



Subject- Music



Threshold Concepts and Milestones

Threshold Concept	Year 6	Content
Perform This concept involves understanding that music is created to be performed.	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skilful playing (instrument). 	Perform the Beatles song to an invited audience. Record a podcast about the Beatles, their passion for music and their influence win the 20 th century. Showcase a performance of the song and other appropriate song selections.

<p>Compose</p> <p>This concept involves appreciating that music is created through a process which has a number of techniques.</p>	<ul style="list-style-type: none"> • Create songs with verses and a chorus. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Use digital technologies to compose, edit and refine pieces of music. 	<p>Analyse the musical and lyrical content of a Beatles song. What was the passion behind the song? What was it trying to achieve?</p> <p>Select a range of instruments and a vocal section to enable children to recreate the song, giving the desired effect.</p> <p>Put together a working orchestra and vocal section to perform the piece.</p>
<p>Transcribe</p> <p>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"> • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and ♭ (flat) symbols. 	<p>Use musical notation as appropriate.</p> <p>Teach all children a simple section from the song, discussing how it looks on the stave. Use treble and bass clefs in harmony for piano and keyboard sections</p>

	<ul style="list-style-type: none"> • Use and understand simple time signatures. 	
<p>Describe music This concept involves appreciating the features and effectiveness of musical elements.</p>	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. • Describe how lyrics often reflect the cultural context 	<p>Listen to and discuss, using appropriate terminology, a selection of music from the 20th century up to 1960s. Talk about style and how it has changed over the century. Talk about passion for music and ideals that inspire artists to create music.</p> <p>Listen to selected Beatles songs - how has music changed? Talk about the Beatles using video clips and photographs - how did they influence the world through their music?</p> <p>Listen to a collection of Beatles music across time - how did it change? Why did it change? What influenced the Beatles to create the music they did? How did the music bring about cultural change at different periods?</p> <p>Look at the political use John Lennon made of music and how others have subsequently done the same.</p>

	of music and have social meaning.	
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