



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
		Step 1: Sparkle in the Sun (part 1) Step 2: Sparkle in the Sun (part 2) Step 3: Listen (part 1) Step 4: Listen (part 2) Step 5: The orchestra song Step 6: Assessment checkpoint
Key Concepts to assess	Step 1: Children can find the pulse of a piece of music using movement. Step 2: Children know that rhythm is a pattern of long and short sounds. Step 3: Children can sing high and low sounds demonstrating an understanding of pitch. Step 4: Children can recognise if a piece of music is fast or slow. Step 5: Children can talk about different styles of music and know they come from different parts of the world. Step 6: Assessment of all concepts.	Step 1: Children can find the pulse of the music through movement. Step 2: Children can clap a rhythm that I have made up by myself. Step 3: Children can sing with fluency and accuracy of pitch. 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. 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. Step 6: Assessment of all concepts.
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	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 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.	
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 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.	



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?
Key Concepts to assess	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.
Vocabulary	Song, chorus, verse, improvise, compose, perform, tempo, pitch, rhythm, copy.	Song, chorus, verse, improvise, compose, perform, tempo, pitch, rhythm, copy.
Experiences		
SMSC	Resilience and being tolerant of one another. Discuss the lyrics of the song – what do they mean?	
British Values		
School Values	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;"> Year 3 Year 4 </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? L2: Can I play a piece of music with note names D and E? L3: Can I play and improvise a piece of music with note names C and D? L4: Can I play a piece of music with note names D E and F? L5: Can I play and improvise a piece of music with note names C, D & E?</p> </div> <div style="width: 48%;"> <p>L1: Can I listen to and play a piece of music with note names E? L2: Can I play a piece of music with note names D and E? L3: Can I play and improvise a piece of music with note names C and D? L4: Can I play a piece of music with note names D E and F? L5: Can I play and improvise a piece of music with note names C, D & E?</p> </div> </div>
Key Concepts to assess	<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. L2: Listen to then play a piece of music on the glockenspiel using notes D & E. L3: Play with notes or note names then improvise a piece of music using C & D. L4: Listen to then play a piece of music on the glockenspiel using notes D, E & F. L5: Play with notes or note names then improvise a piece of music using C, D & 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. L2: Listen to then play a piece of music on the glockenspiel using notes D & E. L3: Play from the notation then improvise a piece of music using C & D. L4: Listen to then play a piece of music on the glockenspiel using notes D, E & F. Play a piece from memory. L5: Play from the notation then improvise a piece of music using C, D & E.</p> </div> </div>
Vocabulary	<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>
Experiences	Drumming
SMSC	Resilience and being tolerant of one another.
British Values	
School Values	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?
Key Concepts to assess	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.
Vocabulary	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.
Experiences	Drumming	
SMSC	Moral-equality, fairness, bullying, diversity.	
British Values	Equality Act	
School Values	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?
Key Concepts to assess	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.
Vocabulary	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.
Experiences	Drumming	
SMSC	Resilience and being tolerant of one another.	
British Values		
School Values	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?	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?
Key Concepts to assess	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.
Vocabulary	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.
Experiences	Drumming	
SMSC	Social, moral- friendship, hope, peace, unity	
British Values	Rule of law-peace	
School Values	Inclusion- no outsiders	



Cherry Tree Academy Medium Term Music Cycle A

Summer 2		
LKS2	Reflect, Rewind and Replay	
	Year 3	Year 4
	<p>L1: Can I listen and respond to a piece of music?</p> <p>L2: Can I listen and respond to a piece of music?</p> <p>L3: Can I listen and respond to a piece of music?</p> <p>L4: Can I listen and respond to a piece of music?</p> <p>L5: Can I listen and respond to a piece of music?</p>	<p>L1: Can I listen and respond to a piece of music?</p> <p>L2: Can I listen and respond to a piece of music?</p> <p>L3: Can I listen and respond to a piece of music?</p> <p>L4: Can I listen and respond to a piece of music?</p> <p>L5: Can I listen and respond to a piece of music?</p>
Key Concepts to assess	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>



Cherry Tree Academy Medium Term Music Cycle A

Vocabulary	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.
Experiences	Drumming	
SMSC	Resilience and being tolerant of one another. Courageous – willing to try something new.	
British Values		
School Values	Respectful when sharing feedback.	

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.	

Cherry Tree Academy Medium Term Music Cycle A



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.	
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 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.	
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		
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.	
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		
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		
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 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		
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.	