



St Paul's Music Progression Statements

At St Paul's CE Primary school we will "Start children off on the way they should go..." by enabling children to:

- Listen to, review and evaluate music
- Sing fluently and expressively and play tuned and untuned instruments accurately and with control
- Recognise and name the interrelated dimensions of music and use these expressively in their own improvisations and compositions
- Understand and explore how music is created, produced and communicated

EYFS Progression Grids

Musicianship and Notation	<p>To be able to:</p> <ul style="list-style-type: none"> • Know that we can move with the pulse of the music • Find the pulse by copying a character's actions in a nursery rhyme • Copy basic rhythm patterns of single words, building to short phrases from the song/s • Explore high and low using voices and sounds of characters in the songs • Listen to high-pitched and low-pitched sounds on a glockenspiel
Listening and Responding	<p>To be able to:</p> <ul style="list-style-type: none"> • Know twenty nursery rhymes off by heart • Know the stories of some of the nursery rhymes • Know that the words of songs can tell stories and paint pictures • Learn that music can touch your feelings • Enjoy moving to music by dancing, marching, being animals or Pop stars
Singing	<p>To be able to:</p> <ul style="list-style-type: none"> • Sing or rap nursery rhymes and simple songs from memory • Know songs have sections • Sing along with a pre-recorded song and add actions • Sing along with the backing track
Playing Instruments	<p>To be able to:</p> <ul style="list-style-type: none"> • Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the songs • Add a 2-note melody to the rhythm of the words • Play with two pitched notes to invent musical patterns
Improvising	<p>To be able to:</p> <ul style="list-style-type: none"> • Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the songs • Add a 2-note melody to the rhythm of the words • Play with two pitched notes to invent musical patterns
Composing	<p>To be able to:</p> <ul style="list-style-type: none"> • Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the songs • Add a 2-note melody to the rhythm of the words • Play with two pitched notes to invent musical patterns
Performing	<p>To be able to:</p> <ul style="list-style-type: none"> • Know a performance is sharing music • Perform any of the nursery rhymes by singing and adding actions or dance • Perform any nursery rhymes or songs adding a simple instrumental part • Record the performance to talk about

Year 1 Music Progression Statements

Musicianship and Notation	<p>To be able to:</p> <ul style="list-style-type: none"> • Use body percussion, instruments and voices • Find and keep a steady beat together • Begin to move in time with a steady beat/pulse • Copy back simple long and short rhythms with clapping • Copy back singing simple high and low patterns • Start to know and demonstrate the difference between pulse, rhythm and pitch
Listening and Responding	<p>To be able to:</p> <ul style="list-style-type: none"> • Move, dance and respond in any way they can when listening • Describe their thoughts and feelings when listening to music, including why they like or don't like the music • Talk about any instruments they might hear and perhaps identify them • Recognise some band and orchestral instruments • Identify a fast or slow tempo • Identify loud and quiet sounds as an introduction to understanding dynamics • Talk about any other music they have heard that is similar • Begin to understand where the music fits in the world • Begin to understand different styles of music
Singing	<p>To be able to:</p> <ul style="list-style-type: none"> • Sing, rap or rhyme as part of a choir/group • Begin to demonstrate good singing posture – standing up straight with relaxed shoulders • Sing unit songs from memory • Perhaps have a go at singing a solo • Try to understand the meaning of the song • Try to follow the leader or conductor • Add actions and/or movement to a song
Playing Instruments	<p>To be able to:</p> <ul style="list-style-type: none"> • Rehearse and learn to play a simple melodic instrumental part by ear • Play a part on a tuned or untuned instrument by ear • Learn to treat instruments carefully and with respect • Learn to play together with everybody while keeping in time with a steady beat • Perform short, repeating patterns (ostinati or riffs) while keeping in time with a steady beat
Improvising	<p>To be able to:</p> <ul style="list-style-type: none"> • Explore improvisation with a major and minor scale, using three notes • Explore and begin to create personal musical ideas using given notes • Understand that improvisation is about the children making up their own very simple tunes of the spot • Follow a steady beat and stay 'in time' • Improvise simple vocal patterns using 'question and answer' phrases • Understand the difference between creating a rhythm pattern and a pitch pattern
Composing	<p>To be able to:</p> <ul style="list-style-type: none"> • Begin to understand that composing is like writing a story with music • Explore sounds and create their own melody • Perform their simple composition/s using two, three, four or five notes • Use simple notation if appropriate • Create a simple melody of 2-5 major scale notes, using crotchets and minims • Begin to explore and create using graphic scores • Use music technology to capture, change and combine sounds
Performing	<p>To be able to:</p> <ul style="list-style-type: none"> • Rehearse a song and perform it to an audience, explaining why the song was chosen • Add actions and perhaps movement to the song • Perform the song from memory • Follow the leader or conductor • Talk about the performance afterwards, expressing what was enjoyed and what they think could have been better

Year 2 Music Progression Statements

Musicianship and Notation	<p>To be able to:</p> <ul style="list-style-type: none"> • Use body percussion, instruments and voices • Move in time and keep a steady beat together • Create their own rhythmic and melodic patterns • Continue to copy back simple rhythmic patterns using long and short • Continue to copy back simple melodic patterns using high and low • Understand the difference between creating a rhythm pattern and a pitch pattern • Begin to understand that the speed of the beat can change, creating a faster or slower pace (tempo) • Play copy-back rhythms, copy a leader, and invent rhythms for others to copy on untuned and tuned percussion • Create rhythms using word phrases as a starting point • Recognise long and short sounds, and match them to syllables and movement
Listening and Responding	<p>To be able to:</p> <ul style="list-style-type: none"> • Invent different actions to move in time with the music • Move, dance and respond with their bodies in any way they can • Describe their thoughts and feelings when hearing the music • Describe what they see in their individual imaginations when listening to the piece of music • Talk about why they like or don't like the music • Talk about any other music they have heard that is similar • Identify a fast or slow tempo • Mark the beat of a listening piece by tapping or clapping, and recognise tempo and changes in tempo • Identify loud and quiet sounds as an introduction to understanding dynamics • Recognise some band and orchestral instruments • Continue to talk about where music might fit into the world • Begin to understand that there are different styles of music
Singing	<p>To be able to:</p> <ul style="list-style-type: none"> • Sing as part of a choir • Have a go at singing a solo • Demonstrate good singing posture • Sing songs from memory • Sing with more pitch accuracy • Understand and follow the leader or conductor • Sing and try to communicate the meaning of the words • Listen for being 'in time' or 'out of time' • Add actions and perhaps movement to a song
Playing Instruments	<p>To be able to:</p> <ul style="list-style-type: none"> • Rehearse and learn to play a simple melodic instrumental part by ear • Play a part of a tuned or untuned instrument by ear • Learn to treat instruments carefully and with respect • Play together as a group while keeping in time with a steady beat • Perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat
Improvising	<p>To be able to:</p> <ul style="list-style-type: none"> • Explore improvisation with a major scale, using three notes • Begin to create personal musical ideas using the given notes • Understand that improvisation is about children making up their own very simple tunes on the spot • Follow a steady beat and stay 'in time' • Work with partners and in the class to improvise simple 'question and answer' phrases, to be sung and played on untuned percussion, creating a musical conversation
Composing	<p>To be able to:</p> <ul style="list-style-type: none"> • Continue to understand that composing is like writing a story with music • Perform their simple composition/s using two, three, four or five notes • Start their tune/s on note one and end it on note one • Use simple notation if appropriate • Create a simple melody of major or pentatonic scale notes using crotchets and minims • Begin to explore and create using graphic scores • Use music technology, to capture, change and combine sounds

Performance

To be able to:

- Rehearse a song and then perform it to an audience, explaining why the song was chosen
- Add actions to the song
- Show a simple understanding of the Musical Spotlight and Social Question, and how they have influenced the performance
- Perform the song from memory
- Follow the leader or conductor
- Play tunes and untuned instruments musically within the performance
- Use the voice expressively and creatively by singing simple songs
- Play together as a group / band / ensemble
- Talk about the performance afterwards; saying what they enjoyed and what they think could have been better

Year 3 Music Progression Statements

Musicianship and Notation	<p>To be able to:</p> <ul style="list-style-type: none"> • Explore the time signatures of 2/4, 3/4 and 4/4 • Internalise, keep and move in time with a steady beat in 4/4, 3/4 and 2/4 time • Find and keep a steady beat • Listen and copy more complex rhythmic patterns by ear or from notation • Copy back more complex melodic patterns • Copy back and improvise with rhythmic patterns using minims, crotchets, quavers and their equivalent rests • Copy back and improvise simple melodic patterns using three notes • Understand the beginnings of formal notation, linking sounds to symbols, and understand that music has its own language • Create rhythms using word phrases as a starting point • Identify the names of some of the pitched notes on a staff • Identify if a song is major or minor in tonality
Listening and Responding	<p>To be able to:</p> <ul style="list-style-type: none"> • Talk about the style of the music • Share their thoughts and feelings about the music together • Find the beat or groove of the music • Talk about what the song or piece of music means and why it was written • Identify and describe their feelings when hearing the music, including why they like or don't like the music • Use appropriate musical language to describe and discuss the music • Start to use musical concepts and elements more confidently when talking about the music • Recognise that some instruments are band instruments and some are orchestral instruments • Identify specific instruments if they can • Talk about where the music fits into the world • Discuss the style of the music and any other music they have heard that is similar
Singing	<p>To be able to:</p> <ul style="list-style-type: none"> • Sing as part of a choir and in unison • Have a go at singing a solo • Demonstrate good singing posture • Sing the unit songs from memory • Sing with attention to clear diction • Sing more expressively, with attention to breathing and phrasing • Discuss what the song or piece of music might be about • Follow the leader of conductor confidently • Sing with attention to the meaning of the words • Listen for being 'in time' or 'out of time', with an awareness of following the beat • Perform actions confidently and in time • Sing a widening range of unison songs, of varying styles and structures
Playing Instruments	<p>To be able to:</p> <ul style="list-style-type: none"> • Rehearse and learn to play a simple melodic instrumental part, by ear or from notation, in major scales • Develop facility in playing tuned percussion or a melodic instrument, such as a glockenspiel • Play a part on a tuned instrument by ear or from notation • Play the right notes with secure rhythms • Play together as a group while keeping the beat • Listen to and follow musical instructions from a leader • Play their instruments with good posture and technique
Improvising	<p>To be able to:</p> <ul style="list-style-type: none"> • Explore improvisation within a major scale using a wider range of notes • Structure musical ideas (e.g. using echo or 'question and answer' phrases) to create music that has a beginning, middle and end • Become more skilled in improvising; perhaps try more notes and rhythms, including rests or silent beats

	<ul style="list-style-type: none"> • Think about creating music with 'phrases' made up of notes, rather than simply lots of notes played one after the other
Composing	<p>To be able to:</p> <ul style="list-style-type: none"> • Create a simple 4-6 bar melody of notes from major or pentatonic scales, using crotchets, minims, perhaps paired quavers and their corresponding rests • Successfully create a melody in keeping with the style of the backing track. This could include composing over a simple chord progression, a simple groove or a drone • Include a home note, to give a sense of an ending; coming home • Give the melody a shape • Describe how their melodies were created • Start to use simple structures within compositions, e.g. introduction, verse and chorus or AB form • Use simple dynamics • Create a tempo instruction • Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values
Performing	<p>To be able to:</p> <ul style="list-style-type: none"> • Plan, rehearse and perform for an audience a song that has been learnt in the lesson, from memory or with notation, and with confidence • Explain why the song was chosen • Show their understanding of the Musical Spotlight and Social Question, and how they have influenced their performance • Follow the leader or conductor • Talk about the strengths of the performance, how they felt and what they would like to change • Introduce the performance with an understanding of what the song is about and comment on any other relevant connections • Include any actions, instrumental parts/improvisatory ideas/composed passages • Reflect on feelings about sharing and performing, e.g. excitement, nerves, enjoyment, etc.

Year 4 Music Progression Statements*

*These objectives are taught through the Leicestershire Music Hub Wider Opportunities Ukulele Project

Musicianship and Notation	<p>To be able to:</p> <ul style="list-style-type: none"> • Explore the time signatures of 2/4, 3/4 and 4/4 • Internalise, keep and move in time with a steady beat in 4/4, 3/4 and 2/4 time • Listen and copy more complex rhythmic patterns by ear or from notation • Copy back more complex melodic patterns • Copy back and improvise with rhythmic patterns using minims, crotchets, quavers and their equivalent rests • Copy back and improvise simple melodic patterns using • Understand the beginnings of formal notation, linking sounds to symbols, and understand that music has its own language • Identify the names of some of the pitched notes on a staff • Identify if a song is major or minor in tonality
Listening and Responding	<p>To be able to:</p> <ul style="list-style-type: none"> • Talk about the words of the song • Think about why the song or piece of music was written • Identify 2/4, 3/4 and 4/4 metre • Identify the tempo as fast, slow or steady • Discuss the structures of songs • Explain what a main theme is and identify when it is repeated • Identify: call and response; a solo vocal/instrumental line and the rest of the ensemble; a change in texture (the articulation of different words); programme music • Know and understand what a musical introduction is and its purpose • Recall by ear memorable phrases heard in the music • Identify major and minor tonalities • Recognise the sounds and notes of the pentatonic scale by ear and from notation • Describe legato and staccato • Recognise the following styles of music and any important musical features that distinguish each style: 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music
Singing	<p>To be able to:</p> <ul style="list-style-type: none"> • Sing as part of a choir with awareness of size: the larger the choir, the thicker and richer the musical texture • Rehearse and learn songs from memory and/or with notation • Sing in different time signatures: 2/4, 3/4 and 4/4 • Demonstrate vowel sounds, blended sounds and consonants • Sing 'on pitch' and 'in time' • Sing expressively, with attention to breathing and phrasing • Singing expressively, with attention to staccato and legato • Talk about the different styles of singing used for different styles of song • Talk about how the songs and their styles connect to the world
Playing Instruments	<p>To be able to:</p> <ul style="list-style-type: none"> • Rehearse and learn to play a simple melodic instrumental part, by ear or from notation, in major and minor scales • Play the right notes with secure rhythms • Play together as a group while keeping the beat • Listen to and follow musical instructions from a leader • Play their instruments with good posture and technique
Improvising	<p>To be able to:</p> <ul style="list-style-type: none"> • Explore improvisation within a major scale using more notes • Improvise using a limited range of pitches in the instruments they are learning, making use of musical features, including smooth (legato) and detached (staccato) articulation • Improvise over a simple chord progression/groove
Composing	<p>To be able to:</p> <ul style="list-style-type: none"> • Create a 4-8 bar melody of major, minor and pentatonic scales using crotchets, minims, paired quavers and their rests

	<ul style="list-style-type: none"> • Successfully create a melody in keeping with the style of the backing track. This could include composing over a simple chord progression, a simple groove or a drone • Include a home note to give a sense of an ending; coming home • Describe how their melodies were created • Start to use simple structures within compositions, e.g. using echo or 'question and answer' phrases to create music that has a beginning, middle and end • Use simple dynamics • Create a tempo instruction • Create their composition/s with an awareness of the basic chords in the backing track
Performing	<p>To be able to:</p> <ul style="list-style-type: none"> • Rehearse and enjoy the opportunity to share what has been learnt in the lessons • Perform, with confidence, a song from memory or using notation • Play and perform melodies following staff notation, using a small range, as a whole class or in small groups • Include instrumental parts/improvisatory sections/composed passages • Explain why the song was chosen, including its composer and the historical and cultural context of the song • A student will lead part of the performance • Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of the piece • Discuss and talk musically about the strengths and weaknesses of a performance • Collect feedback from the audience and reflect on how future performances might be different

Year 5 Music Progression Statements

Musicianship and Notation	<p>To be able to:</p> <ul style="list-style-type: none"> • Explore the time signatures of 2/4, 3/4, 5/4 and 6/8 • Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation • Copy back various melodic patterns using a more complex range of notes
Listening and Responding	<p>To be able to:</p> <ul style="list-style-type: none"> • Talk about feelings created by the music • Justify a personal opinion with reference to the musical elements • Identify 2/4, 3/4, 4/4, 6/8 and 5/4 metre • Identify instruments by ear and through a range of media • Discuss the structure of the music with reference to the verses, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form • Explain a bridge passage and its position in a song • Recall by ear memorable phrases heard in the music • Explain the role of a main theme in musical structure • Understand what a musical introduction is and know its purpose • Explain rapping • Identify major and minor tonalities • Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation • Recognise the following styles and any key musical features that distinguish each style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock 'n' Roll, South African Pop, Jazz, Contemporary, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals
Singing	<p>To be able to:</p> <ul style="list-style-type: none"> • Sing as part of a choir and in unison • Have a go at singing a solo • Demonstrate good singing posture • Sing the unit songs from memory • Sing with attention to clear diction • Sing more expressively, with attention to breathing and phrasing • Discuss what the song or piece of music might be about • Follow the leader of conductor confidently • Sing with attention to the meaning of the words • Listen for being 'in time' or 'out of time', with an awareness of following the beat • Sing a widening range of unison songs, of varying styles and structures
Playing Instruments	<p>To be able to:</p> <ul style="list-style-type: none"> • Rehearse and learn to play a simple melodic instrumental part, by ear or from notation, in major and minor scales • Play a part on a tuned instrument by ear or from notation • Play the right notes with secure rhythms • Play together as a group while keeping the beat • Listen to and follow musical instructions from a leader • Play their instruments with good posture and technique
Improvising	<p>To be able to:</p> <ul style="list-style-type: none"> • Explore improvisation within a major scale using a more complex range of notes • Structure musical ideas (e.g. using echo or 'question and answer' phrases) to create music that has a beginning, middle and end • Become more skilled in improvising; perhaps try more notes and rhythms, including rests or silent beats • Think about creating music with 'phrases' made up of notes, rather than simply lots of notes played one after the other
Composing	<p>To be able to:</p> <ul style="list-style-type: none"> • Create a simple 4-8 bar melody of major, minor and pentatonic scales using crotchets, quavers, minims and perhaps semibreves and semiquavers, plus all equivalent rests • Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards • Perform simple, chordal accompaniments

	<ul style="list-style-type: none"> • Understand the structure of the composition • Explain its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note) • Include a home note, to give a sense of an ending; coming home • Start to use simple structures within compositions, e.g. introduction, verse and chorus or AB form • Use simple dynamics • Create a tempo instruction
Performing	<p>To be able to:</p> <ul style="list-style-type: none"> • Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unfamiliar audience • Perhaps perform in smaller groups, as well as with the whole class • Perform a range of repertoire pieces and arrangements, combining acoustic instruments to form mixed ensembles • Perform from memory or with notation, with confidence and accuracy • Include instrumental parts/improvisatory sections/composed passages • Explain why the songs was chosen, including its composer and the historical and cultural context • Record the performance and compare it to a previous one • Explain how well the performance communicated the mood of the music • Discuss the strengths and weaknesses of a performance • Collect feedback from the audience and reflect on how future performances might be different

Year 6 Music Progression Statements

Musicianship and Notation	<p>To be able to:</p> <ul style="list-style-type: none"> • Explore the time signatures 2/4, 3/4, 4/4, 5/4 and 6/8 • Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation • Copy back various melodic patterns using a more complex range of notes
Listening and Responding	<p>To be able to:</p> <ul style="list-style-type: none"> • Talk about feelings created by the music • Justify a personal opinion with reference to the musical elements • Identify 2/4, 3/4, 4/4, 6/8 and 5/4 metre • Identify the following instruments by ear and through a range of media: bass guitar; electric guitar; percussion; sections of the orchestra such as brass, woodwind and strings; electric organ; congas; piano and synthesisers; and vocal techniques such as scat singing • Identify the sound of a Gospel choir and soloist, a Rock band, a symphony orchestra and 'a cappella' groups • Discuss the structure of the music with reference to the verse, chorus, bridge and instrumental break • Explain a bridge passage and its position in a song • Recall by ear memorable phrases heard in the music • Explain the role of a main theme in musical structure • Understand what a musical introduction and outro are and know their purpose • Identify major and minor tonalities and chord triads • Recognise the following styles and any key musical features that distinguish each style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz, Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music
Singing	<p>To be able to:</p> <ul style="list-style-type: none"> • Rehearse and learn songs from memory and/or with notation • Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance • Continue to sing in parts • Sing in 2/4, 3/4, 4/4, 5/4 and 6/8 • Demonstrate and maintain good posture and breath support whilst singing • Sing with and without an accompaniment • Have a go at leading singing rehearsals • Discuss with one another how connected they are to the music and songs, and how the songs and styles are connected to the world
Playing Instruments	<p>To be able to:</p> <ul style="list-style-type: none"> • Rehearse and learn to play a melodic instrumental part, by ear or from notation, in a broader range of major and minor scales • Play a melody, following staff notation written on one staff and using notes within an octave range • Make decisions about dynamic range, including fortissimo, pianissimo, mezzo forte and mezzo piano • Play together as a group while keeping the beat • Listen to and follow musical instructions from a leader • Play their instruments with good posture and technique
Improvising	<p>To be able to:</p> <ul style="list-style-type: none"> • Explore improvisation within a major scale using a more complex range of notes • Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation • Become more skilled in improvising; perhaps try more notes and rhythms, including rests or silent beats • Include rests or silent beats • Think about creating music with 'phrases' made up of notes, rather than simply lots of notes played one after the other • Challenge themselves to play for longer periods, both as soloists and in response to others in a group
Composing	<p>To be able to:</p> <ul style="list-style-type: none"> • Create a simple 8-16 bar melody of major, minor and pentatonic scales using crotchets, quavers, minims and perhaps semibreves and semiquavers, plus all equivalent rests • Create a simple chord progression

	<ul style="list-style-type: none"> • Start to use and understand structures within compositions, e.g. introductions, multiple verse and chorus sections, AB form and ternary ABA form • Use music software/apps to create and record, discussing how musical contrasts are achieved • Use music technology to capture, change and combine sounds • Create music in response to music and video stimuli • Compose song accompaniments using basic chords • Use a wider range of dynamics including fortissimo, pianissimo, mezzo forte and mezzo piano • Explain its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note) • Include a home note, to give a sense of an ending; coming home • Start to use simple structures within compositions, e.g. introduction, verse and chorus or AB form • Create their composition/s with an awareness of the basic chords in the backing track
Performing	<p>To be able to:</p> <ul style="list-style-type: none"> • Create, rehearse and present a holistic performance for a specific event, for an unfamiliar audience • Perform a range of songs as a choir in school worships, school performance opportunities and to a wider audience • Perform from memory or with notation, with confidence and accuracy • Understand the value of choreographing any aspect of a performance • Understand the importance of the performing space and how to use it • Lead parts of the performance, individually or as a group • Record the performance and compare it to a previous one • Collect feedback from the audience and reflect on how the audience believed in/supported the performance • Discuss how the performance might change if it were repeated in a larger/smaller performance space