



St Augustine's Catholic Academy

Music Intent Pentecost I

Year I	Inter-Relational Dimensions of Music – Melody and Accompaniment
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><u>Listening:</u> Know the style of “Musical theatre” through listening. Know how to listen and follow the beat in time with letter notation.</p> <p><u>Composing:</u> Know how to improvise in time to the beat on tuned percussion. Know how to compose an 8 beat melody in a Coda section.</p> <p><u>Performing:</u> Know how to sing and perform using simple stave notation. Know how to rehearse and perform with musicianship.</p>
Wider Knowledge	<p>Know how to read letter notation. Know how to find the beat: moving and performing with the beat. Know how to compose using simple letter notation. Know what improvisation is and how to improvise within a piece of music. Know what a melody and an accompaniment is and the difference between the two.</p>
Skills	<p>Move to the beat.</p> <p>Read letter notation.</p> <p>Follow letter notation.</p> <p>Compose a simple 8 beat melody.</p> <p>Use percussion instruments.</p> <p>Create a performance using simple stave notation.</p> <p>Perform with musicianship.</p>
Diversity Links	<p>Know that musical theatre originated in Ancient Greece during the 5th Century BCE.</p>
Vocabulary	<p>Musical Theatre, Beat, Lyrics, Dynamics, Notation, Improvise, Stave Notation, Coda, Graphic Notation, Perform, Appraise, Melody, Accompaniment</p>



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Year 2	Musical Theory
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	<u>Listening:</u> Know the style of South African Music through listening. Know the style of Funk through listening and understand that chords are constructed using scales and keys. <u>Composing:</u> Know how to create a 8 bar improvised question and answer phrase. Know how to compose an 8 bar composition using rhythm notation. <u>Performing:</u> Know how to perform the chord accompaniment and melody in time to the beat. Know how to rehearse, perform and appraise a composition, reading from simple notation and performing with musicianship.
Wider Knowledge	Know what a chord is and be able to play simple chords. Know a minor and major scale. Know the difference between an accompaniment and a melody. Know the difference between a composition and an improvisation. Know how to read from simple stave notation.
Skills	Create a chord/triad. Know and be able to identify the difference between and major and a minor. Listen to a range of different musical styles. Improvise and compose 8 bar compositions. Perform a chord accompaniment and a melody in time to backing tracks. Read from simple notation.
Diversity Links	Know different South African music such as jive, Zulu isicathamiya singing and harmonic mbaqanga. Know some South African performers and singers.
Vocabulary	South African music, Beat, Lyrics, Dynamics, Tempo, Chords/triad, improvisation, composition, performance, appraise



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Year 3	Compose
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><u>Listening:</u> Know the style of Reggae music through listening.</p> <p><u>Composing:</u> Know how to use stave notation to perform sections. Know how to apply improvisation and call and response. Know how to compose a 4-bar pitch notated rhythm.</p> <p><u>Performing:</u> Know how to perform from their stave notated compositions. Know how to perform a whole piece of music with musicianship.</p>
Wider Knowledge	<p>Know what a call and response is.</p> <p>Know that a composer is the writer of a song.</p> <p>Know how to improvise a piece of music.</p> <p>Know how to combine rhythmic notation with note letter names.</p> <p>Know the structure of a piece of Reggae music.</p> <p>Know how to listen, improve and perform from a piece of music.</p>
Skills	<p>Perform a whole piece of music.</p> <p>Be able to call and respond musically.</p> <p>Combine rhythmic notation with note letter names.</p> <p>Use notated rhythms to add pitch to their notes.</p> <p>Be able to improvise in the style of Reggae music.</p> <p>Analyse the structure of a piece of music.</p>
Diversity Links	<p>Know that Reggae music is a genre of music that originated in Jamaica in the late 1960s. Know that it was influenced by Africa and Jamaica.</p> <p>Know some Reggae performers and singers such as; Bob Marley and Desmond Dekker.</p>
Vocabulary	<p>Reggae, composer/song writer, crotchet rest, whole bar rest, quaver rest, call and response, improvisation, listening, composition.</p>



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Year 4	Inter-Relational Dimensions of Music - Melody
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><u>Listening:</u> Know the structure and style of country music through listening. Know how to read ostinatos from country music using stave notation.</p> <p><u>Composing:</u> -</p> <p><u>Performing:</u> Know how to play notes to create a melody, reading from stave notation. Know how to play a harmony in a piece of music. Know how to include an ostinato in the middle section of a piece of music. Know how to perform a melody with confidence and musicianship.</p>
Wider Knowledge	<p>Know what a harmony is within a piece of music. Know how to compose a harmony. Know what an ostinato is and how to find an ostinato within a piece of music. Know how to compose an effective ostinato. Know composers of country music and what creates a country music style.</p>
Skills	<p>Be able to read stave notation.</p> <p>Be able to play in the style of country.</p> <p>Be able to find and play ostinatos.</p> <p>Be able to understand and play an effective harmony within a piece of music.</p> <p>Know how to show musicianship within a performance.</p>
Diversity Links	<p>Know that Country music is a genre of American music that originated in the rural southern United States in the 1920s.</p> <p>Know some Country music singers; Jimmie Rodgers, Hank Williams, Merle Haggard, Johnny Cash.</p>
Vocabulary	<p>Structure, Ostinato, Harmony, Crotchet Rest, Layering, Melody, Stave Notation, Notation, Stave, Performing, Evaluating, Appraising</p>



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Year 5	Compose
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 the style and characteristics of swing through listening. Know how to listen, play and clap to rhythms along with a piece of swing music.</p> <p>Composing: Know how to improvise using notes from a pentatonic scale. Know how to compose question and answer phrases within a piece of music.</p> <p>Performing: Know how to rehearse a piece of music within a class ensemble. Know how to perform a piece of swing music using musicianship.</p>
Wider Knowledge	<p>Know what a repeat sign is, what it looks like and what it is used for.</p> <p>Know what staccato is and how it is used in Swing music.</p> <p>Know what an accent is within a piece of music.</p> <p>Know what a pentatonic scale is and which other pieces of music it is used in.</p> <p>Know what a dotted note is and what effect it has on the beat value of the note.</p> <p>Know different composers of Swing music.</p> <p>Know the characteristics and style that makes Swing music.</p>
Skills	<p>Be able to improvise in the style of Swing music.</p> <p>Be able to listen and appreciate a new style of music.</p> <p>Be able to use repeat signs, staccato notes and dotted notes within a piece of music.</p> <p>Know how to play within the key of a pentatonic scale.</p> <p>Know how to create question and answer phrases within a piece of music.</p> <p>Be able to play rhythms with a piece of swing music.</p> <p>Be able to recognise and perform in the style of Swing.</p> <p>Be able to show musicianship within a performance.</p>
Diversity Links	<p>Know that swing music is a style of Jazz developed in the United States during the late 1920s and early 1930s.</p> <p>Know the names and songs to famous Swing Musicians; Duke Ellington, Count Basie, Ella Fitzgerald, Glen Miller, Louis Armstrong.</p>
Vocabulary	<p>Accents, Staccato, Dotted Notes, Repeat Sign, Improvisation, Musicianship, Melody, Notes, Semi-Quavers, Call and Response</p>



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Year 6	Perform
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 the style and history of Hip Hop through listening. Know the difference between Hip Hop lyrics and how they have developed over time.</p> <p>Composing: Know how to layer rap with a chorus in the style of Hip Hop music. (Lesson 5) Know how to compose a Sea Shanty rhythm to accompany a song using: singing, rhythm and a bass line.</p> <p>Performing: (Lesson 4) Know how to sing and play rhythms with boomwhackers in the style of Sea Shanty music. Know how to perform Hip Hop and Sea Shanty pieces of music within a whole class performance.</p>
Wider Knowledge	<p>Know composers and singers of Hip Hop and Sea Shanty music.</p> <p>Know what a hook and a loop is in music through listening.</p> <p>Know the meaning of iambic pentameter within music and Shakespeare and how this links to Hip Hop compositions.</p> <p>Know how to compose lyrics for to a song.</p> <p>Know how to appraise and evaluate performances.</p> <p>Know the actions to a Sea Shanty Song.</p> <p>Know what a boomwhacker is and how to play it effectively to a piece of music.</p> <p>Know what a base line is within a piece of music.</p>
Skills	<p>Be able to compare pieces of music with famous writers in history and compare these pieces of work.</p> <p>Be able to listen, sing and play in the style of Hip Hop and Sea Shanty Music.</p> <p>Be able to compose lyrics for a chorus to a wellknown song.</p> <p>Be able to sing, and play in time with a backing track.</p> <p>Be able to play boomwhackers effectively, accurately and clearly.</p> <p>Be able to perform with musicianship and evaluate and appraise performances.</p>
Diversity Links	<p>Know that Hip Hop originated in New York City in the early 1970s by African Americans and quickly became both a musical genre and culture within this community.</p>
Vocabulary	<p>Crotchet, Quavers, Bass line, Rhythm, Crotchet Rest, Loop, Hook, Chorus, Appraise, Lyrics, Composition</p>



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