

**Music KS1 Progression Grid**

| **Intent:** Music at Holy Cross is taught using a scheme called Charanga, which covers the NC subject content as assigned to each key stage. All the key knowledge and skill milestones form the basis of the scheme and are differentiated across year groups and key stages to ensure effective progression of these. Each unit follows a set format where children start with listening and appraising, answering questions and discussing genres of music. There are singing games and activities to introduce and reinforce basic musical concepts followed by the learning of a song. Opportunities to play instruments both as an accompaniment and as improvisation. Children compose, perform and share their work at the end of each unit.  At the end of each year the children spend time reflecting on the units previously taught to consolidate their understanding. In this unit they also reflect and discuss music that has importance in History looking more closely at the composer lives in KS2.  Knowledge is taught to be remembered and it is essential to ensure the ‘milestones’ of each subject are taught, embedded and then built upon. Charanga provides the opportunity to embed previous learning and build upon it. There is an ‘overlap of learning’ in each lesson and each year group’s topics build upon previous learning. Each unit has opportunities for greater depth learning and can be adapted and differentiated to meet individual needs.  Knowledge organisers are also shared to allow prior understanding of the knowledge and vocabulary which will be taught in the module.  Assessment opportunities are also included in each module’s planning as well as a more detailed one for each year group to allow for more specific assessment. |
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| **Foundation and KS1 Substansive themes** | **EYFS: ELG**  ***C&L:***L&A:  Children listen attentively in a range of situations.  ***C&L:***U:  Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events  ***M:***N  Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.  ***PD:*** M&H  Children show good control and co-ordination in large and small movements.  They handle equipment and tools effectively, including pencils for writing.  ***PSED:*** SC&SA  Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.  ***PSED:***MR:  Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity.  ***EAD:***EUMM: Children sing songs, make music and dance, and experiment with ways of changing them.  ***EAD:***BI: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories  More details at:  <https://www.musicandmovement.org.uk/> | KS1 Pupils should:   * Use their voices expressively and creatively by singing songs and speaking chants and rhymes * Play tuned and untuned instruments musically * Listen with concentration and understanding to a range of high-quality live and recorded music * Experiment with, create, select and combine sounds using the inter-related dimensions of music | | |
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|  | **Foundation** | | **Year 1** | **Year 2** |
| **Units covered** | Me!  Christmas performance  My stories  Everyone  Our world  Big bear funk- transition unit | | Hey you!  Christmas performance  In the groove  Round and round  Your imagination  Reflect, rewind and replay. | Hands, feet heart  Christmas performance  I wanna play in a band  Zootime  Friendship song  Reflect, rewind, replay |
| Cross curricular connections | Explore:   * Exploring our environment * All about me - preferences * Seasons and change * Self portraits * Planting * Jobs past and present * The pond * Expressions - Colour mixing/drawing * Forest school * Train ride * Natural Art * Fine/gross motor skills * Christmas traditions/Nativity * Jigsaw/PSHE/expressing feelings * Religious festivals | | -Action songs that link to the foundations of music.   * Christmas traditions * Animals including humans * Seasonal changes * Materials * Local area * UK * Changes * Dance and movement * Pop art * Celebrations * Relationships * Celebrating difference | * Plants * Animals including humans/poetry * Everyday materials * Local area/Wembury * Dance and movement * The Great Fire of London * Explorers – Armstrong and Columbus * Christmas/traditions * Ghana/Africa * South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes. * Djembe * Teamwork, working together. |
| Overlap of learning/links to other units | Me! Musical learning focus  * Listening and responding to different styles of music * Embedding foundations of the interrelated dimensions of music * Learning to sing or sing along with nursery rhymes and action songs * Improvising leading to playing classroom instruments * Share and perform the learning that has taken place   Christmas performance/singing links to older year groups. My stories Musical learning focus  * Listening and responding to different styles of music * Embedding foundations of the interrelated dimensions of music * Learning to sing or sing along with nursery rhymes and action songs * Improvising leading to playing classroom instruments * Share and perform the learning that has taken place  Everyone Musical learning focus  * Listening and responding to different styles of music * Embedding foundations of the interrelated dimensions of music * Learning to sing or sing along with nursery rhymes and action songs * Improvising leading to playing classroom instruments * Singing and learning to play instruments within a song * Share and perform the learning that has taken place  Our world Musical learning focus  * Listening and responding to different styles of music * Embedding foundations of the interrelated dimensions of music * Learning to sing or sing along with nursery rhymes and action songs * Improvising leading to playing classroom instruments * Singing and learning to play instruments within a song * Share and perform the learning that has taken place  Big bear funk- transition unit (Y1) Musical learning focus:  * Listening and appraising Funk music * Embedding foundations of the interrelated dimensions of music using voices and instruments * Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs * Playing instruments within the song * Improvisation using voices and instruments * Riff-based composition * Share and perform the learning that has taken place | | Hey you! The Fresh Prince Of Bel-Air - KS2/ages 7-11 (Scheme Year 6) Ee-Oh! by Benjamin Britten - KS2/ages 7-11 (see Freestyle)  Christmas performance/singing builds from prior years and links to older year groups.  In the groove Tragic Story - Britten - KS2/ages 7-11 (Scheme Year 5) Baroque - History of Music (see Reflect, Rewind and Replay units) I Mun Be Married On Sunday - Britten KS2/ages 7-11 (see Freestyle) Begone Dull Care! - Britten KS2/ages 7-11 (see Freestyle)  Round and round  In The Groove - Year 1 - KS1/ages 5-7 (Scheme Year 1) Begone Dull Care! - Britten KS2/ages 7-11 (see Freestyle) Classroom Jazz 1 and 2 - KS2/ages 7-11 (Scheme Years 5 and 6)  Your imagination The Dragon Song – KS1 /ages 7-11 (Scheme Year 3)  Reflect, rewind and replay links to all Year 1 Units | Hands, feet heart Fishing Song - Britten - KS2/ages 7-11 (see Freestyle)  Christmas performance/singing builds from prior years and links to older year groups.  I wanna play in a band Livin' On A Prayer - KS2/ages 7-11 (Scheme Year 5) Don't Stop Believin' - KS2/ages 7-11 (see Freestyle)  Zootime Three Little Birds - KS2/ages 7-11 (Scheme Year 3)  Friendship song Bringing us together – KS2/ages 7-11 (Scheme Year 3), Stop! - KS2/ages 8-11 (Scheme Year 4), You've Got A Friend KS2/ages 8-11 (Scheme Year 6), I'll Be There - KS2/ages 9-11 (Scheme Year 6)  Reflect, rewind, replay links to all Year 2 units |
| Styles covered | Nursery rhymes Action Songs  Christmas songs | | Old School Hip hop  Christmas songs  Blues  Latin  Funk  Baroque  Bhangra  Latin Bossa nova  Film Music  Big Band Jazz  Mash up  Latin Fusion  Pop  Western Classical music | World Music – South African styles  Christmas songs  Rock  Reggae  Ballad  Pop  Western classical music |
| Listening/Aural knowledge   * Aural development by responding to music and by recognising features in music   ***To be able to use and exploit appropriate musical features when performing and composing***  ***Also see beat/rhythm (below)*** | **Knowledge:**   * Music is made up of different sounds * There are different styles of music * You might like/not like some sounds or types of music * Different instruments make different sounds   **Skills:**   * Choose sounds to represent different things (eg: thunder, the sea etc) * Listen with appropriate attention to a piece of music * Talk about music and sounds in terms of pitch (high/low), speed (fast/slow), timbre ( describe what the sounds are like), dynamics (loud/quiet) * To move to music in different ways * Sort/classify instruments according to sound | | **Knowledge:**   * Know how sounds are made and changed * There are different styles of music * Know some features of different styles of music * Instruments can be used in different ways to create different sounds   **Skills:**   * Listen for different types of sounds * Listen to a piece of music and describe it in terms of pitch (high/low), speed (fast/slow), timbre (describe what the sounds are like), dynamics (loud/quiet) * Be able to name some familiar instruments which can be heard * Listen and copy back a given pitch or rhythm * To move to music in different ways | **Knowledge:**   * That different styles of music have different features * That instruments can be used in different ways to create different sounds * Music can be played or listened to for a variety of purposes (in history and in different cultures) * To know that music from different cultures or historical eras will have different features   **Skills:**   * Listen carefully and recall/copy back short rhythmic and melodic patterns * Use changes in dynamics, timbre and pitch to organise music * Listen to a piece of music and describe the basic elements * Identify some instruments froma piece of music * Identify some features of particular style of music * Describe how an instrument has been used to represent a sound or object (eg: a flute for a bird or a drum for thunder) * Listen and identify features of different cultural or historical styles of music |
| Listening/Aural knowledge   * Aural development by responding to music and by recognising features in music   ***To be able to use and exploit appropriate musical features when performing and composing***  ***BEAT*** | **Knowledge:**   * Know that beat is the steady pulse   **Skills:**   * Clap/move to beat with guidance | | **Knowledge:**   * Know that beat is the steady pulse * Begin to understand the difference between beat and rhythm   **Skills:**   * Clap/move/play to a beat with increasing accuracy (with guidance from a leader if required) | **Knowledge:**   * Know that beat is the steady pulse * Understand the difference between beat and rhythm   **Skills:**   * Be able to clap/play along to a beat with accuracy |
| Listening/Aural knowledge   * Aural development by responding to music and by recognising features in music   ***To be able to use and exploit appropriate musical features when performing and composing***  ***RHYTHM*** | Knowledge:   * To know that words can be said or sung to a beat * Rhythms can be clapped whilst saying words   Skills   * Clap some of the rhythms of words in a song * Clap the rhythm of own name/answer to a question whilst saying it | | **Knowledge:**   * Know that rhythm is the pattern/syllables of the notes or words * Rhythms can be clapped whilst saying words * Begin to understand the difference between beat and rhythm   **Skills:**   * Clap some of the rhythms of words in a song * Clap the rhythm of own name/answer to a question whilst saying it   Listen and clap back a given rhythm with/without words | **Knowledge:**   * Know that rhythm is the pattern/syllables of the notes or words * Understand the difference between beat and rhythm * Understand that rhythms are created from longer and shorter notes (duration)   **Skills:**   * Listen and clap back a given rhythm without words * Maintain an ostinato (repeated pattern)   Create own rhythms by experimenting with longer and shorter notes (duration) |
| Performing skills   * Developing technical control in playing an instrument and/or singing   ***To be able to play musically with authenticity***  ***Singing***  ***Also see Listening: BEAT/RHYTHM*** | **Knowledge:**   * Use their voices to make different sounds * Understand low/high in terms of pitch * Understand fast/slow in terms of tempo * Understand that songs have an introduction to help the performer to know when to begin * Know that beat is the steady pulse * An audience can include your parents and friends. * To know a performance is sharing music with an audience.   **Skills:**   * Take part in singing * Follow instructions on when to sing or to play an instrument * Clap/move to beat with guidance * Make different sounds with voices including animal sounds, chants, high and low sounds | | **Knowledge:**   * Know some performance techniques and behaviour * Prepare for a performance. * Perform with confidence and enjoyment as part of a group * To know 5 songs off by heart * To know what the songs are about * An audience can include your parents and friends. * To know a performance is sharing music with an audience.   **Skills:**   * Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. * Learn to start and stop singing when following a leader. * Take part in singing showing awareness of melody * Follow instructions on how and when to sing * Imitate changes in pitch – high and low | **Knowledge:**   * Use some performance presentation techniques and behaviour. * Prepare for a performance. * Perform with confidence and enjoyment as part of a group * To know some songs have a chorus or a response/answer part. * Know that a round is sung in parts which start at different times * To know some songs have a chorus or a response/answer part. * To know that songs have a musical style. * To know that unison is everyone singing at the same time. * Songs include other ways of using the voice e.g. rapping (spoken word). * To know why we need to warm up our voices. * To know a performance is sharing music with an audience. * Know that a performance can be a special occasion and involve a class, a year group or a whole school.   **Skills:**   * Sing songs in ensemble following the melody (tune) well. * Sing and maintain part within a round. * Use voice to good effect, understanding the importance of warming up first * Perform in ensemble with instructions from the leader * Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration) * Use own voice in different ways, including using a loud or soft voice (dynamics) and simple repeated phrases (ostinato) * Learn about voices singing notes of different pitches (high and low). * Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). * Learn to find a comfortable singing position. * Learn to start and stop singing when following a leader. |
| Performing skills   * Developing technical control in playing an instrument and/or singing   ***To be able to play musically with authenticity***  ***Playing instruments***  ***Also see Listening: BEAT/RHYTHM*** | **Knowledge:**   * Know that beat is the steady pulse * Recognise that instruments are played in different ways * Understand that songs have an introduction to help the performer to know when to begin * An audience can include your parents and friends. * To know a performance is sharing music with an audience.   **Skills:**   * Treat instruments carefully and with respect * Follow instructions on when to sing or to play an instrument * Hold and shake, blow or tap a range of instruments * Explore different sounds that instruments can make | | **Knowledge:**   * Know some performance techniques and behaviour * Prepare for a performance. * Perform with confidence and enjoyment as part of a group * To know and recognise the sound and names of some of the instruments they use. * To know whether an instrument can be played by shaking, tapping or blowing * Learn the names of the notes in their instrumental part from memory or when written down. * Learn the names of the instruments they are playing. * An audience can include your parents and friends. * To know a performance is sharing music with an audience.   **Skills:**   * Follow instructions on how and when to play an instrument. * Take notice of others when performing. * Make and control long and short sounds (duration) in different ways including hitting, blowing and shaking * Play to a beat with increasing accuracy * Hold and use instruments with control * Copy simple rhythms using an instrument * Treat instruments carefully and with respect. * Play a tuned instrumental part with the song they perform. * Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). | **Knowledge:**   * Use some performance presentation techniques and behaviour. * Prepare for a performance. * Perform with confidence and enjoyment as part of a group * To know that songs have a musical style. * Learn the names of the notes in their instrumental part from memory or when written down. * Learn the names of the instruments they are playing. * To know a performance is sharing music with an audience. * Know that a performance can be a special occasion and involve a class, a year group or a whole school.   **Skills:**   * Perform in ensemble with instructions from the leader * Make and control long and short sounds using instruments * To play by ear and including simple improvisation (duration) * To play simple repeated phrases (osinati) * Treat instruments carefully and with respect. * Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). * Play the part in time with the steady pulse. * Listen to and follow musical instructions from a leader. |
| Composing skills   * Improvising, creating, organising, and refining rhythmic and melodic patterns and harmonies, using textures and structures as appropriate   ***To be able to create own original music***  ***(also see Listening: Beat/Rhythm above)*** | **Knowledge:**   * The voice and instruments can be used in different ways to create different sounds * Music can be high/low (pitch), fast/slow (tempo), loud/soft (dynamics * Know some words to describe the sound of an instruments (eg: crunchy, smooth, scratchy etc) – timbre * To know that anyone can create their own music   **Skills:**   * Clap short, rhythmic patterns * Make different sounds (high and low – pitch; loud and quiet – dynamics; fast and slow – tempo; quality of the sound – smooth, crisp, scratchy, rattling, tinkling etc – timbre) * Choose instruments which make particular sounds | | **Knowledge:**   * Distinguish between pulse and rhythm * To know that music has a steady pulse, like a heartbeat. * Explore the duration of a beat and relate this to walking, jogging, running * To know that we can create rhythms from words, our names, favourite food, colours and animals. * Explore ways to change sounds to suit a style of music * When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. * Everyone can improvise, and you can use one or two notes. * Composing is like writing a story with music. * Everyone can compose.   **Skills:**   * Carefully choose sounds to achieve an effect (including the use of ICT) * Order sounds to create an effect (structure – beginnings/endings) * Create short musical patterns * Create sequences of long and short sounds – rhythmic patterns (duration) in different ways – e.g hitting, blowing, shaking, clapping * Control playing instruments so they sound as they should * Use pitch changes to communicate an idea * Start to compose with 2 or 3 notes * Create a simple rhythm by clapping or using percussion * Be able to use simple graphic notation (such as pictures) to record ideas | Knowledge:  ● To know that music has a steady pulse, like a heartbeat.   * Rhythms are different from the steady pulse. To know that we can create rhythms from words, our names, favourite food, colours and animals. * We add high and low sounds, pitch, when we sing and play our instruments. * Improvisation is making up your own tunes on the spot. * When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. * Everyone can improvise, and you can use one or two notes. * Composing is like writing a story with music. * Everyone can compose.   **Skills:**   * Compose and perform melodies using 2 or 3 notes * Use sounds to create abstract effects (including using ICT) * Create/improvise repeated patterns (ostinati) with a range of instruments * Effectively choose, order, combine and control sounds (texture/structure) * To be able to record ideas using simple graphic notation (such as dots and dashes to show duration) and changed if necessary. * They can add their ideas to the composition * Compose as part of a group or individually * Carefully choose instruments to combine layers of sound, showing awareness of the combined effect * Talk about own composition in terms of pitch, tempo, dynamics, timbre and duration. |
| Theoretical knowledge   * Understanding the vocabularies and grammars of a range of different types of music, their notations and theoretical ideas   ***To be able to realise musical intentions from a range of notations and to be able to notate musical intentions in a variety of ways*** | **Knowledge:**   * That all songs have similarities and differences * That pitch means high/low notes * That dynamics means loud/quiet * That tempo means fast/slow * That timbre describes the way that a voice or instrument sounds * Music can be recorded   **Skills:**   * To draw pictures/choose colours which represent a piece of music * To draw simple representations of sound with guidance (graphic score) | | **Knowledge:**   * That all songs have similarities and differences * That pitch means high/low notes * That dynamics means loud/quiet * That tempo means fast/slow * That timbre describes the way that a voice or instrument sounds * Music can be recorded by drawing or writing (graphic score)   **Skills:**   * Begin to record own musical ideas using representations of sound (graphic score) which shows pitch, tempo and dynamics * Read and interpret simple graphics scores * Play an instrument using graphic score for guidance on how/when to play | **Knowledge:**   * That all songs have similarities and differences * That pitch means high/low notes * That dynamics means loud/quiet * That tempo means fast/slow * That timbre describes the way that a voice or instrument sounds * Duration refers to the length of a note * To know that texture refers to layers of sound (number of parts) * Music can be recorded by drawing or writing (graphic score) * Begin developing an awareness of staff notation as a way of recording music   **Skills:**   * Record own musical ideas using representations of sound (graphic score) which shows pitch, duration, tempo and dynamics * Read and interpret simple graphics scores * Play an instrument using graphic score for guidance on how/when to play * Begin to use/read simple staff notation to realise musical intentions (eg: talk about the shape of the melody) |
| Appraising/Evaluation   * Understanding the nature, context and purpose of the creation and performance of music   ***To be able to evaluate a variety of musical ideas, pieces and traditions and develop own artistic voice.*** | **Knowledge:**   * To know that they may like/dislike some types of music * To know that others may have different opinions and that is okay   **Skills:**   * Perform a song as part of a group * To know what own part is * To take note of others when performing * Talk about what you did well when playing/singing * Watch/listen to others perform and talk about what they did well | | **Knowledge:**   * To know that they may like/dislike some types of music * To know that others may have different opinions and that is okay * Know the names of some familiar percussion instruments * Know the names of some tuned instruments * Know the name of some styles of music * Know that songs we sing may have a verse and chorus   **Skills:**   * Recognise changes in timbre (sound quality – smooth, crisp, scratchy, rattling, tinkling… etc), dynamics (loud and quiet), tempo (fast and slow), pitch (high and low) * Start to recognise different instruments * Explain what they liked about a piece of music and why * Perform a song as part of a group * To know what own part is * To take note of others when performing * Talk about what you did well when playing/singing * Watch/listen to others perform and talk about what they did well * To identify the verse and chorus in a song | **Knowledge:**   * To know that they may like/dislike some types of music * To know that others may have different opinions and that is okay * Know the names of some familiar percussion instruments * Know the names of some tuned instruments * Know the name of some styles of music * To know and understand the terms pitch, dynamics, tempo, timbre and texture. * To know that songs are made up of different sections * To know that music from different cultures or historical eras has different features   **Skills:**   * To use correct vocabulary to talk about the structure of a song (verse, chorus, introduction, instrumental) * To identify verse, chorus, introduction and instrumental sections * Describe changes in timbre, melody, pitch, dynamics, tempo and texture * Explain what they liked about a piece of music and why * Perform a song as part of a group * To know what own part is * Try to listen to others when playing/singing in a group * Talk about what you did well when playing/singing * Watch/listen appropriately to others perform and talk about what they did well * To listen and identify some cultural or historical styles from known features |
| Cultural development   * Through gaining a knowledge of styles and genres from local, national and world traditions and contemporary practice   ***To develop a cultural identity for understanding*** | **Knowledge:**   * To know that we sing different songs for different occasions (eg: Christmas and birthdays) * To know that we can sing songs which incorporate dance or actions * We can sing/play music for enjoyment * We can enjoy music on our own or in a group   **Skills:**   * To sing or play along to a variety of songs * To join in with actions * To move expressively to a piece of music (eg. Like an animal or vehicle) * To express preferences for songs or styles of music | | **Knowledge:**   * To know that we sing different songs for different occasions (eg: Christmas and birthdays) * To know that we can sing songs which incorporate dance or actions * We can sing/play music for enjoyment * We can enjoy music on our own or in a group * To know that musical styles have changed over time * To know that different countries have different musical styles   **Skills:**   * To talk about similarities and differences between music from different cultures, historical periods or traditions * To describe some of the stylistic features of a piece of familiar music * To name some instruments which feature in a familiar piece of music | **Knowledge:**   * To know that we sing different songs for different occasions (eg: Christmas and birthdays) * To know that music is an important part of religious ceremonies * To know that music is used to convey feeling/emotion * To know that music from different cultures or historical eras has different features * To know that a composers choices (instruments, dynamics, pitch, etc) help to create the mood of the music   **Skills:**   * To talk about similarities and differences between music from different cultures, historical periods or traditions * To describe some of the stylistic features of a piece of familiar music * To name some instruments which feature in a familiar piece of music * To identify how a piece of music conveys a theme in terms of pitch, tempo, dynamics, timbre or texture * To identify how a piece of music makes you feel |
| Personal development   * Making, presenting and evaluating music   ***To make a contribution to cultural life; to develop self-esteem and self-confidence; independent learning, problem solving and the ability to use self-evaluation; team work and leadership; and to promote emotional development*** | **Development, self-esteem and confidence are specific to the individual child:**  **Knowledge:**   * Know that anyone can make music * Know that music can be a source of enjoyment and expression * To know that practising helps you to improve * An audience may be a group of friends, class, school or family members * To understand that every role in a group performance, no matter how big or small, is important   **Skills:**   * Select instruments to create own music * Take part in planned school performances * Talk about own and others’ performance in positive terms * Identify ways to improve as a musician * Work cooperatively with others to achieve an outcome or solve a problem | | | |
| Vocabulary | **Vocabulary:** Pulse beat rhythm pitch low high tempo fast slow timbre listen  Names of percussion instruments used | | **Vocabulary:** Pulse beat rhythm pitch low high tempo fast slow timbre duration long short melody improvise compose rap,​bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, groove, audience, imagination. Verse, chorus  Names of percussion instruments used | **Vocabulary:** Pulse beat rhythm pitch low high tempo fast slow duration long short timbre texture melody dynamics loud soft ostinato structure verse chorus introduction instrumental Keyboard, drums, bass, electric guitar, saxophone, trumpet, ​ improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, ​Reggae, glockenspiel.  Names of percussion instruments used |