

# Music Intention Map

## Upper Key Stage Two



**Placing learning at the heart of everything we do.**



## UKS2 Intention Map 2021 - 2022



### Term One

***Livin' On  
A Prayer***

***Rock***

### Term Two

***Classroom  
Jazz***

***Bossa Nova***

### Term Three

***Make You Feel  
My Love***

***Pop Ballads***

### Term Four

***The Fresh Prince  
Of Bel Air***

***Old School  
Hip Hop***

### Term Five

***Dancing In  
The Street***

***Motown***

### Term Six

***Reflect, Rewind  
& Replay***

***Classical***

### Music Genre

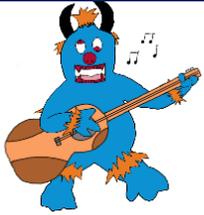
### Learning Intentions

1. To identify and move to the pulse with ease
2. To think about the message of songs
3. To compare two songs in the same style, talking about what stands out musically in each one – their similarities and differences
4. Listen carefully and respectfully to other people's thoughts about the music
5. Use musical vocabulary when you talk
6. Talk about the musical dimensions working together in the unit songs
7. Talk about the music and how it makes you feel

### Listen & Appraise

1. Know 5 songs from memory, who sang or wrote them, when they were written and if possible, why
2. Know the style of five songs and to name other songs from the unit in those styles.
3. Style indicators of a song such as musical characteristics are what gives the song its style
4. Lyrics are what the song is about
5. Musical dimensions are things like rhythm, pitch, tempo and dynamics etc
6. The main sections of a song are verse, chorus, introduction etc
7. Some of the instruments heard in a song e.g. piano, guitar, trumpet, drums
8. The historical context of a song explains what else was going on at the time the song was written.

### Knowledge Intentions



## Learning Intentions

1. Find the pulse in a piece of music.
2. Copy back rhythms based on the words of the main song.
3. Copy back one note riffs using simple and syncopated rhythm patterns.
4. Lead the class by inventing rhythms.
5. Copy back riffs by ear and with notation.

## Games

## Knowledge Intentions

1. Know how rhythm, pitch, tempo, dynamic, texture and structure work together.
2. Know the different musical dimensions connect a song
3. Pulse is the heartbeat of the music.
4. Rhythm is the long and short patterns over the pulse.
5. Syncopation is a variety of rhythms played together to make a piece of music.



## Learning Intentions

1. To sing in unison and sing backing vocals
2. To enjoy exploring singing solo
3. Listen to the group when singing
4. Demonstrate a good singing posture
5. Follow a leader when singing
6. Experience rapping and singing solo
7. Listen to each other and be aware of how you fit into a group
8. Sing with awareness of being 'in tune'

## Singing

## Knowledge Intentions

1. Know and confidently sing five songs and their parts from memory
2. Sing songs with a strong internal pulse
3. Know songs can include singing in unison, the solo, lead vocals, backing vocals or rapping
4. Know what a song is about
5. Share the meaning of the lyrics
6. Know it is important to warm up your voice so as not to strain it.



## Playing

### Learning Intentions

1. *Play a musical instrument with the correct technique within the context of the unit song*
2. *Select and learn an instrumental part that matches their musical challenge*
3. *Rehearse and perform their part within the context of a song*
4. *Listen to and follow musical instructions from a leader*
5. *Lead a rehearsal session*

### Knowledge Intentions

1. *Know to treat instruments carefully and with respect*
2. *There are different ways to write music down- staff notation, symbols etc*
3. *The notes C D E F G A B + C are on the treble stave*
4. *Some of the instruments they might play or might be played in a band or orchestra – drums, piano, tuba, trombone, guitar etc*



## Improvisation

### Learning Intentions

1. *Copy back using instruments, using one, two or three notes.*
2. *Question and answer using instruments – use one, two or three notes in your answer and always start on G.*
3. *Improvise using one note, two notes or three notes.*

### Knowledge Intentions

1. *Improvisation is about making up your own tunes on the spot.*
2. *When someone improvises, they make up their own tune that has never been heard before.*
3. *Using one or two notes confidently is better than using five*
4. *If you improvise using the notes you are given, you cannot make a mistake.*
5. *You can use some of the riffs you have heard in the Challenges in your improvisations.*
6. *Name three well-known improvising musicians.*



## Learning Intentions

1. *Create a simple melody using up to five different notes and simple rhythms that work musically with the style of song.*
2. *Explain the keynote or home note.*
3. *Explain the structure of the melody.*
4. *Listen to and reflect upon the developing composition.*
5. *Make musical decisions about how the melody connects with the song.*
6. *Record the composition in any way appropriate that recognises the connection between symbol and sound.*

## Composition

## Knowledge Intentions

1. *Composition is music that is created by you and kept in some way - it's like writing a story.*
2. *A composition can be played or performed again to your friends.*
3. *A composition has pulse, rhythm and pitch that work together and are shaped by dynamics, tempo, texture, and structure.*
4. *Notation recognises the connection between symbol and sound.*



## Learning Intentions

1. *Choose what to perform and create a programme.*
2. *Communicate the meaning of words and clearly articulate them.*
3. *Talk about the venue and how to use it to best effect.*
4. *Record the performance and compare it to a previous performance.*
5. *Discuss what went well with the performance and how it could be even better.*

## Performance

## Knowledge Intentions

1. *Performing is sharing music with other people, an audience.*
2. *A performance doesn't have to be a drama – it can be to one person or to each other.*
3. *You need to know, and have planned, everything that will be performed.*
4. *You need to sing or rap the words clearly and play with confidence.*
5. *A performance can be a special occasion and involve an audience including people you don't know.*
6. *A performance is planned and different for each occasion.*
7. *A performance involves communicating feelings, thoughts and ideas about the song/music.*



# UKS2 Intention Map 2022 - 2023



<u>Term One</u>	<u>Term Two</u>	<u>Term Three</u>	<u>Term Four</u>	<u>Term Five</u>	<u>Term Six</u>
<b>Happy</b>	<b>Classroom Jazz</b>	<b>A New Year Carol</b>	<b>You've Got A friend</b>	<b>Music &amp; Me</b>	<b>Reflect, Rewind &amp; Replay</b>
<b>Afro, Pop South African</b>	<b>Carols</b>	<b>Rock</b>	<b>Reggae</b>	<b>Pop</b>	<b>Classical</b>
<u>Music Genre</u>					

## Learning Intentions

- To identify and move to the pulse with ease.
- To think about the message of songs.
- To compare two songs in the same style, talking about what stands out musically in each one – their similarities and differences.
- Listen carefully and respectfully to other people's thoughts about the music.
- Use musical vocabulary when you talk.
- Talk about the musical dimensions working together in the unit songs.
- Talk about the music and how it makes you feel using musical language to describe the music.

## Listen & Appraise

- To know 5 songs from memory, who sang or wrote them, when they were written and if possible, why.
- To know the style of five songs and to name other songs from the unit in those styles.
- Style indicators of a song such as musical characteristics are what gives the song its style.
- Lyrics are what the song is about.
- Musical dimensions are things like rhythm, pitch, tempo and dynamics etc.
- The main sections of a song are verse, chorus, introduction etc.
- Some of the instruments heard in a song e.g. piano, guitar, trumpet, drums
- The historical context of a song explains what else was going on at the time the song was written.
- Know and talk about the fact that we each have a musical identity – musical preferences, favourite artists/bands etc.

## Knowledge Intentions



## Learning Intentions

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3. Follow a leader when singing.
4. Experience rapping and singing solo.
5. Listen to each other and be aware of how you fit into a group.
6. Sing with an awareness of being 'in tune'.

## Singing

## Knowledge Intentions

1. Know and confidently sing five songs and their parts from memory.
2. Sing songs with a strong internal pulse.
3. Know about the style of songs – represent the feeling and context to your audience- a song of happiness, sorrow, anger etc.
4. Know what a song is about.
5. Share the meaning of the lyrics.
6. Know it is important to warm up your voice so as not to strain it.



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