

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"> • Improvise and compose music using the inter-related dimensions of music separately and in combination. <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"> • Listen with attention to detail and recall sounds with increasing aural memory. 	
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	<p>Pronounce words clearly and show voice control.</p> <p>Perform with control and awareness of others.</p> <p>Use sound to create abstract effects.</p>	<p>Play notes with care on an instrument.</p> <p>Recognise notes EGBDF and FACE on musical stave.</p> <p>Create rhythmic pattern and accompaniment to tunes.</p>	<p>Use digital technology to compose music.</p>	<p>Use a wide range of musical vocabulary: Pitch, timbre, lyrics, melody and tempo.</p> <p>Use non standard notation for stop and play instructions.</p> <p>Perform with control and awareness of others.</p> <p>Pronounce words clearly and show voice control.</p>	<p>Comment on likes and dislikes and mood and feelings when listening to music and lyrics.</p>