



St Augustine's Catholic Academy
Music Intent Lent 2



Year 1	Introducing Composition
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>Listening: (Lesson 2) Know and recognise changes in dynamics (Lesson 3) Know and recognise changes in pitch (Evidence: Picture evidence of games played which require dynamics and pitch changes).</p> <p>Composing: (Lesson 4) Know how to copy and create different rhythms (Lesson 5) Know how to create a visual composition (Evidence: Visual composition the children have created).</p> <p>Performing: (Lesson 1) Know how to take part in singing, accurately following the melody (Lesson 6) Know how to perform a piece of music from a visual composition (Evidence: Recordings of compositions being performed).</p>
Wider Knowledge	<p>Know how to create different rhythms within your composition Know how to discuss your feelings about the piece of music and how it feels to perform it. Know the terminology to describe a change in volume or sound (dynamics – Loud and quiet, Pitch – high or low)</p>
Skills	<p>March to the pulse. Copy the rhythms they hear. Clap rhythms of their name and their favourite food. Sing together and in time. Show varying dynamics and pitch. Create a performance using visual compositions.</p>
Diversity Links	<p>Look at different visual compositions from other composers, what do they notice? Visual compositions are good because no matter what language or ability you are you can appreciate the beauty of music written down.</p>
Vocabulary	<p>Pitch, Rhythm, Pulse, Compose, Perform, beat, dynamics</p>



St Augustine's Catholic Academy
Music Intent Lent 2



Year 2	Audio Story
National Curriculum	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	Listening: Know that music can create different moods, feelings and atmospheres. Know how to identify texture within music. (<i>Evidence: Graphic score of how different pieces of music made the children feel and why</i>). Composing: Know how to create a mixture of different sounds. Know how to create sounds to create an audio story. (<i>Evidence: Composition of auditory story</i>). Performing: Know how to create texture within a performance. Know how to perform audio to a video in order to create a certain mood, feeling or atmosphere. (<i>Evidence: Recording of auditory story performances</i>).
Wider Knowledge	Know how to include dynamics and pitch to a composition Know how to use dynamics and pitch to create an atmosphere, mood or feeling. Know that one layer of music is called Monophonic and multiple layers of music is called Polyphonic Know how to discuss and reflect on a performance.
Skills	Create pitch, dynamics and texture for a purpose Compose to create a feeling, mood or atmosphere Perform and reflect on the performance Listen with attention to detail to music with varying dynamics, pitch and texture
Diversity Links	Know that George Crumb (American Composer) created unusual timbres in order to evoke a surrealist atmosphere which portrays emotions and sometimes haunting soundscapes.
Vocabulary	Composition, dynamics, pitch, timbre, rhythm, instrument, composition, performance (monophonic, polyphonic)



St Augustine's Catholic Academy
Music Intent Lent 2

Year 3	Baroque Music
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>Listening: Know when baroque music began and how it relates to our musical history Know what timbre means and how to use it to describe instruments (Evidence: Describing words for different instruments to describe their timbre).</p> <p>Composing: Know how to recognise the symbols for beats in musical notation Know how to use beats to vary note duration Know how to plan for different instruments in a composition to create a change in timbre (Evidence: Recognising different beats (worksheet) and then planning a composition with different beats).</p> <p>Performing: Know how to perform using varying lengths of notes (Evidence: Pictures/recordings of singings sessions in the hall).</p> <p>(Year 3/4 take part in singing sessions in the hall during this half term – This will develop their performing skills)</p>
Wider Knowledge	<ul style="list-style-type: none">-Know that the instruments that were introduced during the Baroque period were the organ, harpsichord, cello and bassoon-Understand the different categories these instruments fit into (e.g. percussion)-Know what musical period happened before and after the Baroque period and how this effected our musical history and the development of music.
Skills	<p>Recognise beats (minims, crotchets, quavers, semi-breeves)</p> <p>Know what duration each beat represents</p> <p>Be able to perform using different beats</p> <p>Compose to include different beats and think about what effect this might have</p> <p>Be able to look at musical history and how different periods of music progressed over time.</p> <p>Analyse the timbre of different instruments (specifically instruments that were used in the baroque period – Organ, Harpsichord, Cello and Bassoon)</p>
Diversity Links	<p>The early Baroque era of music was centred in Italy and expanded throughout Europe thanks to composers like Johann Sebastian Bach and George Frideric Handel.</p>
Vocabulary	<p>Duration, minim, crotchet, semi-breeve, quaver, beats, compose, perform, timbre, baroque, notation, notes, instruments</p>



St Augustine's Catholic Academy

Music Intent Lent 2



Year 4	Staff Notation
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>Listening: Know that dynamics means the volume of a piece of music. Know the musical terminology to describe dynamics within a piece of music. (Evidence: terminology for dynamics (worksheet?).</p> <p>Composing: Know that music is written using staff notation Know how to recognise the symbols and duration for beats within musical notation Know and recognise notes EGBDF and FACE on a musical staff. (Evidence: Labelling of musical notes on a staff).</p> <p>Performing: Know how to begin to use musical staves in order to read music (Evidence: Picture or recording of singing session in the hall).</p> <p><i>(Year 3/4 take part in singing sessions in the hall during this half term – This will develop their performing skills)</i></p>
Wider Knowledge	<ul style="list-style-type: none"> -Know how many lines are on a musical staff -Know that some musical staves have a right hand and a left hand (and the different symbols that are used to represent the two) -Know that the vocabulary to describe dynamics is; crescendo, diminuendo, forte and piano and what each of these words mean. (Children could look at more dynamic vocabulary in order to add greater detail to their dynamics e.g. pianissimo means very soft/quiet rather than piano which just means soft/quiet).
Skills	<p>Be able to use terminology to describe the dynamics of a piece of music</p> <p>Be able to read sheet music and recognise different notes on a musical staff</p> <p>Recognise the symbols and duration for beats within musical notation</p> <p>Begin to use musical staves to read sheet music and understand the link between the music staves and the notes that are played (xylophone)</p>
Diversity Links	<p>Know where the language used in music came from e.g. Forte, Piano for dynamics.</p> <p>Know the musical staff was first invented by Guido D'Arezzo in Italy.</p>
Vocabulary	<p>Dynamics, crescendo, diminuendo, forte, piano, staff notation, staff, beats, minim, crotchet, semi-breave, quaver, composition, compose, perform, duration, volume</p>



St Augustine's Catholic Academy
Music Intent Lent 2

Year 5	The Romantic Period
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>Listening: Know when the Romantic period began and how it relates to our musical history Know that music written in the Romantic Period was associated with a story, poem, idea or scene. (Evidence: research/notes on the Romantic Period – Mind map?).</p> <p>Composing: Know how to write a song in the style of the Romantic Period Know how to include drastic changes in dynamics, pitch and tone to express emotion within a song (Evidence: Written songs with plans for drastic changes).</p> <p>Performing: (Children will be practising and performing the Passion Play during this half term. This will enable them to practise performing). – Evidence will be gained from pictures of the passion play.</p>
Wider Knowledge	<p>Know some Romantic composes</p> <p>Be able to discuss tone and timbre in order to describe the instruments played in a Romantic piece and how this creates emotion.</p> <p>Know how to write a composition in different ways (graphic score, visual score (symbols), staff notation etc.)</p> <p>Know that the Romantic period of music was influenced by the Romantic movement in art and literature that began in the late 1700s.</p>
Skills	<p>Be able to link previously learnt musical history to the Romantic Period and how music evolved over time</p> <p>Be able to listen to a range of Romantic composers</p> <p>Know how to describe the styles and features of Romantic music and how to include this in their own compositions.</p> <p>Know musical terminology in order to analyse and replicate musical themes (extreme dynamic, pitch and tone changes to express emotions and feelings).</p>
Diversity Links	<p>Frederic Chopin was a Polish Composer – Leading musician of his era.</p> <p>Franz Liszt was a Hungarian composer, pianist and teacher of the Romantic period.</p>
Vocabulary	<p>Romantic period, story, poem, idea, scene, dynamics, pitch, tone, emotion, style, texture, timbre, melody, key</p>



St Augustine's Catholic Academy

Music Intent Lent 2

Year 6	Blues Music
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>
Core Knowledge	<p>Listening: Know when and why blues music began Know the instruments associated with blues music and how that effected the timbre of the song <i>(Evidence: Information gathered about blues music).</i></p> <p>Composing: Know the purpose of and which notes create the blues scale Know how to use different keys within music to create a 'blues' feeling <i>(Evidence: written blues scales with an explanation of why these were used – for what purpose).</i></p> <p>Performing: Know how to play a piece of music in the style of blues Know how to perform a song in the blues genre <i>(Evidence: Recording of song or xylophone playing in the style of the blues).</i></p>
Wider Knowledge	<p>A range of different instruments and how this effects the timbre and texture in a piece of music</p> <p>Know which other musical movements happened before and after the Blues</p> <p>Know where blues originated from and be able to name some well known composers, features and songs within this period of music</p> <p>Know what Blues has now adapted into today</p>
Skills	<p>Be able to understand why keys are chosen within music (minor scale and blues scale (pentatonic scale) used to create a feeling of 'sadness')</p> <p>Identify instruments used in a piece of music and begin to have reasoning as to why these instruments might have been chosen and for what effect (texture, timbre etc.)</p> <p>Be able to play a scale (blues/pentatonic and/or minor scales)</p> <p>Be able to compose and perform in the style of the blues and comment on where the music composed was inspired by</p>
Diversity Links	<p>Blues is a music genre and musical form which was originated in the Deep South of the United States around the 1860s by African-Americans from roots in African-American work songs, and spirituals. Blues incorporated spirituals, work songs, field hollers, shouts, chants, and rhymed simple narrative ballads.</p>
Vocabulary	<p>Blues scale, minor scale, pentatonic scale, harmony, accompaniment, melody, dynamics, lyrics, pitch, rhythm, tempo, structure, timbre, texture</p>