



Music Policy

Dated: Autumn Term 2020

Review: Date: Autumn Term 2021



Firs Primary School Music Policy

The Purpose of the Music Policy

This policy outlines the teaching and learning of Music. All children will have the opportunity to undertake Music throughout their time at Firs Primary School. The teaching of Music is planned to ensure a progression of knowledge and skills across the foundation and primary phases.

Intent

Aims

At Firs Primary we are committed in creating a universal language that embodies one of the highest forms of creativity; Music.

We are dedicated to ensuring that every child is given a high quality music education which will engage, inspire and develop a love of music, musical talent and as a result build on self-confidence,. Therefore giving each child a sense of achievement.

Through our well thought out curriculum children are given the opportunity to build on their musical vocabulary, perform, listen and evaluate as well as look in depth at the inter related dimensions with in music. They are then given the opportunity to apply what they have learnt through wider opportunities provided to them both in and outside of school.

Cultural Capital

We aim to provide further opportunities for personal, spiritual, moral, social and cultural development through the teaching of Music. Our aims are to:

- develops the children's knowledge within the classroom but it allows children to explore their love of music further through the links we have with Sinfonia Viva, Young Voices, Derby Theatre, 2Beez, Wider Ops and Derbyshire Music Partnership. This ensures that all children from any background are exposed to cultural experiences that they may not get elsewhere.
- During music lessons and work with outside agencies children are encouraged to express their own opinions and let their creativity flow. Each child is taught how to respect their peers and embrace the cultural diversity within the school.

Working with Parents/Carers

- Throughout the year Parents are strongly encouraged to come along and support their child through a range of different opportunities offered to them and their child/ren throughout the year.
- Our links with the local community ensure that parents are given the opportunity to watch their child perform at Derby Theatre, Sheffield Arena, St Luke's church and in school.

Implementation

Music Curriculum

The award winning music scheme Charanga has been carefully chosen in order to ensure that all children are given the opportunity to cover the music national curriculum whilst at Firs.

Charanga gives staff high quality planning to follow as well as a list of key vocabulary for each Key Stage and a set of interactive resources available on the whiteboard. Therefore ensuring that both musicians and non-musicians have the confidence, professional knowledge and tools to deliver exciting and progressive music lessons.

Charanga is a flexible scheme which allows staff to differentiate where appropriate for all needs and its specific SEND curriculum allows for more personalised teaching where necessary.

At Firs we have adapted the Charanga scheme to suit the needs of our children. The scheme has been carefully adapted for all year groups (EYFS, KS1 & KS2) to ensure that as children progress through school, they develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical ability.

COVID Curriculum

Charanga has designed a COVID curriculum which allows the children to continue with music safely in class whilst following government guidelines for singing and playing instruments. Charanga provides a range of resources and optional replacement activities to ensure that lessons can continue and children are able to continue learning the key skills needed in order to cover the music curriculum successfully.

Wider Opportunities

In Year 4 the children take part in the Wider Ops programme where all children have weekly music lessons to learn the violin. Within these lessons children are also taught about the inter-related dimensions within music and how to use them effectively when playing and performing. Children are then given the opportunity to display their talent alongside the Halle Orchestra at Derby Arena in July.

Music is embedded within life at Firs and during assemblies children miss the same subject lesson. They are never withdrawn from class during teaching inputs.

Resources

All staff in school have their own individual login and password giving them access to the music scheme. Charanga provides staff with high quality planning which allows them to deliver clear, concise and challenging lessons. For each lesson Charanga provides staff with adaptable materials such as IWB resources, music, lyrics, key terminology.

In order to help staff adapt and differentiate lessons according to the needs of the pupils Charanga offers differentiated resources for those who have SEND and gives those who are G&T the opportunity to follow written music.

To help enhance lessons a range of musical instruments from untuned and tuned percussion (such as glockenspiels, drums etc) to electric pianos and guitars.

Impact

Assessment and Recording of Work

Progress and attainment is monitored through book scrutinies, whole class topic book scrutinise, pupil and staff voice, lesson observations and analysis of data which is completed on the relevant assessment grid at the end of each topic.

Teachers use formative assessment throughout lessons (e.g. observations and assessment) and adapt teaching accordingly to address any misconceptions that may arise. Also, at the end of the topic, teachers complete a summative assessment based on whether children have demonstrated through their work that they have met the national curriculum objectives and progression guidance for their phase. This helps the subject leader to monitor progress and attainment in design and technology across the school.

Children in the Early Years Foundation Stage (Reception and Nursery) are assessed using the Early Years Development Matters guidance and at the end of the reception years against the Early Learning Goals. EYFS objectives within the areas of communication and language development, physical development, personal, social, and emotional development, mathematics, understanding the world and expressive arts and design all contribute to laying the foundations for effective learning in Music throughout the primary phase.

A variety of methods are used to make a record of music in the school including, video recordings, pictures, Pupil assessment sheets and school displays. Work may be placed in individual's topic books or in the whole class topic book with the expectation that progression in learning should be seen across the different year groups within the school.

Inclusion

By offering children a curriculum which is tailored to their needs and through work with outside agencies we hope to see that all children, including those from disadvantaged backgrounds and with SEND have the chance to succeed. These experiences will help build on each child's cultural capital , ensuring that skills which have been learnt have been remembered, therefore allowing for new knowledge bases to be created and built upon year in year out

Monitoring and Review

The monitoring of the standards of children's work and of the quality of teaching in music is the responsibility of the Music subject leader. The work of the subject leader also involves supporting colleagues in the teaching of Music, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

The Music subject leader has specially-allocated, regular management time in order to review evidence of the children's work and undertake lesson observations of Music teaching across the school.

The application of this Music policy will be monitored by the curriculum leaders and reviewed and agreed by Governors

Firs Primary School Subject Curriculum and Progression

Music

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
National Curriculum	<p>Early Years</p> <p>Early Years Foundation Stage Development Matters</p> <p>Exploring and using media and materials</p> <ul style="list-style-type: none"> Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Such as playing untuned instruments musically. <p>Being imaginative</p> <ul style="list-style-type: none"> 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. <p>Listening and Attention</p> <ul style="list-style-type: none"> Children listen attentively to a range of situations, they anticipate, respond, question and comment. 	<p>Key Stage 1</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. 	<p>Key Stage 2</p> <p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music 				

Key Learning (Knowledge)			
<p>A1 - M2 A2 - My stories Sp 1 - Everyone Sp 2 - Our world</p> <ul style="list-style-type: none"> 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 <p>Su 1 - Big Bear Funk</p> <ul style="list-style-type: none"> 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 <p>Su 2 - Reflect, Rewind and Replay</p> <ul style="list-style-type: none"> 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 Revisit Nursery and action rhymes learnt previously. Riff-based composition Share and perform the learning 	<p>Year 1/2 Moon Zoom Ho Ho Ho</p> <p>Children will learn about the pulse of the music and to express how they feel about the music they are listening to.</p> <ul style="list-style-type: none"> They will also clap and improvise their own rhythmic pattern. Winter time, festivals and Christmas time. Creating a performance using music and dance. Children are taught to listen with concentration and understanding to a range of high quality live and recorded music Children are taught how to use their voice expressively and change the pitch. <p>Rio de Vis Round and Round</p> <ul style="list-style-type: none"> This unit looks at different styles of music and their historical context. The children learn to appreciate music from around the world. During this unit the children are introduced to glockenspiels where they are given the opportunity to play on their own and with a group. <p>Street Detective I wanna play in a band</p> <ul style="list-style-type: none"> During this unit the children will look at different styles of rock music. They will then move on to looking at composition and work on composing their own music using different pitched sounds. They are taught to experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>Land ahoy Your Imagination</p> <ul style="list-style-type: none"> Children are taught to listen with concentration and understanding to a range of high quality live and recorded music They are given the opportunity to create their own lyrics to a song and play a classroom instrument in a group/ensemble <p>Bright lights big cities Rhythm in the way we walk</p> <ul style="list-style-type: none"> How pulse, rhythm and pitch work together. Singing and rapping; children are taught how to use their voice expressively and change the pitch. 	<p>Year 3/Year 4</p> <ul style="list-style-type: none"> Children learn how to play a violin and recorder throughout the year. They will learn about the importance of inter-related dimensions and how to apply them within music. They will begin to understand a staff and other musical notations. Children in Year 4 also have the opportunity to perform with the Halle Orchestra in June. <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Sing and play musically with increasing confidence and control Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Listen with attention to detail and recall sounds with increasing aural memory Develop an understanding of the history of music 	<p>Year 5/6</p> <p>A child's war Let your spirit fly</p> <ul style="list-style-type: none"> This unit will teach the children to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians They will also learn to develop an understanding of the history of music. <p>Hola Mexico Glockenspiel 2</p> <ul style="list-style-type: none"> In this unit children will learn basic instrumental skills by playing tunes in varying styles. <p>Revolution Blackbird</p> <ul style="list-style-type: none"> In this unit children will explore and explain their feelings about music using movement, dance, expressive language and musical vocabulary. They will learn to evaluate music. <p>Darwin's delights Stop</p> <ul style="list-style-type: none"> The children will develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. <p>Off with her head You've got a friend</p> <ul style="list-style-type: none"> This unit will teach the children to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. In this unit children will explore and explain their feelings about music using movement, dance, expressive language and musical vocabulary. Children will learn how to evaluate music. Children will compose music using staves and musical notation. They will also use their knowledge of glockenspiels to perform their composition. <p>Stargazers The Dragon song</p> <ul style="list-style-type: none"> In this unit the children will appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. They will also listen with attention to detail and recall sounds with increasing aural memory (music from around the world).
Peasants, Princesses and Pesticides			

<p>that has taken place</p>	<p>Paws, claws and whickers</p> <p>Zoo time</p> <ul style="list-style-type: none"> This unit looks at what pulse, rhythm and pitch are. This looks at the structure of songs and how to create a range of sounds using the different inter-related dimensions of music. <p>Dinosaurs Friendship song</p> <ul style="list-style-type: none"> During this unit the children will revisit composition and improvisation. They will use a range of differently pitched sounds within their composition. They are taught to experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>Towers, Tunnels and Tunnets Reflect, Rewind and Replay.</p> <ul style="list-style-type: none"> During this topic the children will revisit previous learning. They will be given the opportunity to play glockenspiels and use their prior knowledge to support this. They will focus on listening to Western Classical Music and look at the language of music and different inter-related dimensions. <p>Throughout the units the children will learn to identify instruments in a piece of music during the listen and appraise section.</p> <p>They will also learn how to keep a steady beat, identify the pulse and features within music. Children will do this through tapping their knees during different warm up games.</p> <p>Children will be taught songs where they have to identify and change the pitch</p>	<p>Using their voice:</p> <ul style="list-style-type: none"> Speak and chant short phrases together Find their singing voice and begin to develop an awareness of pitch over a small range of notes Make changes in their voices to express different moods/feelings Co-ordinate actions to go with a song Sing short phrases or responses on their own Sing a variety of songs both 	<p>Using their voice</p> <ul style="list-style-type: none"> Children should use their voice expressively and creatively by singing songs and speaking chants and rhythms Match notes played on a chime bar to find their singing voice. Follow the shape of a melody. Sing songs matching the pitch as they do so. Recognise phrase lengths and know when to breathe with an attention to posture. Use movement to show phrases. Perform each phrase in a different way 	<p>Using their voice</p> <ul style="list-style-type: none"> Children should use their voice expressively and creatively by singing songs and speaking chants and rhythms Use voices to create a controlled sound. Keep in time with a steady pulse. Be aware of the correct posture. Play singing and clapping games. Sing/perform rhythmically straight forward parts (minims, crotchets etc) Use graphic notation Sing with expression Sing/play confidently 	<p>Fresh Prince of Bel Air</p> <ul style="list-style-type: none"> During this unit the children will be composing their own rap linking it to their learning in history. They will learn how to use inter-related dimensions within their composition. <p>Time traveler</p> <p>4000 on a prayer.</p> <ul style="list-style-type: none"> The children will learn to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. They will look at how rock music developed from the Beatles onwards. They will observe performances as they go. Children will explore and explain their feelings about music using movement, dance, expressive language and musical vocabulary. They will also learn how to evaluate music. <p>Throughout the warm up games the children will revisit the inter-related dimensions. They will identify different musical features and different meters – grouping of beats in music.</p> <p>Listen and appraise activities ensure that children have the opportunity to explore and explain the feelings about music. Children will also listen with concentration and some engagement to longer pieces of instrumental and vocal music.</p>	<p>Using their voice</p> <ul style="list-style-type: none"> Children should use their voice expressively and creatively by singing songs and speaking chants and rhythms Create different vocal effects when singing and rapping Sing songs in unison or two parts. Maintain their own part when singing Sing songs written in different metres-lap the pulse on the string beads. Sing/play with confidence. Sing with controlled pitch Control breathing Recognise structures in a song.
<p>Key Learning (Skills)</p> <p>DOAT</p>	<p>Perform (all children have hymn practice for 30 minutes each week)</p>				<p>Using their voice</p> <ul style="list-style-type: none"> Children should use their voice expressively and creatively by singing songs and speaking chants and rhythms Use voices to create a controlled sound. Keep in time with a steady pulse. Be aware of the correct posture. Play singing and clapping games. Sing/perform rhythmically straight forward parts (minims, crotchets etc) Use graphic notation Sing with expression Sing/play confidently 	

<p>accompanied and unaccompanied.</p> <p>Using Classroom Instruments:</p> <ul style="list-style-type: none"> • Play instruments by shaking, scraping, rattling, tapping etc • Start and stop together • Begin to develop a sense of beat, using instruments or body sounds • Respond to symbols or hand signs Play loudly, quietly, fast, slow • Copy a simple rhythm pattern or number of beats played on an instrument. • Play along to music showing a developing awareness of the beat • Play with a sense of purpose and enjoyment. 	<p>Instruments</p> <ul style="list-style-type: none"> • Play tuned and un-tuned instruments musically 	<p>Instruments</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressions • Use and understand staff and other musical notation 	<ul style="list-style-type: none"> • Sing a round in two parts – identify the melodic phrase and how they fit together. • Use graphic notation. <p>Instruments</p>
<p>Exploring:</p> <ul style="list-style-type: none"> • Different sounds made by the voice, hands, found objects and conventional instruments (timbre) • High and low sounds (pitch) • Long and short sounds (duration) • Loud and quiet sounds (dynamics) • Fast and slow sounds (tempo) • Begin to be aware of the effect that different sounds have to convey mood or meaning <p>Composing:</p> <ul style="list-style-type: none"> • Begin to create and manipulate different effects on a sound source or instrument • Add chosen sound effects at an appropriate moment in a story or song • Sort and name different sounds • Create a sequence of sounds 	<p>Composing</p> <ul style="list-style-type: none"> • experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Compose</p> <ul style="list-style-type: none"> • improvise and compose music for a range of purposes using the inter-related dimensions of music. • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand staff and other musical notation • Combine sounds to create textures • Create sequences of sounds – musical structures which express ideas or mood using lyrics/sounds/movements-actions. • Compose sequences using notated rhythms • Join sequences together to create structures of rhythmic, descriptive or dance patterns. • Add words to melodic phrases • Compose music in pairs • Use a variety of notations including graphic score • Use staff notation as a support • Look at the music and follow each part. 	<ul style="list-style-type: none"> • Create textures by combining sounds • Compose music to describe images • Create music to describe images • Develop more complex rhythmic ideas • Devise rhythmic, melodic and harmonic accompaniments • Apply music knowledge and understanding of the inter-related dimensions • Compose music for different occasions using appropriate musical features and devices (melody, rhythm, chords) • Use standard and additional methods of notation as appropriate across a range of different context. • Be aware of some of the basic musical scales • Play from pitched notations (read music) • Show understanding of how music is produced.
<p>Listening:</p> <ul style="list-style-type: none"> • Listen to sounds and respond by talking about them or physically with movement and dance • Recognise the sounds of the percussion instruments used in the classroom and identify and name them • Respond appropriately to a range of classroom songs, e.g. tidy up songs, circle time 	<p>Listen, developing knowledge and understanding.</p> <ul style="list-style-type: none"> • Listen with concentration and understanding to a range of high quality live and recorded music. • Recall and perform rhythmic patterns • Use instruments to copy back a rhythm • Play a chime bar • Use movement and dance to reinforce the enjoyment of music. • Respond to long and short sounds. • To talk about high middle and low sounds. • Sing back melodic phrases. 	<ul style="list-style-type: none"> • Listen with attention to detail and internalize and recall sounds with increasing aural memory. • Learn new songs quickly from memory. • Identify rhythmic patterns, instruments and repetitions of sounds and patterns. • Analyse and compare different sound qualities, instrumental, vocal, environmental/natural, synthesised. • Appreciate and understand a wide range of high-quality music drawn from different traditions and from great composers and musicians. 	<ul style="list-style-type: none"> • Identify different musical features • Identify different meters – grouping of beats. • Appraise own work by comparing and contrasting with work of others. • Listen with concentration and some engagement to longer pieces of instrumental and vocal music. • Explore and explain their feelings about music using movement, dance, expressive language and musical vocabulary.

<p>Appraising:</p> <ul style="list-style-type: none"> Begin to identify and describe key features or extreme contrasts within a piece of music Begin to use musical terms (louder/quieter, faster/slower, higher/lower) 	<p>songs, line up songs.</p> <ul style="list-style-type: none"> Express thoughts and feelings about music. Identify a variety of instruments that can be heard and describe music. Identify the pulse in music. Tap knees in time with steady beat music Sing back melodic phrases from known sounds. Listen to different sounds in the environment. Identify features of music. Record longer and shorter sounds and make longer and shorter sounds with their voices. 	<ul style="list-style-type: none"> Explore and explain their feelings about music using movement, dance, expressive language and musical vocabulary. Evaluate music. Develop an understanding of a wide range of live and recorded music from different style, genres and traditions from variety of composers and musicians 	<ul style="list-style-type: none"> Evaluate music. Identify how music reflects different intentions Identify how music reflects time and place. Show knowledge and understanding of how time and place can influence the way music is created, performed and hear. Identify and explore musical devices Use different musical vocabulary Develop an understanding of a wide range of live and recorded music from different style, genres and traditions from variety of composers and musicians.
Improvising and Experimenting			
<ul style="list-style-type: none"> Matches music to pictures/visual resources. Describes the sound of instruments eg scratchy sound, soft sound. Creates visual representation of sounds, instruments and pieces of music, eg mark making to specific sounds or pieces of music. 	<ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the inter-related dimensions of music. Explore different sounds using body percussion Make various sound effects. Suggest which instruments make which sounds. Select sounds sources carefully in response to a story suggest what sounds could be added. Make own short sequence of sounds using symbols as support Make sounds and recognize how they can communicate ideas. Create a sound story. Create rhythmic patterns Make up simple dance patterns – keeping in time to the pulse and rhythm. Use voices to provide sound effects. Create long and short sounds on instruments. Find and play by ear phrases of well known songs on tuned instruments. Make up 3 notes independently Record own tunes <p>Children should</p> <ul style="list-style-type: none"> Experiment with different timbres Explore concepts of low/quiet/fast/slow Explore the effect of silence Experiment and change sounds Make flash cards with symbols to help children remember the different sections of composition Experiment to improve the intended effect Give the composition a title. 	<ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Recognize and explore the ways sounds can be combined and used expressively. Identify how songs are structured and accompanied. Express song meanings/lyrics using voices and instruments Identify and control different ways instruments make sounds. Improvise – devise melodic phrases – pentatonic scale. Use ICT to change and manipulate sounds. <p>Children should</p> <ul style="list-style-type: none"> Explore repeated patterns in music/dance Create repeated patterns and combine several layers of sound with awareness of the combined effect. 	<ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Develop musical imagination through experimenting, improvising and adapting sounds. Explore different textures of un-tuned sounds. Explore the relationship between sounds Explore different combinations of vocal sounds. eg combinations of pitched sounds – chords and dissonants. Identify and play diatonic Chords Improvise-developing rhythmic and melodic material within given structures when performing. Use ICT to change and manipulate sounds. <p>Children should</p> <ul style="list-style-type: none"> Devise more complex rhythmic patterns using semi quavers and rests Improvise rhythmic patterns over a steady pulse with confidence. Fit different rhythmic patterns together and maintain own part with awareness of the pulse.
<p>Pots, pans, paper (any found object that can create sound), loud, quiet, fast, slow, high, low, singing voice, steady beat, duration, pitch, tempo, dynamics, timbre, structure</p>	<p>Ostinato Drone Steady beat Score Structure Phase Sequence Ostinato Drone Graphic score Steady beat Rhythm pattern Duration Pitch Tempo Dynamics Timbre Structure</p>	<p>Steady beat Rhythm Ostinato Phrase Repetition Musical symbols Duration Texture Tempo Pitch Dynamics Timbre Structure Ostinato Drone Repetition Rest step Leap Phrase melody Pentatonic tuned percussion Untuned percussion</p>	<p>Rhythm Phrase Melody Harmony Ostinato Metre Repetition Scale Accompaniment Style Expression Record ICT Duration Pitch Texture Timbre Dynamics Structure Tempo</p>
<p>Vocabulary (Tier 2 and 3)</p>			

