

Threshold Concepts							
Perform		Compose		Transcribe		Describe music	
This concept involves understanding that music is created to be performed.		This concept involves appreciating that music is created through a process which has a number of techniques.		This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.		This concept involves appreciating the features and effectiveness of musical elements.	
EYFS Music		All about me	Celebrations	Amazing Animals	Isn't life wonderful	Kings and Queens	Let's explore
<ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 		<ul style="list-style-type: none"> Singing – nursery rhymes Exploring sounds and how we make them Rhythm and tapping their names 	<ul style="list-style-type: none"> Nativity songs Model use of musical instruments Singing – nursery rhymes 	<ul style="list-style-type: none"> Singing – nursery rhymes Jack Hartman-count to 20 Discuss how a piece of music makes you feel https://www.youtube.com/watch?v=YtrouhSprzA https://www.youtube.com/watch?v=9MPGyx7N1XI https://www.youtube.com/watch?v=f77SKdyn-1Y 	<ul style="list-style-type: none"> Singing – nursery rhymes Jack Hartman-count to 20 	<ul style="list-style-type: none"> Singing – nursery rhymes Jack Hartman-count to 100 	<ul style="list-style-type: none"> Singing – nursery rhymes Jack Hartman-count to 100
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Year 1	Music	How can we use sounds to make music?	What makes a good choir?	What is a rhythm?	What is a composer?	Are all sounds the same?	How do I control my voice?
	Musician	Aaron Copeland – Hoedown!					
	Outcome	Peer performance- other class in the year group	To perform to an audience of children and adults.	Recording of the learning added to the school website	Perform in assembly	Peer assessment of end piece	To perform to an audience of children and adults.
	Links to the wider curriculum	(Learn about musical terms)	(Singing focus – Christmas Show)	(Creating repeated rhythmic phrases)	(Compose and perform our own instrumental composition with a simple graphic score)	(Explore timbre alongside other musical elements to create a piece of music, compose simple melodies using flower petals)	(Work on singing techniques, Kodàly melodies and songs for Spring Hill Sings)



Threshold Concepts						
Perform	Compose		Transcribe		Describe music	
This concept involves understanding that music is created to be performed.	This concept involves appreciating that music is created through a process which has a number of techniques.		This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.		This concept involves appreciating the features and effectiveness of musical elements.	
	All about me	Celebrations	Amazing Animals	Isn't life wonderful	Kings and Queens	Let's explore
Knowledge	<p>Lesson 1 To know when to play or sing. To know when to start and stop. To know how to follow instructions from a conductor</p> <p>Lesson 2- 6 To know what duration means (long and short) To know how to make sounds of different lengths (voice and instruments) To know what pitch means (high and low). To know how to copy and change from one pitch to another (instruments and voices) To know what pulse means. To know what rhythm is and the difference between pulse and rhythm. To know what dynamics are (loud/forte and quiet/piano)</p>	<p>Lesson 1 To know what a melody is. To know how to follow a melody To know how to follow instructions from a conductor</p> <p>Lesson 2-6 To know how to copy and change from one pitch to another To know how to make sounds of different lengths (voice)</p>	<p>Lesson 1-2 To know how to find the pulse in a piece of music. To know that rhythm is a sequence of long and short sounds. To know how to repeat and join in with a rhythm.</p> <p>Lesson 3 To know how to create different types of sounds (long and short, loud and quiet, high and low). To know how to find the pulse in a piece of music.</p> <p>Lesson 4 To know how musical pattern work.</p> <p>Lesson 5 To know how to create their own musical rhythmic patterns.</p>	<p>Lesson 1 To know the difference between pulse and rhythm in a piece of music. To know how composers use sequences or patterns to make music. To know how composers use symbols (graphic scores) to create music.</p> <p>Lesson 2 To know how to play instruments to create an effect To know how to create rhythmic, musical patterns. To know how to create symbols that link to musical sounds and ideas</p> <p>Lesson 3-4 To know how to arrange musical sounds and symbols to create a piece of music To know how to read symbols to play a piece of music To know how to rehearse a piece of music for performance</p> <p>Lesson 5 To know how to perform a piece of music in front of an audience</p>	<p>Lesson 1-2 To know what timbre means To know how to describe different timbre sounds using key words (rough/smooth/hard/soft) To know how to create different timbre sounds that link to key words (rough/smooth/hard/soft)</p> <p>Lesson 3-4 To know how to read different symbols and colours to different pitched notes (flower petals) To know how to create different symbols and colours that link to different pitched notes (flower petals melodies)</p> <p>Lesson 5 To know how to arrange musical sounds and symbols to create a piece of music using dynamics, rhythm, pitch and timbre.</p> <p>Lesson 6 To know when to play or sing. To know when to start and stop. To know how to follow a conductor. To know how to repeat and join in with a rhythm.</p>	<p>Lesson 1 To know what a melody is. To know how to follow a melody. To know how to follow instructions from a conductor.</p> <p>Lesson 2-6 To know how to copy and change from one pitch to another using vocals. To know how to make sounds of different lengths (voice).</p>



MUSIC



Threshold Concepts							
Perform		Compose		Transcribe		Describe music	
This concept involves understanding that music is created to be performed.		This concept involves appreciating that music is created through a process which has a number of techniques.		This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.		This concept involves appreciating the features and effectiveness of musical elements.	
		All about me	Celebrations	Amazing Animals	Isn't life wonderful	Kings and Queens	Let's explore
Year 2	Perform	<ul style="list-style-type: none"> 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"> Take part in singing, accurately following the melody. Imitate changes in pitch. Make and control long and short sounds, using voice. Follow instructions on how and when to sing. 			<ul style="list-style-type: none"> Follow instructions on how and when to play an instrument. Make and control long and short sounds, using instruments. 	<ul style="list-style-type: none"> Take part in singing, accurately following the melody. Imitate changes in pitch. Follow instructions on how and when to sing. Make and control long and short sounds, using voice.
	Compose	<ul style="list-style-type: none"> Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). 		<ul style="list-style-type: none"> 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). Create short, musical patterns. Create short, rhythmic phrases. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). 	
	Transcribe				<ul style="list-style-type: none"> Use symbols to represent a composition and use them to help with a performance. 		
	Describe Music	<ul style="list-style-type: none"> Recognise changes in timbre, dynamics and pitch. 		Identify the beat of a tune.	<ul style="list-style-type: none"> Identify the beat of a tune. 	<ul style="list-style-type: none"> Recognise changes in timbre, dynamics and pitch. 	
	Music	What do these symbols mean?	What makes a good musical performer?	How can technology help us to make music?	Where in the world are these instruments from?	What makes a good songwriter?	What is a melody?
	Musician	Rossini – William Tell Overture					



MUSIC



Threshold Concepts							
Perform This concept involves understanding that music is created to be performed.		Compose This concept involves appreciating that music is created through a process which has a number of techniques.		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.	
		All about me	Celebrations	Amazing Animals	Isn't life wonderful	Kings and Queens	Let's explore
Outcome	Children can practically demonstrate how to follow a graphic score.	To perform to an audience of children and adults	Audio recording of children's sound sequences	Perform in assembly	Peer performance- other class in the year group	To perform to an audience of children and adults.	
Links to the wider curriculum	(Graphic scores)	(Christmas performance)	(Chrome Music Lab)	(African music)	(Songwriting)	(Work on singing techniques and songs for Spring Hill Sings)	



Threshold Concepts						
Perform This concept involves understanding that music is created to be performed.	Compose This concept involves appreciating that music is created through a process which has a number of techniques.		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.		
	All about me	Celebrations	Amazing Animals	Isn't life wonderful	Kings and Queens	Let's explore
Knowledge To know how composers use sequences or patterns to make music. To know how to make sounds of different lengths to create rhythms using voice and instruments Lesson 2-3 To know how to play instruments to create an effect To know how to create rhythmic, musical patterns. To know how to create symbols that link to musical sounds and ideas Lesson 4-5 To know how to arrange musical sounds and symbols to create a piece of music To know how to read symbols to play a piece of music To know how to rehearse a piece of music for performance Lesson 6 To know how to follow a graphic score with instruments and vocal sounds	Lesson 1 To know how composers use sequences or patterns to make music. To know how to make sounds of different lengths to create rhythms using voice and instruments Lesson 2-3 To know how to play instruments to create an effect To know how to create rhythmic, musical patterns. To know how to create symbols that link to musical sounds and ideas Lesson 4-5 To know how to arrange musical sounds and symbols to create a piece of music To know how to read symbols to play a piece of music To know how to rehearse a piece of music for performance Lesson 6 To know how to follow a graphic score with instruments and vocal sounds	Lesson 1 To know the difference between pulse and rhythm in a piece of music. To know how to follow a melody with increasing accuracy. To know how to follow instructions from a conductor. Lesson 2-6 To know how to copy and change between pitches. To know how to sing different length notes.	Lesson 1 To know how to use an iPad to access music apps To know how to start and stop sounds using an iPad or interactive whiteboard Lesson 2-3 To know how to create a mixture of different sounds using music technology (Oscillators/Spectrogram on Chrome Music Lab) To know how to arrange short rhythmic phrases using music technology (Rhythm on Chrome Music Lab) Lesson 4-5 To know how to arrange a sequence of sounds using music technology (Melody Maker/Song Maker on Chrome Music Lab)	Lesson 1 To know the difference between pulse and rhythm in a piece of music. To know how to repeat short rhythmic phrases on instruments To know how to play rhythms accurately in time to a pulse Lesson 2 To know how to create short rhythmic phrases To know how to create melodies on instruments Lesson 3-4 To know how to combine melodies with accompanying rhythms Lesson 5 To know how to perform their own pieces of music in front of an audience	Lesson 1-3 To know the difference between pulse and rhythm in a piece of music. To know how to copy and change between pitches. To know how to sing different length notes. Lesson 4-6 To know how to identify and describe changes timbre, dynamics and pitch. To know how to create rhythmic and melodic musical patterns. To know how to follow a melody with increasing accuracy.	Lesson 1 To know what a melody is. To know how to identify and describe changes timbre, dynamics and pitch. To know how to copy and change between pitches. Lesson 2-6 To know how to sing different length notes with increasing control. To know how to follow a melody with increasing accuracy.



Threshold Concepts							
Perform This concept involves understanding that music is created to be performed.		Compose This concept involves appreciating that music is created through a process which has a number of techniques.		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.	
		All about me	Celebrations	Amazing Animals	Isn't life wonderful	Kings and Queens	Let's explore
Perform	<ul style="list-style-type: none"> Make and control long and short sounds, using voice and instruments. 	<ul style="list-style-type: none"> Take part in singing, accurately following the melody. Imitate changes in pitch. Make and control long and short sounds, using voice. Follow instructions on how and when to sing. 	<ul style="list-style-type: none"> Follow instructions on how and when to play an instrument (IPAD). 		<ul style="list-style-type: none"> Take part in singing, accurately following the melody. Make and control long and short sounds, using voice and instruments. 	<ul style="list-style-type: none"> Take part in singing, accurately following the melody. Follow instructions on how and when to sing. Make and control long and short sounds, using voice. Imitate changes in pitch. 	
Compose	<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> Create a sequence of long and short sounds. 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. 	<ul style="list-style-type: none"> Clap rhythms. Create short, rhythmic phrases. Create short, musical patterns Create a mixture of different sounds (loud and quiet, high and low) 	<ul style="list-style-type: none"> Create a sequence of long and short sounds. 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. 		
Transcribe	<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"> Use symbols to represent a composition and use them to help with a performance. 				
Describe Music		<ul style="list-style-type: none"> Identify the beat of a tune. 		<ul style="list-style-type: none"> Identify the beat of a tune. 	<ul style="list-style-type: none"> Recognise changes in timbre, dynamics and pitch. Identify the beat of a tune. 	<ul style="list-style-type: none"> Recognise changes in timbre, dynamics and pitch. 	



MUSIC



Threshold Concepts							
Perform		Compose		Transcribe		Describe music	
This concept involves understanding that music is created to be performed.		This concept involves appreciating that music is created through a process which has a number of techniques.		This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.		This concept involves appreciating the features and effectiveness of musical elements.	
		All about me	Celebrations	Amazing Animals	Isn't life wonderful	Kings and Queens	Let's explore
Year 3	Music	Can you keep to the beat?	How is music written?	What do different pitches look like when written?	How do we sequence a piece of music?	How can melodies change how we feel?	How can I become a better performer?
	Musician	Bob Marley			Electronic composers – Delia Derbyshire?		
	Outcome	Perform in assembly	Children can practically demonstrate how to follow rhythmic notation that they have written.	Peer performance- other class in the year group	Audio recording of children's Garageband/Charanga compositions	Recording of the learning added to the school website	To perform to an audience of children and adults.
	Links to the wider curriculum	(Paddington Bear and the music of the Windrush generation, sing reggae and calypso music and play rhythms to a beat, Banana King song, compose our own reggae inspired song)	(Monster Marching, learn notation and duration, rhythm bingo, write rhythms using notation / Christmas songs)	(Learn notes on a staff, note game, glockenspiel lessons, compose melodies with notation to play on a range of melodic instruments)	(Halle Orchestra Trip? / Music Tech – Garageband/Charanga on iPads)	(Glockenspiel lessons / listen to and play melodies with different moods or feelings / explore the use of drones)	(Songwriting and Singing)



Threshold Concepts						
Perform	Compose		Transcribe		Describe music	
This concept involves understanding that music is created to be performed.	This concept involves appreciating that music is created through a process which has a number of techniques.		This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.		This concept involves appreciating the features and effectiveness of musical elements.	
	All about me	Celebrations	Amazing Animals	Isn't life wonderful	Kings and Queens	Let's explore
Knowledge	<p>Lesson 1 To know the meaning of the terms: duration, timbre, pitch, beat, tempo, texture. To know the how to use duration, timbre, pitch, beat, tempo, texture and the use of silence to describe music. To know how to describe likes and dislikes in music using musical terms. To know how to sing as part of a group.</p> <p>Lesson 2-3 To know how to write and perform a song. To know how to sing clearly and in tune with control. To know how to follow a melody and rhythm with increasing accuracy.</p> <p>Lesson 4-5 To know how to compose an accompaniment for a melody. To know how to use non-standard symbols to indicate when to play and rest. To know how to play notes on an instrument clearly and with control.</p> <p>Lesson 6 To know how to perform with control as part of a group.</p>	<p>Lesson 1-2 To know what a quaver, crotchet, minim and semibreve is. To know how many beats a quaver, crotchet, minim and semibreve represent.</p> <p>Lesson 3 To know how to create a repeated rhythm To know how to play a repeated rhythm on a range of instruments. To know how to choose, order, combine and control sounds to create an effect.</p> <p>Lesson 4-6 To know how to sing clearly, confidently and in tune. To know how to perform with control as part of a group.</p>	<p>Lesson 1-2 To know how to identify the notes EGBDF and FACE on the musical staff. To know what a quaver, crotchet, minim and semibreve is. To know how many beats a quaver, crotchet, minim and semibreve represent.</p> <p>Lesson 3-5 To know how to play a repeated melodies on a range of instruments. To know how to choose, order, combine and control sounds to create an emotion. To know how to play a melody instrument accurately so the notes are clear To know how to play an instrument confidently as part of a group.</p>	<p>Lesson 1-2 To know how layers of sounds affect moods and feelings. To know how to describe the moods and feelings the music displays.</p> <p>Lesson 3-5 To know how digital technologies can compose pieces of music (Charanga Music Apps). To know how to use digital technologies to create sequences of sound (Charanga Music Apps). To know how to create accompaniment to a melody using music technology (Garageband).</p>	<p>Lesson 1 To know how to read and play the notes of the staff on a melody instrument. To know how to play rhythms using crotchets, minims and semibreves as a repeated pattern. To know how to play a melody instrument accurately in a group.</p> <p>Lesson 2-3 To know how layers of sounds affect moods and feelings. To know how to describe the moods and feelings the music displays. To know how to sing songs with control and awareness of others.</p> <p>Lesson 4-5 To know how to compose a melody that creates a mood or emotion. To know what a drone is. To know how to play a drone to accompany a melody.</p> <p>Lesson 6 To know how to make abstract sounds on an instrument. To know how to use abstract sounds on an instrument to create an effect.</p>	<p>Lesson 1-2 To know what makes a great performer. To know how to develop more accuracy in singing. To know how to sing clearly and in tune with control. To know how to follow a melody and rhythm with increasing accuracy.</p> <p>Lesson 3-6 To know how to write and perform a song. To know how to choose, order, combine and control sounds to create an accompaniment for a song. To know how to sing a song from memory.</p>



Threshold Concepts							
Perform This concept involves understanding that music is created to be performed.		Compose This concept involves appreciating that music is created through a process which has a number of techniques.		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.	
		All about me	Celebrations	Amazing Animals	Isn't life wonderful	Kings and Queens	Let's explore
	Perform	<ul style="list-style-type: none"> Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. 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 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. 	<ul style="list-style-type: none"> Maintain a simple part within a group. 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"> Maintain a simple part within a group. 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 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	<ul style="list-style-type: none"> Compose and perform melodic songs. Create accompaniments for tunes. 	<ul style="list-style-type: none"> Create repeated patterns with a range of instruments. Choose, order, combine and control sounds to create an effect. 	<ul style="list-style-type: none"> Create patterns with a range of instruments. 	<ul style="list-style-type: none"> Create accompaniments for tunes. Choose, order, combine and control sounds to create an effect. Use digital technologies to compose pieces of music. 	<ul style="list-style-type: none"> Compose and perform melodic songs. Use sound to create abstract effects. Create repeated patterns with a range of instruments. Create accompaniments for tunes. Use drones as accompaniments. Choose, order, combine and control sounds to create an effect. 	<ul style="list-style-type: none"> Compose and perform melodic songs. Create accompaniments for tunes. Choose, order, combine and control sounds to create an effect.
	Transcribe	<ul style="list-style-type: none"> Devise non-standard symbols to indicate when to play and rest. 	<ul style="list-style-type: none"> Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	<ul style="list-style-type: none"> 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"> 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. 	



MUSIC



Threshold Concepts							
Perform This concept involves understanding that music is created to be performed.		Compose This concept involves appreciating that music is created through a process which has a number of techniques.		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.	
		All about me	Celebrations	Amazing Animals	Isn't life wonderful	Kings and Queens	Let's explore
	Describe Music	<ul style="list-style-type: none"> 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. 			<ul style="list-style-type: none"> Understand layers of sounds and discuss their effect on mood and feelings. 	<ul style="list-style-type: none"> 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. 	
Year 4	Music	How do you play the guitar? (Part One)	How do you play the guitar? (Part Two)	How is sound created?	Is there a song for EVERY occasion?	Why does some music make us want to dance?	Can we make music without instruments?
	Musician	Queen (Brian May) – We Will Rock You!					
	Outcome	Recording of the learning added to the school website	Perform in assembly	Audio recording of children's Garageband/Charanga compositions	Peer performance- other class in the year group	Children can practically demonstrate how to play at least one form of dance music)	Recording of the learning added to the school website
	Links to the wider curriculum	(Introduction to guitar, recap rhythmic notation)	(Guitar, Christmas Performance)	(Science of sound / compose music / music tech)	Explore songs for different events, occasions and the role of music. Write a song linked to an occasion / Singing	(European Music, flamenco, waltz, clog dancing, folk music)	(Singing skills, body percussion, junk percussion, bucket drumming, Spring Hill Sings)



Threshold Concepts						
Perform This concept involves understanding that music is created to be performed.	Compose This concept involves appreciating that music is created through a process which has a number of techniques.		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.	
	All about me	Celebrations	Amazing Animals	Isn't life wonderful	Kings and Queens	Let's explore
Knowledge	<p>Lesson 1-6</p> <p>To know how to hold the instrument correctly (guitar)</p> <p>To know how to play notes on the instrument carefully and clearly (guitar)</p> <p>To know how to play together as an ensemble.</p> <p>Lesson 2</p> <p>To know how to play rhythms using crotchets, minims and semibreves as a repeated pattern.</p> <p>Lesson 3</p> <p>To know how to read and play the notes of the stave on a melody instrument (guitar).</p> <p>Lesson 4</p> <p>To know how to identify different musical elements within a piece of music.</p> <p>To know how to describe music using a variety of different musical elements.</p> <p>To know how to explain why we like/dislike a piece of music.</p>	<p>Lesson 1-3</p> <p>To know how to play notes on the instrument carefully and clearly (guitar)</p> <p>To know how to play together as an ensemble.</p> <p>To know how to read and play the notes of the stave on a melody instrument (guitar).</p> <p>To know how to play rhythms using crotchets, minims and semibreves as a repeated pattern.</p> <p>Lesson 4</p> <p>To know how to describe music using a variety of different musical elements.</p> <p>Lesson 5-6</p> <p>To know how to sing confidently in tune with a higher level of accuracy.</p> <p>To know how to sing and perform a song from memory with control and awareness of others.</p>	<p>Lesson 1-2</p> <p>To know how layers of sounds affect moods and feelings.</p> <p>To know how to describe the moods and feelings the music displays.</p> <p>Lesson 3-5</p> <p>To know how to use music technology to compose a melody using notes (Music Notepad in Charanga Music Apps).</p> <p>To know how digital technologies can compose pieces of music.</p> <p>To know how to use digital technologies to create sequences of sounds.</p> <p>To know how to create accompaniment to a melody using music technology (Garageband).</p>	<p>Lesson 1-2</p> <p>To know how to identify different musical elements within a piece of music.</p> <p>To know how to describe music using a variety of different musical elements.</p> <p>To know how different musical elements can change the mood of a piece of music.</p> <p>To know the role of music in different events or occasions.</p> <p>Lesson 3-4</p> <p>To know how to sing confidently in tune with a higher level of accuracy.</p> <p>To know how to sing and perform a song from memory with control and awareness of others.</p> <p>Lesson 5</p> <p>To know how to compose a melody with a fitting accompaniment.</p> <p>To know how drones can be used in music.</p> <p>To know how to create a drone with a melody above it.</p>	<p>Lesson 1</p> <p>To know how to identify different musical elements within a piece of music.</p> <p>To know how to describe music using a variety of different musical elements.</p> <p>To know how different musical elements can change the mood of a piece of music.</p> <p>To know the role of music in different events or occasions.</p> <p>Lesson 2-6</p> <p>To know how to play notes on a pitched instrument carefully and clearly.</p> <p>To know how to play rhythms using crotchets, minims and semibreves as a repeated pattern with increased accuracy.</p> <p>To know how to read and play the notes of the stave on a melody instrument with increased fluency.</p> <p>To know how to perform as part of an ensemble with control and awareness of others.</p>	<p>Lesson 1-3</p> <p>To know how to describe music using a variety of different musical elements.</p> <p>To know how to play rhythms using crotchets, minims and semibreves as a repeated pattern.</p> <p>To know how to play rhythms carefully and clearly (junk instruments and body percussion).</p> <p>To know how to explore different abstract sounds on a variety of sound sources (junk instruments and body percussion).</p> <p>To know how to choose, order, combine and control sounds to create an effect on a variety of sound sources (junk instruments and body percussion).</p> <p>To know how to play together as an ensemble.</p> <p>Lesson 4-6</p> <p>To know how to sing more complex melodies confidently, in tune and with a higher level of accuracy.</p> <p>To know how to sing and perform a song from memory with control and awareness of others.</p> <p>To know how to sing lyrics of a song clearly and with control.</p>



Threshold Concepts							
Perform This concept involves understanding that music is created to be performed.		Compose This concept involves appreciating that music is created through a process which has a number of techniques.		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.	
		All about me	Celebrations	Amazing Animals	Isn't life wonderful	Kings and Queens	Let's explore
Perform	Perform	<ul style="list-style-type: none"> Maintain a simple part within a group. 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 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 instrument with care so that they are clear. Perform with control and awareness of others. 	<ul style="list-style-type: none"> Play notes on an instrument (iPad) with care so that they are clear. Perform with control and awareness of others. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Play notes on an instrument with care so that they are clear. Maintain a simple part within a group. Perform with control and awareness of others. 	<ul style="list-style-type: none"> 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.
	Compose			<ul style="list-style-type: none"> Use sounds to create abstract effects. Choose, order, combine and control sounds to create an effect. Use digital technologies to compose pieces of music. 	<ul style="list-style-type: none"> Create accompaniments for tunes. Use drones as accompaniments. 		<ul style="list-style-type: none"> Use sounds to create abstract effects. Choose, order, combine and control sounds to create an effect.
	Transcribe	<ul style="list-style-type: none"> 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"> 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"> 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"> 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"> Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.



Threshold Concepts							
Perform This concept involves understanding that music is created to be performed.		Compose This concept involves appreciating that music is created through a process which has a number of techniques.		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.	
		All about me	Celebrations	Amazing Animals	Isn't life wonderful	Kings and Queens	Let's explore
	Describe Music	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.
Year 5	Music	What makes good film music?	How can we combine melody, rhythm and chords to compose music?	How do you play the guitar? (Part Three)	How do you play the guitar? (Part Four)	Can music tell a story?	What makes a superstar musician?
	Musician	Prokofiev – Peter and the Wolf				Grieg	
	Outcome	Recording of the learning added to the school website	To perform to an audience of children and adults	Children can practically demonstrate their guitar skills	Recording of the learning added to the school website	Perform in assembly	To perform to an audience of children and adults
	Links to the wider curriculum	(Peter and the Wolf - Film Music / Composition / Musicianship / Listening)	Listen to a piece of music that uses the pentatonic scale / Write a piece of music using the pentatonic scale with different rhythms and chords / Singing / Christmas Performance			(In the Hall of the Mountain King on boomwhackers, compose our own music to tell a story)	Look at music superstars – what makes them great musicians? / Play the music of a superstar / Summer Production / Songwriting for Yr6 leavers / Spring Hill Sings



Threshold Concepts						
Perform This concept involves understanding that music is created to be performed.	Compose This concept involves appreciating that music is created through a process which has a number of techniques.	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.	
	All about me	Celebrations	Amazing Animals	Isn't life wonderful	Kings and Queens	Let's explore
Knowledge	<p>Lesson 1-2 To know what a time signature is and what its job is. To know what a pentatonic scale is. To know what an ostinato is. To know how to use the pentatonic scale to create an ostinato. To know how to read musical notation on a staff. To know how to write musical notation on a staff. To know what a treble and bass clef is. To know what sharps and flats look like and what they mean practically.</p> <p>Lesson 3 To know what a chord is. To know how to use chords to support melodies. To know how to create rhythmic patterns using a variety of timbres to fit the mood of the music.</p> <p>Lesson 4-6 To know how to play a variety of tuned and untuned instruments with skill and understanding. To know how to follow a conductor and/or visual musical cues (film). To know what expression is in music. To know how to use expression in musical playing. To use a variety of musical elements to create a piece of music that reflects the mood of the film.</p>	<p>Lesson 1 To know how to accompany a melody or rhythm with a drone. To know how to read and write musical notation on a staff. To know what sharps and flats look like and what they mean practically. To know how to use different time signatures.</p> <p>Lesson 2 To know what harmony is. To know how to use harmony to accompany a melody. To know how to use chords to support melodies. To know how to create rhythmic patterns using a variety of timbres to fit the mood of the music.</p> <p>Lesson 3 To use a variety of musical elements to create a piece of music.</p> <p>Lesson 3 To know about how music is used in different cultural settings. To know and understand a wide range of musical vocabulary. To know how to use a wide range of musical vocabulary to describe a piece of music.</p> <p>Lesson 4-6 To know how to sing a round. To know how to play solos or as part of an ensemble. To know how to use expression in musical playing.</p>	<p>Lesson 1-2 To know how to play an increasing variety of notes on the instrument carefully and clearly (guitar) To know how to play together as an ensemble, following a conductor and staying in time together. To know what a time signature is and what its job is. To know how to read and play an increasing variety of notes of the staff on a melody instrument (guitar). To know how to play increasingly challenging rhythms using crotchets, minims and semibreves as a repeated pattern.</p> <p>Lesson 3 To know how to describe music using a variety of different musical elements.</p> <p>Lesson 4-5 To know how to sing confidently in tune with a higher level of accuracy. To know how to sing and perform a song from memory with control and awareness of others.</p>	<p>Lesson 1-2 To know how to play an increasing variety of notes on the instrument carefully and clearly (guitar) To know how to play together as an ensemble, following a conductor and staying in time together. To know what a time signature is and what its job is. To know how to read and play an increasing variety of notes of the staff on a melody instrument (guitar). To know how to play increasingly challenging rhythms using crotchets, minims and semibreves as a repeated pattern.</p> <p>Lesson 3 To know how to describe music using a variety of different musical elements.</p> <p>Lesson 4-5 To know how to sing confidently in tune with a higher level of accuracy. To know how to sing and perform a song from memory with control and awareness of others.</p>	<p>Lesson 1-3 To know how to play a variety of tuned and untuned instruments with skill and understanding. To know how to follow a conductor and/or visual musical cues (film). To know what expression is in music. To know how to use expression in musical playing and singing. To know what sharps and flats look like and what they mean practically.</p> <p>Lesson 4-6 To know how to read musical notation on a staff. To know how to write musical notation on a staff. To know what a treble and bass clef is. To know what a time signature is and what its job is. To know how to create rhythmic patterns using a variety of timbres to fit the mood of the music. To know what a chord is. To know how to use chords to support melodies. To use a variety of musical elements to create a piece of music.</p>	<p>Lesson 1-2 To know about how music is used in different cultural settings. To know and understand a wide range of musical vocabulary. To know how to use a wide range of musical vocabulary to describe a piece of music.</p> <p>Lesson 3-4 To know how to play solos or as part of an ensemble. To know how to use expression in musical playing.</p> <p>Lesson 5-6 To know how to sing a round. To know what harmony is. To know how to use harmony to accompany a melody.</p>



Threshold Concepts							
Perform This concept involves understanding that music is created to be performed.		Compose This concept involves appreciating that music is created through a process which has a number of techniques.		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.	
		All about me	Celebrations	Amazing Animals	Isn't life wonderful	Kings and Queens	Let's explore
	Perform	<ul style="list-style-type: none"> Perform with skilful playing (instrument). Perform solos or as part of an ensemble. 	<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. Hold a part within a round. Sing a harmony part confidently and accurately. Sustain a drone to accompany singing. Perform with controlled breathing (voice) and skilful playing (instrument). 	<ul style="list-style-type: none"> Perform solos or as part of an ensemble. Sing or play expressively and in tune. Perform with controlled breathing (voice) and skilful playing (instrument). 	<ul style="list-style-type: none"> Perform solos or as part of an ensemble. Sing or play expressively and in tune. Perform with controlled breathing (voice) and skilful playing (instrument). 	<ul style="list-style-type: none"> Perform with controlled breathing (voice) and skilful playing (instrument). Sing or play expressively and in tune. 	<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. 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	<ul style="list-style-type: none"> 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 melodic ostinato (based on the pentatonic scale). 	<ul style="list-style-type: none"> 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. 			<ul style="list-style-type: none"> 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. 	



Threshold Concepts							
Perform This concept involves understanding that music is created to be performed.		Compose This concept involves appreciating that music is created through a process which has a number of techniques.		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.	
		All about me	Celebrations	Amazing Animals	Isn't life wonderful	Kings and Queens	Let's explore
Transcribe		<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. 	<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 and use the # (sharp) and b (flat) symbols. Use and understand simple time signatures. 	<ul style="list-style-type: none"> Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Use and understand simple time signatures 	<ul style="list-style-type: none"> Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Use and understand simple time signatures 	<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. 	



MUSIC



Threshold Concepts						
Perform This concept involves understanding that music is created to be performed.	Compose This concept involves appreciating that music is created through a process which has a number of techniques.		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.	
	All about me	Celebrations	Amazing Animals	Isn't life wonderful	Kings and Queens	Let's explore
Describe Music		<ul style="list-style-type: none"> Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> pitch dynamics tempo timbre texture lyrics and melody sense of occasion expressive solo rounds harmonies accompaniments drones cyclic patterns combination of musical elements <ul style="list-style-type: none"> cultural context. Describe how lyrics often reflect the cultural context of music and have social meaning. 	<ul style="list-style-type: none"> Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> pitch dynamics tempo timbre texture lyrics and melody sense of occasion expressive solo rounds harmonies accompaniments drones cyclic patterns combination of musical elements <ul style="list-style-type: none"> cultural context. 	<ul style="list-style-type: none"> Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> pitch dynamics tempo timbre texture lyrics and melody sense of occasion expressive solo rounds harmonies accompaniments drones cyclic patterns combination of musical elements <ul style="list-style-type: none"> cultural context. 		<ul style="list-style-type: none"> Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> pitch dynamics tempo timbre texture lyrics and melody sense of occasion expressive solo rounds harmonies accompaniments drones cyclic patterns combination of musical elements <ul style="list-style-type: none"> cultural context. Describe how lyrics often reflect the cultural context of music and have social meaning.



Threshold Concepts							
Perform		Compose		Transcribe		Describe music	
This concept involves understanding that music is created to be performed.		This concept involves appreciating that music is created through a process which has a number of techniques.		This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.		This concept involves appreciating the features and effectiveness of musical elements.	
		All about me	Celebrations	Amazing Animals	Isn't life wonderful	Kings and Queens	Let's explore
Year 6	Music	What is the role of music in our lives?	What is a Music Leader?	How do you play the guitar? (Part Five)	How do you play the guitar? (Part Six)	Have you got rhythm?	What will my best performance look like?
	Musician	Maher Zain					
	Outcome	Recording of the learning added to the school website	To perform to an audience of children and adults	Children can practically demonstrate guitar skills	Recording of the learning added to the school website	To perform to an audience of children and adults	Perform in assembly
	Links to the wider curriculum	(Music and Islam, music and other faiths, explore why music is important in our lives, compose a piece of music using melody, rhythm and chords, play melodies that use sharps and flats, sing a song from a different culture)	(Explore the role of a conductor, look at an orchestral score and explain about clefs etc, Explore the role of the music producer, become producers using Music Tech / train up conductors to lead a round, Christmas music)		(Use guitars to create a drone and compose a melody to sing over, compose a melodic ostinato on guitar using the pentatonic scale)	Notation & Musical Elements, claves composition, beatboxing, samba drumming	(Write our own leavers' song with harmonies)



Threshold Concepts						
Perform This concept involves understanding that music is created to be performed.	Compose This concept involves appreciating that music is created through a process which has a number of techniques.		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.	
	All about me	Celebrations	Amazing Animals	Isn't life wonderful	Kings and Queens	Let's explore
Knowledge	<p>Lesson 1-2 To know about how music is used in different cultural settings. To know how lyrics impact on the meaning of a song and its place in culture and society. To know and understand a wide range of musical vocabulary. To know how to use a wide range of musical vocabulary to describe a piece of music.</p> <p>Lesson 3-4 To know how to sing songs with expression and in tune. To know how to use breathing to sing with control and skill. To know how to sing songs as an ensemble with accuracy and expression.</p> <p>Lesson 5-6 To know how to use melodies, chords and rhythm to create a piece of music. To know how to explore different timbres and other musical elements for a piece in order to gain a defined effect.</p>	<p>Lesson 1-2 To know the role of a music producer. To know how to use digital technologies to compose, edit and refine pieces of music. To know how to thoughtfully select elements for a piece in order to gain a defined effect. To know about how music is used in different cultural settings. To know and understand a wide range of musical vocabulary. To know how to use a wide range of musical vocabulary to describe a piece of music.</p> <p>Lesson 3 To know to role of a conductor. To know how to follow a conductor as a soloist and as part of an ensemble. To know how to lead a piece of music as a conductor.</p> <p>Lesson 4-6 To know how to sing from memory with a higher level of accuracy. To know how to perform with skilful singing and a control and awareness of a conductor. To know how to support a melody through singing a harmony part in a confident manner. To know how to sing a melody accurately as part of a round.</p>	<p>Lesson 1-2 To know how to play an increasing variety of notes on the instrument carefully and clearly (guitar) To know how to play together as an ensemble, following a conductor and staying in time together. To know what a time signature is and what its job is. To know how to read and play an increasing variety of notes of the stave on a melody instrument (guitar). To know how to play increasingly challenging rhythms using crotchets, minims and semibreves as a repeated pattern.</p> <p>Lesson 3 To know how to describe music using a variety of different musical elements.</p> <p>Lesson 4-5 To know how to play from memory with a higher level of accuracy. To know how to perform with skilful playing and a control and awareness of others.</p>	<p>Lesson 1-2 To know how to play an increasing variety of notes on the instrument carefully and clearly (guitar) To know how to play together as an ensemble, following a conductor and staying in time together. To know what a time signature is and what its job is. To know how to read and play an increasing variety of notes of the stave on a melody instrument (guitar). To know how to play increasingly challenging rhythms using crotchets, minims and semibreves as a repeated pattern.</p> <p>Lesson 3 To know how to play the pentatonic scale on a melodic instrument (guitar) To know how to create a piece of music using drones and melodic ostinati (based on the pentatonic scale)</p> <p>Lesson 4-5 To know how to play from memory with a higher level of accuracy. To know how to perform with skilful playing and a control and awareness of others.</p>	<p>Lesson 1-2 To know how to read a musical notation featuring a variety of rhythms using quavers, crotchets, minims and semibreves. To know how to play a variety of rhythms using quavers, crotchets, minims and semibreves on an array of instruments. Lesson 3-4 To know how to play from memory with a higher level of accuracy. To know how to perform with skilful playing and a control and awareness of others. To know how to play rhythms from memory with a high level of accuracy. Lesson 5-6 To know how to write our own rhythmic patterns using musical notation with an awareness of timbre and duration.</p>	<p>Lesson 1-3 To know about song structure and identify a verse or chorus in a song. To know and understand the relationship between lyrics and melody. To know about how music is used in different cultural settings. To know how lyrics impact on the meaning of a song and its place in culture and society. To know and understand a wide range of musical vocabulary. To know how to use a wide range of musical vocabulary to describe a piece of music. Lesson 4-6 To know how to compose a verse and a chorus for a song. To know how to sing from memory with a higher level of accuracy. To know how to perform with skilful singing and a control and awareness of a conductor. To know how to support a melody through singing a harmony part in a confident manner. To know how to use breathing to sing with control and skill.</p>



Threshold Concepts							
Perform This concept involves understanding that music is created to be performed.		Compose This concept involves appreciating that music is created through a process which has a number of techniques.		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.	
		All about me	Celebrations	Amazing Animals	Isn't life wonderful	Kings and Queens	Let's explore
	Perform	<ul style="list-style-type: none"> Perform solos or as part of an ensemble. Sing or play expressively and in tune. Perform with controlled breathing (voice) and skilful playing (instrument). 	<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. Hold a part within a round. Sing a harmony part confidently and accurately. Perform with controlled breathing (voice) and skilful playing (instrument). 	<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. Perform with controlled breathing (voice) and skilful playing (instrument). 	<ul style="list-style-type: none"> Perform solos or as part of an ensemble. Sing or play expressively and in tune. Perform with controlled breathing (voice) and skilful playing (instrument). Sustain a drone or a melodic ostinato to accompany singing. 	<ul style="list-style-type: none"> 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). 	<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. Sing a harmony part confidently and accurately. Perform with controlled breathing (voice) and skilful playing (instrument).
	Compose	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Thoughtfully select elements for a piece in order to gain a defined effect. Use digital technologies to compose, edit and refine pieces of music. 		<ul style="list-style-type: none"> Use drones and melodic ostinati (based on the pentatonic scale). 	<ul style="list-style-type: none"> Create rhythmic patterns with an awareness of timbre and duration. 	<ul style="list-style-type: none"> Create songs with verses and a chorus. Convey the relationship between the lyrics and the melody.



Threshold Concepts							
Perform This concept involves understanding that music is created to be performed.		Compose This concept involves appreciating that music is created through a process which has a number of techniques.		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.	
		All about me	Celebrations	Amazing Animals	Isn't life wonderful	Kings and Queens	Let's explore
Transcribe		<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 and use the # (sharp) and b (flat) symbols. Use and understand simple time signatures 	<ul style="list-style-type: none"> Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Read notes on the musical stave. Understand the purpose of the treble and bass clefs and use them in transcribing compositions. Use and understand simple time signatures 	<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 and use the # (sharp) and b (flat) symbols. Use and understand simple time signatures 	<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 and use the # (sharp) and b (flat) symbols. Use and understand simple time signatures 	<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. Use and understand simple time signatures 	



Threshold Concepts							
Perform This concept involves understanding that music is created to be performed.		Compose This concept involves appreciating that music is created through a process which has a number of techniques.		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.	
		All about me	Celebrations	Amazing Animals	Isn't life wonderful	Kings and Queens	Let's explore
	Describe Music	<ul style="list-style-type: none"> Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> 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 				<ul style="list-style-type: none"> Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> 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.