

St Joseph's Catholic Primary School

Music: Curriculum Map and Progression

Whole school



Music Yearly Overview

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
EYFS	Me!	Christmas	Everyone!	Our World	My Stories	Big Bear Funk
	Expressive Art and Design Being Imaginative and Expressive	Expressive Art and Design Being Imaginative and Expressive	Expressive Art and Design Being Imaginative and Expressive	Expressive Art and Design Being Imaginative and Expressive	Expressive Art and Design Being Imaginative and Expressive	Expressive Art and Design Being Imaginative and Expressive
	Learn to sing nursery rhymes and action songs.	Christmas production (singing as a group, performing in front of others)	Learn to sing nursery rhymes and action songs.	Learn to sing nursery rhymes and action songs.	Learn to sing nursery rhymes and action songs.	Listening to and appraising Funk music.
Year 1	Hey You!	Christmas	Rhythm In The Way We Walk	In The Groove	Round and Round	Your Imagination
	Learn to sing a song in the Hip-Hop style. Listen to and appraise other Hip-Hop songs.	Christmas production (singing as a group, performing in front of others)	An action song about the interrelated dimensions of music.	A song learnt using different style of music including Blues, Baroque, Latin, Bhangra, Folk and Funk.	Learn to sing a song in the Bossa Nova/Latin style.	Learn to sing a song in the pop style and begin to play single notes on the glockenspiel.
Year 2	Hands Feet Heart	Christmas	I Wanna Play in a Band	Zoo Time	Friendship Song	I'm A Composer
	Learn to sing a song the celebrates South African music.	Christmas production (singing as a group, performing in front of others)	Sing a song and play instruments in an ensemble	Learn to sing a song in the Reggae style	Sing a song and play a simple 2 note melody.	Review learning of the year and begin to compose simple tunes.
Year 3	Let Your Spirit Fly	Christmas	Beginner Glockenspiel	Three Little Birds	Bringing Us Together	Ukulele
	Learn to sing an R&B song and play interments to accompany it.	Christmas production (singing as a group, performing in front of others)	Begin to play the glockenspiel and read simple music notation.	Learn to sing a song and compose a simple 3 note melody	Learn to sing a song in the Disco style. Begin to compose pieces of music using standard notation.	Learn to play the ukulele focusing on chords C, F, G7 and G
Year 4	Mamma Mia	Christmas	Intermediate Glockenspiel	Stop!	Lean on Me	Blackbird
	Learn to sing a pop song and play and compose music using 1,2 or 3 notes.	Christmas production (singing as a group, performing in front of others)	Build on learning in Beginner Glockenspiel. Play more complex tunes reading standard notation.	Learn to perform a rap and write lyrics for own rap.	Learn to sing a song in the Gospel style and compose a 3 note melody	Learn to sing a song focusing on the civil right movement and compose an 8 bar 3 note melody
Year 5	Living On A Prayer	Christmas	Beginners Jazz	Make You Feel My Love	Fresh Prince of Bel Air	Dancing in the Streets
	Learn to sing a song in the Rock style and perform a musical accompaniment.	Christmas production (singing as a group, performing in front of others)	Learn to play 3 note Bossa Nova and 5 note Swing	Learn to sing the a Pop Ballad and compose a 3 note melody.	Learn to sing a song and compose a 3 note melody using formal notation	Sing a song with more than one part and compose a 3 note melody using formal notation
Year 6	Happy	Christmas	A New Year Carol	Intermediate Jazz	You Got A Friend in Me	Music and Me
	Sing a song with more than one part and compose a 3 note melody using formal notation	Christmas production (singing as a group, performing in front of others)	Learn to sing two versions of a song by Benjamin Britten 0 the Traditional Folk version and an Urban Gospel one	Build on learning in Beginner Jazz. Learn to play a piece of Jazz music and compose music in the Jazz style.	Sing a song with more than one part and compose a 3 note melody using formal notation.	Focusing on inspirational women in music learn that music is a way to express identity. Compose own music to express who they are.

EYFS – Music Overview



Whole School Curriculum Map: Music (EYFS)

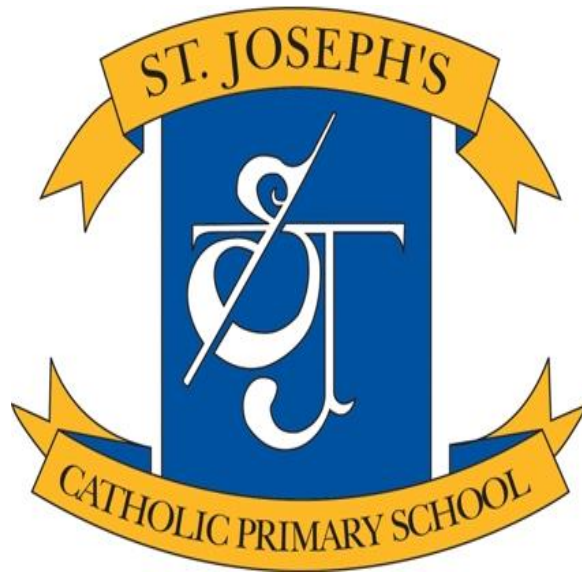
(Expressive Art and Design/Being Imaginative and Expressive)

Listening/ Responding/ Appraising	Singing	Playing	Improvisation	Composition	Performance
<ul style="list-style-type: none"> - To know twenty nursery rhymes off by heart. - To 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. 	<ul style="list-style-type: none"> - To sing or rap nursery rhymes and simple songs from memory. - To know songs have sections. - To sing along with a pre-recorded song and add actions. - To sing along with the backing track. 				<ul style="list-style-type: none"> - To know a performance is sharing music. - Perform any of the nursery rhymes by singing and adding actions or dance. - Talk about a recorded performance.

Early Learning Goals (End of Year Assessment)

- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music

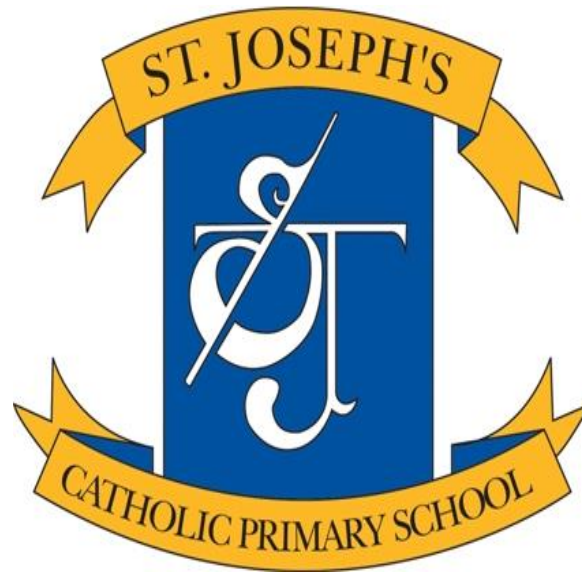
Year One – Music Overview



Whole School Curriculum Map: Music (Year One)

Listening/ Responding/ Appraising	Singing	Playing	Improvisation	Composition	Performance
<ul style="list-style-type: none"> - To know 5 songs off by heart. - To know what the songs are about. - To know and recognise the sound and names of some of the instruments they use. - To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. 	<ul style="list-style-type: none"> - To confidently sing or rap five songs from memory and sing them in unison. - To learn about voices, singing notes of different pitches (high and low). - To learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. - To learn to start and stop singing when following a leader. 	<ul style="list-style-type: none"> - To learn the names of the notes in their instrumental part from memory or when written down. - To learn the names of the instruments they are playing. - To treat instruments carefully and with respect. - To play a tuned instrumental part with the song they perform. - To 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). - To listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> - To know that improvisation is about making up your own tunes on the spot. - To know when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. - To know that everyone can improvise! <p>Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).</p> <p>Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</p> <p>Improvise! – Take it in turns to improvise using one or two notes.</p>	<ul style="list-style-type: none"> - To know composing is like writing a story with music. - To know everyone can compose. - To help to create a simple melody using one, two or three notes. - To learn how the notes of the composition can be written down and changed if necessary. 	<ul style="list-style-type: none"> - To know a performance is sharing music with other people, called an audience. - To choose a song they have learnt from the Scheme and perform it. - To know they can add their ideas to the performance. - To record the performance and say how they were feeling about it.

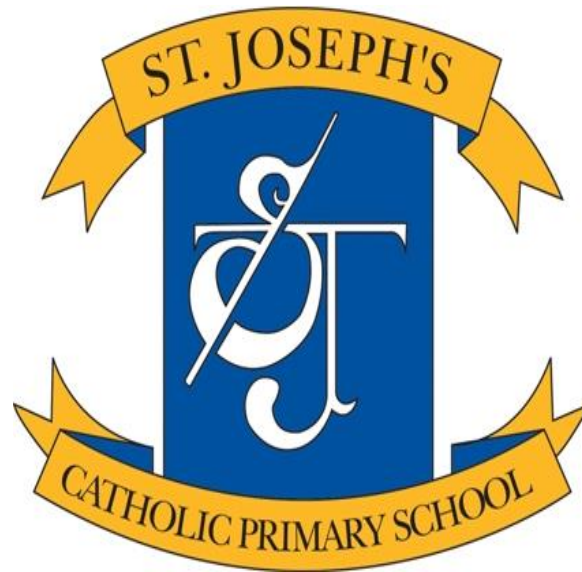
Year Two – Music Overview



Whole School Curriculum Map: Music (Year Two)

Listening/ Responding/ Appraising	Singing	Playing	Improvisation	Composition	Performance
<ul style="list-style-type: none"> - To know five songs off by heart. - To know some songs have a chorus or a response/answer part. - To know that songs have a musical style. - To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. - To learn how songs can tell a story or describe an idea. 	<ul style="list-style-type: none"> - To confidently know and sing five songs from memory. - To know that unison is everyone singing at the same time. - To know songs include other ways of using the voice e.g. rapping (spoken word). - To know why we need to warm up our voices. - Learn about voices singing notes of different pitches (high and low). - To learn that they can make different types of sounds with their voices you can rap (spoken word with rhythm). - To learn to find a comfortable singing position. - To learn to start and stop singing when following a leader. 	<ul style="list-style-type: none"> - To learn the names of the notes in their instrumental part from memory or when written down. - To know the names of untuned percussion instruments played in class. - To treat instruments carefully and with respect. - To 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). - To play the part in time with the steady pulse. - To listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> - To know improvisation is making up your own tunes on the spot. To know when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know everyone can improvise, and you can use one or two notes. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes. 	<ul style="list-style-type: none"> - To know composing is like writing a story with music. - To know everyone can compose. - To help create three simple melodies using one, three or five different notes. - To learn how the notes of the composition can be written down and changed if necessary. 	<ul style="list-style-type: none"> - To know a performance is sharing music with an audience. - To know a performance can be a special occasion and involve a class, a year group or a whole school. - To know an audience can include your parents and friends. - Choose a song they have learnt and perform it. - To understand they can add their ideas to the performance. - To record the performance and say how they were feeling about it.

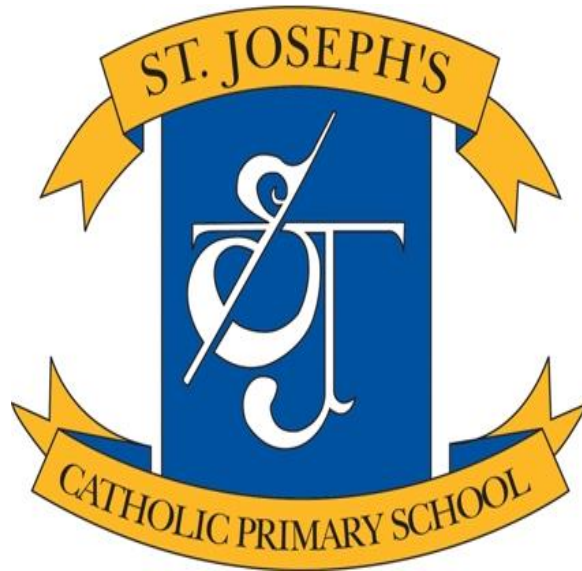
Year Three – Music Overview



Whole School Curriculum Map: Music (Year Three)

Listening/ Responding/ Appraising	Singing	Playing	Improvisation	Composition	Performance
<ul style="list-style-type: none"> - To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: <ul style="list-style-type: none"> * Its lyrics: what the song is about * Any musical dimensions featured in the song, and where they are used * Identify the main sections of the song - Name some of the instruments they heard in the song - To confidently identify and move to the pulse. - To think about what the words of a song mean. - To take it in turn to discuss how the song makes them feel. - To listen carefully and respectfully to other people's thoughts about the music 	<ul style="list-style-type: none"> To know and be able to talk about: <ul style="list-style-type: none"> - Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow - Songs can make you feel different things e.g. happy, energetic or sad - Singing as part of an ensemble or large group is fun, but that you must listen to each other - To know why you must warm up your voice - To sing in unison and in simple two-parts. - To demonstrate a good singing posture. - To follow a leader when singing. - To enjoy exploring singing solo. - To sing with awareness of being 'in tune'. - To have an awareness of the pulse internally when singing. 	<ul style="list-style-type: none"> - To know and be able to talk about: <ul style="list-style-type: none"> * The instruments used in class * To treat instruments carefully and with respect. * To play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. * To rehearse and perform their part within the context of the Unit song. * To listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> - To know and be able to talk about improvisation: <ul style="list-style-type: none"> * 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. * To know that using one or two notes confidently is better than using five * To know that if you improvise using the notes you are given, you cannot make a mistake. Sing, Play and Copy Back – Listen and copy back using instruments, and up to two different notes. Play and Improvise – Using your instruments, listen and play your own answer using up to three notes Improvise! – Take it in turns to improvise using three different notes 	<ul style="list-style-type: none"> To know and be able to talk about: <ul style="list-style-type: none"> - A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. - Different ways of recording compositions - Help create at least one simple melody using one, three or five different notes. - Plan and create a section of music that can be performed within the context of the unit song. - Talk about how it was created. - Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. - Record the composition in any way appropriate that recognises the connection between sound and symbol 	<ul style="list-style-type: none"> - To know and be able to talk about: <ul style="list-style-type: none"> * Performing is sharing music with other people, an audience. * A performance doesn't have to be a drama! It can be to one person or to each other. * You need to know and have planned everything that will be performed * You must sing or rap the words clearly and play with confidence * A performance can be a special occasion and involve an audience including of people you don't know. * It is planned and different for each occasion. * It involves communicating feelings, thoughts and ideas about the song/music. To choose what to perform and create a programme. - To communicate the meaning of the words and clearly articulate them. - To talk about the best place to be when performing and how to stand or sit. - To record the performance and say how they were feeling, what they were pleased with what they would change and why.

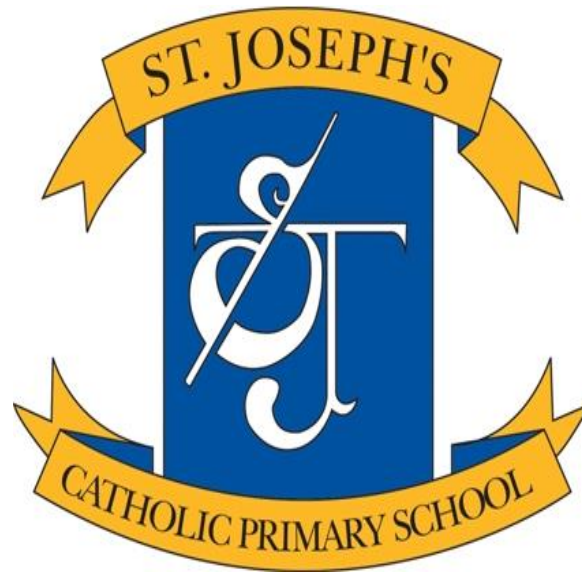
Year Four – Music Overview



Whole School Curriculum Map: Music (Year Four)

Listening/ Responding/ Appraising	Singing	Playing	Improvisation	Composition	Performance
<ul style="list-style-type: none"> - To know five songs from memory and who sang them or wrote them. - To know the style of the five songs. - To choose one song and be able to talk about: *Some of the style indicators of that song (musical characteristics that give the song its style). * The lyrics: what the song is about. -*Any musical dimensions featured in the song and where they are used. To identify the main sections of the song. - To name some of the instruments they heard in the song. - To confidently identify and move to the pulse. - To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). - To talk about the music and how it makes them feel. - To listen carefully and respectfully to other people's thoughts about the music. - Begin to use musical vocabulary when discussing pieces of music. 	<ul style="list-style-type: none"> - To know and be able to talk about: * Singing in a group can be called a choir *Leader or conductor: A person who the choir or group follow * Songs can make you feel different things e.g. happy, energetic or sad * Singing as part of an ensemble or large group is fun, but that you must listen to each other * Texture: How a solo singer makes a thinner texture than a large group -To know why you must warm up your voice. - To sing in unison and in simple two-parts. - To demonstrate a good singing posture. - To follow a leader when singing. - To enjoy exploring singing solo. - To sing with awareness of being 'in tune'. - To rejoin the song if lost. - To listen to the group when singing. 	<ul style="list-style-type: none"> - To know and be able to talk about: * The instruments used in class (a glockenspiel, recorder or xylophone). * Other instruments they might play or be played in a band or orchestra or by their friends treat instruments carefully and with respect. - To play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. - To rehearse and perform their part within the context of the song. - To listen to and follow musical instructions from a leader. - To experience leading the playing by making sure everyone plays in the playing section of the song. 	<ul style="list-style-type: none"> - To know and be able to talk about improvisation: * 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. - To know that using one or two notes confidently is better than using five. - To know that if you improvise using the notes you are given, you cannot make a mistake - To know that you can use some of the riffs you have heard in already in your improvisations <p>Sing, Play and Copy Back – Listen and copy back using instruments, up to two different notes.</p> <p>Play and Improvise – Using your instruments, listen and play your own answer using two different notes.</p> <p>Improvise! – Take it in turns to improvise using three different notes.</p>	<ul style="list-style-type: none"> - To know and be able to talk about: * A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. * Different ways of recording compositions (letter names, symbols, audio etc. - To help create at least one simple melody using one, three or all five different notes. - To plan and create a section of music that can be performed within the context of the unit song. - To talk about how it was created. - To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. - To record a composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<ul style="list-style-type: none"> - To know and be able to talk about: * Performing is sharing music with other people, an audience * A performance doesn't have to be a drama! It can be to one person or to each other * You need to know and have planned everything that will be performed * You must sing or rap the words clearly and play with confidence * A performance can be a special occasion and involve an audience including of people you don't know * It is planned and different for each occasion It involves communicating feelings, thoughts and ideas about the song/music. * To choose what to perform and create a programme. * Present a musical performance designed to capture the audience. - To communicate the meaning of the words and clearly articulate them. - To talk about the best place to be when performing and how to stand or sit. - To record the performance and say how they were feeling, what they were pleased with what they would change and why.

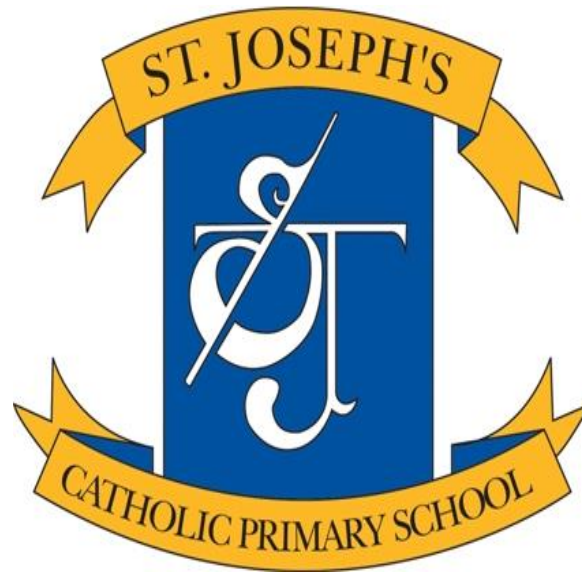
Year Five – Music Overview



Whole School Curriculum Map: Music (Year Five)

Listening/ Responding/ Appraising	Singing	Playing	Improvisation	Composition	Performance
<ul style="list-style-type: none"> - To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? - To know the style of the five songs and to name other songs from the Units in those styles. - To choose two or three other songs and be able to talk about: <ul style="list-style-type: none"> * Some of the style indicators of the songs (musical characteristics that give the songs their style) * The lyrics: what the songs are about * Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) * Identify the main sections of the songs (intro, verse, chorus etc.) * Name some of the instruments they heard in the songs * The historical context of the songs. What else was going on at this time? - To identify and move to the pulse with ease. - To think about the message of songs. - To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. - To listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. - To talk about the musical dimensions working together in the songs. -To talk about the music and how it makes you feel. 	<ul style="list-style-type: none"> - To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. - To choose a song and be able to talk about: <ul style="list-style-type: none"> * Its main features * Singing in unison, the solo, lead vocal, backing vocals or rapping -To know what the song is about and the meaning of the lyrics -To know and explain the importance of warming up your voice. - To sing in unison and to sing backing vocals. - To enjoy exploring singing solo. - To listen to the group when singing. - To demonstrate a good singing posture. - To follow a leader when singing. To experience rapping and solo singing. - To listen to each other and be aware of how you fit into the group. - To sing with awareness of being 'in tune'. 	<ul style="list-style-type: none"> - To know and be able to talk about: <ul style="list-style-type: none"> * Different ways of writing music down – e.g. staff notation, symbols * The notes C, D, E, F, G, A, B + C on the treble stave * The instruments they might play or be played in a band or orchestra or by their friends. - To play a musical instrument with the correct technique within the context of the song. - To select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. - To rehearse and perform their part within the context of the Unit song. - To listen to and follow musical instructions from a leader. - To lead a rehearsal session. 	<ul style="list-style-type: none"> - To know and be able to talk about improvisation: <ul style="list-style-type: none"> * 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. -To know that using one or two notes confidently is better than using five -To know that if you improvise using the notes you are given, you cannot make a mistake -To know that you can use some of the riffs you have heard in the Challenges in your improvisations -To know three well-known improvising musicians. <p>Play and Copy Back - Copy back using instruments. Use up to three notes.</p> <p>Play and Improvise - Question and Answer using instruments. Use up to three notes in your answer. Always start on a G.</p> <p>Improvisation! -Improvise using up to three notes</p>	<ul style="list-style-type: none"> - To know and be able to talk about: <ul style="list-style-type: none"> * A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. * A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: - To recognise the connection between sound and symbol - To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. -To explain the keynote or home note and the structure of the melody. -To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. -To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<ul style="list-style-type: none"> - To know and be able to talk about: <ul style="list-style-type: none"> * Performing is sharing music with other people, an audience * A performance doesn't have to be a drama! It can be to one person or to each other * Everything that will be performed must be planned and learned * You must sing or rap the words clearly and play with confidence * A performance can be a special occasion and involve an audience including of people you don't know * It is planned and different for each occasion * A performance involves communicating ideas, thoughts and feelings about the song/music - To choose what to perform and create a programme. - To communicate the meaning of the words and clearly articulate them. - To talk about the venue and how to use it to best effect. - To record the performance and compare it to a previous performance. - To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"

Year Six – Music Overview



Whole School Curriculum Map: Music (Year Six)

Listening/ Responding/ Appraising	Singing	Playing	Improvisation	Composition	Performance
<ul style="list-style-type: none"> - To know five songs from memory, who sang or wrote them, when they were written and why? - To know the style of the songs and to name other songs from the Units in those styles. - To choose three or four other songs and be able to talk about: * The style indicators of the songs (musical characteristics that give the songs their style) * The lyrics: what the songs are about * Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) * Identify the structure of the songs (intro, verse, chorus etc.) * Name some of the instruments used in the songs * The historical context of the songs. What else was going on at this time, musically and historically? * Know and talk about that fact that we each have a musical Identity. - To identify and move to the pulse with ease. - To think about the message of songs. - To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. -To listen carefully and respectfully to other people's thoughts about the music. -To use musical words when talking about the songs. - To talk about the musical dimensions working together in the Unit songs. - To talk about the music and how it makes you feel, using musical language to describe the music. 	<ul style="list-style-type: none"> - To know and confidently sing five songs and their parts from memory and to sing them with a strong internal pulse. - To know about the style of the songs so you can represent the feeling and context to your audience - To choose a song and be able to talk about: * Its main features * Singing in unison, the solo, lead vocal, backing vocals or rapping -To know what the song is about and the meaning of the lyrics - To know and explain the importance of warming up your voice. - To sing in unison and to sing backing vocals. - To demonstrate a good singing posture. - To follow a leader when singing. - To experience rapping and solo singing. - To listen to each other and be aware of how you fit into the group. - To sing with awareness of being 'in tune'. 	<ul style="list-style-type: none"> - To know and be able to talk about: * Different ways of writing music down – e.g. staff notation, symbols * The notes C, D, E, F, G, A, B + C on the treble stave * The instruments they might play or be played in a band or orchestra or by their friends * Play a musical instrument with the correct technique within the context of the Unit song. * Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. - To rehearse and perform their part within the context of the Unit song. - To listen to and follow musical instructions from a leader. - To lead a rehearsal session 	<ul style="list-style-type: none"> - To know and be able to talk about improvisation: * 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. - To know that using one, two or three notes confidently is better than using five - To know that if you improvise using the notes you are given, you cannot make a mistake - To know that you can use some of the riffs and licks you have learnt in your improvisations - To know three well-known improvising musicians. <p>Play and Copy Back - Copy back using instruments. Use up to three notes.</p> <p>Play and Improvise - Question and Answer using instruments. Use up to three notes in your answer. Always start on a G.</p> <p>Improvisation! -Improvise using up to three notes</p>	<ul style="list-style-type: none"> - To know and be able to talk about: * A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. * A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure <p>Notation:</p> <ul style="list-style-type: none"> - To recognise the connection between sound and symbol. - To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. -To explain the keynote or home note and the structure of the melody. -To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. -To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<ul style="list-style-type: none"> - To know and be able to talk about: * Performing is sharing music with an audience with belief * A performance doesn't have to be a drama! It can be to one person or to each other * Everything that will be performed must be planned and learned * You must sing or rap the words clearly and play with confidence * A performance can be a special occasion and involve an audience including of people you don't know * It is planned and different for each occasion * A performance involves communicating ideas, thoughts and feelings about the song/music. - To choose what to perform and create a programme. - To communicate the meaning of the words and clearly articulate them. - To talk about the venue and how to use it to best effect. - To record the performance and compare it to a previous performance. - To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"