Music Medium Term Plans – Term 2 2026-2027

Year Group	
R	**Musical Bodies** Respond to instructions with more than one step Respond to differences in tempo Create musical patterns using body percussion Join in with repeated phrases and words to songs Recognise and use a singing voice/match vocally pitched sounds when singing Perform a song in the Christmas Nativity
1	**Musical Bodies and The Christmas Nativity** • To use voices to create different effects e.g. click, hum, whisper, whistle • Use body percussion to play repeated rhythmic patterns • Perform short repeated patterns whilst keeping a steady beat • Create a sequence of body percussion to represent a rainstorm • To make sounds to communicate ideas
2	**The cup song and The Christmas Nativity** • Sing songs with fast and slow tempos • Know that fast and slow/ the speed of the beat is called tempo • Recognise when the speed of the beat (tempo) changes • Copy rhythms on untuned percussion • Create rhythms for others to copy on percussion • Compose rhythms based on word chants to perform on cups • Write their own rhythms in stick notation and perform • Create rhythm patterns using Chrome Music Lab • Perform some songs as part of a school concert
3	**Pitch and The KS2 Carol Service** • Sing songs with dynamic contrast – f and p • Perform carols at Christmas, as part of a large choir in the church • As a class accompany a carol at the church, playing tuned and untuned percussion

	• Play rising and falling pitched patterns following dot notation/formal notation on the recorder • Begin to read 3 notes on the stave represented by dot notation/ formal notation • Identify pitch patterns from dot notation/ formal notation • Copy back 4 note melodic phrases • Improvise question and answer phrases using up to 3 notes • Begin to play pieces using up to 3 notes • Create rising and falling phrases using 3 known notes • Improvise melodic question and answer phrases on the recorder using up to 3 notes
4	**Christmas carols and beginning to play the violin** - Sing songs that have an octave range - Sing songs with wider dynamic range including crescendo and decrescendo - Sing songs that involve rallentando and accelerando - To identify metre/ beat groupings of 2/3/4 in recorded music - Know how to hold the violin correctly - Know and perform a range of exercises to develop muscle stamina to hold the violin for increasingly longer periods of time - Begin to learn to play the violin by plucking -pizzicato - Create staccato rhythmic patterns by picking (pizzicato)Play rhythms using word chants by linking a syllable to a note - Improvise using open strings - Perform carols at Christmas to an audience - Accompany a carol using tuned/ untuned percussion and instruments
5	**The Pentatonic scale and Performing in the Church** - Accompany a Christmas carol on a tuned instrument following stave notation - Sing songs based on the pentatonic scale - Use a wider range of dynamics to include ff , mf, mp, pp as well as crescendo and decrescendo - Sing carols with a sense of phrasing and breathing appropriately - Know that the C major pentatonic scale uses only 5 notes, missing out F and B - Create and play pentatonic phrases using known rhythmic notation - Improvise using the pentatonic scale to produce simple phrases

	- Create a piece so of music by composing and combining pentatonic phrases - Perform a range of carols at the church showing dynamic contrast
6	**Developing Ensemble Skills** • Use a legato or staccato voice when singing • As part of an ensemble perform a Christmas piece reading formal notation • Perform a wide range of carols with a sense of phrasing and breathing appropriately • Read and play up to 8 notes on a pitched instrument • Read and perform rhythm notation to include crotchets, paired quavers, minims and semibreves and their associated rests • Perform as a class ensemble combining acoustic instruments reading formal notation using up to 8 notes • Perform a known piece from musical notation