



Subject Map Year 4 - Music

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Unit Name: Singing, playing and performing</p> <p>NC links/coverage: Objectives:</p> <ul style="list-style-type: none"> • Sing within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing. • Sing canons, rounds and other partner songs with increased control. • Choose and maintain and appropriate pulse. • Maintain a simple melody, vocally or on an instrument, keeping to the pulse. <p>Precise knowledge to be learned (include locality links here):</p>	<p>Unit Name: Singing, playing and performing</p> <p>NC links/coverage: Objectives:</p> <ul style="list-style-type: none"> • Maintain an ostinato part (repeating rhythm), keeping to the pulse • Show control of dynamics and tempo when singing and playing, following physical signals and written symbols (pp p mp mf ff < > accelerando rallentando.) • Maintain an independent part when singing or playing in two parts e.g. ostinato, drone, simple part singing. • Play and perform in solo and ensemble contexts, playing and 	<p>Unit Name: Exploring and composing</p> <p>NC links/coverage: Objectives:</p> <ul style="list-style-type: none"> • Compose music for a range of purposes, thoughtfully using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas. • Create simple rhythmic patterns, melodies and accompaniments. • Compose and perform within given structures e.g. ABA, rondo, call and response. • Make improvements to own work, giving reasons for changes made. 	<p>Unit Name: Transcribing</p> <p>NC links/coverage: Objectives:</p> <ul style="list-style-type: none"> • Recognise the symbols for minims, crotchets, quavers and crotchet rests. • Read and clap/tap a 4 beat pattern (e.g. from a flashcard) that contains minims, crotchets, quavers and crotchet rests. • Experience staff notation and begin to understand how pitch is represented on a staff. • Explore and develop using Music Technology to capture, change and combine sounds. 	<p>Unit Name: Describing</p> <p>NC links/coverage: Objectives:</p> <ul style="list-style-type: none"> • Identify patterns of one and two sounds per beat plus rests and two beat sounds and use rhythm names (walk/jogging/rest/stride.) • Recognise how pitch changes can be used to convey a character or theme. • Listen with increasing concentration and describe how the inter-related dimensions of music can be used to create different moods and effects. • Recognise the different instrumental families when listening to a piece of live or recorded music. 	<p>Unit Name: Vocabulary</p> <p>NC links/coverage: Objectives:</p> <ul style="list-style-type: none"> • Appreciate and understand a growing range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Recap of all objectives with a focus on developing understanding and use of musical vocabulary. diction – tuning canon – round ostinato – drone dynamics – tempo accelerando rallentando melodies



<p>Prior Learning:</p> <ul style="list-style-type: none"> • Sing a growing range of songs in tune and with expression. • Experience singing canons, simple rounds and other partner songs. • Understand the difference between pulse and rhythm. • Choose and maintain an appropriate pulse. <p>Suitable Visits/Visitors/Experiences:</p> <p>Suitable texts:</p> <p>Suitable resources:</p> <p>National/Global Links:</p> <p>Christian Value/SMSC link: Singing as a form of expression and creativity.</p>	<p>singing with increasing accuracy, fluency, control and expression.</p> <p>Precise knowledge to be learned (include locality links here):</p> <p>Prior Learning:</p> <ul style="list-style-type: none"> • Play simple ostinato parts (repeating rhythms) on percussion instruments. • Play simple melodic patterns using a small number of notes. • Show control of dynamics and tempo when singing and playing, following physical signals. • Begin to show an awareness of the audience when performing. <p>Suitable visits/Visitors/Experiences:</p>	<p>Precise knowledge to be learned (include locality links here):</p> <p>Prior Learning:</p> <ul style="list-style-type: none"> • Compose music for a range of purposes, thoughtfully using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas. • Begin to improvise and compose simple rhythmic patterns within a given structure. • Compose, rehearse and perform with others and begin to improve own work. <p>Suitable visits/Visitors/Experiences:</p> <p>Suitable texts:</p> <p>Suitable resources:</p>	<p>Precise knowledge to be learned (include locality links here):</p> <p>Prior Learning:</p> <ul style="list-style-type: none"> • Recognise the symbols for crotchets, quavers and crotchet rests. • Read and clap/tap a 4 beat pattern (e.g. from a flashcard) that contains crotchets, quavers and crotchet rests. • Begin to show the link between shape and pitch using graphic notations. • Explore and develop using Music Technology to capture, change and combine sounds. <p>Suitable visits/Visitors/Experiences:</p> <p>Suitable texts:</p>	<p>Precise knowledge to be learned (include locality links here):</p> <p>Prior Learning:</p> <ul style="list-style-type: none"> • Identify patterns of one and two sounds per beat plus rests and use rhythm names (walk/jogging/rest or ta/te-te.) • Recognise pitch changes and motifs (repeating phrases) in a piece of music. • Listen with increasing concentration and recognise how the inter-related dimensions of music can be used to create different moods and effects. • Recognise the different instrumental families when watching musical performances and begin to recognise the sounds they make. <p>Suitable visits/Visitors/Experiences:</p>	<p>accompaniments minim – crotchet quaver – rest rhythm names instrumental families composer/musician</p> <p>Precise knowledge to be learned (include locality links here):</p> <p>Prior Learning:</p> <ul style="list-style-type: none"> • Appreciate and understand a growing range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. <p>tune - expression canons - rounds pulse - rhythm ostinato percussion instruments dynamics - tempo audience rhythmic pattern melodic pattern</p>
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<p>Striving to improve quality and taking pride in good work.</p>	<p>Suitable texts:</p> <p>Suitable resources:</p> <p>National/Global Links:</p> <p>Christian Value/SMSC link: Music as a performance for other people to appreciate. Seeing yourself as a producer of music.</p>	<p>National/Global Links:</p> <p>Christian Value/SMSC link: Using music to create effects, moods, atmospheres and ideas. The process of compose, rehearse, perform, improve both individually and with others.</p>	<p>Suitable resources:</p> <p>National/Global Links:</p> <p>Christian Value/SMSC link: Different ways of recording and the need to record ideas. Uses of technology and a comparison between virtual/real experiences.</p>	<p>Suitable texts:</p> <p>Suitable resources:</p> <p>National/Global Links:</p> <p>Christian Value/SMSC link: The wonder of music and its wide range of forms. Being thankful to God for everyone who creates music.</p>	<p>crotchet – quaver - rest instrumental families composer/musician</p> <p>Suitable visits/Visitors/ Experiences:</p> <p>Suitable texts:</p> <p>Suitable resources:</p> <p>National/Global Links:</p> <p>Christian Value/SMSC link: Developing subject specific vocabulary to enable higher level communication. Chance to reflect upon previous learning and identify strengths and preferences.</p>
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