



The Riverview Academy Curriculum Progression : Music

EXCELLENCE AND AMBITION FOR ALL

Respect

Excellence

Resilience

Teamwork

Kindness

Responsibility

Whole School: Riverview Curriculum Intent

At The Riverview Academy, our values are at the heart of everything we do. We are a kind, inclusive community that embraces individuality and creates opportunities for all, irrespective of gender, race, disability or background. Through excellent education in a safe and nurturing environment, we empower every child to become the very best version of themselves. Guided by kindness, excellence, respect, resilience and teamwork, our children grow into confident, creative learners who make a positive difference to our school, our community, and the wider world.

Music: Riverview Curriculum Intent

At The Riverview Academy, our Music curriculum is designed to inspire a lifelong enjoyment of music while developing pupils' confidence, creativity and musical understanding. We aim to enable all pupils to experience the joy of making music, express themselves creatively and develop an appreciation of music from a wide range of traditions, cultures and periods.

From the Early Years, children explore sound, rhythm and movement through singing, listening, playing and experimenting with instruments. These foundations are built upon in Key Stage 1, where pupils develop their ability to sing, play, listen and respond to music, exploring key musical elements such as pulse, rhythm, pitch and dynamics and beginning to create their own musical ideas.

As pupils move into Key Stage 2, they develop greater accuracy, fluency and expression when performing individually and collaboratively. Pupils compose and improvise with increasing purpose, develop their understanding of musical notation and vocabulary, and listen critically to a broad repertoire of music, considering how musical elements are used to create different effects.

Across all stages, pupils develop as performers, composers and listeners, progressively building their knowledge of the interrelated dimensions of music and making connections between the music they hear, create and perform. By the time pupils leave The Riverview Academy, they will have the knowledge, skills and confidence to participate actively in music, appreciate a diverse range of musical traditions and continue their musical development beyond primary school.

Our Five Pedagogical Pillars

At Riverview, our approach to teaching and learning is grounded in five key pedagogical pillars, all underpinned by a well-planned curriculum that is sequential and progressive. These pillars work together to ensure that every child is supported to access the curriculum, make progress, and thrive. Where needed, bespoke adaptations and provision are made to ensure every child can succeed. This framework ensures we are consistent, inclusive, and ambitious in our approach to teaching and learning across the school. The 5 pillars are:

Effective Questioning:

We use strategies such as Think-Pair-Share and ABC (Agree, Build, Challenge) to promote deep thinking, discussion, and engagement.

Modelling:

Lessons are built around the I do, we do, you do approach to provide clear scaffolding and build independence.

Retrieval Practice:

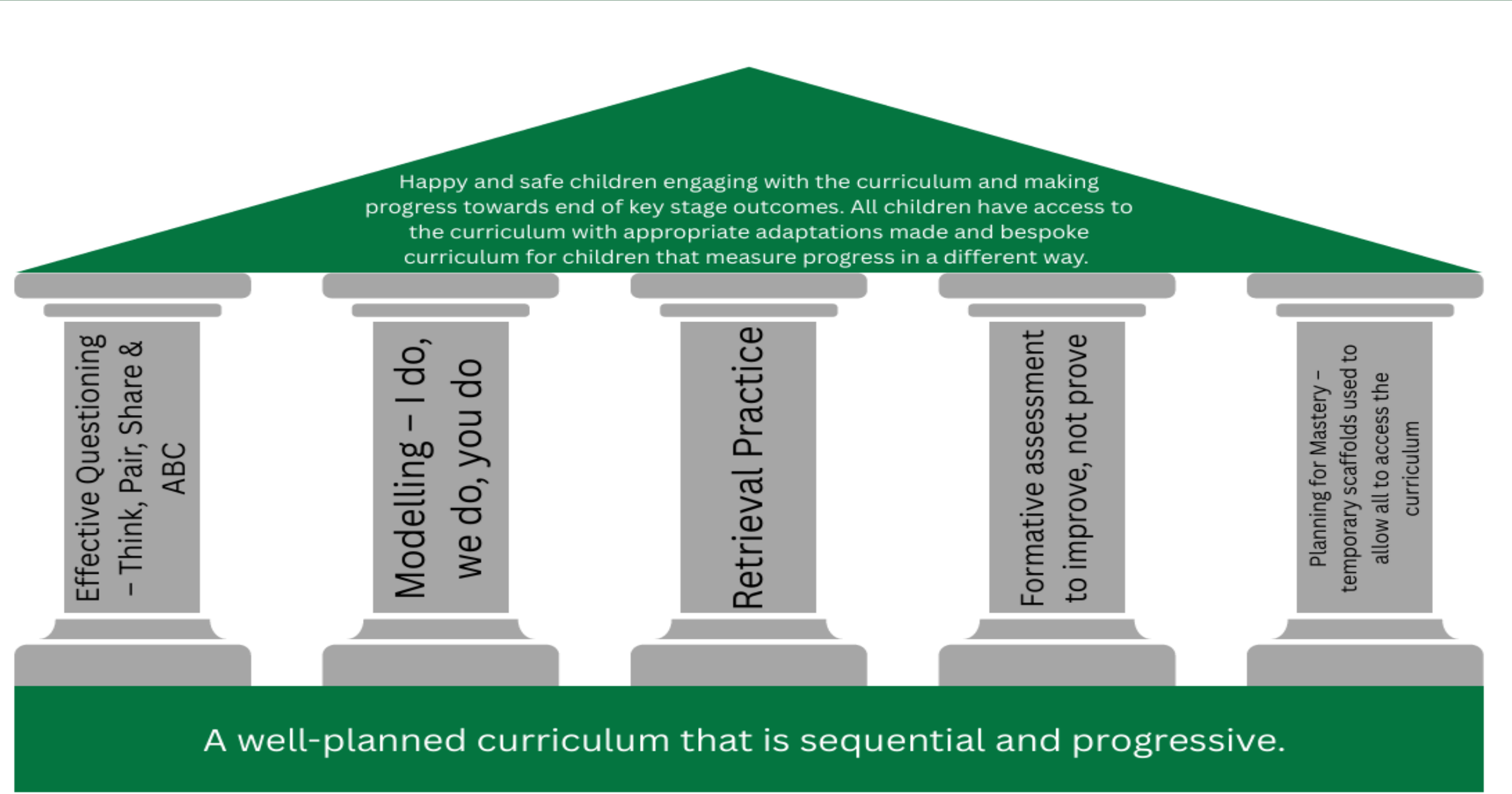
Children regularly recall prior learning to strengthen memory, make connections, and deepen understanding.

Formative Assessment:

Assessment is used to improve, not prove learning. Teachers adapt teaching responsively based on what children know and need next.

Planning for Mastery:

We use temporary scaffolds and supports to enable all learners to access the curriculum and achieve success.



Happy and safe children engaging with the curriculum and making progress towards end of key stage outcomes. All children have access to the curriculum with appropriate adaptations made and bespoke curriculum for children that measure progress in a different way.

Effective Questioning
– Think, Pair, Share &
ABC

Modelling – I do,
we do, you do

Retrieval Practice

Formative assessment
to improve, not prove

Planning for Mastery –
temporary scaffolds used to
allow all to access the
curriculum

A well-planned curriculum that is sequential and progressive.

Substantive and Disciplinary Concepts

Disciplinary Concepts:



**Improvise
and Compose**



**Listen and
Appraise**



**Sing and
Play**

Substantive Knowledge – Knowing Music

Substantive knowledge is the musical knowledge pupils build over time. This includes understanding and using musical elements such as pulse, rhythm, pitch, tempo, dynamics, timbre, texture and structure, alongside notation, musical vocabulary, repertoire, instruments, styles and traditions.

This knowledge is revisited and deepened across the curriculum so pupils can apply it with increasing confidence when performing, composing and responding to music.

Disciplinary Knowledge – Thinking Like a Musician

Disciplinary knowledge teaches pupils how musicians work, think and make musical decisions. At Riverview, this is organised through three key curriculum threads:

- **Improvise & Compose** – create, develop, organise and refine musical ideas
- **Sing & Play** – perform with increasing accuracy, fluency, control and expression
- **Listen & Appraise** – listen attentively, identify musical features, compare music and evaluate performances and compositions

This is the ‘*know how*’ of music – the processes that enable pupils to perform, create, respond to and understand music with increasing independence and musicality.



In EYFS, pupils explore and create sounds through voice, instruments and everyday objects, experimenting freely with different musical ideas. In KS1, pupils begin to improvise and compose simple rhythmic and melodic patterns, organising sounds and making choices about how their music should sound. In KS2, pupils improvise and compose with increasing control and intention, developing, organising and refining musical ideas using a growing understanding of rhythm, melody, structure and other musical elements.



In EYFS, pupils listen and respond to a range of music, noticing changes in sound, mood, tempo and dynamics and expressing simple likes and dislikes. In KS1, pupils listen with increasing attention, identifying musical features and using appropriate vocabulary to describe and compare what they hear. In KS2, pupils listen critically and with increasing independence, analysing how musical elements, instruments, styles and structures are used and using evidence to appraise performances and compositions.



In EYFS, pupils explore singing and playing through songs, rhymes, movement and simple instruments, beginning to keep a steady pulse and copy sounds and actions. In KS1, pupils sing and play with increasing confidence, keeping in time, following simple rhythms and melodies and performing as part of a group. In KS2, pupils sing and play with increasing accuracy, fluency, control and expression, following notation where appropriate and performing confidently both independently and as part of an ensemble.

What is the Music Curriculum?

	Autumn Term		Spring Term		Summer Term	
EYFS	I've got a grumpy face + The sorcerer's apprentice	Rhythm, Rhyme & Pulse	Bird spotting: Cuckoo polka + Shake my sillies out	Exploring Instrument Sounds	Down there under the sea + It's oh so quiet	Music, Movement & Performance
Year 1	Menu song	The king is in the castle	Football	Who stole my chickens and my hens?	Dancing and drawing to Nautilus + Cat and mouse	As I was walking down the street
Year 2	Tony Chestnut	Creepy castle	Grandma rap	Minibeasts	Swing-a-long with Shostakovich + Charlie Chaplin	The rockpool rock
Year 3	I've been to Harlem	Latin dance (Classroom percussion)	Play percussion: Mangrove twilight Part 1	Play percussion: Mangrove twilight Part 2	Just three notes + Samba with Sérgio	Chilled-out clap rap
Year 4	This little light of mine	The doot doot song (Classroom percussion)	Play percussion: Ripples Part 1	Play percussion: Ripples Part 2	Global pentatonics + The horse in motion	My fantasy football team
Year 5	What shall we do with the drunken sailor?*	Madina tun nabi	Play percussion: Rosewood gratitude Part 1	Play percussion: Rosewood gratitude Part 2	Balinese gamelan + Composing in ternary form	Rap foundations
Year 6	Hey, Mr Miller	Dona nobis pacem	Play percussion: Calypso sole y leve Part 1	Play percussion: Calypso sole y leve Part 2	Race! + Exploring identity through song	Rap foundations

How our units of work are mapped out:

Our units are designed to progressively develop musical skills, knowledge and understanding, while also deepening pupils' creative, expressive and evaluative thinking. Knowledge and skills are revisited and interwoven so children can return to singing, listening, performing, composing and instrumental techniques throughout their progression at our school, allowing them to make connections between different musical styles, traditions, composers and cultures.

Cultural Capital and Enrichment

Where did the term cultural capital come from?

In the 1970s, Pierre Bourdieu, a French sociologist, developed the idea of cultural capital as a way to explain how power in society was transferred and social classes maintained. Bourdieu believed that cultural capital played an important, and subtle role. For Bourdieu, the more capital you have the more powerful you are.

Bourdieu saw families passing on cultural capital to their children by introducing them to dance and music, taking them to theatres, galleries and historic sites, and by talking about literature and art over the dinner table. The Riverview Academy is committed to ensuring all our pupils are equipped with the knowledge and cultural capital they need to succeed in life. Our curriculum and provision ensure that all our pupils acquire the essential knowledge they need to be educated citizens. We want all our pupils to leave Riverview, by the end of KS2, with aspirational goals for their future, without any limitations. We have carefully considered four domains for promoting and improving each child's level of cultural capital, based on research by Bourdieu. We believe that the more cultural capital a child has, the more likely they are to succeed in life and reach their potential.



Improvise and Compose

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	- Make up new words and actions about different emotions and feelings. - Explore making sound with voices and percussion instruments to create different feelings and moods. - Explore storytelling elements in the music and create a class story inspired by the piece. - Make up a simple accompaniment using percussion instruments. - Make up new lyrics and vocal sounds for different kinds of transport. - Explore the range and capabilities of voices through vocal play. - Create a sound story using instruments to represent different animal sounds/ movements. - Make up new lyrics and accompanying actions. Improvise a vocal/physical soundscape about minibeasts.	- Participate in creating a dramatic group performance using kitchen-themed props. - Compose music to march to using tuned and untuned percussion. - Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols. - Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C). - Compose musical sound effects and short sequences of sounds in response to a stimulus. - Improvise question-and-answer conversations using percussion instruments. - Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation. - Attempt to record compositions with stick and other notations. - Create musical phrases from new word rhythms that children invent	- Improvise rhythms along to a backing track using the note C or G. - Compose call-and-response music - Select instruments and compose music to reflect an animal's character. - Invent simple patterns using voices, body percussion, and then instruments - Follow signals given by a conductor/leader. - Structure compositional ideas into a bigger piece. - Improvise solos using instruments. - Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app. - Improvise and compose, structuring short musical ideas to form a larger piece. - Begin to understand duration and rhythm notation. - Structure musical ideas into a whole-class composition. - Create action patterns in 2- and 3-time. Compose a soundtrack to a clip of a silent film.	- Compose a pentatonic ostinato. - Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment. - Compose a 4-beat rhythm pattern to play during instrumental sections of a song. - Working in small groups, sing a call-and-response song with an invented drone accompaniment. - Explore ways to create word-based pieces of music. - Explore ways to communicate atmosphere and effect. - Invent simple patterns using rhythms and notes C-D-E. - Compose music, structuring short ideas into a bigger piece. - Notate, read, and follow a 'score'.	- Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one). - Improvise and compose, creating atmospheric music for a scene with a given set of instruments. - Create short sounds inspired by colours and shapes - Structure musical ideas into a composition - Create and read graphic scores. 'Doodle' with voices over the chords in the song. Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare. - Compose a fanfare using a small set of notes and short, repeated rhythms. - Invent a melody. - Fit two patterns together. - Structure musical ideas into their own compositions. - Compose a pentatonic melody. - Improvise and create pentatonic patterns.	- Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids. - Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook. - Create fragments of songs that can be developed into fully fledged songs. - Show understanding of how a drum pattern, bassline, and riff fit together to create a memorable and catchy groove. - Compose and perform drum patterns, basslines, and riffs on a variety of instruments as part of a group. - Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas. - Compose a kecak vocal piece as part of a group. Improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics, and tempo.	- Compose a syncopated melody using the notes of the C major scale. - Create their own song lyrics. - Fit their lyrics to a pulse, creating a chant. - Write a melody and sing it - Structure their ideas into a complete song. - Compose an 8-bar piece on percussion, in 3-time, and using chords F major and C major. - Use music vocabulary and knowledge to discuss similarities and differences in pieces of music. - Learn some simple choreography to accompany a disco song. - Create variations using a wide variety of composing techniques. - Improvise on top of a repeating bassline. Create an accompaniment. - Create an extended melody with four distinct phrases. - Experiment with harmony. - Structure their ideas into a full soundtrack.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Improvise and Compose	- Develop a song by composing new words and adding movements and props. Improvise music with different instruments, following a conductor. - Compose music based on characters and stories developed through listening to Beethoven's 5th symphony. - Compose a 3-beat body percussion pattern and perform it to a steady beat. Invent and perform actions for new verses.		- Understand and use notes of different duration. - Understand and use notes of different pitch. - Understand and use dynamics.		- Use notation to represent musical ideas. - Create ostinatos. - Layer up different rhythms. - Create and follow a score.	- Notate their ideas to form a simple score to play from. - Compose a simple accompaniment using tuned instruments. - Create and perform their own class arrangement.	Create a rhythmic piece for drums and percussion instruments.



Listen and Appraise

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	- Identify and describe contrasts in tempo and dynamics. - Begin to use musical terms (louder/ quieter, faster/slower, higher/lower). - Respond to music in a range of ways (e.g. movement, talking, writing). - Develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music (so-mi). - Enjoy moving freely and expressively to music. - Listen to music and show the beat with actions. - Use appropriate hand actions to mark a changing pitch. - Listen to a piece of classical music and respond through dance. - Listen to a range of sea-related pieces of music and respond with movement. - Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles. - Listen actively to music in 3/4 time.	- Listen and move in time to the song. - Respond to musical characteristics through movement. - Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips). - Listen to 'Aquarium', reflecting the character of the music through movement. - Recognise the difference between a pattern with notes (pitched) and without (unpitched). - Listen actively by responding to musical signals and musical themes using appropriate movement. - Create a musical movement picture. - Recognise how graphic symbols can represent sound. - Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece.	- Recognise and play echoing phrases by ear. - Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance. - Identify different qualities of sound (timbre) (e.g. smooth, scratchy, clicking, ringing, and how they are made). - Recognise and respond to changes of speed (tempo), the length of notes (duration – long/ short), short/detached/ smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement. - Show the following durations with actions: 'walk' (crotchet) and 'jogging' (quavers). - Listen and appraise, with focus and attention to detail, recalling sounds and patterns. - Listen to and analyse four pieces of music inspired by travel/vehicles.	- Listen and identify where notes in the melody of the song go down and up. - Begin to develop an understanding and appreciation of music from different musical traditions. - Identify that the songs are from different places in the world, use different instruments, have a different beat, and are different speeds. - Pupils can use some musical vocabulary to describe these things. - Understand that a folk song is music that belongs to the people of a particular place. - Identify how the pitch and melody of a song has been developed using symmetry. - Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features. - Develop active listening skills by responding to musical themes through movement. - Understand the structure of rondo form (A-B-A-C-A).	- Listen and move in time to songs in a Gospel style. - Listen and appraise, recognising elements of the music that establishes the mood and character (e.g. the rhythm). - Talk about the effect of particular instrument sounds (timbre). - Understand that instruments can be used individually and in combination to create different effects of timbre and texture. - Listen and identify similarities and differences between acoustic guitar styles. - Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary. - Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures. - Watch a film and analyse it in a musical context. - Identify similarities and differences between pieces of music in a folk/folk-rock style.	- Talk about the purpose of sea shanties and describe some of the features using music vocabulary. - Recognise individual instruments and voices by ear. - Listen to a selection of Gospel music and spirituals, and identify key elements that give the music its unique sound. - Talk about music using appropriate music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.) - Listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor. - Understand techniques for creating a song, and develop a greater understanding of the songwriting process. - Listen and copy back simple rhythmic and melodic patterns. Identify drum patterns, basslines, and riffs, and play them using body percussion and voices.	- Listen to historical recordings of big band swing, and describe features of the music using music vocabulary. - Explore the influences on an artist by comparing pieces of music from different genres. - Identify features of timbre, instrumentation, and expression in an extract of recorded music. - Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music. - Create a shadow movement piece in response to music. - Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture).

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Listen and Appraise	- Find the beat and perform a clapping game with a partner. - Listen to and talk about folk songs from North America.	- Develop awareness of duration and the ability to move slowly to music. - Create art work, drawing freely and imaginatively in response to a piece of music. - Listen and copy rhythm patterns. - Listen and copy call-and-response patterns on voices and instruments	- Listen actively and mark the beat by tapping, clapping, and swinging to the music. - Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skipty'). - Understand and explain how beats can be grouped into patterns and identify them in familiar songs. - Move freely and creatively to music using a prop. - Listen and match the beat of others and recorded music, adapting speed accordingly. - Listen to traditional and composed music from Poland. - Begin to understand how music helps people share tradition and culture.	- Develop a sense of beat and rhythmic pattern through movement. - Experience call-and-response patterns through moving with a partner. - Listen and compare how different composers have approached creating word-based compositions. - Recognise and copy rhythms and pitches C-D-E. - Move in time with the beat of the music. - Talk about what they have learnt about Brazil and Carnival (e.g. samba batucada instruments, playing in call-and-response, samba schools, that in Brazil music helps communities thrive, that word rhythms are an important way to learn rhythm patterns, that you can freely express yourself at Carnival). - Respond to and recognise crotchets and quavers, and make up rhythms using these durations to create accompaniment ideas for the song.		- Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement. - Demonstrate an understanding of the history of Argentine Tango. - Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak. - Listen and match vocal and instrumental sounds to each other, and to notation. - Listen, appraise, and respond to music using drawings and words. - Recognise that music can describe feelings and tell a story. - Understand and recognise ternary form	- Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments. - Identify ways songwriters convey meaning: through lyrics, the music, and the performance. - Understand different ways that rhymes work in songs. - Identify different elements of a song's structure. - Understand the concept of identity and how you can express that in songs. - Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary. - Demonstrate coordination and keeping a steady beat by dancing to bhangra music



Sing and Play

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	- Sing with a sense of pitch, following the shape of the melody with their voices. - Mark the beat of the song with actions. Use the voice to adopt different roles and characters. - Match the pitch of a 4-note (la-so-mi-do) call-and-response song. - Sing a tune with 'stepping' and 'leaping' notes. - Play a steady beat on percussion instruments. - Develop a sense of beat by performing actions to music. - Sing an action song with changes in speed. - Play along with percussion instruments. - Perform the story as a class. - Sing and play a rising and falling melody, following the shape with voices and on tuned percussion. - Sing in call-and-response and change voices to make a buzzing sound. - Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo.	- Sing a cumulative song from memory, remembering the order of the verses. - Play classroom instruments on the beat. - Copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do. - Sing a unison song rhythmically and in tune. - Play percussion instruments expressively, representing the character of their composition. - Chant together rhythmically, marking rests accurately. - Play a simple ostinato on untuned percussion. - Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable. - Sing a simple singing game, adding actions to show a developing sense of beat. - Create, interpret, and perform simple graphic scores.	- Play the melody on a tuned percussion instrument. - Sing with good diction. - Chant Grandma rap rhythmically and perform to an accompaniment children create. - Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation. - Learn a clapping game to Hi lo chicka lo that shows the rhythm. - Sing and play, performing composed pieces for an audience. - Learn a simple rhythm pattern and perform it with tempo and volume changes. - Learn about the musical terms crescendo, diminuendo, accelerando, ritenuto. - Follow signals from a conductor. - Demonstrate an internalised sense of pulse through singing games. - Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections.	- Sing a call-and-response song in groups, holding long notes confidently. - Play melodic and rhythmic accompaniments to a song. - Sing by improvising simple melodies and rhythms. - Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure. - Play a one-note part, contributing to the chords accompanying the verses. - Learn a part on tuned percussion and play as part of a whole-class performance. - Sing Part 2 of a partner song rhythmically. - Adopt a rhythmic accompaniment while singing. - Play repeating rhythmic patterns. - Count musically. - Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments. - Perform vocal percussion as part of a group.	- Sing in a Gospel style with expression and dynamics. - Play a bass part and rhythm ostinato along with This little light of mine. - Sing Part 1 of a partner song rhythmically. - Sing swung rhythms lightly and accurately. - Sing with expression and a sense of the style of the music. - Sing the chorus of Throw, catch in three-part harmony with dancing. - Play an instrumental part as part of a whole-class performance. - Sing a part in a partner song, rhythmically and from memory.	- Sing a sea shanty expressively, with accurate pitch and a strong beat. - Play bass notes, chords, or rhythms to accompany singing. - Sing in unison while playing an instrumental beat (untuned). - Keep the beat playing a 'cup' game. - Develop and practise techniques for singing and performing in a Gospel style. - Sing a song in two parts with expression and an understanding of its origins. - Sing a round and accompany themselves with a beat. - Play a drone and chords to accompany singing. - Sing/chant a part within a kecak vocal performance. - Sing and play the melody of Kis nay banaayaa. - Sing in a 4-part round accompanied with a pitched ostinato.	- Sing a syncopated melody accurately and in tune. - Sing and play a class arrangement of the song with a good sense of ensemble - Sing a round accurately and in a legato style. - Sing a chorus in two-part harmony with dancing on the beat. - Decipher a graphic score. - Play Twinkle, twinkle, little star. - Sing the chorus of Throw, catch in three-part harmony with dancing.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Sing and Play	• Sing a song that uses a call-and-response structure. • Play sea sound effects on percussion instruments. • With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E). • Play different instruments with control. • Explore dynamics with their voices and instruments. • Sing a melody in waltz time and perform the actions. • Transfer actions to sounds played on percussion instruments. • Sing a song while performing a sequence of dance steps. • Play a two-note accompaniment, playing the beat, on tuned or untuned percussion	• Perform actions to music, reinforcing a sense of beat. • Sing and chant songs and rhymes expressively. • Sing either part of a call-and-response song. • Play the response sections on tuned percussion using the correct beater hold. • Echo sing a line independently with teacher leading, then move on to pair singing in echo format.	• Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern.	• Play the chords of Fly with the stars on tuned percussion as part of a whole-class performance • Sing solo or in a pair in call-and-response style.			