



Adel Primary School

MUSIC Curriculum

Early Years to Year 6

Our music curriculum is designed to engage and inspire all pupils to develop a love of music and to nurture their musical talent. It has been built with the aim that all pupils will:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.



EYFS Autumn 1 Charanga Topic: Me!	EYFS Autumn 2 Charanga Topic: My Stories	EYFS Spring 1 Charanga Topic: Everyone!	EYFS Spring 2 Charanga Topic: Our World	EYFS Summer 1 Charanga Topic: Big Bear Funk	EYFS Summer 2 Charanga Topic: Reflect, Rewind and Replay
<p><u>Listen and Respond:</u> <i>A different style of music each week</i></p> <ul style="list-style-type: none"> • Celebration by Kool & The Gang • Happy by Pharrell Williams • Sing by the Carpenters • Sing a Rainbow sung by Peggy Lee • Happy Birthday by Stevie Wonder • Our House by Madness <p><u>Explore and Create:</u> <i>Initially using voices only but building to using classroom instruments too</i></p> <ul style="list-style-type: none"> • Find the pulse in different ways • Copycat rhythm games • High and low games (pitch) <p><u>Singing:</u> <i>Nursery rhymes and action songs - building to singing and playing</i></p> <ul style="list-style-type: none"> • Pat-a-cake • 1, 2, 3, 4, 5, Once I Caught a Fish Alive • This Old Man • Five Little Ducks • Name Song • Things For Fingers <p><u>Share and perform:</u> <i>Share the learning that has taken place each week.</i></p>	<p><u>Listen and Respond:</u> <i>A different style of music each week</i></p> <ul style="list-style-type: none"> • Roll Alabama by Bellowhead • Boogie Wonderland by Earth Wind and Fire • Don't Go Breaking My Heart by Elton John and Kiki Dee • Ganesh is Fresh by MC Yogi • Frosty the Snowman by Ella Fitzgerald • Spiderman sung by Michael Bublé <p><u>Explore and Create:</u> <i>Using voices and classroom instruments</i></p> <ul style="list-style-type: none"> • Find the pulse in different ways • Rhythm games (copycat) • Explore high and low (pitch and improvisation with voices) • Create your own sounds (improvisation and composition with voices and/or instruments) <p><u>Singing:</u> <i>Nursery rhymes and action songs - building to singing and playing</i></p> <ul style="list-style-type: none"> • I'm A Little Teapot • The Grand Old Duke Of York • Ring O' Roses • Hickory Dickory Dock • Not Too Difficult • The ABC Song <p><u>Share and perform:</u> <i>Share the learning that has taken place each week</i></p>	<p><u>Listen and Respond:</u> <i>A different style of music each week</i></p> <ul style="list-style-type: none"> • We Are Family by Sister Sledge • Thula Baba - a South African Lullaby • ABC by The Jackson 5 • My Mum is Amazing by Zain Bhikha • Conga by Miami Sound Machine • Mozart's Horn Concerto no 4 – Rondo <p><u>Explore and Create:</u> <i>Using voices and classroom instruments</i></p> <ul style="list-style-type: none"> • Find the pulse in different ways • Rhythm games • Explore high and low (pitch and improvisation with voices) • Create your own sounds (improvisation and composition with voices and/or instruments) <p><u>Singing:</u> <i>Nursery rhymes and action songs - building to singing and playing</i></p> <ul style="list-style-type: none"> • Wind The Bobbin Up • Rock-a-bye Baby • Five Little Monkeys Jumping On The Bed • Twinkle Twinkle • If You're Happy And You Know It • Head, Shoulders, Knees And Toes <p><u>Share and perform:</u> <i>Share the learning that has taken place each week</i></p>	<p><u>Listen and Respond:</u> <i>A different style of music each week</i></p> <ul style="list-style-type: none"> • Lovely Day performed by Bill Withers • Beyond The Sea sung by Robbie Williams • Mars from The Planets by Gustav Holst • Frogs' Legs and Dragons' Teeth by Bellowhead • Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell • Singing In The Rain performed by Gene Kelly <p><u>Explore and Create:</u> <i>Using voices and classroom instruments</i></p> <ul style="list-style-type: none"> • Find the pulse in different ways • Rhythm games (copycat) • Explore high and low (pitch and improvisation with voices) • Create your own sounds (improvisation and composition with voices and/or instruments) <p><u>Singing:</u> <i>Nursery rhymes and action songs - building to singing and playing</i></p> <ul style="list-style-type: none"> • Old Macdonald • Incy Wincy Spider • Row, Row, Row Your Boat • The Wheels On The Bus • The Hokey Cokey <p><u>Share and perform:</u> <i>Share the learning that has taken place each week</i></p>	<p><u>Listen and Respond:</u> <i>A different piece of funk music each week</i></p> <ul style="list-style-type: none"> • Big Bear Funk by Joanna Mangona • I Feel Good by James Brown • Don't You Worry 'Bout A Thing performed by Incognito • My Promise by Earth Wind & Fire • Superstition by Stevie Wonder <p><u>Explore and Create:</u> <i>Using voices and classroom instruments</i></p> <ul style="list-style-type: none"> • Find the pulse in different ways • Rhythm games (copyback teacher then child-led) • Explore pitch by creating your own sounds with voices and instruments (copyback games and riff building leading to improvisation and composition) <p><u>Singing:</u> <i>Nursery rhymes and action songs - building to singing and playing</i></p> <ul style="list-style-type: none"> • Big Bear Funk • Revisit a selection of nursery rhymes and action songs <p><u>Share and perform:</u> <i>Share the learning that has taken place each week</i></p>	<p><u>Listen and Appraise:</u> <i>A different piece of music each week</i></p> <ul style="list-style-type: none"> • William Tell Overture by Rossini • Dance Of The Sugar Plum Fairy by Tchaikovsky • Flight Of The Bumblebee by Rimsky-Korsakov • Jupiter, The Bringer of Jolity by Gustav Holst • Fantasia On A Theme By Thomas Tallis by Vaughan Williams • E.T. Flying Theme by John Williams <p><u>Explore and Create:</u> <i>Using voices and classroom instruments</i></p> <ul style="list-style-type: none"> • Continue to embed the foundations of the interrelated dimensions of music using voices and instruments • Improvisation using voices and instruments • Riff-based composition <p><u>Singing:</u> <i>Nursery rhymes and action songs - building to singing and playing</i></p> <ul style="list-style-type: none"> • Sing and revisit nursery rhymes and action songs • Play instruments within the song <p><u>Share and perform:</u> <i>Prepare for a performance of nursery rhymes, songs and activities from the year</i></p>



Year 1 Autumn 1	Year 1 Autumn 1	Year 1 Spring 1	Year 1 Spring 2	Year 1 Summer
Explore Percussion Instruments	Performance Singing	Compose on Percussion Instruments	Singing	World Music Performance on Percussion from Brazil
Skills <ul style="list-style-type: none"> I can describe music and express my feelings and opinions through various means e.g. words, thumbs up. I can control changes in dynamics with my voice and instruments, e.g. louder/quieter. I can copy a simple rhythm and can differentiate between pulse and rhythm. 	Skills <ul style="list-style-type: none"> I can copy a simple rhythm and can differentiate between pulse and rhythm. I can control changes in tempo with my body, and instruments, e.g. faster/slower. I can control changes in dynamics with my voice and instruments, e.g. louder/quieter. I can sit silently with an instrument and can perform to people I don't know. 	Skills <ul style="list-style-type: none"> I can sit silently with an instrument and can perform to people I don't know. I can differentiate between long and short sounds and use them when composing, notating my patterns. I can choose sounds to represent ideas (e.g. shakers for leaves falling off a tree). 	Skills <ul style="list-style-type: none"> I can sing with an awareness of pitch and phrase, following the shape of melody using big, clear mouth shapes to form words. I can differentiate between high and low sounds. I can control changes in dynamics with my voice, e.g. louder/quieter. 	Skills <ul style="list-style-type: none"> I can sit silently with an instrument and can perform to people I don't know. I can copy a simple rhythm and can differentiate between pulse and rhythm. I can describe music and express my feelings and opinions through various means e.g. words, thumbs up. I can begin to use graphic notation (shapes / symbols to represent long and short sounds)
Instruments Voice, claves	Instruments Voice	Instruments Voice, selection of percussion	Instruments Voice, selection of percussion, glockenspiel	Instruments Body percussion, bucket 'drums', maracas, claves
Vocabulary Loud, quiet, rhythm, pulse, rhythm sticks	Vocabulary Rhythm, pulse, fast, slow, loud, quiet	Vocabulary long/short sounds, rhythm, pulse	Vocabulary High/low sounds, rhythm, pulse	Vocabulary Loud, quiet, fast, slow, rhythm, graphic notation
Music Appraisal Clare de Lune by Claude Debussy (Classical)	Music Appraisal With a Little Help from My Friends by The Beatles (Rock)	Music Appraisal Happy Birthday by Stevie Wonder (Motown Sounds)	Music Appraisal King of the Swingers by Sherman Brothers / Rudyard Kipling (Swing & Jazz)	Music Appraisal Fanfarra Cabua-le-le by Sergio Mendes World music (Brazilian Carnival Music)



Year 2 Autumn 1	Year 2 Autumn 2	Year 2 Spring 1	Year 2 Spring 2	Year 2 Summer
Exploring Percussion Instruments	Performance Singing	Composition and improvise on percussion instruments	Singing	World Music Performance- dancing and singing from Mexico
Skills <ul style="list-style-type: none"> I can practice and refine performances in groups and as a class. I can copy a simple rhythm and can differentiate between pulse and rhythm. I can keep a steady pulse and play at different speeds. I can suggest and control changes to performances and compositions by using the opposites (faster/slower, louder/quieter). I can use words / pictures / symbols to represent sounds and create rhythm patterns. 	Skills <ul style="list-style-type: none"> I can practise and refine performances in groups and as a class. I can keep a steady pulse and play at different speeds. I can copy a simple rhythm and can differentiate between pulse and rhythm. I can practise and refine performances in groups and as a class. I can use words / pictures / symbols to represent sounds and create rhythm patterns. 	Skills <ul style="list-style-type: none"> I can practise and refine performances in groups and as a class. I can choose sounds to represent ideas (e.g. shakers for leaves falling off a tree). I can compose in a small group with other children. I can control changes in dynamics with my voice and instruments, e.g. louder/quieter. 	Skills <ul style="list-style-type: none"> I can listen to music with increasing discernment, saying what I like and dislike about it. I can practise and refine performances in groups and as a class. I can differentiate between high and low sounds and can show changes in pitch using tuned percussion e.g. steps, slides, jumps. 	Skills <ul style="list-style-type: none"> I can practise and refine performances in groups and as a class. I can listen to music with increasing discernment, saying what I like and dislike about it. I can use words / pictures / symbols to represent sounds and create rhythm patterns. I can perform simple accompaniments (including use of rhythmic ostinato) to a melody and give thought to the meaning / mood. I can differentiate between long and short sounds I can begin to use graphic notation as part of a group
Instruments Body percussion, voice, selection of percussion, claves	Instruments Voice	Instruments Voice, glockenspiel	Instruments Voice, body percussion	Instruments Voice, cymbal, triangle, drum, claves, tambourine, castanets, maracas
Vocabulary Loud, quiet, fast, slow, long and short sounds, rhythm and pulse	Vocabulary Loud, quiet, fast, slow, long and short sounds, rhythm and pulse	Vocabulary Loud, quiet	Vocabulary High / low sounds	Vocabulary Loud, quiet, fast, slow, long and short sounds, rhythm and pulse
Music Appraisal Bolero by Maurice Ravel (Classical)	Music Appraisal Rock Around the Clock by Bill Haley and the Comets (Rock)	Music Appraisal Reach Out by The Four Tops (Soul)	Music Appraisal Circle of Life by Elton John (Musical theatre)	Music Appraisal Cielito Lindo by Quirino Mendoza Cortes (Mexican folk)



Year 3 Autumn 1	Year 3 Autumn 2	Year 3 Spring 1	Year 3 Spring 2	Year 3 Summer
Beginning the Ukulele Singing	Performance on the Ukulele Singing	Composition and Improvisation on the Ukulele / Singing	Performance on the Ukulele Singing	World Music - Songs on the Ukulele
Notation	Structure	Dynamics/ Tempo	Texture	Timbre
Skills <i>Ukelele -Introduction</i> <ul style="list-style-type: none"> I can hold the ukulele correctly with good posture. I can name the four strings of the ukulele (G, C, E, A). I can strum using a basic downstroke pattern. I can play as part of an ensemble, listening to others and keeping in time. I can perform a song on my own or as part of a group, to an audience, with increasing clarity (diction) I can sing in tune with expression (using dynamics, phrasing) I can listen to short extracts and respond to specific questions, e.g. about the genre 	Skills <i>Ukelele – First Chords and Songs</i> <ul style="list-style-type: none"> I can read chord charts for the C, F, Am, and G chords. I can change between chords confidently while playing. I can play a simple song using these chords from beginning to end. I can keep a steady rhythm and count beats while I play. I can perform a song on my own or as part of a group, to an audience, with increasing clarity (diction). I can sing in tune with expression (using dynamics, phrasing). I can listen to short extracts and respond to specific questions, e.g. about the genre. 	Skills <i>Ukelele – Rhythm and Composition</i> <ul style="list-style-type: none"> I can read and play rhythms using standard musical notation (e.g., crotchets, quavers). I can compose a short piece using the chords I know. I can perform my composition to others with confidence. I can perform a song on my own or as part of a group, to an audience, with increasing clarity (diction). I can sing in tune with expression (using dynamics, phrasing). I can listen to short extracts and respond to specific questions, e.g. about the genre. 	Skills <i>Ukelele – Musical Understanding & Listening</i> <ul style="list-style-type: none"> I can understand and explain musical terms including ‘D.C. al Fine’ (meaning ‘go back to the beginning and play until you reach the word “Fine”, which signifies the end’) and repeat signs. I can use my ears to recognise changes in pitch, rhythm, and dynamics. I can talk about music I hear using musical vocabulary and describe how it makes me feel. I can perform a song on my own or as part of a group, to an audience, with increasing clarity (diction). I can sing in tune with expression (using dynamics, phrasing). I can listen to short extracts and respond to specific questions, e.g. about the genre. 	Skills <i>Ukelele</i> <ul style="list-style-type: none"> I can perform a song on my own or as part of a group, to an audience, with increasing clarity (diction) I can sing in tune with expression (using dynamics, phrasing) I can listen to short extracts and respond to specific questions, e.g. about the genre
Instruments Voice, ukulele	Instruments Voice, ukulele	Instruments Voice, ukulele	Instruments Voice, ukulele	Instruments Voice, ukulele
Vocabulary String, chord, downstroke, ensemble, strum, genre	Vocabulary Chord, rhythm, beat, strum, genre	Vocabulary Crochet, quaver, chord, composition, genre	Vocabulary Pitch, dynamics, ‘D.C. al Fine’, rhythm, genre	Vocabulary Revisit vocabulary covered
Music Appraisal A Night on a Bare Mountain by Modest Mussorgsky (Classical)	Music Appraisal Jailhouse Rock by Elvis Presley (60s Rock and Pop)	Music Appraisal I Feel Good by James Brown (Funk music)	Music Appraisal Mr Mistoffelees from Cats (Musical theatre)	Music Appraisal Somewhere Over the Rainbow by Israel 'IZ' Kamakawiwo'ole (Hawaiian reggae)



Year 4 Autumn 1	Year 4 Autumn 2	Year 4 Spring 1	Year 4 Spring 2	Year 4 Summer
Beginning the Guitar	Performance on the Guitar Singing	Composition and Improvisation on the Guitar / Singing	Performance on the Guitar Singing	World Music - Songs on the Guitar
Notation	Structure	Dynamics/Tempo	Texture	Timbre
Skills <i>Guitar Introduction</i> <ul style="list-style-type: none"> I can hold the guitar correctly and use a strap or footstool if needed. I can name the six strings of the guitar (E, A, D, G, B, E). I can strum using a basic downstroke pattern with either a pick or fingers. I can play simple open strings and short patterns as part of an ensemble. I can listen and comment on music from different historical periods, displaying understanding of how music has developed over time. 	Skills <i>Guitar - First Chords and Songs</i> <ul style="list-style-type: none"> I can read chord diagrams and play basic open chords (e.g., Em, G, C, D). I can change between chords smoothly while playing a song. I can play a simple chord-based song from start to finish. I can maintain a steady beat and count in time while strumming. I can listen and comment on music from different historical periods, displaying understanding of how music has developed over time. 	Skills <i>Guitar - Rhythm and Composition</i> <ul style="list-style-type: none"> I can read and play simple rhythms using standard musical notation. I can compose a short chord progression and create a strumming pattern for it. I can perform my composition with confidence to others. I can listen and comment on music from different historical periods, displaying understanding of how music has developed over time. 	Skills <i>Guitar - Musical Understanding and Listening</i> <ul style="list-style-type: none"> I can understand and explain musical instructions such as D.C. al Fine, repeats, and tempo changes. I can use listening skills to identify differences in pitch, rhythm, and dynamics. I can describe what I hear in music using musical vocabulary and express my own opinions I can listen and comment on music from different historical periods, displaying understanding of how music has developed over time. 	Skills <i>Guitar</i> <ul style="list-style-type: none"> Revisit skills covered this year ready to perform. I can listen and comment on music from different historical periods, displaying understanding of how music has developed over time
Instruments Guitar	Instruments Guitar, voice	Instruments Guitar, voice	Instruments Guitar, voice	Instruments Guitar, voice
Vocabulary Strum, downstroke, strings, patterns, ensemble	Vocabulary Chords, steady, beat, strum	Vocabulary Rhythm, composition, musical notation, pattern	Vocabulary Tempo, repeat <i>al fine</i> , pitch, dynamics	Vocabulary Revisit vocabulary covered this year
Music Appraisal Mars Bringer of War by Gustav Holst (Orchestral)	Music Appraisal Johnny B. Goode by Chuck Berry (Rock and roll)	Music Appraisal Lean on Me by Bill Withers (Soul)	Music Appraisal Stomp by Luke Cresswell and Steve McNicholas (Percussion theatre)	Music Appraisal Jai Ho by Allah Rakha Rahman (Indian pop)



Year 5 Autumn 1	Year 5 Autumn 2	Year 5 Spring 1	Year 5 Spring 2	Year 5 Summer
Beginning the glockenspiel	Singing / playing an instrument for performance	Composition/improvisation on the glockenspiel	Composition/improvisation on the Digital Audio Workshop	Performance – World Music Singing sea shanties from England & New Zealand
Notation	Structure	Dynamics /Tempo	Texture	Timbre
Skills <ul style="list-style-type: none"> I can compare music of contrasting styles and genres using appropriate vocabulary. I can recognise crotchets, crotchet rests, quavers, minims, semibreves and use them to compose and perform rhythms. I can recognise and play notes, D E F on the glockenspiel. I can identify families of instruments and world instruments, e.g. wind, brass, African drums. I can compose a short ostinato. 	Skills <ul style="list-style-type: none"> I can compare music of contrasting styles and genres using appropriate vocabulary. I can explore simple structures for example binary form and question and answer. I can sing or play expressively to a variety of audiences. I can suggest and implement improvements to compositions and performances, saying whether the changes have worked in achieving the intended effect and why/not. 	Skills <ul style="list-style-type: none"> I can compare music of contrasting styles and genres using appropriate vocabulary. I can suggest and implement improvements to compositions and performances, saying whether the changes have worked in achieving the intended effect and why/not. I can plan a composition, alone or in a group, and monitor its development. 	Skills <ul style="list-style-type: none"> I can learn to arrange and perform my own composition using a Digital Audio Workshop. I have creative control and can make musical decisions. 	Skills <ul style="list-style-type: none"> When singing, I can maintain my own part with accurate pitch whilst hearing other parts I can use the inter-related dimensions to improve the quality of my performances when singing or playing I can recover from mistakes in a performance
Instruments Glockenspiel	Instruments Glockenspiel, voice	Instruments Glockenspiel, voice	Instruments Digital Audio Workshop, voice	Instruments Voice, chair 'drums'
Vocabulary Crotchet, crotchet rest, quaver, minims, semibreve, brass, string, wood instruments, stave, time signature, treble clef, allegro, staccato, ostinato	Vocabulary Structure, ostinato, riff, verse, chorus, instrumental, coda bridge, binary form	Vocabulary Pentatonic Scale, crotchet, crotchet rest, quaver, minim, semibreve, forte (loud), quiet (piano), fortissimo (very loud), pianissimo (very quiet), crescendo, diminuendo, composition, improvisation	Vocabulary Loop, structure, bar, legato, staccato, major or minor sound	Vocabulary Inter-related dimensions – pitch, structure, dynamics, tempo, timbre, texture
Music Appraisal Hall of the Mountain King by Edvard Grieg (Classical)	Music Appraisal Surfin' USA by The Beach Boys (Rock and roll)	Music Appraisal I Heard it Through the Grapevine by Marvin Gaye (R&B / soul)	Music Appraisal A Tale of Us by Hans Zimmer (Electronic)	Music Appraisal The Wellerman sung by Nathan Evans/ The Longest Johns (Sea Shanty)



Year 6 Autumn 1	Year 6 Autumn 2	Year 6 Spring 1	Year 6 Spring 2	Year 6 Summer
Continuing the Glockenspiel	Singing / playing an instrument for performance	Composition / improvisation on the glockenspiel	Composition/improvisation on the Digital Audio Workshop	Performance – World Music African dancing
Notation	Structure	Texture / timbre	Structure / Texture	Tempo / Pulse / Rhythm
Skills <ul style="list-style-type: none"> I can listen to longer extracts and describe using knowledge of inter-related dimensions of music. I can recognise and use simple staff notation C,D,E,F,G. I can use the inter-related dimensions to improve the quality of my compositions. I can understand that particular sets of notes give music its characteristic sound – e.g. minor chords for sad music, major for happy. I can identify families of instruments and world instruments, e.g. wind, brass, African drums. 	Skills <ul style="list-style-type: none"> I can listen to longer extracts and describe using knowledge of inter-related dimensions of music. I can use the inter-related dimensions to improve the quality of my compositions. I can make decisions about how best to structure a piece of music. When singing, I can maintain my own part with accurate pitch whilst hearing other parts. I can recover from mistakes in a performance. 	Skills <ul style="list-style-type: none"> I can listen to longer extracts and describe using knowledge of inter-related dimensions of music. I can unpick a texture to recognise instruments in the background, middle or foreground. I can build a texture in my compositions to create an effect. 	Skills <ul style="list-style-type: none"> I can understand and use technology in my learning and music making by creating my own hip hop track or sound effects to a video. I can have complete creative control and make musical decisions. 	Skills <ul style="list-style-type: none"> When singing, I can maintain my own part with accurate pitch whilst hearing other parts. I can use the inter-related dimensions to improve the quality of my performances when singing or playing. I can recover from mistakes in a performance. I can suggest and implement improvements to compositions and performances, saying whether the changes have worked in achieving the intended effect and why/not. I can compare music of contrasting styles and genres using appropriate vocabulary. I can select appropriate sounds to achieve an effect for a purpose, e.g. strong beat on drum for dance music. I can identify families of instruments and world instruments
Instruments Voice, glockenspiel	Instruments Voice, glockenspiel	Instruments Voice, glockenspiel	Instruments Digital Audio Workshop, voice	Instruments Body (dance)
Vocabulary quaver, crotchet, minim, semi-breve, crochet rest, stave, time signature, treble clef, forte (loud), quiet (piano), fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud), mezzo piano (moderately quiet), crescendo, diminuendo	Vocabulary Intro, outro, verse, chorus, bridge, round, call and response.	Vocabulary Thin layer - monophonic Thick / rich layer- polyphonic Smooth, soft, deep, echoing, delicate, energetic	Vocabulary Bar, tempo , octave , structure ,staccato, legato. Timbre, pitch	Vocabulary Lento, moderato, allegro, staccato , legato
Music Appraisal 5 th Symphony in C minor by Ludwig Van Beethoven (Classical)	Music Appraisal Smoke on the Water by Deep Purple (Hard rock)	Music Appraisal Dancing in the Street by Martha and the Vandellas (Motown sounds)	Music Appraisal Doctor Who theme tune by Delia Derbyshire (Electronic)	Music Appraisal Symphony no.1 in E minor by Florence Price (Classical)