

CHERRY TREE ACADEMY

MUSIC



Subject Statement

Music



Rationale	At Cherry Tree Academy, the music curriculum is designed to foster a love for music, enhance creativity, and develop essential skills that align with our core values of being honest, considerate, resilient, inclusive, and healthy. Through engaging musical experiences, students will explore a variety of instruments, genres, and styles, enabling them to express themselves authentically and with confidence.
Vision for the curriculum	We encourage students to be honest in their musical expressions, considerate of others' musical abilities and perspectives, and resilient when facing challenges in their learning. Our inclusive approach ensures that every child, regardless of ability or background, is empowered to participate and thrive. We also promote the idea that music is an important aspect of a healthy mind and body, allowing students to develop social and emotional skills, build teamwork, and appreciate the cultural significance of music. At Cherry Tree Academy, our music curriculum is designed with the vision of growth and excellence every day, enriching the lives of our students and enabling them to develop a lifelong passion for music. We believe in the power of music to unlock creativity, build confidence, and foster personal expression, all while supporting our school's core values and aims. Our approach to music education is rooted in a commitment to inclusivity, ensuring that every child, regardless of background or ability, has the opportunity to engage in meaningful musical experiences. The children are taught a strong and progressive curriculum which is drawn from the Kapow music scheme. We promote high standards of academic and vocational achievement through a curriculum that challenges students to explore a variety of musical styles, instruments, and techniques. This inclusivity allows all children to thrive in a setting where their individual talents can be nurtured. By the end of their music journey at our school, students will not only be skilled musicians but also responsible, caring individuals who can collaborate and express themselves with empathy and respect.
Intent	Our music curriculum is designed to inspire a lifelong appreciation for music through a well-structured, engaging, and inclusive approach using Kapow. Our intent is to provide every child with the opportunity to explore and develop their musical talents, fostering creativity, cultural awareness, and emotional expression. We aim to ensure that: Broad and Balanced Curriculum: Our music curriculum covers a diverse range of musical styles, including classical, folk, contemporary, and world music, to enrich our students' musical understanding and appreciation. Progressive Skill Development: Students are guided through progressive skill development in listening, performing, and composing music, ensuring each child can build on prior knowledge and experiences. Cultural Enrichment: We celebrate diverse musical traditions and encourage children to explore their own cultural backgrounds, promoting inclusivity and broadening their perspectives. Personal Growth: Through music, we aim to enhance students' confidence, teamwork, and communication skills, contributing to their overall personal and social development.
Implementation	Our music programme at Cherry Tree Academy is implemented through a series of carefully planned, sequential lessons- drawn from the Kapow scheme, which are delivered by dedicated music specialists and classroom teachers, ensuring consistency and high-quality teaching. Key components of our implementation include: Curriculum Framework: We follow the National Curriculum for Music while integrating the 'Charanga' programme, which provides a high-quality resource for teaching music and encourages creativity through a variety of musical styles. Cross-Curricular Links: Music is interwoven with other subjects, enhancing learning in areas such as history (exploring music from different eras) and geography (understanding global music traditions), making lessons relevant and engaging. Extracurricular Opportunities: We offer drum/ukulele lesson for our KS2 pupils throughout the academic year which allows pupils to showcase their new skills and talent to the rest of the school. Assessment and Feedback: Regular formative assessments are carried out to monitor and support student progress. Feedback is provided in a constructive manner, empowering students to reflect on their learning and strive for improvement. Professional Development: Ongoing professional development for teachers is prioritised to ensure high standards of teaching and to incorporate innovative pedagogical approaches. By fostering a culture of honesty, we encourage learners to engage in discussions about their observations, findings, and reflections. Our implementation of the Science curriculum at Cherry Tree Academy is a comprehensive endeavour that equips all students with the skills and knowledge necessary for their future educational pursuits, ensuring they thrive in a diverse and evolving world.
Impact	The impact of our music curriculum is evidenced by:

	Student Engagement and Enjoyment: Observations and surveys indicate that students display high levels of enthusiasm and engagement in music lessons, reflecting a genuine love for music and its learning. Skill Mastery: A significant majority of students demonstrate increased confidence and proficiency in musical skills, with many progressing to higher levels of instrumental proficiency and participation in ensembles. Cultural Awareness and Empathy: Students articulate their understanding of diverse music cultures, with positive attitudes towards inclusivity and respect for differences. Performance Opportunities: Our biannual music concerts and performances such as 'Waterton's Got Talent' attract community involvement and foster a sense of pride among students, while showcasing their hard work and dedication. Parental Support and Community Engagement: Strong parental engagement in music-related events and activities reflects the value the community places on music education within our school.
Pedagogical Approach	All Music topics and objectives are delivered through our pedagogical approach. We engage and develop working scientifically skills through open ended enquiry-led questions. At the start of each lesson, we review and aim to retrieve previous learning from both the children's current and previous years' learning, through nesting and partner talk. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work as well as improvisation and teacher-led performances. Lessons are 'hands on' and incorporate movement and dance elements. Differentiated guidance is available for every lesson and knowledge organisers encourage recall of facts and vocabulary. Multiple teacher videos for every unit promote ongoing CPD.
Adaptation for SEND learners	We are committed to ensuring that our music curriculum is accessible and inclusive for all learners, including those with Special Educational Needs and Disabilities (SEND). Strategies include: Diverse Teaching Methods: Our teaching strategies utilise a variety of methods, including visual aids, hands-on activities, and technology-assisted learning, to accommodate different learning styles and preferences. Peer Support: We foster an inclusive environment by encouraging peer collaboration, allowing SEND learners to work alongside their peers in a supportive setting, enhancing social interactions and teamwork. Flexible Resources: We provide a range of musical instruments and resources that cater to different physical abilities, ensuring that all students can participate fully in music-making activities. Regular Monitoring: Progress is continually monitored through adaptive assessment methods to ensure that SEND learners receive the necessary support and encouragement throughout their musical journey.
Strengths	• Children show enthusiasm and high levels of engagement for music sessions • Music is taught consistently for one session per week • Teachers are gaining confidence using the Kapow scheme to implement and deliver planning • Teachers are to record their music sessions more regularly to collate evidence • Children feel they can express their ideas in music sessions and improvise freely when encouraged • We thread music into wider school activities such as, instrument performances, singing, concerts and assemblies Most children feel confident and happy in music



MEDIUM TERM PLAN

Cycle A





Cherry Tree Academy Medium Term - Music

Autumn 1		
KS1	My Musical Heartbeat	
	Year 1	Year 2
	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	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
Key Concepts to assess	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.	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.
Vocabulary	Beat, pulse, long sound, short sound, high, low, pitch, rhythm, melody	Beat, pulse, pitch, rhythm, melody, tempo
Experiences	Steel Pan workshop	
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

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	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 Pantomine	
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

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

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

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

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

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?
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

Autumn 2		
LKS2	Glockenspiel Stage 1	
	Year 3	Year 4
	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?	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?
Key Concepts to assess	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.	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.
Vocabulary	Tuned instrument, glockenspiel, notes, note names C, D, E, F, play, improvise, melody, rehearse, perform.	Tuned instrument, glockenspiel, notes, note names, notation, C, D, E, F, play, improvise, melody, rehearse, 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

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	

Spring 2



Cherry Tree Academy Medium Term - Music

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

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

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?
Key Concepts to assess	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.
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	



Cherry Tree Academy Medium Term - Music

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

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

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

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.	



Spring 2		
UKS2	You've Got a Friend in Me	
	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

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

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.	



MEDIUM TERM PLAN

Cycle B





Cherry Tree Academy Medium Term - Music

Autumn 1		
Dynamics – The Seaside		
KS1	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

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 plan 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

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

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 tempo 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 good way of keeping our minds healthy. Inclusive – Music for all. Honest – When expressing opinions and evaluating music.	



Cherry Tree Academy Medium Term - Music

Summer 1		
KS1	Contrasting Dynamics (Space)	
	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 good way of keeping our minds healthy. Inclusive – Music for all. Honest – When expressing opinions and evaluating music.	



Cherry Tree Academy Medium Term - Music

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 onebeat 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.	



Cherry Tree Academy Medium Term - Music

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

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.	

LKS2	Summer 1
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Cherry Tree Academy Medium Term - Music

	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 Shosholozza 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 Shosholozza 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 Shosholozza 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 Shosholozza 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.	