



Cherry Tree Academy Medium Term Music Cycle A

Autumn 1		
LKS2	Let Your Spirit Fly	
	Year 3	Year 4
	L1: Can I learn to sing the song Let Your Spirit Fly? 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 Let Your Spirit Fly? 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?
<b>Key Concepts to assess</b>	L1: Start to learn to sing the song Let Your Spirit Fly 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 Let Your Spirit Fly 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.
<b>Vocabulary</b>	Song, chorus, verse, improvise, compose, perform, tempo, pitch, rhythm, copy.	Song, chorus, verse, improvise, compose, perform, tempo, pitch, rhythm, copy.
<b>Experiences</b>		
<b>SMSC</b>	Resilience and being tolerant of one another. Discuss the lyrics of the song – what do they mean?	
<b>British Values</b>		
<b>School Values</b>	Respectful when sharing feedback.	



Cherry Tree Academy Medium Term Music Cycle A

Autumn 2	
LKS2	Glockenspiel Stage 1
	<div style="display: flex; justify-content: space-between;"> <span><b>Year 3</b></span> <span><b>Year 4</b></span> </div>
	<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p>L1: Can I listen to and play a piece of music with note names E?</p> <p>L2: Can I play a piece of music with note names D and E?</p> <p>L3: Can I play and improvise a piece of music with note names C and D?</p> <p>L4: Can I play a piece of music with note names D E and F?</p> <p>L5: Can I play and improvise a piece of music with note names C, D &amp; E?</p> </div> <div style="width: 48%;"> <p>L1: Can I listen to and play a piece of music with note names E?</p> <p>L2: Can I play a piece of music with note names D and E?</p> <p>L3: Can I play and improvise a piece of music with note names C and D?</p> <p>L4: Can I play a piece of music with note names D E and F?</p> <p>L5: Can I play and improvise a piece of music with note names C, D &amp; E?</p> </div> </div>
<b>Key Concepts to assess</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p>L1: Listen to then play a piece of music on the glockenspiel.</p> <p>L2: Listen to then play a piece of music on the glockenspiel using notes D &amp; E.</p> <p>L3: Play with notes or note names then improvise a piece of music using C &amp; D.</p> <p>L4: Listen to then play a piece of music on the glockenspiel using notes D, E &amp; F.</p> <p>L5: Play with notes or note names then improvise a piece of music using C, D &amp; E.</p> </div> <div style="width: 48%;"> <p>L1: Listen to then play a piece of music on the glockenspiel. Play the piece from memory.</p> <p>L2: Listen to then play a piece of music on the glockenspiel using notes D &amp; E.</p> <p>L3: Play from the notation then improvise a piece of music using C &amp; D.</p> <p>L4: Listen to then play a piece of music on the glockenspiel using notes D, E &amp; F. Play a piece from memory.</p> <p>L5: Play from the notation then improvise a piece of music using C, D &amp; E.</p> </div> </div>
<b>Vocabulary</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p>Tuned instrument, glockenspiel, notes, note names C, D, E, F, play, improvise, melody, rehearse, perform.</p> </div> <div style="width: 48%;"> <p>Tuned instrument, glockenspiel, notes, note names, notation, C, D, E, F, play, improvise, melody, rehearse, perform.</p> </div> </div>
<b>Experiences</b>	Drumming
<b>SMSC</b>	Resilience and being tolerant of one another.
<b>British Values</b>	
<b>School Values</b>	Respectful when sharing feedback.



Cherry Tree Academy Medium Term Music Cycle A

Spring 1		
LKS2	Stop!	
	Year 3	Year 4
	L1: Can I learn to sing and rap the song Stop!? L2: Can I rap and compose my own raps? L3: Can I compose and perform my own raps? L4: Can I compose and perform my own raps? L5: Can I perform my own rap?	L1: Can I learn to sing and rap the song Stop!? L2: Can I rap and compose my own raps? L3: Can I compose and perform my own raps? L4: Can I compose and perform my own raps? L5: Can I perform my own rap?
<b>Key Concepts to assess</b>	L1: Learn the sung and rapped chorus A and B. After listening, talk about how the song makes you feel and about what the lyrics mean. L2: Learn to rap the rest of the song Stop! then start to compose own raps. L3: Compose own raps, rehearse them and perform them to the rest of the class. L4: Compose own raps, using rap 2 examples, rehearse them and perform them to the rest of the class. L5: In groups compose a dance to perform during musical interlude. Perform the entire song and composed raps.	L1: Learn the sung and rapped chorus A and B. After listening, talk about the song and answer the questions together using correct musical language. Talk about how the song makes you feel and about what the lyrics mean. L2: Learn to rap the rest of the song Stop! and other given optional examples, then start to compose own raps. L3: Compose own raps, rehearse them and perform them to the rest of the class. Compare raps, saying what is similar and different. L4: Compose own raps, using rap 2 examples, rehearse them and perform them to the rest of the class. Compare raps, saying what is similar and different. L5: In pairs compose a dance to perform during musical interlude. Perform the entire song and composed raps.
<b>Vocabulary</b>	Pulse, Hip Hop, vocal warm up, song, rap, rhyme, rhythm, meaning lyrics, compose, lines, verse, chorus, interlude, rehearse, perform, dance.	Pulse, vocal warm up, song, rap, rhyme, rhythm, meaning lyrics, compose, lines, verse, chorus, interlude, rehearse, perform, dance, compare, similar, different.
<b>Experiences</b>	Drumming	
<b>SMSC</b>	Moral-equality, fairness, bullying, diversity.	
<b>British Values</b>	Equality Act	
<b>School Values</b>	Inclusion-no outsiders	



Cherry Tree Academy Medium Term Music Cycle A

Spring 2		
LKS2	Lean On Me	
	Year 3	Year 4
	L1: Can I learn to sing the song Lean On Me? 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 Lean On Me? 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?
<b>Key Concepts to assess</b>	L1: Start to learn to sing the song Lean On 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 Lean On Me. After listening, talk about the song and answer the questions together using correct musical language. Talk about how the song makes you feel and about what the lyrics mean. L2: Sing and play instrumental parts within the song. After listening, talk about the song and answer the questions together using correct musical language. L3: Sing, play musical instruments and copy back. Improvise when singing and using the musical instruments. L4: Sing the song and create your composition(s) within the song. L5: Sing the song and perform your composition(s) within the song.
<b>Vocabulary</b>	Soul, gospel, pulse, rhythm, pitch, song, verse, chorus, key, note, warm up, instrumental, copy, improvise, create, composition, perform.	Soul, gospel, pulse, rhythm, pitch, song, meaning, feelings, lyrics, verse, chorus, key, note, warm up, instrumental, copy, improvise, create, composition, perform.
<b>Experiences</b>	Drumming	
<b>SMSC</b>	Resilience and being tolerant of one another.	
<b>British Values</b>		
<b>School Values</b>	Respectful when sharing feedback.	



Cherry Tree Academy Medium Term Music Cycle A

Summer 1		
LKS2	Bringing Us Together	
	Year 3	Year 4
		L1: Can I learn to sing the song Bringing Us Together? 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?
<b>Key Concepts to assess</b>	L1: Learn to sing the song Bringing Us Together in sections. L2: Sing the song all the way through. Play musical instruments to accompany the chorus. L3: Sing, play musical instruments and copy back. Improvise when singing. L4: Sing the song and create a composition within the song. L5: Sing the song and perform the composition within the song.	L1: Learn to sing the song Bringing Us Together in sections then sing all the way through from memory. L2: Sing the song all the way through. Play musical instruments to accompany the chorus. Children to choose groups to sing and groups to play different parts of the song. L3: Sing, play musical instruments and copy back. Improvise when singing. Include this new Musical Activity in the chorus L4: Sing the song and create the composition(s) within the song. Create a class melody to play over the chorus. L5: Sing the song and perform your composition(s) within the song.
<b>Vocabulary</b>	Disco, pulse, rhythm, pitch, song, verse, chorus, key, note, warm up, instrumental, copy, improvise, create, composition, perform.	Disco, pulse, rhythm, pitch, song, meaning, feelings, lyrics, verse, chorus, key, note, warm up, instrumental, copy, improvise, create, composition, perform, melody.
<b>Experiences</b>	Drumming	
<b>SMSC</b>	Social, moral- friendship, hope, peace, unity	
<b>British Values</b>	Rule of law-peace	
<b>School Values</b>	Inclusion- no outsiders	



Cherry Tree Academy Medium Term Music Cycle A

Summer 2		
LKS2	Reflect, Rewind and Replay	
	Year 3	Year 4
	L1: Can I listen and respond to a piece of music? L2: Can I listen and respond to a piece of music? L3: Can I listen and respond to a piece of music? L4: Can I listen and respond to a piece of music? L5: Can I listen and respond to a piece of music?	L1: Can I listen and respond to a piece of music? L2: Can I listen and respond to a piece of music? L3: Can I listen and respond to a piece of music? L4: Can I listen and respond to a piece of music? L5: Can I listen and respond to a piece of music?
<b>Key Concepts to assess</b>	L1: Listen to La Quinta Estampie Real anon 13th century. Respond by saying how the music makes them feel, how old they think it is and what story the music tells. L2: Listen to The Arrival Of The Queen Of Sheba by George Frideric Handel. Respond by saying how the music makes them feel, how old they think it is and what story the music tells. L3: Listen to Moonlight Sonata. Respond by saying how the music makes them feel, how old they think it is and what story the music tells. L4: Listen to Bridal Chorus by Wagner. Respond by saying how the music makes them feel, how old they think it is and what story the music tells. L5: Listen to Rhapsody In Blue by George Gershwin composed in 1924, 20th Century music. Respond by saying how the music makes them feel, how old they think it is and what story the music tells.	L1: Listen to La Quinta Estampie Real anon 13th century. Respond by saying how the music makes them feel, how old they think it is and what story the music tells. Learn that the estampie is a medieval dance and musical form which was a popular instrumental and vocal form in the 13th and 14th centuries. L2: Listen to The Arrival Of The Queen Of Sheba by George Frideric Handel. Respond by saying how the music makes them feel, how old they think it is and what story the music tells. Learn that George Frideric Handel was born on the 23rd of February 1685, in Halle, Germany. L3: Listen to Moonlight Sonata. Respond by saying how the music makes them feel, how old they think it is and what story the music tells. Ludwig van Beethoven (1770-1827) was a German composer. He wrote music for the piano, orchestras and different groups of instruments. L4: Listen to Bridal Chorus by Wagner. Respond by saying how the music makes them feel, how old they think it is and what story the music tells. Richard Wagner (1813-1883) was a German opera composer. He was one of the most important opera composers in Germany during the Romantic period. L5: Listen to Rhapsody In Blue by George Gershwin composed in 1924, 20th Century music. Respond by saying how the music makes them feel, how old they think it is and what story the music tells. George Gershwin died in 1937, just days after doctors learned he had brain cancer. He died while having surgery to remove the brain tumour. He was only 38 years old.



## Cherry Tree Academy Medium Term Music Cycle A

<b>Vocabulary</b>	Classical, medieval church music, Stravinsky, pop, folk, genres, composer, listen and respond, La Quinta Estampie Real, The Arrival Of The Queen Of Sheba by George Frideric Handel, Germany, Moonlight Sonata, Ludwig van Beethoven, Bridal Chorus by Wagner, Romantic period, Rhapsody In Blue by George Gershwin.	Classical, medieval church music, Stravinsky, pop, folk, genres, composer, listen and respond, La Quinta Estampie Real, The Arrival Of The Queen Of Sheba by George Frideric Handel, Germany, Moonlight Sonata, Ludwig van Beethoven, Bridal Chorus by Wagner, Romantic period, Rhapsody In Blue by George Gershwin.
<b>Experiences</b>	Drumming	
<b>SMSC</b>	Resilience and being tolerant of one another. Courageous – willing to try something new.	
<b>British Values</b>		
<b>School Values</b>	Respectful when sharing feedback.	