



Aintree Davenhill Planning Overview

Subject: Music

Term: Autumn 1

Drawing	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic	<u>Exploring Sound</u>	Pulse and rhythm: all about me	West African call and response song	Creating Compositions for and animation	Body and Tuned Percussion; Rainforests	Composition Notation: Ancient Egypt	Dynamics, pitch and texture (Fingal's Cave)
Lesson 1	<u>Vocal Sounds</u> To explore using voices to make a variety of sounds. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Playing and exploring. Active learning.	<u>Pulse and rhythm; My favourite things</u> To use my voice and hands to make music. To say and clap a rhythm. To clap in time to the music. To know what the pulse is. To sing their favourite food.	<u>Going on safari</u> To create short sequences of sound. To vary animal sounds by changing my: tempo (speed – fast and slow); dynamics (volume – loud and quiet). To create different timbre (sounds) from the same instrument. To work as a group, using tempo and dynamics when creating a short section of sound that represents an animal.	<u>Telling stories through music</u> To tell a story from a piece of music through movement To picture a story from a piece of music To use musical vocabulary to describe music To express own opinion about music To recognise and describe changes in music	<u>Pitter Patter Raindrops</u> To identify structure and texture in music. To know what body percussion is. To know that structure means the organisation of the music into sections. To know that texture means how many different layers of music there are playing at a time. To identify the different sections in a piece of music. To identify how many layers there are in a piece of music.	<u>Here come the Egyptians</u> To sing with accuracy, fluency, control, and expression To sing in time with other people and a backing track To follow or remember the lyrics To follow the tune	<u>Exploring Fingal's' Cave</u> To appraise the work of a classical composer (Felix Mendelssohn). To give opinions on the music they hear. To use creative language to characterise the music
Lesson 2	<u>Body Sounds</u> To explore how to use our bodies to make sounds. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Playing and exploring. Active learning.	<u>Pulse and rhythm: You've got a friend</u> To clap and play in time to the music. To say and clap own name. To clap in time to the music. To sing (say) my friend's name.	<u>Rhythmic safari</u> To copy a short rhythm. To describe own ideas about a piece of music. To accurately copy a rhythm by clapping. To clap a rhythm in time with the music.	<u>Creating a soundscape</u> To create a soundscape using percussion instruments To create layers within my composition To play in time with own group To play a repeated rhythm To play a melodic pattern from simple notation with letter names	<u>Rainforest body Percussion</u> To use body percussion. To describe a piece of music, referring to: tempo (speed); dynamics (volume); texture (different layers); structure (organisation of the piece). To use body percussion to perform a boom clap click sequence and play in time with own partner. To create one line of own sequence using a stamp. To record own rhythm using symbols or words	<u>Hieroglyphic score</u> To explore and use different forms of notation To show the structure of a piece of music using non-standard notation To improvise music To use hieroglyphs to notate own composition	<u>Making waves: pitch and dynamic</u> To improvise as a group, using dynamics and pitch. To follow a conductor. To use dynamics in own improvisation. To use changes of pitch in own improvisation.
Lesson 3	<u>Instrumental Sounds</u> To explore the sounds of different instruments Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Playing and exploring.	<u>Pulse and rhythm: Dance, dance, dance</u> To play simple rhythms on an instrument. To play the rhythm of own name and my friend's name. To clap in time to the music. To hold the pulse.	<u>Call and response</u> To learn a traditional song from Ghana. To explain what call and response means in music. To sing along in time to the response parts of the 'Che Che Kule' song. To perform a call and response song with actions.	<u>Story sound effects</u> To create a range of sounds to accompany a story. To use key musical vocabulary to label own composition To adjust the dynamics of own piece To create a composition based on a story	<u>The rhythm of the forest floor</u> To create musical rhythms using body percussion. To know that there are four layers of the rainforest. To use body percussion to make two different rhythms to represent the forest floor and understorey layers of the rainforest. Both rhythms consist of three or four sounds made by using my body. I	<u>Play like an Egyptian</u> To understand note length To play a melody by ear To recognise note names and note length To make own part balance with the other music around one	<u>Making waves: texture</u> To improvise as a group, using texture. To follow a conductor. To notate own ideas using a graphic score. To use changes of texture in own improvisation.

	Active learning. Sing in a group or on their own, increasingly matching the pitch and following the melody.				To consider the movement of the animals that live in each layer when making own rhythms. To consider the overall structure and texture of the rhythms when they are put together. To record own rhythm		
Lesson 4	<u>Environmental Sounds</u> To identify sounds in the environment and differentiate between them. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Playing and exploring. Active learning. Sing in a group or on their own, increasingly matching the pitch and following the melody.	<u>Pulse and rhythm: Happy</u> To listen to and repeat short rhythmic patterns. To hear rhythmic patterns. To repeat short rhythmic patterns. To play in time to the music. To create a rhythm.	<u>Rhythmic response</u> To create rhythms based on call and response. To work with own partner to think of a question (call) and a short answer (response) about animals. To play own call (question) and response (answer) using a simple rhythm on an untuned percussion instrument. To work with own group to choose a structure for rhythms. To record this structure in the right order.	<u>Adding rhythm</u> To compose and perform a rhythm to accompany a story To create rhythms to tell a story To use key musical vocabulary to explain own composition	<u>The Loopy Rainforest</u> To create simple tunes. To know that a repeated melody or a loop is something that keeps repeating. To make two simple melodies to represent the canopy and emergent layers of the rainforest. To work with a partner and use tuned percussion instruments to create a short melody line. To consider the movement of the different animals within the layers of the rainforest and how this affects the pitch and tempo of own melodies	<u>Pitch Pyramids</u> To read simple pitch notation To play a melody by reading pitch notation To know that notes can go either on or between the lines To use pitch notation to write down my own melody	<u>Group Compositions</u> To use knowledge of dynamics, texture and pitch to create a group composition. To compose a piece by using different dynamics. To compose a piece by using different textures. To compose a piece by using different pitches. To talk about someone else's work and make constructive comments.
Lesson 5	<u>Nature Sounds</u> To use voices to imitate nature sounds. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Playing and exploring. Active learning. Sing in a group or on their own, increasingly matching the pitch and following the melody.	<u>Pulse and rhythm: Practice makes perfect</u> To understand the difference between pulse and rhythm. To play the pulse. To play a rhythm. To create a rhythm.	<u>The Safari events</u> To add dynamics (volume) to a structure of rhythms To play own composition using a simple rhythm on an untuned percussion instrument. To perform own call and response rhythm. To give feedback to own classmates about their performances.	<u>Musical Mountain</u> To compose and notate a short melody to accompany a story To create rhythms to tell a story To use key musical vocabulary to explain own composition	<u>Sounds of the Rainforest</u> To build and improve a composition. To work as part of a group to build the structure of a rainforest inspired composition by considering: the best way to start and end; tempo (speed); dynamics (volume); texture (different layers); structure (organisation of the piece). To play in time with own group. To play own part in the composition accurately. To offer suggestions for improvements considering rhythm and melody.	<u>Egyptian Farwell</u> To use hieroglyphs and stave notation to write a piece of music To work as part of a group to compose a piece of music in a particular style To notate own piece using hieroglyphs and stave notation To perform as part of a group	<u>.We are waves</u> To use teamwork to create a group composition featuring changes in texture, dynamics and pitch. To work with others in a group. To make sounds using different textures, dynamics and pitches. To use creative language effectively to produce a performance.



Aintree Davenhill Planning Overview

Subject: Music

Term: Autumn 2

Drawing	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic	Celebration Music	Temp Theme – Snail and the Mouse	Orchestral Instruments – Traditional Western Stories	Developing Singing Techniques – The Vikings	Rock and Roll	Blues	Songs of World War 2
Lesson 1	<u>Diwali Music</u> To learn about music from another culture, particularly when related to the festival of Diwali To respond to music with movement Recognise that people have different beliefs and celebrate special times in different ways. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. ELG: Being imaginative and expressive: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	<u>Snail and Mouse</u> To explore using voices and bodies expressively. To move own body in different ways when music is played. To use own voice to start to reflect different music speeds. To use own body to start to reflect different music speeds.	<u>The Three Bears</u> To listen to and analyse an orchestral version of a traditional story To know that an orchestra is a group of musicians who play instruments together To name the four sections or families of the orchestra: strings, woodwind, brass and percussion To know that each section has a number of different instruments	<u>Here comes the Vikings</u> To sing in time with others. To move and sing at the same time as own classmates. To learn new lyrics and follow a tune. To say what is needed to do better next time.	<u>Hand Jive</u> To understand the history of rock and roll music To be able to stay in time to a piece of rock and roll music To know where rock and roll music came from To list the main instruments used in rock and roll To move in time to the music	<u>History of the Blues</u> To know the key features of Blues music To name three key features of Blues music To sing a Blues song To use vocal expression to convey meaning	<u>Singing for Victory</u> To use musical vocabulary to identify features of different eras of music To talk about songs they have experienced using comparative language To use fact and opinion to compare songs
Lesson 2	<u>Hanukkah Music</u> To learn about music from another culture, particularly when related to the festival of Hanukkah. To learn the names of some traditional Jewish musical instruments. To play and move to traditional Jewish Hanukkah music. Recognise that people have different beliefs and celebrate special times in different ways. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody.	<u>Exploring Rhyme</u> To practice a rhyme using fast and slow beats on instruments. To use own voice to say a rhyme. To say “Ready, steady, off we go,” using slow and fast beats. To use fast and slow beats when saying a rhyme. To use an instrument to demonstrate fast and slow beats.	<u>The Snow Queen</u> To listen to and analyse a film musical version of a traditional story To explain how music is used to support the story To use musical and instrumental vocabulary to describe a piece of music To recognise different orchestral instruments	<u>Sing like a Viking</u> To sing in time with others. To sing in time with the music. To follow the tune. To move in time to the music. To identify how to improve own performance.	<u>Rock around the Clock</u> To be able to perform with a sense of style To accurately sing in a small group To sing in time To sing in tune	<u>Playing a chord</u> To play the first line of the 12-bar Blues To what a chord is To play the chord of C To play the chord of C for the first line of the 12-bar Blues	<u>The White Cliffs of Dover</u> To improve accuracy in pitch and control, singing with expression and dynamics To follow the melody To sing the lyrics with meaning To sing some sections quieter and some sections louder

	Explore and engage in music making and dance, performing solo or in groups. ELG: Being imaginative and expressive: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.						
Lesson 3	<u>Kwanzaa Music</u> To learn about music from another culture, particularly when related to the festival of Kwanzaa To take part in a traditional call and response song To find classroom objects to use as drums and play in response to African music Recognise that people have different beliefs and celebrate special times in different ways. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. ELG: Being imaginative and expressive: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	<u>Singing – Snail and Mouse</u> To use voices to perform a song with a fast and slow beat. To explore fast and slow beats To use a singing voice. To perform a song showing fast and slow beats.	<u>Red Riding Hood</u> To select appropriate sounds to match events, characters and feelings in a story To select appropriate timbres to represent characters To select appropriate tempo changes to represent actions To select appropriate dynamics to represent emotions	<u>Viking Notation</u> To recognise simple rhythmic notation by ear and by sight. To recognise and name note rhythms when heard To recognise and name note rhythms when seen	<u>Walking Bass Line</u> To play a walking bass line on tuned percussion To describe what a walking bass line sounds like To read graphic notation to know which notes to play To play a simple walking bass line	<u>The 12 – bar Blues</u> To be able to play the 12- bar Blues To play the chord sequence of the 12- bar Blues To play the chords of C, F and G To play in time with the backing track	<u>Pitch Up</u> To identify pitches within an octave when singing To use the words ‘pitch’ and ‘higher/lower’ when discussing own work To read and interpret a graphic score To use colour-code pitches on a notated score
Lesson 4	<u>Traditional Christmas Music</u> To learn about traditional Christmas music To take part in a group song involving singing, voice sounds and playing instruments To sing and move to a Christmas song Recognise that people have different beliefs and celebrate special times in different ways. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.	<u>Performing – Snail and Mouse</u> To use singing voices and an instrument to perform a song with a fast and slow beat. To use own singing voice to sing fast and slow beats. To use own instrument and voice to perform a song with fast and slow beats.	<u>Jack and the Beanstalk</u> To write a play script and select appropriate musical sounds to accompany it To write a script for the story of ‘Jack and the Beanstalk’ To suggest suitable musical sounds to go with own script	<u>Viking Battle Song</u> To use simple rhythmic notation to compose a Viking battle song. To perform rhythms accurately from notation. To layer rhythms to create a piece of music. To add instrumental sound effects to a piece of music.	<u>Performing the Bass</u> To be able to play a rock and roll bass line To understand different musical notation To play a walking bass line accurately To play a bass line in time	<u>Blues Scales</u> To be able to play the Blues scale To play the Blues scale going up To play the Blues scale going down To play the Blues scale in time with the backing track	<u>Harmonise</u> To use knowledge of pitch to develop confidence when singing in parts To follow a melody line To sing a counter-melody while listening to another melody

	ELG: Being imaginative and expressive: Sing a range of well-known nursery rhymes and songs. ELG: Being imaginative and expressive: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.						
Lesson 5	<u>Christmas Action Songs</u> To suggest appropriate actions to match song lyrics To sing and move to Christmas songs Recognise that people have different beliefs and celebrate special times in different ways. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Sing a range of well-known nursery rhymes and songs. ELG: Being imaginative and expressive: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	<u>The Story of the Snail and Mouse</u> To demonstrate fast and slow beats within the context of a story. To use own singing voice to play fast and slow beats. To use own body to play fast and slow beats. To use own instrument to play fast and slow beats. To sing and play at the correct time in a story.	<u>Super Storytellers</u> To perform a story script with accompanying music To perform confidently To work as part of a group to perform a story To add the right music to my story at the right time	<u>Perform like a Viking</u> To perform music with confidence and discipline. To perform with confidence. To perform in time and in tune with others.	<u>Rock and Roll Performance</u> To be able to play a rock and roll piece of music To keep in time To perform own part with accuracy To play as part of a group	<u>Improvisation and the blues</u> To be able to improvise with notes from the Blues scale To play the Blues scale notes out of order To play different Blues scale notes along to the backing track To improvise using notes from the Blues scale	<u>Let's notate</u> To be able to notate a melody using pitches up to an octave To identify higher and lower pitches through colours To use colours to notate a counter melody To talk about the Solfa pitches, and which are higher and lower