

**MUSIC THRESHOLD CONCEPTS and MILESTONES FROM CHRIS QUIGLEY ESSENTIALS**

Threshold concepts	Milestone 1 Year 1 & 2	Milestone 2 Year 3 & 4	Milestone 3 Year 5 & 6
<p><b>Perform</b> This concept involves understanding that music is created to be performed.</p>	<ul style="list-style-type: none"> <li>• Take part in singing, accurately following the melody.</li> <li>• Follow instructions on how and when to sing or play an instrument.</li> <li>• Make and control long and short sounds, using voice and instruments.</li> <li>• Imitate changes in pitch.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing from memory with accurate pitch.</li> <li>• Sing in tune.</li> <li>• Maintain a simple part within a group.</li> <li>• Pronounce words within a song clearly.</li> <li>• Show control of voice.</li> <li>• Play notes on an instrument with care so that they are clear.</li> <li>• Perform with control and awareness of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing or play from memory with confidence.</li> <li>• Perform solos or as part of an ensemble.</li> <li>• Sing or play expressively and in tune.</li> <li>• Hold a part within a round.</li> <li>• Sing a harmony part confidently and accurately.</li> <li>• Sustain a drone or a melodic ostinato to accompany singing.</li> <li>• Perform with controlled breathing (voice) and skillful playing (instrument).</li> </ul>
<p><b>Compose</b> This concept involves appreciating that music is created through a process which has a number of techniques.</p>	<ul style="list-style-type: none"> <li>• Create a sequence of long and short sounds.</li> <li>• Clap rhythms.</li> <li>• Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> <li>• Choose sounds to create an effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose and perform melodic songs.</li> <li>• Use sound to create abstract effects.</li> <li>• Create repeated patterns with a range of instruments.</li> <li>• Create accompaniments for tunes.</li> </ul>	<ul style="list-style-type: none"> <li>• Create songs with verses and a chorus.</li> <li>• Create rhythmic patterns with an awareness of timbre and duration.</li> <li>• Combine a variety of musical devices, including melody, rhythm and chords.</li> </ul>

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	<ul style="list-style-type: none"><li>• Sequence sounds to create an overall effect.</li><li>• Create short, musical patterns.</li><li>• Create short, rhythmic phrases.</li></ul>	<ul style="list-style-type: none"><li>• Use drones as accompaniments.</li><li>• Choose, order, combine and control sounds to create an effect.</li><li>• Use digital technologies to compose pieces of music.</li></ul>	<ul style="list-style-type: none"><li>• Thoughtfully select elements for a piece in order to gain a defined effect.</li><li>• Use drones and melodic ostinati (based on the pentatonic scale).</li><li>• Convey the relationship between the lyrics and the melody.</li><li>• Use digital technologies to compose, edit and refine pieces of music.</li></ul>
<p><b>Transcribe</b> This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p>	<ul style="list-style-type: none"><li>• Use symbols to represent a composition and use them to help with a performance.</li></ul>	<ul style="list-style-type: none"><li>• Devise non-standard symbols to indicate when to play and rest.</li><li>• Recognise the notes EGBDF and FACE on the musical stave.</li><li>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li></ul>	<ul style="list-style-type: none"><li>• Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</li><li>• Read and create notes on the musical stave.</li><li>• Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</li><li>• Understand and use the # (sharp) and b (flat) symbols.</li><li>• Use and understand simple time signatures.</li></ul>

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### **Describe music**

This concept involves appreciating the features and effectiveness of musical elements.

- Identify the beat of a tune.
- Recognise changes in timbre, dynamics and pitch.

- 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.

- 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

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