

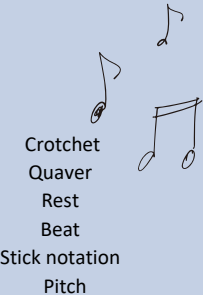
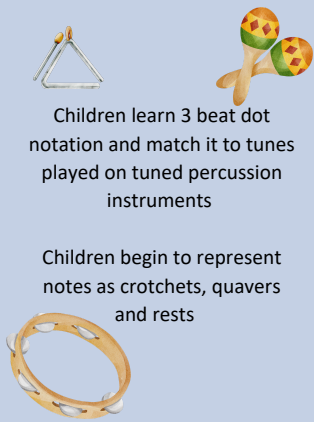





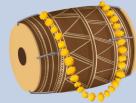







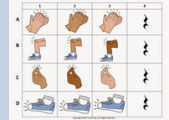














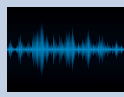









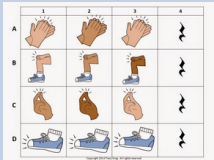



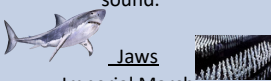


<p>MTP Autumn 2023-2024 2025-2026</p>	 <p>Engages with Debate</p>	<p>Vocabulary</p>	<p>Singing</p>	<p>Listening</p>	<p>Composing</p>	<p>Musicianship KS1 Performing KS2</p>
<p>KS1</p>	<p>How do musicians know what to play?</p> <p>Arrange an educational visit to a musical theatre production</p> 	 <p>Crotchet Quaver Rest Beat Stick notation Pitch</p>	<p>Nativity : Children know how to warm up their voice Children sing in harmony Children sing with appropriate volume Children respond to the leader's direction.</p>	<p>Children listen to popular music and learn part of the music to perform i.e. <u>I wish it could be Christmas every day.</u></p> <p>Children listen to 3 beat tuned phrases and recognise which notes are high pitch and which are low</p>	<p>Children write their own 3 beat patterns for a tuned instrument (i.e. Xylophone/recorder) which they perform to others</p>	 <p>Children learn 3 beat dot notation and match it to tunes played on tuned percussion instruments</p> <p>Children begin to represent notes as crotchets, quavers and rests</p>
<p>LKS2</p>	<p>What does it mean to: "play by ear"?</p>	<p>Round Accuracy Pitch</p> 	<p>Sing Namuma in rounds Sing Swing low sweet chariot in rounds</p>	<p><u>3 part music</u> <u>2 part recorder round</u></p> <p>Learn 5 notes G-A-B-C-D begin to identify the notes through listening carefully to music</p> 	 <p>Play G-A-B-C-D accurately</p> <p>Play 3 part music as a class</p> <p>Learn a 2 part round as a class</p>	<p>Develop the basic skills needed to play the recorder</p> <p>Play middle C-G Perform music in 2 and 3 parts from simple notation</p> <p>Begin to perform from memory</p>
<p>UKS2</p>	<p>Why is a drum beat so important?</p> 	 <p>Tempo Dynamic range Rhythm Ensemble</p>	<p>Watch royal guards performing <u>Marines</u></p> <p><u>Trooping of the colour 2023</u> <u>(1hr:25)</u> <u>2016</u></p> <p>Clap along to the beat of each piece of music</p>	 <p><u>Japanese drumming_</u></p> <p><u>Jin-go-la-ba Nigerian drumming.</u></p> <p><u>Jalikunda – African drumming_</u></p> 	<p>Learn to hold a 4/4 pulse beat on a drum using left hand + right hand</p> <p>Compose a rhythm to accompany the beat</p> <p>Develop a further rhythm to create a group ensemble</p>	<p>Perform as a group keeping the beat and rhythm in time</p> <p>Experiment with the dynamic range and tempo of the music by changing the beat</p> 

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<p>KS1</p>	<p>How can music make Meerkat Mail come to life?</p>	<p>Compose Pattern Ostinato Beat Sequence Rhythm</p> 	<p>Children perform their word patterns and their musical sequences to an audience</p> <p>Children follow visual direction to start and stop</p> <p>Sing short phrases independently</p>	<p><u>Elephant</u> <u>Swan</u> Meerkat – <u>Dig a Tunnel</u> Listen to a group performance <u>I'm a train</u></p> 	<p>Children create short musical sequences to represent a part of the text</p> <p>Children create their own word patterns</p> <p>Children combine their word patterns with short musical sequences</p>	<p>Perform short repeating rhythm patterns led by the teacher</p> <p>Perform simple word patterns (ostinato) while keeping in time with the beat</p> <p>Voicelinks I'm a train</p>
<p>LKS2</p>	<p>What instruments are in the percussion family?</p>	<p>Percussion Ensemble Pitch Rhythm Tempo Piano Timpani Xylophone</p>	<p>Sing and perform to <u>The Greatest Showman</u></p> <p>And other popular music choices</p> 	<p><u>Thunderstorm</u> <u>Dance Monkey</u> <u>Dum Dum song</u>.</p> <p>Children identify tuned and untuned percussion instruments</p>	<p>Children learn the difference between tuned percussion and un-tuned percussion.</p> <p>Create a class body percussion to a modern song.</p> <p>Children work in small groups to compose body percussion to a piece of music of their choosing</p>	<p>Perform a class arrangement using body percussion to popular music</p> <p>Perform a group arrangement using body percussion</p> 
<p>UKS2</p>	<p>How do string instruments vary?</p>	<p>Guitar Cello Viola Violin Ukulele Harp Tuned percussion</p>	<p>OBSERVE: <u>Libertango (by Astor Piazzolla)</u> <u>Palatine Electric String Quartet perform Palladio by Karl Jenkins</u> <u>Highway to Hell - The Ukulele Orchestra of Great Britain</u></p>	<p>Know 4 chords <u>C, A minor, F G on the ukulele</u></p> 	<p>Use chords to evoke a specific atmosphere or mood i.e. a leadership speech in history/literacy</p> <p>Create music with repetition and chord changes As a pair compose a short melody to accompany the chords</p>	<p>Use staff notation to record a melody</p> <p>In pairs accompany the melody with the 4 chords creating a piece of music to accompany a powerful speech and perform this.</p>

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<p>KS1</p>	<p>What kind of music did Floella listen to?</p> 	<p>Calypso Tradition Appreciate Rhythm</p> 	<p>Sing simple chants and rhymes responding to simple visual directions from the teacher i.e. being counted in <u>Banana Boat song</u></p>	<p><u>Banana Boat song</u> <u>Steel Drums</u> <u>Under the sea</u></p> <p>Know the origins of calypso</p> <p>Listen to music and discuss what they appreciate</p>	<p>Create rhythms using words adapting <u>Banana Boat song</u> - replace Day-O with alternative sounds and explore how this sounds</p>	<p>Learn a simple rhythm pattern using clapping</p> <p>Under the sea Create and perform their own calypso music using a simple rhythm</p>
<p>LKS2</p>	<p>What are the skills needed to sing as a group?</p>	<p>Forte Piano Unison Pitch Rounds</p>	<p>Sing unison songs (two parts) rounds</p> <p>Sing using forte and piano (loud and soft) appropriately</p>	<p>Listen to a range of choirs and groups performing live</p> 	<p>Children understand the skills required by performers in order to sing together (listening, direction, pitch, forte)</p>	<p>Perform as a class to a live audience</p>
<p>UKS2</p>	<p>How do individual performances matter in a choir?</p>	<p>Vocal Balance Phrasing Rhythm</p>	<p>Sing three part rounds and songs with a verse and a chorus</p> <p>Sing as a choir observing Rhythm, phrasing, accurate pitch and appropriate style</p>	<p>Listen to a range of live performances including <u>theatre</u>, opera and ethnically diverse choirs</p> 	<p>Children can describe the key attributes of performers on a stage</p> <p>Children can recognise the importance of and commitment required in group participation</p>	 <p>Perform as a class to a live audience</p> 

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<p>KS1</p>	<p>How would you represent Mr Men using music?</p> 	<p>Beat Sounds Dot notation Performance</p> 	<p>Nativity :</p> <p>Children know how to warm up their voice</p> <p>Children sing in harmony</p> <p>Children sing with appropriate volume</p> <p>Children respond to the leader's direction.</p>	<p><u>Mozart Rondo alla Turca</u></p> <p><u>Symphonic variations on an African Air –Coleridge Taylor</u></p> <p>Listen to a range of pieces of music and discuss which characters they could represent</p> <p>Children begin to identify instruments through listening</p> 	<p>Recognise how symbols can represent sounds i.e. dots increasing in size representing increased volume</p> <p>Explore and invent symbols to represent sounds Follow symbols to guide playing (i.e. 4 dots = 4 beats of a drum)</p>	<p>Explore pitch understanding how regular and strong beats on a drum can replicate characters</p> <p>Perform a short piece of music to represent a character</p> 
<p>LKS2</p>	<p>What is the effect of singing in unison?</p> 	<p>Unison Crescendo Decrescendo Pitch Dynamics (loud, quiet)</p>	<p>Sing a range of unison songs</p> <p>Use pitch accurately</p> <p>Follow directions for crescendo and decrescendo</p>	<p>Listen to recorded performances</p> <p>Discuss the affect the music has on the audience and the performer</p> <p><u>Nathan Evans - Wellerman</u> <u>Selection of shanties</u> <u>One More day</u></p>	<p>Use voice to sing in whole class or group performances adjusting dynamics to suit the part</p> 	<p>Perform a class shanty to peers.</p> <p>Understand the relevance of shanties to fishermen reflect on the emotion created through singing in unison</p>
<p>UKS2</p>	<p>How has music evolved over the decades?</p> 	<p>Popular music Culture Medley Era Verse Chorus</p>	<p>Sing a range of popular music with verses and a chorus in assemblies</p> 	<p>Listen to and evaluate a range of popular music spanning several decades</p> <p><u>Medley</u> <u>1940s jazz</u> <u>1950s Elvis</u> <u>1960S Beach boys</u> <u>James brown</u> <u>1970s ABBA disco</u> <u>1980s David Bowie</u> <u>1990s Oasis</u></p>	<p>Select pieces of music from different eras and combine parts of the music to create a short medley</p>	<p>Perform/play the medley to an audience</p> 

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<p>KS1</p>	<p>How does Disney use classical music to create emotion?</p>	<p>Pulse Pitch Vocal control Crescendo Decrescendo Tempo</p>	<p>Sing songs with vocal control Learn <u>Hey Hey Look at me</u> and sing with accurate pitch</p> <p>Children explore the effects of dynamics and tempo (crescendo and decrescendo)</p>	<p><u>'Garland Waltz'</u> from Tchaikovsky's Sleeping Beauty ballet</p> <p><u>Ponchielli's Dance of the Hours</u></p>	<p>Children change the expression in their voice to show emotion</p> <p>Children adapt the words of the simple chant Hey Hey look at me to fit a range of emotions</p>	<p>Children respond to the pulse in recorded music through movement and dance (<u>Watch Ponchelli's ostrich dance</u>). (Link to PE Gymnastics)</p> 
<p>LKS2</p>	<p>How does music help tell a story?</p> 	<p>Tempo Dynamics Pitch Pentatonic scale Penta (etymology)</p>	 <p>Sing <u>Senwa De Dende</u> in 2 and 4 parts</p> <p>Include body percussion in the final 4 part performance</p>	<p><u>The Lion King Clips</u></p> <p>Discuss the character of 3 chosen animals in terms of tempo, dynamics and pitch (Pumba, low pitch, slow tempo, loud dynamic)</p> 	<p>Compose music to create a specific mood for characters from the Lion King</p> <p>Use the pentatonic scale, C,D,E,G,A to create melodies</p>	<p>Perform melodies in a small group to the class</p> 
<p>UKS2</p>	<p>How do films use music to create tension?</p>	 <p>Xylophone Keyboard Dynamic range Tempo Penta (etymology) Pentatonic scale</p>	<p>Sing a range of popular music with verses and a chorus in assemblies</p>	<p>Listen to a range of cinematic moments where tension is created through sound.</p>  <p><u>Jaws</u> <u>Imperial March</u></p> <p>Discuss how choice of dynamic range, and tempo impact the listener</p>	<p>Plan and compose an 8 or 16 beat melodic phrase to create suspense, using the pentatonic scale (C,D,E,G,A)</p> <p>Notate the melody using staff notation</p> <p>Advance the written recording showing knowledge of semi quavers, and semibreves</p>	<p>Make decisions about dynamic range (Volume)</p> <p>Add rhythmic variety using crotchets, quavers and minims</p> <p>Learn the skill of using semi quavers, and semibreves</p>

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<p>KS1</p>	<p>What can happen when the tempo of the music changes?</p>	<p>Tempo Speed Beat Call and respond Rhythm</p> 	<p>Children sing simple songs responding to visual directions <u>Rain Rain go away</u> <u>Seasons</u></p> <p>Children sing to a call and response song <u>Pretty trees around the world</u> <u>Ram Sam Sam</u> <u>Boom Chicka Boom</u></p>	<p>Children compare two pieces of music with different tempo <u>slow tempo v fast tempo</u></p> <p><u>Ram Sam Sam</u> – speeds up</p>	<p>Children adapt simple songs retaining the rhythm (change the character in rain rain go away or the style of boom chicka)</p> <p>Children create music in response to non-musical stimulus i.e. rain fall or a snow storm</p>	<p>Understand that the speed of a beat can change</p> <p>Create fast and slow beats to represent weather</p> <p>Use body percussion to play repeated patterns to represent different types of weather</p> 
<p>LKS2</p>	<p>What skills do musicians need?</p>	<p>Notation Crotchets Rests Quavers Minims</p>	<p><u>Orchestra Disney Medley</u></p>  <p><u>Harry Potter Orchestral music</u></p> <p>Children can give opinions on performances</p> <p>Children can identify the skills musicians demonstrate</p>	 <p>Learn the recorder</p>	<p>Learn to read basic staff notation- crotchets, rests, quavers and minims</p> <p>With a partner Use B-A-G to compose a simple notation to perform on the recorder</p>	<p>Develop the basic skills needed to play the recorder</p> <p>Play middle B-A-G <u>fluently</u></p> <p>Play a simple melody using staff notation as a whole class <u>Sailor, Sailor on the sea</u></p>
<p>UKS2</p>	<p>How do individual performances matter in musical theatre ?</p>	<p>Vocal Balance Phrasing Rhythm</p>	<p>Sing three part rounds and songs with a verse and a chorus</p> <p>Sing as a choir observing Rhythm, phrasing, accurate pitch and appropriate style</p> 	<p>Listen to a range of live performances including: <u>Theatre</u> <u>Children's choir</u> <u>Spirit Young performers</u></p>	<p>Children can describe the key attributes of performers on a stage</p> <p>Children can recognise the importance of and commitment required in group participation</p>	 <p>Perform as a class to a live audience</p> 