



Aintree Davenhill Planning Overview

Subject: Music

Term: Summer 1

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic	<u>Transport</u>	<u>Pitch and Tempo (Theme: Superheroes)</u>	<u>On this island: British songs and sounds</u>	<u>Jazz</u>	<u>Samba and carnival sounds and instruments (Theme: South America)</u>	<u>Looping and Remixing</u>	<u>Composing and performing a Leavers' song</u>
Lesson 1	<u>Exploring Different Types of Transport</u> To explore creating sound effects.	<u>Pitch and tempo: High fliers</u> To understand the concept of pitch To explain what pitch means To recognise high and low notes To perform high and low notes	<u>British seaside sounds</u> To learn about the music of the British Isles To sing a song confidently To create a musical soundscape To use musical vocabulary to talk about the music heard	<u>Ragtime</u> To sing and clap a syncopated rhythm for a ragtime style song To play on the off beat and understand what this is To clap a short syncopated rhythm To sing a syncopated rhythm To know what ragtime music is	<u>Introduction to Samba</u> To recognise and identify the main features of samba music To know what samba music is and where it comes from To understand why samba music is used To identify the main features of samba music	<u>Body percussions loops</u> To be able to play a simple looped rhythm from notation To hold own part To play accurately and in time To help to layer a looped rhythm	<u>A single year</u> To listen to and describe music To evaluate a song based on: Lyrics – their meaning and how they make you feel Tempo – whether the tempo reflects the mood of the music Melody – whether the melody matches the lyrics and what its effect is on the listener Arrangement – how the style and instrumentation reflects the mood of the lyrics
Lesson 2	<u>Trains</u> To explore making sounds at different speeds.	<u>Pitch and tempo: Pitch patterns</u> To create a pattern using two pitches To play or sing own pattern	<u>Countryside sounds</u> To learn about the music of the British Isles and create music of our own To sing a song confidently To create a musical soundscape To use musical vocabulary to talk about the music heard	<u>Traditional Jazz</u> To improvise a call and response To know what call and response is To play a tune To improvise a new response to the call TO know what traditional jazz music is	<u>Pulse and rhythm</u> To understand and play syncopated rhythms To play on the off beat To recognise the on beat To play a syncopated rhythm	<u>Mixing loops</u> To explore how sound can be layered using loops To create loops of music To build layers of sound that work well together	<u>Writing chorus lyrics</u> To write lyrics for a song To use words and phrases that are suitable for the chorus of own song To incorporate other people's ideas with own To turn these ideas into lyrics To think of ideas that are suitable to form the verse of a leavers' song
Lesson 3	<u>Boats</u> To explore moving to different tempos.	<u>Pitch and tempo: Faster than a speeding bullet</u> To understand the concept of tempo To explain what tempo means To recognise fast and slow music To perform fast and slow music	<u>Sounds of the city</u> To learn about the music of the British Isles and create music of our own To sing a song accurately To find multiple ways of making the same sound To use musical vocabulary to describe what heard and played	<u>Scat Singing</u> To be able to scat sing using the call and response format To sing a response to a call To know what scat singing is To sing in a jazz style To scat sing	<u>Samba rhythms</u> To play syncopated rhythms as part of a group To play in time To hold own part To play a syncopated rhythm	<u>Learning the original</u> To be able to play a melody line accurately and fluently To describe the similarities and differences between an original song and its remix To accurately play the melody line of a piece of music To play a melody confidently and fluently	<u>Writing verse lyrics</u> To organise lyrics into a song structure To think of words and phrases that are suitable for a leavers' song To use own poetry writing skills to turn these into lyrics To work as part of a group to sequence and structure lyrics into a verse
Lesson 4	<u>Cars</u> To interpret symbols to show a change in speed.	<u>Pitch and tempo: Superhero theme tune</u> To create a superhero theme tune To compose as part of a group	<u>Structured soundscape</u> To compose a piece of music as part of a group To work in a group to create a musical	<u>Jazz Motifs</u> To create a jazz motif. To know the features of swing music To know what a motif is To create a short jazz motif	<u>Composing a break</u> To compose a basic rhythmic break To play in time To hold own part To play a syncopated	<u>Looping fragments</u> To select a section of a tune and perform it as a loop To choose a fragment of the tune to turn into a loop To accurately play a section	<u>Backing track</u> To use vocal improvisation and known melodies against a backing track To improvise a melody over a four-chord backing track

		To perform as part of a group	soundscape To add structure to a piece of music To use musical vocabulary to talk about the music heard	To know the instrumentation of a swing band	rhythm To compose a simple break	of the tune as a loop To play in time to the backbeat	To try out melodies I already know over a four-chord backing track To perform own improvisation/melody to the class
Lesson 5	<u>Transport Journey</u> To interpret a simple score to show tempo changes.	<u>Pitch and tempo: Final performance</u> To perform confidently as part of a group To say what good at and what needed to improve	<u>Journey through Britain</u> To evaluate and improve a group composition To work in a group to compose a piece of music To evaluate a composition To perform own piece confidently and accurately	<u>Swing Rhythms</u> To adapt a familiar tune using jazz rhythms. To describe what swung quavers are. To clap straight quavers and swung quavers along to a familiar tune. To play a simple tune using swung quavers.	<u>Samba performance</u> To perform rhythmic breaks within the samba piece To play in time and hold own part To play at the correct time within a group To perform a break with accuracy	<u>Remix</u> To combine loops to create a remix To create a suitable structure for my piece of music To perform own piece accurately To play own piece in time	<u>Creating a melody</u> To compose a melody To compose a chorus melody for the chorus of a leavers' song To use different kinds of notations to record and create



Aintree Davenhill Planning Overview

Subject: Music

Term: Summer 2

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic	<u>Big Band</u>	<u>Vocal and body sounds</u> (Theme: By the sea)	<u>Myths and Legends</u>	<u>Traditional instruments and improvisation</u> (Theme: India)	<u>Adapting and transposing motifs</u> (Theme: Romans)	<u>Musical Theatre</u>	<u>Baroque</u>
Lesson 1	<u>What Makes an Instrument?</u> To discuss what makes a musical instrument To use recyclable materials to create a simple representation of a musical instrument	<u>The sea: Vocal and body sounds</u> To understand that music can be used to represent an environment To match own movements to sounds To say why a piece of music sounds like the sea To create sea sounds with own voice and body	<u>Rhythm and structure</u> To create a rhythm To can create different rhythms To put rhythms into an order or structure	<u>Introducing traditional Indian music and instruments</u> To explain an opinion of Indian music To explain how the tempo and dynamics vary To express opinion on music To know which instruments are used in Indian music	<u>Here Come the Romans</u> To sing in tune and in time To sing in time with other people and a backing track To follow or remember the lyrics To follow the tune	<u>What is musical theatre?</u> To understand the history of musical theatre To identify at least three features of musical theatre To describe some of the roles involved in making musical theatre To place types of musicals accurately on a timeline	<u>Monteverdi and the invention of opera</u> To understand the importance of Monteverdi in the history of opera. To describe some features of Monteverdi's music. To define 'opera' and 'recitative'. To improvise a recitative.
Lesson 2	<u>Introduction to Orchestra</u> To learn what an orchestra is To learn about the four different groups of musical instruments	<u>Vocal and body sounds: Embodying the sea</u> To understand how music can represent changes in an environment To say why two pieces of music sound different from each other To create sea sounds with own voice and body	<u>Structured graphic score</u> To show structure on a graphic score To know what a graphic score is To know the structure of a piece of music from its graphic score	<u>Indian music: Playing a rag</u> To be able to improvise using given notes To know what a rag is To read musical notation and play these notes To use a rag to improvise	<u>Musical Motifs</u> To understand what a musical motif is To explain what a motif is To hear and recognise a motif in a piece of music To play a motif on a tuned instrument	<u>Character or action song</u> To identify character songs and action songs To identify a character song To identify an action song To justify own opinions by giving examples	<u>Johann Pachelbel and the canon</u> To read and play a canon from staff notation. To define 'canon' in music. To identify notes on the staff notation and play them on own instrument. To use the pulse of the music to play in time with others.
Lesson 3	<u>Follow the Beat</u> To copy and follow a beat To follow a beat using an untuned instrument	<u>Vocal and body sounds: Musical treasure hunt</u> To select instruments to match seaside sounds	<u>Layered graphic score</u> To write a graphic score to show texture.	<u>Indian music: Adding a drone</u> To be able to improvise using given notes	<u>Motifs and Mosaics</u> To compose and notate a motif	<u>Create your own musical</u> To create a musical theatre scene	<u>Henry Purcell and the ground bass</u> To demonstrate an understanding of Baroque

		To make sounds on a range of instruments To match instruments to seaside sounds To use own voice and body to create seaside sounds	To show different musical layers on a graphic score. To describe what texture means in music.	To know what a rag is To read musical notation and play these notes To use a rag to improvise	To compose a motif To use graphic notation to record a motif To recognise standard rhythmic notation	To work as part of a group To plan a musical scene to tell the story of a journey To think of or write a song that tells the story	music features when composing. To describe why Henry Purcell was important in Baroque music. To explain what a ground bass is. To compose a ground bass melody on own instrument. To notate own ground bass so that someone else can play it.
Lesson 4	<u>Tuned and Untuned Instruments</u> To experiment with playing tuned and untuned instruments To play in time to familiar songs	<u>Vocal and body sounds: Seaside story</u> To recognise and use dynamics and tempo To play loud and quiet sounds on an instrument and with voice To play fast and slow sounds on an instrument and with voice To say how the volume (dynamics) and speed (tempo) changes the mood	<u>Compose with structure</u> To compose a piece of music with a given structure To use the structure given to compose a piece of music To work as part of a group	<u>Indian music: Introducing the tal</u> To create a piece of music using a drone, rag and tal To play a rag To play a drone To play a tal To improvise along to a drone and tal using the correct notes	<u>Motif Development</u> To develop and transpose a musical motif To transpose (change the key of) own motif To use sharp and flat notes to transpose own motif To adapt own motif (by changing notes, the rhythm or reversing the order)	<u>Rehearsing my musical</u> To rehearse a musical theatre scene To work as part of a group To perform in time with own group To ensure that there are smooth transitions between spoken dialogue, singing and dancing	<u>J S Bach and the fugue</u> To combine knowledge of staff notation and aural awareness to play a fugue. To explain what a fugue is. To perform a fugue from staff notation. To listen carefully to play in time with others.
Lesson 5	<u>Big Band Performance</u> To choose appropriate instruments to represent different parts of a song. To perform a practised song to a small audience.	<u>Vocal and body sounds: Seaside soundscape</u> To write music down and perform from a graphic score To create a simple picture (graphic score) to describe own music To create a sound before drawing it To perform own piece of music from own picture (graphic score)	<u>Rehearse and perform</u> To perform a group composition To work well as part of a group by listening to others To perform own composition correctly from a graphic score	<u>Indian music: Performing Anile vaa</u> To perform a piece of music using musical notation To sing accurately from musical notation and lyrics To play the tune of the song from musical notation To perform as part of a group	<u>Combine and Perform</u> To combine and perform different versions of a musical motif To combine different versions of a musical motif To perform own part in a group performance To play from musical notation	<u>Performing my musical</u> To perform a musical theatre scene To perform in time with others in own group To sing in tune and make sure own voice is loud and clear To perform with expression to help convey emotion To work as part of a group to make own scene a success To ensure that there are smooth transitions between each element (speech, dance, song)	<u>George Frideric Handel and the oratorio</u> To apply their understanding of fugue structure when performing with others. To identify similarities and differences between sections of the music Funky fugue. To use prior knowledge of melody and rhythm patterns to help read staff notation. To listen carefully to play in time with others.