

Music

Threshold Concept	Milestone One	Milestone Two	Milestone Three
	By the end of Year Two, the children should be able to:	By the end of Year Four, the children should be able to:	By the end of Year Six, the children should be able to:
<p>Perform This concept involves understanding that music is created to be performed.</p>	<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. 	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. <ul style="list-style-type: none"> • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. <ul style="list-style-type: none"> • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. 	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. <ul style="list-style-type: none"> • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. <ul style="list-style-type: none"> • Perform with controlled breathing (voice) and skilful playing (instrument).
<p>Compose This concept involves appreciating that music is created through a process which has a number of techniques.</p>	<ul style="list-style-type: none"> • Create a sequence of long and short sounds. <ul style="list-style-type: none"> • Clap rhythms. • Create a mixture of different 	<ul style="list-style-type: none"> • Compose and perform melodic songs. <ul style="list-style-type: none"> • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. 	<ul style="list-style-type: none"> • Create songs with verses and a chorus. <ul style="list-style-type: none"> • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices,

	<p>sounds (long and short, loud and quiet, high and low).</p> <ul style="list-style-type: none"> • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. 	<ul style="list-style-type: none"> • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music. 	<p>including melody, rhythm and chords.</p> <ul style="list-style-type: none"> • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music.
<p>Transcribe This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p>	<ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance. 	<ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	<ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and b (flat) symbols. • Use and understand simple time signatures.
<p>Describe music This concept involves appreciating the features and effectiveness of</p>	<ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. 	<ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. 	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including:

musical elements.		<ul style="list-style-type: none">• Evaluate music using musical vocabulary to identify areas of likes and dislikes.• Understand layers of sounds and discuss their effect on mood and feelings.	<ul style="list-style-type: none">• pitch• dynamics• tempo• timbre• texture• lyrics and melody<ul style="list-style-type: none">• sense of occasion• expressive<ul style="list-style-type: none">• solo• rounds• harmonies• accompaniments<ul style="list-style-type: none">• drones• cyclic patterns• combination of musical elements• cultural context. <ul style="list-style-type: none">• Describe how lyrics often reflect the cultural context of music and have social meaning.
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