

<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</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>KS2</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 (1hr:25) 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>Jalikhunda – 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> 

MTP
Spring
2023-2024
2025-2026

Engages
with
Debate

Vocabulary

Singing

Listening

Composing

Musicianship KS1

Performing KS2

KS1

How can music make
Meerkat Mail come
to life?

Compose
Pattern
Ostinato
Beat
Sequence
Rhythm



Children perform their word
patterns and their musical
sequences to an audience

Children follow visual direction to
start and stop

Sing short phrases
independently



Elephant
Swan
Meerkat – Dig a Tunnel
Listen to a group
performance I'm a train

Children create short musical
sequences to represent a part
of the text

Children create their own
word patterns

Children combine their word
patterns with short musical
sequences

Use dots and symbols to
record composed pieces

Perform short repeating
rhythm patterns led by the
teacher

Perform simple word
patterns (ostinato) while
keeping in time with the beat

Voicelinks I'm a train

KS2

How do string
instruments vary?

Guitar
Cello
Viola
Violin
Ukulele
Harp
Tuned percussion

OBSERVE:
Libertango (by Astor Piazzolla)
Palatine Electric String
Quartet perform Palladio by Karl
Jenkins
Highway to Hell - The Ukulele
Orchestra of Great Britain

Know 4 chords C, A minor,
F G on the ukulele



Use chords to evoke a specific
atmosphere or mood i.e. a
leadership speech in
history/literacy

Create music with repetition
and chord changes As a pair
compose a short melody to
accompany the chords

Use staff notation to record a
melody

In pairs accompany the
melody with the 4 chords
creating a piece of music to
accompany a powerful speech
and perform this.



Vocabulary

Singing

Listening

Composing

Musicianship KS1

Performing KS2

KS1



What kind of music did Floella listen to?

Calypso
Tradition
Appreciate
Rhythm



Sing simple chants and rhymes responding to simple visual directions from the teacher i.e. being counted in Banana Boat song

Banana Boat song
Steel Drums
Under the sea

Know the origins of calypso

Listen to music and discuss what they appreciate

Create rhythms using words adapting Banana Boat song - replace Day-O with alternative sounds and explore how this sounds

Learn a simple rhythm pattern using clapping

Under the sea Create and perform their own calypso music using a simple rhythm

KS2

How do individual performances matter in a choir?

Vocal
Balance
Phrasing
Rhythm

Sing three part rounds and songs with a verse and a chorus

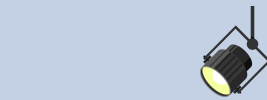
Sing as a choir observing Rhythm, phrasing, accurate pitch and appropriate style

Listen to a range of live performances including theatre, opera and ethnically diverse choirs

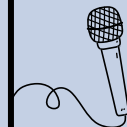


Children can describe the key attributes of performers on a stage







Children can recognise the importance of and commitment required in group participation



Perform as a class to a live audience



<p>MTP Autumn 2024-2025 2026-2027</p>	 	<p>Vocabulary</p>	<p>Singing</p>	<p>Listening</p>	<p>Composing</p>	<p>Musicianship KS1 Performing KS2</p>
<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>KS2</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 record the pulse in recorded movement and dance (<u>Watch Ponchelli's ostrich dance</u>). (Link to PE Gymnastics)</p> 
<p>KS2</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>

<p>MTP Summer 2024-2025 2026-2027</p>	 	<p>Vocabulary</p>	<p>Singing</p>	<p>Listening</p>	<p>Composing</p>	<p>Musicianship KS1 Performing KS2</p>
<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>KS2</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>  