

Calveley Academy Long Term Overview

Each year group should have opportunity to: Listen, Sing, Play and Compose based on the Real Life Curriculum – and where possible, be exposed to live musical performances

- Learn and sing songs with control using the voice expressively
- Respond to music listening and appraising
- Control pulse and rhythm
- Explore melody sounds and accompaniment
- Use untuned percussion instruments
- Compose musical phrases
- Write musical phrases using symbols (these can be using non-standard symbols)

Reception (EYFS Curriculum)							
Autumn 1 Juniper, Jupiter		Autumn 2 Star in a Jar		Spring 1 The Something	Spring 2 Little Red	Summer 1 The Storm Whale	Summer 2
Singing		Playing and Composing		Listening			
Nativity songs – listening and singing Singing familiar songs Singing in a group and on own Making up own music Describing the sounds that are heard Performing to an audience		Keeping a steady beat when playing an instrument Playing rhythms on an instrument and repeating what is heard Exploring the sounds different instruments make Choosing instruments to represent sounds and making own music for a character Playing music and rhythms to a beat of a song Recording music on a device		Recognising and describing changes in music Moving in time to the sounds being heard Recognising different pitch and pace and anticipating when the music may change. Creating own music based on music that is being listened to. Performing own music.			
Year 1/2 - Cycle A Overview							
Autumn Where in the World is Calveley?		Spring Our Feathered Friends		Summer 1 Afternoon Tea with the Royals	Summer 2 Commotion in the Ocean		
Music Focus – pitch, beat and singing simple songs		Composing and Playing		Singing and Listening	Singing and Playing		
		Naming the instruments being played (non-tuned) Describing and discussing the Carnival of the Animals using appropriate musical terminology		Naming and discussing composers who created music for the Royals.	Identifying repeated patterns and playing these containing more than 2 notes		
		Understanding and using the musical terms: dynamics, tempo, timbre, pitch					

<p>Understanding pitch as high/low and using these when singing</p> <p>Understanding dynamics as loud/quiet and using these when singing</p> <p>Recognising a melody</p> <p>Singing a melody in unison with others</p> <p>Singing in a group with an awareness of others</p> <p>Recognising pulse in simple songs</p> <p>Explaining some simple differences between live/recorded music.</p>	<p>Naming sections of the orchestra</p> <p>Naming some instruments in an orchestra</p> <p>Describing the music/instruments being heard using some musical terms</p> <p>Explaining how the music creates emotions</p> <p>Listening with sustained concentration.</p>	<p>Knowing simple facts about the composer Saent Saens</p> <p>Recognising how sound can create imagery</p> <p>Creating sounds and sequencing sounds for a specific effect</p> <p>Exploring how sounds can be made and changed</p> <p>Recognising and maintaining a steady beat and rhythmical pattern</p> <p>Creating long and short sounds for a specific purpose</p> <p>Creating musical patterns.</p>	<p>Discuss the music being heard.</p> <p>Naming music performed at Queen Elizabeth II's coronation</p> <p>Naming most instruments in an orchestra</p> <p>Recognising change in tempo and dynamics</p> <p>Singing in unison with a longer melody</p> <p>Adding dynamics to singing independently.</p>	<p>Adding and changing words to rhymlcal patterns</p> <p>Identifying pulse in longer songs</p> <p>Following direction and instructions when singing and playing</p> <p>Improving a performance</p> <p>Performing to an audience.</p>
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Year 1/2 Cycle B Overview

Autumn 1 The British Isles	Autumn 2 Behind Enemy Lines (George VI 1936-52)	Spring 1 Fun at the Fair	Spring 2 How does Your Garden Grow	Summer 1 How does Your Garden Grow	Summer 2 Water World
<p>Singing</p> <p>Identifying verse and chorus</p> <p>Recognising National Anthems for England and Scotland</p> <p>Recognising new instruments e.g. bagpipes</p> <p>Understanding dynamics: crescendo, diminuendo, forte, piano</p> <p>Understand what unison means and recognise this when listening to music</p>	<p>Listening (History of Music)</p> <p>Recognising blues, big band and rock n roll music</p> <p>Naming some artists that composed and performed this type of music</p> <p>Explain the difference between the music types in terms of instruments style, beat</p> <p>Using dynamics, pitch and timbre in own music</p> <p>Playing repeated rhythms</p> <p>Maintaining a hand jive</p>	<p>Playing</p> <p>Naming accurately all untuned percussion instruments</p> <p>Using dynamics and texture in composed music</p> <p>Understanding the purpose of a score</p> <p>Understanding note values: crotchet, quaver</p> <p>Follow a score to play an instrument</p> <p>Accurately performing simple patterns and accompaniments</p>	<p>Composing</p> <p>Understanding that music can paint a picture.</p> <p>Naming some tuned instruments e.g. violin</p> <p>Choosing instruments to create an effect</p> <p>Selecting tuned and untuned instruments to compose music that tells a story</p> <p>Choosing and ordering sounds to create a simple structure.</p>	<p>Singing and Playing</p> <p>Explain a soundscape and how it helps musicians</p> <p>Follow instructions when singing</p> <p>Understanding what an ostinato is and its impact on musical compositions</p> <p>Understand how stance and breathing can improve a singing performance</p> <p>Singing with appropriate diction</p>	<p>Singing, listening, composing</p> <p>Describing and evaluating music using appropriate musical terminology</p> <p>Recognising most instruments heard</p> <p>Compare and contrast musical pieces</p> <p>Comment on the purpose of the pieces of music being heard</p> <p>Sing using call and response</p>

<p>Singing a National Anthem with an accurate melody and words Using the voice creatively and expressively Using breathing and diction when singing Recognise and respond to a changing beat.</p>	<p>Commenting constructively on a range of recorded music.</p>	<p>Sequencing rhythmical phrases to make longer pieces of music.</p>	<p>Beginning, middle and end Representing sounds with symbols Using most of the musical elements to create moods and effects.</p>	<p>Controlling a range of sounds vocally Maintain a part independently</p>	<p>Compose music using the ternary form (ABA) Use graphic notation to record the composition created Play consistently, precise rhythmical patterns.</p>
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Year 3/4 Cycle A Overview

<p>Spring 1 A Passport to Europe</p>	<p>Spring 2 The Penny Black (Queen Victoria 1837-1901)</p>	<p>Spring Reduce, Reuse, Recycle</p>	<p>Summer Ready, Steady, Cook</p>
<p>Listening – (History of Music) Naming 2 musical periods: Baroque or Romantic or Classical Name 2 European composers and know which period they were influential in Comment on musical pieces being heard, expressing preferences and justifying why Recognise musical structures being used. Describing different styles and timbre of pieces of music from Europe. Recall the melodies of some famous pieces of music.</p>	<p>Singing and Playing Identification of melodic phrases and singing them from memory Explain texture in musical pieces Sing with increasing control and accurate pitch Show awareness of pulse and dynamics when singing Show awareness of different parts being sung at the same time Understand what a canon is and can perform a song in canon Accurately maintain a part in a 2 part piece of music. Pronounce words with accurate diction.</p>	<p>Composing and Playing Using a range of instruments to generate a range of sounds Using the musical elements: tempo, timbre and dynamics to enhance a composition Using an ostinato Using digital technology to improve compositions Evaluate performances musically to improve own work Composition of longer pieces of music for specific purposes using an ostinato on different instruments Composing melodic songs Choosing and ordering sounds for a specific effect Performing own music with an awareness of other performers and an audience.</p>	<p>Singing and Playing Using correct terminology including all musical elements to evaluate and comment on heard music Recognising crotchets, quavers and semi-quavers Using non-standard symbols and some standard to indicate when to play and when to rest Composing a longer piece with a given structure Playing notes on tuned instruments with care Perform with expression</p>

Year 3/4 Cycle B Overview					
The Forgotten Flamboyant King (James I 1567-1625)	Gift of Giving	War, Fire and Pestilence (Charles I-II 1625-49, 1649-51)	Around the World in 80 days	Lights, Camera, Fashion	
<p>Wider Opportunities – Learning to play a brass or woodwind instrument Pupils can assemble and look after their instrument and hold it correctly, e.g. changing reeds, removing moisture Controlling pitch when playing their instrument, using the correct fingering to play the instrument Creating and improvising a 2 bar rhythm on the instrument Responding to different rhythm values: quavers, crotchets, minims and notes on the staff Performing with confidence from given notation in different styles, playing from memory Pupils can maintain an individual part/solo and take the lead in their groups. They can maintain a melodic part in a 2-part piece. Pupils contribute enthusiastically in their lesson Pupils show an advanced understanding of what makes a high-quality performance Pupils have a strong sense of an ensemble and can follow instructors from a conductor Pupils can move between 5 notes with greater precision moving between intervals, can also use some chromatic notes. Pupils use improvisation of more than 2 bars on their instrument Pupils understand the importance of practise and take part in a concert. Pupils learn about some musical periods and famous composers particularly from the classical period and modern day. They will evaluate different pieces of music using the appropriate musical vocabulary and all of the musical elements.</p>					
Year 5/6 Cycle A Overview					
Autumn 1 Sails, Seas and Scurvy (Queen Elizabeth I 1558-1603)	Autumn 2 Wonders of the World	Spring Ecotricity	Summer 1 What's on the Menu?	Summer 2 The Empire Strikes Back (27BC – 476AD)	
Listening, Playing and Composing Describing music from the Renaissance period Explain features of Tudor music and instruments used Understanding what a fanfare is and compose one Playing most instruments with	Listening, Playing and Composing Describing African music and instruments used Explaining the Samba rhythms Describing Japanese music Explaining similarities and differences between Latin, American, African and Japanese music.	Singing/Vocal Performance Explaining the importance of diction in a vocal performance Using a range of musical dimensions to help the vocal delivery Explaining the importance of incorporating silence for dramatic effect	Composing and Improvisation Explaining compositional decisions using some accurate musical vocabulary Explaining the major and minor scale Explaining what an octave is accurately Improvisation with increasing confidence	Playing Explain how different parts within a piece work together to reflect a mood Explain the musical techniques of Gamelan music Recognise how patterns fit together including rests	Composing and Singing Compose lyrics for a song considering cultural context Evaluate musical choices in performances and compositions Explain some key elements of songwriting

<p>fluency, accuracy and expression</p> <p>Listening with continuous concentration</p> <p>Reading musical notation on the staff.</p>	<p>Playing a variety of different rhythms with different note values</p> <p>Composing longer pieces of music with an awareness of call and response</p> <p>Using most of the musical elements: tempo, duration, pulse, dynamics, structure and texture in compositions and performances</p> <p>Using mostly correct notation to record compositions.</p>	<p>Performing from memory with confidence</p> <p>Performing confidently as a solo or part of a group</p> <p>Performing with full control using the voice</p> <p>Creating and combining with purpose, vocal sounds for use within a piece of music</p> <p>Identify how some effects are created by the combination of different vocal sounds used</p> <p>Using some musical techniques to heighten the impact of composition and performance work.</p>	<p>using the voice or an instrument</p> <p>Composing with multiple layers of rhythms</p> <p>Improvisation with rhythms and melodies to create a group piece</p> <p>Improvising melodies on a five note major scale pattern.</p>	<p>Evaluating and describing several different styles of music using mostly appropriate musical vocabulary</p> <p>Explain the pentatonic scale in detail</p> <p>Perform with control and adapt a performance to suit a given purpose</p> <p>Compose a longer piece of music suitable for a particular occasion</p> <p>Perform a typical Gamelan rhythm</p> <p>Use drones and melodic ostinato based on the pentatonic scale</p> <p>Create several contrasting sections within a musical piece.</p>	<p>Compare and contrast a range of music through discussion with others</p> <p>Compose a longer melody to match given lyrics</p> <p>Compose 2 parts for a group piece for others to perform</p> <p>Perform with control and sensitivity</p> <p>Perform longer parts from memory</p> <p>Hold a part within a round and sing a harmony accurately</p>
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Year 5/6 Cycle B Overview

<p style="text-align: center;">Autumn 1 Law and Disorder (Vikings 790-1066)</p>	<p style="text-align: center;">Autumn 2 The Apprentice</p>	<p style="text-align: center;">Spring Globalcitizen@work</p>	<p style="text-align: center;">Summer 1 Pharoahs, pyramids and pre- historic periods</p>	<p style="text-align: center;">Summer 2 Wacky Races</p>
<p>Listening, Playing and Singing</p> <p>Explain the values of most notes in music</p> <p>Explain what makes a successful canon</p>	<p>Playing and Composing</p> <p>Explain the musical structure of 2 musical pieces and know Binary Form was more common in the Baroque Period</p> <p>Explain what makes song lyrics important</p>	<p>Composing and Listening</p> <p>Evaluate musical choices in performance and composition and justify them</p> <p>Understand that minimalism is a style that has affected many different types of expression in a range of media</p>	<p>Playing and Listening -History of Music</p> <p>List the chronology of the musical periods up until the 1900s</p> <p>Name some famous composers, musical</p>	<p>Singing and Listening</p> <p>Develop an understanding of the musical styles of the 1920's to current day and explain some similarities and differences</p>

<p>Explain what a rhythmical score is and why they are necessary Read most music notes on a staff Maintain a complex part when singing in canon Accurately represent most rhythms from a musical score Compose own canon on a theme and perform it Notate a simple score for both vocal and non-tuned percussion Sing a melody accurately in 2 parts with a backing track.</p>	<p>particularly in a Christmas Carol Explain how to use the musical elements to improve composition and performance Record compositions formally with notation Notate own lyrics for a specific purpose and audience Play as part of an ensemble with control, fluency and expression.</p>	<p>Understand where minimalism fits into the history of music and briefly explain how it compares to other styles Name other composers of this period and compare and contrast to Steve Reich Compose short rhythms and melodies in a minimalist style and structure these together in a musical form Compose and perform multiple layers or rhythms Maintain syncopated beats when playing with another performer and explain the effect.</p>	<p>pieces and instruments from the 1900s and explain the similarities and differences Know what the treble clef is and know what a time signature is Compose a short piece of Medieval music using a similar style Accurately play Pachelbel's Canon as part of a group Compose a longer fanfare for the Royal family using keyboards and other tuned instruments.</p>	<p>Name instruments used in popular music from 1920s to current day Accurately sing a part in a song which is sung a-capella Accurately sing a song in a 3 or 4 part piece Write and perform a rap Evaluate how venues, purpose and occasion affects the way music is created, performed and heard Compose own pop song for a specific decade using similar styles to popular bands of the time.</p>
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