



Music Threshold Concepts and Progression

Milestone 1		Milestone 2		Milestone 3	
Threshold Concept End of Milestone 1 Expectation Appraise and Compare <i>This concept is to actively listen and evaluate within a range of musical activities</i>		Threshold Concept End of Milestone 2 Expectation Appraise and Compare <i>This concept is to actively listen and evaluate within a range of musical activities</i>		Threshold Concept End of Milestone 3 Expectation Appraise and Compare <i>This concept is to actively listen and evaluate within a range of musical activities</i>	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can actively listen to music, expressing preferences and mood Can recognise and identify change in pitch and beat Can recognise and name instruments	Can actively listen to, and recognise, elements of music, expressing preferences and mood Can recognise and identify change in dynamics, pitch, timbre and beat Can understand that instruments have changed through time	Can describe and compare music using musical vocabulary Can understand that music has changed through time.	Can describe and compare music using musical vocabulary whilst understanding how music reflects different characters and moods Can understand that music has, and will, change through time.	Can use a wide range of musical vocabulary to appraise and compare music with multiple layers, moods and emotions Can understand how music has progressed through sound and instrumentation.	Can use a wide range of musical vocabulary to accurately appraise and compare music with multiple layers, moods and emotions Can understand how music has progressed through sound, purpose and instrumentation.
Threshold Concept End of Milestone 1 Expectation Compose <i>This concept is to draw upon musical inspiration and combine sounds to create music</i>		Threshold Concept End of Milestone 2 Expectation Compose <i>This concept is to draw upon musical inspiration and combine sounds to create music</i>		Threshold Concept End of Milestone 3 Expectation Compose <i>This concept is to draw upon musical inspiration and combine sounds to create music</i>	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Improvise simple vocal chants, using question and answer phrases. Create musical sound effects and short	Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).	Improvise Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/group/individual/ins	Improvise Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including	Improvise Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.	Improvise Extend improvisation skills through working in small groups to: Create music with multiple sections that




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<p>sequences of sounds in response to</p> <ul style="list-style-type: none"> stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves). <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p> <p>Recognise how graphic notation can represent created sounds.</p> <p>Explore and invent</p> <ul style="list-style-type: none"> own symbols, for example 	<p>Work with a partner or group to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.</p> <p>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p> <p>Use music technology, if available, to capture, change and combine sounds</p>	<p>trumental teaching), inventing short 'on-the-spot' responses using a limited note-range.</p> <p>Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.</p> <p>Compose Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi)</p> <p>Compose song accompaniments on untuned percussion using known rhythms and note values.</p>	<p>smooth (legato) and detached (staccato).</p> <p>Begin to make compositional decisions about the overall structure of improvisations. Continue this process in the composition tasks below.</p> <p>Compose Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.</p> <p>Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</p>	<p>Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Continue this process in the composition tasks below.</p> <p>Compose Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.</p> <p>Working in pairs, compose a short ternary piece.</p>	<p>include repetition and contrast.</p> <p>Use chord changes as part of an improvised sequence.</p> <p>Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.</p> <p>Compose Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</p> <p>Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.</p>
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			<p>Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.</p> <p>Introduce major and minor chords.</p> <p>Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work.</p> <p>Capture and record creative ideas using any of:</p> <ul style="list-style-type: none"> - graphic symbols - rhythm notation and time signatures - staff notation - technology 	<p>Use chords to compose music to evoke a specific atmosphere, mood or environment. For example, La Mer by Debussy and The River Flows In You by Yiruma both evoke images of water. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.</p> <p>Capture and record creative ideas using any of:</p> <ul style="list-style-type: none"> - graphic symbols - rhythm notation and time signatures - staff notation - technology 	<p>Either of these melodies can be enhanced with rhythmic or chordal accompaniment.</p> <p>Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved</p>
<p>Threshold Concept End of Milestone 1 Expectation Perform</p>		<p>Threshold Concept End of Milestone 2 Expectation Perform</p>		<p>Threshold Concept End of Milestone 3 Expectation Perform</p>	



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<i>This concept is to understand that music is created to be performed.</i>		<i>This concept is to understand that music is created to be performed.</i>		<i>This concept is to understand that music is created to be performed.</i>	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can use voices by singing songs, chants and rhymes. Can play untuned instruments with some control over pitch and rhythm Can begin to show an awareness of others when performing	Can use voices expressively by singing songs, chants and rhymes. Can play tuned and untuned instruments with some control over pitch, dynamics and rhythm Can begin to show an awareness of others when performing	Can control their voice and instruments as part in a group. Can read simple pictures and music notations recognising pitch	Can control their voice and instruments whilst maintaining a simple part in a group. Can read simple pictures and music notations recognising rhythm and pitch	Can use voice and instruments to perform within solo and ensemble contexts with some control and accuracy Can read some stave and other musical notations recognising rhythm and	Can use voice and instruments to perform within solo and ensemble contexts with control and accuracy Can read stave and other musical notations recognising rhythm, pitch, tempo and dynamics.
Threshold Concept End of Milestone 1 Expectation Musicianship <i>This concept cover key musical skills and notation</i>		Threshold Concept End of Milestone 2 Expectation Musicianship <i>This concept cover key musical skills and notation</i>		Threshold Concept End of Milestone 3 Expectation Musicianship <i>This concept cover key musical skills and notation</i>	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pulse/Beat Move to a changing beat Use body percussion, and classroom percussion, playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments to	Pulse/Beat Understand that the speed of the beat can change, creating a faster or slower pace (tempo). Mark the beat of a listening piece by tapping or clapping and recognising tempo	Rhythm, Metre and Tempo Downbeats Fast (allegro), Slow (adagio) Pulse Beat Pitch and Melody High Low	Rhythm, Metre and Tempo Getting faster (accelerando) Getting slower (rallentando) Pitch and Melody Pentatonic scale Major and minor tonality Pitch range do-do	Rhythm, Metre and Tempo Simple time Pitch and Melody Diatonic scale with 1 or sharps and flats: in C and G and in F Structure and Form Ternary form Verse and chorus form	Rhythm, Metre and Tempo Compound time Syncopation Pitch and Melody Full diatonic scale in different keys Structure and Form Music with multiple sections



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<p>maintain a steady beat.</p> <p>Respond to the pulse in recorded/live music through movement and dance</p> <p>Rhythm Perform short copycat rhythm patterns accurately, led by the teacher.</p> <p>Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.</p> <p>Perform word-pattern chants, create, retain and perform their own rhythm patterns.</p> <p>Pitch Listen to sounds in the local school environment, comparing high and low sounds.</p> <p>Sing familiar songs in both low and high voices and talk about</p>	<p>as well as changes in tempo.</p> <p>Walk in time to the beat of a piece of music or song Know the difference between left and right to support coordination and shared movement with others.</p> <p>Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</p> <p>Identify the beat groupings in familiar music that they sing regularly and listen to.</p> <p>Rhythm Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.</p> <p>Create rhythms using word phrases as a starting point</p>	<p>Rising/falling - pitch Range do–so</p> <p>Structure and Form Call and response Question phrase/answer phrase Echo Ostinato</p> <p>Harmony Drone</p> <p>Texture Loud (forte) Quiet (piano)</p> <p>Dynamics and Articulation Loud (forte) Quiet (piano)</p> <p>Instrument and playing techniques Instruments used in Foundation Listening</p> <p>Reading Notation Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</p> <p>Introduce and understand the differences between</p>	<p>Structure and Form Rounds and partner songs Repetition contrast</p> <p>Harmony Static Moving</p> <p>Texture Duet Melody and accompaniment</p> <p>Dynamics and Articulation Getting louder (crescendo) Getting softer (descrescendo) Smooth (legato) Detached (staccato)</p> <p>Instrument and playing techniques Instruments used in Foundation Listening, including playing techniques</p> <p>Reading Notation Introduce and understand the differences between</p>	<p>Harmony Introduce triads</p> <p>Texture Music in 2 parts Music in 3 parts</p> <p>Dynamics and Articulation Wider range of dynamics including; Fortissimo (very loud) Pianissimo (very quiet)</p> <p>Instrument and playing techniques Instruments used in Foundation Listening, including playing techniques and effect, e.g. pizzicato (e.g.) mysterious) and tremolo (e.g. very dark and expectant)</p> <p>Reading Notation Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p>	<p>Harmony Triads Chord progressions</p> <p>Texture Music in 3 parts Music in 4 parts</p> <p>Dynamics and Articulation Wider range of dynamics including; Fortissimo (very loud) Pianissimo (very quiet) Mezzo forte (moderately loud) Mezzo piano (moderately quiet)</p> <p>Instrument and playing techniques Instruments used in Foundation Listening, including playing techniques and effect, e.g. pizzicato (e.g.) mysterious) and tremolo (e.g. very dark and expectant)</p> <p>Reading Notation Further understand the differences between semibreves, minims, crotchets, quavers and</p>
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<p>the difference in sound.</p> <p>Explore percussion sounds to enhance storytelling</p> <p>Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum.</p>	<p>Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.</p> <p>Create and perform their own chanted rhythm patterns with the same stick notation.</p> <p>Pitch Play a range of singing games based on the cuckoo interval (so-mi, e.g. Little Sally Saucer) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track.</p> <p>Sing short phrases independently within a singing game or short song.</p> <p>Respond independently to pitch changes heard in short melodic phrases, indicating with</p>	<p>crotchets and paired quavers.</p> <p>Apply word chants to rhythms, understanding how to link each syllable to one musical note</p>	<p>minims, crotchets, paired quavers and rests.</p> <p>Read and perform pitch notation within a defined range (e.g. C–G/do–so).</p> <ul style="list-style-type: none"> • Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. 	<p>Understand the differences between 2/4, 3/4 and 4/4 time signatures.</p> <p>Read and perform pitch notation within an octave (e.g. C–C'/do–do).</p> <p>Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</p>	<p>semiquavers, and their equivalent rests.</p> <p>Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).</p> <p>Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.</p> <p>Read and play from notation a four-bar phrase, confidently identifying note names and durations</p>
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	<p>actions (e.g. stand up/sit down, hands high/hands low).</p> <p>Recognise dot notation and match it to 3-note tunes played on tuned percussion.</p>				
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