



St. John's Music Whole School Curriculum - 2023-2024



Charanga Scheme A (Original Scheme)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Me!	My Stories	Everyone!	Our World	Big Bear Fink	Reflect, Rewind and Replay
Year 1	Hey You!	Rhythm In The Way we Walk and Banana Rap	In The Groove	Round And Round	Your Imagination	Reflect, Rewind and Replay
Year 2	Hands, Feet, Heart	Ho Ho Ho	I Wanna Play In A Band	Zootime	Friendship Song	Reflect, Rewind and Replay
Year 3	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay
Year 4	Mamma Mia	Glockenspiel Stage 2	Stop!	Lean on Me	Blackbird	Reflect, Rewind and Replay
Year 5	Livin' On A Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel-Air	Dancing In The Street	Reflect, Rewind and Replay
Year 6	Happy	Classroom Jazz 2	A New Year Carol	You've Got A Friend	Music and Me	Reflect, Rewind and Replay

Music Domains:

The Interrelated Dimensions Of Music

Pulse	Rhythm	Pitch	Dynamics	Tempo	Timbre	Structure	Texture	Notation
The heartbeat or steady beat of a song/piece of music.	The combination of long and short sounds to make patterns.	The range of high and low sounds.	How loud or quiet the music is.	An Italian word used to describe how fast/slow the music goes.	The quality and character of the sound.	How the sections (verses and choruses etc) of a song are ordered to make the whole piece.	Layers of sound in music.	Ways to visually represent music

Areas of musical learning:

Each Unit of Work comprises the of strands of musical learning which correspond with the national curriculum for music:							
Listening and Appraising	Musical Activities: Warm Up Games	Musical Activities: Optional Flexible Games	Musical Activities: Singing	Musical Activities: Playing Instruments	Musical Activities: Improvisation	Musical Activities: Composition	Performing

Music Curriculum Narrative

EYFS: Reception
<p>Reception Pupils should be taught:</p> <ul style="list-style-type: none"> ✓ To know 20 nursery rhymes off by heart and know the stories of some of the nursery rhymes. ✓ To learn that music can touch your feelings. ✓ To enjoy moving to music by dancing, marching, being animals or pop stars. ✓ To know that the words of songs can tell stories and paint pictures. ✓ To know that we can move with the pulse of the music. To find the pulse, copy a basic rhythm and invent their own rhythm pattern. ✓ To know that songs have sections. ✓ To sing along with a pre-recorded song and add actions and sing along with the backing track. ✓ That a performance is sharing music. ✓ To perform any of the nursery rhymes by singing and adding actions, dance or a simple instrumental part. ✓ To record a performance to talk about.
Key Stage 1
<p>Key stage 1 Pupils should be taught:</p> <ul style="list-style-type: none"> ✓ To listen to and appraise different musical styles ✓ To find the pulse ✓ Clap back rhythms ✓ Sing and rap ✓ Play tuned and untuned instruments ✓ To compose a simple melody ✓ To improvise ✓ To perform for an audience
Key Stage 2
<p>Lower Key Stage 2 (Year 3 and 4) Pupils should be taught:</p> <ul style="list-style-type: none"> ✓ To listen to and appraise different musical styles ✓ To play and clap back using 2 notes on the glockenspiels or recorders ✓ To sing/raps in unison or parts

- ✓ To play an instrumental part
- ✓ To improvise
- ✓ To compose a melody using simple rhythms
- ✓ To play tunes and compose tunes on the glockenspiels

Upper Key Stage 2

Upper Key Stage 2 (Year 5 and 6) Pupils should be taught:

- ✓ To listen to and appraise different musical styles
- ✓ To sing/rap in unison or parts
- ✓ To play an instrumental part
- ✓ To play an instrumental part in Jazz music
- ✓ To improvise
- ✓ To compose a melody using simple rhythms
- ✓ To write their own piece of music

St John's Music Medium Term Planning (Charanga Original Scheme)

Yr group, Unit Title	Songs and styles covered	Previous Learning	Musical Learning Focus	Key Musical Vocabulary
Reception: Me!	<ul style="list-style-type: none"> - Pat-a-cake - 1, 2, 3, 4, 5, Once I Caught a Fish Alive - This Old Man - Five Little Ducks - Name Song - Things For Fingers 		<p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Share and perform the learning that has taken place</p>	Pulse Rhythm Pitch Sounds Voices Song Glockenspiels
Reception: My Stories	<ul style="list-style-type: none"> - I'm A Little Teapot - The Grand Old Duke Of York - Ring O' Roses - Hickory Dickory Dock - Not Too Difficult - The ABC Song 		<p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Share and perform the learning that has taken place</p>	Pulse Rhythm Pitch Sounds Voices Song Pattern Note

<p>Reception: Everyone!</p>	<ul style="list-style-type: none"> - Wind The Bobbin Up - Rock-a-bye Baby - Five Little Monkeys Jumping On The Bed - Twinkle Twinkle - If You're Happy And You Know It - Head, Shoulders, Knees And Toes 	<p>Children will now be familiar with the sequence of music lessons by now. They will be more able to listen and respond to different pieces of music and more confident when performing songs to others.</p>	<p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Singing and learning to play instruments within a song</p> <p>Share and perform the learning that has taken place</p>	<p>Pulse</p> <p>Rhythm</p> <p>Pitch</p> <p>Sounds</p> <p>Voices</p> <p>Song</p> <p>Pattern</p> <p>Note</p>
<p>Reception: Our World</p>	<ul style="list-style-type: none"> - Old Macdonald - Incy Wincy Spider - Baa Baa Black Sheep - Row, Row, Row Your Boat - The Wheels On The Bus - The Hokey Cokey 		<p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Singing and learning to play instruments within a song</p> <p>Share and perform the learning that has taken place</p>	<p>Pulse</p> <p>Rhythm</p> <p>Pitch</p> <p>Sounds</p> <p>Voices</p> <p>Song</p> <p>Pattern</p> <p>Note</p>
<p>Reception; Big Bear Funk</p>	<ul style="list-style-type: none"> - Big Bear Funk (Funk) <p>Big Bear Funk is a transition unit that prepares children for their musical learning in Year 1/ages 5-6.</p>		<p>Listening and appraising Funk music</p> <p>Embedding foundations of the interrelated dimensions of music using voices and instruments</p> <p>Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs</p> <p>Playing instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Riff-based composition</p> <p>Share and perform the learning that has taken place</p>	<p>Pulse</p> <p>Rhythm</p> <p>Pitch</p> <p>Sounds</p> <p>Voices</p> <p>Song</p> <p>Pattern</p> <p>Note</p> <p>Funk</p> <p>Beat</p>

Reception: Reflect, Rewind and Replay	Revisiting songs taught in all previous Reception units	This unit consolidates all the prior knowledge learnt in their Reception year and gives children the opportunity to sing their favourite songs from the different units.
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Yr group, Unit Title	Songs and Styles Covered	Previous Learning	Musical Learning Focus	Key Musical Vocabulary
Year 1: Hey You!	Hey You! (Old School Hip Hop)		Listening to and appraise Hey You! Finding the pulse. Clapping rhythms Singing/rapping Playing instruments using 1 or 2 notes (CDG) Improvising Composing a simple melody using simple rhythms (CDE) Performing to an audience	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform
Year 1: Rhythm In The Way You Walk and Banana Rap	Rhythm in the way you walk (Reggae) Banana Rap (Hip Hop)		Listening to and appraise Rhythm in the way you walk and Banana Rap Finding the pulse. Clapping rhythms Singing/rapping Performing to an audience	Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, perform
Year 1: In The Groove	In The Groove (Blues, Baroque, Latin, Bhangra, Folk and Funk)		Listening to and appraise In the Groove Finding the pulse. Clapping rhythms Singing/rapping Playing instruments using 1 or 2 notes (CD) Improvising Composing a simple melody using simple rhythms (CDE) Performing to an audience	Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove

Year 1: Round and Round	Round and Round (Bossa Nova Latin)	Links to Spring 1 unit: In The Groove	Listening to and appraise Round and Round Finding the pulse. Clapping rhythms Singing/rapping Playing instruments using up to 3 notes (DFC) Improvising Performing to an audience	Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience
Year 1: Your Imagination	Your Imagination		Listening to and appraise Your Imagination Finding the pulse. Clapping rhythms Singing/rapping Playing instruments using 1 or 2 notes (CG) Improvising Composing a simple melody using simple rhythms (CDE) Performing to an audience	Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination
Year 1: Reflect, Rewind and Replay	Revisiting songs taught in all previous Year 1 units	This unit consolidates all the prior knowledge learnt in Year 1 and gives children the opportunity to sing their favourite songs from the different units.		

Yr group, Unit Title	Songs and Styles	Previous Learning	Musical Learning Focus	Key Musical Vocabulary
Year 2: Hands, Feet and Heart	Hands Feet and Heart (South African)		Listening to and appraise Hands, Feet and Heart Finding the pulse. Clapping rhythms Singing Playing instruments using up to 3 notes (GAC) Improvising Composing a simple melody using simple rhythms (CDE) Performing to an audience	Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo

Year 2: Ho Ho Ho	Ho Ho Ho (Christmas, Big Band, Motown, Elvis, Freedom)		Listening to and appraise Ho, Ho, Ho Finding the pulse. Clapping rhythms Singing/rapping Playing instruments using up to 3 notes (GAB) Improvising using words Performing to an audience	Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo
Year 2: I Wanna Play In A Band	I Wanna Play In A Band (Rock)		Listening to and appraise I Wanna Play in a Band Finding the pulse. Clapping rhythms Singing Playing instruments using up to 3 notes (FDC) Improvising Composing a simple melody using simple rhythms (FGA) Performing to an audience	Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo
Year 2: Zootime	Zootime (Reggae)		Listening to and appraise Zootime Finding the pulse. Clapping rhythms Singing Playing instruments using 2 notes (DC) Improvising Composing a simple melody using simple rhythms (CDE) Performing to an audience	Keyboard, drums, bass, electric guitar, reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo
Year 2: Friendship Song	Friendship Song		Listening to and appraise Friendship Song Finding the pulse. Clapping rhythms Singing in two parts Playing instruments up to 3 notes (CEG) Improvising Composing a simple melody using simple rhythms (CDE) Performing to an audience	Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo

Year 2: Reflect, Rewind and Replay	Revisiting songs taught in all previous Year 2 units	This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.
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Yr group, Unit Title	Songs and Styles covered	Previous Learning	Musical Learning Focus	Key Musical Vocabulary
Year 3: Let Your Spirit Fly	Let Your Spirit Fly (R&B, Western Classical, Musicals, Motown, Soul)	Introduced to singing in two parts in Year 2 Summer 1.	Listening to and appraise Let Your Spirit Fly Play and copy back using 2 notes. (CD) (glocks or recorders) Singing in two parts Playing instrumental parts (CDE) Improvising Composing a simple melody using simple rhythms (CDEFG) Performing to an audience	Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody
Year 3: Glockenspiel Stage 1			Learn to play and read the notes CDEF Learn to play some tunes Improvise with Dee Cee's Blues using the notes C + D. Compose using the notes C, D, E + F. Performing to an audience	Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody
Year 3: Three Little Birds	Three Little Birds (Reggae)	Links to Year 2/Spring 2 Zootime unit.	Listening to and appraise Three Little Birds Play and copy back using 2 notes. (CD)) (glocks or recorders) Singing in unison Playing instrumental parts (CDE) Improvising	Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture

			Composing a simple melody using simple rhythms (CDEFG) Performing to an audience	structure, compose, improvise, hook, riff, melody, reggae
Year 3: The Dragon Song	The Dragon Song (Funk and music from around the world)	Links to Year 1/Summer 1 Your Imagination unit	Listening to and appraise The Dragon Song Play and copy back using 3 notes. (GA) (glocks or recorders) Singing in two parts Playing instrumental parts (GAB) Improvising Composing a simple melody using simple rhythms (GABDE) Performing to an audience	Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, melody
Year 3: Bringing Us Together	Bringing Us Together (disco)	Links to Year 2/Summer 1 Friendship Song unit	Listening to and appraise Bringing Us Together Play and copy back using 3 notes. (CA) (glocks or recorders) Singing in two parts Playing instrumental parts (CAG) Improvising Composing a simple melody using simple rhythms (GACDE) Performing to an audience	Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, hook, riff, melody
Year 3: Reflect, Rewind and Replay	Revisiting songs taught in all previous Year 3 units	This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.		

Yr group, Unit Title	Songs and Styles Covered	Previous Learning	Musical Learning Focus	Key Musical Vocabulary
Year 4: Mamma Mia	Mamma Mia (ABBA)		Listening to and appraise Mamma Mia Play and copy back using 3 notes. (GA) (glocks or recorders) Singing in unison Playing instrumental parts (GAB) Improvising	Keyboard, electric guitar, bass, drums. improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture

			Composing a simple melody using simple rhythms (GABDE) Performing to an audience	structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison
Year 4: Glockenspiel Stage 2		This unit follows on from Year 3/Autumn 2 unit <i>Glockenspiel</i> Stage 1	Learn to play more complex rhythmic patterns Learn to play some tunes and revisit some for <i>Glockenspiel</i> stage 1 Compose using the notes C, D, E + F. Performing to an audience	Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure,
Year 4: Stop!	Stop! (Grime, Classical, Bhangra, Tango, Latin Fusion)		Listening to and appraise Stop! Play and copy back using 3 notes. (CD) (glocks or recorders) Singing and rapping in unison and parts Compose your own rapped lyrics Performing to an audience	Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo
Year 4: Lean On Me	Lean On Me (Gospel)		Listening to and appraise Lean on Me Play and copy back using 3 notes. (FG) (glocks or recorders) Singing in unison Playing instrumental parts up to 4 notes (CEFG) Improvising Composing a simple melody using simple rhythms (ADEFG) Performing to an audience	Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, pulse, rhythm, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo
Year 4: Blackbird	Blackbird - a song about civil rights		Listening to and appraise Blackbird Play and copy back using 3 notes. (CD) (glocks or recorders)	Acoustic guitar, percussion, birdsong, civil rights, racism,

			Singing in unison Playing instrumental parts (CDE) Improvising Composing a simple melody using simple rhythms (CDEGA) Performing to an audience	equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo
Year 4: Reflect, Rewind and Replay	Revisiting songs taught in all previous Year 4 units	This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.		

Yr group, Unit Title	Songs and Styles covered	Previous Learning	Musical Learning Focus	Key Musical Vocabulary
Year 5: Livin' On A Prayer	Livin' On A Prayer (Rock)	Links to Year 2/Spring1 I Wanna Play In a Band unit	Listening to and appraise Livin' on a Prayer Play and copy back using 3 notes. (GAB) (glocks or recorders) Singing in unison Playing instrumental parts (GADBEF#) Improvising Composing a simple melody using simple rhythms (GABDE) Performing to an audience	Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose
Year 5: Classroom Jazz 1	(Jazz)		Listening to and appraise The Three Note Bossa and Five Note Swing Playing instrumental parts (GADBE) Improvising in a Boss Nova and Swing style Performing to an audience	Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse,

				rhythm, pitch, tempo, dynamics, riff, hook, solo
Year 5: Make You Feel My Love	Make You Feel My Love (Pop ballads)	Links to Year 4/Autumn 1 Mamma Mia unit	Listening to and appraise Make You Feel My Love Play and copy back using 3 notes. (CDE) (glocks or recorders) Singing in unison Playing instrumental parts (CDE) Improvising Composing a simple melody using simple rhythms (CDEFG) Performing to an audience	Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure
Year 5: Fresh Prince Of Bel-Air	Fresh Prince Of Bel-Air (Hip Hop)	Links to Year 1/Autumn 1 Hey You unit	Listening to and appraise The Fresh Prince of Bel Air Play and copy back using 3 notes. (DEF) (glocks or recorders) Singing/rapping in unison Playing instrumental parts (DGA) Improvising Composing a simple melody using simple rhythms (DEFGA) Performing to an audience	Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure
Year 5: Dancing In The Street	Dancing In The Street (Motown)		Listening to and appraise Dancing in the Street Play and copy back using 3 notes. (FGA) (glocks or recorders) Singing in unison and with backing vocals Playing instrumental parts (FG) Improvising Composing a simple melody using simple rhythms (CDEFG) Performing to an audience	Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure
Year 5: Reflect, Rewind and Replay	Revisiting songs taught in all previous Year 5 units	This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.		

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Yr group, Unit Title	Songs and Styles Covered	Previous Learning	Musical Learning Focus	Key Musical Vocabulary
Year 6: Happy	Happy (Pop and Motown)	Links to Year 5/Summer 1 Dancing In The Street	Listening to and appraise Happy Play and copy back using 3 notes. (AGB) (glocks or recorders) Singing in 2 parts Playing instrumental parts (AGB) Improvising Composing a simple melody using simple rhythms (CAEBG) Performing to an audience	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, neo soul, producer, groove, Motown, hook, riff, solo
Year 6: Classroom Jazz 2		This unit follows on from Year 5/Autumn 2 unit Classroom Jazz 1	Listening to and appraise Bacharach Anorak and Meet The Blues Playing instrumental parts (CDEFGAB) and (CBbGFC) in Meet the Blues Improvising in Bacharach Anorak and Blues style Performing to an audience	Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo
Year 6: A New Year Carol	A New Year Carol: (Benjamin Britten (Western Classical Music), Gospel, Bhangra)	Links to: Year 2/Autumn 2 Ho Ho Ho Year 4/Spring 2 Lean On Me Year 1/Spring 1 In The Groove	Listening to and appraise A New Year Carol Pulse, rhythm and pitch games Singing in unison. Singing the song in its original style and the Urban Gospel version. Performing to an audience	Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, urban gospel
Year 6:	You've Got A Friend (The music of Carole King)	Links to:	Listening to and appraise You've Got A Friend (The music of Carole King)	Melody, compose, improvise, cover,

You've Got A Friend		Year 5/Spring 1 Make You Feel My Love	<p>Play and copy back using 3 notes. (AGE) (glocks or recorders)</p> <p>Singing in unison.</p> <p>Playing instrumental parts (BAGCEDF)</p> <p>Improvising</p> <p>Composing a simple melody using simple rhythms (EGACD)</p> <p>Performing to an audience</p>	<p>pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony</p>
Year 6: Music and Me	Celebrating the role of women in the music industry		<p>Listening to and appraise music from 4 different, inspirational women</p> <p>Learn about the artists: Anna Meredith, Shiva Feshareki, Eska Mtungwazi and Afrodeutsche</p> <p>Write your own music using 'Music and Me' ('Identity') as your theme.</p> <p>Performing to an audience</p>	<p>Gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music</p>
Year 6: Reflect, Rewind and Replay	Revisiting songs taught in all previous Year 6 units	<p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>		