

<p><u>EYFS</u></p>	<p><u>Nursery</u></p> <ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. <p><u>Reception</u></p> <ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups. <p><u>ELG</u></p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs • Perform songs, rhymes, poems and stories, and - when appropriate - try to move in time with music
<p><u>National Curriculum</u></p>	<p><u>Key Stage 1</u> <u>Pupils should be taught about:</u></p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the interrelated dimensions of music <p><u>Key Stage 2</u> Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p><u>Pupils should be taught about:</u></p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the interrelated dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music
<p><u>As a musician, I will explore the key concepts of...</u></p>	<p>LISTENING—As musicians we listen to a range of musical styles and learn to talk musically about the pieces of music we listen to.</p> <p>PERFORMING — As musicians we learn to sing and play within a range of styles using both tuned and untuned musical instruments.</p> <p>COMPOSING—As musicians we will create our own music in a range of musical styles. We will use a range of methods (including technology) and will learn how to use musical notation to record our ideas.</p>

Airedale Infant and Junior School
Threshold Concepts Attainment Map in Music

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<u>Listening</u>	<p>I can listen to music.</p> <p>I can talk about the sound an instrument makes.</p>	<p>I can sit and listen to short piece of music to the end (including different genres)</p> <p>I can watch dance and performances.</p> <p>I can clap and cheer to show a performer that I enjoyed watching and listening to them.</p> <p>I can talk about how music and dance make me feel.</p>	<p>I can find the pulse and I understand it is the heartbeat of the music</p> <p>I can copy and clap back rhythms using words to help</p> <p>I can recognise two instruments in a piece of music</p> <p>I can explore high and low sounds in a piece of music</p>	<p>I can listen to a rhythm and clap back with an answer</p> <p>I can recognise up to five instruments in a piece of music</p> <p>I can recognise that songs are linked to a theme (e.g. being friends)</p> <p>I can recognise that high and low sounds make up a melody</p>	<p>I can find the pulse of a piece of music while listening to it</p> <p>I can identify some instruments and/or voices in a piece of music</p> <p>I can identify the theme in a song (e.g. kindness)</p> <p>I can explain how the words of a song tell a story</p>	<p>I can find the pulse of a piece of music while listening to it</p> <p>I can identify an increasing number of instruments and/or voices in a piece of music</p> <p>I can identify the theme in a song (e.g. kindness)</p> <p>I can explain how the words of a song tell a story</p>	<p>I can find the pulse of a piece of music naturally while listening to it</p> <p>I can identify an increasing number of instruments and/or voices in a piece of music and talk about the section of music they belong to (e.g. rhythm section)</p>	<p>I can find the pulse of a piece of music naturally while listening to it</p> <p>I can identify an increasing number of instruments and/or voices in a piece of music and talk about the section of music they belong to (e.g. rhythm section)</p>
<u>Threshold Concept</u>	<u>To distinguish between loud and quiet sounds</u>	<u>To distinguish between high and low pitch sounds</u>	<u>To clap back simple rhythms using words to help. (names, colours, topic subject vocabulary etc)</u>	<u>To recognise themes in songs</u>	<u>To identify the meaning within the lyrics of a song</u>	<u>To identify a range of instruments in a piece of music</u>	<u>To know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting</u>	<u>To know the pulse, rhythm, pitch, tempo, dynamics, texture, structure and timbre work together to make a song sound interesting</u>

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<u>Performing</u>	<p>I can sing familiar songs.</p> <p>I can sing familiar nursery rhymes.</p> <p>I can sing in a high voice.</p> <p>I can sing in a low voice.</p> <p>I can make up my own songs.</p> <p>I can sing for other people.</p>	<p>I can sing familiar songs in a small group.</p> <p>I can join in with or initiate pitch changing call and response songs.</p> <p>I can sing a solo.</p>	<p>I can sing in unison keeping in time</p> <p>I can sing a song from memory</p> <p>I can play along to a piece of music using a tuned instrument using the notes C or D</p> <p>I can name some of the instruments I play</p> <p>I can look after musical instruments I am playing</p> <p>I can perform to an audience</p>	<p>I can explain that unison is when everyone sings the same together</p> <p>I can sing a song from memory</p> <p>I know why we need to warm up our voices</p> <p>I can find a comfortable singing position</p> <p>I can play along to a piece of music using a tuned instrument using up to three notes</p> <p>I can name some of the instruments I play</p> <p>I can look after musical instruments I am playing</p> <p>I can perform to an audience</p>	<p>I can play the notes C, D, E, F and G</p> <p>I can learn to play more complex rhythms</p> <p>I can sing in unison</p> <p>I can play an instrumental part in time to the tempo</p> <p>I can contribute to a performance by singing, playing an instrumental part or improvising.</p>	<p>I can play the notes C, D, E, F and G</p> <p>I can learn to play more complex rhythms</p> <p>I can sing in unison</p> <p>I can play an instrumental part in time to the tempo</p> <p>I can contribute to a performance by singing, playing an instrumental part or improvising.</p>	<p>I can play the notes G, A, B, D and E</p> <p>I can learn to play more complex rhythms involving syncopation</p> <p>I can contribute to a performance by singing, playing an instrumental part and improvising.</p> <p>I can explore singing a solo</p> <p>I can improvise with up to three different notes</p>	<p>I can play the notes G, A, B, D and E</p> <p>I can learn to play more complex rhythms involving syncopation</p> <p>I can contribute to a performance by singing, playing an instrumental part and improvising.</p> <p>I can explore singing a solo</p> <p>I can improvise with up to three different notes</p>
<u>Threshold Concept</u>	<u>To sing familiar nursery rhymes</u>	<u>To perform some songs in a group.</u>	<u>To perform to an audience by singing or playing a musical instrument</u>		<u>To sing, play an instrument or improvise as part of an ensemble in a performance</u>		<u>To present a performance in an engaging way to an audience by singing, playing or performing a composition</u>	

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Composition	<p>I can play a range of instruments.</p> <p>I can play instrument loud and quietly, fast and slow.</p> <p>I can make up my own songs.</p>	<p>I can invent a pattern to go with a song using one note.</p> <p>I can use a starting note to create a melodic pattern using one or two notes.</p> <p>I can add actions to a song I am singing</p>	<p>I can compose a simple melody using 1 or 2 notes</p> <p>I can compose a soundscape for a story I am reading</p> <p>I can record sounds for a soundscape using Keezy</p> <p>I can improvise using one note</p>	<p>I can use two notes to make a simple melodic phrase</p> <p>I can use graphic notation to record a composition</p> <p>I can improvise using up to two notes</p>	<p>I can compose a piece of music within a pop style</p> <p>I can compose a piece of music within a reggae style</p> <p>I can compose recording crotchets and quavers in a grid</p> <p>I can improvise using at least two given notes.</p>	<p>I can compose in the style of ABBA</p> <p>I can compose my own rap around the theme of bullying</p> <p>I can compose recording crotchets, quavers and minims in a grid</p> <p>I can improvise using at least two given notes.</p>	<p>I can compose within a rock style</p> <p>I can compose a piece of music within a pop style</p> <p>I can record a composition using stave notation</p> <p>I can improvise using at least three given notes.</p>	<p>I can compose a piece of music within a pop style</p> <p>I can use music technology to compose in the style of electronic music</p> <p>I can record a composition using stave notation</p> <p>I can compose a backing tract using electronic sounds</p> <p>I can compose lyrics to complement my backing track</p> <p>I can improvise using up to five given notes.</p>
Threshold Concept	<u>To play a range of instruments through scraping, beating or shaking</u>	<u>To invent a simple melodic pattern</u>	<u>To compose a simple soundscape using Keezy to record sounds</u>	<u>To compose a simple melodic phrase using two notes, representing using graphic notation</u>	<u>To compose a simple melody using simple rhythms (crotchets and quavers) using musical notation on a grid</u>	<u>To compose a simple rap</u>	<u>To compose a melody using simple rhythms (crotchets, quavers and minims) recording using musical notation on a stave</u>	<u>To compose a piece of electronic music using or making their own music samples</u>

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Appraising	<p>I can talk about the sound an instrument makes.</p>	<p>I can watch dance and performances.</p> <p>I can clap and cheer to show a performer that I enjoyed watching and listening to them.</p> <p>I can use everyday words to linked to describe music.</p> <p>I can talk about how music and dance make me feel.</p>	<p>I can explain what a song is about</p> <p>I know that songs have sections</p> <p>I can say how I feel about a performance</p>	<p>I can talk about Rock songs</p> <p>I know that songs have a musical style</p> <p>I know that some songs can be rapped instead of sung</p> <p>I can explain that some songs have a chorus which is repeated</p> <p>I can say how I feel about a performance</p>	<p>I can talk about reggae music</p> <p>I can talk about pop music</p> <p>I can identify the structure of a piece of music (e.g. introduction, verse, chorus etc.)</p> <p>I can discuss a performance I have taken part in commenting on whether I enjoyed it</p>	<p>I can talk about the music of Abba</p> <p>I can talk about rap music</p> <p>I can talk about the difference between pulse and rhythms</p> <p>I can identify the structure of a piece of music (e.g. introduction, verse, chorus, bridge etc.)</p> <p>I can discuss a performance I have taken part in commenting on whether I enjoyed it, what went well and what could have improved</p>	<p>I can talk about rock and pop music identifying some differences</p> <p>I can talk about the tempo, dynamics, and texture of a piece of music</p> <p>I can identify the structure of a piece of music (e.g. introduction, verse, chorus, bridge, solo, interlude, tag ending etc.)</p> <p>I can identify the structure of a Bossa Nova and Five Note Swing</p> <p>I can discuss a performance I have taken part in commenting on my thoughts and feelings, if the music suited the audience, what went well and what could have been improved</p> <p>I can talk musically about a performance I have been a part of. (e.g. if dynamics were used effectively, if the we kept in time with the tempo etc.)</p>	<p>I can talk about the style indicators for pop and jazz music (e.g. identifying typical instruments used/type of rhythms etc.)</p> <p>I can talk about the tempo, dynamics, timbre and texture of a piece of music</p> <p>I can talk about the music of a featured artist</p> <p>I can talk musically about a composition I have created discussing strengths and weaknesses</p> <p>I can discuss a performance I have taken part in commenting on my thoughts and feelings, if the music suited the audience, what went well and what could have been improved</p> <p>I can talk musically about a performance I have been a part of. (e.g. if dynamics were used effectively, if the we kept in time with the tempo etc.)</p>
Threshold Concept	<u>To talk about instrumental sounds</u>	<u>To talk about ho music makes them feel</u>	<u>To know that all music has a steady pulse</u>	<u>To know that the pulse is the heartbeat of the music and that sounds are made up of high and low sounds</u>	<u>To know the difference between the pulse and a rhythm (heartbeat—long and short sounds) and identify simple structures</u>	<u>To know the difference between pulse, rhythm, tempo and pitch (heartbeat—long and short sounds—speed—high and low sounds)</u>	<u>To consider some of the dimensions of music (tempo, pitch, structure, texture and dynamics) when discussing a piece of music, performance or composition</u>	<u>To consider all dimensions of music (tempo, pitch, structure, texture, dynamics and timbre) when discussing a piece of music, performance or composition</u>

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<u>Vocabulary</u>	Instrument names, pulse, high, low, fast, slow, same different, scrape, beat, shake, tap, syllables, play, like, dislike, music, listen, sing	Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, phrase, tempo, rap, congo, rondo, concerto	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, Blues, Baroque, Latin, Irish Folk, Funk, groove, keyboard, drums, bass, audience, imagination	Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo, Rock, glockenspiel	Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, Reggae, pentatonic scale	Keyboard, drums, bass, electric guitars, pulse, rhythm, pitch, tempo, dynamics, texture, structure, improvise, compose, perform, audience, melody, hook, riff, solo, pentatonic scale, unison, glockenspiel, musical style, rapping, lyrics, choreography, digital/ electronic sounds, turntables, synthesizers	Rock, structure, pulse, rhythm, pitch, bridge, back-beat, amplifier, tempo, texture, dynamics, chorus, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, time, note values, note names, Big Bands, solo, Ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, timbre	Style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, by ear, improvisation, Gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music, culture, identity, inspirational
<u>Musical Themes</u>	New words to old songs Which instrument? Adjust the volume Grandmother's footsteps Matching sound makers Matching sounds Story sounds Hidden instruments Musical show and tell Animal sounds Nursery rhyme of the week	Me! —Pulse, rhythm patters and high and low sounds. Everyone! —Pulse, clap and play rhythm and melodic patterns, high and low sounds Our World —Find and share pulse ideas, clap and play rhythm and melodic patterns, high and low sounds	Hey You! —How pulse rhythm and pulse work together In the Groove —How to be in the groove with different styles of music Your Imagination —Using your imagination	Hands, Feet, Heart —South African Music I Wanna Play in a Band —Playing together in a band (Rock) Friendship Song —A song about being Friends (Pop)	Glockenspiel Stage 1 —Exploring and developing playing using a glockenspiel Three Little Birds —Reggae, happiness and animals The Dragon Song —Traditional Folk tunes from around the world, celebrating our differences and being kind to one another.	Mamma Mia —Abba's music Glockenspiel Stage 2 —Exploring and developing playing using the glockenspiel Stop! —Grime and other styles of music	Livin' on a Prayer —Rock Anthems Feel my Love —Pop Ballads Classroom Jazz 1 —Jazz, improvisation and Swing	Happy —Being Happy Classroom Jazz 2 —Jazz, improvisation and composition Music and Me —Identity, electronic music and inspirational women in the music industry
<u>Instruments</u>	Percussion instruments	Glockenspiels/Chime Bars Untuned percussion	Glockenspiels/Chime Bars Untuned percussion	Glockenspiels/Chime Bars Untuned percussion	Glockenspiels/Chime Bars Recorders Untuned percussion	Glockenspiels/Chime Bars Recorders Untuned percussion Guitars (SLA)	Glockenspiels/Chime Bars Recorders Untuned percussion	Glockenspiels/Chime Bars Recorders Untuned percussion

Greater Depth— Listening		Will enjoy finding and moving the pitch of their voices	Will recognise more than two instruments in a piece of music	Will recognise all the instruments in a piece of music	Will be able to identify tempo and dynamic changes in a piece of music.	Will be able to identify tempo dynamic and texture changes in a piece of music.	Will be able to identify changes in tempo, dynamics and texture in a piece of music (music increasing in complexity)	Will be able to identify changes in tempo, dynamics and texture in a piece of music (music increasing in complexity)
Greater Depth— Performing		Will enjoy singing a song from memory Will enjoy the challenge of performing with just the backing track	Will play a tuned instrument using more than one note Will lead small groups while singing	Will play a tuned instrument using more than three notes Will lead small groups while rapping or singing	Will be able to identify and read the notes A and G on the musical staff	Will be able to read the note C, D, E, F and G on the musical staff Will be able to play a simple piece of music by ear and from notation	Will be able to play a simple piece of music by ear and from notation (music increasing in complexity)	Will be able to play a simple piece of music by ear and from notation (music increasing in complexity)
Greater Depth— Composing		Will enjoy thinking up and sharing their own ideas for actions	Will make up their own rhythms Will improvise using two notes Will compose using more than two notes	Will compose using up to four notes Will improvise using more than two notes Will clap a rhythm for others to copy	Will be able to compose with a pentatonic scale Will know that pulse, rhythm, and pitch work together to create a song Will improvise with at least three given notes.	Will start to make their own decisions and get involved with musical leadership, creating musical ideas for the group to copy Will improvise with at least three given notes.	Will improvise with up to five notes Will make their own musical decisions, creating musical ideas for others to copy (taking on a musical leadership role)	Will improvise using a full octave of notes Will make their own musical decisions, creating musical ideas for others to copy (taking on a musical leadership role) Will be able to explain what inspired their musical composition
Greater Depth— Appraising		Will find the pulse naturally Will copy rhythms from within the songs to copy independently	Will find the pulse to any of the songs listened to	Will understand that songs have a musical style	Will know that pulse, rhythm, and pitch work together to create a song/ composition	Will know that pulse, rhythm, and pitch and tempo work together to create a song/composition	Will know that all dimensions of music work together to create a song/composition	Will consider what influences composers when writing a piece of music (families or culture etc.)