



Cherry Tree Academy Medium Term Music Cycle B

| Autumn 1 | | |
|-------------------------------|--|---|
| KS1 | Dynamics – The Seaside | |
| | Year 1 | Year 2 |
| | L1: How can music be used to represent the environment? L2: How can music be used to represent changes in an environment? L3: How can I use my body and voice to create a seaside soundscape using instruments? L4: What are dynamics and can be they reflect environments? L5: How can I represent sounds using symbols? | L1: How can music be used to represent the environment? L2: How can music be used to represent changes in an environment? L3: How can I use my body and voice to create a seaside soundscape using instruments? L4: What are dynamics and can be they reflect environments? L5: How can I represent sounds using symbols? |
| Key Concepts to assess | L1: Children can talk about why a sound was loud or soft. Children can say why a piece of music sounds like the sea. L2: Children can describe why two pieces of music sound different from each other. Children can create a variety of sea sounds with their voices and bodies. L3: Children can use instruments to create loud and soft sounds. L4: Children can play loud and quiet sounds on an instrument. Children can describe how the volume changes in different environments. L5: Children can create a sound and then draw it. Children can perform music using their picture. | L1: Children can describe the sound in terms on loud and soft and relate this to dynamics. Children can say what different pieces of music remind them of and why. L2: Children can compare and contrast two pieces of music. Children can use their bodies to create sea sounds. L3: Children can use instruments with more control to create loud and soft sounds. L4: Children can play loud and quiet sounds on an instrument with increasing control. Children can describe how volume changes. L5: Children can represent sounds using pictures and symbols. They can play and perform music using their representations. |
| Vocabulary | Dynamics, instrument, seaside, soundscapes, symbols, volume | Dynamics, instrument, seaside, soundscapes, symbols, notation, volume, high, low, change, represent |
| Experiences | Watching the Y3 ukulele performance. | |
| 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 goo way of keeping our minds healthy. Inclusive – Music for all. Honest – When expressing opinions and evaluating music. | |



Cherry Tree Academy Medium Term Music Cycle B

| Autumn 2 | | |
|-------------------------------|---|---|
| KS1 | Sound Patterns (Fairy Tales) | |
| | Year 1 | Year 2 |
| | L1: Can you explore and change dynamics using your voice? L2: How can different sounds be created using a single instrument? L3: Can you read simple rhythmic patterns comprising of one beat sounds and rests? L4: Can you play sound patterns in time with the pulse? L5: What is it like to perform as part of a group? | L1: Can you explore and change dynamics using your voice? L2: How can different sounds be created using a single instrument? L3: Can you read simple rhythmic patterns comprising of one beat sounds and rests? L4: Can you play sound patterns in time with the pulse? L5: What is it like to perform as part of a group? |
| Key Concepts to assess | L1: Children can join in time with repeated phases and patterns. Children can change their voice to represent different characters. L2: Children can use one instrument to create different sounds. Children can choose a relevant sound to accompany a part of the story. L3: Children can clap syllables in spoken words or phrases. Children can play a sound pattern using an instrument. Children can read a sound pattern with one beat and one rest. L4: Children can recognise different sound patterns and represent them with symbols. Children can clap and play different sound patterns. L5: Children can use their voices expressively to join in with repeated phrases. Children can use an instrument to play a sound pattern. Children can move to keep a pulse. | L1: Children can join in time with increasingly complex repeated phrases and patterns. Children can change their voices to match different characters. L2: Children can use different instruments in different ways to create different sounds. Children can select an appropriate sound to match part of a story. L3: Children can accurately clap syllables for words and phrases. Children can copy, create and play sound patterns using an instrument. Children can read sound patterns involving beats and rests. L4: Children can recognise different sound patterns and represent them with symbols. Children can clap and play increasingly complex sound patterns. L5: Children can use their voices expressively when singing. Children can play an instrument to follow a sound pattern. Children can move in time to different musical pulses. |
| Vocabulary | Character, voice, sound pattern | Character, voice, sound patterns, pulse, beat, rest, rehearse, perform |
| Experiences | Going 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 B

| Spring 1 | | |
|-------------------------------|--|---|
| Call and Response (Animals) | | |
| KS1 | Year 1 | Year 2 |
| | L1: Can you create short sounds with varied dynamics that represent an animal? L2: Can you copy a short sound pattern? L3: How can call and response be explored using instruments? L4: Can you create sound patterns based on call and response? L5: Can you perform sound patterns with contrasting dynamics | L1: Can you create short sounds with varied dynamics that represent an animal? L2: Can you copy a short sound pattern? L3: How can call and response be explored using instruments? L4: Can you create sound patterns based on call and response? L5: Can you perform sound patterns with contrasting dynamics |
| Key Concepts to assess | L1: Children can change the volume of a sound. Children can create different dynamics using an instrument. With support children can work as part of a group to create a sound to represent an animal. L2: With prompts children can describe their ideas about a piece of music. Children are beginning to copy a sound pattern by clapping. Children are starting to clap in time to a piece of music. L3: Children are beginning to understand what call and response is in music. Children can copy a simple sound pattern using an instrument. L4: Children can join in with call and response activities. Children can use simple untuned percussion instruments. L5: Children can play a simple composition using a simple pattern on an instrument with support. | L1: Children can change the volume of a sound. Children can create different dynamics using the same instrument. Children can work as part of a group to create a short section of sounds that represent an animal. L2: Children can describe their ideas about a piece of music. Children can accurately copy a sound pattern by clapping. Children can clap in time with the music. L3: Children can demonstrate what a call and response is in music. Children can copy a sound pattern using an instrument. L4: Children can work with a partner to think of a call and response about animals. Children can play a call and response using a simple pattern on an untuned percussion instrument. L5: Children can play a composition using a simple pattern on an instrument. Children can improve their music by changing the dynamics. |
| Vocabulary | Dynamics, sound patterns, call, response | Dynamics, sound patterns, contrasting, call, response, |
| Experiences | Watching the Y2+3 ukulele performance. | |
| 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 B

| Spring 2 | | |
|-------------------------------|---|--|
| KS1 | Musical Symbols (Under the Sea) | |
| | Year 1 | Year 2 |
| | L1: How can tempo change through movement? L2: Can you explore how dynamics can be represented by different symbols? L3: Can you clap a simple rhythmic pattern while keeping the pulse? L4: Can you interpret symbols to represent pitch pattern? L5: Can you perform as part of a group to demonstrate dynamics, pitch and rhythm? | L1: How can tempo change through movement? L2: Can you explore how dynamics can be represented by different symbols? L3: Can you clap a simple rhythmic pattern while keeping the pulse? L4: Can you interpret symbols to represent pitch pattern? L5: Can you perform as part of a group to demonstrate dynamics, pitch and rhythm? |
| Key Concepts to assess | L1: Children can move to reflect the temp of the music. Children can change the tempo of their actions to show different speeds of movement. L2: Children can hear loud and soft sounds in a piece of music. Children can use instruments to play loud and soft sounds. Children can read symbols to play loud and soft. L3: Children can recognise and describe repetition in two sound patterns. Children can read sound pattern symbols from left to right. Children can clap simple rhythmic patterns comprising one beat sound and one beat rest. L4: Children can use their hand and body to show high and low. Children can use their voice to show high and low. Children can use an instrument to play high and low sounds, while reading high and low symbols. L5: Children can read symbols from left to right. Children can make high, low, loud and soft sounds. Children can read different sound patterns. Children can follow a leader. | L1: Children can move in response to different tempos. L2: Children can describe loud and soft sounds in different pieces of music. Children can use instruments to play loud and soft sounds. Children can read symbols to represent music from left to right. L3: Children can recognise and describe repetition in sound patterns. Children can read and create sound pattern notation from left to right. Children can clap increasingly complex rhythmic patterns. L4: Children can represent high and low in different ways. Children can read high and low symbols and play with an instrument. L5: Children can read musical symbols from left to right. Children can play high, low, loud and soft sounds. Children can read different sound patterns and follow and be a leader. |
| Vocabulary | Dynamics, pitch, rest, sound pattern, tempo. | Dynamics, pitch, rest, sound patterns, tempo, notation, symbols, pulse |
| 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 goo way of keeping our minds healthy. Inclusive – Music for all. Honest – When expressing opinions and evaluating music. | |



Cherry Tree Academy Medium Term Music Cycle B

| Summer 1 | | |
|------------------------------|--|--|
| Contrasting Dynamics (Space) | | |
| KS1 | Year 1 | Year 2 |
| | L1: Can you create a simple soundscape using dynamic changes? L2: How can you respond to music creatively, considering how dynamics can be represented? L3: Can you compare two pieces of music? L4: How can short pitch patterns be used to represent a planet? L5: Can you perform a pitch pattern representing a planet, using vocal and instrumental sound and changes in dynamics? | L1: Can you create a simple soundscape using dynamic changes? L2: How can you respond to music creatively, considering how dynamics can be represented? L3: Can you compare two pieces of music? L4: How can short pitch patterns be used to represent a planet? L5: Can you perform a pitch pattern representing a planet, using vocal and instrumental sound and changes in dynamics? |
| Key Concepts to assess | L1: Children can use their voices to create sounds. They can copy different ways of making sounds. L2: Children can describe loud and soft sounds. Children can use some musical vocabulary. Children are beginning to understand that music can create a mood. Children can respond to music. L3: Children can identify the changes in dynamics in a piece of music. Children are beginning to understand that music can create a mood. Children can respond to music. L4: Children can create a play a simple pitch pattern. With support children can create a visual representation of their pitch pattern. L5: Children can create and play a simple pitch pattern. Children can use dynamics to improve their pitch pattern. | L1: Children can use their voices to create sound. Children can offer ideas and suggestions for making sounds. L2: Children can recognise different dynamics. Children can use appropriate musical vocabulary. Children can explain the mood of the music. Children can respond creatively to music. L3: Children can identify changes in dynamics and use appropriate musical vocabulary. Children can describe the mood of a piece of music. Children can respond creatively to music. L4: Children can create and play a simple pitch pattern. Children can create a visual representation of their pitch pattern. L5: Children can create and play a pitch pattern using visual representation to record it. Children can use dynamics to enhance their pitch pattern. |
| Vocabulary | Composer, dynamics, pitch patterns, planet, representation, soundscape, tempo. | Composer, dynamics, pitch patterns, planet, representation, soundscape, temp, compare |
| 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 goo way of keeping our minds healthy. Inclusive – Music for all. Honest – When expressing opinions and evaluating music. | |



Cherry Tree Academy Medium Term Music Cycle B

| Summer 2 | | |
|-------------------------------|---|---|
| KS1 | Structure (Myths and Legends) | |
| | Year 1 | Year 2 |
| | L1: Can you read and clap a rhythm based on a phrase from a story? L2: Can you hear, write and clap rhythms based on a phrase from a story? L3: How can rhythm be used in different ways to demonstrate structure? L4: How can structure be used to create rhythmic patterns? L5: Can you perform a group composition? | L1: Can you read and clap a rhythm based on a phrase from a story? L2: Can you hear, write and clap rhythms based on a phrase from a story? L3: How can rhythm be used in different ways to demonstrate structure? L4: How can structure be used to create rhythmic patterns? L5: Can you perform a group composition? |
| Key Concepts to assess | L1: Children can read and clap one-beat notes. Children can read and show one-beat rests. L2: With support, children can recognise and write one-beat notes. Children can recognise and write one-beat rests. Children can recognise and write paired half-beat notes. L3: With support, children can read, clap and play rhythms using one beat and paired half beats. Children can read and play rhythms that use a one beat rest. With support, children can recognise, follow and play a structured piece of music. L4: As part of a guided group, children can compose a piece of music using a given structure. Children can read one beat and paired half beats. Children can read and show beat rests. L5: Children can work as part of a group and listen to others. Children can perform their composition correctly from a prepared structure. Children can read a musical structure from left to right. | L1: Children can read and clap one-beat notes. Children can read and show one-beat rests. L2: Children can recognise and write one-beat notes. Children can recognise and write one-beat rests. Children can recognise and write paired half-beat notes. L3: Children can read, clap and play rhythms using one beat and paired half beats. Children can read and play rhythms that use a one beat rest. Children can recognise, follow and play a structured piece of music. L4: Children can compose a piece of music using a given structure. Children can read one beat and paired half beats. Children can read and show beat rests. L5: Children can work well as part of a group and listen to others. Children can perform their composition correctly from a prepared structure. Children can read a musical structure from left to right. |
| Vocabulary | one-beat notes, paired half-beat notes, legend, myth, notation, pulse, rest, structure, thinking voice. | one-beat notes, paired half-beat notes, legend, myth, notation, pulse, rest, structure, thinking voice, compose, rhythm, phrase |
| Experiences | Watching the Y3 ukulele performance. | |
| 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 B





Cherry Tree Academy Medium Term Music

| LKS2 | Autumn 1 | |
|-------------------------------|--|---|
| | Creating compositions for an animation | |
| | Year 3 | Year 4 |
| | L1: How can we tell a story through music and movement? L2: How can we create a soundscape using percussion instruments? L3: What sounds can we create to accompany a story? L4: How can we compose and perform a rhythm for a story? L5: How can we compose and notate a short melody to accompany a story? | L1: How can we tell a story through music and movement? L2: How can we create a soundscape using percussion instruments? L3: What sounds can we create to accompany a story? L4: How can we compose and perform a rhythm for a story? L5: How can we compose and notate a short melody to accompany a story? |
| Key Concepts to assess | L1: Children can express how music makes them feel and match movements to a musical story. L2: Children can create a soundscape using tuned and untuned percussion to represent parts of a story. L3: Children can choose and perform appropriate sound effects to accompany a narrative. L4: Children can compose and perform simple rhythms to enhance the storytelling. L5: Children can compose a short melody, notate it with letter notation, and perform it accurately in time. | L1: Children can describe the atmosphere created by music and justify their choices of movements. L2: Children can layer sounds in a soundscape, considering dynamics and timbre to enhance storytelling. L3: Children can evaluate and refine sound effects, ensuring they match and support the story's mood. L4: Children can compose more complex rhythms with varied dynamics and perform them as an ensemble. L5: Children can notate and perform a melody accurately, demonstrating control of pitch and tempo to accompany a story. |
| Vocabulary | atmosphere, compose, listen, story, sound effect, pitch, melody, untuned percussion, dynamics, tempo | composition, ensemble, influence, layers, letter notation, timbre, repeated rhythm, tuned percussion, represent, soundscape |
| Experiences | | |
| SMSC | Children will develop spiritually by exploring how music can express feelings and tell stories, morally by considering appropriate sounds and lyrics, socially by working collaboratively in ensembles, and culturally by learning how music is used to tell stories in different traditions. | |
| British Values | Children will learn to show mutual respect by listening to others' ideas during group work, and understand individual liberty by sharing their own musical interpretations confidently. | |
| School Values | Children will show Respect when listening to others' performances and ideas, and demonstrate Resilience when refining their musical compositions and performances. | |



Cherry Tree Academy Medium Term Music

| LKS2 | Autumn 2 | |
|-------------------------------|--|---|
| | Rock 'n' Roll | |
| | Year 3 | Year 4 |
| | L1: What is the history of rock and roll music? L2: How can we perform a rock and roll piece with a sense of style? L3: How do we play a walking bass line on tuned percussion? L4: How can we perform a rock and roll bass line accurately? L5: How can we perform a complete rock and roll piece of music? | L1: What is the history of rock and roll music? L2: How can we perform a rock and roll piece with a sense of style? L3: How do we play a walking bass line on tuned percussion? L4: How can we perform a rock and roll bass line accurately? L5: How can we perform a complete rock and roll piece of music? |
| Key Concepts to assess | L1: Children can explain where rock and roll originated and describe its key features. L2: Children can perform the hand jive actions in sequence and in time with the music. L3: Children can play simple notes of a walking bass line on tuned percussion. L4: Children can perform the bass line in time with the music, with some accuracy. L5: Children can join with others to perform a rock and roll piece, keeping a steady beat. | L1: Children can describe the origins of rock and roll and identify key artists and songs. L2: Children can perform the hand jive actions with expression and maintain timing with confidence. L3: Children can play the complete walking bass line fluently on tuned percussion. L4: Children can independently perform the bass line with awareness of other performers. L5: Children can perform a full rock and roll piece with accuracy, dynamics, and awareness of style. |
| Vocabulary | beat, hand jive, in-time, rhythm, chorus, verse, rock and roll, tempo, pitch, notation | bass line, walking bass line, dynamics, rhythmic patterns, originate, style, sharp notes, flat notes, sequence, vocals |
| Experiences | | |
| SMSC | Children develop spiritually and culturally by exploring the roots of rock and roll, morally by discussing how different musical styles connect people, socially by collaborating on performances, and culturally by appreciating the impact of rock and roll on modern music. | |
| British Values | Children show mutual respect by valuing each other's ideas during rehearsals and performances, and demonstrate individual liberty by expressing their creativity through music. | |
| School Values | Children show Respect by listening carefully to others during group music-making, and display Resilience when practising challenging rhythms and bass lines. | |



Cherry Tree Academy Medium Term Music

| LKS2 | Spring 1 | |
|-------------------------------|--|---|
| | Ballads | |
| | Year 3 | Year 4 |
| | L1: What are the key features of a ballad? L2: How can actions enhance a ballad performance? L3: What story does a ballad tell, and how can we retell it? L4: How do we write lyrics with rhymes to tell a story? L5: How can we perform our ballad fluently with actions? | L1: What are the key features of a ballad? L2: How can actions enhance a ballad performance? L3: What story does a ballad tell, and how can we retell it? L4: How do we write lyrics with rhymes to tell a story? L5: How can we perform our ballad fluently with actions? |
| Key Concepts to assess | L1: Children can identify and describe the features of a ballad using simple musical vocabulary. L2: Children can perform a ballad using basic actions to enhance storytelling. L3: Children can summarise the story of an animation or ballad using key points. L4: Children can write simple verses with rhyming words to match a melody. L5: Children can perform their lyrics with actions, maintaining timing with the music. | L1: Children can describe the key musical and lyrical features of a ballad, using expanded vocabulary. L2: Children can perform a ballad with actions that express emotions and enhance the narrative. L3: Children can retell the animation's story clearly, identifying key events and characters. L4: Children can write verses with more complex rhymes and structure to match a melody. L5: Children can confidently perform their ballad with clear diction, accurate timing, and expressive actions. |
| Vocabulary | ballad, chorus, melody, verse, rhyme, tune, feelings, emotions, actions, story | phrases, stanza, summarise, lyrics, dynamics, performance, compose, rehearse, structure, vocabulary |
| Experiences | Young Voices | |
| SMSC | Children develop spiritually and culturally by expressing emotions and stories through music; morally by exploring stories with messages; socially by working together to write and perform ballads; and culturally by learning how ballads have been used across time and cultures. | |
| British Values | Children show mutual respect by listening to each other's ideas during rehearsals and performances, and demonstrate individual liberty by choosing how to express stories through their lyrics and actions. | |
| School Values | Children demonstrate Compassion by understanding and expressing the feelings within the ballads they create, and show Honesty by giving supportive and constructive feedback during rehearsals. | |



Cherry Tree Academy Medium Term Music

| LKS2 | Spring 2 | |
|-------------------------------|---|--|
| | Haiku: Music and Performance | |
| | Year 3 | Year 4 |
| | L1: What words and sounds best describe the Hanami festival? L2: How do different instruments represent a blossom tree? L3: Which musical features can we identify and describe in our music? L4: What steps can we take to create a piece of music celebrating Hanami? L5: Why is it important to perform our music with confidence and teamwork? | L1: What words and sounds best describe the Hanami festival? L2: How do different instruments represent a blossom tree? L3: Which musical features can we identify and describe in our music? L4: What steps can we take to create a piece of music celebrating Hanami? L5: Why is it important to perform our music with confidence and teamwork? |
| Key Concepts to assess | L1: Children can suggest suitable words to describe their outdoor experiences and match sounds to these words. L2: Children can select instruments and sounds to represent blossom trees. L3: Children can recognise and name simple interrelated dimensions of music such as pitch and dynamics. L4: Children can work with a group to create a short piece of music. L5: Children can perform their group music piece with awareness of others. | L1: Children can suggest descriptive words and adapt the sound of their words to reflect their meaning. L2: Children can choose and combine instruments and sounds that match descriptive vocabulary. L3: Children can identify and describe effects of a wider range of interrelated dimensions of music (e.g., timbre, texture). L4: Children can collaborate effectively to compose a structured piece of music inspired by Hanami. L5: Children can perform a group piece with improved fluency, timing, and dynamics. |
| Vocabulary | sound, melody, pitch, dynamics, tempo, silent, effect, verse, haiku, represent | timbre, texture, staccato, glissando, pizzicato, forte, piano, syllable, col legno, inter-related dimensions |
| Experiences | | |
| SMSC | Children reflect spiritually on nature and the beauty of the Hanami festival; develop social skills by working together to compose music; and appreciate cultural traditions by exploring a Japanese celebration through music. | |
| British Values | Children show mutual respect by listening to and valuing each other's ideas during composition and performance, and demonstrate individual liberty by contributing their own creative ideas for the group piece. | |
| School Values | Children demonstrate Respect by listening to others' suggestions and performing together, and show Resilience by working through challenges when composing and rehearsing their group music piece. | |



Cherry Tree Academy Medium Term Music

| LKS2 | Summer 1 | |
|-------------------------------|---|--|
| | Changes in Pitch, Tempo and Dynamics | |
| | Year 3 | Year 4 |
| | L1: How can we use our voices expressively to sing in two parts? L2: What key elements of music can we identify in a piece? L3: Why is a vocal ostinato important in creating musical layers? L4: What steps can we take to create an effective ostinato? L5: How do we improve and perform a piece using different ostinatos? | L1: How can we use our voices expressively to sing in two parts? L2: What key elements of music can we identify in a piece? L3: Why is a vocal ostinato important in creating musical layers? L4: What steps can we take to create an effective ostinato? L5: How do we improve and perform a piece using different ostinatos? |
| Key Concepts to assess | L1: Children sing in tune using some expression and dynamics. L2: Children identify key elements of music such as pitch, dynamics, and tempo. L3: Children perform a simple vocal ostinato. L4: Children create a basic ostinato and represent it visually. L5: Children perform a short piece including their ostinato with some confidence. | L1: Children sing confidently in two parts, using dynamics and expression. L2: Children recognise and describe key elements of music with some musical terminology. L3: Children perform a vocal ostinato with accuracy and maintain timing with others. L4: Children create and notate an original ostinato clearly. L5: Children perform a piece with multiple ostinatos, showing awareness of texture and teamwork. |
| Vocabulary | melody, rhythm, dynamics, tempo, mood, ostinato, layer, cue, opinion, parts | melody, rhythm, dynamics, tempo, ostinato, harmony line, breath control, expression, staff notation, a cappella |
| Experiences | | |
| SMSC | Pupils reflect on how music can express emotions and bring people together, developing a sense of enjoyment and fascination in learning about the creative arts. | |
| British Values | Pupils show mutual respect by listening to others' performances and valuing each other's contributions when creating and performing music together. | |
| School Values | Resilience – pupils keep practicing to improve their singing and ostinato performances; Respect – pupils listen carefully to each other when singing in harmony. | |



Cherry Tree Academy Medium Term Music

| LKS2 | Summer 2 | |
|-------------------------------|--|--|
| | Samba and Carnival Sounds | |
| | Year 3 | Year 4 |
| | L1: What are the key features of samba music and where does it come from? L2: How can we clap and play rhythms on the off-beat? L3: Why is it important to keep in time when playing samba rhythms as part of a group? L4: How do we create and notate a samba rhythmic break? L5: What helps us perform a samba piece with confidence and accuracy? | L1: What are the key features of samba music and where does it come from? L2: How can we clap and play rhythms on the off-beat? L3: Why is it important to keep in time when playing samba rhythms as part of a group? L4: How do we create and notate a samba rhythmic break? L5: What helps us perform a samba piece with confidence and accuracy? |
| Key Concepts to assess | L1: Children recognise and describe samba music as percussion-based and used in celebrations. L2: Children clap a simple off-beat rhythm with some accuracy. L3: Children play a syncopated rhythm within a small group, keeping a steady pulse. L4: Children create and play a basic rhythmic break with support. L5: Children perform their break with developing timing and confidence. | L1: Children confidently explain the key features of samba music and its cultural context. L2: Children clap and play syncopated rhythms accurately on the off-beat. L3: Children maintain timing when playing samba rhythms as part of an ensemble. L4: Children compose and notate a rhythmic break clearly and play it with their group. L5: Children perform their break in time and with confidence, showing awareness of their part within the full samba piece. |
| Vocabulary | samba, rhythm, percussion, carnival, pulse, break, ensemble, dynamics, off-beat, unison | samba, syncopated rhythms, percussion, crescendo, structure, samba breaks, metronome, texture, influenced, ensemble |
| Experiences | | |
| SMSC | Pupils develop cultural awareness and respect for traditions by learning about the origins of samba and its role in Brazilian celebrations. | |
| British Values | Pupils demonstrate mutual respect and teamwork by working together to keep time and perform as a samba ensemble. | |
| School Values | Respect – pupils listen carefully to others' rhythms. | |



Cherry Tree Academy Medium Term Music

| UKS2 | Autumn 1 | |
|-------------------------------|---|---|
| | Looping and Remixing | |
| | Year 5 | Year 6 |
| | L1: How can we perform a looped body percussion rhythm in time with others? L2: What happens when we layer different loops together? L3: How can we play the melody of 'Somewhere Over the Rainbow' accurately? L4: Which fragment of a melody could we choose to loop creatively? L5: How can we combine multiple loops to create our own remix? | L1: How can we perform a looped body percussion rhythm in time with others? L2: What happens when we layer different loops together? L3: How can we play the melody of 'Somewhere Over the Rainbow' accurately? L4: Which fragment of a melody could we choose to loop creatively? L5: How can we combine multiple loops to create our own remix? |
| Key Concepts to assess | L1: Children can perform a simple looped body percussion rhythm accurately with their group. L2: Children can create a short piece by layering two loops, exploring how they sound together. L3: Children can play the first section of 'Somewhere Over the Rainbow' with some accuracy. L4: Children can select and loop a fragment of a melody to perform along with a backbeat. L5: Children can combine their loops into a simple remix with a clear structure. | L1: Children can perform a looped body percussion rhythm confidently and keep in time with others. L2: Children can compose a piece using multiple loops that work together musically. L3: Children can play the first section of 'Somewhere Over the Rainbow' accurately and fluently. L4: Children can choose an effective fragment of music, loop it precisely, and perform it to a steady backbeat. L5: Children can structure a performance with at least two contrasting loops and demonstrate creativity in their remix. |
| Vocabulary | loop, rhythm, body percussion, layers, notation, remix, backbeat | looped rhythm, melody, ostinato, fragment, riff, structure, accuracy |
| Experiences | | |
| SMSC | Pupils reflect on their creativity and expression through combining rhythms and melodies to make a remix. | |
| British Values | Pupils develop mutual respect by listening to each other's ideas and working collaboratively to build layered musical pieces. | |
| School Values | Respect – pupils value each group member's contributions when combining loops. Resilience – pupils keep practising until their loops fit together accurately. | |

Cherry Tree Academy Medium Term Music

| UKS2 | Autumn 2 | |
|-------------------------------|---|--|
| | Blues | |
| | Year 5 | Year 6 |
| | L1: What are the key features of blues music? L2: How can we play a chord accurately and in time? L3: How do we play the 12-bar blues pattern correctly? L4: How can we play the blues scale both ascending and descending? L5: How can we improvise using notes from the blues scale? | L1: What are the key features of blues music? L2: How can we play a chord accurately and in time? L3: How do we play the 12-bar blues pattern correctly? L4: How can we play the blues scale both ascending and descending? L5: How can we improvise using notes from the blues scale? |
| Key Concepts to assess | L1: Children can identify and name three key features of blues music. L2: Children can explain what a chord is and play the C chord sixteen times. L3: Children can play the 12-bar blues with some accuracy. L4: Children can play the notes of the blues scale ascending and descending. L5: Children can improvise using a few notes from the blues scale. | L1: Children can describe three key features of blues music and explain their importance. L2: Children can explain chords clearly and play the C chord in time with a backing track. L3: Children can perform the 12-bar blues pattern fluently and accurately. L4: Children can play the blues scale confidently, both ascending and descending. L5: Children can improvise creatively using a range of notes from the blues scale. |
| Vocabulary | blues, chord, scale, bar, ascending, descending, improvisation | 12-bar blues, blues scale, bent notes, quavers, solo, staff notation |
| Experiences | | |
| SMSC | Pupils reflect on the cultural history of the blues, understanding how music can express emotions and tell stories. | |
| British Values | Pupils show mutual respect by listening carefully to others' improvisations and celebrating each other's creative ideas. | |
| School Values | Compassion – pupils recognise the origins of blues music and empathise with the emotions it expresses. Respect – pupils respect each other's performances and contributions during improvisation. | |



Cherry Tree Academy Medium Term Music

| UKS2 | Spring 1 | |
|-------------------------------|---|---|
| | Dynamics, pitch and texture | |
| | Year 5 | Year 6 |
| | L1: What emotions and images does Mendelssohn's Fingal's Cave create? L2: Can you use pitch and dynamics to represent the movement of waves? L3: Why does texture make music sound thicker or thinner? L4: In what ways can we combine pitch, dynamics, and texture to tell a musical story? L5: What does our group need to do to perform a piece with clear changes in pitch, dynamics, and texture? | L1: What emotions and images does Mendelssohn's Fingal's Cave create? L2: Can you use pitch and dynamics to represent the movement of waves? L3: Why does texture make music sound thicker or thinner? L4: In what ways can we combine pitch, dynamics, and texture to tell a musical story? L5: What does our group need to do to perform a piece with clear changes in pitch, dynamics, and texture? |
| Key Concepts to assess | L1: Children can discuss the sounds in Fingal's Cave and share their ideas using musical vocabulary. L2: Children can change pitch and dynamics in their improvisations, differentiating between the two. L3: Children can identify and change texture within their group's music and describe its effect. L4: Children can create a group composition using pitch, dynamics, and texture. L5: Children can follow a conductor and show changes in pitch, dynamics, and texture in performance. | L1: Children can appraise Fingal's Cave in detail, using a range of musical vocabulary to express opinions. L2: Children can confidently manipulate pitch and dynamics in improvisation and explain their choices. L3: Children can change and control texture purposefully, discussing its impact on the music. L4: Children can create a detailed group composition featuring clear changes in pitch, dynamics, and texture. L5: Children can conduct or follow a conductor accurately to perform a piece showing expressive use of dynamics, pitch, and texture. |
| Vocabulary | pitch, dynamics, texture, conductor, orchestra, ensemble, improvisation | classical, composition, graphic score, notation, characterise, depict |
| Experiences | | |
| SMSC | Pupils explore how classical music can depict stories and emotions, fostering reflection and appreciation of artistic expression. | |
| British Values | Pupils develop mutual respect by listening to others' musical ideas and working together in group improvisations. | |
| School Values | Resilience – pupils experiment with musical elements, refining their ideas through practice. Respect – pupils follow the conductor and value each member's contribution to the group performance. | |



Cherry Tree Academy Medium Term Music

| UKS2 | Spring 2 | |
|-------------------------------|---|---|
| | Composition to represent the festival of colour (Holi) | |
| | Year 5 | Year 6 |
| | L1: What colour comes to mind when you hear this piece of music? L2: How can you turn music into a picture using a graphic score? L3: What sounds can you use to bring a picture to life? L4: How could a single colour inspire a musical composition? L5: What do we need to do to perform our colourful compositions successfully? | L1: What colour comes to mind when you hear this piece of music? L2: How can you turn music into a picture using a graphic score? L3: What sounds can you use to bring a picture to life? L4: How could a single colour inspire a musical composition? L5: What do we need to do to perform our colourful compositions successfully? |
| Key Concepts to assess | L1: Children can suggest a colour that matches a piece of music, explaining their choices. L2: Children can create a simple graphic score and describe how it relates to the music's structure. L3: Children can create a vocal composition inspired by a picture and use musical terms to justify their choices. L4: Children can create a short vocal composition inspired by a single colour and describe its mood. L5: Children can work with others to perform a piece of music, showing awareness of timing and dynamics. | L1: Children can confidently suggest colours that reflect the mood and dynamics of a piece, using descriptive language. L2: Children can create a detailed graphic score representing layers, dynamics, and structure. L3: Children can create and refine a vocal composition inspired by a picture, explaining their choices using advanced musical vocabulary. L4: Children can create and notate a detailed vocal composition inspired by a single colour, describing how pitch, texture, and dynamics represent the colour. L5: Children can rehearse and perform their composition as a group, demonstrating ensemble skills and expressive performance. |
| Vocabulary | mood, pitch, dynamics, tempo, vocal sounds, inspiration | texture, timbre, layering, graphic score, synesthesia, visual representation |
| Experiences | | |
| SMSC | Pupils reflect on how music can evoke moods and emotions, developing their ability to express ideas creatively. | |
| British Values | Pupils develop mutual respect and teamwork by listening to each other's ideas and performing together. | |
| School Values | Compassion – pupils listen supportively to others' compositions and celebrate different interpretations. Resilience – pupils persevere to create, refine, and perform their musical ideas confidently. | |



Cherry Tree Academy Medium Term Music

| UKS2 | Summer 1 | |
|-------------------------------|---|--|
| | South and West Africa | |
| | Year 5 | Year 6 |
| | L1: What techniques help us sing a traditional African song confidently? L2: How can we play a chord progression accurately on tuned percussion? L3: What do we need to perform Shosholoza together as an ensemble? L4: How can we create exciting rhythms with call and response drumming? L5: What makes an effective eight-beat break in a performance? | L1: What techniques help us sing a traditional African song confidently? L2: How can we play a chord progression accurately on tuned percussion? L3: What do we need to perform Shosholoza together as an ensemble? L4: How can we create exciting rhythms with call and response drumming? L5: What makes an effective eight-beat break in a performance? |
| Key Concepts to assess | L1: Children can sing Shosholoza with correct pronunciation and growing confidence. L2: Children can play a simple chord progression using tuned percussion, staying mostly in time. L3: Children can maintain their part with reasonable accuracy during an ensemble performance. L4: Children can perform basic call and response rhythms on percussion. L5: Children can create an eight-beat break and perform it in the correct place. | L1: Children can sing Shosholoza with clear pronunciation and expressive dynamics. L2: Children can play a chord progression accurately, remaining in time with the group. L3: Children can maintain their part with precision and support ensemble cohesion. L4: Children can confidently play call and response rhythms, demonstrating good control of pulse and syncopation. L5: Children can compose an effective eight-beat break with accurate rests and syncopation, performing it fluently within a piece. |
| Vocabulary | a cappella, chord, djembe, pulse, rhythm, rests | call and response, chord progression, eight-beat break, improvisation, polyrhythms, syncopation |
| Experiences | | |
| SMSC | Pupils learn about the cultural significance of traditional African music, fostering respect for other cultures. | |
| British Values | Pupils develop mutual respect and tolerance by working together in an ensemble, valuing everyone's role. | |
| School Values | Respect – pupils show respect for African musical traditions and for each other's contributions. Resilience – pupils practise challenging rhythms and breaks until they perform them confidently. | |



Cherry Tree Academy Medium Term Music

| UKS2 | Summer 2 | |
|-------------------------------|--|---|
| | Composing and Performing a Song (Y6 - Leavers' Song) | |
| | Year 5 | Year 6 |
| | L1: How can we describe the mood and musical features of a song? L2: What makes chorus lyrics effective and memorable? L3: How can we organise rhyming lyrics into a clear song structure? L4: How do we match lyrics and melodies to a backing track? L5: How can we create a melody that fits our lyrics and backing track? L6: What makes a confident and expressive performance of our leavers' song? | L1: How can we describe the mood and musical features of a song? L2: What makes chorus lyrics effective and memorable? L3: How can we organise rhyming lyrics into a clear song structure? L4: How do we match lyrics and melodies to a backing track? L5: How can we create a melody that fits our lyrics and backing track? L6: What makes a confident and expressive performance of our leavers' song? |
| Key Concepts to assess | L1: Children can identify key musical features in a song. L2: Children can suggest rhyming lines for a group chorus. L3: Children can suggest rhymes to structure verses. L4: Children can match an existing melody to a backing track. L5: Children can compose a simple melody using tuned percussion. L6: Children can perform the leavers' song with growing confidence. | L1: Children can identify and evaluate musical features using musical vocabulary. L2: Children can suggest and refine rhyming lines for a chorus with creativity. L3: Children can structure verses with rhymes that fit musically and lyrically. L4: Children can fit an existing or improvised melody accurately over a chord progression. L5: Children can create a melody that fits lyrics and backing track, recording it with letter notation. L6: Children can perform the leavers' song fluently, showing confidence and expression. |
| Vocabulary | chorus, verse, rhyme, melody, lyrics, backing track | chord progression, arrangement, dynamics, notation, ritardando, evaluate |
| Experiences | | |
| SMSC | Pupils reflect on memories of their school journey, fostering emotional expression and empathy through shared creative work. | |
| British Values | Pupils demonstrate mutual respect by listening to others' ideas and collaborating on their song. | |
| School Values | Honesty – pupils give constructive, honest feedback during rehearsals. Compassion – pupils support each other in creating and performing the leavers' song. | |