

Year Group and Class	Unit 1	Unit 2
Hazel year 4/5	Blackbird – The Beatles and equal rights	Livin' on a prayer - rock
Breadth	<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> <p>Develop an understanding of the history of music.</p>	<p>Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.</p> <p>Improvise and compose music using the inter-related dimensions of music separately and in combination.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>
Threshold concepts	<p><b>Perform</b></p> <p>This concept involves understanding that music is created to be performed.</p> <p><b>Compose</b></p> <p>This concept involves appreciating that music is created through a process which has a number of techniques.</p>	<p><b>Transcribe</b></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> <p><b>Describe music</b></p> <p>This concept involves appreciating the features and effectiveness of musical elements.</p>
Milestones	<p>Sing from memory confidently in solo or ensembles with expression.</p> <p>Hold a part within a round.</p> <p>Sing harmony confidently and accurately.</p> <p>Use digital technology to compose and refine pieces of music.</p> <p>Recognise notes EGBDF and FACE on musical stave</p>	<p>Perform with controlled breathing and skillful playing.</p> <p>Sing from memory confidently in solo or ensembles with expression.</p> <p>Recognise notes EGBDF and FACE on musical stave.</p> <p>Use a wide range of musical vocabulary: Pitch, timbre, rounds, drones, texture, lyrics, melody, solo, harmonies, cyclic patterns.</p> <p>Comment on likes and dislikes and mood and feelings when listening to music and lyrics.</p>

	Comment on how lyrics can often reflect cultural context and have social meaning	
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