



THE ARUN VILLAGES FEDERATION


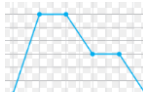
Enabling every child to thrive and succeed

Threshold Concepts Attainment Map in Music

Year	R	1	2	3	4	5	6
Singing	Join in simple songs & rhymes	<p>Sing in tune, songs with a limited range</p> <p>Use a speaking voice for chants/rhymes</p>	<p>Use high/middle/low voice</p> <p>Follow hand movements indicating pitch.</p> <p>Sing with awareness of beat & rhythm</p>	<p>Sing in tune using a wider vocal range.</p> <p>Recognise phrases</p> <p>Create vocal effects using different mouth shapes</p>	<p>Sing a song with 2 or more parts</p> <p>Sing expressively with awareness of timbre, tempo, dynamics</p> <p>Internalise songs (sing 'in your head')</p>	<p>Confidently sing a song with 2 or more parts</p>	<p>Maintain tempo & pitch whilst singing a different part.</p> <p>Control breathing, posture, projection</p>
Playing	<p>Play instruments in different ways.</p> <p>Clap or play the beat</p>	<p>Perform with a good sense of beat & rhythm</p> <p>Perform a rhythm.</p> <p>Perform together in an ensemble</p>	<p>Play instruments with control</p> <p>Change the tempo or dynamics while playing</p>	<p>Use correct technique to play instruments</p> <p>Identify repeated patterns</p>	<p>Maintain a rhythmic/ melodic ostinato as part of a performance</p> <p>Play back a rhythmic phrase.</p>	<p>Play with improved confidence and accuracy.</p> <p>Play back a melodic phrase on pitched perc.</p> <p>Improvise rhythm patterns.</p>	<p>Perform an independent part</p> <p>Sub-divide the beat</p> <p>Perform with accuracy, expression and showing an understanding of audience & occasion</p>

Composing	<p>Explore sound sources</p> <p>Make sounds</p> <p>Recognise sound can give a message</p> <p>Create sound effects for a picture or story</p>	<p>Create sound effects thinking about 'mood'</p> <p>Choose sounds and instruments.</p> <p>Identify how sounds can be changed.</p>	<p>Compose a simple tune using 3 or 4 notes.</p> <p>Create rhythmic patterns</p> <p>Change sounds to reflect different stimuli.</p> <p>Write down compositions using symbols, pictures, or patterns</p>	<p>Compose a tune using 5 notes</p> <p>Explore different melodic patterns</p> <p>Use internalised sound to make choices</p> <p>Create a song accompaniment</p> <p>Make improvements</p>	<p>Compose descriptive music with a structure: beginning/middle/end</p> <p>Combine sounds in different ways</p> <p>Make improvements through comparison.</p>	<p>Create more complex melodies using 8 notes</p> <p>Use combinations of pitched sounds for effect</p> <p>Read & play notation</p> <p>Write new lyrics to a known melody</p> <p>Make improvements through analysis</p>	<p>Add lyrics to a composition</p> <p>Use variation of timbre & dynamics.</p> <p>Compose a short song</p> <p>Use notation to record</p> <p>Use ICT to change and manipulate sound</p>
Listening	<p>Identify different sound sources</p> <p>Respond physically to music.</p>	<p>Recall short songs.</p> <p>Begin to recognise instruments being played</p> <p>Identify the beat</p>	<p>Recall short patterns</p> <p>Identify different musical features</p> <p>Identify long/short sounds</p>	<p>Find the beat</p> <p>Describe tempo</p> <p>Identify a range of genres</p> <p>Identify instruments being played</p>	<p>Identify dynamics</p> <p>Describe the duration of notes</p> <p>Identify a rhythmic or melodic phrase.</p> <p>Express an opinion about a piece using musical vocabulary</p>	<p>Describe timbres in an excerpt</p> <p>Identify moods & textures</p> <p>Describe the characteristics of a range of genres</p> <p>Identify some similarities & differences</p>	<p>Identify metre in an excerpt</p> <p>Identify how mood is created by music & lyrics</p> <p>Explain the effect of instrumentat'n in an excerpt</p> <p>Explain how sim./differences are achieved</p>

KS1	R	1	2	KS2	3	4	5	6
Pitch	high/low	high/middle/low	steps leaps repeated notes	Understanding	steps up/down leaps up/down Pentatonic scale treble clef notes	shape of a phrase repeated phrase bass clef stave	8-note scale melody	main theme major/minor tonality
Duration	long/short	long/medium/short	rhythm patterns of long/short		copy/repeat/maintain a rhythmic pattern counting beats crotchets/quavers crotchet rest	2 or 4 beat rhythmic patterns inc. rests semibreve minim	3- beat rhythmic pattern inc. rests dotted minim	dotted rhythms inc. rests dotted crotchet quaver rest
Dynamics	loud/soft	loud/medium/soft silence	getting louder getting quieter		describe, choose & use dynamics: piano mezzo forte	describe, choose & use gradual changes of dynamics: crescendo diminuendo	recognise accent & emphasis sforzando	recognise use of dynamic contrast for expressive effect
Tempo	fast/slow	fast/steady/slow	getting faster getting slower		keep a steady beat describe, choose & use tempo: largo andante allegro	describe, choose & use gradual changes of tempo: accelerando rallentando	strong/weak beat comparing tempi recognise a change in beat	compound time 6 8 understand effect of change in tempo
Timbre	body sounds environmental (natural/man-made)	singing speaking instrumental	Explore Vocal/instrumental effects wood/metal/skin		describe, choose & use vocal & instrumental effects: legato staccato	orchestral instruments: strings woodwind brass percussion	World Music: gamelan djembe sitar etc	Jazz/Rock/Pop: electronic sounds sampling loop machines
Texture	one sound	one or many sounds	melody with accompaniment		melody with beat + rhythm solo unison	melody with simple harmony identify unison or harmony	melody + chords homophonic	Using 2 or more parts: melodic, harmonic, rhythmic polyphonic
Structure	beginning ending	beginning middle end	repeated phrase call & response question & answer		using an ostinato (melodic/rhythmic)	song structure	ternary form (ABA)	rondo form (ABACADA)

Challenge Questions							
Year	R	1	2	3	4	5	6
Singing	Can you sing a nursery rhyme by yourself?	Sing a song with actions	Trace the path of the bumble bee and make a buzzing sound. The higher he flies... the higher your voice goes! 	Choose an instrument to play as you sing your favourite song.	Create a call & response song with a partner.	Change the words to a familiar song or rhyme. Sing it to a friend!	Improvise a melody to a short verse from a familiar story e.g. Roald Dahl
Playing	How many different ways can you make a sound with your instrument?	Play 10 fast, then 10 slow beats on your instrument. Can you make up a new pattern using fast and slow beats?	Start playing your instrument loudly. Make it quieter & quieter till you can't hear it anymore.	Choose a tuned instrument to play high and low pitched patterns. Make some new pattern cards.	Choose an instrument to play loud and soft patterns. Make some new pattern cards.	Clap the word-rhythm of your favourite song. Can your partner guess what it is? Take turns	Look at this line. Try and play it using any instrument that you choose. 
Composing	Choose an instrument that sounds like giant/fairy/horse footsteps.	Play a rhythm for your friend to copy on their instrument. Take turns.	Make up a new tune using your favourite instruments	Which instruments would you choose to use to represent a snake, kangaroo or an elephant?	Which instruments would you choose to use to represent a thunderstorm, rain, snow or sunshine?	Read an excerpt of your favourite story then think about which instruments could provide sound effects.	Use a picture and look at the colours used. How does it make you feel? What would this picture sound like?
Listening	Listen to the sounds around you. Make a list of what you can hear.	Play, listen & sort the instruments into high sounds and low sounds.	Choose 3 different instruments. Play each one out of sight. Can your friend guess which one it is?	Draw a picture that represents your favourite piece of music. You could include people, objects or events or how it makes you feel.	Find out about the composer Chevalier de St. Georges. Make a fact-file about him.	Find out about traditional music from another country. Make a fact- file.	Listen to some gospel music. Find out about where and when it started. Make a poster.