

Teaching Music

Music and music-making is a thread that runs throughout the school and reaches into our local community and beyond. Every child receives lessons prepared and delivered by specialists who work closely with the class teachers in providing ideas and cross-curricular opportunities for musical development.

Additionally, the school provides opportunities for singing through a KS2 Choir, an orchestra, a Chamber Choir, a KS1 Singing Club and through Key Stage 'Singing' assemblies.

Peripatetic staff members provide individual or small-group tuition in flute/clarinet, violin, cello, piano and recorder. These lessons are 'showcased' by the teacher in question to an audience of pupils and parents.

The school provides pupils with ample opportunities for performance outside of school:

- 'Light Up the Lane' with the choir;
- Christmas Concert (St.Barnabas);
- ESMA inter-school concerts;
- Spring Concert;
- 'Showcase' assemblies;
- Year 6 final performances;
- Involvement with groups such as the LSO Discovery Concerts and the 'Voces8' events at St.Benedicts

Pupils regularly provide music for assemblies on a volunteer basis.

Aims

1. To produce adults to whom music is not a way of earning a living but a way of life;
2. to allow students to experience small successes (when taught developmentally i.e. in very small but also
3. to learn perseverance when practising a skill, concept, musical work etc for a long time in order to achieve success;
4. to encourage creativity and to learn to express themselves through music;
5. to improve listening skills;
6. to improve the ability to concentrate and focus;
7. to improve self-confidence;
8. to help students learn to set, and work towards, goals;
9. to improve children's health and well-being;
10. to improve memory;
11. to connect us to other people (through group composition type tasks, ensemble playing etc) and to assist with the development of social skills such as self control, the ability to work in a group and to learn sensitivity towards others;
12. to assist with language development (singing) and to aid physical coordination (singing/clapping games);
13. to allow the students to have fun in a safe environment.

(Source: <http://dsmusic.com.au/blog/why-teach-music/>)

We aim to do this by:

- Delivering high quality, interesting and engaging music lessons individually, in small groups, by class, by whole school experiences;
- Using the context and content of the whole curriculum to develop and consolidate cross curricular skills and perspectives;
- Teaching music in a global and historical context; including the contributions of significant musicians/styles from a range of cultures;
- Developing and extending pupils' musical knowledge and understanding;
- Developing pupils' ability to work creatively and involve pupils in planning, developing, performing and evaluating their work;
- Developing pupils' musical vocabulary and their ability to articulate musical concepts/understanding and perceptions clearly and precisely;
- Ensuring that all pupils are appropriately challenged according to their aptitude/ability to make good progress in their music lessons.

Teaching and Learning

At North Ealing, teachers plan and deliver high-quality and engaging music lessons incorporating a range of teaching and learning styles. At North Ealing teachers will provide opportunities for pupils to:

- Learn about music, where possible, through first-hand practical experiences;
- Develop their research skills through the appropriate use of secondary sources;
- Work collaboratively in pairs, groups and/or individually;
- Plan and carry out musical tasks with an increasing systematic and mature approach as they progress through the school;
- Develop their questioning, selection of vocabulary/instruments, listening and feedback, confidence/creativity and expressive skills;
- Record their work in a variety of ways e.g. performance, recording, graphic scores, standard notation, video;
- Read and spell a musical vocabulary appropriate for their age.
- Be motivated and inspired by engaging and interactive music displays which include key vocabulary and relevant questions.
- Learn about science using the outdoor learning environment.

Planning

- Planning is maintained on the Central Resources system.
- Planning provides the Classroom Monitor expectations for the relevant Key Stage and the key questions from each year group's curriculum plans.
- Planning includes key vocabulary/concepts, links to resources, list of activities and the most relevant CM and key questions objectives.

SEE EXAMPLE APPENDIX 2

Monitoring

- Music is monitored by the Senior Leadership team regularly as part of the whole school triangulation process
- Planning and discussion/feedback sessions are also carried out regularly 'in-house' by the music subject leader and feedback is given to teachers at an appropriate time.

Health and safety

- Teachers must plan safe activities for music and complete a risk assessment if necessary (eg if making instruments or when on external visits).
- Music teachers need to be aware of health and safety procedures within the school and know which of their pupils may have social/medical/emotional needs.
- Pupils with severe allergies/asthma will need access to their medication when NOT in their classroom.
- Pupils must be aware of the need for personal safety and the safety of others during music lessons.

Inclusion

At North Ealing teachers ensure that they adopt an inclusive approach to their music planning and teaching; ensuring that pupils of all abilities and backgrounds have an equal opportunity to make good progress and enjoy their musical opportunities and experiences.

Impact

Through the teaching of Music, children gain a knowledge and awareness of the ever more diverse world around them. By regularly timetabling Music each week, the pupils' understanding can progress and be regularly monitored and assessed.

The benefits of musical training cannot be stressed enough. It plays a major role in the development of brain function and effectiveness by combining left and right brain (creative/logical) hemisphere. In short, the whole brain is engaged opening up new pathways of thinking, feeling and expressing.

Music is an essential part of life and through progressive training, pupils will gain in their understanding, enjoyment and ability to take part in musical activities.

Music Assemblies and the Spring Concert also help to raise the subject's profile within the School.

Resources

- The Music Coordinators, Ealing Music Service and our peripatetic staff are available for support where needed.
- The school has developed a comprehensive scheme of work for music drawing on the LCP Music Resource files (Foundation/KS1 & KS2) supplemented by the Music Express series. **SEE APPENDIX 1**
- Resources for music are stored in the Music Room. Backing tracks are also available on Central Resources and the multi-media drive.
- Useful websites are incorporated into lessons through the use of the Interactive Whiteboard and these are reproduced on the MLE.
- The subject leader must be informed of any changes regarding music resources i.e missing or broken resources and/or when new or replacement resources are required.
- The NES Learning Zone contains backing tracks/ lyrics for concerts, helpful links to external sites and the music being studied under each topic.

Assessment and Record Keeping

- Achievements are recorded using a wide variety of methods providing all children with an opportunity to demonstrate their knowledge and understanding.
- In Nursery and Reception all work is directly linked to the EYFS curriculum. Classroom Monitor is used to record assessments in Nursery and Reception.

- All work in KS1 and KS2 are directly linked to the NC14 scheme of work and attainment is recorded on Classroom Monitor to enable pupils' work to be measured against expected outcomes.
- Regular videos record evidence of outcomes and are used to inform assessment as well as for pupil feedback.

Homework

Although there is no set homework routine, the following list provides examples of how pupils can continue their musical learning at home:

- through the activities and resources placed on the NES Learningzone site;
- through being able to access backing tracks for singing activities through the MLE;
- through individual lessons and practice;
- through involvement in the musical events arranged by the school.

See also School Policies on:

- Teaching and Learning
- Assessment and Record Keeping
- Inclusion
- SEN
- A&T
- Health and Safety
- Foundation Stage
- Marking

Documents drawn on:

- National Curriculum 2014
- EYFS curriculum
- Non-Statutory Guidance

APPENDIX 1

RECEPTION	<p>Let's Go ON a Bear Hunt! How my feelings are affected by music and sound. Exploring our heartbeats and how they change (running) Can I use simple percussion to show running/walking/heartbeat etc? Can I create 'spooky' sounds , the sound of water etc using simple percussion. Can I perform songs about my body and my feelings?</p>	<p>The Seasons and the Weather How composers show different types of weather and season. How composers changes dynamics and speed to show changes in weather/season. Can I describe the weather and how it makes me feel? Can I show changes of dynamic and speed for light/heavy rain etc? Can I perform action songs about the weather and make up my own body movements?</p>	<p>Musical Tales How composers use music to 'tell a story'. How composers organise their music into sections to help us follow. Can I identify tunes that are 'characters' in the story? Can I add my own sound effects to a story? Can I compose simple tunes to suggest happy/sad characters?</p>
	<p>Christmas Preparation</p>	<p>Making Music with everyday objects.</p>	<p>Musical Games (Playground and beyond)</p>

	AUTUMN	SPRING	SUMMER
Year 1	<p><u>Sounds Interesting.</u> Identify different sounds and change/use sounds expressively. Can I play a simple percussion instrument high/low/loud/soft? Can I sing high/low/loud/soft?</p>	<p><u>Feel the Pulse</u> Pulse: fast and slow Recognise the difference between pulse and rhythm Can I perform with a sense of pulse?</p>	<p><u>The Long and the Short of it</u> Duration: long and short sounds Can I use long and short sounds to create interesting sequences of sound?</p>
	<p>Christmas Preparation</p>	<p>Pulse and rhythm</p>	<p>Exploring pitch and rhythm</p>
Year 2	<p><u>Taking Off</u> Discriminating between high/low sounds and create simple melodic patterns and shapes. Can I sing a song at different pitches and speeds? Can I notate and read from a simple dot grid?</p>	<p><u>What's the Score</u> Using symbols and learning about percussion instruments. Recognise different ways that sounds are made and changed. Can I name and use a variety of instruments</p>	<p><u>Rain,Rain Go Away!</u> Composing weather music Explore tempo, timbre and dynamics Can I create music in response to a stimulus eg rain?</p>

	<p>Can I compose a simple piece combining high and low voices? BBC Ten Pieces 'In the Hall of the Mountain King'.</p>	<p>in the music room?</p>	<p>BBC Ten Pieces: 'Storm' (Peter Grimes)</p>
	<p>Christmas Preparation.</p>	<p>Using vocabulary of music and practising: dynamics Can I use vocabulary, such as: piano, forte?</p>	<p>Following a conductor Use appropriate instruments to create a mood. Can I choose appropriate instruments to imitate different weather sounds?</p>

	AUTUMN	SPRING	SUMMER
Year 3	<p>Unit 9: Animal Magic Develop ability to create/perform/analyse short, descriptive compositions that combine sounds, movements and words. Can I use descriptive music as a stimulus for creating movements and sounds? Can I respond to descriptive/narrative music developing a sequence of movement?</p>	<p>Play it Again Develop ability to create simple rhythmic patterns Can I perform a simple rhythm from memory? Can I perform a rhythm from simple notation?</p>	<p>The Class Orchestra Create, combine and perform rhythmic and melodic material. Can I create sounds to accompany a class performance? Can I contribute towards a class performance?</p>
	<p>Christmas Preparation</p>	<p>BBC Ten Pieces: Connect It</p>	<p>BBC Ten Pieces: Mozart Horn Concerto 4</p>
Year 4	<p>Unit 14: Salt, Mustard, Vinegar, Pepper Recognise and explore characteristics of singing games developing their sense of pulse and structure. Focus on multi-cultural input. Can I identify the ingredients of a typical playground singing game and perform with others. Can I identify common themes in these games? Can I create my own singing games based upon what I have found out?</p>	<p>Unit 13: Painting with Sound Create,perform and analyse expressive compositions and extend sound vocabulary. Create / perform simple compositions that combine rhythm and melody as well as explore abstract uses of sound. Can I identify the intended mood/atmosphere of a composition? Can I describe how these effects are built</p>	<p>Unit 12: Dragon Scales Recognise and use pentatonic scales to create short melodies and accompaniments eg ostinati/riffs. To improvise in a 'jazz' style. Can I create a melodic shape eg an arch/series of arches? Can I maintain an ostinato/riff in a group. Can I play back a short pentatonic phrase and develop my aural perception.</p>

		up? Can I combine sounds and vary the elements to create an intended emotional response?	Can I use the scale to develop a singing game (see Autumn unit)
	Christmas Preparation	BBC Ten Pieces 'Night on the Bare Mountain' and 'Firebird'	

	AUTUMN	SPRING	SUMMER
Year 5	Unit 18: Journey into Space Can I identify different moods/sensations and then create my own version? Can I notate (graphically) and record digitally to manipulate sounds? Can I describe music using a technical vocabulary and demonstrate these changes? BBC Ten Pieces: Mars 'The Planets'	Unit 16: Cyclic Patterns To develop a secure sense of rhythm/pulse and improvise/compose/notate rhythmic patterns. Can I maintain a steady beat against others (drumming circles) Can I notate and perform from grids with several parts? Can I recognise rhythmic cell patterns in a range of world music?	Unit 17: Round About To explore harmony by performing/singing in 2 parts (or more). To incorporate ostinati and drones. Can I recognise concords and discords? Can I maintain a part against another when singing/performing? Can I compose a round using a triad or the pentatonic scale (from Y4 Dragon Scales)
	Christmas Preparations	BBC Ten Pieces: Short Ride in a Fast Machine'	BBC Ten Pieces: Zadok the Priest
Year 6	Unit 19: Songwriter Exploring Lyrics and Melody. Can I compose a song with an awareness of the relationship between lyrics and melody?	Music Hall: Performing together Use a variety of skills to create a music hall performance Can I sing simple two part songs eg Street Cries? Can I create actions and dances to accompany music hall songs?	Unit 21: Who Knows? Compose and perform music in response to musical and non-musical stimuli. Explore how musical elements are used to create different moods. Write and perform from graphic scores. Can I follow simple notation? Can I use a graphic score?
	CHRISTMAS PREPARATION	BBC Ten Pieces: Beethoven 5th	Y6 Production preparation

Ongoing:

- All pupils will participate in Singing Assemblies and have access to school Music Clubs: Choir/ KS1 Singing Club/Orchestra/Peripatetic instrumental tuition.
- All pupils will have the opportunity to perform in assemblies/ concerts and special events throughout the year both individually and in groups.
- All pupils will develop their musical vocabulary and understanding of the musical elements through talking, demonstrating, recognising and describing the sounds that they are exposed to.
- All pupils will develop the ability to notate their compositions both graphically and in standard notation systems.
- All pupils will learn a range of songs that will enhance their classroom learning, their awareness of musical styles/traditions and the development of good habits (posture/ breathing/ interpretation)

APPENDIX 2 (PLANNING FORMAT EXAMPLE):

Term: Autumn	Year Group:4	Unit Title: Salt, Mustard, Vinegar, Pepper	Teacher: NM
Classroom Monitor			
Lower KeyStage 2 Composing he/she can use his/her voice and copy a given scale.			
Lower KeyStage 2 Composing he/she can compose three note patterns.			
Lower KeyStage 2 Composing he/she can compose simple tunes using a pentatonic scale (a scale with 5 notes).			
Lower KeyStage 2 Composing he/she can improvise repeated patterns (ostinato).			
Lower KeyStage 2 Composing he/she can create his/her own symbols to represent different sounds and instruments in his/her compositions.			
Lower KeyStage 2 Composing he/she can reflect on, and improve his/her own work e.g. They can evaluate his/her piece against given criteria.			
Lower KeyStage 2 Performing he/she can sing expressively in time to the beat and rhythm.			
Lower KeyStage 2 Performing he/she can perform given compositions/songs from memory.			
Lower KeyStage 2 Performing he/she can take part in two-part songs.			
Lower KeyStage 2 Performing he/she can take part in two-part harmonies.			
Lower KeyStage 2 Performing he/she can perform simple rhythmic and melodic patterns on an instrument to accompany a song.			
Lower KeyStage 2 Performing he/she can perform as part of a group and individually to an audience.			
Lower KeyStage 2 Listening and Context he/she can begin to identify how many beats are in a bar when listening to pieces of music.			
Lower KeyStage 2 Listening and Context he/she can explain what they think a piece of music's purpose could be.			
Lower KeyStage 2 Listening and Context he/she can compare pieces, thinking about pitch, mood, rhythm and tempo.			
Lower KeyStage 2 Listening and Context he/she can evaluate others work, thinking about pitch, mood, rhythm and tempo.			
Lower KeyStage 2 Listening and Context he/she can find similarities and differences in the work of a great composer/musician from history.			
Lower KeyStage 2 Listening and Context he/she can express his/her opinions about music from the past.			
<p>Overview of Unit and Key questions:</p> <ul style="list-style-type: none"> • Recognise and explore characteristics of singing games developing their sense of pulse and structure. Focus on multi-cultural input. • Can I identify the ingredients of a typical playground singing game and perform with others. 			

- Can I identify common themes in these games?
- Can I create my own singing games based upon what I have found out?

Christmas Preparation	Key Vocabulary	Resources	Main Learning Objectives/Activities	Learning Outcomes/Assessment
1	Call and Response Echo strong (f) soft (p) forte/piano imitation	IWB Call/Response Songs http://resources.hwb.wales.gov.uk/VTC/2009-10/music/continyou/site/call-and-response-and-echo-songs/eng/index.html Tongo Oh lulla lay	<ul style="list-style-type: none"> • to initiate pupils into the Music Room Code of Conduct (including walking to/from acc. NES behaviour policy; • To ensure that pupils are aware of the need to 'use and not abuse' instruments and to maintain the accurate location of resources; • To establish basic routines of seating, responding and listening effectively; • To learn names using 'echo' games with imitation of a body-gesture and vocal tic. 	Any pupils with particular needs will have been discussed with the class teacher in anticipation of a crib sheet to follow in due course. Pupils will know expectations and consequences based on mutual trust and sense of responsibility. NM will be able to assess dynamics of the class (given 'early days') and note any potential issues. CHOIR and ORCHESTRA will be promoted.
2	Vocabulary sheet for classrooms. Pulse, Pattern,	Tuned/untuned percussion for create chords G and C (triads) Pictures of popular crisp flavours. Words to 'Hot Potato' Chord grid CCGC CCGC	<ul style="list-style-type: none"> • To develop accurate listening and rhythmic improvisation. • To identify syllabic patterns and 'strong' beats. <p>1) Warm up clapping game to 'Be Kind'</p>	Pupils will have: 1) learned the basic 'riff' to 'Be Kind' 2) Practised simple game with movement and feeling of strong beats. 3) use tuned percussion as an ostinato 4) Started to compose/rehearse a simple game to perform next week.

			<p>track.</p> <p>2) Circle – learn 'Hot Potato' clap strong beat then 'pass the potato' on strong beat'</p> <p>3) Holder of potato performs 3 play/echo claps – game continues.</p> <p>4) Introduce the CCGC ostinato on percussion playing on the strong beat whilst rest sing (instruments on a 'stage' to side. Group of 8.</p> <p>5) Use the 4 groups created to develop version of game using crisp flavours by selecting syllables as appropriate. Same groups next week to rehearse and perform.</p>	
3	Beat, pulse, ostinato, chord/triad ensemble	Range of tuned percussion per group. Selection hand-held percussion per group. Ppt. Microphone and recording AUDACITY	<p>1) Warm Up : Be Kind Online – learn VERSE ½. Sing in parts with ostinato.</p> <p>2) Review 'Hot Potato' game. PPT slide of ostinato pattern</p> <p>3) groups – final version of 'Crisp Song' with strong beats marked. Pupil rehearse their song with percussion.</p> <p>4) Perform/Record and Evaluate.</p>	<p>All groups will know the 'Be Kind' song.</p> <p>All sub-groups will record their 'crisp song saved as mp3 for class use.</p> <p>Lower KeyStage 2 Composing he/she can reflect on, and improve his/her own work e.g. They can evaluate his/her piece against given criteria.</p> <p>Lower KeyStage 2 Performing he/she can perform given compositions/songs from memory.</p> <p>Lower KeyStage 2 Listening and Context he/she can explain what they think a piece of music's purpose could be.</p>
4	Tradition rhyme Improvise pulse	<p>Playground Song Book: Sue Nicholls plus backing tracks. And lyrics http://projectbritain.com/education/break.html</p> <p>LINK TO BRITISH CULTURE http://www.teachertube.com/video/japanes-e-hand-clapping-playground-game-3232</p> <p>https://youtu.be/PtnTFj9xjKw Liberian Games</p> <p>https://youtu.be/RGfx9FXTBVE</p> <p>Use of playground if possible – camera/video</p>	<p>Warm up with 'Be Kind on Line' and improvise body percussion riffs to accompany 'be kind and...' riff.</p> <p>Watch example of last week's session – comments.</p> <p>Watch Liberian games/ Japanese game and youtube 'Farmer in his Den'.</p> <p>Key Question: What are the key features of a singing/clapping game?</p> <p>Pulse/strong beat/ repetition etc</p> <p>Distribute lyrics to 'Sounds Together' and play track.</p> <p>Perform together.</p> <p>Activity: Pairs to develop own clapping game based on this.</p>	<p>Pupils aware of the key features of a singing game.</p> <p>Pupils recognise pulse/strong beat and are able to keep 'in time' with singing and clapping.</p> <p>Lower KeyStage 2 Composing he/she can reflect on, and improve his/her own work e.g. They can evaluate his/her piece against given criteria.</p> <p>Lower KeyStage 2 Performing he/she can sing expressively in time to the beat and rhythm.</p> <p>Lower KeyStage 2 Performing he/she can perform given compositions/songs from memory.</p> <p>Lower KeyStage 2 Listening and Context he/she can find similarities and</p>

				<p>differences in the work of a great composer/musician from history.</p> <p>Lower KeyStage 2 Listening and Context he/she can express his/her opinions about music from the past.</p>
5	<p>Round/canon</p> <p>Chord</p> <p>ostinato</p> <p>Loop</p>	<p>'The Wreck' sheet music and audio</p> <p>Tuned percussion EGB B D# F# A</p> <p>Guitars?</p> <p>Drum/cabasa/vibraslap/cymbal.</p>	<p>'Detectiue' game – identify source of rhythmic change in circle.</p> <p>Practise 'The Wreck' in unison then in parts.</p> <p>Add in chords and ostinato to perform at same time.</p> <p>Improvise/rehearse partner clapping games.</p>	<p>Lower KeyStage 2 Composing he/she can improvise repeated patterns (ostinato).</p> <p>Lower KeyStage 2 Performing he/she can take part in two-part harmonies.</p> <p>Lower KeyStage 2 Performing he/she can perform simple rhythmic and melodic patterns on an instrument to accompany a song.</p> <p>Lower KeyStage 2 Listening and Context he/she can begin to identify how many beats are in a bar when listening to pieces of music</p>
6	<p>Structure</p> <p>Dynamic</p> <p>Beat</p> <p>Rounds/Canon</p>	<p>The Wreck – on PPT</p> <p>Tuned percussion as last week</p> <p>Drum/cabasa/vibraslap/cymbal</p>	<p>Learn: Click Click online safety song – teach as unison and as round. Review 'Wreck'.</p> <p>Groups as before to provide accompaniment to song.</p>	<p>Lower KeyStage 2 Performing he/she can perform simple rhythmic and melodic patterns on an instrument to accompany a song.</p> <p>Lower KeyStage 2 Performing he/she can perform as part of a group and individually to an audience.</p> <p>Lower KeyStage 2 Composing he/she can improvise repeated patterns (ostinato).</p> <ul style="list-style-type: none"> Can I identify the ingredients of a typical playground singing game and perform with others. Can I identify common themes in these games?
7	<p>Beat 4 beat</p> <p>3 beat</p> <p>Lullaby</p> <p>March Waltz</p>	<p>Range of hand held percussion</p> <p>Notation Charts</p>	<p>Warm Up – counting in 4 and in 3 playing on beat 1. Improvise a X000 or X00 pattern.</p> <p>Play 3 against 4 – when do they coincide?</p> <p>Play March/Waltz selections – can they identify which is which? Conduct time? LISTEN to 'Fa la ninna'. What is the MOOD of the music, the PACE and the TIME (3 Or 4?).</p> <p>Discuss what its purpose might be.</p>	<p>Lower KeyStage 2 Listening and Context he/she can begin to identify how many beats are in a bar when listening to pieces of music.</p> <p>Lower KeyStage 2 Listening and Context he/she can explain what they think a piece of music's purpose could be.</p> <p>Lower KeyStage 2 Listening and Context he/she can compare pieces, thinking about pitch, mood, rhythm and tempo.</p>

			<p>Introduce and say words with translation – does this help identify purpose? LEARN song – tuned percussion parts for first beats. WORDS and backing track to teachers.</p>	<p>Lower KeyStage 2 Performing he/she can sing expressively in time to the beat and rhythm. Lower KeyStage 2 Performing he/she can perform given compositions/songs from memory.</p>
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