



St Augustine's Catholic Academy
Music Intent Advent I

Year I	Pitch, Rhythm and Animal Compositions
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, Composing, Performing.</u></p> <ol style="list-style-type: none">1. Know how to move to a steady beat through listening. (L)2. Know how to clap rhythms along to a steady beat through listening. (L)3. Know and understand the term 'pitch' and what it means. (C)4. Know how to apply sound to syllables. (C)5. Know how to compose a short rhythm inspired by an animal. (P)6. Know how to perform a composition based on an animal to a steady beat. (P)
Wider Knowledge	<p>Know how to play on classroom percussion instruments. Know how to create different types of pitch to represent their animal. Know how to show musicianship during performances.</p>
Skills	<p>Be able to move to a steady beat. Be able to clap to a steady beat. Be able to recognise and represent different rhythms. To know two of the inter-relational dimensions of music – Rhythm and Pitch. Be able to compose short rhythms. Be able to perform to a steady drum track. Be able to listen to their peer's compositions.</p>
Diversity Links	<p>Look at a range of different animals from different countries. Listen to a range of animal noises, describing where these animals can be found in the world.</p>
Vocabulary	<p>Beat, rhythm, pitch, percussion, repetition, composition, perform, listening, syllables.</p>



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Year 2	Inter-Relational Dimensions of Music (Rhythm) and Musical Theory
National Curriculum	<p>Know how to use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Know how to play tuned and untuned instruments musically.</p> <p>Know how to listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>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>)</p>
Core Knowledge	<p><u>Listening, Composing, Performing.</u></p> <ol style="list-style-type: none"> 1. Know the style of Rock through listening. (L) 2. Know how to read and play using letter notation. (P) 3. Know how to improvise by clapping and playing tuned instruments. (C) 4. Know how to lead a call and response. (P) 5. Know how to compose a short rhythmic phrase using crochets, paired quavers, and crochet rests. (C) 6. Know how to perform a full song with implemented improvisation and call and response sections. (P)
Wider Knowledge	<p>Know a variety of Rock songs and Artists.</p> <p>Know letter notation on a musical stave.</p> <p>Know the notes which relate to how long a sound is created e.g. crochets.</p> <p>Know an example of call and response and where this style of music originated from.</p> <p>Know the difference between planned composition and improvisation.</p> <p>Know what musicianship is and how to perform and listen with musicianship.</p>
Skills	<p>Be able to listen and appreciate a new style of music.</p> <p>Be able to perform a simple rhythm on tuned percussion instruments.</p> <p>Be able to read letter notation.</p> <p>Be able to create different types of composition including improvisation and call and response.</p> <p>Be able to rehearse, perform, record and appraise a full piece of music.</p>
Diversity Links	<p>Know where Rock music originated (1950s United States – originated from African-American music such as Jazz, rhythm and blues (R&B), gospel and country music).</p> <p>Know what call and response is and that it is found in many Latin Musical styles.</p>
Vocabulary	<p>Beat, notation, improvisation, Call and Response, Composition, Musicianship, Rock, Percussion, letter notation, Crotchet, Paired Quavers, Crochet Rests, Perform, Musicianship.</p>



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Year 3	Perform Using Instruments
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, Composing, Performing.</u></p> <ol style="list-style-type: none">1. Know the style of Jazz music through listening. (L)2. Know how to hold an instrument correctly and make a controlled sound. (P)3. Know how to perform a 4-beat call and response on their chosen instrument. (P)4. Know the word 'improvising' and demonstrate this with their chosen instrument. (C)5. Know how to practise and develop instrumental accuracy and control within a full piece of music. (P)6. Know how to perform a full piece of music as a class ensemble. (P)
Wider Knowledge	<p>Know the difference between a beat/pulse and rhythm.</p> <p>Know the different timbres of instruments and how that will affect the overall sound of the ensemble.</p> <p>Know a range of different note names and play these with correct pitch and accuracy on instruments.</p> <p>Know where call and response developed.</p>
Skills	<p>Be able to play on an instrument with increased confidence, instrumental accuracy and control.</p> <p>Be able to recognise, listen and appreciate the musical style of Jazz.</p> <p>Be able to create a 4 beat call and response.</p> <p>Be able to improvise using a range in pitch.</p> <p>Be able to perform as a class ensemble.</p>
Diversity Links	<p>Know that Jazz grew from African American slaves who were prevented from maintaining their native musical traditions, so instead created a new form of musical expression.</p>
Vocabulary	<p>Beat/pulse, rhythm, call and response, pitch, improvisation, Jazz, instrument, accuracy, note, 4-beat, rehearse, ensemble, perform, musicianship.</p>



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Year 4	Music Theory and Inter-relational Dynamics of Music (Dynamics)
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 how 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, Composing, Performing.</u></p> <p>1. Know the style of Latin music through listening. (L)</p> <p>2. Know the term 'syncopated rhythms'. Know how to listen and play along to syncopated rhythms. (L)</p> <p>3. Know how to compose using a musical stave. (C)</p> <p>4. Know how to play their composition on a musical instrument, reading from stave notation. Know the dynamics forte, piano, crescendo, diminuendo and how to add dynamic markings to their compositions. (C)</p> <p>5. Know how to rehearse my composition with a range of dynamics. (P)</p> <p>6. Know how to perform my composition with musicianship. (P)</p>
Wider Knowledge	<p>Know how to perform a variety of rhythms by ear on a musical instrument.</p> <p>Know what the lines and spaces represent in a musical stave.</p> <p>Know a range of dynamics and their markings.</p> <p>Know which styles of music have the most extreme dynamics.</p> <p>Know the structure of the song they are creating and which section their composition fits into.</p>
Skills	<p>Be able to listen to and appreciate Latin music.</p> <p>Be able to understand, recognise and play syncopated rhythms.</p> <p>Be able to write and read using stave notation.</p> <p>Be able to play their composition on a musical instrument.</p> <p>Understand and apply dynamics to their compositions including the dynamic terms (forte – Loud, piano – soft/quiet, crescendo – getting louder, diminuendo – getting softer/quieter).</p>
Diversity Links	<p>Know that Latin music is reflected in musical traditions of Mexico, Central America, South America and the Caribbean.</p>
Vocabulary	<p>Syncopation, pitch, crochet, minim, semibreve, rest, forte, piano, crescendo, diminuendo, dynamics, Latin music, lyrics, musical stave, composition, perform, musicianship.</p>



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Year 5	Musical Theory and Performance
National Curriculum	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. Know how to improvise and compose music for a range of purposes using the inter-related dimensions of music. Know how to listen with attention to detail and recall sounds with increasing aural memory. Know, appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. Know and understand some of the history of music.
Core Knowledge	<u>Listening, Composing, Performing.</u> 1. Know and recognise the instruments within an orchestra through listening. (L) 2. Know how to perform a piece of music with improvisation. (P) 3. Know the term 'harmony'. Know how to harmonise notes within a piece of music. (P) 4. Know how to improvise in time with a piece of music, using at least 4 notes. (C) 5. Know how to rehearse a piece of music, with an improvised section, reading from stave notation. (P) 6. Know how to perform using musicianship to an audience. (P)
Wider Knowledge	Know what a conductor is within an orchestra and why this job is important. Know the different families of the instruments within an orchestra. Know a variety of songs which have an orchestra within the performance. Know the notes within stave notation. Know the difference between improvisation and planned compositions. Know what a 'down beat' is within a piece of music.
Skills	Be able to recall and describe different orchestral instruments and the timbre these instruments create. Be able to categorise instruments into 'families' (percussion, strings, woodwind etc.) Be able to harmonise to a backing track. Be able to improvise using at least 4 notes on stave notation. Be able to perform, appraise and evaluate performances.
Diversity Links	Know that the definition of the term "downbeat" was established in 1934 in Chicago, also called "beat one", or the first beat of a musical composition. Know that Jean-Baptiste Lully (Italian-born and considered a master of French Baroque music) was the first documented conductor.
Vocabulary	Crotchet, minim, time signature, musicianship, conducting, legato, down beat, orchestra, instrument, percussion, strings, woodwind, brass, improvise, compose, perform, stave notation, harmony, rehearse.



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Year 6	Composing with Ostinatos
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 how 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, Composing, Performing.</p> <ol style="list-style-type: none">1. Know the term 'ostinato' and 'riff' through listening. (L)2. Know how to compose a 4 – 8 beat vocal ostinato. Know what the term 'layering' within music. (C)3. Know how to compose a rhythmic ostinato using stave notation and instruments. (C)4. Know how to compose a melodic ostinato using stave notation and instruments. (C)5. Know how to layer a vocal, rhythmic and melodic ostinato into a performance piece. (C)6. Know how to perform my ostinato piece with confidence and musicianship. (P)
Wider Knowledge	<p>Know the difference between a melodic ostinato and rhythmic ostinato and recognise this in pieces of music.</p> <p>Know how to perform ostinatos on percussion instruments and through clapping.</p> <p>Know what musicianship means and what makes a good performance.</p> <p>Know how many beats are in a bar by looking at the time signature.</p>
Skills	<p>Be able to identify ostinatos and riffs within pieces of music.</p> <p>Be able to identify and explain the difference between melodic and rhythmic ostinatos.</p> <p>Be able to compose using ostinatos and layering.</p> <p>Be able to read and write using stave notation when composing.</p> <p>Be able to layer vocal, rhythmic and melodic ostinatos within a composition.</p> <p>Be able to perform with confidence and musicianship.</p>
Diversity Links	<p>Know that Ostinato is an Italian word used to describe a musical phrase or rhythm that is repeated persistently and that the first musical notation was all done in Italian which is why many musical terms are written in Italian.</p>
Vocabulary	<p>Ostinato, riff, melodic, rhythmic, layering, dynamics, appraise, musicianship, perform, compose, bar, time signature, stave notation.</p>



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