



Year 4 Music Subject Map



Music Notation	Rock and Roll	Ukulele	Haiku music and perform	Glockenspiels	Samba and carnival
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DRIVER WORDS

EYFS	Year 1	Year 2	Year 3	Year 4
Explore Listen Respond Engage	Sing Play	Experiment Describe	Follow	Improvise

MUSIC AGE RELATED EXPECTATIONS

LISTENING

1. Recognising the use and development of motifs in music.
2. *Identifying gradual dynamic and tempo changes within a piece of music
3. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll).
4. Identifying common features between different genres, styles and traditions of music.
5. *Recognising, naming and explaining the effect of the interrelated dimensions of music
6. *Identifying scaled dynamics (crescendo/decrescendo) within a piece of music
7. *Using musical vocabulary to discuss the purpose of a piece of music
8. Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work

COMPOSING

9. Composing a coherent piece of music in a given style with voices, bodies and instruments.
10. Beginning to improvise musically within a given style.
11. Developing melodies using rhythmic variation, transposition, inversion, and looping.
12. Creating a piece of music with at least four different layers and a clear structure.
13. *Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions
14. *Suggesting improvements to others' work, using musical vocabulary.

PERFORMING

15. *Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression Including control of subtle dynamic changes.
16. Singing and playing in time with peers with accuracy and awareness of their part in the group performance.
17. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.
18. Playing syncopated rhythms with accuracy, control and fluency

HISTORY OF MUSIC

19. *Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.

INTER-RELATED DIMENSIONS OF MUSIC

PITCH

20. To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.
21. To know that a glissando in music means a sliding effect played on instruments or made by your voice
22. To know that 'transposing' a melody means changing its key, making it higher or lower pitched.

DURATION

23. To know that combining different instruments playing different rhythms creates layers of sound called 'texture'.
24. To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.
25. To know that a motif in music can be a repeated rhythm.

DYNAMICS

26. To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music

TEMPO

27. To know that playing in time means all performers playing together at the same speed.

TIMBRE

28. To know that grouping instruments according to their timbre can create contrasting 'textures' in music.
29. To understand that both instruments and voices can create audio effects that describe something you can see

TEXTURE

30. To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.
31. To understand that harmony means playing two notes at the same time, which usually sound good together.

STRUCTURE

32. To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.
33. An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.
34. To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music

NOTATION

35. To know that 'performance directions' are words added to music notation to tell the performers how to play.

MUSIC VOCABULARY

pulse, beat, rhythm, pitch, texture, tempo, dynamics, timbre, structure, notation. Styles, genres, Instrumental families, instrument, wind, string, percussion, brass. Musical language, genres, composers, interpretation, inter-related dimensions, note pitches, technique, stylistically, musically, leader, conductor, ensemble, improvisation, composition, melodies, complex melodies, rhythmic patterns, notes. Play, perform, solo, ensemble, voices, musical instruments, accuracy, fluency, control, expression, improvise, compose, listen, recall sounds, aural memory, notations, appreciate, understand, history of