

Music Curriculum Map

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><u>Mamma Mia!</u> Genre: Pop ABBA's music Exploring ABBA's repertoire and timeless 70s pop.</p> <p>I know how to perform a simple part rhythmically I know how to identify the character in a piece of music.</p>	<p><u>Glockenspiel 2</u> Genre: mixed styles. Developing and exploring playing skills using the glockenspiel. Christmas Concert</p> <p>I know how to improvise using repeated patterns I know how to perform a simple part rhythmically.</p>	<p><u>Stop!</u> Genre: Grime Writing lyrics linked to a theme.</p> <p>I know how to explain why silence is often needed in music and explain what effect it has. I know how to identify and describe the different purposes of music.</p>	<p><u>Lean On Me</u> Genre: Gospel Soul/Gospel music and the theme of helping one another.</p> <p>I know how to sing songs from memory with accurate pitch I know how to identify and describe the different purposes of music.</p>	<p><u>Blackbird</u> Genre: The Beatles/Pop The Beatles/equality and civil rights</p> <p>I know how to improvise using repeated patterns I know how to identify and describe the different purposes of music.</p>	<p><u>Reflect, Rewind & Replay</u> Genre: Classical The history of music, look back and consolidate your learning, learn some of the language of music.</p> <p>I know how to use notation to record and interpret sequences of pitches I know how to use notation to record compositions in a small group or on my own I know how to begin to identify the style of work of Beethoven, Mozart and Elgar</p>
Cross curricular links	Geography – where do the genres originate: Sweden (opportunities for cultural capital) English – creative writing character task	How/where are glockenspiels made/from? Can we make one? DT	RSHE: anti-bullying links	History and cultural impact of soul music (opportunities for cultural capital)	History: the Beatles' impact on culture. Civil Rights Movement Martin Luther King English – impact of lyrics	Anglo-Saxon song
Key Vocabulary- which all children must be familiar with.	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture	Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure,	Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, drums,	Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass,	Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm,	Recap previous vocabulary.

	structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison		unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo	drums, organ, pulse, rhythm, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo	pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, 3 – Perform & Share melody, solo	
Extended writing opportunities	Characters in song – who are they? What does a day in their lives look like? What happens in the song / what happened before the song?	Research the origin of the glockenspiel.	Create an anti-bullying poster.	Research Bill Withers’ life. What does his song tell you about community?	Write a letter to the Beatles – what do you want to know about their lives?	My music learning this year
Assessment video/audio recording	Video of children performing with glocks or recorders: 2 notes. Videos of children improvising with up to 3 notes and/or composing.	Video of children playing tunes from Charanga. Videos of children composing using notes: C, D, E, F + G	Video of children reciting their lyrics / performing their songs	Video of children singing Lean on Me.	Video of children performing	Recording of Anglo-Saxon song.
Model Music Curriculum links	Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to a short film clip. Capture and record creative ideas using any of: Graphic symbols Rhythm notation and time signatures Technology	Perform in two or more parts (duet) from simple notation using instruments played in whole class teaching.	Play and perform melodies. Perform a range of songs in school assemblies. Sing a broad range of unison songs, pitching the voice accurately and following directions for getting louder and quieter.	Listening to recorded performances. Perform a range of songs in school assemblies. Play and perform melodies.	Develop facility in the basic skills of a selected musical instrument over a sustained learning period. Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture.	Continue to sing a broad range of unison songs with the range of an octave, pitching the voice accurately and following directions for getting louder and quieter.