

MUSIC CURRICULUM MAP

Year 4



	Main features of Units taught	Genres	Over view of Key Knowledge	Over view of Key Skills	By the end of this year, the children will know this vocabulary
Year 4	<p>Unit 1: Mamma Mia</p> <p>ABBA's music</p> <p>Unit 2: Glockenspiel 2</p> <p>Exploring and developing playing skills using the glockenspiel</p> <p>Unit 3: Stop!</p> <p>Writing lyrics linked to a theme</p> <p>Unit 4: Lean On Me</p> <p>Soul/Gospel music and helping one another</p> <p>Unit 5: Blackbird</p>	<p>Pop</p> <p>Mixed Styles</p> <p>Grime</p> <p>Gospel</p> <p>Beatles/Pop</p>	<p>Listen and Appraise</p> <p>To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about:</p> <p>Some of the style indicators of that song (musical characteristics that give the song its style).</p> <p>The lyrics: what the song is about.</p> <p>Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</p>	<p>Listen and Appraise</p> <p>To confidently identify and move to the pulse.</p> <p>To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</p> <p>Talk about the music and how it makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</p>	<p>Elements of Music:</p> <p>Pulse</p> <p>Rhythm</p> <p>Pitch</p> <p>Tempo</p> <p>Dynamics</p> <p>Timbre</p> <p>Texture</p> <p>Plus appropriate musical vocabulary from the Musical Key Words document.</p>

	<p>The Beatles, equality and civil rights</p> <p>Unit 6 Reflect, Rewind & Replay</p> <p>The history of music, look back and consolidate your learning, learn some of the language of music.</p>	<p>Classical</p>	<p>Identify the main sections of the song (introduction, verse, chorus etc).</p> <p>Name some of the instruments they heard in the song.</p> <p>Singing</p> <p>To know and be able to talk about:</p> <p>Singing in a group can be called a choir</p> <p>Leader or conductor: A person who the choir or group follow</p> <p>Songs can make you feel different things e.g. happy, energetic or sad</p> <p>Singing as part of an ensemble or large group is fun, but that you must listen to each other</p> <p>Texture: How a solo singer makes a thinner texture than a large group</p>	<p>Singing</p> <p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To rejoin the song if lost.</p> <p>To listen to the group when singing.</p>	
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			<p>To know why you must warm up your voice</p> <p>Playing</p> <p>To know and be able to talk about:</p> <p>The instruments used in class (a glockenspiel, recorder or xylophone).</p> <p>Other instruments they might play or be played in a band or orchestra or by their friends.</p>	<p>Playing</p> <p>To treat instruments carefully and with respect.</p> <p>Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To experience leading the playing by making sure everyone plays in the playing section of the song.</p>	
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			<p>Improvisation</p> <p>To know and be able to talk about improvisation:</p> <p>Improvisation is making up your own tunes on the spot</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>To know that using one or two notes confidently is better than using five</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake</p> <p>To know that you can use some of the riffs you have heard in the Challenges in your improvisations</p>	<p>Improvisation</p> <p>Copy Back – Listen and clap back, sing back or play back</p> <p>Play and Improvise – Using instruments, listen and play your own answer using a prescribed number of notes.</p> <p>Improvise! – Take it in turns to improvise using a prescribed number of notes</p>	
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			<p>Composition</p> <p>To know and be able to talk about:</p> <p>A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</p> <p>Different ways of recording compositions (letter names, symbols, audio etc.)</p>	<p>Composition</p> <p>Help create at least one simple melody using one, three or all five different notes.</p> <p>Plan and create a section of music that can be performed within the context of the unit song.</p> <p>Talk about how it was created.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	
			<p>Performance</p> <p>To know and be able to talk about:</p>	<p>Performance</p>	

			<p>Performing is sharing music with other people, an audience</p> <p>A performance doesn't have to be a drama! It can be to one person or to each other</p> <p>You need to know and have planned everything that will be performed</p> <p>You must sing or rap the words clearly and play with confidence</p> <p>A performance can be a special occasion and involve an audience including of people you don't know</p> <p>It is planned and different for each occasion.</p> <p>It involves communicating feelings, thoughts and ideas about the song/music</p>	<p>To choose what to perform and create a programme.</p> <p>Present a musical performance designed to capture the audience.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the best place to be when performing and how to stand or sit.</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	
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