



Subject- Music



Threshold Concepts and Milestones

Threshold Concept	Year 4	Content
<p>Perform This concept involves understanding that music is created to be performed.</p>	<p>Sing from memory with accurate pitch. Sing in tune. Show control of voice. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others.</p>	<p>Learn to sing and play (to a backing track No Woman, No Cry. Instruments: Piano / keyboards: chords C / F / G major triads playing on the offbeat Xylophones / glockenspiels: root notes of each chord on beat 1 of each bar Guitar: riff that leads from chorus into verse Shakers: semiquavers Tambourine: beats 2 and 4 of each bar</p>
<p>Compose This concept involves appreciating that music is created through a process</p>	<p>Compose and perform melodic songs. Use sound to create abstract effects.</p>	<p>Using chords C, F and G, and the syncopated reggae rhythm pattern, write an original song about something that is meaningful to the class. To help with this, consider the meaning of No Woman, No Cry (reminiscing, hope, friendship, freedom)</p>

<p>which has a number of techniques.</p>	<p>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. Use digital technologies to compose pieces of music.</p>	<p>Write a simple riff in C major that will provide an instrumental section of the song. Experiment with changing the chord backing while repeating the riff.</p> <p>Create a B section of the song in which a drone note (C) accompanies improvised solos.</p> <p>Record and edit the song using Waveform 11. Add a 'dub siren' effect by adding a synth sound processed through a quarter note delay effect.</p>
<p>Transcribe This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p>	<p>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.</p>	<p>Use No Woman, No Cry and the original song written to give this context.</p> <p>1: look at pitch on the stave. Give children some simple melodies written on the stave and challenge them to identify them. Look at the melody for the words 'no woman, no cry' and how it is written on the stave.</p> <p>2: look at duration. When you were asked to identify the melody, it was tricky to know how long to play each note for. Therefore, written music also needs to communicate this. Teach duration using NMS conventions: Semibreve - 4 beats: sleep Minim - 2 beats: stride, stride Crotchet - 1 beat: walk, walk, walk, walk</p>

		<p>Quaver - $\frac{1}{2}$ beat: run-ning, run-ning, run-ning, run-ning</p> <p>Write the main chorus melody and riff for the original song in score format.</p>
<p>Describe music This concept involves appreciating the features and effectiveness of musical elements.</p>	<p>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.</p>	<p>This to be taught continuously alongside other objectives in each lesson. At the end of the project, reflect on what has been learnt, the effect created by the combination of sounds, instruments and rhythms and children's opinions of the pieces they have studied.</p>