









Year 1/2 Autumn Cycle A

<p>History: I am making history</p> <p>Rights Respecting Articles: 17,31,13,29,16, 8</p>	<p>Geography: What is my place like?</p> <p>Rights Respecting Articles: 7,17,27,28,29,8</p>	<p>Computing</p> <p>Online Safety Unit 1.1, Effective Searching Unit 2.5, Lego Builders Unit 1.4</p> <p>Rights Respecting Articles: 16,17,29,28,36</p>
<ul style="list-style-type: none"> To begin to understand dates To know where events fit into a chronological frame work To be able to use vocabulary of historical terms To be able to talk about what was important at a particular time To know where events and people fit into a chronological frame work To be able to use vocabulary of historical terms To discuss changes in an aspect of life To identify similarities and differences between ways of life in different periods. 	<ul style="list-style-type: none"> To develop a simple knowledge about their locality To develop basic locational knowledge related to their home and school To consider how people and places interact To use aerial maps and photos To use simple fieldwork and observational skills to measure and record features and processes in their school and the grounds including the weather <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<ul style="list-style-type: none"> Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
<p>Pupils should be taught:</p>	<p>Pupils should be taught:</p>	<p>Pupils should be taught:</p>
<ul style="list-style-type: none"> * To explore the main events in their lives so far , both personal and global events and place them on a timeline. * To ask questions to a visit and record their answers * To explore at artefacts and photos from the past * To explore what Christmas was like in the past and record the similarities and differences <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<ul style="list-style-type: none"> * Where in the world are we? * Which way shall we go? * What can we find in our school grounds? * What did we find? * What is our weather like today? * Design a playground! 	<ul style="list-style-type: none"> To log in safely. To learn how to find saved work in the Online Work area and find teacher comments. To learn how to search Purple Mash to find resources. To become familiar with the icons and types of resources available in the Topics section. To start to add pictures and text to work. To explore the Tools and Games section of Purple Mash To learn how to open, save and print. To understand the importance of logging out To understand the terminology associated with searching. To gain a better understanding of searching on the Internet. To create a leaflet to help someone search for information on the Internet. To compare the effects of adhering strictly to instructions to completing tasks without complete instructions. To follow and create simple instructions on the computer. To consider how the order of instructions affects the result.
<p style="text-align: center;"><u>Language</u></p> <p>the past, clues, timeline, date, before, after, memory, photograph, story, source, interview</p>	<p style="text-align: center;"><u>Language</u></p> <p>School home buildings location address land village land use town city</p>	<p style="text-align: center;"><u>Language</u></p> <p>Log in, username, password, avatar, log out, save, tools, search engine, internet, instruction, algorithm , debug.</p>



Year 1/2 Autumn Cycle A

Art & Design

Rights Respecting Articles: 8, 13, 31, 30, 29, 17

- To develop a range of art and design techniques using colour, texture, line & shape
- To learn about the work of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work
- To evaluate and analyse creative work using the language of art, craft and design
- To use drawing to develop and share ideas, experiences and imagination



Pupils should be taught:

Drawing

- To experiment with a range of mark making techniques
- To learn about the work of different artists and discuss similarities/differences in their work: *Bridget Riley, Vija Clemins, David Hockney, Nancy McCroskey*
- To create a piece of abstract art inspired by *Beatriz Milhazes*
- To create a line drawing and describe the lines
- To create a water effect using different styles of drawing lines for effect
- To explore the use of tones in shading
- To vary the tone, direction and strength of the pencil line within their shading
- To create a 3D drawing in colour
- To use the appropriate drawing tools to create different tones and textures

Language

abstract, composition, shape, wavy, vertical, horizontal, cross hatch, dark, light, thick/thin, wavy/straight, dark tones, mid tones, light tones, texture

Design Technology

Mechanisms: Making a moving storybook

Rights Respecting Articles: 2, 13, 17, 19, 29, 31

Design

- Design purposeful, functional appealing products for themselves and other users based on design criteria
- Generate, develop, model, and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- Select and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)
- Explore and use mechanisms [for example, levers, sliders, wheels and axles]

Evaluate

- Explore and evaluate a range of existing products
- Evaluate their ideas against design criteria

Pupils should be taught:

- To understand that levers and sliders are mechanisms and know that they can make things move
- To create moving models that use levers and sliders
- To use the words: up, down, left, right, vertical and horizontal to describe movement
- To design three pages of my moving story book by:
 - drawing background pictures
 - drawing the moving parts
 - deciding whether to use a lever or a slider on each page
 - labelling the movement of each lever/slider
- To make a moving picture by:
 - Drawing a background
 - Drawing and cutting moving parts
 - Making levers and sliders for the moving parts
 - Putting all the parts together to create the moving picture
 - Possibly making guides and bridges
- To review the success of their product by testing it
- To evaluate their product against the Design Criteria
- To consider what they have learnt from making their moving story book



Language

Mechanism, model, design, evaluation, slider, movement, up, down, left, right, vertical, horizontal, assemble cutting, shaping, finishing

Music

Rights Respecting Articles: 31, 29, 14, 28, 2, 13

- use their voices expressively and creatively by 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 interrelated dimensions of music



Pupils should be taught

Song: Hands, feet and heart **Style of Main Song: African pop**
Unit Theme: South African Music
Listen and Appraise
 To know that music has a steady pulse, like a heartbeat.
 To know some songs have a chorus or a response/answer part.
 To know that songs have a musical style.
 To know and recognise the sound and names of some of the instruments they use.
To recognise instruments/voices you can hear.
Clap and Improvise
 To be able to listen and clap back, then listen and clap your own answer (rhythms of words).
 To know rhythms are different from the steady pulse.
Sing, Play and Improvise
 To use voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.
 To know about voices, singing notes of different pitches (high and low).
 To know you can rap or say words in rhythm.
 To know the names of the notes in their instrumental part from memory or when written down. C, D, E
 To know the names of the instruments they are playing.
 To know that unison is everyone singing at the same time.
Improvisation
 To be able to take it in turns to improvise using C or C and D
Compose
 To be able to compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E. or C, D, E, F + G
Perform & Share
 To participate in a class performance of Hands, feet and heart.
Song: Ho Ho Ho **Style of Main Song: Rap**
Unit Theme: Christmas

Language

Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo

Year 1/2 Spring Cycle A

History Detectives-spot the differences

Rights Respecting Articles: 17,28,14,29,13,8

- To develop an awareness of the past
- To begin to use simple dates
- To know where events and people fit into a chronological frame work
- To be able to use vocabulary of historical terms
- To begin to understand the concepts of continuity and change
- To be able to use basic similarity and differences to draw contrasts
- To understand some of the ways we find out about the past from objects/buildings in an historical environment



Pupils should be taught:

- * To use photographs to develop close observation skills.
- * To explore photographs and be able to use clues to order them chronologically and write simple dates.
- * To compare an aspect of modern homes (cooking, washing, comfort, heat and light) to different periods in the past.
- * To be able to record results on a table.
- * To produce a simple account of one of the big changes and use examples.
- * To be able to use maps and photographs of their area to explore what it looked like before they were born and produce a short description of it.
- * To complete a Heritage Walk of their local area taking photos for their work.
- * To use the evidence from their Heritage Walk and the photos from the past to complete an evidence board based on what has changed and what has stayed the same.
- * To be able to discuss the similarities and differences they have seen.
- * To be able to write a description of one building/ aspect of the town and how it has changed.

Language

timeline, chronology, old, new, recently, younger, years, decade, century, long ago,

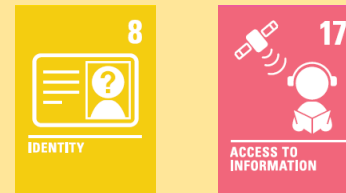
Language (linked to houses and homes)

chimney, street names, roof, tile, thatch, brick, stone, materials, design, modern, Sixties, Fifties, Pre-War, Edwardian, Victorian, technology, architecture, home, house, bungalow, flats

Geography What is our country like?

Rights Respecting Articles: 17,28,8,27,14,29

- To develop locational and place knowledge of the United Kingdom
- To know , the four countries which make up the United Kingdom, their capital cities, the names of the surrounding seas,
- To know some key characteristics of the four countries. Of the United Kingdom
- To develop knowledge of weather as a physical process and identify daily weather patterns in the UK.



Pupils should be taught

- To create a map of the school using symbols and a key
- To recognise the UK from satellite images, globes, world maps and maps of Europe
- To know the countries (& capital cities) that make up the UK and historically how it came about
- To make own map of the UK & Ireland (messy map?)
- To use an atlas to add key features to a map of the UK, seas, rivers, hill ranges etc.
- To know some of the main towns and landmarks of the North East and up to Edinburgh
- To develop understanding of weather terminology and symbols and how the weather changes around the UK

Language

Earth, ocean, sea, coast, land, continent, island, United Kingdom, Wales, Ireland, Scotland, England, Northern Ireland, Capital city, London, Edinburgh, Cardiff, Belfast, Dublin. North Sea, Atlantic Ocean, The Channel, Irish Sea. Direction, North, South, East, West

Computing Technology

Outside School Unit 1.9 Grouping and Sorting Unit 1.2 Creating Pictures Unit 2.6

Rights Respecting Articles:16,17,29,28,31,27

- Recognise common uses of information technology beyond school.
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.









Pupils should be taught

- To walk around the local community and find examples of where technology is used.
- To record examples of technology outside school.
- To sort items using a range of criteria.
- To sort items on the computer using the 'Grouping' activities in Purple Mash.
- To learn the functions of the 2Paint a Picture tool.
- To learn about and recreate the Impressionist style of art (Monet, Degas, Renoir).
- To recreate Pointillist art and look at the work of pointillist artists such as Seurat.
- To learn about the work of Piet Mondrian and recreate the style using the lines template.
- To learn about the work of William Morris and recreate the style using the patterns template.

Language

Technology, sort, criteria, share, template.

Year 1/2 Spring Cycle A

<p>Art & Design</p> <p>Rights Respecting Articles: 28,29,17,13,12,31</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, and painting to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to know about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.  	<p>Design Technology</p> <p>Mechanisms: Making a moving monster</p> <p>Rights Respecting Articles: 17,28,29,14,13,19</p> <p>Design</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking and drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a range of materials and components, including construction materials and textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 	<p>Music</p> <p>Rights Respecting Articles: 28,17,29,31,14</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 interrelated dimensions of music  
<p>Pupils should be taught</p>	<p>Pupils should be taught:</p>	<p>Pupils should be taught</p>
<p>Painting</p> <ul style="list-style-type: none"> To know the names of the primary colours and that these can be mixed to make secondary colours To use primary colours to paint, mix colours to achieve secondary colours and applying the paint with care To create repeating patterns, knowing that a pattern is created by repeating lines, shapes, tones or colours To create repeating patterns from everyday items with paint To learn about the work of Clarice Cliff, and design a plate in this style of painting colourful circles To discuss the work of Clarice Cliff and make links to their own work To learn painting techniques including how to apply paint using a straw and blowing outwards to make branches To develop painting skills, working with control and the correct amount of paint To hold a brush correctly, load the brush with the correct amount of paint and make flowing lines 	<ul style="list-style-type: none"> To look at objects and understand how they move To understand that mechanisms are a collection of moving parts that work together in a machine To know that there is always an input and output in a mechanism To identify mechanisms in everyday objects To understand that a lever is something that turns on a pivot To understand that a linkage is a system of levers that are connected by pivots  <ul style="list-style-type: none"> To devise a whole-class Design Criteria for what a Moving Monster should do To explore different design options To understand that linkages use levers and pivots to create motion To create Design Criteria To draw two moving monster designs that meet all points of the Design Criteria and include the linkage that will make the monster move To create linkage systems using card for levers and split pins for pivot To understand that linkages use levers and pivots to create motion To know how to safely make holes in card To experiment with the linkages by changing the widths, lengths and thicknesses of card To make a moving monster To know how to make linkages by connecting levers and pivot To know that materials can be selected according to their characteristics To design and make the features of their monster To evaluate how functional their monster is and whether it meets the Design Criteria 	<p>Song: I Wanna Play in a Band Style of Main Song: Rock</p> <p>Unit Theme: Playing together in a band</p> <p>Listen and Appraise</p> <p>To know that music has a steady pulse, like a heartbeat. To know some songs have a chorus or a response/answer part. To know that songs have a musical style. To know and recognise the sound and names of some of the instruments they use. To recognise instruments/voices you can hear.</p> <p>Clap and Improvise</p> <p>To be able to listen and clap back, then listen and clap your own answer (rhythms of words). To know rhythms are different from the steady pulse.</p> <p>Sing, Play and Improvise</p> <p>To use voices and instruments, listen and sing back, then listen and play your own answer using two notes, with F moving to G To know about voices, singing notes of different pitches (high and low). To know you can rap or say words in rhythm. To know the names of the notes in their instrumental part from memory or when written down. F,G,A To know the names of the instruments they are playing. To know that unison is everyone singing at the same time.</p> <p>Improvisation</p> <p>To be able to take it in turns to improvise using F or F and G, A, B flat/A sharp ,C</p> <p>Compose</p> <p>To be able to compose a simple melody using simple rhythms, choosing from the notes F and G, A, B flat/A sharp ,C</p> <p>Perform & Share</p> <p>Song: Zootime Style of Main Song: Reggae Unit Theme: Animals and Reggae</p>
<p>Language</p> <p>primary colours, secondary colours, blend, pattern, line, shape, tone, concentric circles, flowing stroke</p>	<p>Language</p> <p>Mechanisms, evaluation, mechanical, input, levers, wheels, axels, linkages, pivots, linear motion, re-circulating motion, oscillating motion, rotary motion, survey</p>	<p>Language</p> <p>Keyboard, drums, bass, electric guitar, rock. Pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo, reggae,</p>



Year 1/2 Summer Cycle A

History Holidays Now and Then

Rights Respecting Articles: 13,17,31,8,28,29

- To develop an awareness of the past beyond living memory
- To be able to use vocabulary of historical terms
- To be able to ask questions
- To understand ways in which we find out about the past
- To be able to identify different ways in which the past is presented through the use of primary resources.
- To identify similarities and differences between ways of life in different periods.



Pupils should be taught:

- * To explore evidence in order to be able to arrange images of seaside holidays on a timeline from now to Victorian times.
- * To ask questions (of a visitor) about holidays in the 50s.
- * To be able to record their answers in a short summary of holidays in the 50s
- * To use photographs to support inference skills to record the key features of a Victorian seaside holiday.
- * To be able to write a description of one aspect of a Victorian holiday using key terms and a date.
- * To be able to compare and contrast holidays to say what has changed and what has stayed the same
- * To be able to create an image poster about holidays in the past justify their reasons.

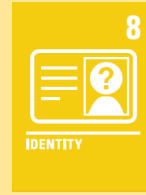
Language

Chronological, decade, before, after, since, coast, holiday, bank holiday, leisure, transport, travel Victorian/Edwardian, 1950, past, present, compare

Geography Wherever next?

Rights Respecting Articles: 12,13,17,27,28,29,30,8

- To develop knowledge of globally significant places: - Poles and Equator, looking at their location and some of the basic defining physical and human characteristics.
- To develop an understanding of some features of the weather in hot and cold areas of the world and their effects.
- To use world maps of different types and globes to identify the continents, oceans, poles and equator.
- To use simple locational and directional language to describe features on different maps
- To use and label photographs of key features



Pupils should be taught:

- To identify at a simple level some of the key features of different climate zones and weather by using geographical photographs and build pupil vocabulary
- Know the locations and features of some of the coldest places on Earth
- To identify the location and key features of the equatorial region.
- To understand how people cope with the impact of physical features on human life in a country on the equator.
- To revise where hot and cold places are and ask questions about our weather and how we can collect data (set up rain gauge and thermometer- collect data for next lesson)
- Present simple explanation of weather that day (+ through the week) Use temp and rain gauge data. Annotate a photo using weather vocab

Language

Earth, poles, Equator, continent, ocean, climate, weather, location, globe, physical feature, compass, North, South, East, West

Computing

Spreadsheets Unit 1.8, Coding Unit 1.7, Coding Unit 2.1

Rights Respecting Articles: 17, 29,28

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.



Pupils should be taught:







- To know what a spreadsheet program looks like.
 - How to open 2Calculate in Purple Mash.
 - How to enter data into spreadsheet cells.
 - To use 2Calculate image tools to add clipart to cells.
 - To use 2Calculate control tools: lock, move cell, speak and count.
- To use design mode to set up a scene.
- To add characters.
- To use code blocks to make the character perform actions.
- To use collision detection.
- To save and share work.
- To know the save, print, open and new icon.
- To design algorithms and then code them.
- To compare different object types.
- To use the repeat command.
- To use the timer command.
- To know what debugging is and debug programs.

Language

Arrow, backspace, cursor, column, cell, row, action, code, command, object, program, algorithm, bug, de-bug.



Year 1/2 Summer Cycle A

<p>Art & Design</p> <p>Rights Respecting Articles: 8,17,13,29,30,31,12</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <div style="display: flex; justify-content: space-around;">   </div>	<p>Design Technology</p> <p>Mechanisms: Wheels and Axels Fairground Wheel</p> <p>Rights Respecting Articles: 3,12,13,29,31,17,19</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products Generate, develop and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Explore and use mechanisms in their products Design purposeful, functional, appealing products for themselves and other users based on design criteria Explore and use mechanisms in their products Select from and use a range of tools and equipment to perform practical tasks <p>Cross-Curricular Links</p> <p>Mathematics</p> <ul style="list-style-type: none"> Measure and begin to record lengths and heights Select from and use a range of tools and equipment to perform practical tasks Evaluate their ideas and products against design criteria Identify and describe the properties of 2D shapes including the number of sides and the line of symmetry in a vertical line <p>Science</p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock paper and cardboard for particular use 	<p>Music</p> <p>Rights Respecting Articles:12,13,29,31,15,2</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 interrelated dimensions of music <div style="display: flex; justify-content: space-around;">   </div>
<p>Pupils should be taught:</p>	<p>Pupils should be taught:</p>	<p>Pupils should be taught:</p>
<p>Multimedia Project: At the Seaside</p> <ul style="list-style-type: none"> To know about the work of a range of artists, describe the differences and similarities and make links to their own work: Renoir, Joaquin Sorolla, Peder Severin Kroyer, Vincent Van Gogh To identify key features of a landscape To draw lines to represent the horizon line and the sea To identify different textures in a scene To find and use appropriate materials to create different textures and quantifying their decisions for using them To create different tints and shades with paint, creating a tonal representation of the sea and sky To understand that light colours stand out more and darker colours recede To demonstrate a controlled use of paint and water to create tonal areas of dark and light To identify colours used in an artist's works, mixing colours to match these and applying the colours carefully with a paintbrush To create paintings that are relatively neat and controlled with good use of colour and texture To paint areas of dark and light, working with a small brush to paint details and use other objects and materials to add further details 	<p>Wheels and Axels</p> <p>To understand how wheels move</p> <ul style="list-style-type: none"> To identify what mechanism makes a toy or vehicle roll forwards To know that in order for a wheel to move it must be attached to an axle To draw and label a diagram of an axle, wheel and axle holder <p>To identify what stops wheels from turning</p> <ul style="list-style-type: none"> To know that a wheel needs an axle in order to move To fix a design so that the wheel can move To use appropriate vocabulary to describe which parts are moving or not <p>I can design a moving vehicle</p> <ul style="list-style-type: none"> To know what makes a wheel and an axle work To design a moving vehicle To label their design using appropriate vocabulary <p>To build a moving vehicle</p> <ul style="list-style-type: none"> To make a wheel and axle mechanism To evaluate their design to make it even better <p>Fairground Wheel</p> <p>Design</p> <ul style="list-style-type: none"> To explore wheel mechanisms and design a wheel To know how axles help wheels to move a vehicle To evaluate different designs To design and label a working wheel <p>Make</p> <ul style="list-style-type: none"> To build and test a moving wheel To understand the properties of different materials To communicate their ideas to someone else To select appropriate materials for their wheel <p>Evaluate</p> <ul style="list-style-type: none"> To make and evaluate a structure with a rotating wheel To evaluate a wheel mechanism and adapt as necessary To know how to ensure that their pod stays upright whilst being rotated around a fixed point <div style="display: flex; justify-content: space-around;">   </div>	<p>Song: Friendship song Style of Main Song: Pop</p> <p>Unit Theme: Songs about being friends</p> <p>Listen and Appraise</p> <ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know some songs have a chorus or a response/answer part. To know that songs have a musical style. To know and recognise the sound and names of some of the instruments they use. To recognise instruments/voices you can hear. <p>Clap and Improvise</p> <ul style="list-style-type: none"> To be able to listen and clap back, then listen and clap your own answer (rhythms of words). To know rhythms are different from the steady pulse. <p>Sing, Play and Improvise</p> <ul style="list-style-type: none"> To use voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D To know about voices, singing notes of different pitches (high and low). To know you can rap or say words in rhythm. To know the names of the notes in their instrumental part from memory or when written down. C, D, E, G, A To know the names of the instruments they are playing. To know that unison is everyone singing at the same time. <p>Improvisation</p> <ul style="list-style-type: none"> To be able to take it in turns to improvise using C or D and C D E G A <p>Compose</p> <ul style="list-style-type: none"> To be able to compose a simple melody using simple rhythms, choosing from the notes C D E G A <p>Perform & Share</p> <p>Reflect, rewind, replay, Style: Classical</p>
<p>Language</p> <p>Texture, tint shade, tone, light colour, dark colour, primary colours, secondary colours</p>	<p>Language</p> <p>Mechanic, chassis, evaluation, Wheel, Ferris Wheel, seat, capsule, pods, axel, axel holder, strong, rigid, waterproof, structure</p>	<p>Language</p> <p>Keyboards, drums, bass, glockenspiel pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo,</p>