



St Augustine's Catholic Academy
Music Intent



Year 1	Hey You!
National Curriculum	<ul style="list-style-type: none">• Know how to use their voices expressively and creatively by singing songs and speaking chants and rhymes.• Know how to play tuned and untuned instruments musically.• Know how to listen with concentration and understanding to a range of high-quality live and recorded music.• Know how to experiment with, create, select and combine sounds using the inter-related dimensions of music. (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations)
Core Knowledge	<p>Know the pulse in the main unit song.</p> <p>Know that the pulse is the heartbeat of music.</p> <p>Know that music has a steady pulse.</p> <p>Know the name of two instruments they hear, Male vocal, bass guitar, drums, decks.</p> <p>Know that we can create rhythms from words.</p> <p>Know that music can create feelings.</p>
Wider Knowledge	<p>Know how to perform and share a class performance of Hey You!</p> <p>Know how to introduce your performance to an audience.</p> <p>Know how to discuss your feelings about the piece of music and how it feels to perform it.</p>
Skills	<p>March in time with the music they hear.</p> <p>Clap back rhythms they hear.</p> <p>Clap the rhythm of their name.</p> <p>Rap and sing in time with the music.</p> <p><u>Play</u> Play 'C' accurately and in time as part of a performance.</p> <p><u>Improvise</u> Improvise rhythms using 'C'.</p> <p><u>Compose</u> Compose a simple melody with simple rhythms using 'C' and 'D'.</p>
Diversity Links	<p>Know that funk music originates from the Bronx borough of NYC in the US, in the 1970s.</p>
Vocabulary	<p>Pulse, Rhythm, Pitch, Rap, Improvise, Compose, Melody, Bass Guitar, Drum, Decks, Perform.</p>



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Year 2	I Wanna Play In A Band
National Curriculum	<ul style="list-style-type: none">• Know how to use their voices expressively and creatively by singing songs and speaking chants and rhymes.• Know how to play tuned and untuned instruments musically.• Know how to listen with concentration and understanding to a range of high-quality live and recorded music.• Know how to experiment with, create, select and combine sounds using the inter-related dimensions of music. (<i>pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations</i>)
Core Knowledge	<p>Know that this is a rock song.</p> <p>Know the pulse of the song.</p> <p>Know the name and recognise some of the instruments, Keyboard, drums, bass, electric guitar, singers.</p> <p>Know that we can create rhythms from words.</p> <p>Know that music has a steady pulse.</p> <p>Know that rhythm is different to pulse.</p> <p>Know that we add pitch when we sing or play instruments.</p> <p>Know that music can create feelings.</p>
Wider Knowledge	<p>Know how to perform as a class 'I Wanna Play in a Band'.</p> <p>Know how to introduce your performance to an audience.</p> <p>Know how to add movement to the performance.</p> <p>Know to discuss and reflect on the performance.</p>
Skills	<p>To march and find the pulse.</p> <p>Copy and clap back rhythms they hear.</p> <p>Clap the rhythm of their name and their favourite colour.</p> <p>Sing and dance together in time with actions.</p> <p><u>Play</u> Play the instrumental using D and C accurately and in time.</p> <p><u>Improvise</u> Improvise in lessons and the performance using F.</p> <p><u>Compose</u> Compose a simple melody with simple rhythms using F, G and A.</p>



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Diversity Links	<p>Know that rock music originates from the USA in the 1950s.</p> <p>-Find on map, include on a musical historical timeline?</p> <p>Listen to other music from this genre.</p>
Vocabulary	<p>Keyboard, Bass, Drums, Electric Guitar, Rock, Pulse, Rhythm, Pitch, Improvise, Compose, Perform, Audience, Melody, Dynamics, Tempo.</p>

Year 3	Three Little Birds
National Curriculum	<p>Know how to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Know how to improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Know to listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Know, appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Know and understand some of the history of music.</p>
Core Knowledge	<p>Know the piece of music has a structure and identify its parts using musical vocabulary, introduction, verse and chorus.</p> <p>Know the instruments they hear, bass, drums, electric guitar, keyboard, organ, male, backing vocals.</p> <p>Know and identify the pulse.</p> <p>Know the difference between pulse and rhythm.</p>
Wider Knowledge	<p>Know how to plan how to introduce oneself and the class to add impact and engagement with/from the audience.</p> <p>Know how to add some dance moves (choreography) to the piece.</p> <p>Know how to inform your audience how you learnt this song and why.</p>
Skills	<p>Move progressively through bronze, silver and gold challenges.</p> <p>Copy back, play, invent rhythmic and melodic patterns.</p> <p>Listen and copy back with instruments (using C) or vocals with and without notation.</p> <p>Sing in unison, recognising a change in tempo and adding rhythmic movements.</p> <p>Play and improvise using a question and answer technique.</p> <p><u>Play</u> Using instruments and vocals listen and play using the notes C and D.</p> <p><u>Improvise</u> Improvise over the track using C and D, vocals or clapping rhythms.</p>



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	<p><u>Compose</u> Find the pulse of the track and compose a rhythmic notation, then add pitch.</p> <p>Perform the composition they have created.</p>
Diversity Links	Know who Bob Marley was and listen to some of his music.
Vocabulary	Introduction, Verse, Chorus, Bass, Drums, Electric Guitar, Keyboard, Organ, Backing Vocals, Pulse, Rhythm, Pitch, Tempo, Dynamics, Texture, Structure, Compose, Improvise, Hook, Riff, Melody, Reggae

Year 4	Stop!
National Curriculum	<p>Know how to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Know how to improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Know to listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Know, appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Know and understand some of the history of music.</p>
Core Knowledge	<p>Know the piece of music has a structure.</p> <p>Know the instruments they hear, digital/ electronic sounds, turntables, synthesizers, drums.</p> <p>Know and identify the pulse and identify funky rhythms, tempo changes and dynamics.</p> <p>Know the difference between pulse and rhythm.</p> <p>Know that music can create thoughts and feelings.</p>
Wider Knowledge	<p>Know how to plan how to introduce oneself and the class to add impact and engagement with/from the audience.</p> <p>Decide how your class will introduce the performance. Perhaps add some choreography?</p> <p>Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.</p>
Skills	<p>Move progressively through bronze, silver and gold challenges.</p> <p>Copy back using instruments and vocals with and without notation using C and D.</p>



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	<p>Copy back pitch using only vocals.</p> <p>Sing in unison, recognising a change in tempo and adding rhythmic movements.</p> <p>Play and improvise using a question and answer technique.</p> <p><u>Play</u> Using instruments and vocals listen and play using the notes C and A.</p> <p><u>Improvise</u> Improvise with words and rhythms to compose a rap song.</p> <p><u>Compose</u> Using spoken word and backing track rhythm.</p> <p>Perform the composition they have created.</p>
Diversity Links	<p>Know that grime music originates from London in the early 2000s.</p> <p>-Find on map, include on a musical historical timeline?</p> <p>Listen to other music from this genre.</p>
Vocabulary	<p>Introduction, Verse, Chorus, Bass, Drums, Electric Guitar, Keyboard, Organ, Backing Vocals, Pulse, Rhythm, Pitch, Tempo, Dynamics, Texture, Structure, Compose, Improvise, Hook, Riff, Melody, Reggae, Pentatonic Scale.</p>

Year 5	Make You Feel My Love
National Curriculum	<p>Know how to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Know how to improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Know to listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Know, appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Know and understand some of the history of music.</p>
Core Knowledge	<p>Know and identify the structure of the piece of music.</p> <p>Know that piece of music have style indicators.</p> <p>Know the instruments they hear, strings, piano, guitar, bass, drums.</p> <p>Know and talk about the pulse, tempo, dynamics and texture.</p> <p>Know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together in the song.</p> <p>Know how to keep an internal pulse.</p> <p>Know that music can create thoughts and feelings.</p>



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Wider Knowledge	<p>Know how to plan and perform songs, explaining their choices to the audience.</p> <p>Know how to reflect on their performance. (KSH – Kind Specific Helpful)</p>
Skills	<p>Move progressively through bronze, silver and gold challenges.</p> <p>Clap and say rhythms simultaneously.</p> <p>Copy back using instruments and vocals with notation using C, D and E.</p> <p>Compose a rhythm for everyone to copy back.</p> <p>Copy back pitch using only vocals.</p> <p>Sing in unison, recognising a change in tempo and adding rhythmic movements.</p> <p>Play and improvise using a question and answer technique.</p> <p><u>Play</u> Using instruments and vocals listen and play using the notes C, D and E.</p> <p><u>Improvise</u> Improvise over the track using C, D and E, vocals or clapping rhythms.</p> <p><u>Compose</u> Find the pulse of the track and compose a rhythmic notation, then add pitch.</p> <p>Perform the composition they have created.</p>
Diversity Links	
Vocabulary	<p>Ballad, Verse, Chorus, Interlude, Tag Ending, String, Piano, Guitar, Bass, Drum, Melody, Improvise, Compose, Cover, Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure.</p>

Year 6	A New Year Carol
National Curriculum	<p>Know, use and understand staff and other musical notations.</p> <p>Know how to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Know how to improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Know to listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Know, appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</p>
	<p>Know the structure of the piece of music.</p> <p>Know the instruments they hear.</p>



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Core Knowledge	<p>Know and talk about the pulse, tempo, dynamics and texture.</p> <p>Know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together in the song.</p> <p>Know how to keep an internal pulse.</p> <p>Know music can create moods and feelings.</p> <p>Know how to create musical ideas for others to copy or respond to- musical leadership.</p>
Wider Knowledge	<p>Know how to reflect on unit taught and evaluate performance. (KSH – Kind, Specific, Helpful)</p>
Skills	<p>Move progressively through bronze, silver and gold challenges.</p> <p>Sing in unison.</p> <p>Sing the song in different musical styles.</p> <p>Learn some musical phrases.</p>
Diversity Links	<p>Look at new year celebrations in other cultures.</p>
Vocabulary	<p>Ballad, Verse, Chorus, Interlude, Tag Ending, String, Piano, Guitar, Bass, Drum, Melody, Improvise, Compose, Cover, Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure.</p>