

## Threshold Concepts – Music

	Pre Milestone	Milestone 1	Milestone 2	Milestone 3
<b>Perform</b>	<ol style="list-style-type: none"> <li>1. Play instruments with increasing control to express their feelings and ideas.</li> <li>2. Remember and sing entire songs.</li> <li>3. Sing a large repertoire of songs.</li> <li>4. Sing the pitch of a tone sung by another person.</li> <li>5. Sing the melodic shape of familiar songs.</li> <li>6. Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>7. Sing a range of well-known nursery rhymes and songs.</li> <li>8. Perform songs, rhymes with others.</li> </ol>	<ol style="list-style-type: none"> <li>1. Take part in singing, accurately following the melody.</li> <li>2. Follow instructions on how and when to sing or play an instrument.</li> <li>3. Make and control long and short sounds, using voice and instruments.</li> <li>4. Imitate changes in pitch.</li> </ol>	<ol style="list-style-type: none"> <li>1. Sing from memory with accurate pitch.</li> <li>2. Sing in tune.</li> <li>3. Maintain a simple part within a group.</li> <li>4. Pronounce words within a song clearly.</li> <li>5. Show control of voice.</li> <li>6. Play notes on an instrument with care so that they are clear.</li> <li>7. Perform with control and awareness of others.</li> </ol>	<ol style="list-style-type: none"> <li>1. Sing or play from memory with confidence.</li> <li>2. Perform solos or as part of an ensemble.</li> <li>3. Sing or play expressively and in tune.</li> <li>4. Hold a part within a round.</li> <li>5. Sing a harmony part confidently and accurately.</li> <li>6. Sustain a drone or a melodic ostinato to accompany singing.</li> <li>7. Perform with controlled breathing (voice) and skilful playing (instrument).</li> </ol>
<b>Compose</b>	<ol style="list-style-type: none"> <li>1. Create their own songs or improvise a song around one they know.</li> <li>2. Explore and engage in music making, performing solo or in groups.</li> <li>3. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> </ol>	<ol style="list-style-type: none"> <li>1. Create a sequence of long and short sounds.</li> <li>2. Clap rhythms.</li> <li>3. Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> <li>4. Choose sounds to create an effect.</li> <li>5. Sequence sounds to create an overall effect.</li> <li>6. Create short, musical patterns.</li> <li>7. Create, short, rhythmic phrases.</li> </ol>	<ol style="list-style-type: none"> <li>1. Compose and perform melodic songs.</li> <li>2. Use sound to create abstract effects.</li> <li>3. Create repeated patterns with a range of instruments.</li> <li>4. Create accompaniments for tunes.</li> <li>5. Use drones as accompaniments.</li> <li>6. Choose, order, combine and control sounds to create an effect.</li> </ol>	<ol style="list-style-type: none"> <li>1. Create songs with verses and a chorus.</li> <li>2. Create rhythmic patterns with an awareness of timbre and duration.</li> <li>3. Combine a variety of musical devices, including melody, rhythm and chords.</li> <li>4. Thoughtfully select elements for a piece in order to gain a defined effect.</li> <li>5. Use drones and melodic ostinati (based on pentatonic scale).</li> </ol>

	4. Create collaboratively sharing ideas, resources, and skills.		7. Use digital technologies to compose pieces of music.	6. Convey the relationship between the lyrics and the melody. 7. Use digital technologies to compose, edit and refine pieces of music.
<b>Transcribe</b>		1. Use symbols to represent a composition and use them to help with a performance.	1. Devise non-standard symbols to indicate when to play and rest. 2. Recognise the notes E G B D F and FACE on the musical stave. 3. Recognise the symbols for a minim, crotchet and semi breve and say how many beats they represent.	1. Use the standard musical notation of crotchet, minim and semi breve to indicate how many beats to play. 2. Read and create notes on the musical stave. 3. Understand the purpose of the treble and bass clefs and use them in transcribing compositions. 4. Understand and use the # (sharp) and flat symbol. 5. Use and understand simple time signatures.
<b>Describe music</b>	1. Respond to what they have heard, expressing their thoughts and feelings.  2. Listen attentively, move to, and 3. talk about music, expressing their feelings and responses.	1. Identify the beat of a tune. 2. Recognise changes in timbre, dynamics and pitch.	1. Use the terms colon duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. 2. Evaluate music using musical vocabulary to identify areas of likes and dislikes. 3. Understand layers of sounds and discuss their effect on mood and feelings.	1. Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> <li>• Pitch</li> <li>• Dynamics</li> <li>• Tempo</li> <li>• Timbre</li> <li>• Texture</li> <li>• Lyrics and melody</li> <li>• Sense of occasion</li> <li>• Expressive</li> <li>• Solo</li> <li>• Rounds</li> <li>• Harmonies</li> <li>• Accompaniments</li> <li>• Drones</li> <li>• Cyclic patterns</li> </ul>

				<ul style="list-style-type: none"><li>• Combination of musical elements</li><li>• Cultural context</li></ul> <p>2. Describe how lyrics often reflect the cultural context of music and have social meaning.</p>
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