



# Aintree Davenhill Planning Overview

**Subject:** Music

**Term:** Spring 1

|                 | Reception                                                                                                                      | Year 1                                                                                                                                                                                                                                                                   | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Year 3                                                                                                                                                                                                                | Year 4                                                                                                                                                                                                                                             | Year 5                                                                                                                                                                                                                                          | Year 6                                                                                                                                                                                                                                                                                                                                 |
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| Topic           | Music and Movement                                                                                                             | <u>Musical Vocabulary: Under the Sea</u>                                                                                                                                                                                                                                 | <u>Musical Me</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <u>Developing Singing Technique: The Vikings</u>                                                                                                                                                                      | <u>Changes in Pitch, Tempo and Dynmaics</u>                                                                                                                                                                                                        | <u>South and West Africa</u>                                                                                                                                                                                                                    | <u>Film Music</u>                                                                                                                                                                                                                                                                                                                      |
| <b>Lesson 1</b> | <u>Action Songs</u><br>To understand why songs have actions<br>To learn some simple Makaton signs to accompany a song          | <u>Pulse and Temp: Dive into Danger</u><br>To learn the musical vocabulary: pulse and tempo.<br><br>To explain what pulse and tempo are.<br>To move in time to the pulse and tempo of the music.<br>To change the tempo of actions to show different speeds of movement. | <u>Once a Man Fell in a Well</u><br>To sing and play an instrument at the same time.<br><br>To say and clap the rhythm of my name.<br>To sing a song and play the pulse using my instrument.<br>To suggest how to make different sound effects for the song.<br>To take part in a class performance, singing and playing the pulse at the same time.                                                                                                                          | <u>Here Come the Vikings!</u><br>To sing in time with others.<br><br>To move and sing at the same time as ones classmates.<br>To learn new lyrics and follow a tune.<br>To say what is needed to do better next time. | <u>The Singing River</u><br>To sing in two parts using expression and dynamics<br><br>To hold own part<br>To sing accurately<br>To sing with expression<br>To add relevant dynamics to own singing                                                 | <u>To sing a traditional African song unaccompanied</u><br>To sing a traditional African song unaccompanied<br><br>To hold the tune of my part within a group performance<br>To sing unaccompanied<br>To use expression within own singing      | <u>Soundtracks</u><br>To appraise different musical features in a variety of film contexts.<br><br>To discuss the features of film music<br>To name several styles of music<br>To identify characteristics of music and interpret their meaning                                                                                        |
| <b>Lesson 2</b> | <u>Finding the Beat</u><br>To explore beat through body movement<br>To express feelings and emotions through movement to music | <u>Dynamics and Timbre: Underwater World</u><br>To explain what dynamics and timbre are.<br><br>To select an appropriate timbre for a piece of music.<br>To change the dynamic of my playing.                                                                            | <u>Dynamics and Timbre</u><br>To choose and play appropriate dynamics and timbres for a piece of music.<br><br>To copy back a rhythm (pattern) at the right dynamic (volume).<br>To use instrument to play the rhythm of a song without singing.<br>To understand that all instruments have their own timbre (unique sound).<br>To change the dynamics and timbre in performance to alter the emotion of the song.<br>To use an instrument to keep the pulse when performing. | <u>Sing Like A Viking</u><br>To sing in time with others.<br><br>To sing in time with the music.<br>To follow the tune.<br>To move in time to the music.<br>To identify how to improve performance.                   | <u>The Listening River</u><br>To recognise key elements of music<br><br>To identify the dynamics in the piece<br>To express own opinion of the music and explain why one can identify the mood of the music                                        | <u>Playing 'Shosholoza'</u><br>To use tuned percussion to play a chord progression<br><br>To play a major chord on tuned percussion<br>To play a two-chord progression<br>To play the progression with accuracy                                 | <u>Scenes and Sounds</u><br>To identify and understand some composing techniques in film music<br><br>To identify different instruments and comment on the type of sound they make<br>To talk about the pitch of music and how it changes<br>To use the words 'major' and 'minor' when discussing music that evokes different emotions |
| <b>Lesson 3</b> | <u>Exploring Tempo</u><br>To explore beat through body movement<br>To express feelings and emotions through movement to music  | <u>Pitch and Rhythm: Underwater World</u><br>To explain what pitch and rhythm are.<br><br>To change the pitch of ones voice to show movement up and down.<br>To create and copy a rhythm to show an action.                                                              | <u>Melody</u><br>To use musical notation to play melodies.<br><br>To know that melodies (tunes) can be written down using letters.<br>To play a melody (tune) from letter notation (letter names).                                                                                                                                                                                                                                                                            | <u>Viking Notation</u><br>To recognise simple rhythmic notation by ear and by sight.<br><br>To recognise and name note rhythms when they are heard<br>To recognise and name note rhythms when seen                    | <u>The Repeating River</u><br>To perform a vocal ostinato<br><br>To what an ostinato is and when it might be used<br>To sing my vocal ostinato in time<br>To listen for a cue so it is known when to start<br>To offer suggestions to improve work | <u>The 'Shosholoza' show</u><br>To use vocals or tuned percussion to perform a piece of music as an ensemble<br><br>To maintain and play a part accurately<br>To stay in time with the other performers<br>To offer suggestions for improvement | <u>Following the Score</u><br>To use graphic scores to interpret different emotions in film music<br><br>To make suggestions of sounds which represent the symbols on a graphic score<br>To improvise own sounds within a whole-class context<br>To work with a partner to interpret graphic scores                                    |

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| <b>Lesson 4</b> | <u>Exploring Tempo and Pitch Through Dance</u><br>To explore pitch and tempo through scarf dancing and body movement<br>To express feelings and emotions through movement to music | <u>Texture and Structure: Coral Reef</u><br>To explain what texture and structure are.<br><br>To perform a layer within a piece of music.<br>To start and stop at the right time during a performance.                                                                                                          | <u>My Own Melody</u><br>To use letter notation to write my own melody.<br><br>To create a melody.<br>To write own melody down using letter names.<br>To know that writing a melody is called 'letter notation'.<br>To play own melody back from the letter names written. | <u>Viking Battle Song</u><br>To use simple rhythmic notation to compose a Viking battle song.<br><br>To perform rhythms accurately from notation.<br>To layer rhythms to create a piece of music.<br>To add instrumental sound effects to a piece of music. | <u>The Percussive River</u><br>To create and perform an ostinato.<br><br>To create a simple ostinato<br>To play an ostinato in time                                                                                                                                              | <u>Drumming Away to Africa</u><br>To play call and response rhythms using percussion instruments<br><br>To listen to the pulse and play own instrument in time<br>To join back in if place lost<br>To count the rests (silences) accurately | Composing for Film<br>To create and notate musical ideas and relate them to film music<br><br>To imaginatively use own body or voice to make sounds<br>To relate sounds that one composes to a storyline in a film<br>To notate my ideas using own symbols on a graphic score |
| <b>Lesson 5</b> | <u>Music and Movement Performance</u><br>To perform action songs to a small audience.                                                                                              | <u>Musical Vocabulary</u><br>To understand key musical vocabulary: dynamics, pitch, pulse, rhythm, structure, tempo, texture, timbre.<br><br>To name all the musical words from this unit of lessons.<br>To match each musical word to its definition.<br>To explain what effects each musical word can create. | <u>Group Composition</u><br>To use timbre and dynamics in musical composition.<br><br>To work as part of a group.<br>To help create a piece of music.<br>To make a composition more interesting by adding timbre and dynamics.                                            | <u>Perform Like a Viking</u><br>To perform music with confidence and discipline.<br><br>To perform with confidence.<br>To perform in time and in tune with others.                                                                                          | <u>The Performing River</u><br>To improve and perform a piece of music based around ostinatos<br><br>To improve own piece so it sounds more like a river<br>To take on board suggestions from others in a group<br>To perform own composed piece using dynamics and tempo change | <u>Eight Beat Breaks</u><br>To create an eight beat break to play within a performance<br><br><u>To create a break that fills eight counts</u><br>To play own break accurately<br>To play own break in the correct place and in time        | <u>The Soundtrack</u><br>To play a sequence of musical ideas to convey emotion<br><br>To interpret own graphic score and perform the sounds accurately<br>To give a polished performance with a group                                                                         |



## Aintree Davenhill Planning Overview

**Subject:** Music

**Term:** Spring 2

|                 | Reception                                                                                                                                                                                                                        | Year 1                                                                                                                                                                                                    | Year 2                                                                                                                                                          | Year 3                                                                                                                                                                                             | Year 4                                                                                                                                                                                         | Year 5                                                                                                                                                                                    | Year 6                                                                                                                                                                                |
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| Topic           | <u>Musical Stories</u>                                                                                                                                                                                                           | <u>Timbre and rhythmic patterns (Theme: Fairytales)</u>                                                                                                                                                   | <u>Dynamics, timbre, tempo and motifs (Theme: Space)</u>                                                                                                        | <u>Pentatonic melodies and composition (Theme: Chinese New Year)</u>                                                                                                                               | <u>Haiku, Music and Performance</u>                                                                                                                                                            | <u>Composition to represent the festival of colour (Theme: Holi festival)</u>                                                                                                             | <u>Theme and variations (Theme: Pop Art)</u>                                                                                                                                          |
| <b>Lesson 1</b> | <u>Moving to Music</u><br>To listen to the lyrics and melody: "Teddy Bear's Picnic" by John Walter Bratton and Jimmy Kennedy and recall part of the story.<br>To move to music with instruction, changing movements to match the | <u>Timbre and rhythmic patterns: Character voices</u><br>To use voices expressively to speak and chant<br><br>To join in with repeated phrases and patterns<br>To change own voice to represent different | <u>Space Soundtrack</u><br>To create a simple soundscape for effect<br><br>To use own voice to create sound<br>To offer ideas and suggestions for making sounds | <u>Dragon Dance</u><br>To learn about the music used to celebrate the Chinese New Year festival<br><br>To know the story of Chinese New Year<br>To describe the features of Chinese New Year Music | <u>Describing Blossom</u><br>To describe the festival of Hanami using words and sounds<br><br>To choose descriptive words to describe Hanami<br>To use own voice to make the sound of the word | <u>Hearing Colours</u><br>To understand that music can be represented with colours<br><br>To suggest a colour to match the music<br>To justify own opinion<br>To name the features or the | <u>Pop Art and Music</u><br>To explore the musical concept of theme and variations<br><br>To talk about theme and variations<br>To relate the idea of theme and variations to Pop Art |

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|                 | tempo, pitch or dynamic of the piece.<br>To talk about how a piece of music makes you feel.                                                                                                       | characters<br>To understand what timbre means                                                                                                                                                                                                                                                                                                                                                                 | To create atmosphere by using dynamics                                                                                                                                                                                                                                                  | using musical terminology, including:<br>Crescendo (gradually getting louder)<br>Tempo (speed)<br>Duration (length)<br>Dynamics (volume)<br>Timbre (sound)<br>To show the features of Chinese New Year music through dance         | match its description                                                                                                                                                                                                                                                                                                        | mood of a piece of music                                                                                                                                                                                                                                                          | To perform a rhythm in different ways                                                                                                                                                                                                                                                                                                                            |
| <b>Lesson 2</b> | <u>Storytelling with Actions</u><br>To use actions to retell a story to music<br>To sing and perform a group song                                                                                 | <u>Timbre and rhythmic patterns: Starting with instruments</u><br><br>To select suitable instrumental sounds to represent a character<br><br>To respond to hand signals<br>To use one instrument to create different sounds<br>To choose one sound for a character from the 'Three Little Pigs'<br>To explain why one has chosen that sound                                                                   | <u>Listening to Space</u><br><br>To listen for and recognise some basic elements of music<br><br>To recognise differences in dynamics<br>To recognise different instruments and begin to name them<br>To use appropriate musical vocabulary<br>To explain the mood of the music         | <u>Pentatonic Scale</u><br><br>To play a pentatonic melody<br><br>To play a five-note or 'pentatonic' scale<br>To play melodies using the five notes of the pentatonic scale                                                       | <u>Sounds of Blossom</u><br><br>To represent a blossom tree using sounds.<br><br>To recognise and name the musical features of the Cherry Blossom piece (interrelated dimensions of music, e.g. tempo, dynamics, timbre.)<br>To describe how the musical features represent blossom sounds.<br>To create own blossom sounds. | <u>Picturing Music</u><br><br>To represent a piece of music as a graphic score<br><br>To identify features of music<br>To describe what pieces of music look like and why<br>To represent music visually                                                                          | <u>The Young Person's Guide to the Orchestra</u><br><br>To compare and contrast different variations in the piece 'The Young Person's Guide to the Orchestra'<br><br>To identify the sounds of different instruments<br>To relate the sounds of different instruments to different pieces of art<br>To demonstrate knowledge of how an orchestra is put together |
| <b>Lesson 3</b> | <u>Using Instruments to Represent Actions</u><br>To learn how instruments can represent a certain mood, character or action<br>To experiment with the sounds of different instruments             | <u>Timbre and rhythmic patterns: Rhythms</u><br>To compose and play a rhythm<br><br>To clap syllables in words<br>To clap the rhythmic patterns of spoken phrases<br>To think of own phrases and clap the rhythm of these<br>To work as a group to come up with a phrase for part of the story of 'The Three Little Pigs'<br>To perform rhythm whilst the story is being told using own voice and instruments | <u>Comparing Planets</u><br><br>To compare two pieces of music<br><br>To compare two pieces of music by the same composer<br>To identify changes in dynamics and use appropriate musical vocabulary<br>To recognise and name different instruments<br>To describe the mood of the music | <u>Letter Notation</u><br><br>To write and perform a pentatonic melody<br><br>To write a pentatonic melody using letter notation<br>To play own pentatonic melody from letter notation                                             | <u>Blossom Haiku</u><br><br>To identify different musical features<br>To use descriptive vocabulary<br><br>To recognise and name the musical features (interrelated dimensions of music, e.g. tempo, dynamics, timbre)<br>To explain what each dimension is describing                                                       | <u>Vocal Composition</u><br><br>To create a vocal composition based on a picture<br><br>I can represent colours and shapes with vocal sounds<br>I can explain my choices<br>I can describe my use of dynamics, tempo and pitch<br>Cross-curricular links                          | <u>Learning the Theme</u><br><br>To use complex rhythms to be able to perform a theme<br><br>To stay in time with the pulse while performing complex rhythms using body percussion<br>To follow a vocal line with accuracy                                                                                                                                       |
| <b>Lesson 4</b> | <u>Musical Story Composition</u><br>To create a musical story based upon a familiar routine<br>To use instruments to represent moods or actions<br>To play an instrument as part of a group story | <u>Timbre and rhythmic patterns: Responding to music</u><br><br>To recognise how timbre is used to represent characters in a piece of music<br><br>To listen with concentration to a piece of music<br>To notice when different timbres are used                                                                                                                                                              | <u>Planet Motif</u><br><br>To be able to create short sequences of sound<br><br>To understand what a motif is<br>To play a simple motif<br>To create a motif<br>To notate or create a visual representation of own motif                                                                | <u>Enter the Dragon</u><br><br>To perform a group composition<br><br>To understand what layered melodies are<br>To perform a group composition made up of three-layered pentatonic melodies<br>To perform using untuned percussion | <u>Haiku Melodies</u><br><br>To work as a group to create a piece of music to celebrate Hanami<br><br>To work as part of a group<br>To create music inspired by cherry blossom                                                                                                                                               | <u>Colour Composition</u><br><br>To create a piece of music inspired by a single colour<br><br>To describe the musical features of a piece of music<br>To associate music with colour<br>To create vocal sounds to represent colour<br>To record a composition as a graphic score | <u>Exploring Rhythms</u><br><br>To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time<br><br>To recognise three new rhythms: TIKI-TIKI, TI-TIKI and TIKI-TI<br>To tap these rhythms along with the beat<br>To draw these new rhythms                                                                                                                        |
| <b>Lesson 5</b> | <u>Musical Story Performance</u><br>To create a musical story based upon a familiar routine<br>To use movement to express moods or actions within a musical story                                 | <u>Timbre and rhythmic patterns: Keeping the pulse</u><br>To keep the pulse using untuned instruments<br><br>To play own part in a class                                                                                                                                                                                                                                                                      | <u>Journey to Space</u><br><br>To be able to create short sequences of sound and perform with accuracy<br><br>To create and play a simple                                                                                                                                               | <u>Final Performance</u><br><br>To perform a piece of music as a group<br><br>To perform a piece of music, about Chinese New                                                                                                       | <u>Haiku Performance</u><br><br>To perform a piece of music to celebrate Hanami<br><br>To perform as part of a group                                                                                                                                                                                                         | <u>Performing in Colour</u><br><br>To work as a group to perform a piece of music<br><br>To adjust own dynamics                                                                                                                                                                   | <u>Picturing Pop Art</u><br><br>To use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms.                                                                                                                                                                                                                                |

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|  | <p>To play an instrument as part of a musical story and perform as a group</p> | <p>performance of the 'Three Little Pigs' by:</p> <p>Listening and responding to other performers<br/>Using voice expressively to join in with repeated phrases<br/>Using own instrument to represent a character from the story<br/>Clapping/playing untuned percussion to the rhythm of the story</p> | <p>motif using visual representation to record it.<br/>To use dynamics to enhance own motif<br/>To perform own piece with accuracy</p> | <p>Year, as part of a group<br/>To evaluate own own work and the work of peers</p> | <p>To sing a melody in tune<br/>To play sound effects at the same time</p> | <p>and pitch according to a graphic score</p> <p>To keep in time with own group</p> <p>To communicate with own group</p> <p>I know own role in the group</p> | <p>To draw TIKI-TIKI, TIKI-TI or TI-TIKI accurately<br/>To represent one rhythm in a range of different ways<br/>To select colours to produce an artistic impression of rhythms</p> |
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