



## Subject- Music



### Threshold Concepts and Milestones

Threshold Concept	Year 5	Content
<p><b>Perform</b> This concept involves understanding that music is created to be performed.</p>	<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 skilful playing (instrument).</li> </ul>	<p>Rehearse and perform Somewhere over the rainbow. First, children research the history of the ukulele - identify how this instrument developed from another European lute instrument.</p> <p>Record the song (a podcast for the school website). Children can use this to peer/group assess each other's work.</p> <p>Film performance - children will compare their performance to the original and see if their performance has the same features and how they could change/develop it.</p> <p>Children split up in to groups and adapt the song, adding more instruments or changing the lyrics (see below) - finishing with a year 5 Eurovision song contest.</p>

<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 rhythmic patterns with an awareness of timbre and duration.</li> <li>• Thoughtfully select elements for a piece in order to gain a defined effect with support.</li> <li>• Begin to 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 with support.</li> </ul>	<p>Somewhere over the rainbow could be adapted using African drums. Look at how African drumming is used in songs that tell stories about leaders, like King Sundiata. Children recognise the relationship between lyrics and melodies - reflect the message/mood. Make beats with drumbit and use Audacity to add African drum loops.</p> <p>Look at examples of African drums in western culture: <i>Graceland</i> (Paul Simon - <i>Under African skies</i>; Paul Simon - <i>Diamonds On The Soles Of Her Shoes</i>;) with focus on length of drum notes (duration) and timbre. Children will experiment with different rhythmic patterns and see which portray their music the best.</p> <p>To help children compose their own song they will also look at the pentatonic scale and the use of drones. Experiment with the pentatonic scales on the ukulele. Use <i>Garageband</i> - listen to drones. Investigate drones and (pentatonic) melodies in traditional Indian music and ostinatos (repeating melodic phrases) using the minor pentatonic scale in Chinese / Japanese music.</p>
<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 the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</li> <li>• Begin to read and create notes on the musical stave.</li> </ul>	<p>Children will compose and transcribe their own (group) song for other groups to play. They will use some standard musical notation and compare this to more modern forms of notation (tablature). Children will compare the songs and give constructive feedback, using the technical terms (see below).</p>

<p><b>Describe music</b> This concept involves appreciating the features and effectiveness of musical elements.</p>	<ul style="list-style-type: none"> <li>• Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> <li>• pitch</li> <li>• dynamics</li> <li>• tempo</li> <li>• timbre</li> <li>• texture</li> <li>• lyrics and melody</li> <li>• sense of occasion</li> <li>• expressive</li> <li>• solo</li> <li>• rounds</li> <li>• harmonies</li> <li>• accompaniments</li> <li>• drones</li> <li>• cyclic patterns</li> <li>• combination of musical elements <ul style="list-style-type: none"> <li>• cultural context.</li> </ul> </li> </ul> </li> <li>• Describe how lyrics often reflect the cultural context of music and have social meaning.</li> </ul>	<p>How has music evolved and travelled around the world (music from Africa, Europe and the Americas and Asia)?</p> <ul style="list-style-type: none"> <li>- Continue: watch African singers and dancers. What is the meaning of the lyrics for these tribes? Also consider African drumming and its influence on western music: Paul Simon (<i>Graceland</i>) - link this to Picasso, cubism and African masks.</li> <li>- Develop: the ukulele in Hawaii, taken from the lute family of instruments (played in Europe).</li> <li>- Change: carols and their lyrics - how the lyrics have changed to reflect the cultural (religious) context. Compare carols from different parts of Europe. Groups perform, in chronological order, different carols.</li> </ul> <p>Make radio interview podcasts (for school website) - discuss the history of these music movements, using appropriate terminology.</p> <p>Thinking sessions - what's the future of music. Why do we continue with some traditions and not others? Discuss how music has evolved. What is passion? What inspires artists to create music? Can music and art be combined? Look at installation artwork.</p>
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