



MTP Autumn 2024- 2025			Vocabulary	Singing	Listening	Composing	Musicianship KS1  Performing KS2
KS1	A u t u m n 1	How do musicians know what to play?	Crotchet Quaver Rest Beat notation Stick	MMC - Pulse Rhythm and Pitch	Children listen to popular music and learn part of the music to perform Children listen to 3 beat tuned phrases and recognise which notes are high pitch and which are low	Children listen to popular music and learn part of the music to perform. Children listen to 3 beat tuned phrases and recognise which notes are high pitch and which are low	Children write their own three beat patterns for a tuned instrument which they perform to others
		Children visit the theatre to watch a Pantomime	Chest voice head voice Rest Harmony Melody Chorus Verse bridge	Children know how to warm up their voices Children sing in harmony Children sing with appropriate volume Children respond to the leader's direction	Children listen to Christmas music and learn part of the music to perform	Children use popular Christmas songs as a model to compose their own	Whole school Nativity performance at church
LKS2		What does it mean to play by ear?  Charanga - Samba	Round Accuracy Pitch	Sing Namuma in rounds (Sing Up) Sing Swing Low Sweet Chariot in rounds	3 part music 2 part music Samba round Learn 5 notes G-A-B-C-D begin to identify the notes through listening carefully to music	Play G-A-B-C-D accurately  Play 3 part music as a class  Learn a 2 part round as a class	Develop the basic skills needed to play the recorder Play middle C-G Perform music in 2 and 3 parts from simple notation Begin to perform from memory
		Children visit the theatre to watch a Pantomime	Chest voice head voice Rest Harmony Melody Chorus Verse bridge	Children know how to warm up their voices Children sing in harmony Children sing with appropriate volume Children respond to the leader's direction	Children listen to Christmas music and learn part of the music to perform Clap along to the beat of each piece of music	Children use popular Christmas songs as a model to compose their own	Whole school Nativity performance at church
UKS2		Why is a drum beat important?	Tempo Dynamic range Rhythm Ensemble	Charanga: Living on a Prayer Watch royal guards performing Marines Trooping of the colour 2023	Japanese drumming  Jin-go-la-ba Nigerian drumming  Jaikunda African drumming	Learn how to hold 4/4 pulse beat on a drum using left hand + right hand Compose a rhythm to accompany the beat Develop a further rhythm to create a group ensemble	Perform as a group keeping the beat and rhythm in time  Experiment with the dynamic range and tempo of the music by changing the beat
		Children visit the theatre to watch a Pantomime	Chest voice head voice Rest Harmony Melody Chorus Verse bridge	Children know how to warm up their voices Children sing in harmony Children sing with appropriate volume Children respond to the leader's direction	Children listen to Christmas music and learn part of the music to perform	Children use popular Christmas songs as a model to compose their own	Whole school Nativity performance at church

MTP Spring 2024- 2025		Vocabulary	Singing	Listening	Composing	Musicianship KS1 Performing KS2	
KS1	Spring 1	Can you find the pulse?	Pulse/beat Rhythm Pitch Tempo Dynamics	Dance Sing and Play, listen to, copy and repeat a simple melody using my voice.  Copy back singing simple high and low patterns.	Listening Finding a steady beat Copy-back Improvisation Singing Pulse/beat  To understand and demonstrate the difference between pulse, rhythm and pitch.	To explore and begin to create personal musical ideas using the given notes for the unit. Know that when they improvise, I am making up my own tune. Understand that improvisation is about making up your own very simple tunes on the spot.	Understanding Music  Begin to use the voice expressively and creatively by singing simple songs.  Begin to play together as a group/ band/ensemble.
	Spring 2	Inventing a musical Story -	Pulse/beat Rhythm Pitch Tempo Dynamics	Samba Band Talk about any instruments they might hear and perhaps identify them. To recognise some band and orchestral instruments. Identify loud and quiet sounds as an introduction to understanding dynamics.	Move in time with a steady beat/pulse. Find the pulse of the music by moving my body. Copy back simple long and short rhythms with clapping. listen to, copy and repeat a simple rhythm through call and response.	Experiment with, create, select and combine sounds using the interrelated dimensions of music  Begin to understand that composing is like writing a story with music.	Begin to use the voice expressively and creatively by singing simple songs.  Begin to play together as a group/ band/ensemble.
LKS2	Spring 1	Can you sing in harmony?	Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody	Charanga – Let Your Spirit Fly	Identify the piece's structure: Introduction, verse, chorus. Identify the instruments/ voices: Male/female voices, bass, drums, guitar, keyboard, synthesizer. Find the pulse while listening.	Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition.	Singing in 2 parts. Play instrumental parts accurately and in time, as part of the performance.  The easy part: F, G + C by ear.
	Spring 2	What instruments are in the percussion family?	Percussion Ensemble Pitch Rhythm Tempo Piano Timpani Xylophone	Sing and perform to The Greatest Showman And other popular music Choices  Glockenspiel 1	Thunderstorm Dance Monkey Dum Dum song 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	Spring 1	How do string instruments vary?  Samba Band	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 GB	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.


	Spring 2	Can we sing in rounds and mash up?	Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony.	Singing in unison. You've got a friend	Describe the structure of the song. Identify the instruments/voices they can hear. Talk about the musical dimensions used in the song.	Play instrumental parts accurately and in time as part of the performance. The easy part: G, A + B by ear and from notation.	Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards
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MTP Summer 2024-2025			Vocabulary	Singing	Listening	Composing	Musicianship KS1 Performing KS2
KS1	S u m m e r 1	How does it make you feel?	Pulse/beat Rhythm Pitch Tempo Dynamics	Learning to Listen Feel the pulse and move in time with the music. rhythms Copy back sounds and Keep a steady beat in my head	To find and try to keep a steady beat. Find the pulse/ steady beat and move in time to the music. Listen with concentration and understanding to a range of high-quality live and recorded music. To move, dance and respond with their bodies in any way they can.	Invent different actions to move in time with the music. Describe what they see in their individual imaginations when listening to the piece of music. Describe their thoughts and feelings when hearing the music. To	Talk about why they like or don't like the music. Describe my emotions and thoughts when listening to a piece of music. To
	S u m m e r 2	Children take part in end of year show	Chest voice head voice Rest Harmony Melody Chorus Verse bridge	Children know how to warm up their voices Children sing in harmony Children sing with appropriate volume Children respond to the leader's direction	Children listen to popular genres of music and learn part of the music to perform	Children use popular music and songs as a model to compose their own	Whole school performance at village hall
LKS2	S u m m e r 1	What are the skills needed to sing as a group?	Forte Piano Unison Pitch Rounds	Sing unison songs (two parts) rounds Sing using forte and piano (loud and soft) appropriately	Listen to a range of choirs and groups performing live	Children understand the skills required by performers in order to sing together (listening, direction, pitch, forte)	Perform as a class to a live audience  Perform on Recorders

	S u m m e r 2	Children take part in end of year show	Chest voice head voice Rest Harmony Melody Chorus Verse bridge	Three Little Birds Children know how to warm up their voices Children sing in harmony Children sing with appropriate volume Children respond to the leader's direction	Children listen to popular genres of music and learn part of the music to perform	Children use popular music and songs as a model to compose their own	Whole school performance at village hall
UKS2	S u m m e r 1	How do individual performances matter in a choir?	Vocal Balance Phrasing Rhythm	Dancing in the Street 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
	S u m m e r 2	Children take part in end of year show	Chest voice head voice Rest Harmony Melody Chorus Verse bridge	You've Got a Friend Children know how to warm up their voices Children sing in harmony Children sing with appropriate volume Children respond to the leader's direction	Children listen to popular genres of music and learn part of the music to perform	Children use popular music and songs as a model to compose their own	Whole school performance at village hall

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KS1	A u t u m n 1	What is My Musical heartbeat?	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo,	My Musical heartbeat Continue to copy back simple rhythmic patterns using long and short. Continue to copy back simple melodic patterns using high and low. Sing short phrases independently. Listen to, copy and repeat a simple rhythm.	Move in time and keep a steady beat together. Move in time with a steady beat. Find the pulse of the music by moving my body. Understand that rhythm is a pattern of long and short sounds which are performed over the pulse of the music. To understand the difference between creating a rhythm pattern and a pitch pattern.	Experiment with, create, select and combine sounds using the interrelated dimensions of music. To create their own rhythmic and melodic patterns	Listen to, copy and repeat a simple melody using varied rhythm and pitch when I sing on my own.
	A u t u m n 2	Children visit the theatre to watch a Pantomime	Chest voice head voice Rest Harmony Melody Chorus Verse bridge	Children know how to warm up their voices Children sing in harmony Children sing with appropriate volume Children respond to the leader's direction	Children listen to Christmas music and learn part of the music to perform	Children use popular Christmas songs as a model to compose their own	Whole school Nativity performance at church

LKS2	A u t u m n 1	How has music evolved over the decades?	Popular music Culture Medley Era Verse Chorus	Sing a range of unison songs Use pitch accurately Follow directions for crescendo and decrescendo Mamma Mia	Listen to recorded performances Discuss the affect the music has on the audience and the performer Nathan Evans – Wellerman Selection of shanties	Use voice to sing in whole class or group performances adjusting dynamics to suit the part	Perform a class shanty to peers. Understand the relevance of shanties to fishermen reflect on the emotion created through singing in unison
	A u t u m n 2	Children visit the theatre to watch a Pantomime	Chest voice head voice Rest Harmony Melody Chorus Verse bridge	Children know how to warm up their voices Children sing in harmony Children sing with appropriate volume Children respond to the leader's direction	Children listen to Christmas music and learn part of the music to perform	Children use popular Christmas songs as a model to compose their own	Whole school Nativity performance at church
UKS2	A u t u m n 1	What is the effect of singing in unison?	dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo	Singing in two parts. Happy	Describe the style indicators of the song/music. Describe the structure of the song. Identify the instruments/voices they can hear. Talk about the musical dimensions used in the song.	Play instrumental parts accurately and in time as part of the performance. The easy part: A + G by ear and from notation.	Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards.
	A u t u m n 2	Children visit the theatre to watch a Pantomime	Chest voice head voice Rest Harmony Melody Chorus Verse bridge	Children know how to warm up their voices Children sing in harmony Children sing with appropriate volume Children respond to the leader's direction	Children listen to Christmas music and learn part of the music to perform	Children use popular Christmas songs as a model to compose their own	Whole school Nativity performance at church

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KS1	S p r i n g 1	How does Disney use classical music to create emotion?	Pulse Pitch Vocal control Crescendo Decrescendo Tempo	Sing songs with vocal control Learn Hey Hey Look at me and sing with accurate pitch Children explore the effects of dynamics and tempo (crescendo and decrescendo) Exploring sounds	Garland Waltz' from Tchaikovsky's Sleeping Beauty ballet, Ponchielli's Dance of the Hours	Children change the expression in their voice to show emotion Children adapt the words of the simple chant Hey Hey look at me to fit a range of emotions	Children respond to the pulse in recorded music through movement and dance (Watch Ponchelli's ostrich dance) (Link to PE Gymnastics )
	S p r i n g 2		Tempo Dynamics Pitch Pentatonic scale Penta	Experiment with, create, select and combine sounds using the interrelated dimensions of music Continue to copy back simple melodic patterns using high and low. To sing short phrases independently	Move in time and keep a steady beat together. Move in time with a steady beat. Recognising sounds Find the pulse of the music by moving my body.	Understand that pitch describes how high or low sounds are. Understand the difference between creating a rhythm pattern and a pitch pattern. Listen to, copy and repeat a simple rhythm. Create their own rhythmic and melodic patterns.	Follow a steady beat. I can follow the leader of the group or the conductor. Begin to understand that the speed of the beat can change, creating a faster or slower pace (tempo).
LKS2	S p r i n g 1	How does music help tell a story?	Tempo Dynamics Pitch Pentatonic scale Penta (etymology)	Sing Senwa De Dende in 2 and 4 parts Include body percussion in the final 4 part performance Dragon Song	The Lion King Clips Discuss the character of 3 chosen animals in terms of tempo, dynamics and pitch (Pumba, low pitch, slow tempo, loud dynamic)	Compose music to create a specific mood for characters from the Lion King Use the pentatonic scale, C,D,E,G,A to create melodies	Perform melodies in a small group to the class
	S p r i n g 2	Can we play our glocks together?	Acoustic guitar, percussion, birdsong, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo.	Blackbird  Children will know the difference between pulse and rhythm and be able to keep the internal pulse.	Identify the themes: Equality, civil rights. Identify instruments/ voices: Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong. Do the words tell a story? Does the music create a story in your imagination? What story?	Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition.	Play instrumental parts accurately and in time, as part of the performance. The easy part C + G by ear. The medium part: G, A, B + C
UKS2	S p r i n g 1	How do films use music to create tension? A New Year Carol	Xylophone Keyboard Dynamic range Tempo Penta (etymology) Pentatonic scale	Listen to a range of cinematic moments where tension is created through sound. Jaws, Imperial March Discuss how choice of dynamic range, and tempo impact the listener	Sing a range of popular music with verses and a chorus in assemblies	Plan and compose an 8 or 16 beat melodic phrase to create suspense, using the pentatonic scale (C,D,E,G,A) Notate the melody using staff notation Advance the written recording showing knowledge of semi quavers, and semibreves	Make decisions about dynamic range (Volume) Add rhythmic variety using crotchets, quavers and minims Learn the skill of using semi quavers, and semibreves

	S p r i n g 2	Can we compose a storytelling rap?	Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.	children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. Fresh Prince of Bel Air	Identify the piece's structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending Identify the instruments/voices: Loops, samples, decks, scratching, drums, bass, synthesizer, rapper. Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture.	Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition.	Record the performance and discuss their thoughts and feelings towards it afterwards.
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KS1	S u m m e r 1	What can happen when the tempo of the music changes?	Tempo Speed Beat Call and respond Rhythm	Children sing simple songs responding to visual directions Rain Rain go away Seasons Children sing to a call and response song Pretty trees around the world Ram Sam Sam Boom Chicka Boom Having fun with improvisation	Children compare two pieces of music with different tempo slow tempo v fast tempo Ram Sam Sam – speeds up	Children adapt simple songs retaining the rhythm (change the character in rain rain go away or the style of boom chicka) Children create music in response to non-musical stimulus i.e. rain fall or a snow storm	Understand that the speed of a beat can change Create fast and slow beats to represent weather Use body percussion to play repeated patterns to represent different types of weather
	S u m m e r 2	Children take part in end of year show	Chest voice head voice Rest Harmony Melody Chorus Verse bridge	Children know how to warm up their voices Children sing in harmony Children sing with appropriate volume Children respond to the leader's direction	Children listen to popular genres of music and learn part of the music to perform	Children use popular music and songs as a model to compose their own	Whole school performance at village hall
LKS2	S u m m e r 1	What skills do musicians need?	Notation Crotchets Rests Quavers Minims	Reflect, Rewind and Replay  Orchestra Disney Medley Harry Potter Orchestral music Children can give opinions on performances Children can identify the skills musicians demonstrate	Learn the recorder	Learn to read basic staff notation- crotchets, rests, quavers and minims With a partner Use B-A-G to compose a simple notation to perform on the recorder	Develop the basic skills needed to play the recorder Play middle B-A-G fluently Play a simple melody using staff notation as a whole class

	S u m m e r 2	Children take part in end of year show	Chest voice head voice Rest Harmony Melody Chorus Verse bridge	Children know how to warm up their voices Children sing in harmony Children sing with appropriate volume Children respond to the leader's direction	Children listen to popular genres of music and learn part of the music to perform	Children use popular music and songs as a model to compose their own	Whole school performance at village hall
UKS2	S u m m e r 1	How do individual performances matter in musical theatre?  Music and Me	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 Children's choir Spirit Young performers	Children can describe the key attributes of performers on a stage Children can recognise the importance of and commitment required in	Perform as a class to a live audience Parent showcase
	S u m m e r 2	Children take part in end of year show  Reflect, Rewind, replay	Chest voice head voice Rest Harmony Melody Chorus Verse bridge	Children know how to warm up their voices Children sing in harmony Children sing with appropriate volume Children respond to the leader's direction	Children listen to popular genres of music and learn part of the music to perform	Children use popular music and songs as a model to compose their own	Whole school performance at village hall