

	unity Primary School			Thresho	old Concepts				
		ınderstanding that music is creat		Compose This concept involves appreciating that music is created through a process which has a number of techniques. Transcribe This concept involves underso to be understood by others a and a language for communic					
		Unit 1	Init 2	Unit 3		Unit 4	Unit 5		Unit 6
	Singing	·	mes, familiar songs, chants, activities whi	·	sound maker.				
	Making Music Perform		me-made and real musical instruments ar rhymes, songs, poems and stories, use p		ons, use props to a	act out in character.			
Reception	Movement	 Engage in ring games a of rhythm and beat wh 	nd action songs and rhymes, initiate their	own movement ideas in re	esponse to differe	nt types of music, show awareness			
Rece	Early Learning Goal – Being Imaginative and Expressive	o, am and beat wil					• 5	and their teacher. Sing a range of well-known	narratives and stories with peers nursery rhymes and songs. ems and stories with others, and - nove in time with music.
	Music	Intro to Musical Elements	Christmas Show	Developing instrume techniques	ental	Compose music inspired by a composer (Listening / Musicianship	Reca Singi	p musical elements / ng	Rhythm focus / Singing / Summer Performance
	Perform	 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. 	 Take part in singing, accurately following the melody. Imitate changes in pitch. Make and control long and short sounds, using voice and instruments. Follow instructions on how and when to sing or play an instrument. 			,	• 7	Follow instructions on now and when to sing or play an instrument. Take part in singing, accurately following the melody.	 Take part in singing, accurately following the melody. Imitate changes in pitch. Follow instructions on how and when to sing or play an instrument.
Year 1	Compose	Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low).		 Create a sequent short sounds. Clap rhythms. Create a mixture sounds (long and and quiet, high and quiet, high and effect. Sequence sounds effect. Create short, mixed create short, rhis phrases. 	e of different d short, loud and low). to create an ds to create an usical patterns.	 Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmic phrases. 	• I • ()	Make and control long and short sounds, using voice and nstruments. mitate changes in pitch. Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, nigh and low).	



	lunity Primary School				Threshold	Concepts					
This	Form concept involves uperformed.	ınderstanding that music is cre	ated to	Compose This concept involves appreciating through a process which has a num				niques effectiveness of musical elements.			
		Unit 1	Unit 2		Unit 3		Unit 4		Unit 5		Unit 6
	Transcribe Describe Music	 Recognise changes in timbre, dynamics and pitch. 					comp to he perfo	lymbols to represent a position and use them lp with a prmance. If you have the beat of a tune.	t	decognise changes in imbre, dynamics nd pitch.	
	Music	Recap musical elements / Graphics scores	Chr	istmas Show	Music and ICT		Listening Cultures	/Music from Different		dy Focus / Singing lopment	Composition and Performance skills Summer performance
2	Perform		•	Take part in singing, accurately following the melody. Imitate changes in pitch. Make and control long and short sounds, using voice and instruments. Follow instructions on how and when to sing or play an instrument.					a t • F h c • N a u ii	Take part in singing, ccurately following he melody. ollow instructions on now and when to sing or play an instrument. Make and control long and short sounds, asing voice and anstruments. mitate changes in pitch.	 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.
Year	Compose				 Create a sequence short sounds. Create a mixture of sounds (long and and quiet, high are clap rhythms. Choose sounds to effect. Sequence sounds overall effect. Create short, must be create short, rhytophrases. 	of different short, loud and low). create an to create an sical patterns.					 Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmic phrases.



500 State 1770	munity Primary School			Threshol	d Concepts				
This	form s concept involves u performed.	nderstanding that music is cre		through a process which has a number of techniques.		involves understanding that compos tood by others and that there are ted ge for communicating them.	tions need	Describe music This concept involves appreciating the features and effectiveness of musical elements.	
		Unit 1	Unit 2	Unit 3		Unit 4	Unit 5		Unit 6
	Transcribe	 Use symbols to represent a composition and use them to help with a performance. 				Use symbols to represent a composition and use them to help with a performance.			
	Describe Music	 Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch. 				Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch	tin	ecognise changes in mbre, dynamics nd pitch.	
	Music	Listening/ Music from different Cultures	Storytelling through Music / Christmas Performance	Song writing and Sing	ging	Listening and Musicians/ Music Tech	Rhythi	mic Notation	Composition and Performance skills (Summer performance)
Year 3	Perform	 Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice. Perform with control and awareness of others. 	 Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice. Perform with control and awareness of others. 	 Sing from memo accurate pitch. Sing in tune. Maintain a simple group. Pronounce word song clearly. Show control of Perform with con awareness of oth 	e part within a s within a voice.		ins	ay notes on an strument with care so nat they are clear.	 Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice. Perform with control and awareness of others.
	Compose	 Compose and perform melodic songs. 	 Create accompaniments for tunes. Use drones as accompaniments. 	Compose and persongs.	rform melodic	Use digital technologies to compose pieces of music.	ab • Cr	se sound to create ostract effects. reate patterns with a nge of instruments.	 Choose, order, combine and control sounds to create an effect. Compose and perform melodic songs.

Threshold Concepts



					mreshold	Concepts				
	orm .			Compose		Transcribe			Describe music	
		understanding that music is cre	ated to	This concept involves appreciating			involves understanding that compositi			preciating the features and
be p	erformed.			through a process which has a nun	nber of techniques.		cood by others and that there are tech	niques	effectiveness of musical e	elements.
						and a langua	ge for communicating them.	ı		
		Unit 1	Unit 2		Unit 3		Unit 4	Unit 5		Unit 6
	Transcribe				Devise non-stand to indicate when 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.	
	Describe Music	 Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings. 					 Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings. 			
	Music	Musician ship and Notation		ence of sound / Christmas formance	Musicanship and Nota (Glockenspiel)	ation	European Music (Listening/Musicianship)	Guit	tar	Guitar/ Performance Skills(summer Performance
Year 4	Perform	 Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. 	•	Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice.	Play notes on an i with care so that clear. Perform with con awareness of other.	they are trol and	 Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. 	•	Play notes on an instrument with care so that they are clear. Perform with control and awareness of others.	 Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice.



Community Primary School					Threshold Concepts					
Perform This concept involves to be performed.	inderstanding that music is crea		This concept involves appreciating that music is created through a process which has a number of techniques.		nniques. to be unders	Transcribe This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.			Describe music This concept involves appreciating the features and effectiveness of musical elements.	
	Unit 1	Unit 2		Unit 3		Unit 4		Unit 5		Unit 6
Compose		•	Choose, order, combine and control sounds to create an effect.	tu • U	reate accompaniments for unes. se drones as ccompaniments.					
Transcribe	 Recognise the notes EGBDF and FACE on the musical stave. Devise non-standard symbols to indicate when to play and rest. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 			ar • R€ m ar	ecognise the notes EGBDF and FACE on the musical stave. ecognise the symbols for a ninim, crotchet and semibreve and say how many beats they represent.	•	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.	•	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.	 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.
Describe Music	Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.	•	Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.	tii te	Use the terms: duration, mbre, pitch, beat, tempo, exture and use of silence to escribe music.		Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Understand layers of sounds and discuss their effect on mood and feelings. Evaluate music using musical vocabulary to identify areas of likes and dislikes.		Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.	Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.



					Concepts			
Perf			Compose		Transcribe		Describe music	
		understanding that music is cre				involves understanding that composition ood by others and that there are technical by others.		preciating the features and
be p	erformed.		through a process which has a nun	inder of techniques.		ge for communicating them.	iliques effectiveness of filusical	elements.
		Unit 1	Unit 2	Unit 3	and a languag	Unit 4	Unit 5	Unit 6
	Music	Song writing / Singing / Notation	Listening / Singing / Christmas Performance	Guitar		Guitar	Film Music / Composition / Musicianship / Listening	Summer Production
Year 5	Perform	Sing or play from memory with confidence.	 Sing or play from memory with confidence. Perform solos or as part of an ensemble. Sing or play expressively and in tune. Perform with controlled breathing (voice) and skilful playing (instrument). 	 Perform solos or a ensemble. Sing or play expretune. Perform with combreathing (voice) playing (instrume) 	essively and in trolled and skilful	 Perform solos or as part of an ensemble. Sing or play expressively and in tune. Perform with controlled breathing (voice) and skilful playing (instrument). 	Perform with controlled breathing (voice) and skilful playing (instrument).	 Sing or play from memory with confidence. Perform solos or as part of an ensemble. Sing or play expressively and in tune. Hold a part within a round. Sing a harmony part confidently and accurately. Sustain a drone or a melodic ostinato to accompany singing. Perform with controlled breathing (voice) and skilful playing (instrument).
	Compose	 Create songs with verses and a chorus. Combine a variety of musical devices, including melody, rhythm and chords. Convey the relationship between the lyrics and the melody. 					 Create rhythmic patterns with an awareness of timbre and duration. Combine a variety of musical devices, including melody, rhythm and chords. Thoughtfully select elements for a piece in order to gain a defined effect. Use drones and melodic ostinato (based on the pentatonic scale). 	

Threshold Concepts



			Threshold	Concepts				
Perform This concept involves be performed.	understanding that music is creat	ced to This concept involves appreciating through a process which has a num		•	involves understanding that compositions on the composition of the compositions are technology.		Describe music This concept involves appetition of musical effectiveness of effecti	reciating the features and
be performed.		J			ge for communicating them.			
		Unit 2	Unit 3			Unit 5		Unit 6
Transcribe	 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 		Use the standard notation of crotch and semibreve to many beats to pla Use and understatime signatures	net, minim indicate how y.	 Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Use and understand simple time signatures 	* F	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.	



	Threshold Concepts Threshold Concepts Describe revision									
Perl	orm			Compose		Transcribe			Describe music	
This	concept involves u	nderstanding that music is cre	ated to	This concept involves appreciating	that music is created	This concept	involves understanding that compositi	ons need		reciating the features and
	erformed.	S		through a process which has a num			cood by others and that there are tech		effectiveness of musical e	
, , , , , , , , , , , , , , , , , , ,				l l l l l l l l l l l l l l l l l l l	queer		ge for communicating them.			
		Unit 1	Unit 2		Unit 3	and a languag	Unit 4	Unit 5		Unit 6
	Describe Music	Offit 1			Offic 3		Offic 4	Ullit		Offic 6
	Describe Music		•	Choose from a wide range of						
				musical vocabulary to accurately						
				describe and appraise						
				music including:						
				• pitch						
				dynamics						
				• tempo						
				• timbre						
				• texture						
				 lyrics and melody 						
				 sense of occasion 						
				• expressive						
				• solo						
				• rounds						
				• harmonies						
				• accompaniments						
				• drones						
				cyclic patterns						
				• combination of musical						
				elements						
				• cultural context.						
				Describe how lyrics often reflect						
			•							
				the cultural context of music and						
				have social meaning.						



STATE OF THE STATE	unity Primary School			Thresho	old Concepts					
		understanding that music is cre				Transcribe This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.			Describe music This concept involves appreciating the features and effectiveness of musical elements.	
	_	Unit 1	Unit 2	Unit 3	•	Unit 4	Unit 5		Unit 6	
	Music	Guitar	Guitar/Christmas Performance	Notation & Musical	Elements	Music & Story-telling		c Skills and vledge/Music tech	Summer Production	
Year 6	Perform	 Sing or play from memory with confidence. Perform solos or as part of an ensemble. Hold a part within a round Sing or play expressively and in tune. Perform with controlled breathing (voice) and skilful playing (instrument). 	 Sing or play from memory with confidence. Perform solos or as part of an ensemble. Sing or play expressively and in tune. Perform with controlled breathing (voice) and skilful playing (instrument). 						 Sing or play from memory with confidence. Perform solos or as part of an ensemble. Sing or play expressively and in tune. Hold a part within a round. Sing a harmony part confidently and accurately. Sustain a drone or a melodic ostinato to accompany singing. Perform with controlled breathing (voice) and skilful playing (instrument). 	
	Compose					 Create rhythmic patterns with an awareness of timbre and duration. Combine a variety of musical devices, including melody, rhythm and chords. 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. 	• t	Convey the relationship between the lyrics and the melody. Use digital technologies o compose, edit and refine pieces of music.	 Convey the relationship between the lyrics and the melody. Create songs with verses and a chorus. 	



			Threshold	Concepts				
Perform This concept involves to be performed.	understanding that music is creat	through a process which has a nu	This concept involves appreciating that music is created through a process which has a number of techniques.		involves understanding that composition ood by others and that there are technote for communicating them.	niques	Describe music This concept involves appreciating the features and effectiveness of musical elements.	
Transcribe	 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 	 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 	 Use the standard notation of crotch and semibreve to many beats to plate. Read and create in musical stave. Understand the putreble and bass of them in transcribit compositions. Understand and use (sharp) and b (flate). Use and understate time signatures. 	musical et, minim indicate how y. otes on the urpose of the efs and use ng se the #) symbols.	Unit 4	*	Jes the standard musical notation of crotchet, minim and emibreve to indicate now many beats to play. Read and create notes on the musical stave. Understand the purpose of the treble and pass clefs and use them in ranscribing compositions. Use and understand imple time signatures	16



			Threshold	d Concepts				
Perform This concept involves understanding that music is created to be performed. Compose This concept involves appreciating through a process which has a new concept involves.			mber of techniques. to be underst		involves understanding that composit tood by others and that there are tecl ge for communicating them.		Describe music This concept involves appreciating the features and effectiveness of musical elements.	
Unit 1	Unit 2		Unit 3		Unit 4	Unit 5		Unit 6
Describe Music		Describe how lyrics often reflect the cultural context of music and have social meaning.	Choose from a wind musical vocabula accurately described appraise music in pitch dynamics tempo timbre texture lyrics and me sense of occase expressive solo rounds harmonies accompanime drones cyclic pattern combination elements cultural contes	ry to pe and cluding: lody sion ents s of musical		• (C	Choose from a wide range of musical vocabulary to accurately describe and appraise music including:	