



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan
We live with love and compassion, seeking help in times of need

Curriculum Map: Music Year 4

	Autumn 1 Body and Tuned Percussion (Rainforest)	Autumn 2 Christmas Carols (performance and singing technique)	Spring 1 Whole Class Instrument - Recorders	Spring 2 Changes in pitch, tempo and dynamics (Rivers)	Summer 1 Samba and carnival sounds and instruments	Summer 2 Adapting and transposing motifs (Romans)
Content Declarative Knowledge 'I know'	<ul style="list-style-type: none"> *To know composing contrasting sections can add interest to music *To know what a 'loop' is *To know that changing the dynamics of a motif can change the texture of a piece *To know that combining different instruments and rhythms can create different layers called 'texture' 	<ul style="list-style-type: none"> *To know that changing the dynamics of a musical phrase or motif can change the texture of a piece 	<ul style="list-style-type: none"> *To know that changing the dynamics of a musical phrase or motif can change the texture of a piece 	<ul style="list-style-type: none"> *To know what 'A Capella' means *To know what harmony means *To know what ostinato means *To know what a vocal ostinato is *To know what 'performance directions' are 	<ul style="list-style-type: none"> *To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms *To know what the 'on beat' and 'off beat' are *To understand what a rhythmic break is 	<ul style="list-style-type: none"> *To understand that musical motifs are used as building blocks in many well-known pieces of music for example, Beethoven's fifth symphony *To know that 'transposing' a melody means changing its key, making it higher or lower pitched *To know that a motif can be adapted by changing the notes, rhythm or order of notes
Skills Procedural Knowledge 'I know how to'	Listening *Recognising the use and development of motifs	Performing *Singing longer songs from memory, with accuracy, control, fluency and developing sense of	Performing *Singing and playing in time with peers with accuracy and awareness of their	Listening *Recognising the use and development of motifs	Listening *Identifying common features between different genres, styles and traditions	Listening *Recognising the use and development of motifs

	<p>*Identifying gradual dynamic and tempo changes</p> <p>*Recognising, naming and explaining the effect of the interrelated dimensions of music</p> <p>*Identifying crescendo and decrescendo</p> <p>*Using musical vocabulary to discuss purpose of piece</p> <p>Composing</p> <p>*Composing a coherent piece of music in a given style with voices, bodies and instruments</p> <p>*Creating a piece of music with at least four different layers and a structure</p> <p>*Know when to use vocabulary of the interrelated dimensions of music to suggest improvements to their own and others' work</p> <p>Performing</p> <p>*Singing and playing in time with peers with accuracy and awareness of their</p>	<p>expression including control of subtle dynamic changes</p> <p>*Singing and playing in time with peers with accuracy and awareness of their part in the group performance</p> <p>*Know when to use subtle dynamic changes to alter the tone of the music</p>	<p>part in the group performance</p> <p>*Playing melody parts on tuned instruments with developing accuracy and control</p> <p>*Know when to use subtle dynamic changes to alter the tone of the music</p>	<p>*Identifying gradual dynamic and tempo changes</p> <p>*Recognising, naming and explaining the effect of the interrelated dimensions of music</p> <p>*Identifying crescendo and decrescendo</p> <p>*Using musical vocabulary to discuss purpose of piece</p> <p>Composing</p> <p>*Beginning to improvise musically with a given style</p> <p>*Developing melodies using rhythmic variation, transposition, inversion and looping</p> <p>*Using letter name, graphic and rhythmic notation to label and record their compositions</p> <p>*Know when to use vocabulary of the interrelated dimensions of music to suggest improvements to their own and others' work</p> <p>Performing</p>	<p>*Recognising, naming and explaining the effect of the interrelated dimensions of music</p> <p>*Using musical vocabulary to discuss purpose of piece</p> <p>Composing</p> <p>*Beginning to improvise musically with a given style</p> <p>*Creating a piece of music with at least four different layers and a structure</p> <p>*Know when to use vocabulary of the interrelated dimensions of music to suggest improvements to their own and others' work</p> <p>Performing</p> <p>*Singing and playing in time with peers with accuracy and awareness of their part in the group performance</p> <p>*Playing syncopated rhythms with accuracy, control and fluency</p>	<p>*Identifying gradual dynamic and tempo changes</p> <p>Composing</p> <p>*Composing a coherent piece of music in a given style with voices, bodies and instruments</p> <p>*Beginning to improvise musically with a given style</p> <p>*Developing melodies using rhythmic variation, transposition, inversion and looping</p> <p>*Using letter name, graphic and rhythmic notation to label and record their compositions</p> <p>*Know when to use vocabulary of the interrelated dimensions of music to suggest improvements to their own and others' work</p> <p>Performing</p> <p>*Singing and playing in time with peers with accuracy and awareness of their part in the group performance</p>
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	part in the group performance *Playing melody parts on tuned instruments with developing accuracy and control			*Singing longer songs from memory, with accuracy, control, fluency and developing sense of expression including control of subtle dynamic changes		*Playing melody parts on tuned instruments with developing accuracy and control
Vocabulary	Tempo, structure, contrast, loop, pitch, body percussion, rhythm, texture, compose, melody, keyboard	Crescendo, decrescendo, rhythm, tempo, pulse	Crotchets, minims, quavers, dotted minims, staff notation	A capella, dynamics, tempo, percussion, harmony, texture, ostinato	Carnival, crescendo, ensemble, percussion, rhythm, samba, syncopated rhythm, pulse, off-beat, samba	Call and response, Crotchets, minims, quavers, dotted minims, semibreve, flats, graphic notation, loop, lyrics, motif, riff
Key Questions	What is an arch-shaped musical structure? What is texture? What is body percussion? What is a loop?	How can we use expression and dynamic changes to entertain our audience? What makes an effective performance?	How many beats is a dotted minim worth?	What is a round? What is an ostinato? Layers of sound are sometimes referred to as... What is a capella?	What is the best way to compose a melody? Where did samba music originate? What is syncopation?	What is important when playing a rhythm? How do you get ready to sing? How is a motif different from a loop?
Assessment	Recording of class performance. Knowledge catcher	Recording of class performance	Recording of class performance	Recording of performance. Peer assessment	Recording of class performance	Recording of performance/ Self-assessment
Cross Curricular Links/Character Education	Geography: Rainforest Individual liberty: freedom during composition	Cultural: Christmas concert participation Cultural: appreciation of heritage and cultural influences	Maths: length of dotted minims Individual liberty: freedom during composition	Geography: Rivers Individual liberty: freedom during composition	Cultural: Samba/carnival Individual liberty: freedom during composition	History: Romans Individual liberty: freedom during composition
Mutual respect: collaboration Spiritual: sense of enjoyment and fascination about world						