

Music Intention Map

Key Stage One



Intention Map 2023 - 2024

Placing learning at the heart of everything we do.



Term One (Hey You)

Learning Intentions

Week 1	Can you find the pulse of a piece of music? <ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music.
Week 2	Can you rap and sing in time with the music? <ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music recognising the pulse of a piece of music. Use their voices expressively and creatively by singing songs and speaking chants and rhymes in time with the music.
Week 3	<ul style="list-style-type: none"> Play tuned and untuned instruments musically. Play the glockenspiel using C.
Week 4	<ul style="list-style-type: none"> Play tuned and untuned instruments musically improvising using C.
Week 5	<ul style="list-style-type: none"> Play tuned and untuned instruments musically to compose a tune using C and D. Experiment with, create, select and combine the notes of C and D in order to compose their own tune.
Week 6	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes to an audience. Play tuned and untuned instruments musically as part of a group to an audience.

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> Know that pulse is the heartbeat of the music and how we create different rhythms. Be able to recognise the pulse in different pieces of music.
Week 2	<ul style="list-style-type: none"> Be able to recognise the pulse in different pieces of music. Be able to confidently rap and sing a song in unison in time with the music.
Week 3	<ul style="list-style-type: none"> Be able to recall the names of the notes in their instrumental part from both being written down and from memory.
Week 4	<ul style="list-style-type: none"> Be confident enough playing the instrument in order to be able to improvise and be able to make up your own tune on the spot.
Week 5	<ul style="list-style-type: none"> Be able to use the skills of being able to recognise the importance of a pulse alongside the ability to use the notes C and D to compose their own piece of music.
Week 6	Term One Assessment Activity: <ul style="list-style-type: none"> Be able to use the skills of being able to recognise the importance of a pulse alongside the ability to use the notes C and D to compose their own piece of music and perform it to an audience.

On the Turntable



Old School Hip Hop

Assessment

To be able to use the skills of being able to recognise the importance of a pulse alongside the ability to use the notes C and D to compose their own piece of music and perform it to an audience.

National Curriculum

Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Play tuned and untuned instruments musically.

Listen with concentration and understanding to a range of high-quality live and recorded music.

Experiment with, create, select and combine sounds using the inter-related dimensions of music.



Term Two (Rhythm in the Way We Walk)

Learning Intentions

Week 1	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing notes of different pitches. (high and low)
Week 2	<ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music recognising the pulse of a piece of music. Learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.
Week 3	<ul style="list-style-type: none"> Experiment with sounds being able to clap the rhythm of your name.
Week 4	<ul style="list-style-type: none"> Use their voices expressively and creatively by rapping in time to the music.
Week 5	<ul style="list-style-type: none"> Use their voices expressively and creatively by rapping and singing songs in time with the music, using both songs from this unit.
Week 6	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes to an audience.

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> Understand that pitch is high and low sounds in music.
Week 2	<ul style="list-style-type: none"> Know that pulse is the heartbeat of the music and how we create different rhythms. Know and recognise the sound and names of some of the instruments they use and hear.
Week 3	<ul style="list-style-type: none"> Know that we can create rhythms from words, our names, favourite food, colours and animals.
Week 4	<ul style="list-style-type: none"> Confidently sing or rap, from memory and sing them in unison.
Week 5	<ul style="list-style-type: none"> Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.
Week 6	<p>Term Two Assessment Activity:</p> <ul style="list-style-type: none"> Choose a song they have learnt from the scheme and perform it.

On the Turntable



**Reggae/
Hip Hop**

Assessment

Choose a song they have learnt from the scheme and perform it.

National Curriculum

Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Play tuned and untuned instruments musically.

Listen with concentration and understanding to a range of high-quality live and recorded music.

Experiment with, create, select and combine sounds using the inter-related dimensions of music.



Term Three (In the Groove)



Learning Intentions

Week 1	<p>Can you find the pulse of a piece of music?</p> <ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music. Learn how they can enjoy moving to music by dancing, marching, being
Week 2	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing notes of different dynamics. (loud and quiet)
Week 3	<ul style="list-style-type: none"> Play tuned and untuned instruments musically improvising using C and D.
Week 4	<ul style="list-style-type: none"> Play tuned and untuned instruments musically improvising using C and D.
Week 5	<ul style="list-style-type: none"> Play tuned and untuned instruments musically to compose a tune using C and D. Experiment with, create, select and combine the notes of C and D in order to compose their own tune. Create a class composition on the music grid, using notes A,G,E,D, and C.
Week 6	<ul style="list-style-type: none"> Play tuned and untuned instruments musically as part of a group to an audience. Listen with concentration and understanding to a range of high-quality live and recorded music.

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> Know that pulse is the heartbeat of the music and how we create different rhythms. Know and recognise the sound and names of some of the instruments they use and hear.
Week 2	<ul style="list-style-type: none"> Learn that they can make different types of sounds with their voices – singing loud and quiet (crescendo)
Week 3	<ul style="list-style-type: none"> Be able to recall the names of the notes in their instrumental part from both being written down and from memory.
Week 4	<p>Be confident enough playing the instrument in order to be able to improvise and be able to make up your own tune on the spot.</p>
Week 5	<ul style="list-style-type: none"> Be able to use the skills of being able to recognise the importance of a pulse alongside the ability to use the notes C and D to compose their own piece of music. Be able to share ideas with a class and explain what they like or dislike about their composition.
Week 6	<p>Term Three Assessment Activity:</p> <ul style="list-style-type: none"> Be able to recall a style of music we listened to this term. Perform the instrumental part as a class.

On the Turntable



Blues, Baroque, Latin, Bhangra, Folk & Funk

Assessment

Be able to recall a style of music we listened to this term.

Perform the instrumental part as a class.

National Curriculum

Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

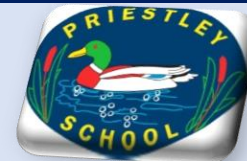
Play tuned and untuned instruments musically.

Listen with concentration and understanding to a range of high-quality live and recorded music.

Experiment with, create, select and combine sounds using the inter-related dimensions of music.



Term Four (Round & Round)



Learning Intentions

Week 1	<p>Can you find the pulse of a piece of music?</p> <ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music. Learn how they can enjoy moving to music by dancing, marching, being.
Week 2	<ul style="list-style-type: none"> Experiment with sounds being able to clap the rhythm of your name. Take it in turns to lead the class in clapping sequences.
Week 3	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
Week 4	<ul style="list-style-type: none"> Play tuned and untuned instruments musically. Play the glockenspiel using C, D and F.
Week 5	<ul style="list-style-type: none"> Play tuned and untuned instruments musically improvising using D and E.
Week 6	<ul style="list-style-type: none"> Play tuned and untuned instruments musically as part of a group to an audience.

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> Know that pulse is the heartbeat of the music and how we create different rhythms. Know and recognise the sound and names of some of the instruments they use and hear.
Week 2	<ul style="list-style-type: none"> Know that we can create rhythms from words, our names, favourite food, colours and animals.
Week 3	<ul style="list-style-type: none"> Be able to confidently sing a song in unison in time with the music.
Week 4	<ul style="list-style-type: none"> Be able to recall the names of the notes in their instrumental part from both being written down and from memory.
Week 5	<ul style="list-style-type: none"> Be confident enough playing the instrument in order to be able to improvise and be able to make up your own tune on the spot.
Week 6	<p>Term Four Assessment Activity:</p> <ul style="list-style-type: none"> Being able to recognise the importance of pulse alongside the ability to use the notes D and E to improvise their own piece of music and perform it to an audience.

On the Turntable

Bossa Nova



Assessment

Being able to recognise the importance of pulse alongside the ability to use the notes D and E to improvise their own piece of music and perform it to an audience.

National Curriculum

Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Play tuned and untuned instruments musically.

Listen with concentration and understanding to a range of high-quality live and recorded music.

Experiment with, create, select and combine sounds using the inter-related dimensions of music.



Term Five (Your Imagination)

Learning Intentions

Week 1	<p><i>Can you find the pulse of a piece of music?</i></p> <ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music. Learn how they can enjoy moving to music by dancing, marching, being
Week 2	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Sing the coda section in two groups.
Week 3	<ul style="list-style-type: none"> Play tuned and untuned instruments musically. Play the glockenspiel using C, E and G.
Week 4	<ul style="list-style-type: none"> Play tuned and untuned instruments musically improvising using C and D.
Week 5	<ul style="list-style-type: none"> Play tuned and untuned instruments musically to compose a tune using C and D. Experiment with, create, select and combine the notes of C and D in order to compose their own tune. <p><i>Create a class composition on the music grid, using notes A,G,E,D, and C.</i></p>
Week 6	<ul style="list-style-type: none"> Play tuned and untuned instruments musically as part of a group to an audience.

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> Know that tempo is the speed of the music and how we create different rhythms. Know and recognise the sound and names of some of the instruments they use and hear.
Week 2	<ul style="list-style-type: none"> Be able to confidently sing a song in unison in time with the music. Understand what 'call and response' is in music.
Week 3	<ul style="list-style-type: none"> Be able to recall the names of the notes in their instrumental part from both being written down and from memory. Perform both parts of the glockenspiel in two separate groups.
Week 4	<ul style="list-style-type: none"> Be confident enough playing the instrument in order to be able to improvise and be able to make up your own tune on the spot.
Week 5	<ul style="list-style-type: none"> Be able to use the skills of being able to recognise the importance of a pulse alongside the ability to use the notes C and D to compose their own piece of music. Be able to share ideas with a class and explain what they like or dislike about their composition. Start to make suggestions for what they would change to improve the composition.
Week 6	<p><i>Term Five Assessment Activity:</i></p> <ul style="list-style-type: none"> Perform their composition as part of a small group, showing the ability to recognise pulse.

On the Turntable



Pop Music

Assessment

Perform their composition as part of a small group, showing the ability to recognise pulse.

National Curriculum

Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Play tuned and untuned instruments musically.

Listen with concentration and understanding to a range of high-quality live and recorded music.

Experiment with, create, select and combine sounds using the inter-related dimensions of music.



Term Six (Reflect, Rewind & Replay)

Learning Intentions

Week 1	<ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music.
Week 2	<ul style="list-style-type: none"> Experiment with sounds being able to clap the rhythm of your name. Take it in turns to lead the class in clapping sequences. Move on to using instruments in this activity.
Week 3	<ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the interrelated dimensions of music via First Composer.
Week 4	<ul style="list-style-type: none"> Play tuned and untuned instruments musically. Play the glockenspiel using C, D and F.
Week 5	<ul style="list-style-type: none"> Play tuned and untuned instruments musically improvising using C and D.
Week 6	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes to an audience.

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> Know and recognise the sound and names of some of the instruments they use and hear. Discuss what they like and dislike about the music.
Week 2	<ul style="list-style-type: none"> Know that we can create rhythms from words, our names, favourite food, colours and animals. Transfer this knowledge to playing with instruments.
Week 3	<ul style="list-style-type: none"> Be able to use the skills of being able to recognise the importance of a pulse alongside the ability to use the notes C, D, E, F and G to compose their own piece of music as a class.
Week 4	<ul style="list-style-type: none"> Be able to recall the names of the notes in their instrumental part from both being written down and from memory.
Week 5	<ul style="list-style-type: none"> Be confident enough playing the instrument in order to be able to improvise and be able to make up your own tune on the spot.
Week 6	<p>Term Six Assessment Activity:</p> <ul style="list-style-type: none"> Perform one of the songs from the year with instrumental parts included.

On the Turntable



Classical

Assessment

Perform one of the songs from the year with instrumental parts included.

National Curriculum

Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Play tuned and untuned instruments musically.

Listen with concentration and understanding to a range of high-quality live and recorded music.

Experiment with, create, select and combine sounds using the inter-related dimensions of music.