

Cherry Tree Academy Medium Term Music Cycle A



Autumn 1		
UKS2	Living on a Prayer	
	Year 5	Year 6
	L1: Can I learn to sing the song Living on a Prayer? L2: Can I play musical instruments to accompany the song? L3: Can I improvise with the song? L4: Can I compose with the song? L5: Can I perform my composition?	L1: Can I learn to sing the song Living on a Prayer? L2: Can I play musical instruments to accompany the song? L3: Can I improvise with the song? L4: Can I compose with the song? L5: Can I perform my composition?
Key Concepts to assess	L1: Start to learn to sing the song Living on a Prayer L2: Sing and play instrumental parts within the song. L3: Sing, play musical instruments and copy back. Improvise when singing. L4: Sing the song and create your composition within the song. L5: Sing the song and perform your composition within the song.	L1: Start to learn to sing the song Living on a Prayer L2: Sing and play instrumental parts within the song. L3: Sing, play musical instruments and copy back. Improvise when singing. L4: Sing the song and create your composition within the song. L5: Sing the song and perform your composition within the song.
Vocabulary	A Capella, Appraising, Arrangements, Bossa Nova, Chord, Dynamics, Ensemble, Harmony, Melodic, Melody, Original, Rhythm,	A Capella, Appraising, Arrangements, Bossa Nova, Chord, Dynamics, Ensemble, Harmony, Melodic, Melody, Original, Rhythm,
Experiences		
SMSC	Spiritual – How music can make people feel. Cultural – Music from different cultures.	
British Values	Mutual Respect / Tolerance – different cultures within music.	
School Values	Considerate– for how others feel and how different music makes different people feel. Healthy – Music is a good way of keeping our minds healthy. Inclusive – Music for all Honest – when expressing opinions and evaluating music.	

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Autumn 2		
UKS2	Classroom Jazz	
	Year 5	Year 6
	L1: Learn to play the tune/head improvising using instruments L2/3: Play the tune/head 2 and build on improvisation skills using instruments L4: Play the tune/head and the middle 8 and improvise using instruments L5/6: Play the tune/head and the middle 8 and build on improvisation skills using instruments	L1: Learn to play the tune/head improvising using instruments L2/3: Play the tune/head 2 and build on improvisation skills using instruments L4: Play the tune/head and the middle 8 and improvise using instruments L5/6: Play the tune/head and the middle 8 and build on improvisation skills using instruments
Key Concepts to assess	L1: Perform and share L2/3: Perform and share L4: Perform and share L5/6: Perform and share	L1: Perform and share L2/3: Perform and share L4: Perform and share L5/6: Perform and share
Vocabulary	Arrangements, Backing, Bossa Nova, Composing, Crossover, Ensemble, Hip-Hop, Ostinato, Producer, Recurring theme, Tag	Arrangements, Backing, Bossa Nova, Composing, Crossover, Ensemble, Hip-Hop, Ostinato, Producer, Recurring theme, Tag
Experiences		
SMSC	Spiritual – How music can make people feel. Cultural – Music from different cultures.	
British Values	Mutual Respect / Tolerance – different cultures within music.	
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Spring 1		
UKS2	A New Year Carol	
	Year 5	Year 6
	L1: Can I learn to sing the song A New Year carol? L2: Can I play musical instruments to accompany the song? L3: Can I improvise with the song? L4: Can I compose with the song? L5: Can I perform my composition?	L1: Can I learn to sing the song A New Year carol? L2: Can I play musical instruments to accompany the song? L3: Can I improvise with the song? L4: Can I compose with the song? L5: Can I perform my composition?
Key Concepts to assess	L1: Start to learn to sing the song A New Year Carol L2: Sing and play instrumental parts within the song. L3: Sing, play musical instruments and copy back. Improvise when singing. L4: Sing the song and create your composition within the song. L5: Sing the song and perform your composition within the song.	L1: Start to learn to sing the song A New Year Carol L2: Sing and play instrumental parts within the song. L3: Sing, play musical instruments and copy back. Improvise when singing. L4: Sing the song and create your composition within the song. L5: Sing the song and perform your composition within the song.
Vocabulary	Composing, Dynamics, Ensemble, Gospel, Harmony, Interlude, Improvise, Melodic, Offbeat, Riff, Offbeat	
Experiences		
SMSC	Spiritual – How music can make people feel. Cultural – Music from different cultures.	
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Spring 2		
You've Got a Friend in Me		
UKS2	Year 5	Year 6
	L1: Start to learn to sing the song You've Got a Friend in Me L2: Sing and play instrumental parts within the song. L3: Sing, play musical instruments and copy back. Improvise when singing. L4: Sing the song and create your composition within the song. L5: Sing the song and perform your composition within the song.	L1: Start to learn to sing the song You've Got a Friend in Me L2: Sing and play instrumental parts within the song. L3: Sing, play musical instruments and copy back. Improvise when singing. L4: Sing the song and create your composition within the song. L5: Sing the song and perform your composition within the song.
Key Concepts to assess	L1: Start to learn to sing the song You've Got a friend in Me L2: Sing and play instrumental parts within the song. L3: Sing, play musical instruments and copy back. Improvise when singing. L4: Sing the song and create your composition within the song. L5: Sing the song and perform your composition within the song.	L1: Start to learn to sing the song You've Got a friend in Me L2: Sing and play instrumental parts within the song. L3: Sing, play musical instruments and copy back. Improvise when singing. L4: Sing the song and create your composition within the song. Arrangements L5: Sing the song and perform your composition within the song.
Vocabulary	Arrangements, Ballad, Chord, Cover, Composing, Dynamics, Groove, Harmony, Notation, Recurring theme, Structure/form/shape, Style indicators	
Experiences		
SMSC	Spiritual – How music can make people feel. Cultural – Music from different cultures.	
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Summer 1		
UKS2	Street	
	Year 5	Year 6
	L1: Start to learn to sing the song Dancing in the Street L2: Sing and play instrumental parts within the song. L3: Sing, play musical instruments and copy back. Improvise when singing. L4: Sing the song and create your composition within the song. L5: Sing the song and perform your composition within the song.	L1: Start to learn to sing the song Dancing in the Street L2: Sing and play instrumental parts within the song. L3: Sing, play musical instruments and copy back. Improvise when singing. L4: Sing the song and create your composition within the song. L5: Sing the song and perform your composition within the song.
Key Concepts to assess	L1: Start to learn to sing the song Dancing in the Street L2: Sing and play instrumental parts within the song. L3: Sing, play musical instruments and copy back. Improvise when singing. L4: Sing the song and create your composition within the song. L5: Sing the song and perform your composition within the song.	L1: Start to learn to sing the song Dancing in the Street L2: Sing and play instrumental parts within the song. L3: Sing, play musical instruments and copy back. Improvise when singing. L4: Sing the song and create your composition within the song. L5: Sing the song and perform your composition within the song.
Vocabulary	Backing, Coda, Crossover, Hook, Neo-Soul, Ostinato, Pentatonic scale, Pitch, Pre-chorus, Synthesizer, Texture, Timbre	
Experiences		
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Summer 2		
UKS2	Reflect Rewind Replay	
	Year 5	Year 6
	L1-L6: Can I listen and respond to a piece of music?	L1-L6: Can I listen and respond to a piece of music?
Key Concepts to assess	L1-6: Children work in a group and select the appropriate note set to suit your instrumental group, a view to get started. Progress to creating an 8-bar composition for their group to play with block notation or formal notation and perform to the class	L1-6: Children work in a group and select the appropriate note set to suit your instrumental group, a view to get started. Progress to creating an 8-bar composition for their group to play with block notation or formal notation and perform to the class
Vocabulary		
Experiences		
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