



# Cliffe Woods Primary School

## Music Milestone Progression

Threshold Concept	Milestone 1 (Years 1 & 2)	Milestone 2 (Years 3 & 4)	Milestone 3 (Years 5 & 6)
<p><b>Perform</b> This concept involves understanding that music is created to be performed.</p>	<p>Take part in singing, accurately following the melody.</p> <p>Follow instructions on how and when to sing or play an instrument.</p> <p>Make and control long and short sounds, using voice and instruments.</p> <p>Imitate changes in pitch.</p>	<p>Sing from memory with accurate pitch.</p> <p>Sing in tune.</p> <p>Maintain a simple part within a group.</p> <p>Pronounce words within a song clearly.</p> <p>Show control of voice.</p> <p>Play notes on an instrument with care so that they are clear.</p> <p>Perform with control and awareness of others.</p>	<p>Sing or play from memory with confidence.</p> <p>Perform solos or as part of an ensemble.</p> <p>Sing or play expressively and in tune.</p> <p>Hold a part within a round.</p> <p>Sing a harmony part confidently and accurately.</p> <p>Sustain a drone or a melodic ostinato to accompany singing.</p> <p>Perform with controlled breathing (voice) and skilful playing (instrument).</p>
<p><b>Compose</b> This concept involves appreciating that music is created through a process which has a number of techniques.</p>	<p>Create a sequence of long and short sounds. Clap rhythms.</p> <p>Create a mixture of different sounds (long and short, loud and quiet, high and low).</p> <p>Choose sounds to create an effect.</p> <p>Sequence sounds to create an overall effect. Create short, musical patterns.</p> <p>Create short, rhythmic phrases.</p>	<p>Compose and perform melodic songs.</p> <p>Use sound to create abstract effects.</p> <p>Create repeated patterns with a range of instruments.</p> <p>Create accompaniments for tunes.</p> <p>Use drones as accompaniments.</p> <p>Choose, order, combine and control sounds to create an effect.</p> <p>Use digital technologies to compose pieces of music.</p>	<p>Create songs with verses and a chorus.</p> <p>Create rhythmic patterns with an awareness of timbre and duration.</p> <p>Combine a variety of musical devices, including melody, rhythm and chords.</p> <p>Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>Use drones and melodic ostinati (based on the pentatonic scale).</p> <p>Convey the relationship between the lyrics and the melody.</p> <p>Use digital technologies to compose, edit and refine pieces of music.</p>

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<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>	<p>Use symbols to represent a composition and use them to help with a performance.</p>	<p>Devise nonstandard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical stave.</p> <p>Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</p>	<p>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <p>Read and create notes on the musical stave.</p> <p>Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</p> <p>Understand and use the # (sharp) and b (flat) symbols.</p> <p>Use and understand simple time signatures.</p>
<p><b>Describe music</b> This concept involves appreciating the features and effectiveness of musical elements.</p>	<p>Identify the beat of a tune.</p> <p>Recognise changes in timbre, dynamics and pitch.</p>	<p>Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <p>Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p> <p>Understand layers of sounds and discuss their effect on mood and feelings.</p>	<p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</p> <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</li> <li>• cultural context.</li> </ul> <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p>