

Threshold Concepts	Milestone 1 (year 1 and 2)	Milestone 2 (year 3 and 4)	Milestone 2 (year 5 and 6)
To perform music using their voice and instruments	<ul style="list-style-type: none"> <li>• To copy and repeat a simple rhythm or melody</li> <li>• To play untuned/percussion instruments musically</li> <li>• Sing songs, chants, rhythms and raps musically with accuracy</li> <li>• Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence</li> <li>• Sing a song in 2 parts (including rounds)</li> </ul>	<ul style="list-style-type: none"> <li>• To present performances to audiences accurately</li> <li>• To sing songs with multiple parts with increasing confidence</li> <li>• To sing as part of an ensemble with confidence and precision</li> <li>• To play and perform in solo or ensemble contexts with increasing confidence</li> </ul>	<ul style="list-style-type: none"> <li>• To sing as part of an ensemble with increasing confidence and precision</li> <li>• To play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression</li> </ul>
To listen to music across a range of periods, genres, styles and traditions.	<ul style="list-style-type: none"> <li>• To listen to music with sustained concentration</li> <li>• To listen with concentration and understanding to a range of high quality live and recorded music</li> </ul>	<ul style="list-style-type: none"> <li>• To listen with direction to a range of high quality music</li> <li>• To begin to listen to and recall sounds with increasing aural memory.</li> <li>• To listen to and recall sounds with increasing aural memory.</li> </ul>	<ul style="list-style-type: none"> <li>• To listen with attention to detail and recall sounds with increasing aural memory.</li> <li>• To appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and</li> </ul>

			<p>from great composers and musicians</p> <ul style="list-style-type: none"> <li>To recognise the dimensions of music heard.</li> </ul>
<p>To understand, review and evaluate music across a range of periods, genres, styles and traditions.</p>	<ul style="list-style-type: none"> <li>To find the pulse whilst listening to the music and using movement</li> <li>To begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse.</li> <li>To understand that pitch describes how high or low sounds are.</li> <li>To understand that tempo describes how fast or slow the music is</li> <li>To understand that dynamics describe how loud or quiet the music is.</li> <li>To understand that timbre describes the character or quality of a sound</li> <li>To understand that texture describes the</li> </ul>	<ul style="list-style-type: none"> <li>To understand that improvisation is when a composer makes up a tune within boundaries</li> <li>To understand that composition is when a composer write down and records a musical idea.</li> <li>To develop an understanding of formal, written notation which includes crotchets and rests, minims and semibreves.</li> <li>To use musical language to appraise a piece or style of music</li> </ul>	<ul style="list-style-type: none"> <li>To understand how pulse, rhythm and pitch work together</li> <li>To use, develop and deepen an understanding of formal, written notation which includes staff or stave and the role of the dot for extending a note.</li> <li>To develop a deeper understanding of the history and context of music.</li> <li>To appropriately discuss the dimensions of music and recognise them in music heard.</li> <li>To understand a wide range of high quality live and recorded music</li> </ul>

	<p>layers within the music.</p> <ul style="list-style-type: none"> <li>• To understand that structure describes how different sections of music are offered</li> <li>• To develop an understanding of melody, the words and their importance in the music being listened to.</li> </ul>		
To create and compose music	<ul style="list-style-type: none"> <li>• To copy and repeat a simple rhythm or melody</li> <li>• To improvise a simple rhythm using different instruments including the voice</li> </ul>	<ul style="list-style-type: none"> <li>• To improvise and make up a tune within boundaries</li> <li>• To write down and record a musical idea.</li> <li>• To copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• To compose complex rhythms from an increasing aural memory.</li> <li>• To improvise with increasing confidence using own voice, rhythms and varied pitch</li> <li>• To create a simple composition and record formal notation</li> <li>• To improvise and compose music for a range of purposes using the inter-related dimensions of music</li> </ul>
To recognise different styles of music and different	<ul style="list-style-type: none"> <li>• To recognise different instruments</li> </ul>	<ul style="list-style-type: none"> <li>• To confidently recognise a range of musical instruments</li> </ul>	<ul style="list-style-type: none"> <li>• To develop an increasing understanding of the</li> </ul>

<p><i>musical instruments and the sounds they make.</i></p>		<ul style="list-style-type: none"><li>• <i>To confidently recognise the different sounds that musical instruments make</i></li><li>• <i>To confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.</i></li></ul>	<p><i>history and context of music.</i></p> <ul style="list-style-type: none"><li>• <i>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i></li></ul>
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