

Cromwell Academy
Music Overview

Characteristics

- o A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- o A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- o Very good awareness and appreciation of different musical traditions and genres.
- o An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- o The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- o A passion for and commitment to a diverse range of musical activities.

	Reception	Year 1/2	Year 3/4	Year 5/6
To perform	<p>Build up a repertoire of songs</p> <p>Make music through instruments and everyday materials</p> <p>Perform dances-both choreographed and freestyle</p>	<p>Take part in singing, accurately following the melody.</p> <p>Follow instructions on how and when to sing or play an instrument.</p> <p>Make and control long and short sounds, using voice and instruments.</p> <p>Imitate changes in pitch.</p>	<p>Sing from memory with accurate pitch.</p> <p>Sing in tune.</p> <p>Maintain a simple part within a group.</p> <p>Pronounce words within a song clearly.</p> <p>Show control of voice.</p> <p>Play notes on an instrument with care so that they are clear.</p> <p>Perform with control and awareness of others.</p>	<p>Sing or play from memory with confidence.</p> <p>Perform solos or as part of an ensemble.</p> <p>Sing or play expressively and in tune.</p> <p>Hold a part within a round.</p> <p>Sing a harmony part confidently and accurately.</p> <p>Sustain a drone or a melodic ostinato to accompany singing.</p> <p>Perform with controlled breathing (voice) and skillful playing (instrument).</p>
To transcribe		<p>Use symbols to represent a composition and use them to help with a performance.</p>	<p>Devise non-standard symbols to indicate when to play and rest.</p> <p>Recognise the notes EGBDF and FACE on the musical stave.</p> <p>Recognise the symbols for a minim, crotchet and semibreve And say how many beats they represent.</p>	<p>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <p>Read and create notes on the musical stave.</p> <p>Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</p> <p>Understand and use the # (sharp) and ♭ (flat) symbols.</p> <p>Use and understand simple time signatures.</p>

<p>To compose</p>	<p>Make music and experiment with ways of changing them.</p> <p>They represent their ideas through music and dance</p>	<p>Create a sequence of long and short sounds.</p> <p>Clap rhythms.</p> <p>Create a mixture of different sounds (long and short, loud and quiet, high and low).</p> <p>Choose sounds to create an effect.</p> <p>Sequence sounds to create an overall effect.</p> <p>Create short, musical patterns.</p> <p>Create short, rhythmic phrases.</p>	<p>Compose and perform melodic songs.</p> <p>Use sound to create abstract effects.</p> <p>Create repeated patterns with a range of instruments.</p> <p>Create accompaniments for tunes.</p> <p>Use drones as accompaniments.</p> <p>Choose, order, combine and control sounds to create an effect.</p> <p>Use digital technologies to compose pieces of music.</p>	<p>Create songs with verses and a chorus.</p> <p>Create rhythmic patterns with an awareness of timbre and duration.</p> <p>Combine a variety of musical devices, including melody, rhythm and chords.</p> <p>Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>Use drones and melodic ostinati (based on the pentatonic scale).</p> <p>Convey the relationship between the lyrics and the melody.</p> <p>Use digital technologies to compose, edit and refine pieces of music.</p>
<p>To describe music</p>	<p>They represent their ideas through music.</p>	<p>Identify the beat of a tune.</p> <p>Recognise changes in timbre, dynamics and pitch.</p>	<p>Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <p>Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p> <p>Understand layers of sounds and discuss their effect on mood and feelings.</p>	<p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</p> <ul style="list-style-type: none"> o pitch o dynamics o tempo o timbre o texture o lyrics and melody o sense of occasion o expressive o solo o rounds o harmonies o accompaniments o drones o cyclic patterns o combination of musical elements o cultural context. <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p>