



Cherry Tree Academy Medium Term Music Cycle A

Autumn 1		
KS1	My Musical Heartbeat	
	Year 1	Year 2
	<p>Step 1: Find the beat Step 2: 1,2,3,4,5 Step 3: Heads, Shoulders, Knees and Toes Step 4: Shapes Step 5: We Talk to Animals Step 6: Assessment checkpoint</p>	<p>Step 1: Find the beat Step 2: 1,2,3,4,5 Step 3: Heads, Shoulders, Knees and Toes Step 4: Shapes Step 5: We Talk to Animals Step 6: Assessment checkpoint</p>
<p>Key Concepts to assess</p>	<p>Step 1: Children can move in time to a steady beat. Step 2: Children can listen to, copy and repeat a simple rhythm through call and response. Step 3: Children can listen to, copy and repeat a simple melody using their voice. Step 4: Children can say what they like or dislike about a piece of music and say how it makes them feel. Step 5: Children can recognise and name some musical instruments. Children can sing or rap as part of a group. Step 6: Assessment of all of the above concepts.</p>	<p>Step 1: Children can move in time with a steady beat. Step 2: Children understand that rhythm is a pattern of long and short sounds which are performed over the pulse of the music. Children can listen to, copy and repeat a simple rhythm. Step 3: Children understand that pitch describes how high or low sounds are. Children can listen to, copy and repeat a simple melody using varied rhythm and pitch when they sing. Step 4: Children can describe their emotions and thoughts when listening to a piece of music. Step 5: Children can recognise some musical instruments within their family groups Step 6: Assessment of all of the above concepts.</p>
<p>Vocabulary</p>	<p>Beat, pulse, long sound, short sound, high, low, pitch, rhythm, melody</p>	<p>Beat, pulse, pitch, rhythm, melody, tempo</p>
<p>Experiences</p>	<p>Steel Pan workshop</p>	
<p>SMSC</p>	<p>Spiritual – How music can make people feel. Cultural – Music from different cultures.</p>	
<p>British Values</p>	<p>Mutual Respect / Tolerance – different cultures within music.</p>	
<p>School Values</p>	<p>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.</p>	



Cherry Tree Academy Medium Term Music Cycle A

Autumn 2		
KS1	Playing in an orchestra	
	Year 1	Year 2
	<p>Step 1: Sparkle in the Sun (part 1)</p> <p>Step 2: Sparkle in the Sun (part 2)</p> <p>Step 3: Listen (part 1)</p> <p>Step 4: Listen (part 2)</p> <p>Step 5: The orchestra song</p> <p>Step 6: Assessment checkpoint</p>	<p>Step 1: Sparkle in the Sun (part 1)</p> <p>Step 2: Sparkle in the Sun (part 2)</p> <p>Step 3: Listen (part 1)</p> <p>Step 4: Listen (part 2)</p> <p>Step 5: The orchestra song</p> <p>Step 6: Assessment checkpoint</p>
Key Concepts to assess	<p>Step 1: Children can find the pulse of a piece of music using movement.</p> <p>Step 2: Children know that rhythm is a pattern of long and short sounds.</p> <p>Step 3: Children can sing high and low sounds demonstrating an understanding of pitch.</p> <p>Step 4: Children can recognise if a piece of music is fast or slow.</p> <p>Step 5: Children can talk about different styles of music and know they come from different parts of the world.</p> <p>Step 6: Assessment of all concepts.</p>	<p>Step 1: Children can find the pulse of the music through movement.</p> <p>Step 2: Children can clap a rhythm that I have made up by myself.</p> <p>Step 3: Children can sing with fluency and accuracy of pitch.</p> <p>Step 4: Children understand that when the speed of the music changes, the tempo increases/decreases. Children can recognise the difference between fast and slow tempos.</p> <p>Step 5: Children can recognise the differences between two varying styles of music. Children can point out the differences and similarities between the varying styles. Children can explain why I like or don't like a piece of music. Children can listen to music from around the world and talk about its features.</p> <p>Step 6: Assessment of all concepts.</p>
Vocabulary	posture, improvise, beat, pulse, long and short sounds, high and low pitch, rhythm, melody, orchestra	Expression, posture, improvise, beat, pulse, long and short sounds, high and low pitch, rhythm, melody, orchestra, tempo
Experiences	Visit to the Pantomime	
SMSC	<p>Spiritual – How music can make people feel.</p> <p>Cultural – Music from different cultures.</p>	
British Values	Mutual Respect / Tolerance – different cultures within music.	
School Values	<p>Considerate– for how others feel and how different music makes different people feel.</p> <p>Healthy – Music is a good way of keeping our minds healthy.</p> <p>Inclusive – Music for all</p> <p>Honest – when expressing opinions and evaluating music.</p>	



Cherry Tree Academy Medium Term Music Cycle A

Spring 1		
KS1	Exploring Sounds	
	Year 1	Year 2
	Step 1: If you're happy and you know it Step 2: Sing me a song Step 3: Sparkle Step 4: Rhythm in the way we walk Step 5: Big bear funk Step 6: Assessment checkpoint	Step 1: If you're happy and you know it Step 2: Sing me a song Step 3: Sparkle Step 4: Rhythm in the way we walk Step 5: Big bear funk Step 6: Assessment checkpoint
Key Concepts to assess	Step 1: Children know that the beat/pulse of a piece of music is like the heartbeat and doesn't stop. Step 2: Children know that tempo describes how fast or slow a piece of music is. Step 3: Children can recognise if music is loud or quiet. Step 4: Children can play tuned and untuned percussion instruments with respect. Step 5: Children can compose a melodic line with support. Step 6: Assessment of all concepts.	Step 1: Children can follow a steady beat and can follow the leader of the group or the conductor Step 2: Children can describe the tempo as fast or slow and dynamics as loud and soft, with confidence. Step 3: Children can recognise the difference between loud and soft dynamics Step 4: Children can use tuned and untuned classroom percussion instruments to perform accompaniments and/or melodies. Step 5: Children can compose a melodic line with direction, creating a beginning and an end using the home key. Step 6: Assessment of all concepts.
Vocabulary	improvise, beat, pulse, long and short sounds, high and low pitch, rhythm, melody, sound, music,	improvise, beat, pulse, long and short sounds, high and low pitch, rhythm, melody, sound, music, preference, tempo, volume, dynamics
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.	



Cherry Tree Academy Medium Term Music Cycle A

Spring 2		
Recognising different sounds		
KS1	Year 1	Year 2
	Step 1: Helping each other (part 1) Step 2: Helping each other (part 2) Step 3: The music man (part 1) Step 4: The music man (part 2) Step 5: Let's sing together Step 6: Assessment checkpoint	Step 1: Helping each other (part 1) Step 2: Helping each other (part 2) Step 3: The music man (part 1) Step 4: The music man (part 2) Step 5: Let's sing together Step 6: Assessment checkpoint
Key Concepts to assess	Step 1: Children can play an instrument as part of an ensemble in time to the pulse. Step 2: Children can use some notes to improvise a part. Step 3: Children can record their composition using pictures and symbols. Step 4: Children can evaluate their composition. Step 5: Children can recognise and name some instruments. Step 6: Assessment of all concepts.	Step 1: Children can perform as a group or solo passages of music, keeping in time with a steady beat. Step 2: Children can use tuned and untuned classroom percussion instruments to improvise and compose. Step 3: Children can use musical symbols to compose simple pieces of music. Step 4: Children can evaluate their composition and say how it might be improved. Step 5: Children can recognise and name a range of instruments and link them to the correct instrument family. Step 6: Assessment of all concepts.
Vocabulary	speed, fast, slow, change, improvise, beat, pulse, long and short sounds, high and low pitch, rhythm, melody,	Tempo, speed, fast, slow, change, improvise, beat, pulse, long and short sounds, high and low pitch, rhythm, melody, compose
Experiences	Waterton's Got Talent	
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.	



Cherry Tree Academy Medium Term Music Cycle A

Summer 1		
Having fun with improvisation		
KS1	Year 1	Year 2
	Step 1: Getting dressed Step 2: Dress up Step 3: Brush our teeth Step 4: Get ready Step 5: Up and down Step 6: Assessment checkpoint	Step 1: Getting dressed Step 2: Dress up Step 3: Brush our teeth Step 4: Get ready Step 5: Up and down Step 6: Assessment checkpoint
Key Concepts to assess	Step 1: Children can use some notes to improvise a part. Step 2: Children can use some notes to improvise a part. Step 3: Children can play tuned and untuned instruments with some control. Step 4: Children can explore pitch and rhythm using their voice and instruments. Step 5: Children can evaluate their work. Step 6: Assessment of all concepts/	Step 1: Children can improvise a simple rhythm using different instruments, including my voice. Step 2: Children can use tuned and untuned classroom percussion instruments to improvise and compose. Step 3: Children can play tuned and untuned instruments in time with the pulse. Step 4: Children can explore pitch, rhythm and tempo using their voice and instruments. Step 5: Children can evaluate their work and say how it might be improved. Step 6: Assessment of all concepts.
Vocabulary	speed, fast, slow, change, improvise, compose, beat, pulse, long and short sounds, high and low pitch, rhythm, melody,	Tempo, speed, fast, slow, change, improvise, compose, beat, pulse, long and short sounds, high and low pitch, rhythm, melody,
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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Cherry Tree Academy Medium Term Music Cycle A

Summer 2		
KS1	Our big concert	
	Year 1	Year 2
	Step 1: The sunshine song (part 1) Step 2: The sunshine song (part 2) Step 3: Four white horses (part 1) Step 4: Four white horses (part 2) Step 5: Down by the bay Step 6: Assessment checkpoint	Step 1: The sunshine song (part 1) Step 2: The sunshine song (part 2) Step 3: Four white horses (part 1) Step 4: Four white horses (part 2) Step 5: Down by the bay Step 6: Assessment checkpoint
Key Concepts to assess	Step 1: Children can demonstrate good posture when singing. Step 2: Children can sing some songs or sections of songs from memory. Step 3: Children can sing in small groups. Step 4: Children can perform songs as part of the class. Step 5: Children can evaluate their performance. Step 6: Assessment of all concepts.	Step 1: Children can demonstrate and maintain good posture when singing. Step 2: Children can sing as part of a group, in unison or in two parts. Step 3: Children can take the lead and perform solo. Step 4: Children can perform a song from memory. Step 5: Children can talk about my performance, considering what was good and what could be improved. Step 6: Assessment of all concepts.
Vocabulary	Tempo, speed, fast, slow, change, beat, pulse, long and short sounds, high and low pitch, rhythm, melody, performance	Tempo, speed, fast, slow, change, beat, pulse, long and short sounds, high and low pitch, rhythm, melody, solo, choir, performance, evaluate
Experiences	WMS concert	
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.	