Music Skills and Knowledge Progression

Declarative knowledge ‘Knowing that’
Procedural knowledge ‘Knowing how’

<table>
<tr><th colspan="4">Early Years Foundation Stage</th></tr>
<tr><th colspan="3">Being imaginative and expressive</th><td rowspan="2">Children at the expected level of development will:

Invent, adapt and recount narratives and stories with peers and their teacher

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</td></tr>
<tr><th>Stage One</th><th>Stage Two</th><th>Stage Three</th></tr>
<tr>
<td>- Respond physically, emotionally, or orally to a wide range of music from different cultures and traditions, both live and recorded.


- Respond to the sound of the music through movement, verbalisation, or musical participation.


- Begin to develop awareness of the structure of simple songs and rhymes, joining in with repeated lines/sections (such as Old MacDonald).


- Begin to link sounds with symbols.


- Choose vocal sounds to match objects or pictures or to enhance storytelling</td>
<td>- Respond in various ways to a wide range of music from different cultures and traditions, both live and recorded.


- Respond with some understanding to the musical elements through movement, verbalisation or musical participation.


- Continue to develop awareness of the structure of songs and rhymes, joining in with short sections.


- Link sounds with symbols. Create symbols while listening to music.


- Add vocal sounds to responses to stories and pictures.</td>
<td>- Respond freely to a wide range of music from different cultures and traditions, both live and recorded.


- Respond with understanding to a range of elements through movement, verbalisation, or musical participation.


- Develop their awareness of the structure of songs and rhymes, joining in with longer sections.


- Link sounds with symbols.


- Understand that vocal sounds can be controlled and create different moods, scenes, characters.</td>
<td>Key Vocabulary:
loud, quiet, fast, slow, singing, music, sound, pulse, move, Clap, tap, click, hit, shake, scrape, high, low, listen, Instrument, rhythm, copy, response, signal, start, stop</td>
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 - Explore and create gross motor body percussion, e.g. clapping, stamping, jumping  - Begin to hold instruments and sound makers more securely and play them more purposefully  - Improvise vocally in response to various stimuli, e.g. music they hear or stories that are read to them  - Explore making a range of sounds on instruments and other sound makers  - Join in with some final or repeated words/phrases from songs and rhymes  - Begin to join in with rhymes and simple songs with a limited tone set (number of pitches) from different genres, cultures and traditions	 - Explore different examples of body percussion, as motor skills develop.  - Hold some instruments and sound makers securely and use these instruments with increasing amounts of control.  - Improvise vocally in response to music and stories.  - Explore sounds and repeating patterns on instruments.  - Join in with simple songs, within a limited pitch range.  - Join in with a small number of simple songs within a limited tone set.	 - Explore an increased range of body percussion including additional fine motor movements, e.g. tapping the palm, flicking the fingers.  - Become more confident in exploring different ways to make sounds with sound makers and instruments.  - Improvise vocally, exploring different sounds and adapting known songs.  - Select sounds and create patterns.  - Join in with echo or call and response songs, either spoken or within a limited range of notes.  - Join in with a range of rhymes and songs from different genres, cultures and traditions, pitch-matching with greater accuracy within the	

 - Respond to basic symbols to show when to start and stop  - Respond to cues from others when making music  - Make choices when making music with others  - Enjoy sharing songs and musical activities with others  -	 - Respond to symbols (hand and visual) to show when to start and stop, play instruments and put instruments down.  - Sing and play with others, showing awareness of each other.  - Choose instruments or sounds to make during a song.  - Enjoy sharing songs and musical activities with other children and family members. -	tone set doh to soh, developing an awareness of posture, breath control and diction over time.  - Respond to symbols that represent different sounds and instruments.  - Follow others more purposefully when singing/playing together and act as a leader themselves.  - Make musical suggestions that shape a song or activity.  - Enjoy sharing songs and musical activities with an ‘audience’. 	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Musicianship 	Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor. Find and keep a steady beat together. Understand the difference between creating a rhythm pattern and a pitch pattern. Copy back simple rhythmic patterns using long and short. Copy back simple melodic patterns using high and low. Complete vocal warm-ups with a copy back option to use Solfa.	Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor. Find and keep a steady beat together. Understand the difference between creating a rhythm pattern and a pitch pattern. Copy back simple rhythmic patterns using long and short. Copy back simple melodic patterns using high and low. Complete vocal warm-ups with a copy back option to use Solfa.	Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor. In the time signatures of: 2/4, 3/4 and 4/4. Find and keep a steady beat. Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests. Copy back and improvise simple melodic patterns using the notes: C, D, E G, A, B F, G, A A, B, C	Learn the basics of playing the cornet. Play together as an ensemble. Learn about looking after the instrument and how to practice effectively at home Learn to play separate parts within the ensemble Help other members of the class with valve positions	Use body percussion, instruments and voices.In the key centres of: C major, G major, D major, F major and A minor. In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8. Find and keep a steady beat. Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. Copy back melodic patterns using the notes: C, D, E C, D, E, F, G, A, B D, E, F♯, G, A A, B, C, D, E, F♯, G F, G, A, B♭, C, D, E G, A, B, C, D, E, F♯	Use body percussion, instruments and voices. In the key centres of: C major, G major, D major, A minor and D minor. In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8. Find and keep a steady beat. Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.
Listening 	Move and dance with the music. Find the steady beat. Talk about feelings created by the music. Recognise some band and orchestral instruments. Describe tempo as fast or slow.	Move and dance with the music. Find the steady beat. Talk about feelings created by the music. Recognise some band and orchestral instruments.	Share your thoughts and feelings about the music together. Find the beat or groove of the music. Walk, move or clap a steady beat with others, changing the speed of the beat as		Talk about feelings created by the music. Justify a personal opinion with reference to Musical Elements. Find and demonstrate the steady beat.	Talk about feelings created by the music. Justify a personal opinion with reference to Musical Elements. Identify 2/4, 4/4, 3/4, 6/8 and 5/4.

	Describe dynamics as loud and quiet. Join in sections of the song, eg chorus. Begin to understand where the music fits in the world. Begin to understand about different styles of music.	Describe tempo as fast or slow. Describe dynamics as loud and quiet. Join in sections of the song, eg chorus. Begin to understand where the music fits in the world. Begin to understand about different styles of music.	the tempo of the music changes. Invent different actions to move in time with the music. Talk about what the song or piece of music means. Identify some instruments you can hear playing. Identify if it's a male or female voice singing the song. Talk about the style of the music.		Identify 2/4, 3/4, 6/8 and 5/4 metre. Identify the musical style of a song or piece of music. Identify instruments by ear and through a range of media. Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form. Explain a bridge passage and its position in a song. Recall by ear memorable phrases heard in the music. Identify major and minor tonality. Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation. Explain the role of a main theme in musical structure.	Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements. Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesizers, and vocal techniques such as scat singing. Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break. Explain a bridge passage and its position in a song. Recall by ear memorable phrases heard in the music. Identify major and minor tonality, chord triads I, IV and V, and intervals within a major scale. Explain the role of a main theme in musical structure.

					Know and understand what a musical introduction is and its purpose. Explain rapping. Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.	Know and understand what a musical introduction and outro is, and its purpose. Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups. Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music.
Singing 	Sing, rap, rhyme, chant and use spoken word. Demonstrate good singing posture. Sing songs from memory. Copy back intervals of an octave and fifth (high, low). Sing in unison.	Sing, rap, rhyme, chant and use spoken word. Demonstrate good singing posture. Sing songs from memory. Copy back intervals of an octave and fifth (high, low). Sing in unison.	Sing as part of a choir. Sing a widening range of unison songs, of varying styles and structures. Demonstrate good singing posture. Perform actions confidently and in time to a range of action songs.		Rehearse and learn songs from memory and/or with notation. Sing in 2/4, 3/4, 4/4 and 6/8 time. Sing in unison and parts, and as part of a smaller group. Sing 'on pitch' and 'in time'. Sing a second part in a song.	Rehearse and learn songs from memory and/or with notation. Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.

			Sing songs from memory and/or from notation. Sing with awareness of following the beat. Sing with attention to clear diction. Sing expressively, with attention to the meaning of the words. Sing in unison. Understand and follow the leader or conductor. Copy back simple melodic phrases using the voice.		Self-correct if lost or out of time. Sing expressively, with attention to breathing and phrasing. Sing expressively, with attention to dynamics and articulation. Develop confidence as a soloist. Talk about the different styles of singing used for different styles of song. Talk confidently about how connected you feel to the music and how it connects in the world. Respond to a leader or conductor.	Continue to sing in parts where appropriate. Sing in 2/4, 4/4, 3/4, 5/4 and 6/8. Sing with and without an accompaniment. Sing syncopated melodic patterns. Demonstrate and maintain good posture and breath control whilst singing. Sing expressively, with attention to breathing and phrasing. Sing expressively, with attention to dynamics and articulation. Lead a singing rehearsal. Talk about the different styles of singing used for the different styles of songs sung in this year. Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.

Notation 	Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. If appropriate: explore standard notation, using crotchets, quavers and minims, and simple combinations of: C, D, E, F, G F, G, A G, B, D D, E, F♯, G, A D, A, C	Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. If appropriate: explore standard notation, using crotchets, quavers and minims, and simple combinations of: C, D, E, F, G F, G, A G, B, D D, E, F♯, G, A D, A, C	Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, B♭, C G, A, B, C, D, E E, F♯, G♯, A, B Read and respond to semibreves, minims, crotchets and paired quavers. Identify: • Stave • Treble clef • Time signature • Lines and spaces on the stave Identify and understand the differences between crotchets and paired quavers. Apply spoken word to rhythms, understanding how to	Continue to improve notation reading. Expand playing different parts within a piece. Play the scales of C major and A minor with help. Have learned a grade 1 piece. Be comfortable volunteering to play written out solos in the class. Play any of the pieces of music previously learned on demand. Practice C major scale and arpeggio Play A minor scale and arpeggio with music Play C major and A minor scales and arpeggios from memory Read any of the old repertoire fluently Play notes: C, D, E, F, G, and A consistently. Correctly read notated rhythm and pitch without help.	Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Explore standard notation, using minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, B♭, C, D, E G, A, B, C, D, E, F♯ C, G, A♭, B♭ G, G♯, A, B♭, C D, E, F, G, A, B, C E♭, F, G, A♭, B♭, C, D♭ Identify: • Stave • Treble clef • Time signature Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers. Recognise how notes are grouped when notated. Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign. Further understand the differences between	Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. Explore standard notation, using dotted semibreves, dotted minims, minims, triplet crotchets, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, B♭, C, D, E F, G, A♭, B♭, C, D, E♭ G, A, B♭, C, D, E, F G, A, B, C, D, E, F♯ D, E, F, G, A D, E, F♯, A, B, C♯ E, F♯, G, G♯, A, B, C, C♯ E♭, F, G, A♭, B♭, C, D Identify: • Stave • Treble clef • Time signature Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers. Recognise how notes are grouped when notated. Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines

			link each syllable to one musical note.		semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. Understand the differences between 2/4, 3/4 and 4/4 time signatures. Read and perform pitch notation within an octave (eg C–C′/do–do).	and in spaces, barlines, a flat sign and a sharp sign.
Playing Instruments 	Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor.	Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor.	Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and E major. Develop facility in playing tuned percussion or a melodic instrument, such as a violin or recorder.	Explore playing different rhythms using pieces of music Expand range of pitch to a full octave. Make up their own rhythms using up to 3 of these notes Identify different rhythms in notation, eg. Crotchets, minims and semibreves. Recognise rhythms and some pitches in notation. Identify different rhythms and pitches in notation with some help. Correctly read notated rhythm and pitch without help Make up their own rhythms using any of the notes C,D,E,F,G.	Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, E♭ major, C minor and D minor. Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the middle C–C′/do–do range. This should initially be done as a whole class, with greater independence gained each lesson through smaller group performance.	Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E♭ major, D minor and F minor. Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).

				Practice regularly Learn the notes lower than middle C Learn pieces at a grade 1 standard Hold the instrument correctly. Repeat rhythms back when played by the teacher Start and stop playing together Perform a piece of music using notes C,D,E,F,G. Know the valve positions for notes: A, B and high C. Play any of the pieces of music previously learned with help. Work as part of the ensemble using dynamics. Play notes: C, D, E, F, G, A, B and high C		
Creating (improvising and Composing) 	Explore improvisation within a major and minor scale using the notes: C, D, E D, E, A F, G, A D, F, G Improvise simple vocal patterns using 'Question and Answer' phrases.	Explore improvisation within a major and minor scale using the notes: C, D, E D, E, A F, G, A D, F, G Improvise simple vocal patterns using 'Question and Answer' phrases.	Explore improvisation within a major scale using the notes: C, D, E C, D, E, F, G C, D, E, G, A G, A, B G, A, B, D, E G, A, B, C, D F, G, A F, G, A, C, D	Improvisation on the cornet Compose music in class Compose a short melody and play it on their instrument	Explore improvisation within a major scale, using the notes: C, D, E♭, F, G C, D, E, F, G C, D, E, G, A F, G, A, B♭, C D, E, F, G, A Improvise over a simple groove, responding to the	Explore improvisation within a major scale, using the notes: C, D, E, F, G G, A, B♭, C, D G, A, B, C, D F, G, A, C, D Improvise over a groove, responding to the beat,

	Understand the difference between creating a rhythm pattern and a pitch pattern. Explore and create graphic scores. Create musical sound effects and short sequences of sounds in response to music and video stimulus. Create a story, choosing and playing classroom instruments and/or soundmakers. Recognise how graphic notation can represent created sounds. Explore and invent your own symbols. Use music technology, if available, to capture, change and combine sounds. Use simple notation if appropriate: Create a simple melody using crotchets and minims: C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F D, F D, F, G D, F, G, A D, F, G, A, C Start and end on the note D	Understand the difference between creating a rhythm pattern and a pitch pattern. Explore and create graphic scores. Create musical sound effects and short sequences of sounds in response to music and video stimulus. Create a story, choosing and playing classroom instruments and/or soundmakers. Recognise how graphic notation can represent created sounds. Explore and invent your own symbols. Use music technology, if available, to capture, change and combine sounds. Use simple notation if appropriate: Create a simple melody using crotchets and minims: C, D C, D, E C, D, E, F C, D, E, F,	Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in whole-class/group/individual/ instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range. Compose over a simple groove. Compose over a drone. Structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end. Create music and/or sound effects in response to music and video stimulus. Use music technology, if available, to capture, change and combine sounds. Compose over a simple chord progression.	Improvise (make up) solos within a piece of music played by the whole ensemble.	beat and creating a satisfying melodic shape. Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano). Create music in response to music and video stimulus. Use music technology, if available, to capture, change and combine sounds. Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form). Use chords to compose music to evoke a specific atmosphere, mood or environment. Use simple dynamics. Use rhythmic variety.	creating a satisfying melodic shape with varied dynamics and articulation. Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody. Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment. Create a simple chord progression. Compose a ternary (ABA form) piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved. Create music in response to music and video stimulus. Use music technology, if available, to capture,

		G Start and end on the note C F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F D, F D, F, G D, F, G, A D, F, G, A, C Start and end on the note D	Compose over a simple groove. Compose over a drone. Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. Use simple dynamics. Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. Create a simple melody using crotchets, minims and perhaps paired quavers: C, D C, D, E C, D, E, G C, D, E, G, A Start and end on the note C (Pentatonic on C) C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) F, G F, G, A F, G, A, B♭ F, G, A, B♭, C Start and end on the note F		Compose song accompaniments, perhaps using basic chords. Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet). Use full scales in different keys. Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments. Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality:	change and combine sounds. Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form). Use simple dynamics. Use rhythmic variety. Compose song accompaniments, perhaps using basic chords. Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet). Use full scales in different keys. Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests. Use a pentatonic and a full scale.

			(F major) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)		F, G F, G, A F, G, A, B♭ F, G, A, B♭, C Start and end on the note F (F major) G, A G, A, B G, A, B, C G, A, B, C, D Start and end on the note G (G major) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G) D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor) E♭, F E♭, F, G E♭, F, G, B♭ E♭, F, G, B♭, C Start and end on the note E♭ (E♭ major)	Use major and minor tonality: C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G) D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor) F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F (Pentatonic on F) F, G F, G, A♭ F, G, A♭, B♭ F, G, A♭, B♭, C Start and end on the note F (F minor)
Performing 	Enjoy and have fun performing. Choose a song/songs to perform to a well-known audience. Prepare a song to perform. Communicate the meaning of the song. Add actions to the song. Play some simple instrumental parts.	Enjoy and have fun performing. Choose a song/songs to perform to a well-known audience. Prepare a song to perform. Communicate the meaning of the song. Add actions to the song.	Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.		Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience. Perhaps perform in smaller groups, as well as the whole class. Perform a range of repertoire pieces and arrangements combining acoustic instruments, to form mixed ensembles,	Create, rehearse and present a holistic performance for a specific event, for an unknown audience. Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. Create, rehearse and present a holistic performance, with a

		Play some simple instrumental parts.	Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance. Talk about what the song means and why it was chosen to share. Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment.		including a school orchestra. Perform from memory or with notation, with confidence and accuracy. Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance. Explain why the song was chosen, including its composer and the historical and cultural context of the song. A student leads part of the rehearsal and part of the performance. Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece. Discuss and talk musically about the strengths and weaknesses of a performance.	detailed understanding of the musical, cultural and historical contexts. Perform from memory or with notation. Understand the value of choreographing any aspect of a performance. A student or a group of students rehearse and lead parts of the performance. Understand the importance of the performing space and how to use it. Record the performance and compare it to a previous performance. Collect feedback from the audience and reflect how the audience believed in the performance. Discuss how the performance might change if it was repeated in a larger/smaller performance space.

					Collect feedback from the audience and reflect how future performances might be different.	