
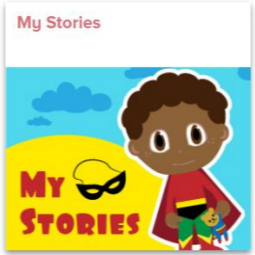
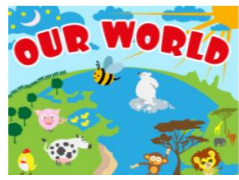



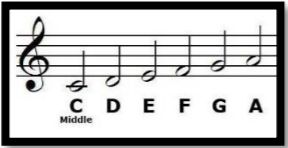






## Long Term Plan- Foundation

Nursery - Programme of Study and Skill Progression.	Nursery		Reception	
<p>-Show attention to sounds and music.</p> <p>-Respond emotionally and physically to music when it changes.</p> <p>-Move and dance to music and keeping time with the pulse.</p> <p>-Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</p> <p>- Explore their voices and enjoy making sounds.</p> <p>-Join in with songs and rhymes, making some sounds.</p> <p>-Play and perform music with different: dynamics (loud/quiet) tempo (fast/slow) pitch (high/low) rhythms (pattern of sound)</p> <p>-Make rhythmical and repetitive sounds.</p> <p>-Explore a range of soundmakers and instruments and play them in different ways.</p> <p>-Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p> <p>-Listen with increased attention to sounds.</p> <p>-Respond to what they have heard, expressing their thoughts and feelings.</p> <p>-Remember and sing entire songs off by heart.</p> <p>-Sing the pitch of a tone sung by another person ('pitch match').</p> <p>-Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>-Create their own songs, or improvise a song around one they know.</p> <p>-Play instruments and increasing control to express their feelings and ideas.</p> <p>-Offer children a wide range of different instruments, from a range of cultures. This might also include electronic keyboards and musical apps on tablets.</p>	<p>Autumn</p> <p>Me!</p> 	<p>-Show attention to sounds of music.</p> <p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> <li>• Pat-a-cake</li> <li>• 1, 2, 3, 4, 5, Once I Caught a Fish Alive</li> <li>• This Old Man</li> <li>• Five Little Ducks</li> <li>• Name Song</li> <li>• Things For Fingers</li> </ul>	<p>My Stories</p> 	<ul style="list-style-type: none"> <li>• I'm A Little Teapot</li> <li>• The Grand Old Duke Of York</li> <li>• Ring O' Roses</li> <li>• Hickory Dickory Dock</li> <li>• Not Too Difficult</li> <li>• The ABC Song</li> </ul>
	<p>Spring</p> <p>Our World</p> 	<ul style="list-style-type: none"> <li>• Old Macdonald</li> <li>• Incy Wincy Spider</li> <li>• Baa Baa Black Sheep</li> <li>• Row, Row, Row Your Boat</li> <li>• The Wheels On The Bus</li> <li>• The Hokey Cokey</li> </ul>	<p>Everyone!</p> 	<ul style="list-style-type: none"> <li>• Wind The Bobbin Up</li> <li>• Rock-a-bye Baby</li> <li>• Five Little Monkeys Jumping On The Bed</li> <li>• Twinkle Twinkle</li> <li>• If You're Happy And You Know It</li> <li>• Head, Shoulders, Knees And Toes</li> </ul>
	<p>Summer</p> 	<p>This collection of songs for younger children to build their repertoire for all occasions.</p>	<p>Big Bear Funk</p> 	<p>Big Bear Funk is a transition unit that prepares children for their musical learning in Y1. Listening and appraising Funk music and improvising using voices.</p>

Programme of Study and Skill Progression.	Year 1	Year 2
<b>Play and perform on percussion instruments with increasing accuracy, fluency, control and expression.</b>	1. Learn how to create and control contrasting sounds and patterns musically using voice, body percussion and percussion instruments. 2. Explore and experiment with interrelated dimensions* of music using voice, body percussion and percussion instruments. 3. Internalise the pulse and keep a steady beat in different pieces of music. 4. Learn the names of tuned and untuned percussion instruments and the materials they are made from. 5. Learn how the material or way instruments are played can affect the sound created. 6. Learn basic ensemble etiquette and understand that quality musical outcomes will be achieved as a result of good team work. 7. Learn how to follow start and stop instructions when singing and playing. 8. Learn about the role of a conductor in music. 9. Develop rhythmic vocabulary and begin to recall and clap or play back simple rhythmic patterns	1. Play and explore a wider range of contrasting sounds musically using voice, body percussion and classroom percussion instruments. 2. Explore and experiment with interrelated dimensions* of music using body percussion and percussion instruments with increasing control- getting louder/quieter, faster/slower and keeping a steady beat at different tempo. 3. Internalise the pulse and keep a steady beat in different pieces of music. 4. Begin to explore the difference between pulse and rhythm. 5. Play and perform repeated rhythmic patterns using body percussion and classroom percussion to accompany songs, chants, rhymes or other musical stimuli. 6. Learn to internalise and accurately recall simple musical songs, sequences, rhythmic and melodic patterns. 7. Continue to develop ensemble etiquette and understand that quality musical outcomes will be achieved as a result of good team work. 8. Experiment and explore the use of visual symbols to create or respond to a graphic score using voice, body percussion and percussion instruments. 9. Continue to develop simple ensemble skills such as learning to start/stop, follow and be a leader/ conductor.
<b>Learn to sing and use their voices with increasing accuracy, fluency, control and expression</b>	1. Sing and/or speak songs, chants or rhymes in a variety of styles to convey different moods. 2. Use their speaking and singing voices confidently within the pitch range (middle C-A ) 3. Begin to develop aural and memory skills and begin to match intervals or melodic sequences with increasing accuracy. 4. Promote solo opportunities for pupils to use and hear their speaking and singing voices individually. 	1. Sing and/or speak songs, chants and rhymes in a variety of styles to convey different moods. 2. Use their speaking and singing voices confidently within the pitch range (middle C-C) with a good sense of pulse, rhythm and diction. 3. Internalise (thinking voice) parts of a song, rhyme or chant. 4. Learn that melody is the term to describe how the single line of music that moves up and down in pitch we sing or play. 5. Promote solo opportunities for pupils to use and hear their speaking and singing voices individually 6. To sing with an awareness of other performers. 
<b>Create and compose music using the interrelated dimensions of music</b>	1. Explore and experiment with different sounds using voice, body percussion and percussion instruments. 2. Choose sounds to represent different ideas or concepts. 3. Learn how to create, select and combine sequences of sounds in response to a given stimulus.	1. Experiment and explore different sounds that can be created using body percussion, voice and classroom percussion. 2. Organise and choose sounds and musical ideas when responding to a range of musical and non-musical starting points. 3. Learn how to create a graphic score for a class composition using visual symbols to represent and organise sounds.
<b>Listen, appreciate and respond to a range of high quality live and recorded music</b>	1. Listen to a variety of music from different styles, genres and traditions and begin to describe key features of music and how it makes them feel. 2. Listen and respond to music through focused listening, physical movement or use of materials such as scarves, beanbags or balls.	
<b>Interrelated dimensions of music</b>	Pitch, pulse, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations	

Year	Term	Unit	Key	Note Range Progression	Notation	Genres	Instruments	Vocabulary	Singing repertoire options	Extra-curricular
1	Aut 1	Hey You!	C	C	Crotchets	Old-School Hip Hop	Glockenspiel	 <p>Year 1 Vocabulary</p>	<p><u>Singing for Pleasure</u></p> <ul style="list-style-type: none"> <li>- Boom Chicka Boom</li> <li>- Voices Foundation: Have you Brought your Whispering Voice?</li> <li>- Voices Foundation: Hello, How are You</li> <li>- Bance: Copy Kitten</li> <li>- Voicelinks: I'm a Train</li> <li>- Bounce High, Bounce Low</li> <li>- Singing Sherlock: Dr Knickerbocker</li> <li>- Dragon Dance</li> <li>- Trad. Bangladesh: Mo matchi (Song of the Bees)</li> <li>- Trad. Ghana: Kye Kye Kule</li> <li>- Trad. England: An Acre of Land</li> <li>- Childrens' choice</li> </ul>	Christmas as production
1	Aut 2	Rhythm in The Way We Walk and Banana Rap	C	<i>Singing and performing only</i>		Reggae, Hip Hop	Glockenspiel			
1	Spr 1	In the Groove	C	C, D	Crotchets	Blues, Latin, Folk, Funk, Baroque, Bhangra	Glockenspiel			
1	Spr 2	Round And Round	D Minor	C,D,F	Semibreves	Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion	Glockenspiel			
1	Sum 1	Your Imagination	C	G	Semibreves	Pop	Glockenspiel			
1	Sum 2	Reflect, Rewind And Replay	<i>Consolidation and revision</i>			Western Classical Music and class choice. Consolidate the foundations of the language of music.	Glockenspiel			
2	Aut 1	Hands, Feet, Heart	C	G,A,C	Crotchets	South African Styles	Glockenspiel	 <p>Year 2</p>	<ul style="list-style-type: none"> <li>- Little Sally Saucer</li> <li>- Trad. Star Light, Star Bright, First Star I see Tonight</li> <li>- Trad. Hey, Hey, Look at Me</li> <li>- Trad. Rain, Rain Go Away</li> <li>- Trad. Acka Backa</li> <li>- Voicelinks: The King is in the Castle</li> <li>- Young Voiceworks: Ebenezer Sneezers</li> <li>- Trad. Oats and Beans and Barley Grow</li> <li>- Singing Sherlock 1: Teddy Bear Rock n Roll</li> <li>- Trad. Oliver Cromwell</li> <li>- Trad. Lovely Joan</li> <li>- Trad. Searching for Lambs</li> <li>- Voicelinks: Fireworks</li> <li>- Trad. Bangladesh: Hatti – ma tim tim (An Imaginary Bird)</li> <li>- Trad. Bangladesh: Charti Kula beng (Four Fat Frogs)</li> <li>- Trad. Australia: I Got Kicked by a Kangaroo</li> <li>- Trad. America: Built My Lady a Fine Brick House</li> <li>- Sing Up - Paintbox</li> <li>- Childrens' choice</li> </ul>	End of Year 2 production
2	Aut 2	Ho Ho Ho	G	G C,E,G	Crotchets and rests	Christmas, Big Band, Motown, Elvis, Freedom Songs, festivals.	Glockenspiel			
2	Spr 1	I Wanna Play In A Band	F	C,D	Minims	Rock	Ukulele Glockenspiel			
2	Spr 2	Zootime	C	C,D	Crotchets	Reggae	Ukulele Glockenspiel			
2	Sum 1	Friendship Song Count on me This is me	C	G,E	Crotchet, Dotted Minim and Rests	Popular music	Ukulele Glockenspiel			
2	Sum 2	Reflect, Rewind and Replay Friendship Song Count on me This is me	<i>Consolidation and revision</i>			Western Classical Music  Popular music	Ukulele Glockenspiel			



Programme of Study and Skill Progression.	Year 3	Year 4	Year 5	Year 6
<p><b>Play and perform on percussion instruments with increasing accuracy, fluency, control and expression.</b></p>	<ol style="list-style-type: none"> <li>1.Play and perform simple rhythmic and melodic patterns as a small group or class to accompany musical rounds or other musical stimuli.</li> <li>2.Explore and create a wide range of repeated rhythmic patterns on different instruments.</li> <li>3.Develop increasing control of musical instruments and understand how to play with a pleasing musical sound</li> <li>4.Continue to develop ensemble skills and understand musical outcomes are of higher quality as a result of good team work.</li> <li>5.Internalise the pulse as they begin to access a wider range of rhythmic material in the stimuli explored.</li> </ol>	<ol style="list-style-type: none"> <li>1.Play and perform simple melodic and rhythmic patterns from memory which focus on embedding concepts of pulse, rhythm and pitch.</li> <li>2.Explore dimensions of music and demonstrate increasing control and accuracy using musical instruments.</li> <li>3.Explore concept of structure (Binary form) and repetition in given musical stimuli.</li> <li>4.Learn to read and play simple rhythmic and melodic patterns at sight and by ear.</li> <li>5.Learn to play more complex melodic and rhythmic material by ear and from memory.</li> <li>6.To develop increasing control of basic instrumental techniques enabling them to play and sing music across different styles and genres with confidence, accuracy and musical expression.</li> </ol>	<ol style="list-style-type: none"> <li>1.To play and perform musical parts in a range of solo and ensemble contexts with increasing accuracy, fluency, control and expression.</li> <li>2.Demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.</li> <li>3.Learn to internalise and accurately respond to longer and more complex musical patterns by ear and from memory.</li> <li>4.To maintain their own independent part whilst playing and performing with others.</li> <li>5.To manage their group work in a timely manner to ensure progress and successful outcomes</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify and recall with increasing accuracy a wider range of world music and orchestral instruments.</li> <li>2. Compare and contrast the music they listen to and be able articulate how time and place affects the way the music is composed.</li> <li>3. Identify how developments in musical instrument design and technology have influenced how composers create music.</li> <li>4. Explore different types of ensembles from a diverse range of cultures and traditions.</li> </ol>
<p><b>Learn to sing and use their voices with increasing accuracy, fluency, control and expression.</b></p>	<ol style="list-style-type: none"> <li>1.Sing songs in unison with awareness of ensemble, style, musical shape and accuracy of pulse, rhythm, pitch and expression.</li> <li>2.Be able to accurately respond to sung phrases of a song with accuracy of rhythm and pitch.</li> <li>3.Understand the concept of melody and internalization (thinking voice).</li> <li>4.Be able to internalise (thinking voice) parts of a song, rhyme or chant.</li> <li>5.Know that melody is the term to describe how the single line of music that moves up and down in pitch we sing or play.</li> <li>6.Promote solo opportunities for pupils to use and hear their speaking and singing voices individually</li> <li>7.To sing with an awareness of other performers.</li> </ol> 	<ol style="list-style-type: none"> <li>1.Sing a wide range of songs from memory in unison with awareness of pulse, musical shape and accuracy of rhythm, pitch and expression within the vocal range of an octave.</li> <li>2.To sing songs with awareness of how the music moves up and down in pitch and be able to internalise different parts of a song, rhyme or chant.</li> <li>3.To be able to accurately respond to sung phrases of a song with accuracy of rhythm and pitch.</li> <li>4.Develop the ability to sing simple songs, rounds and two-part songs from memory.</li> </ol>	<ol style="list-style-type: none"> <li>1.Sing confidently in a wide variety of styles showing an awareness of good breath control, posture, diction and intonation and when phrasing.</li> <li>2.Use varying dynamics, pitch, tempo and expression to portray an idea or mood.</li> <li>3.Sing confidently in unison and two or three parts whilst maintaining an appropriate pulse with confidence.</li> <li>4.Begin to explore the role of harmony in music.(consonance /dissonance)</li> </ol>	<ol style="list-style-type: none"> <li>1.Sing confidently in unison and two or three parts whilst maintaining an appropriate pulse.</li> <li>2.Sing confidently in a wide variety of styles showing an awareness of good breath control, posture, diction and intonation when singing together</li> <li>3.Be able to sing a harmony part accurately and confidently.</li> <li>4.Use varying dynamics, pitch, tempo and expression to portray an idea or mood.</li> <li>5.Continue to explore the role of harmony in music.</li> <li>6.Understand the importance of warming up the voice and how to develop good diction, breath control and phrasing when singing.</li> </ol>



<p><b>Create and compose music using the interrelated dimensions of music</b></p>	<p>1.Explore and create music using which demonstrates understanding of structure (Introduction~Verse~chorus).</p> <p>2.Learn how to compose melodies using pentatonic scale and drone.</p> <p>3.Create descriptive music exploring the interrelated dimensions of music for an intended stimulus.</p> <p>4.Compose music independently in small groups and make improvements to their own work.</p>	<p>1.Explore how to successfully improvise using repeated rhythmic patterns.</p> <p>2.Develop awareness of how sounds combine and layer to develop understanding of *interrelated dimensions of music.</p> <p>3.Compose music independently in small groups and make improvements to their own work.</p> <p>4.Create music with a clear musical structure (Binary Form ) using symbols and/or graphic score to record their work.</p> <p>5.Explore melodic improvisation using simple compositional devices.</p>	<p>1.Explore how to successfully improvise using repeated rhythmic patterns.</p> <p>2.Develop awareness of how sounds combine (dyad =2 note chord) and layer to develop understanding of *interrelated dimensions of music.</p> <p>3.Compose music independently in small groups and make improvements to their own work.</p> <p>4.Create music with a clear musical structure (Binary Form, Ternary form) using appropriate symbols and/or graphic score to record their work.</p> <p>5.Understand when to use varying dynamics, pitch and expression to portray an idea or mood.</p>	<p>1.Explore how to successfully improvise using melodic and rhythmic patterns.</p> <p>2.Develop awareness of how sounds combine (triads, chords) and layer to develop understanding of *interrelated dimensions of music.</p> <p>3.Compose music independently in small groups and make improvements to their own work.</p> <p>4.Create music with a clear musical structure (Binary,Ternary,Rondo) using symbols and/or graphic score to record their work.</p> <p>5.Explore melodic improvisation using simple compositional devices.</p> <p>6.Choose and create sounds expressively and with increasing control.</p> <p>7.Understand when to use varying dynamics, pitch and expression to portray an idea or mood with increasing control.</p>
<p><b>Listen, appreciate and respond to a range of high-quality live and recorded music</b></p>	<p>1.Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>2.Listen to music from a variety of styles and genres, and be able to describe key features with increasing confidence using musical vocabulary.</p> <p>3.Learn about the life of significant composers and musicians.</p> <p>4.Understand how time and place can influence the way music is created, performed and heard.</p>	<p>1.Demonstrate increased understanding of basic musical features and names of common world and orchestral musical instruments.</p> <p>2.Develop a wider understanding of the history of western music as well as other musical genres, styles and cultures from across the world.</p> <p>3.Explore how music can be composed and performed for a wide range of different purposes and in different contexts.</p> <p>4.Begin to use musical vocabulary to describe musical features, and identify instruments in musical repertoire they listen to.</p> <p>5.Explore and learn about the life of a famous composer.</p> <p>6.Understand how time and place can influence the way music is created, performed and heard.</p>	<p>1.Identify and recall with increasing accuracy a wider range of world music and orchestral instruments.</p> <p>2.Compare and contrast the music they listen to and be able articulate how time and place affects the way the music is composed.</p> <p>3.Identify how developments in musical instrument design and technology have influenced how composers create music.</p> <p>4.Explore different types of ensembles from a diverse range of cultures and traditions.</p>	<p>1.Identify and recall with increasing accuracy a wider range of world music and orchestral instruments.</p> <p>2.Compare and contrast the music they listen to and be able articulate how time and place affects the way the music is composed.</p> <p>3.Identify how developments in musical instrument design and technology have influenced how composers create music.</p> <p>4.Explore different types of ensembles from a diverse range of cultures and traditions.</p>
<p><b>Interrelated dimensions of music</b></p>	<p>Pitch, pulse, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations</p>			



Year	Term	Unit	Key	Note Range Progression	Notation	Genres	Instruments	Vocabulary	Singing Repertoire	Extra-curricular
3	Aut 1	Let Your Spirit Fly	C	C,F,C	Semibreves and rests	R&B, Western Classical, Musicals, Motown, Soul	Ukulele Glockenspiel		-Sing Up: Heads and Shoulders -Singing Sherlock 2: Si, Si, Si -Flying a Round: To stop the train -Trad. Japan: Kaeru no uta -Trad. Morocco: A ram sam sam/Pease Pudding Hot -Trad. Bangladesh: Now charia de (A Boatman's Song) -Junior Songscape: Listen to the Rain -Voicelinks: Extreme Weather -Sing Up: Skye Boat Song -Trad. Ireland: Be Thou My Vision -Junior Voiceworks 1: Now The Sun Is Shining -Voiceworks 1: Candle Light -Singing Sherlock 2: Shadow -Singing Express 3: Mirror -Trad. England: Ah! Poor bird/Hey, Ho! Nobody home/Rose -Childrens' choice	-Easter play -Rocksteady -peripatetic lessons -class assemblies -carols by candlelight
3	Aut 2	Glockenspiel 1	Multiple songs	C,D,E,F	Crotchets and Minims and rests	Styles varied Instrumental skill focus	Ukulele Glockenspiel			
3	Spr 1	Three Little Birds	G	G	Crotchets and rests	Reggae	Ukulele Glockenspiel			
3	Spr 2	The Dragon Song	G	G	Crotchets and Minims	Music from around the world/funk	Ukulele Glockenspiel			
3	Sum 1	Bringing Us Together	C	C	Minims and Minim rests	Disco	Ukulele Glockenspiel			
3	Sum 2	Reflect, Rewind And Replay	<i>Consolidation and Revision</i>			Western Classical Music. Revisit – Children's choice	Ukulele Glockenspiel			
4	Aut 1	Mamma Mia	G	G	Crotchets	ABBA – 70s and 80s	Guitar (Wider opps) Glockenspiel		-Junior Voiceworks 1: Calypso -Junior Voiceworks 2: Our Dustbin -Voiceworks 1: Hear the Wind -Kendrick: Servant King -Happy Birthday -Great Weather Songs: Long Journey -Great Celebration Songs: World in Union -Sing Up: Just like a Roman -Trad. Ghana: Namuma -Sing for Pleasure: Ghosts -Sing for Pleasure: Lost in Space Glockenspiel -Childrens' choice	-Rocksteady -Peripatetic lessons -External teacher for weekly guitar lessons -class assemblies -carols by candlelight
4	Aut 2	Glockenspiel 2	Multiple songs	C,D,E,F,G	Semibreves and rests	Varied styles – instrumental skills focus	Guitar (Wider opps)			
4	Spr 1	Stop!	<i>Singing, rapping and lyric composition</i>			Grime, Classical, Bhangra, Tango, Latin Fusion	Guitar (Wider opps)			
4	Spr 2	Lean On Me	C	C,F	Crotchets	Gospel	Guitar (Wider opps)			
4	Sum 1	Blackbird	C	D,C	Dotted Minims, Minims, Semibreves	Rock, pop	Guitar (Wider opps)			
4	Sum 2	Reflect, Rewind And Replay	<i>Consolidation and Revision</i>			Western Classical Music. Revisit and Children's choice	Guitar (Wider opps) Glockenspiel			
5	Aut 1	Livin' On A Prayer	G	G,A,B	Minims	Rock	Glockenspiel		-Trad. Ireland: Danny Boy -Kodály: Rocky Mountain -Kodály: My Paddle -High Low Chickalo -Ally Ally O -Trad. Caribbean: Four White Horses -Trad. Uganda: Dipidu -Are You Ready? -Row, Row, Row your Boat -Childrens' choice	-Rocksteady -Peripatetic lessons -class assemblies -carols by candlelight
5	Aut 2	Classroom Jazz 1	G	G,A,B	Crotchets and rests	Jazz	Glockenspiel			
5	Spr 1	Make You Feel My Love	C	C,D	Minims	Pop Ballads	Glockenspiel			
5	Spr 2	The Fresh Prince Of Bel-Air	A Minor	D,A	Minims	Hip Hop	Glockenspiel			
5	Sum 1	Dancing In The Street	F Major	F	Semibreves	Motown	Glockenspiel			
5	Sum 2	Reflect, Rewind And Replay	<i>Consolidation and Revision</i>			Western Classical music. Revisit – Children's choice	Glockenspiel			
6	Aut 1	Happy	C Major	G,A	Minims and rests	Pop/Motown	Music tech Glockenspiel	-Trad. South Africa: Siyahamba -Junior Voiceworks 1: Calypso -Sing Up: Touch the Sky -Sing Up: Dona Nobis Pacem	-End of Year 6 show -Peripatetic lessons	
6	Aut 2	Classroom Jazz 2	C Major	C,D,E,F,G,A,B,C	Crotchets and Quavers	Jazz, Latin, Blues	Music tech Glockenspiel			



			C Blues	C,Bb,G							
6	Spr 1	Benjamin Britten - New Year Carol	G	G,F	Minims and rests	Western Classical Music, Gospel, Bhangra	Music tech Glockenspiel			-Sing Up: We are the Champions -British National Anthem – God Save the Queen -Sing Up: We Go Together -Trad. Ghana: Senwa de Dende -Sing Up: Be the Change -Sing Up: One Moment, One People -Sing Up: There's a Power in the Music -Childrens' choice	-class assemblies -carols by candlelight
6	Spr 2	Music And Identity	G	Continued and revisit		Popular music – The Music of Carole King	Music tech Glockenspiel				
6	Sum 1	You've Got A Friend	C	G,A,B	Minims and rests	Contemporary, music and identity	Music tech Glockenspiel				
6	Sum 2	Reflect, Rewind And Replay	<i>Consolidation and Revision</i>			Western Classical Music. Revisit and children's choice	Music tech Glockenspiel				