

Year Group and Class	Unit 1	Unit 2																	
Holly Year 4	Mama Mia - Pop	Stop! – an original song about bullying : Grime and other styles of music																	
Breadth	<p>Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.</p> <ul style="list-style-type: none"> <li>• Improvise and compose music using the inter-related dimensions of music separately and in combination.</li> </ul> <p>Use and understand the basics of the stave and other musical notations.</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</p> <ul style="list-style-type: none"> <li>• Listen with attention to detail and recall sounds with increasing aural memory.</li> </ul>																	
Threshold Concepts	<p>This concept involves appreciating that music is created through a process which has a number of techniques.</p> <p>This concept involves appreciating the features and effectiveness of musical elements.</p>	<p>This concept involves understanding that music is created to be performed.</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>																	
Milestones	<table border="0"> <tr> <td data-bbox="568 895 824 1007">Pronounce words clearly and show voice control.</td> <td data-bbox="824 895 1025 1007">Play notes with care on an instrument.</td> <td data-bbox="1025 895 1218 1007">Use digital technology to compose music.</td> </tr> <tr> <td data-bbox="568 1007 824 1134">Perform with control and awareness of others.</td> <td colspan="2" data-bbox="824 1007 1218 1134">Recognise notes EGBDF and FACE on musical stave.</td> </tr> <tr> <td data-bbox="568 1134 824 1391">Use sound to create abstract effects.</td> <td colspan="2" data-bbox="824 1134 1218 1391">Create rhythmic pattern and accompaniment to tunes.</td> </tr> </table>	Pronounce words clearly and show voice control.	Play notes with care on an instrument.	Use digital technology to compose music.	Perform with control and awareness of others.	Recognise notes EGBDF and FACE on musical stave.		Use sound to create abstract effects.	Create rhythmic pattern and accompaniment to tunes.		<table border="0"> <tr> <td data-bbox="1249 895 1615 1070">Use a wide range of musical vocabulary: Pitch, timbre, lyrics, melody and tempo.</td> <td data-bbox="1615 895 1966 1070">Comment on likes and dislikes and mood and feelings when listening to music and lyrics.</td> </tr> <tr> <td colspan="2" data-bbox="1249 1070 1966 1134">Use non standard notation for stop and play instructions.</td> </tr> <tr> <td colspan="2" data-bbox="1249 1134 1966 1198">Perform with control and awareness of others.</td> </tr> <tr> <td colspan="2" data-bbox="1249 1198 1966 1391">Pronounce words clearly and show voice control.</td> </tr> </table>	Use a wide range of musical vocabulary: Pitch, timbre, lyrics, melody and tempo.	Comment on likes and dislikes and mood and feelings when listening to music and lyrics.	Use non standard notation for stop and play instructions.		Perform with control and awareness of others.		Pronounce words clearly and show voice control.	
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