



Curriculum Expectations:

Level Expected at the End of EYFS	Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
We have selected the Early Learning Goals that link most closely to the Music National Curriculum to ensure progression of skills: • Expressive Arts and Design (Being Imaginative and Expressive): Sing a range of well-known rhymes and songs; • Expressive Arts and Design (Being Imaginative and Expressive): Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	Pupils should be taught to: • use their voices expressively and creatively by singing songs and speaking chants and rhymes; • play tuned and untuned instruments musically; • listen with concentration and understanding to a range of high-quality live and recorded music; • experiment with, create, select and combine sounds using the inter-related dimensions of music.	Pupils should be taught to: • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; • improvise and compose music for a range of purposes using the inter-related dimensions of music; • listen with attention to detail and recall sounds with increasing aural memory; • use and understand staff and other musical notations; • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; • develop an understanding of the history of music.

The National Curriculum for Music aims to ensure that all pupils by the end of Year 6:

- 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.

Intent

Music at Archbishop Cranmer is designed to deliver a high-quality music education in which the skills needed to make music are taught such as listening, appraising, composing and performing. The underlying aim is to engage and inspire pupils to develop a love of music, to offer opportunities to foster their talent as musicians, and to increase their self-confidence, creativity and sense of achievement. We want to equip our pupils with not only the minimum statutory requirements of the music National Curriculum but to prepare them for the opportunities, responsibilities and experiences of later life. We want our children to learn from other cultures, respect diversity, co-operate with one another and appreciate what they have. We achieve this by providing a strong SMSC curriculum, with British Values and our core values placed at the heart of everything we do. This often feeds into the music curriculum. We enrich our pupils in our school with memorable, unforgettable experiences and provide opportunities to experience music in different ways.

Implementation

At Archbishop Cranmer we are using Sparkyard which is linked to a full range of songs and which provides our teachers with lessons and resources for each year groups 1-6. The scheme provides lesson plans, clear progression and engaging and exciting songs and resources, as well as opportunities to listen to a range of music styles and genres for every lesson. The scheme covers the objectives from the National Curriculum in ensuring that all pupils: 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. The essential skills needed to make music are taught such as listening, appraising, composing and performing. Music Express works on building skills in the areas of: singing, playing instruments, improvising/ exploring, composing, listening and appraising. We teach all the musical elements, e.g. pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations, which can be taught either together or as separate units of work.

Music specific characteristics, which we expect the children to demonstrate, have been developed and shared with all stakeholders. These characteristics underpin all work in music and provide a common subject specific vocabulary for staff and pupils. These characteristics are:

- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Very good awareness and appreciation of different musical traditions and genres.
- An excellent understanding of how musical provenance – the historical, social and cultural origins of music – contributes to the diversity of musical styles.
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- A passion for and commitment to a diverse range of musical activities.

Under the guidance of our subject leaders, staff are empowered to deliver effective lessons. Staff have developed year group specific long-term curriculum maps which identify when the different subjects and topics will be taught across the academic year to build upon prior learning and support cross-curricular learning.

We encourage staff to teach a weekly music lesson. This helps to ensure sufficient time is allocated to music and that subject understanding can be revisited and built upon to secure progression. Alongside weekly lessons, all pupils participate in whole school singing during assemblies and weekly hymn practice and enjoy performing in class and school productions. Through singing songs, children learn about the structure and organisation of music. Performances, such as our Christmas Carol Service, Summer Show and Nativity, demonstrate that music is important to the life of our school. Extra-curricular activities, such as our school choir and music tuition lessons, also provide children with experience of making music.

Impact

The impact of teaching music will be seen across the school with an increase in the profile of music. Whole-school and parental engagement will be improved through performances, extra-curricular activities and opportunities suggested in lessons/overviews for wider learning. Participation in music develops wellbeing, promotes listening and

develops concentration. We want to ensure that music is loved by teachers and pupils across school, encouraging them to want to continue building on this wealth of musical ability, now and in the future.

Staff use formative assessment from each lesson to inform their short-term planning. This helps us provide the best possible support for all of our pupils, including the more able. The assessment milestones for each phase have been carefully mapped out and further broken down for each year group. This means that skills in music are progressive and build year on year. Our staff use music formative assessment grids to systematically assess what the children know as the topic progresses and inform their future planning. These formative assessment grids then inform summative assessment judgements for each topic.



Archbishop Cranmer C of E Primary Academy Music Progression of Skills



	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	Sing echo songs and perform movements to a steady beat. Explore singing at different speeds and pitch to create moods and feelings. Discover how to use their voice to create loud and soft sounds.	Sing simple songs, chants and rhymes as a class. Copy simple pitch patterns accurately (e.g. singing call and response songs). Perform short copycat rhythms patterns accurately e.g, word pattern chants. Perform to an audience. Explore ways to perform a song (e.g. adding simple actions or changing vocal timbre).	Sing songs, chants and rhymes regularly with a good sense of pulse and rhythm and increasing vocal control. Sing songs and play singing games, copying pitch patterns accurately. Sing short phrases independently as part of a singing game or short song. Respond to visual performance directions and musical instructions and symbols (e.g. dynamics f, p,) Explore word rhythms when singing songs, transferring rhythms to instruments or body percussion Control simple dynamics and tempo when singing and playing. Perform to an audience**	Sing a widening range of unison songs of varying styles and structures, tunefully and with expression. Perform actions and movements confidently and in time as a group. Sing call and response songs with accurate tuning. Control dynamics when singing and playing and respond to performance directions and symbols (e.g. f, p,) Prepare for a performance and consider elements that might shape a performance (e.g. assigning roles, characterisation, movement). Show growing awareness of different musical roles (conductor, performer, audience, ensemble)	Continue to sing a wide range of unison and simple part songs in different styles and structures, pitching the voice accurately. Internalize pitch and copy melodic phrases accurately. Follow and lead performance directions including those for getting louder (crescendo) and quieter (diminuendo) Sing songs in major and minor keys recognizing the difference in tonality. Maintain an ostinato (rhythmic or melodic), performing accurately and in time as an ensemble. Control changes in dynamics, tempo and articulation when singing and playing Suggest simple ways to enhance singing or playing to communicate a particular mood or atmosphere (e.g. changing dynamics) Prepare for a performance and consider elements that might shape a performance (e.g. assigning roles,	Sing a wide range of unison and part songs using clear diction, accurate tuning, expression and awareness of style. Sing with a sense of ensemble, following performance directions and understanding how different parts fit together. Use dynamics, tempo, articulation when singing and playing, responding to musical symbols and vocabulary accurately (e.g. pp, p mp, mf, f, ff, accelerando, rallentando, staccato, legato) Maintain a rhythmic or melodic part as part of a multi-layered piece, performing accurately. Develop knowledge of scales and intervals through singing and playing. Explore and suggest ways to enhance the communication and	Sing a wide range of unison and part songs including those that involve syncopated rhythms, observing phrasing, accurate pitching, diction and appropriate style. Sing with a sense of ensemble, following performance directions, understanding how different parts fit together. Explore techniques to enhance the communication and lyrical meaning of a song or poem and apply to whole class, small group and solo performances Identify, recall and describe melodic patterns in songs and music and perform using voice Use range of dynamics, tempo, articulation when singing and playing, responding to musical symbols and vocabulary accurately (e.g. pp, p mp, mf, f, ff, accelerando, rallentando, staccato, legato)

					characterisation, movement) Show understanding of different musical roles (e.g. conductor, performer, audience ensemble)	performance of songs and music (e.g. varying dynamics).	Develop understanding of different musical roles (e.g. conductor, musicians, performer, audience)
Playing Instruments	Explore playing instruments to a steady beat. Understand how to hold and play an instrument with care. Explore the different sounds that instruments make. Choose an instrument to create a specific sound.	Play pitch patterns on tuned instruments. Play simple rhythmic accompaniments to songs to a steady pulse (e.g. short, repeated rhythms) Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Respond to visual performance directions (e.g. start, stop, loud, quiet)	Perform rhythmic patterns accurately and invent rhythms for others to copy on untuned percussion or body percussion Play simple repeated rhythms or melody (ostinato). Explore word rhythms when singing songs, transferring rhythms to instruments or body percussion Control simple dynamics and tempo when singing and playing. Play simple melodies and accompany songs using tuned percussion	Play call and response rhythms and melodies. Perform rhythms using instruments or body percussion in time with the music, responding to changes in tempo. Accompany songs with simple rhythmic or melodic ostinato using known rhythms and note values. Control dynamics when singing and playing and respond to performance directions and symbols (e.g. f, p,) Play melodies on tuned instruments, following notation where appropriate (e.g. dot, rhythmic and letter notation).	Perform rhythms accurately, recognizing and defining note values and rests Perform rhythms using instruments or body percussion to music in different time signatures, responding to changes in tempo. Maintain an ostinato (rhythmic or melodic), performing accurately and in time as an ensemble. Play and perform simple melodies as a whole class or in small groups following appropriate notations. Control changes in dynamics, tempo and articulation when singing and playing Suggest simple ways to enhance singing or playing to communicate a particular mood or atmosphere (e.g. changing dynamics) Prepare for a performance and consider elements that might shape a performance (e.g. assigning roles, characterisation, movement)	Play with a sense of ensemble, following performance directions and understanding how different parts fit together. Use dynamics, tempo, articulation when singing and playing, responding to musical symbols and vocabulary accurately (e.g. pp, p mp, mf, f, ff, accelerando, rallentando, staccato, legato) Play rhythmic patterns accurately and expressively using instruments or body percussion Develop knowledge of scales and intervals through singing and playing. Understand how triads are formed and play them on tuned percussion or keyboards. Play simple chords, drones, or bass lines and use them to	Play with a sense of ensemble, following performance directions and understanding how different parts fit together. Play rhythmic patterns accurately and expressively using instruments or body percussion in a range of time signatures and recognise if they are going out of time (e.g. speeding up or slowing down) Maintain a rhythmic or melodic part as part of a multi-layered piece, performing accurately and expressively. Identify, recall and describe melodic patterns in songs and music and perform using tuned instruments. Play chord progressions, drones or bass lines and use them to accompany a song . Use knowledge of scales to explore intervals, sequences and chromatic scales

						accompany a familiar song.	
Notation		Recognise how graphic notation can represent created sounds, exploring and inventing own symbols. Follow pictures and symbols to guide singing and playing	Invent graphic notations to represent simple features of music (e.g. dynamics and tempo). Use graphic notation to represent rhythmic or melodic patterns Use graphic symbols to keep a record of a composed piece Follow graphic notations to guide singing and playing	Play from rhythmic notation and understand the value of minims, crotchets and quavers. Follow graphic notation to guide singing and playing Use graphic notation to represent rhythmic or melodic patterns. Create graphic notation to represent two or more layers of musical sound. Apply word chants to rhythms, understanding how to link each syllable to a musical note.	Play from rhythmic notation and understand the value of semibreves, minims, crotchets and quavers. Play from pitch notation (e.g. graphic notation, combination of rhythm and note names). Follow and perform simple rhythmic scores to a steady beat, maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. Use graphic notations to represent layers of rhythm. Explore a range of notation e.g. graphic symbols, rhythm notation to capture and record creative ideas. Use a graphic score to represent musical structure	Use and perform a range of rhythmic notations and develop understanding of note durations (semibreve, minim, crochet, quaver) Develop understanding of time signatures (3/4 and 4/4). Read and perform pitch notation within an octave. Represent compositions using a combination of graphic and standard notations. Use and understand musical symbols (e.g. pp, p mp, mf, f, ff,) and apply them to compositions	Use and perform a range of rhythmic notations and further develop understanding of note durations (semibreve, minim, crochet, quaver) Develop understanding of time signatures (3/4 and 4/4, 6/8). Read and perform from pitch notation. Read and perform from graphic notation. Represent compositions using graphic and standard notations. Notate melodies and chords using staff or informal notation. Use and understand a range of musical symbols (e.g. pp, p mp, mf, f, ff,) and apply them to compositions
Improvising/ Exploring	Investigate a variety of ways to create sound with different materials. Experiment performing songs and music together with body movements to a steady beat.	Explore instrumental and vocal timbre, recognising how sounds can be changed. Explore ways to perform a song (e.g. adding simple actions)	Explore ways to communicate the mood of a song (e.g. adding facial expression, changing dynamics) Collaborate with others, trying out musical ideas and	Explore and select instrumental timbres to suit the mood or style of a piece of music. Experiment with musical texture (e.g. combining layers of rhythm)	Improvise rhythms or melodies. Arrange individual notation cards of known note values to create a sequence of 2,3 or 4 beat phrases. Make decisions about the overall structure of	Improvise rhythmic or melodic patterns to a steady pulse or drone, developing a sense of shape and character. Improvise in response to a range of stimuli (e.g. song lyrics, poetry) and use the	Explore techniques to enhance the communication and lyrical meaning of a song or poem and apply to whole class, small group and solo performances. Improvise vocal and instrumental effects as a

		or changing vocal timbre) Experiment with different ways to create sound (e.g. body percussion, vocal sounds). Explore percussion sounds to enhance songs and storytelling.	make improvements where necessary.	Vary the interrelated dimensions to create different moods and effects. Collaborate with others, trying out musical ideas and making improvements where needed.	compositions and improvisations Carefully select instrumental timbres to achieve an effect and explore ways to create musical contrasts (e.g. forte/piano/staccato/legato/presto/lento, major/minor).	interrelated dimensions to capture the intended mood and atmosphere Use chords to evoke a specific atmosphere or mood.	class and in small groups. Use voices and instruments creatively, making subtle changes to timbre, articulation, pitch and dynamics to achieve effects or create styles, moods and atmosphere. Understand and explore how harmony can be used to create moods and atmosphere (major/minor/consonant/dissonant)
Composing	Choose different instruments, including voice, to create sound effects in play.	Create simple vocal chants or rhythm phrases, e.g. using question and answer phrases Create musical sound effects and short sequences of sounds in response to stimuli (e.g. song lyrics). Combine sounds to tell a story, choosing and playing classroom instruments or sound makers. Create simple rhythm patterns. Create simple pitch patterns. Use music technology (if available, to	Create music in response to a non-musical stimulus. Compose or improvise simple descriptive sounds to match a mood, character or theme. Recognise and explore how to change and combine sounds to create simple effects. Explore musical structures, choosing and ordering sounds Recognise and explore how to change and combine sounds to create simple effects.	Compose or improvise simple call and response phrases Compose rhythmic accompaniments using untuned percussion Structure a composition with a clear beginning/middle/end and combine layers of musical sound. Compose and improvise in response to a range of stimuli (e.g. poems, stories, songs or art work) Compose and improvise simple pentatonic melodies	Compose and represent melodies using appropriate notations (e.g. graphic scores, combination of rhythm notation and letter names). Compose layers of rhythm (ostinato phrases). Make decisions about the overall structure of compositions and improvisations. Compose music following a given musical structure (e.g. call and response, rondo, AB). Compose lyrics following a given rhythmic/rhyming structure.	Compose music using a combination of lyrics and melody. Compose music with contrasting sections. Use chords to evoke a specific atmosphere or mood. Compose in response to a range of stimuli (e.g. song lyrics, poetry) and use the interrelated dimensions to capture the intended mood and atmosphere Compose and notate short melodies using: staff and informal notation	Compose and perform music for a specific occasion, using a combination of lyrics, melody and harmony. Use song structures as a basis for a composition (e.g. composing lyrics) Create extended compositions, organising rhythmic ideas into a structure (e.g. creating 16-beat rhythms).

		capture, change and combine sounds. Perform to an audience. Explore ways to perform a song (e.g. adding simple actions or changing vocal timbre)	Use music technology, if available to capture change and combine sounds. Create rhythmic patterns from various stimuli, eg spoken words Compose simple melodies using a given range of notes.				
Listening	Express feelings in music by responding to different moods in a musical score. Listen to music and respond by using hand and whole body movements. Listen to different sounds (animal noise, water, etc.) and respond with voice and movement.	Listen with understanding to music from a range of different periods, styles and share ideas and opinions about the music. Respond to music through movement and dance, identifying a steady beat with others and changing the speed of the beat as the tempo of music changes. . Listen and describe musical patterns using appropriate vocabulary (high, low, loud, soft, fast, slow, spiky, smooth, long, short). Listen to sounds in the local school environment, comparing high and low sounds.	Listen to and describe simple changes in dynamics, tempo, pitch and articulation using appropriate musical vocabulary (faster, slow, spiky, smooth, loud, soft, getting louder/quieter) and say how it effects the music Move to the pulse of familiar music, coordinating movements and recognising changes in tempo. Respond independently to pitch changes heard in melodic phrases, indicating with actions	Listen out for specific features of music (e.g. tempo, dynamics, texture, articulation) and explain responses using a growing range of musical vocabulary. Use listening skills to correctly order a sequence of notes. Listen, and identify direction of pitch in a simple melody, copying with voices or instruments.	Listen to music with an understanding or stories, origins and traditions, history and social context of the music they listen to, sing and play. Recognise and describe timbres of instruments and recall orchestral families (string, woodwind, brass and percussion). Listen and identify musical contrasts (e.g. dynamics, tempo, articulation, tonality and discuss the effect on the listener) Recognize major and minor chords.	Use a range of musical vocabulary to describe musical features such as instruments, time signature, dynamics, tempo, timbre, articulation Interpret features of music through visual art or movement Listen and identify structures used to shape songs and music (e.g. call and response, rondo form) Understand how pitches can be combined to create harmony and describe the effect	Use a range of musical vocabulary to describe music commenting on features such as instruments, time signature, dynamics, tempo, timbre, pitch, articulation. Understand how harmony can be used to create moods and atmosphere (major/minor/consonant/dissonant) and listen out for these features in the music they play and listen to

Appraising

Listen with understanding to music from a range of different periods, styles and share ideas and opinions about the music.

Listen with understanding to music from a range of different periods, styles and share ideas and opinions about the music.

Listen to and interpret features in recorded or live music using dance, art or drama.

Listen to music developing and understanding of its background, history and context.

Listen, and describe how the interrelated dimensions are used to create moods and effects.

Listen, and interpret features in recorded or live music using dance, art or drama.

Listen and compare music, discussing similarities and differences and expressing preferences.

Listen and describe direction and shape of melodies.

Listen and identify structures used to shape songs and music (e.g. call and response, rondo form).

Evaluate performances, making improvements where needed.

To evaluate performances, suggesting ways to improve and making necessary adjustments.

Listen to music with an understanding or stories, origins and traditions, history and social context of the music they listen to, sing and play.

Listen, compare and evaluate music from a diverse range of genres, styles and musical periods.

Develop understanding of a particular musical style or genre, identifying key influences and shared characteristics

Evaluate own and others' work, explaining ideas using musical vocabulary and suggesting ways to improve

Listen to music with an understanding or stories, origins and traditions, history and social context of the music they listen to, sing and play.

Listen, compare and evaluate music from a diverse range of genres, styles and musical periods.

Develop understanding of a particular musical style or genre, identifying key influences, shared characteristics and musical techniques used.

Analyze songs, exploring lyrics and identifying structural features (e.g. verse, chorus, bridge)



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	Term 1: My Musical Classroom STEP 1: Hear My Voice STEP 2: What's the Music Saying?	Term 1: STEP 3: Instruments Everywhere STEP 4: Playing with Songs Nativity Rehearsal/ Performance	Term 2: STEP 1: What's the Pattern? STEP 2: Playing Musical Patterns and Accompaniments	Term 2: STEP 3: Exploring Descriptive Sounds STEP 4: Let's Perform!	Term 3: STEP 1: Pitch Play and Changing Sounds Step 2: Sounds from Nature: Patterns and Sequence	Term 3: STEP 3: Meet the characters STEP 4: Perform a Story!
Year 1	Term 1: STEP 1: Exploring pulse through songs and movement. STEP 2: Controlling pulse using voices and instruments	Term 1: STEP 3: Exploring the difference between pulse and rhythm. STEP 4: Copying and creating rhythmic patterns	Term 2: STEP 1: Exploring how sounds can be changed. STEP 2: Exploring the timbre of instruments and voices	Term 2: STEP 3: Sequencing sounds to tell stories and create effects STEP 4: Using graphic notation to represent sounds	Term 3: STEP 1: Recognizing changes in pitch and copying simple pitch patterns. STEP 2: Performing simple melodic patterns using voices and pitched instruments	Term 3: STEP 3: Representing pitch. STEP 4: Creating music for a performance
Year 2	STEP 1: Performing rhythms and movement to a steady pulse. STEP 2: Copying and creating rhythmic patterns.	STEP 3: Combining rhythmic patterns STEP 4: Representing rhythmic patterns Nativity Rehearsal/ Performance	STEP 1: Recognizing and exploring musical mood. STEP 2: Choosing sounds to match a character, mood or theme	STEP 3: Sequencing and combining sounds to tell stories and create effects. STEP 4: Creating and performing soundscapes	STEP 1: Identifying and describing changes in pitch. STEP 2: Copying pitch patterns	STEP 3: Creating and notating simple melodies. STEP 4: Performing simple musical accompaniments and preparing for performance.
Year 3	STEP 1: Feeling the pulse and copying rhythmic patterns. STEP 2: Exploring call and response.	STEP 3: Performing a simple rhythmic ostinato. STEP 4: Composing and notating rhythmic patterns	STEP 1: Identifying the inter-related dimensions of music STEP 2: Accompanying songs with suitable timbre and expression	STEP 3: Creating sounds in response to a stimulus STEP 4: To compose music to communicate stories and settings	STEP 1: Describing and experimenting with pitch. STEP 2: Representing pitch	STEP 3: Exploring the pentatonic scale. STEP 4: Performing songs with tuned accompaniments
Year 4	STEP 1: Copying rhythmic patterns and performing together. STEP 2: Exploring notation.	STEP 3: Sticking to my part. STEP 4: Composing in a rhythmic framework.	STEP 1: Exploring instrumental timbre and instrument families STEP 2: Exploring major and minor tonalities	STEP 3: Recognizing and responding to musical instructions. STEP 4: Composing in a structure.	STEP 1: Describing and internalizing pitch STEP 2: Composing and improvising with a given range of notes	STEP 3: Composing and notating melodies STEP 4: Exploring song structure and preparing for performance

Year 5	STEP 1: Exploring time signatures and performing together. STEP 2: Performing rhythms expressively	STEP 3: Exploring Rhythmic Texture. STEP 4: Creating And Notating Musical Texture.	STEP 1: Developing an understanding of the inter-related dimensions and musical vocabulary. STEP 2: Improvising musical patterns.	STEP 3: Exploring jazz. STEP 4: Composing and notating music inspired by lyrics and poetry	STEP 1: Exploring melodic layers. STEP 2: Exploring scales, intervals and chords.	STEP 3: Creating and playing harmonic accompaniments (drones, chords and basslines). STEP 4: Combining lyrics, melody and harmony
Year 6	STEP 1: Exploring time signatures and performing together. STEP 2: Performing rhythms expressively – solo and in small groups.	STEP 3: Performing polyrhythms with expression. STEP 4: Organizing rhythmic ideas in a structure.	STEP 1: Improvising and exploring vocal and instrumental effects. STEP 2: Using harmony to create moods and atmosphere.	STEP 3: Exploring musical styles and performance skills. STEP 4: Composing and performing music to create moods and atmosphere.	STEP 1: Investigating song ingredients. STEP 2: Exploring scales and sequences. Summer Show Rehearsal	STEP 3: Playing and creating chord sequences and basslines STEP 4: Composing and performing music for an occasion Summer Show Rehearsal/ Performance