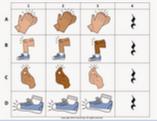


MTP Music Autumn Humankind	Engages with Debate	Vocabulary	Singing	Listening	Composing	Musicianship KS1 Performing KS2
 KS1	<p>How would you represent Mr Men using music?</p> 	<p>Beat Sounds Dot notation Performance</p> 	<p>Nativity :</p> <p>Children know how to warm up their voice</p> <p>Children sing 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> 
 LKS2	<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>
 UKS2	<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> 

MTP Music Summer Legacy	Engages with Debate	Vocabulary	Singing	Listening	Composing	Musicianship KS1 Performing KS2
 KS1	<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> 
LKS2	<p>What skills do musicians need?</p>	<p>Notation Crotchets Rests Quavers Minims</p>	<p><u>Orchestra Disney Medley.</u></p>  <u>Harry Potter Orchestral music</u> <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>
UKS2	<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> 

MTP Music Autumn Conflict	Engages with Debate	Vocabulary	Singing	Listening	Composing	Musicianship KS1 Performing KS2
 KS1	<p>How do musicians know what to play?</p> <p><i>Arrange an educational visit to a musical theatre production</i></p>	 <p>Crotchet Quaver Rest Beat Stick notation</p>	<p>Nativity :</p> <p>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> 
LKS2	<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 Play 3 part music as a class 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>
 UKS2	<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>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> 

MTP Music Spring Planet Earth	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.	<u>Elephant</u> <u>Swan</u> Meerkat – <u>Dig a Tunnel</u> Listen to a group performance <u>I'm a train</u> 	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. Voice links - I'm a train
 LKS2	What instruments are in the percussion family?	Percussion Ensemble Pitch Rhythm Tempo Piano Timpani Xylophone	Sing and perform to <u>The Greatest Showman</u> And other popular music choices 	<u>Thunderstorm</u> <u>Dance Monkey</u> <u>Dum Dum song</u> Children identify tuned and untuned percussion instruments	Children learn the difference between tuned percussion and un-tuned percussion. Create a class body percussion to a modern song. Children work in small groups to compose body percussion to a piece of music of their choosing.	Perform a class arrangement using body percussion to popular music. Perform a group arrangement using body percussion. 
UKS2	How do string instruments vary?	Guitar Cello Viola Violin Ukulele Harp Tuned percussion	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>	<u>Know 4 chords C, A minor, F G on the ukulele</u> 	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.

MTP Music Summer Britain	Engages with Debate	Vocabulary	Singing	Listening	Composing	Musicianship KS1 Performing KS2
 <p>KS1</p>	<p>What kind of music did Floella listen to?</p>	<p>Calypto 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><u>Under the sea</u> 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> 