

Music Framework - Milestone 3

Intent		
<ul style="list-style-type: none"> • A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work. • A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise. • Very good awareness and appreciation of different musical traditions and genres. • An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles. • The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately. • A passion for and commitment to a diverse range of musical activities. 		
Threshold Concepts	Skills	
<p>Perform This concept involves understanding that music is created to be performed.</p>		<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument).
<p>Compose This concept involves appreciating that music is created through a process which has a number of techniques.</p>		<ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody.

		<ul style="list-style-type: none"> • Use digital technologies to compose, edit and refine pieces of music.
<p>Transcribe This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p>		<ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical staff. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and ♭ (flat) symbols. • Use and understand simple time signatures.
<p>Describe music This concept involves appreciating the features and effectiveness of musical elements.</p>		<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context.

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