



# MUSIC CURRICULUM

## **MUSIC CURRICULUM INTENT – SUMMER TERM MUSIC PROJECTS**

At St John's we believe in the importance of music as part of faith and everyday lives. As stated in the Model Music Curriculum, 'Music connects us through people and places in our ever-changing world.' We have designed a curriculum that uses a range high-quality resources to ensure access to the highest quality of music education for every child. We expose children to the 'best' in music through a diverse range of musical opportunities, and a wide variety of styles, traditions, composers and musicians through time and from around the world, **so that** they are able to understand and express their own musicality. We build on the fundamental knowledge and skills, through the interrelated dimensions of music, **so that** children are able to confidently listen, appreciate, perform and create music. When children leave St Johns, their exploration of music will allow them to know and express their own musical identity and how that fits in to their daily life. They will have a deeper appreciation of the importance of music and its links to the historical, cultural, political and social contexts in which it is made.

### **Implementation**

In line with the National Curriculum, our music projects focus on four main strands: Listening and Appraisal, Singing, Performing and Composing. We use Charanga and BBC Ten Pieces as our main resources to support our children's learning. Musicianship, including the interrelated dimensions of music and notation, run through these main strands.

#### **Listening and Appraisal**

Listening and appraisal runs throughout the year in weekly singing assemblies and at the beginning of each music lesson. The 'Listening Guide' maps out the styles and key compositions that will hear. Medium-term plans enable teachers to structure listening activities within a unit to build children's musical knowledge and listening skills.

#### **Singing, Performing, Composing**

Each term's project focuses children's progress on one of the other three strands:

Autumn Term - Singing: with outcomes shown and shared in Harvest and Christmas services. Singing continues to be built on throughout the year in weekly singing assemblies, services and performance opportunities.

Spring Term - Performing: with outcomes shown and shared through live and recorded performances. Includes progression in reading notation.

Summer Term - Composing: with outcomes shown and shared through notation, live and recorded performances. Includes progression in writing notation.

#### **Musicianship**

Musicianship runs through all music learning. As well as developing an understanding of notation, curriculum progression builds children's understanding and application of the interrelated dimension of music. Whilst these spiral through all children's learning and activities, mastery of each of these dimensions is planned through focused activities within units. This focuses enables children to develop a depth of understanding, communicated through accurate tier 3 vocabulary, that they can confidentially apply in all strands of the music curriculum.

#### **Instruments**

To support key learning in pulse and rhythm, children will be introduced to and explore a range of non-pitched percussion instruments. All of our classroom projects are based on the use of glockenspiels, with the range of available notes increasing from KS1 to KS2. This gives children the opportunity to develop mastery of one instrument over time, as a musician would do. Children in Year 5 also get the opportunity to learn a woodwind instrument (flute or clarinet) as part of their wider access lessons. This is delivered by peripatetic specialist teachers from Barnsley Music Service. These lessons in Year 5 are one hour each week.

### **Assessment in Music**

Formative assessment will take place throughout teaching in all units in order to adapt practice. Teacher assessment will take place during the Spring and Summer term music projects. A exemplar medium-term plan supports teachers in managing assessment of the different strands of music: Listening, Singing, Performing and Composing. These strands combine for an overall assessment of children's music attainment. Children will be given opportunities within each unit to self- and peer- assess their work, particularly for their final outcomes.

**PSJP Music LTP**

Strand	Year Groups	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 (Music Project)	Summer 2	
<b>Listening</b> <i>Weekly music appreciation.</i>	<b>R – 6</b>	Classical Music	Western Pop Music	Jazz, Blues, Soul, Funk and Disco	Film Music	Stage Music	World Music	
<b>Singing.</b>	<b>R – 6</b>	Weekly Singing Assembly by phase (KS1/LKS2/UKS2) KS1 – each half term to have a focus theme for each singing assembly (see below)						
		Harvest hymns	Christmas hymns	Easter hymns	Easter hymns	---	EYFS summer concert Y6 production	
<b>National Singing Programme</b> (Tom Daggett)  <b>Performing and Composing</b>  <b>(Music Projects Summer 1)</b>  <i>Additional opportunities are also sought throughout the year such as in end of term services and visiting workshops.</i>	<b>Reception</b>		KS1 only Christmas Nativity			<i>Charanga: Nursery Rhymes Xylophone</i>		
	<b>Year 1</b>	Pulse	Rhythm	Dynamics	Pitch	<i>Tempo +Charanga: Pulse, Rhythm and Pitch Xylophone</i>	Performance practice	
	<b>Year 2</b>	Pulse	Rhythm	Dynamics	Pitch	<i>Tempo +Charanga: I Wanna Play in a Band</i>	Performance practice	
	<b>Year 3</b>	Christmas Nativity					<i>Charanga: Glockenspiel 1</i>	
		Beat & Rhythm	Introducing notation	Understanding pitch	Time signatures	Reading stick notation	Sight singing Tonality	
	<b>Year 4</b>						<i>Charanga: Glockenspiel 2</i>	
		Beat & Rhythm	Introducing notation	Understanding pitch	Time signatures	Reading stick notation	Sight singing Tonality	
	<b>Year 5</b>	Beat & Rhythm	Introducing notation	Understanding pitch	Time signatures	Reading stick notation	Sight singing Tonality	
		BMS: Whole-Class Instrumental Lessons - Ukulele - All year - Outcome - KS2 Music festival performance						
	<b>Year 6</b>						<i>Charanga: Multi instrument</i>	
Beat & Rhythm		Introducing notation	Understanding pitch	Time signatures	Reading stick notation	Sight singing Tonality		
<b>Musicianship</b>	<b>R – 6</b>	Musicianship threads through all musical activities						
<b>Extra-Curricular Opportunities</b>		Peripatetic Lessons: Drums, Keyboard, Guitar, Strings, Woodwind, Brass Rocksteady Music lessons KS2 Choir						

<p><b>Reception</b></p>	<p><b>Unit:</b> Nursery Rhymes</p> <p><b>The aim of this unit is for pupils to:</b></p> <ol style="list-style-type: none"> <li>1. Know and understand the <u>pulse</u>.</li> <li>2. Know what a nursery rhyme is.</li> <li>3. Listen and appraise different nursery rhymes.</li> <li>4. Perform a nursery rhyme as part of a group.</li> </ol> <p><b>END of UNIT OUTCOME:</b> Performance/Concert</p>
<p><b>EYFS Objectives</b></p> <p><b>Expressive Arts and Design</b>  <b>ELG: Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs;</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul> <p><b>Communication and Learning</b>  <b>ELG: Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions.</li> <li>• Make comments about what they have heard and ask questions to clarify their knowledge.</li> </ul> <p>and conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>ELG Speaking</b></p> <p>participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p><b>Physical Development</b>  <b>ELG: Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Demonstrate strength, balance and <b>coordination</b> when playing;</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<p><b>Key Explicit Knowledge and Vocabulary</b></p> <p><b>Musicianship Style: Nursery Rhymes</b></p> <p>I know that <u>nursery rhymes</u> are simple <u>songs</u>.</p> <p>I know that <u>nursery rhymes</u> are usually sung to and by <u>children</u>.</p> <p>I know that the <u>melody</u> (tune) of a <u>nursery rhyme</u> is often <u>simple</u> and <u>repeated</u>.</p> <p>I know that <u>nursery rhymes</u> often tell a story.</p> <p><b>Listening:</b></p> <p>I can hear the <u>pulse</u> in a familiar song.</p> <p>I can clap, copy and create actions that show my understanding of <u>pulse</u>.</p> <p>I can use simple <u>pitched</u> and <u>non-pitched percussion</u> to show my understanding of <u>pulse</u>.</p> <p>I can identify <u>singing</u> and some <u>instruments</u> in a song. (<u>Drums, Guitar, Keyboard</u>)</p> <p>I can share what I like and dislike about a song.</p> <p>I can talk about the story of a song.</p> <p><b>Performing:</b></p> <p><b>Composing:</b></p> <p>I can experiment individually with different sounds and instruments.</p> <p>I can use different sounds and instruments to show the <b>pulse/beat</b>.</p> <p>I can experiment with using mark-making to represent sound.</p> <p><b>KEY VOCABULARY:</b></p> <p>Nursery rhyme, song, melody, pulse, percussion, instrument, voice, 'in time'.</p>

<p><b>Year 1</b></p>	<p><b>Unit:</b> Pulse, Rhythm, Pitch</p> <p><b>The aim of this unit is for pupils to:</b></p> <ol style="list-style-type: none"> <li>1. Know and understand what <u>rhythm</u> is.</li> <li>2. Know what pop music is.</li> <li>3. Listen and appraise different examples of pop music.</li> <li>4. Perform on pitched and unpitched percussion instruments.</li> </ol> <p><b>END OF UNIT OUTCOME:</b> Perform an instrumental section of a pop song.</p>
<p><b>NC Objectives</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>	<p><b>Key Explicit Knowledge and Vocabulary</b></p> <p><b>Core Song:</b> With a Little Help from my Friends <i>The Beatles</i>.  <a href="https://www.youtube.com/watch?v=75Oct1Qv8x0">https://www.youtube.com/watch?v=75Oct1Qv8x0</a></p> <p><b>Additional Songs:</b></p> <ol style="list-style-type: none"> <li>1. Spice Up Your Life <i>Spice Girls</i> (Pop)  <a href="https://www.youtube.com/watch?v=MBpWMLkBI64">https://www.youtube.com/watch?v=MBpWMLkBI64</a></li> <li>2. Twinkle Twinkle Little Star (Nursery Rhyme)  <a href="https://www.youtube.com/watch?v=vCjYiqpAuU">https://www.youtube.com/watch?v=vCjYiqpAuU</a></li> </ol> <p><b>Musicianship Style:</b> Pop</p> <p>I know the <u>style</u> indicators of <u>pop</u> music. (Song, steady rhythms, simple verse-chorus structure, memorable chorus).  I know that pop music includes male and female voices, keyboard/piano, guitar, bass guitar, drums.  I can identify the style indicators of pop music in a pop song.  I can identify voices and at least one other <u>instrument</u> in a pop song.</p> <p><b>Listening:</b></p> <p>I know music is created using different instruments.  I know the instruments in a pop band: voice (male and female), electric guitar, bass guitar, keyboard, drums.  I know instruments can be <u>acoustic</u> and <u>electric</u>.  I know electric instruments are in modern music (within living memory) because electricity has been invented.  I can share my opinion about a song.  I can respond creatively to a song.  I can identify instruments and style indicators in a song.  I can compare two or more songs of the same style.</p> <p><b>Use of Charanga:</b> <i>The unit is split into two 'lessons' 1-3 looks at performing. The musicianship is the same and then there are three songs to perform. Please take performing at the pace of your class to ensure they play each song 'musically' before trying the next part or song. You do not need to do all three.</i></p> <p><i>The same applies for composing. In composing, 'improvisation' gives the children time to trial some ideas and 'composition' gets them to fix and rehearse a chosen pattern of notes for performance. Please take this at the pace of your class, you do not need to do both pieces.</i></p> <p><b>Performing:</b></p> <p>I can play a steady beat with others.  I can play short, pitched patterns on tuned instruments.</p>

**Composing:**

I know that improvisation means to make up a tune and play it on the spot.

I know that composition means creating and developing musical ideas and 'fixing' them.

I can create individual compositions.

I can create compositions that are a minimum of 8 counts (2 bars).

I can invent, retain and recall a rhythm pattern using long and short notes.

I can invent, retain and recall a pitch pattern using 3 notes.

I can demonstrate compositions through turn-taking and in call and response activities.

**Notation:**

I know that symbols can be used to represent music.

I know that these symbols can be read by other musicians to recreate the same piece of music.

I can follow pictures and symbols to guide playing e.g. four dots = four beats on the drum

I can use graphic notation to represent created sounds.

I can use dot notation to represent rhythm and pitch patterns.

**KEY VOCABULARY:**

Pop, song, style, rhythm, pause, beats, percussion, voice, instrument, acoustic, electric, posture

<p><b>Year 2</b></p>	<p><b>Unit:</b> Rock</p> <p><b>The aim of this unit is for pupils to:</b></p> <ol style="list-style-type: none"> <li>1. Know and understand what <u>pitch</u> is.</li> <li>2. Know what rock music is.</li> <li>3. Listen and appraise different examples of rock music.</li> <li>4. Perform on pitched and unpitched percussion instruments.</li> </ol> <p><b>END OF UNIT OUTCOME:</b> Perform an instrumental section as part of a band.</p>
<p><b>NC Objectives</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>	<p><b>Key Explicit Knowledge and Vocabulary</b></p> <p><b>Core Song:</b> Queen <i>Another One Bites the Dust</i>  <a href="https://www.youtube.com/watch?v=rYOWxqSXdEE">https://www.youtube.com/watch?v=rYOWxqSXdEE</a></p> <p><b>Additional Song 1:</b> Deep Purple <i>Smoke on the Water</i> (Rock)  <a href="https://www.youtube.com/watch?v=eu5lv2Umn3M">https://www.youtube.com/watch?v=eu5lv2Umn3M</a></p> <p><b>Additional Song 2:</b> Van Halen <i>Jump</i> (Pop – Britpop)  <a href="https://www.youtube.com/watch?v=SwYN7mTi6HM">https://www.youtube.com/watch?v=SwYN7mTi6HM</a></p> <p><b>Musicianship Style:</b> Rock</p> <p>I know the style indicators of <u>rock</u> music. (<u>Heavily-amplified</u>, heavy beat)</p> <p>I know that rock music includes male and female voices, keyboard/piano, guitar, bass guitar, drums.</p> <p>I can identify the style indicators of rock music in a rock song.</p> <p>I can identify voices and at least two other instruments in a rock song.</p> <p><b>Listening:</b></p> <p>I know music is created using different instruments.</p> <p>I know the instruments in a rock band: voice (male and female), electric guitar, bass guitar, keyboard, drums.</p> <p>I know instruments can be acoustic and electric.</p> <p>I know electric instruments are in modern music (within living memory) because electricity has been invented.</p> <p>I can share my opinion about a song.</p> <p>I can respond creatively to a song.</p> <p>I can identify instruments and style indicators in a song.</p> <p>I can compare two or more songs of the same style.</p> <p>I can compare two or more songs of different styles (rock and pop).</p> <p><b>Use of Charanga:</b> <i>To support musicianship section of the lesson there are additional activities before ‘Warm-Up Games’. These will support development of core vocabulary in relation to pulse, rhythm and pitch.</i></p> <p><b>Performing:</b></p> <p>I can play a steady beat with others.</p> <p>I can play repeated rhythms (ostinato) using body percussion and classroom percussion.</p> <p>I can play short, pitched patterns on tuned instruments.</p> <p>I can perform short copycat rhythms accurately, led by the teacher and peer leaders.</p>

**Composing:**

I can create individual compositions.

I can create compositions that are a minimum of 8 counts (2 bars).

I can invent, retain and recall a rhythm pattern using long and short notes.

I can invent, retain and recall a pitch pattern using 3 notes.

I can demonstrate compositions through turn-taking and in call and response activities.

**Notation:**

I know that notation can represent the pulse, rhythm and pitch in music.

I can follow pictures and symbols to guide playing e.g. four dots = four beats on the drum.

I can use dot notation to rehearse and perform 3-note patterns.

I can use graphic notation to represent created sounds.

I can use dot notation to represent rhythm and pitch patterns.

**KEY VOCABULARY:**

Style, rock, amplified, instruments, pitch, high, low, pitched, unpitched, melody, instruments, acoustic, electric, posture, notes



<p><b>Year 3</b></p>	<p><b>Unit:</b> Jazz/Glockenspiels</p> <p><b>The aim of this unit is for pupils to:</b></p> <ol style="list-style-type: none"> <li>1. Know and understand what <u>tempo</u> is.</li> <li>2. Know what jazz music is.</li> <li>3. Listen and appraise different examples of jazz music.</li> <li>4. Read simple staff notation when performing.</li> <li>5. Perform on pitched and unpitched percussion instruments.</li> </ol> <p><b>END OF UNIT OUTCOME:</b> Recorded Performance</p>
<p><b>NC Objectives</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>	<p><b>Key Explicit Knowledge and Vocabulary</b></p> <p><b>Core Song:</b> Duke Ellington <i>Take the 'A' Train</i> (Jazz)  <a href="https://www.youtube.com/watch?v=D6mFGy4g_n8">https://www.youtube.com/watch?v=D6mFGy4g_n8</a></p> <p><b>Additional Song 1:</b> Ma Rainey <i>Runaway Blues</i> (Blues)  <a href="https://www.youtube.com/watch?v=ObGCoc3d92Y">https://www.youtube.com/watch?v=ObGCoc3d92Y</a></p> <p><b>Additional Song 2:</b> Chic <i>Le Freak</i> (Disco)  <a href="https://www.youtube.com/watch?v=aXgSHL7efKg">https://www.youtube.com/watch?v=aXgSHL7efKg</a></p> <p><b>Musicianship Style:</b> Jazz</p> <p>I know that jazz music includes: piano, double bass, drums, brass (trumpet, trombone) and woodwind (saxophone) instruments.  I can identify at least 3 instruments when listening to a piece of jazz music.</p> <p>I know the style indicators of jazz music. (Syncopated or swing rhythms, improvisation, strong rhythm and bass lines).  I can identify the style indicators of jazz music in a jazz song.  I know that jazz uses a syncopated rhythm.  I know that a syncopated rhythm emphasises the off-beat (2 and 4)</p> <p><b>Listening:</b></p> <p>I know different styles of music are created using different instruments.  I know the instruments in a jazz band: piano, double bass, drums, saxophone, trumpet, trombone.  I know instruments can be acoustic and electric.  I can share my opinion about a song.  I can respond creatively to a song.  I can identify instruments and style indicators in a song.  I can compare two or more songs of the same style.  I can compare two or more songs of different styles (jazz, rock and pop).</p> <p><b>Performing:</b></p> <p>I can develop facility in playing tuned percussion or a melodic instrument such as violin or recorder.  I can play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets).  I can individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow.  I can extend to question-and-answer phrases.</p>

I can develop facility in the basic skills of a selected musical instrument over a sustained learning period. This can be achieved through working closely with your local Music Education Hub who can provide whole-class instrumental teaching programmes.  
I can play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups.  
I can perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts. 27  
I can copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).

**Composing:**

I can create compositions with a partner.  
I can create a composition that are a minimum of 16 counts (4 bars).  
I can invent, retain and recall a rhythm pattern using minims (2 beats), crotchets (1 beat) and quavers (half beat) and a crotchet rest (1 beat).  
I can invent, retain and recall a pitch pattern using 5 notes.  
I can create question and answer phrases, echoes, ostinatos (repeating rhythm), and repetition.  
I can add accompaniment to create two parts by using drones, static and moving harmonies.  
I can indicate tempo using: fast (allegro), slow (adagio), getting faster (accelerando – accel.), getting slower (rallentando)  
I can use standard notation, showing awareness of bars and metre.

**Notation:**

I know that staff notation is what musicians use to read and play music.  
I know the five lines of staff notation are called the stave.  
I know that the written notation starts with a clef (which shows the pitch of the music) and a time signature (which indicates the beat).  
I know that written notation will indicate the tempo and any tempo changes.  
I know that rhythm is indicated using notes.  
I know that pitch is indicated in the lines and spaces of the stave.  
I can identify and play a beat using the time signature.  
I can identify and play a rhythm using minims, crotchets and quavers and their rests.  
I can identify and play pitch using the stave.

**KEY VOCABULARY:**

Jazz, rhythm, syncopation, bass line, rhythm, off-beat, tempo, fast, slow, posture, 'in time', 'rehearsal speed', melody, notes, stave, clef, time signature, rest

<p><b>Year 4</b></p>	<p><b>Unit:</b> Film Score/Glockenspiel</p> <p><b>The aim of this unit is for pupils to:</b></p> <ol style="list-style-type: none"> <li>1. Know and understand what <u>dynamic</u> is.</li> <li>2. Know what musical theatre music is.</li> <li>3. Listen and appraise different examples of musical theatre music.</li> <li>4. Read simple staff notation when performing.</li> <li>5. Perform on pitched and unpitched percussion instruments.</li> </ol> <p><b>END OF UNIT OUTCOME:</b> Recorded Performance</p>
<p><b>NC Objectives</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>	<p><b>Key Explicit Knowledge and Vocabulary</b></p> <p><b>Core Song:</b> John Williams <i>Star Wars</i> (Film Score)  <a href="https://www.youtube.com/watch?v=vsMWVW4xtwI">https://www.youtube.com/watch?v=vsMWVW4xtwI</a></p> <p><b>Additional Song 1:</b> Danny Elfman <i>Edward Scissorhands</i> (Film Score)  <a href="https://www.youtube.com/watch?v=xKGmoyuUvyU">https://www.youtube.com/watch?v=xKGmoyuUvyU</a></p> <p><b>Additional Song 2:</b> Miles Davis <i>Move</i> (Jazz)  <a href="https://www.youtube.com/watch?v=PN2itwjr8wc">https://www.youtube.com/watch?v=PN2itwjr8wc</a></p> <p><b>Musicianship Style:</b> Film Score</p> <p>I know that film scores are generally instrumental and include band instruments and orchestral instruments.  I can identify at least 5 instruments.  I know the style indicators of film music. (Instrumental, tell the story, use of leitmotif for character and situation).  I know that music in film scores help to add to the action on the screen.  I can suggest how the music is appropriate for the genre of film.  I can link the atmosphere with the composers music choices.</p> <p><b>Listening:</b></p> <p>I know different styles of music are created using different instruments.  I know the instruments in a musical theatre orchestral instruments.  I know that the orchestra is split into instrument families: percussion, strings, woodwind and brass.  I know at least one example of an instrument from each instrument family.  I can share my opinion about a song.  I can respond creatively to a song.  I can identify instruments and style indicators in a song.  I can compare two or more songs of the same style.  I can compare two or more songs of different styles (jazz, rock and pop).</p> <p><b>Performing:</b></p> <p>I can develop facility in playing tuned percussion or a melodic instrument such as violin or recorder.  I can play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets).  I can individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow.</p>

I can extend to question-and-answer phrases.

I can develop facility in the basic skills of a selected musical instrument over a sustained learning period. This can be achieved through working closely with your local Music Education Hub who can provide whole-class instrumental teaching programmes.

I can play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups.

I can perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts. 27

I can copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).

### **Composing:**

I can create compositions with a partner.

I can create a composition that are a minimum of 16 counts (4 bars).

I can invent, retain and recall a rhythm pattern using minims (2 beats), crotchets (1 beat) and quavers (half beat) and a crotchet rest (1 beat).

I can invent, retain and recall a pitch pattern using 5 notes.

I can create question and answer phrases, echoes, ostinatos (repeating rhythm), and repetition.

I can add accompaniment to create two parts by using drones, static and moving harmonies.

I can indicate tempo using: fast (allegro), slow (adagio), getting faster (accelerando – accel.), getting slower (rallentando)

I can use standard notation, showing awareness of bars and metre.

### **Notation:**

I know that staff notation is what musicians use to read and play music.

I know the five lines of staff notation are called the stave.

I know that the written notation starts with a clef (which shows the pitch of the music) and a time signature (which indicates the beat).

I know that written notation will indicate the tempo and any tempo changes.

I know that rhythm is indicated using notes.

I know that pitch is indicated in the lines and spaces of the stave.

I can identify and play a beat using the time signature.

I can identify and play a rhythm using minims, crotchets and quavers and their rests.

I can identify and play pitch using the stave.

### **KEY VOCABULARY:**

Musical theatre, solo, duet, chorus, choral, choir, dynamic, loud, quiet, posture, 'in time', breathing, phrasing, staccato, legato, articulation, 'rehearsal speed', melody, stave, clef, time signature, minims, crotchets, quavers, rests.

<p><b>Year 5</b></p>	<p><b>Unit:</b> Whole Class Instrumental Lessons (Barnsley Music Service)</p> <p><b>The aim of this unit is for pupils to:</b></p> <ul style="list-style-type: none"> <li>• Develop facility in the basic skills of a selected musical instrument over a sustained learning period.</li> </ul> <p><b>END OF UNIT OUTCOME:</b> Woodwind Group Performance</p>
<p><b>NC Objectives</b></p>	<p><b>Key Explicit Knowledge and Vocabulary</b></p>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>	<p><b>Units of Work led by Barnsley Music Service with aims to:</b></p> <p>I know what a clarinet/flute is.</p> <p>I know the fingering to produce a range of notes on the clarinet/flute.</p> <p>I know that you need to use enough air and a certain mouth shape to produce an appropriate sound on the flute/clarinet.</p> <p>I know that the clarinet/flute is a woodwind instrument.</p> <p>I know that musicians read music in order to rehearse and play songs on their instruments.</p> <p>I know that musicians use rehearsal time to practice songs at ‘rehearsal speed’ and build the tempo for performance.</p> <p>I know that ensembles of instruments are led by a conductor.</p> <p>I can play a range of notes on the clarinet/flute with an appropriate timbre.</p> <p>I can follow sheet music to rehearse and perform songs on the clarinet/flute.</p> <p>I can follow a conductor when playing as part of small groups and larger ensembles.</p> <p>I can show an understanding of the interrelated dimensions of music when I play a woodwind instrument.</p> <p><b>KEY VOCABULARY:</b></p> <p>Woodwind, flute, clarinet, keys, mouthpiece, breathing, stave, clef, time signature, crochet, minim, quaver, rest, conductor, ensemble, orchestra.</p>

<p><b>Year 6</b></p>	<p><b>Unit:</b> <u>Orchestral/BBC Ten Pieces Composing Project 1</u></p> <p><b>The aim of this unit is for pupils to:</b></p> <ol style="list-style-type: none"> <li>1. Know and understand what <u>timbre</u>, <u>texture</u> and <u>structure</u> is.</li> <li>2. Know what <u>orchestral</u> music is.</li> <li>3. Listen and appraise different examples of <u>orchestral</u> music.</li> <li>4. Create a composition based on a core piece of orchestral music.</li> <li>5. Use notation to record, rehearse and perform composition.</li> <li>6. Perform own compositions on pitched and unpitched instruments, in solo and group contexts.</li> </ol> <p><b>END OF UNIT OUTCOME:</b> Perform own composition.</p>
<p><b>NC Objectives</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>	<p><b>Key Explicit Knowledge and Vocabulary</b></p> <p><b><u>Musicianship Style:</u></b> <u>Orchestral</u></p> <p>I know the style indicators of orchestral music.  I know that ‘classical’ music can encompass many styles of orchestral music over a long time period.  I can identify the style indicators of orchestral music.</p> <p><b><u>Listening:</u></b></p> <p>I know different styles of music are created using different instruments.  I know that the orchestra is split into instrument families: percussion, strings, woodwind and brass.  I know at least two examples of an instrument from each instrument family.  I can share my opinion about a song.  I can respond creatively to a song.  I can identify instruments and style indicators in a song.  I can compare two or more songs of the same style.  I can compare two or more songs of different styles (orchestral, musical theatre, jazz, rock and pop).</p> <p><b><u>Composing:</u></b></p> <p>I know that a composition is where a composer creates their own music.  I can create compositions for an ensemble/as part of a group.  I can create compositions with a minimum of 16 counts (4 bars) in each section.  I can indicate dynamics and tempo.  I can add texture to my group composition by including more than three or more layers of the music e.g. three+ parts, accompaniment, percussion.  I can extend compositions to create structures, e.g. a verse and chorus.  I can consider different timbres through instrumental choice and how those instruments are played.  I can articulate intention for a particular atmosphere, mood or environment using musical vocabulary.</p> <p><b><u>Notation:</u></b></p> <p>I can record my composition using standard notation.</p> <p><b>KEY VOCABULARY:</b> Orchestra, classical, texture, timbre, structure, percussion, woodwind, brass, strings, posture, part, composition, bars, counts, accompaniment, stave, clef, time signature, note, minim, crochet, quaver, rest.</p>

### **Strategies for Supporting SEND in Music**

- Help managing written communication including notation through larger print, colour codes, multi-sensory reinforcement.
- Access to alternative or adapted instruments or ICT to overcome mobility or manipulative skills.
- Ensuring adequate space to access and play instruments.
- Supporting children with pair and group work for example through adult support, clear roles, clear rules and instructions around turn-taking.
- Including a range of different activities within a lesson.
- Use of visual supports.
- Physical and practical activities to internalise musical concepts.
- Sensitive use of audio and video.
- Use of ICT to support performance and composition.
- Word mats and knowledge organisers at tables for key vocabulary and concepts.
- Modelling, demonstration from adults and peers. (Join in – imitate – practise)
- Build in lots of repetition.

### Musicianship Progression (Dimensions of Music)

	EYFS – KS1	LKS2	UKS2
Pulse	<p>I know that <u>pulse</u> is like the heartbeat of the music that remains steady all the way through the song.</p> <p>I can keep the <u>pulse</u> through actions, clapping and non-tuned percussion.</p>	<p>I know that <u>backbeat</u> is</p> <p>I know that <u>off-beat</u> is</p> <p>I know that <u>pulse</u> can be counted in groups according to a <u>time signature</u>.</p>	<p>I know that <u>pulse</u> can be counted in groups according to a <u>time signature</u>.</p>
Rhythm	<p>I know that <u>rhythm</u> is the pattern of long and short.</p> <p>I know that a rhythm includes sound and <u>pause</u>.</p> <p>I know that rhythms happen within a particular number of <u>beats</u>.</p> <p>I know that rhythm can be represented visually.</p> <p>I can play repeated rhythms (<u>ostinato</u>) using <u>body percussion</u>, <u>unpitched</u> and <u>pitched percussion</u>.</p> <p>I can repeat heard rhythms using body percussion, unpitched and pitched percussion.</p> <p>I can create my own rhythms as part of call and response activities.</p> <p>I can keep a rhythm within a set number of beats.</p> <p>I can match a rhythm to a visual representation.</p> <p>I can read a rhythm from a visual representation.</p>		
Pitch	<p>I know that <u>pitch</u> is how high or low the music is.</p> <p>I know some sounds are higher pitch and some are lower pitch.</p> <p>I know that pitch and rhythm make a <u>melody</u> (combination of rhythm and pitch to make a tune).</p> <p>I know that pitch can be represented visually.</p> <p>I can give examples of sounds and instruments that are high and low pitch.</p> <p>I can sing and play short melodies with changing pitches.</p> <p>I can repeat heard melodies using voice and <u>pitched percussion</u>.</p> <p>I can keep a melody within a set number of beats.</p> <p>I can match a melody to a visual representation.</p> <p>I can read a melody from a visual representation.</p>		
Tempo	<p>I can describe music as fast or slow.</p>	<p>I know that <u>tempo</u> is how fast or slow the music is.</p> <p>I know that <u>tempo</u> can change within a piece of music.</p> <p>I can repeat heard melodies at the correct tempo.</p>	<p>I know that <u>tempo</u> can be described using different terminology (Italian words).</p> <p>I know that music can be described as ‘adagio’ (slow), ‘andante’ (walking pace), ‘moderato’ (moderate) or ‘allegro’ (fast).</p> <p>I know that <u>tempo</u> changes can be described using different terminology.</p>



			I know that tempo changes can be described as 'rallentando' slowing down, 'accelerando' speeding up, or 'a tempo' at original speed.
Dynamics	I can describe music as loud or quiet,	I know that <u>dynamics</u> are how loud or quiet the music is. I know that <u>dynamics</u> can change within a piece of music. I can repeat heard melodies with controlled dynamic.	I know that <u>dynamics</u> can be described using different terminology. I know that music can be described as 'forte' (loud), 'mezzo-forte' (quite loud), 'fortissimo' (very loud), piano (quiet), 'mezzo-piano' (quite quiet), 'pianissimo' (very quiet). I know that <u>dynamic</u> changes can be described using different terminology. I know that dynamic changes can be described as a 'crescendo' (getting louder) and 'diminuendo' (getting quieter). I know that changes in tempo can be represented visually through letters and abbreviations: ff, f, mf, mp, p, pp. I know that changes in tempo can be represented visually with symbols (< >)
Texture	I can identify if music has lots of instruments or not many instruments.	I know that <u>texture</u> is how thick or thin the layers of music are e.g. one voice a capella is thin and an orchestra is thick. I can describe the texture of a piece of music and any changes in the texture.	I can suggest how changes in texture impact the mood of the piece.
Timbre	I can identify different instruments in a piece of music.	I know that <u>timbre</u> is the quality of sound. I can identify different instruments and their timbre.	I know that <u>timbre</u> can be different on a single instrument e.g. strumming or plucking a ukulele. I can suggest how changes in timbre impact the mood of the piece.
Structure	I know that music has different parts. Verse, Chorus, Bridge  I can suggest how significant elements of the structure impact the mood of the piece.	I know that <u>structure</u> is the way a piece of music is put together.  I can identify the overall structure of a piece of music.	I can identify significant elements of the structure for example an ostinato (repeating pattern) or motif (short musical phrase that is repeated).

**Music Progression By Strand**

<b>Phase</b>	<b>Listening and Appraisal</b>	<b>Singing</b>	<b>Instrumental Performance</b> <i>(including reading notation)</i>	<b>Improvisation and Composition</b> <i>(including writing notation)</i>
<b>EYFS</b>	<p>I can hear the pulse in a familiar song.</p> <p>I can clap, copy and create actions that show my understanding of pulse.</p> <p>I can use simple pitched and non-pitched percussion to show my understanding of pulse.</p> <p>I can identify singing and some instruments in a song. (Drums, Guitar, Keyboard)</p> <p>I can share what I like and dislike about a song.</p> <p>I can talk about the story of a song.</p> <p>I know that nursery rhymes are simple songs.</p> <p>I know that nursery rhymes are usually sung to and by children.</p> <p>I know that the melody (tune) of a nursery rhyme is often simple and repeated.</p> <p>I know that nursery rhymes often tell a story.</p>	<p>I can sing well-known songs with a developing sense of the group beginning to sing in time and at the same volume and pitch.</p> <p>I can begin to respond to simple visual directions (e.g. start, stop)</p> <p>I can begin to recognise good singing posture.</p>	<p>I can play a steady beat with others.</p> <p>I can play short, pitched patterns on tuned instruments.</p>	<p>I can experiment individually with different sounds and instruments.</p> <p>I can use different sounds and instruments to show the pulse/beat.</p> <p>I can experiment with using mark-making to represent sound.</p>

<p style="text-align: center;">KS1</p>	<p>I know music is created using different instruments.</p> <p>I know the instruments in a pop and rock band: voice (male and female), electric guitar, bass guitar, keyboard, drums.</p> <p>I know instruments can be acoustic and electric.</p> <p>I know electric instruments are in modern music (within living memory) because electricity has been invented.</p> <p>I can share my opinion about a song.</p> <p>I can respond creatively to a song.</p> <p>I can identify instruments and style indicators in a song.</p> <p>I can compare two or more songs of the same style.</p> <p>I can compare two or more songs of different styles (rock and pop).</p> <p>I know the style indicators of pop music. (Song, steady rhythms, simple verse-chorus structure, memorable chorus).</p> <p>I know that pop music includes male and female voices, keyboard/piano, guitar, bass guitar, drums.</p> <p>I can identify the style indicators of pop music in a pop song.</p> <p>I can identify voices and at least one other instrument in a pop song.</p> <p>I know the style indicators of <u>rock</u> music. (<u>Heavily-amplified</u>, heavy beat)</p> <p>I know that rock music includes male and female voices, keyboard/piano, guitar, bass guitar, drums.</p> <p>I can identify the style indicators of rock music in a rock song.</p> <p>I can identify voices and at least two other instruments in a rock song.</p>	<p>I can sing simple songs, chants and rhymes (e.g. Boom Chicka Boom) from memory, singing collectively and at the same pitch.</p> <p>I can respond to simple visual directions (e.g. stop, start, loud, quiet) and counting in.</p> <p>I can sing songs with an increasing range, beginning a very small range, mi-so (e.g. Hello, How are You), and then slightly wider (e.g. Bounce High, Bounce Low).</p> <p>I can sing call and response songs (e.g. Pretty Trees Around the World from Rhythms of Childhood).</p> <p>I know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and can demonstrate these when singing by responding to the leader's directions.</p> <p>I can demonstrate good singing posture.</p> <p>I can add actions to the song.</p> <p>I can practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.</p> <p>I can talk about the difference between rehearsing a song and performing it.</p>	<p>I can play a steady beat with others.</p> <p>I can play short, pitched patterns on tuned instruments.</p> <p>I can play repeated rhythms (ostinato) using body percussion and classroom percussion.</p> <p>I can perform short copycat rhythms accurately, led by the teacher and peer leaders.</p> <p>I know that notation can represent the pulse, rhythm and pitch in music.</p> <p>I can follow pictures and symbols to guide playing e.g. four dots = four beats on the drum.</p> <p>I can use dot notation to rehearse and perform 3-note patterns.</p>	<p>I know that improvisation means to make up a tune and play it on the spot.</p> <p>I know that composition means creating and developing musical ideas and 'fixing' them.</p> <p>I can create individual compositions.</p> <p>I can create compositions that are a minimum of 8 counts (2 bars).</p> <p>I can invent, retain and recall a rhythm pattern using long and short notes.</p> <p>I can invent, retain and recall a pitch pattern using 3 notes.</p> <p>I can demonstrate compositions through turn-taking and in call and response activities.</p> <p>I know that symbols can be used to represent music.</p> <p>I know that these symbols can be read by other musicians to recreate the same piece of music.</p> <p>I can follow pictures and symbols to guide playing e.g. four dots = four beats on the drum</p> <p>I can use graphic notation to represent created sounds.</p> <p>I can use dot notation to represent rhythm and pitch patterns.</p>
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I know different styles of music are created using different instruments.  
 I know the instruments in a jazz band: piano, double bass, drums, saxophone, trumpet, trombone.  
 I know instruments can be acoustic and electric.  
 I can compare two or more songs of different styles (jazz, rock and pop).  
 I know that jazz music includes: piano, double bass, drums, brass (trumpet, trombone) and woodwind (saxophone) instruments.  
 I can identify the style indicators of jazz music in a jazz song.  
 I know that film scores are generally instrumental and include band instruments and orchestral instruments.  
 I can identify at least 5 instruments.  
 I know the style indicators of film music. (Instrumental, tell the story, use of leitmotif for character and situation).  
 I know that music in film scores help to add to the action on the screen.  
 I can suggest how the music is appropriate for the genre of film.  
 I can link the atmosphere with the composers music choices.  
 I know that the orchestra is split into instrument families: percussion, strings, woodwind and brass.  
 I know at least one example of an instrument from each instrument family.  
 I can share my opinion about a song.  
 I can respond creatively to a song.  
 I can compare two or more songs of the same style.  
 I can compare two or more songs of different styles (jazz, rock and pop).

I can sing a widening range of unison songs of varying styles and structures with a pitch range of an octave.  
 I can sing tunefully and with expression.  
 I can perform forte and piano, loud and soft.  
 I can perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders).  
 I can pitch the voice accurately.  
 I can follow directions for getting louder (crescendo) and quieter (decrescendo).  
 I can sing rounds and partner songs in different time signatures (2, 3 and 4 time) (e.g. Our Dustbin)  
 I can begin to sing repertoire with small and large leaps  
 I can sing simple second part to introduce vocal harmony (e.g. Hear the Wind).  
 I can perform a range of songs as a choir in school assemblies and services.  
 I can demonstrate good singing posture.  
 I can sing with awareness of following the beat.  
 I can sing with attention to clear diction.  
 I can understand and follow the leader or conductor.  
 I can practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.  
 I can sing in different time signatures: 2/4, 3/4 and 4/4.  
 I can sing 'on pitch' and 'in time'.  
 I can sing expressively, with attention to breathing and phrasing.  
 I can sing expressively, with attention to staccato and legato.  
 I can communicate the meaning of the words and articulate them clearly.

I can develop facility in playing tuned percussion or a melodic instrument.  
 I can play and perform melodies following staff notation using a small range as a whole class or in small groups.  
 I can individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow.  
 I can extend to question-and-answer phrases.  
 I can copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).  
 I know that staff notation is what musicians use to read and play music.  
 I know the five lines of staff notation are called the stave.  
 I know that the written notation starts with a clef (which shows the pitch of the music) and a time signature (which indicates the beat).  
 I know that written notation will indicate the tempo and any tempo changes.  
 I know that rhythm is indicated using notes.  
 I know that pitch is indicated in the lines and spaces of the stave.  
 I can identify and play a beat using the time signature.  
 I can identify and play a rhythm using minims, crotchets and quavers and their rests.

I can create compositions with a partner.  
 I can create a composition that are a minimum of 16 counts (4 bars).  
 I can invent, retain and recall a rhythm pattern using minims (2 beats), crotchets (1 beat) and quavers (half beat) and a crotchet rest (1 beat).  
 I can invent, retain and recall a pitch pattern using 5 notes.  
 I can create question and answer phrases, echoes, ostinatos (repeating rhythm), and repetition.  
 I can add accompaniment to create two parts by using drones, static and moving harmonies.  
 I can indicate tempo using: fast (allegro), slow (adagio), getting faster (accelerando – accel.), getting slower (rallentando)  
 I can use standard notation, showing awareness of bars and metre.

UKS2	<p>I know the style indicators of orchestral music.</p> <p>I know that 'classical' music can encompass many styles of orchestral music over a long time period.</p> <p>I can identify the style indicators of orchestral music.</p> <p>I know different styles of music are created using different instruments.</p> <p>I know that the orchestra is split into instrument families: percussion, strings, woodwind and brass.</p> <p>I know at least two examples of an instrument from each instrument family.</p> <p>I can share my opinion about a song.</p> <p>I can respond creatively to a song.</p> <p>I can identify instruments and style indicators in a song.</p> <p>I can compare two or more songs of the same style.</p> <p>I can compare two or more songs of different styles (orchestral, musical theatre, jazz, rock and pop).</p>	<p>I can sing a broad range of songs from an extended repertoire with a sense of ensemble and performance.</p> <p>I can sing songs that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance.</p> <p>I can observe rhythm, phrasing, accurate pitching and appropriate style.</p> <p>I can sing three-part and four-part rounds, partner songs, and songs with a verse and a chorus.</p> <p>I can perform a range of songs in school assemblies and in school performance opportunities.</p> <p>I can sing in 2/4, 3/4, 4/4 and 6/8 time.</p> <p>I can sing 'on pitch' and 'in time'.</p> <p>I can self-correct if lost or out of time.</p> <p>I can sing expressively, with attention to breathing, phrasing, dynamics and articulation.</p> <p>I can respond to a leader or conductor.</p>	<p>I know what a clarinet/flute is.</p> <p>I know the fingering to produce a range of notes on the clarinet/flute.</p> <p>I know that you need to use enough air and a certain mouth shape to produce an appropriate sound on the flute/clarinet.</p> <p>I know that the clarinet/flute is a woodwind instrument.</p> <p>I know that musicians read music in order to rehearse and play songs on their instruments.</p> <p>I know that musicians use rehearsal time to practice songs at 'rehearsal speed' and build the tempo for performance.</p> <p>I know that ensembles of instruments are led by a conductor.</p> <p>I can play a range of notes on the clarinet/flute with an appropriate timbre.</p> <p>I can follow sheet music to rehearse and perform songs on the clarinet/flute.</p> <p>I can follow a conductor when playing as part of small groups and larger ensembles.</p> <p>I can show an understanding of the interrelated dimensions of music when I play a woodwind instrument.</p> <p>I can rehearse and play using standard notation.</p>	<p>I know that a composition is where a composer creates their own music.</p> <p>I can create compositions for an ensemble/as part of a group.</p> <p>I can create compositions with a minimum of 16 counts (4 bars) in each section.</p> <p>I can indicate dynamics and tempo.</p> <p>I can add texture to my group composition by including more than three or more layers of the music e.g. three+ parts, accompaniment, percussion.</p> <p>I can extend compositions to create structures, e.g. a verse and chorus.</p> <p>I can consider different timbres through instrumental choice and how those instruments are played.</p> <p>I can articulate intention for a particular atmosphere, mood or environment using musical vocabulary.</p> <p>I can record my composition using standard notation.</p>
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