

Music Progression of Skills



OUR VISION FOR TREWIRGIE INFANTS' SCHOOL

'We care, we help, we succeed'

OUR MISSION:

- To inspire children to engage in learning, and be valued members of a caring, supportive, and successful school.
- For all our children to develop life-long learning skills; to be independent and creative thinkers and to be socially confident.
- To enable children to be successful through a curriculum that captures their interests, stimulates their ideas, encourages inquisitiveness and critical thinking and meets their needs.

At Trewirgie Infants' School we believe that Music is an essential part of life, integral in the development of the whole person. Our school gives our children the opportunity to engage in musical experiences which we believe is crucial for the development of the whole child and we aim to give children a lifelong love of music. Engaging in music supports the development of all aspects of a child's learning, from the physical action of using an instrument and the mathematical skills needed to keep a pulse beat, to the listening to the wide variety of sounds created by both voice and instruments. These abilities are directly transferable to other areas of the curriculum, allowing them to flourish, and will be invaluable in their future life. At our school, children have access to music through regular classroom activities and formal music lessons. Our school uses "Sparkyard" to support the learning of each strand of the Music curriculum.

INTENT (curriculum design, coverage and appropriateness)	IMPLEMENTATION (curriculum delivery, teaching and assessment)	IMPACT (attainment and progress)
At Trewirgie Infants' School we believe music is inclusive and accessible to all. We want children to develop a lasting love of music through being exposed to different genres, composers, and styles of music through high quality examples that are performed through live experiences or technology. Trewirgie Infant & Nursery School use 'Sparkyard' to deliver music lessons. Music lessons are interactive and engaging for children and are structured so that non-specialist teachers are able to teach high quality music lessons. Throughout the lessons, children develop their listening and appraising skills as well as developing their musical vocabulary. Alongside developing their singing and playing skills, children develop their improvisation and composition skills. Children are encouraged to take part in activities and perform as part of a group and have regular access to un-tuned and tuned instruments. As part of the sequence of lessons, children's learning is recorded through writing down quotes, filming performances and recording their improvisations.	All children within the school will have access to structured music lessons with access to un-tuned and tuned instruments. We follow the Sparkyard Music Curriculum. It uses a skills-based approach where key musical concepts and themes are developed and revisited across the year groups, building on knowledge and understanding at every stage. Pupils have regular opportunities to perform at the end of each unit taught. Children will have opportunities to perform at assemblies, Christmas productions and end of year shows in year 2. The curriculum map outlines the progression of skills throughout the school and builds on previous knowledge. Children will also be exposed to musical terminology, such as pitch, rhythm and beat. Our curriculum map shows the skills progression throughout the school with planning that builds on previous knowledge and skills to ensure each child progresses during their time with us from their various starting points. Year group planning is allowing children to gain knowledge, master skills, plan, prepare and perform.	At Trewirgie our children show a love of music in various forms, from EYFS pupils using their stage to perform to their peers in the playground to Key Stage 1 children singing skipping rhymes and current popular songs during their playtimes. Each child has the desire to listen to and to perform music whilst being inspired and curious about different genres of music. Pupil conferencing shows children are happy, engaged, creative, enthusiastic, and motivated to do well and are challenged. Learning walks by subject leader, senior leadership team, governors, or external visitors shows evidence of our intent in action and progress. Evidence of learning is shown with photographs, video and recordings alongside planning and end of unit assessments. Children will have an appreciation of how music can contribute to mood, relaxation, mental health, and wellbeing. High quality performances are shared with fellow pupils in assemblies and classes and with parents during termly presentations.

Year 1 Sparkyard Music Curriculum Key Learning and Skills Overview

Key Learning

Term 1: Move To The Beat	Term 2: Exploring Sounds	Term 3: High or Low?
Children can: - Learn to recognise pulse, matching movements to music - Explore percussion instruments - Perform simple instrumental accompaniments to familiar songs - Create simple choreography and learn about dance traditions such as South African Gumboot Dancing and North Indian Kathak Dance	Children can: - Explore how sounds can be produced in different ways using voices and instruments - Sing simple songs, adding facial expressions and actions to enhance performance - Recognise how composers using dynamics, tempo and timbre to reflect a character or theme - Use song lyrics as a stimulus for a composition - Compose short sound sequences to tell a story and perform them to each other - Follow musical instructions and invent notation to represent sound sequences	Children can: - Learn to identify and describe pitch - Explore sounds created by a variety of different instruments and voice, describing their pitch and timbre - Play simple listening games, identifying and copying simple pitch patterns - Use a variety of tuned and untuned percussion instruments - Compose simple sound effects to accompany sections of a story - Compose pitch patterns and represent them using simple graphic notation - Prepare songs for a class performance

Year 2 Sparkyard Music Curriculum Key Learning and Skills Overview

Key Learning

TERM 1: Time To Play – Exploring Pulse and Rhythmic Patterns	TERM 2: Musical Moods and Pictures	TERM 3: Patterns with Pitch – Exploring Pitch and Melody
Children can: - Develop ensemble skills through singing a range of songs and musical passing games - Learn to recognise the difference between pulse and rhythm - Investigate different ways to play rhythms, varying instrumental timbre and dynamics - Play a rhythmic accompaniment to a song or poem, selecting suitable sounds and timbre - Create simple four-beat rhythms and represent using graphic notation Listen with concentration to a range of music, recognising rhythmic features	Children can: - Learn how songs and music can communicate different emotions - Investigate different ways to express the mood of a song, adding facial expressions and changing voice - Work as a class and in small groups to compose and improvise music on the theme of weather - Explore instrumental and vocal timbres, selecting sounds to match a mood, character or theme - Learn to follow and give simple musical instructions - Use songs to inspire a simple soundscape Listen to music and represent sounds using a range of graphic symbols	Children can: - Describe pitch and timbre of instruments - Play simple listening games, using movement to describe the direction of pitch - Sing songs, developing pitch matching skills and perform them with actions and movement - Learn to use their voices creatively, following graphic notations such as vocal story maps and pipe cleaner notation - Learn to play simple melodies and accompaniments using tuned percussion - Prepare songs and music for a class performance

	EYFS	YEAR 1	YEAR 2
	Term 1: My Musical Classroom <u>Unit overview</u> Intent: The children will learn simple welcome songs and have fun working as a class to create simple actions to accompany songs and nursery rhymes. They will learn to follow musical instructions and explore creative movement – jumping like a jack-in-the-box or dancing like a rock 'n' roll teddy bear! Implementation: Active listening activities are used throughout the term and the children will experience a range of music from West African dance to the sound of Norwegian ice instruments! As	Term 1 - Move to the beat – Exploring pulse and rhythm This unit builds on the Reception unit 'My Musical Classroom' <u>Unit overview</u> Intent: This term, the children will learn to recognize pulse, matching movements to music. They will explore percussion instruments and perform simple instrumental accompaniments to familiar songs. Implementation: The children will progress to copying and creating simple rhythm patterns, eventually using simple graphic notations to represent these sounds.	Term 1: Time to play – exploring pulse and rhythmic patterns This unit builds on the Y1 unit 'Move to the beat – exploring pulse and rhythm' <u>Unit overview</u> Intent: From body percussion to disco music, this term develops children's understanding of pulse and rhythm. Implementation: The term begins with songs and activities to get children performing together rhythmically. The children will perform actions and movements to a steady pulse and play simple musical passing games. They will learn songs to explore the difference between pulse and rhythm, and investigate

	the term progresses, they will learn to recognize simple classroom percussion instruments and compare their sounds. They will compose simple sound sequences and represent them using objects and pictures. See detailed Sparkyard planning. Progression of the lessons: Step 1 – Hear my voice Step 2 – What’s the music saying? Step 3 – Instruments everywhere Step 4 – Playing with songs Future learning: This unit builds onto the Year 1 unit. ‘Move to the beat – Exploring pulse and rhythm’. Christmas Production-Performing	Throughout the term, they will be introduced to a range of music and create simple choreography for music, as well as learning about different dance traditions. See detailed Sparkyard planning. Progression of the lessons: Step 1- Identifies pulse through songs and movement Step 2- Controls pulse using voice and instruments Step 3- Recognises the difference between pulse and rhythm Step 4- Copies and creates rhythmic patterns Future learning: This unit builds onto the Year 2 unit. ‘Time to play – exploring pulse and rhythmic patterns’. Christmas Production-Performing	different ways to play rhythms, varying instrumental timbre and dynamics. Working as a class and in small groups, the children will learn to play a simple accompaniment to a song or poem, selecting suitable sounds and timbre. They will learn to create simple four-beat rhythms and represent these using graphic notations such as Beat Monsters! See detailed Sparkyard planning. Progression of the lessons: Step 1- Performs rhythms and movement to a steady pulse Step 2- Copy and create rhythmic patterns Step 3- Combines rhythmic patterns Step 4- Represents rhythmic patterns Future learning: This unit builds onto the Year 3 unit. ‘Hear it, play it! Exploring rhythmic patterns.’ Christmas Production-Performing
	Term 2: Musical patterns and performing <u>Unit overview</u> Intent: This term begins with activities designed to get children recognizing musical patterns in songs and music.	Term 2: Exploring Sounds This unit builds on the Reception unit ‘Musical Patterns and Performing.’ <u>Unit overview</u>	Term 2: Musical moods and pictures This unit builds on the Y1 unit ‘Exploring Sounds’ <u>Unit overview</u>

	Implementation: They will add actions to match song lyrics, play listening games to develop recall of sound sequences, and have fun exploring music-and-movement patterns through songs such as <i>The Mouse And The Giant</i>. The children will develop their recognition of classroom percussion instruments, using them to play simple accompaniments and simple rhythm patterns. They will also begin to explore ways to change sounds and create simple patterns, e.g. playing loudly, quietly, slowly or quickly. Composing music inspired by transport, machines and robots provides an opportunity to explore descriptive sounds and to develop an understanding of pictorial notations. See detailed Sparkyard planning. Progression of the lessons: Step 1 – What’s the pattern? Step 2 – Playing musical patterns and accompaniments Step 3 – Exploring descriptive sounds Step 4 – Let’s perform!	Intent: This term, the children will be exploring how sounds can be produced in different ways using voices and instruments. Implementation: They will listen to a variety of music and will begin to recognize how composers use dynamics, tempo and timbre to bring a character or theme to life! They will learn to sing simple songs as a class, adding facial expressions and actions to enhance a performance. The children will explore song lyrics and use these as a basis for their own compositions. Working as a class and in small groups, they will compose short sound sequences to tell a story or reflect a character and perform these to each other. They will learn to follow musical instructions and invent their own musical notation to represent a sequence of sounds. Progression of the lessons: Step 1- Identifies how sounds can be changed Step 2- Recognises the timbre of instruments and voices Step 3- Sequences sounds to tell stories and create effects Step 4- Copies and creates rhythmic patterns Future learning: This unit builds onto the Year 2 unit. ‘Music Moods and Pictures’.	Intent: This term, the children will learn how songs and music can communicate different moods and emotions. Implementation: They will investigate different ways to express the mood of a song by adding facial expressions and changing the timbre and dynamics of their voice. They will develop their understanding of musical mood through simple songs, where they will be introduced to major and minor tonality. Throughout the term, the children will listen and talk about a wide variety of music. They will learn to represent the sounds they hear using graphic symbols and musical doodles! Working as a class and in small groups, they will compose and improvise music on the theme of weather. They will learn to give musical instructions, taking the role of a conductor in a small group performance. They will create descriptive sounds inspired by a song and create a simple soundscape. See detailed Sparkyard planning. Progression of the lessons: Step 1- Recognises musical mood Step 2- Chooses sounds to match a character, mood or theme Step 3- Sequences sounds to tell stories and create effects
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	Future learning: This unit builds onto the Year 1 unit. 'Exploring Sounds.'		Step 4- Creates and performs soundscapes Future learning: This unit builds onto the Year 3 unit. 'Painting pictures with sound.'
	Term 3: Sound Stories <u>Unit overview</u> Intent: Heading outdoors is encouraged with musical storytelling inspired by the natural environment. From sound sticks to journey sticks, the children will learn to create musical patterns, using natural objects as a musical score. Implementation: The children will learn to create musical patterns, using natural objects as a musical score. Listening choices also reflect the outdoors theme – the perfect opportunity to learn about instruments made from wood. An introduction to musical timbre is explored through fairy-tale characters as the children learn to associate characters with instruments. They will explore the effect of layering instrumental sounds, developing an understanding of musical texture. The story theme continues as children learn to use simple sound effects and pictorial notation to accompany a story or song. See detailed Sparkyard planning. Progression of the lessons:	Term 3: High and low – exploring pitch This unit builds on the Reception unit 'Sound Stories.' <u>Unit overview</u> Intent: This term, the children will be identifying and describing pitch. Implementation: The children will explore the sounds created by a variety of different instruments and voices, describing their pitch and timbre. They will play simple listening games and identify simple pitch patterns in a range of songs and music, recognizing when the pitch gets higher or lower. They will use a variety of tuned and untuned percussion instruments and compose simple sound effects to accompany sections of a story. They will compose pitch patterns and represent these using creative graphic notation tools such as pipe cleaners and coloured cubes! They will finish the term by preparing songs and music for a class performance. See detailed Sparkyard planning. Progression of the lessons:	Term 3: Patterns with pitch – exploring pitch and melody This unit builds on the Y1 unit 'High and low – exploring pitch' <u>Unit overview</u> Intent: This term, the children will be exploring pitch and melody. From the octobass to the piccolo, they will find out about a variety of instruments and learn to describe their pitch and timbre. Implementation: They will play simple listening games and recall a pitch sequence, recognizing where the pitch gets higher, lower or stays the same. Through a range of songs, they will develop their pitch-matching skills, performing them with actions and movement. They will learn to use their voices creatively, creating sounds to match graphic notations such as vocal story maps and pipe-cleaner notation. They will play simple melodies using tuned percussion and be introduced to the pentatonic scale with songs such as <i>Just Five Notes</i> . They will finish the term by preparing songs and music for a class performance. See detailed Sparkyard planning.

	Step 1 – Pitch play and changing sounds Step 2 – Sounds from nature: Patterns and sequences Step 3 – Meet the characters Step 4 – Perform a story! Future learning: This unit builds onto the Year 1 unit. ‘: ‘High and low – exploring pitch’	Step 1- Recognises changes in pitch and copies simple pitch patterns Step 2- Performs simple melodic patterns using voices and pitched instruments Step 3-Represents pitch Step 4- Creates music for a performance Future learning: This unit builds onto the Year 2 unit ‘Patterns with pitch – exploring pitch and melody.	Progression of the lessons: Step 1- Identifies and describes changes in pitch Step 2- Copies pitch patterns Step 3- Creates and notates simple melodies Step 4- Performs simple musical accompaniments Future learning: This unit builds onto the Year 3 unit. ‘Sing, play, notate!’
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RECEPTION MUSIC CURRICULUM – MUSICAL SKILLS

LISTENING	SINGING & VOICE PLAY	PLAYING & EXPLORING	MOVEMENT & IMAGINATION	COMPOSING & NOTATING
1 Describe sounds and music using simple language (e.g. loud/quiet/fast/slow/scary). 2 Identify sounds in the environment and match instruments to sounds. 3 Describe and compare sounds created by instruments and voices. 4 Listen and respond to simple musical instructions (e.g. performing correct action, stopping when the music stops, responding to changes in dynamics or tempo). 5 Listen to music and respond with simple ideas 'the music makes me think of...'.  6 Listen and remember a sequence of sounds (e.g. high, low, high).	1 Join in with familiar songs as part of the class or small group. 2 Build a bank of familiar songs and rhymes (e.g. counting songs, nursery rhymes, routine songs) and talk about them with others. 3 Use singing voice in play activities (e.g. in role play, playing in sand). 4 Experiment with voice sounds (long, short, high, low sliding, humming) and understand the difference between a 'speaking' and a 'singing' voice. 5 Copy simple phrases showing an awareness of pitch and rhythm. 6 Respond to the structure or mood of a song or rhyme (e.g. anticipating a chorus, adding appropriate actions or changing voice). 7 Show an awareness of others when singing and performing (e.g. taking turns in musical games, working with a partner, showing awareness of audience).	1 Experiment with different ways to create sound in both play and teacher-led activities (e.g. using instruments, sound-makers, body percussion). 2 Handle instruments and sound-makers with increasing control (e.g. tapping claves together), using simple dynamics (loud, quiet) and tempo (e.g. fast, slow). 3 Name instruments and sort them by their material (e.g. wood, metal) or how they are played (e.g. shake, tap). 4 Improvise instrumental and vocal sounds in response to a stimulus (e.g. loud sounds for lion, squelchy sounds for 'mud'). 5 Use instruments to accompany a simple song (e.g. tapping the pulse or adding simple tuned accompaniment). 6 Play simple rhythms and melodies from songs (e.g. tapping syllables). 7 Explore the effect of combining sounds. 8 Respond to simple musical cues (e.g. knowing when to start and stop, simple dynamics). 9 Experiment with simple musical patterns (e.g. tap, shake, tap, shake; high, low, high).	1 Move to the pulse of the music when singing. 2 Tap pulse and/or simple rhythms 3 Explore a range of expressive movements to match sounds (e.g. actions, body percussion, dance). 4 Respond to agreed musical cues (e.g. adding appropriate action, stretching tall as the music gets higher). 5 Listen and copy simple sound and movement sequences. 6 Invent movements in response to musical cues (e.g. circling dance ribbon slowly to match slow music; mark-making to music). 7 Respond freely to songs and music, exploring ideas and following own paths of interest. 	1 Choose sounds for a purpose, trying out and adjusting musical ideas. 2 Choose descriptive sounds to match characters or objects (e.g. bells for twinkly stars). 3 Play with the structure of a simple song to create new versions (e.g. replacing words, adding actions). 4 Create simple musical patterns (e.g. play/stop/play/stop; saucepan/sieve/saucepan; loud/quiet/loud/quiet). 5 Follow simple notation (e.g. picture cards). 6 Use a variety of notations to represent musical ideas (e.g. pictorial, natural objects, storyboards). 7 Create music from non-musical starting points (e.g. artwork, movement, nature). 8 Reflect on music-making (e.g. what worked well/what could we change?).

Our Sparkyard Music Curriculum will enable children in Y1 to develop these NOTATION skills:	Term 1: MOVE TO THE BEAT	Term 2: EXPLORING SOUNDS	Term 3: HIGH OR LOW?
1. Recognise how graphic notation can represent created sounds, exploring and inventing own symbols	✓	✓	✓
2. Follow pictures and symbols to guide singing and playing	✓	✓	✓

1. Sing simple songs, chants and rhymes as a class	✓	✓	✓
2. Copy simple pitch patterns accurately (e.g. singing call and response songs) *	✓	✓	✓
3. Respond to visual performance directions (e.g. start, stop, loud, quiet)	✓	✓	✓
4. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.	✓	✓	
5. Perform short copycat rhythms patterns accurately e.g. word pattern chants	✓	✓	✓
6 Play simple rhythmic accompaniments to songs to a steady pulse (e.g. short, repeated rhythms)	✓		
7. Play pitch patterns on tuned instruments		✓	✓
8. Explore instrumental and vocal timbre, recognising how sounds can be changed	✓	✓	✓
9. Perform to an audience**			✓
10. Explore ways to perform a song (e.g. adding simple actions or changing vocal timbre)		✓	✓

Our Sparkyard Music Curriculum will enable children in Y1 to develop these LISTENING skills, and knowledge about GENRE / HISTORY / MUSICIANS	Term 1: MOVE TO THE BEAT	Term 2: EXPLORING SOUNDS	Term 3: HIGH OR LOW?
1. Listen with understanding to music from a range of different periods, styles and share ideas and opinions about the music.	✓	✓	✓
2. Respond to music through movement and dance, identifying a steady beat with others and changing the speed of the beat as the tempo of music changes. .	✓	✓	✓
3. Listen and describe musical patterns using appropriate vocabulary (high, low, loud, soft, fast, slow, spiky, smooth, long, short)	✓	✓	✓
4. Listen to sounds in the local school environment, comparing high and low sounds.			✓

Our Sparkyard Music Curriculum will enable children in Y1 to develop these COMPOSITION and IMPROVISATION skills:	Term 1: MOVE TO THE BEAT	Term 2: EXPLORING SOUNDS	Term 3: HIGH OR LOW?
1. Create simple vocal chants or rhythm phrases, e.g. using question and answer phrases	✓		✓
2. Create musical sound effects and short sequences of sounds in response to stimuli (e.g. song lyrics)	✓	✓	✓
3. Combine sounds to tell a story, choosing and playing classroom instruments or sound makers	✓	✓	
4. Create simple rhythm patterns	✓		
5. Create simple pitch patterns		✓	✓
6. Use music technology (if available, to capture, change and combine sounds		✓	
7. Experiment with different ways to create sound (e.g. body percussion, vocal sounds)	✓	✓	✓
8. Explore percussion sounds to enhance songs and storytelling		✓	✓
9. Perform to an audience**			✓
10. Explore ways to perform a song (e.g. adding simple actions or changing vocal timbre)		✓	✓

Our Sparkyard Music Curriculum will enable children in Y2 to develop these NOTATION skills:	Term 1: MOVE TO THE BEAT	Term 2: EXPLORING SOUNDS	Term 3: HIGH OR LOW?
1. Invent graphic notations to represent simple features of music (e.g. dynamics and tempo)		✓	✓
2. Use graphic notation to represent rhythmic or melodic patterns	✓	✓	✓

Our Sparkyard Music Curriculum will enable children in Y2 to develop these SINGING and PLAYING skills:	Term 1: TIME TO PLAY EXPLORING PULSE	Term 2: MUSICAL MOODS AND PICTURES	Term 3: PATTERNS WITH PITCH
1. Sing songs, chants and rhymes regularly with a good sense of pulse and rhythm and increasing vocal control	✓	✓	✓
2. Sing songs and play singing games, copying pitch patterns accurately *	✓	✓	✓
3. Sing short phrases independently as part of a singing game or short song		✓	✓
4. Respond to visual performance directions and musical instructions and symbols (e.g. dynamics f, p, <, >)	✓	✓	✓
5. Perform rhythmic patterns accurately and invent rhythms for others to copy on untuned percussion or body percussion	✓		
6. Play simple repeated rhythms or melody (ostinato)	✓		✓
7. Explore word rhythms when singing songs, transferring rhythms to instruments or body percussion	✓		✓
8. Control simple dynamics and tempo when singing and playing	✓	✓	✓
9. Play simple melodies and accompany songs using tuned percussion			✓
10. Explore ways to communicate the mood of a song (e.g. adding facial expression, changing dynamics)		✓	✓
11. Perform to an audience**			✓

*You can develop this skill when learning any of our songs. Take advantage of the double-click feature on our WOS player -double-click a line and get the class to sing it back!

** This skill isn't mentioned in every lesson because performing to an audience doesn't always have to involve a hall of parents! Get the class performing to each other on a regular basis or how about an Impromptu performance of the song they are working on the school playground. Singing and sharing musical learning with another class is a great way to develop musicianship and get your class working and thinking like performers!

Our Sparkyard Music Curriculum will enable children in Y2 to develop these LISTENING skills, and knowledge about GENRE / HISTORY / MUSICIANS	Term 1: TIME TO PLAY EXPLORING PULSE	Term 2: MUSICAL MOODS AND PICTURES	Term 3: PATTERNS WITH PITCH
1. Listen with understanding to music from a range of different periods, styles and share ideas and opinions about the music.	✓	✓	✓
2. Listen to and describe simple changes in dynamics, tempo, pitch and articulation using appropriate musical vocabulary (faster, slow, spiky, smooth, loud, soft, getting louder/quieter) and say how it effects the music	✓	✓	✓
3. Listen to and interpret features in recorded or live music using dance, art or drama	✓	✓	✓
4. Move to the pulse of familiar music, coordinating movements and recognising changes in tempo	✓	✓	✓
5. Respond independently to pitch changes heard in melodic phrases, indicating with actions			✓

Our Sparkyard Music Curriculum will enable children in Y2 to develop these COMPOSITION and IMPROVISATION skills:	Term 1: TIME TO PLAY EXPLORING PULSE	Term 2: MUSICAL MOODS AND PICTURES	Term 3: PATTERNS WITH PITCH
1. Create music in response to a non-musical stimulus	✓	✓	
2. Compose or improvise simple descriptive sounds to match a mood, character or theme		✓	
3. Recognise and explore how to change and combine sounds to create simple effects		✓	
4. Explore musical structures, choosing and ordering sounds	✓	✓	✓
5. Recognise and explore how to change and combine sounds to create simple effects		✓	
6. Use music technology, if available to capture change and combine sounds			
7. Create rhythmic patterns from various stimuli, eg spoken words	✓		
8. Compose simple melodies using a given range of notes			✓
9. Collaborate with others, trying out musical ideas and make improvements where necessary	✓		