

Music

Milestones for progress

Because the threshold concepts are repeated in each year group it is important that students progress in their understanding of them. The curriculum at St Botolph's sets out this progression in the form of three 'Milestones'. Each Milestone contains a range of descriptors which give more detail to be discovered within the concept. Over a two year period students will become more and more familiar with these details by exploring them in a breadth of contexts. These descriptors are not exhaustive and should only be used as a guide for teachers. They should not be 'ticked off' as each one is covered: they should be repeated in as many different contexts as possible.

Threshold Concept	Milestone 1	Milestone 2	Milestone 3
Creativity	<p>Play tuned and untuned percussion instruments and use the voice with awareness of others. (Performance)</p> <p>Sing simple songs and chants with a sense of melody and shape. (Singing)</p> <p>Play a range of rhythms and pulses and identify the difference between them. (Pulse and rhythm)</p> <p>Combine layers of sound and vocalisations with awareness of the effect. (Composition)</p> <p>Recognise and respond to simple notation. (Notation)</p>	<p>Play or sing music from notation and memory. (Performance)</p> <p>Sing songs accurately, both solo and as part of an ensemble. (Singing)</p> <p>Play and create repeated rhythmic patterns. (Pulse and rhythm)</p> <p>Plan a sequence of sounds and vocals for different instruments and record them using standard or invented notation. (Composition)</p> <p>Play or sing simple melodies from standard and invented musical notation and symbols. (Notation)</p>	<p>Take the lead in instrumental or singing performances and provide suggestions to others. (Performance)</p> <p>Maintain a part within an ensemble when singing in a round or in harmony. (Singing)</p> <p>Use gesture and expression to create a finished, polished performance. (Singing)</p> <p>Play and create pieces of music with a clear understanding of pulse and rhythm. (Pulse and rhythm)</p> <p>Create a composition that combines layers of sound and vocalisations and shows an awareness of pitch, tempo, rhythm, melody and dynamics. (Composition)</p> <p>Create and perform a group score using a wide variety of timbres, textures, rhythms and motifs. (Composition)</p> <p>Use features of standard notation when composing. (Notation)</p>

Threshold Concept	Milestone 1	Milestone 2	Milestone 3
Investigation	<p>Describe how an instrument has been used to represent a sound, animal or object. (Listening)</p> <p>Listen and respond with movement, words and pictures to a range of pieces of music that tell a story. (Music appreciation)</p>	<p>Describe how different instruments are used throughout a piece of music to add interest and meaning. (Listening)</p> <p>Compare and evaluate different genres of music using appropriate musical vocabulary. (Music appreciation)</p>	<p>Listen to and comment on a wide range of genres and musical styles using a broad musical vocabulary. (Listening)</p> <p>Identify and explain patterns and motifs in live and recorded music that provoke feelings in the listener. (Music appreciation)</p>

Threshold Concept	Milestone 1	Milestone 2	Milestone 3
Significance	Describe the lives and music of composers studied. (Significant people)	Describe the lives and music of romantic composers. (Significant people) Describe the lives and music of famous 20th-century composers. (Significant people)	Describe the lives and music of famous Renaissance and Baroque composers. (Significant people) Describe the lives and music of famous classical composers. (Significant people)