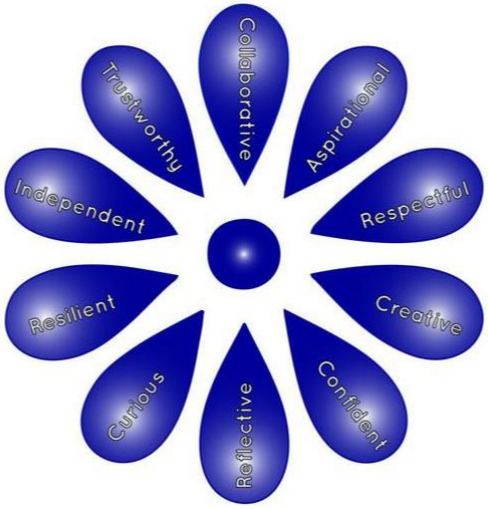
Hallfield Primary School

Growing, Learning, Achieving Together

Hallfield Curriculum Framework Year 6

Our vision for Hallfield is to build a community that:

- Places our children firmly at the heart of everything we do.
- Instils a love of learning, which lasts a life time.
- Personalises the learning journey for all children, enabling individuals to be:



These values underpin the essential and overarching skills Hallfield provides for our children. These essentials are skills we believe our children need to be happy, respectful and life-long positive members of the local and global community. The Hallfield Curriculum embeds the principle understanding that learning is driven by the children and builds subject specific and general skills as well as deepens understanding. Children work towards the nationally stipulated milestones at a pace appropriate to each child with clear guidance from the curriculum framework.

Hallfield Primary School

Growing, Learning, Achieving Together

Hallfield Essentials

Spiritual and moral well-being

As a balance to the material values of the school community, Hallfield believes in the importance of giving children opportunity to express their feelings and have them acknowledged. Opportunity to explore issues and the concepts of right and wrong alongside our British Values are given both explicitly and through the contexts of delivering curriculum objectives.

Communication

In our school more than 60 languages are spoken. Therefore, it is important that children learn to accurately, skilfully and sensitively express themselves and actively listen to others respectfully.

Creativity

We celebrate diversity across all subjects by exploring and promoting talent and providing a wide range of opportunities to use different skills with independence, ingenuity and flair. Our curriculum is designed to allow wider curriculum opportunities and a balance of learning across all subjects.

Enquiry

Learning to ask questions and analyse data or information is key to lifelong learning if we want children to be individual learners and to build on strengths as well as tackle challenges. Children should learn to evaluate and understand the world, including the social world to make informed choices in life.

Hallfield Primary School

Growing, Learning, Achieving Together

Sport, sportsmanship and health

In Westminster and Central London, 40% of children are overweight or obese by Year 6. 70% of obese children grow to be obese as adults. Teaching children to be active and eat well gives them better chances at a full and healthy life. *Competition and sportsmanship develop confidence and allow children to learn the value of team work.*

Geographical understanding

Much of our Hallfield community has dual heritage or have moved from other areas of the world. It is important to celebrate the similarities and differences of our heritage by understanding the geographical location of the community and where it has come from.

Environmental awareness

Living in a large city with one of the most famous parks close by, it is important for children to respect their immediate environment. We believe that all children should learn to care about creating a sustainable future for themselves, in their immediate and global environments.

Hallfield Primary School

Growing, Learning, Achieving Together

We promise that by the time you leave Hallfield Primary School you will have had the opportunity to:

- Sing in a concert
- Learn and play an instrument in a concert
- Learn a new language
- Visit central London Museums and galleries
- Go to a museum or place of interest outside of London and explore the wider community
- Sleep at least one night away from school with your class
- Visit a farm
- Have a speaking part in a play
- Represent your school in a Westminster Sports Event
- Hold a position of responsibility within school
- Take part in a celebration for another faith/culture different to your own
- Grow – cook – and eat a vegetable in school
- Be an active member of a School Club
- Go to the theatre with your school
- Perform in a concert/production outside of school
- Enter a school-based competition
- Enter a national competition
- Have a piece of your artwork displayed for all to see
- Be an ambassador for your school
- Work alongside an expert
- Spend a night at school
- Regularly invite your family into school to share your learning
- Meet an author
- Watch a chick hatch
- Visit the seaside

Above all else, we promise to celebrate all of your achievements no matter how big or small!

Hallfield Primary School

Growing, Learning, Achieving Together

Year 6

Speaking and Listening	**Children are taught to use speaking and listening skills across all subjects**
	Communicating the Curriculum guidance statements Programme of Study statements – Year 6 1.Understand the key points made by a number of speakers and to compare different points of view **I can listen to information from** Appreciate sarcasm when it is obvious 2. Understand and use different types of questions: open, closed, rhetorical 3. Identify clearly when they haven't understood and be specific about what additional information they need 4. Use 'academic' vocabulary (i.e. 'Tier 2' words e.g. co-operate, analyse) but the meaning might not be Accurate 5. Able to use language to negotiate with others, to explain options available and to predict possible Outcomes. Tell elaborate entertaining stories which are full of detailed descriptions Share ideas and information, give and receive advice, offer and take notice of the opinion of others Use long and complex sentence structures in class and other situations 6. Able to share ideas and information, give and receive advice, offer and take notice of the opinion of Others 7. Use inference, reasoning and prediction skills Able to negotiate an agreement explaining other options and possible outcomes 8. Produce speech that is consistently clear and easy to understand Able to say words of any length with accuracy Secure phonological awareness skills Able to re-phrase what they want to say according to the audience 9. Able to share ideas and information, give and receive advice, offer and take notice of the opinion of Others 10. Able to present a point of view by presenting evidence and using persuasive language with academic topics

Hallfield Primary School

Growing, Learning, Achieving Together

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	**World War 2 and Europe**	**World War 2: The Battle of Britain**	**Building modern Britain: The Windrush**		**The role of women**	**Our local area: a celebration**
Key Question	Why was the Battle of Britain a significant turning point in British history?		How was Britain reshaped in the post war period?		How and why did the role of women change?	Why should we celebrate our local area?
Outcomes	Children can discuss the different countries involvement in WW2 and the individuals that were significant in that time. They develop their own perspective and judgement, through evaluating different arguments and evidences.		Children identify and evaluate the causes and consequences of significant post war events. These focus on the arrival of The Windrush and the events and experiences that followed.		Children discuss and analyse gender inequality in the past looking at significant influencers and compare the social context of women in the past and the present, considering the experiences of different women.	Children develop a perspective and understanding of their local area, its landscape and the changes over time They discuss key factors in relation to economic, geographical, social and cultural change.
	Autumn		**Spring**		**Summer**	
Geography prior learning	Children have a good understanding of map reading including use of keys and different kinds of maps (atlas, ordinance survey, tourist map etc) They give accurate descriptions of places using data, fieldwork and maps and begin to give opinions about these places linked to environmental issues such as pollution and deforestation. Children understand climate zones and have an overview of biomes with some more detailed knowledge of specific places (e.g. areas of Africa, northern Europe and Greece) They understand land use and changes over time that relate to human geography, including knowledge of different settlements (Viking, Stone Age, Egypt and post UK's industrial revolution)					

Hallfield Primary School

Growing, Learning, Achieving Together

Geography

Whilst studying the events of World War 2, children become increasingly familiar with Britain and Europe's topography and its countries, counties and cities, building on work in lower KS2 and Year 5 map reading skills and understanding of human and physical geography. For example, planning evacuation locations in the UK and routes across Europe.	As part of an in-depth study of post war Britain and Europe, children look at migration, particularly the Windrush journey and the economic influences for these movements. They learn about the Caribbean, building on work from Year 2 and Year 4, looking at the landscape and the experiences of people's movement to the UK, comparing the Caribbean to the UK.	Continuing to look at the local area, children build a knowledge of physical and human features evaluating what they can tell us about an area. They use different kinds of maps, including digital, and fieldwork studies to describe in depth the Notting Hill area. They begin to understand and examine terms like gentrification and make predictions about how the area might change in the future.

<u>Investigating places</u>

- Quickly locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time (changes to local area)
- use knowledge of the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) to give opinions and suggestions
- Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.

<u>Human and physical geography</u>

- review and apply understanding key aspects of:
  physical geography, including: climate zones, biomes and vegetation belts, land use
  human geography, including: types of settlement and land use, economic activity, changes over time

<u>Geographical skills and fieldwork</u>

- use maps, atlases, globes and digital/computer mapping to locate places and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
- carry out a focused in depth study, looking at issues/changes in the area
- imagine how & why an area may change in future

Hallfield Primary School

Growing, Learning, Achieving Together

<table>
<tr><td></td><td colspan="3">

- explain most of the results and show links between them
- understand height / slope in field work and relate to maps and photographs (contours)

</td></tr>
<tr><td>Key vocabulary</td><td>Contour lines, region, urban, rural, ordinance survey, systematic, sampling, six figure</td><td>Immigration, migration, population, diversity,</td><td>Congestion, development, gentrification, house price, migration, utilities, sampling</td></tr>
<tr><td></td><td>Autumn</td><td>Spring</td><td>Summer</td></tr>
<tr><td rowspan="2">History</td><td>Children build an understanding of the key influences (people and countries) of WW2 and how these changed throughout the war period, for example Russia’s involvements as an ally. They develop their own perspective and judgement about events, people and actions, through evaluating a wide range of evidences, including social context. This includes looking at different groups of people in this period, for example the experiences of women and people in power.</td><td>Children continue to examine the impact of important events, looking at the political, social and economic impact of the war on post war Britain. They consider the arrival of The Windrush and the experiences of people. They look at the social and cultural impact on London of changes to the population and the economy. They analyse a wide range of evidence to make claims about the past, understanding the contexts of the sources they use.</td><td>Using an in-depth study of their local area, the children look at how London and Britain has changed. They use different lenses to look at the past, (social, economic, political) and the causes and impact of change, applying their knowledge of other periods such as Stone Age, Anglo Saxons and Vikings, Industrial revolution, WW2. They develop their own informed views, applying critical thinking skills to examine how the past is represented.</td></tr>
<tr><td colspan="3">

<u>To investigate and interpret the past</u>

- Use sources of evidence to deduce information about the past giving clear and concise reasons
- Select suitable sources of evidence, giving reasons for choices and making judgements about the degree of relevance
- Use sources of information to form testable hypotheses about the past.
- Seek out and analyse a wide range of evidence in order to justify claims about the past.
- Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.
- Understand that no single source of evidence gives the full answer to questions about the past.
- Refine lines of enquiry as appropriate.

<u>To build an overview of world history</u>

- Give a broad overview of life in Britain
- Compare some of the times studied with those of the other areas of interest around the world.

</td></tr>
</table>

Hallfield Primary School

Growing, Learning, Achieving Together

<table>
<tr><td></td><td colspan="5">

- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe and evaluate the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

<u>To understand chronology</u>

- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
- Identify periods of rapid change in history and contrast them with times of relatively little change (WW2).
- Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
- Use dates and terms accurately in describing events.

<u>To communicate historically</u>

- Use appropriate historical vocabulary to communicate, including:
  Dates, time, period, era, chronology, continuity, change, century, decade, legacy.
- Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.
- Use original ways to present information and ideas.

</td></tr>
<tr><td></td><td colspan="2">Autumn</td><td colspan="2">Spring</td><td>Summer</td></tr>
<tr><td></td><td><u>Living things and their habitats</u>
• describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
• give reasons for classifying plants and animals based on specific characteristics.</td><td><u>Evolution and inheritance</u>
• recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
• recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
• identify how animals and plants</td><td><u>Electricity</u>
• associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
• compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</td><td>• <u>Light</u>
• recognise that light appears to travel in straight lines
• use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
• explain that we see things because light travels from light sources to our eyes or from light sources to objects</td><td><u>Animals including humans</u>
• identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
• recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
• describe the ways in which nutrients and water are transported within animals, including humans.</td></tr>
</table>

Hallfield Primary School

Growing, Learning, Achieving Together

		are adapted to suit their environment in different ways and that adaptation may lead to evolution.	use recognised symbols when representing a simple circuit in a diagram.	and then to our eyes • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	
Enquiry / investigation categories to be covered	Grouping and classifying Making observations Problem solving	Research Grouping and classifying Making observations	Fair testing Making observations Problem solving	Model making Making observations Research	Fair testing Model making Making observations
	Autumn		**Spring**		**Summer**
Art	**Drawing: Flat Yet Sculptural** Children explore the idea that drawing as a 2-dimensional activity can be used to transform surfaces which can then be manipulated into a 3-dimensional object. Along the way, children explore how mark making, line, tonal value, colour, shape, and composition can be used to inform the final piece. Children look at negative space as well as grid drawing. They create "flat yet sculptural" artwork.		**Collage: Exploring Identity** Children explore the work of artists who work with notions about identity. Children create a series of portrait drawings of their peers using a variety of drawing materials. They then use collage to create a layered portrait which captures aspects of their personality and identity. **Artists: Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett**		**Print and Activism** Children respond to the work of contemporary artists who are activists. They work in sketchbooks to explore their own voice and message. Children then explore screen printing techniques and make a poster inspired by the art work of artist activist Shepard Fairey **Artists: Luba Lukova, Faith Ringgold, Shepard Fairey**	

Hallfield Primary School

Growing, Learning, Achieving Together

	Artists: Lubaina Himid, Claire Harrup					

Flat Yet Sculptural

- Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects.
- Understand that there are technical processes we can use to help us see, draw and scale up our work.
- Explore using negative and positive space to “see” and draw a simple element/object.
- Use the grid system to scale up an image, transferring the image onto card.
- Use collage to add tonal marks to the “flat image”

Exploring identity

- Explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality.
- Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore.
- Explore combinations and layering of media.
- Develop mark making
- Make visual notes to capture, consolidate and reflect upon the artists studied.

Print and Activism

- Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better.
- Understand that the nature of the object (artwork in gallery, graffiti on wall) can be specific to the intention of the artist.
- Explore what kinds of topics or themes you care about. Articulate your fears, hopes, dreams. Think about what you could create to share your voice and passion with the world.
- Use screen-printing and/or mono-printing over collaged and painted sheets to create your piece of activist art.

	Autumn		**Spring**		**Summer**	
		Come Dine with Me		**Waistcoats**		**Playgrounds**

Hallfield Primary School

Growing, Learning, Achieving Together

		Working in groups, children research and prepare a three-course meal taught as a rotational activity over three lessons. They will taste-test and score their food and when they aren't cooking, they will research the journey of their main ingredient from 'farm to fork' and write a favourite recipe to include in a class cookbook.		Using the skills they've developed over the past few years, children select fabrics, use templates, pin, decorate and stitch to create a waistcoat for a person or purpose of their choosing.		Children build upon their skills and knowledge of structures. They are challenged to design and create a model of a new playground featuring five apparatus, made from three different structures. Creating a footprint as the base, pupils practise visualising objects in plan view and also get creative with their use of natural features and cladding for their structures.
	Come Dine with me • Writing a recipe, explaining the key steps, method and ingredients • Including facts and drawings from research undertaken Following a recipe, including using the correct quantities of each ingredient • Adapting a recipe based on research • Working to a given timescale • Working safely and hygienically with independence Evaluate • Evaluating a recipe, considering: taste, smell, texture and origin of the food group • Taste testing and scoring final products • Suggesting and writing up points of improvements in productions • Evaluating health and safety in production to minimise cross contamination To know that 'flavour' is how a food or drink tastes • To know that many countries have 'national dishes' which are recipes associated with that country • To know that 'processed food' means food that has been put through multiple changes in a factory • To understand that it is important to wash fruit and vegetables before eating to remove any dirt and insecticides • To understand what happens to a certain food before it appears on the supermarket shelf (Farm to Fork) **Waistcoats:**					

Hallfield Primary School

Growing, Learning, Achieving Together

	• Designing a waistcoat in accordance to specification linked to set of design criteria to fit a specific theme Annotating designs • Using a template when pinning panels onto fabric • Marking and cutting fabric accurately, in accordance with a design • Sewing a strong running stitch, making small, neat stitches and following the edge • Tying strong knots • Decorating a waistcoat -attaching objects using thread and adding a secure fastening • Learning different decorative stitches • Sewing accurately with even regularity of stitches Evaluate • Evaluating work continually as it is created • To understand that it is important to design clothing with the client/ target customer in mind • To know that using a template (or clothing pattern) helps to accurately mark out a design on fabric • To understand the importance of consistently sized stitches **Playgrounds** • Designing a playground featuring a variety of different structures, considering how the structures will be used, considering effective and ineffective designs. • Building a range of play apparatus structures drawing upon new and prior knowledge of structures • Measuring, marking and cutting wood to create a range of structures • Using a range of materials to reinforce and add decoration to structures • Improving a design plan based on peer evaluation • Testing and adapting a design to improve it as it is developed • Identifying what makes a successful structure • To know that structures can be strengthened by manipulating materials and shapes • To understand what a 'footprint plan' is • To understand that in the real world, design, can impact users in positive and negative ways • To know that a prototype is a cheap model to test a design idea		
	Autumn	**Spring**	**Summer**

Hallfield Primary School

Growing, Learning, Achieving Together

Physical Education

Invaders & Bootcamp Dynamic dance & Boxercise	Gym sequences & Step to the beat Striking and Fielding & Gym fit circuits	Young Olympians Fitness Frenzy

<u>In Games</u>

- Use forehand, backhand and overhead shots increasingly well in the games they play
- Use the volley in games where it is important
- Use the skills they prefer with competence and consistency
- Understand the need for tactics
- Start to choose and use some tactics effectively
- Play co-operatively with a partner
- Apply rules consistently and fairly
- Identify appropriate exercises and activities for warming up
- Recognise how these games make their bodies work
- Pick out what they and others do well and suggest ideas for practices.
- Select their shot based on where the ball is bowled and with the intention of avoiding fielders
- Hit with control and accuracy
- Bowl with increasing accuracy and an awareness of the field placement
- Field effectively and return the ball to an appropriate base position
- Take an active and thoughtful part in the games
- Read the fame and react to situations as they develop
- Identify their strengths and weaknesses
- Take decisions about what to work on

<u>In Gymnastics</u>

- Create and perform a partner sequence with at least 8 elements
- Practise and refine the sequence to include changes in level, direction and speed
- Choose actions, body shapes and balances from a wider range of themes and ideas
- Adapt their performance to the demands of a task, using their knowledge of composition
- Understand the need for warming up and working on body strength, tone and flexibility
- Lead small groups in warm-up activities
- Use basic set criteria to make simple judgements about performances and suggest ways they could be improved

<u>In Athletics</u>

- Use sound basic techniques in a range of running, j ping and throwing activities and events
- Apply a good knowledge of basic principles to specific events
- Pace their effort to meet targets they have set for themselves
- Identify and describe elements of performance and technique which are effective
- Explain what needs to be practised and improved

Hallfield Primary School

Growing, Learning, Achieving Together

	In Dance • Use compositional devices of canon, unison, question and answer, contrast and complimentary movements to create a dance phase • Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances with attention to dynamics • Perform to an accompaniment expressively and sensitively • Perform dances fluently and with control • Warm up and cool down independently • Understand how dance helps to keep them healthy • Use appropriate criteria to evaluate and refine their own and others' work • Talk about dance with understanding, using appropriate language and terminology and an awareness of artistic intention		
	Autumn	**Spring**	**Summer**

Hallfield Primary School

Growing, Learning, Achieving Together

Spanish			
	Children learn places around the school and learn to talk about everyday routines and subjects studied during the school day. They revise telling the time to the hour, half-hours and quarter-hours. They look at school timetables and begin to give the time using 24 hour clock notation. They also create short texts describing routines of the school day. Children explore the River Amazon and geographical features of the countries it flows through.	Children learn to ask for drinks, snacks and ice-creams. They create a menu using recipes from Spanish speaking countries. They also describe places in their own town, learning to given directions and describe the location of places local to them.	Children learn about the human body in Spanish identifying and naming the main parts of the human circulatory system, and describing the functions of the heart, blood vessels and blood. They use this to create a project using ICT. Children also look at Spanish newspapers and talk about their favourite newspaper columns. They work together to produce texts for a class newspaper.
	<u>Speaking and Listening</u> • Listen and show understanding of more complex sentences containing familiar words and unfamiliar words. • Read aloud the text of familiar rhymes and songs. • Engage in a short conversation using familiar questions and express opinions. • Manipulate familiar language to present own ideas and information in more complex sentences. <u>Reading and Writing</u> • Pronounce unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules. • Read and show understanding of a series of complex sentences using familiar language. • Decode a simple unfamiliar text using grammatical knowledge, context or a bi-lingual dictionary. • Write and say a complex sentence manipulating familiar language, using a dictionary for new language. • Write complex sentences from memory manipulating familiar vocabulary with understandable accuracy. <u>Grammar</u> • Produce positive and negative sentences with high frequency verbs and pronouns. • Apply all the knowledge of grammar from previous years to build complex sentences.		
N J S	**Autumn**	**Spring**	**Summer**

Hallfield Primary School

Growing, Learning, Achieving Together

	There should be access to both **rhythmic and melodic instruments** in Key Stage 2; this may be as part of the whole-class instrumental programme and/or in other classroom teaching. By Year 6 children are able to perform by themselves and as part of different performance structures. Following on from Year 3- 5, each class should have a whole-class instrumental programme lasting a minimum of one term. At Hallfield we use 'groove 'n' play' in line with recommendations of the borough's music hub. The mandatory term will be supported by teachers from the local Music Education Hub. Opportunities for development should continue beyond the mandatory term. The curriculum sets out sequences of learning in the following key areas which, when taken together, all contribute towards the steadily increasing development of musicianship: SINGING, LISTENING, COMPOSING, PERFORMING / INSTRUMENTAL PERFORMANCE
	<u>Singing and performing</u> • Sing a broad range of songs, including syncopated rhythms as part of a choir • Perform solos or as part of an ensemble. • Sing 3 and 4 part rounds. • Play a melody from staff notation on one stave and using notes within an octave • Make decisions about dynamics (loud/moderately loud, quiet…) • Accompany a melody using block chords or a bass line • Play as part of an ensemble <u>Composing</u> • Create music with repetition and contrast. • use chord changes as part of an improvised sequence • Extend improvised melodies beyond 8 beats • Plan and compose and 8 or 16 beat melodic phrase using a pentamoic scale (e.g. C,D,E,G,A) • Incorporate rhythmic variety and interest on a tuned percussion or orchestral instrument • Compose melodies made from pairs of phrases in G major or E minor (or suitable to the instrument chosen) • Compose a ternary piece using available software <u>Reading notation</u>

	• Further understanding of differences between semibreves, minims, crotchets, quavers and semiquavers and their equivalent rests • Further skills to read and perform pitch notation within an octave • Read and play confidently from rhythm notation cards in up to 4 parts (this may contain known rhythms) • Read and play from notation, identifying note names and durations <u>To describe music</u> • Choose from a wide range of musical vocabulary to accurately describe and appraise music. • Describe how lyrics often reflect the cultural context of music and have social meaning.