

St John the Baptist Music Skills Overview – Cycle A

Autumn Term

Class	Listening	Performance (singing/playing)	Improvisation / Composing
Ash	Identify and describe contrasts in tempo and dynamics. Begin to use musical terms (louder/quieter, faster/slower, higher/lower). Respond to music in a range of ways e.g. movement, talking, writing.	Sing with a sense of pitch, following the shape of the melody with voices. Mark the beat of the song with actions. Use the voice to adopt different roles and characters. Match the pitch of a four-note (la-so-mi-do) call and-response song. Sing a tune with ‘stepping’ and ‘leaping’ notes. Play a steady beat on percussion instruments	Make up new words and actions about different emotions and feelings. Explore making sound with voices and percussion instruments to create different feelings and moods. Explore storytelling elements in the music and create a class story inspired by the piece. Make up a simple accompaniment using percussion instruments. Make up new lyrics and vocal sounds for different kinds of transport.
Willow	Listen and move in time to the song. Respond to musical characteristics through movement. Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers ‘march’ to music, naming the instruments playing in the clips). Listen to ‘Aquarium’, reflecting the character of the music through movement.	Sing a cumulative song from memory, remembering the order of the verses. Play classroom instruments on the beat. Copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do. Sing a unison song rhythmically and in tune. Play percussion instruments expressively, representing the character of their composition.	Participate in creating a dramatic group performance using kitchen-themed props. Compose music to march to using tuned and untuned percussion. Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols.
Rowan	Listen and identify where notes in the melody of the song go down and up.	Sing a call-and-response song in groups, holding long notes confidently. Play melodic and rhythmic accompaniments to a song. Rap accurately and rhythmically with dynamic contrasts. Perform crotchet and quaver actions (‘walk’ and ‘jogging’) on the beat and adapt these actions when the speed of the music changes.	Compose a pentatonic ostinato. Create rhythm patterns using the durations crotchet, crotchet rest, pair of quavers. Transfer rhythm patterns to tuned instruments to create rising and falling phrases using just three notes.
Holly	Listen with concentration and use descriptive words to talk about pieces of music. Listen to, appreciate, and be inspired by different styles of music – folk, classical and jazz – featuring the recorder.	PLAYING THE RECORDER – ENCHANTED FOREST Hold the recorder correctly, control the sound, and start each note clearly with ‘doo’. Play notes B A G clearly. Start and stop playing at the same time. Perform the chant, keeping a steady beat. Play as part of an ensemble, in smaller and larger groups, including singing and playing. Sing the <i>Enchanted forest</i> song from memory, expressing the lyrics. Improvise on one or more notes using word rhythms. Play one of the recorder parts for <i>Enchanted forest</i> .	To introduce improvisation skills. Understanding musical structure and simple composition. Create owl sounds using the head joint of the recorder.
Oak	Recognise individual instruments and voices by ear. Talk about the purpose of sea shanties and describe some of the features using music vocabulary. Listen to a selection of Gospel music and spirituals and identify key elements that give the music its unique sound. Understand techniques for creating a song and develop a greater understanding of the songwriting process. Talk about music using appropriate music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.). Listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor.	Sing a sea shanty expressively, with accurate pitch and a strong beat. Play bass notes, chords, or rhythms to accompany singing. Sing in unison while playing an instrumental beat (untuned). Keep the beat playing a ‘cup’ game. Develop and practise techniques for singing and performing in a Gospel style.	Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids. Improvise and compose, ‘doodling’ with sound, playing around with pitch and rhythm to create a strong hook. Create fragments of songs that can develop into fully fledged songs.

Spring Term

Class	Listening	Performance (singing/playing)	Improvisation / Composing
Ash	<p>Develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music (so-mi).</p> <p>Enjoy moving freely and expressively to music. Listen to music and show the beat with actions.</p> <p>Use appropriate hand actions to mark a changing pitch.</p> <p>Listen to a piece of classical music and respond through dance.</p>	<p>Develop a sense of beat by performing actions to music.</p> <p>Sing an action song with changes in speed.</p> <p>Play along with percussion instruments.</p> <p>Perform the story as a class.</p> <p>Sing and play a rising and falling melody, following the shape with voices and on tuned percussion.</p> <p>Sing in call-and-response and change voices to make a buzzing sound.</p> <p>Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo.</p>	<p>Explore the range and capabilities of voices through vocal play.</p> <p>Create a sound story using instruments to represent different animal sounds/movements.</p> <p>Make up new lyrics and accompanying actions. Improvise a vocal/physical soundscape about minibeasts.</p>
Willow	<p>Recognise the difference between a pattern with notes (pitched) and without (unpitched).</p> <p>Listen to and copy short rhythm patterns by ear.</p> <p>Mark rests in the song with actions, their voices, and instruments.</p>	<p>Chant together rhythmically, marking rests accurately.</p> <p>Play a simple ostinato on untuned percussion.</p> <p>Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable.</p> <p>Sing familiar songs in low and high voices, recognising higher and lower.</p> <p>Play a partner clapping game while singing a song.</p>	<p>Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C).</p> <p>Compose new lyrics and create short body percussion patterns to accompany the song.</p>
Rowan	<p>Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.</p> <p>Develop a sense of beat and rhythmic pattern through movement.</p> <p>Develop active listening skills by responding to musical themes through movement.</p> <p>Experience call-and-response patterns through moving with a partner.</p> <p>Understand the structure of rondo form (A-B-A-C-A).</p> <p>Listen and compare how different composers have approached creating word-based compositions.</p>	<p>Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure.</p> <p>Play a one-note part contributing to the chords accompanying the verses.</p>	<p>Compose a 4-beat rhythm pattern to play during instrumental sections.</p> <p>Working in small groups, sing a call-and-response song with an invented drone accompaniment.</p>
Holly	<p>Listen to, appreciate, and be inspired by pieces of music featuring the recorder from medieval times to the present day.</p>	<p>PLAYING THE RECORDER – MONSTERS, MONSTERS</p> <p>Demonstrate a solid recorder technique, holding the recorder correctly and using tongued articulation.</p> <p>Learn how to play the notes B A G C D and low E on the recorder.</p> <p>Explore expression on the recorder by using two types of articulation (tonguing), smooth (<i>legato</i>) and short (<i>staccato</i>) sounds.</p> <p>Learn to play at least two sections in <i>Monsters, monsters!</i></p> <p>Play as part of an ensemble, in smaller and larger groups, including singing and playing.</p> <p>Sing the <i>Monsters, monsters!</i> song from memory, expressing the meaning of the words through actions and gestures.</p>	<p>Create and explore new sounds on the recorder (extended techniques) to represent different kinds of monster characters.</p> <p>Use graphic notation to organise monster character sounds into a compositional structure.</p>
Oak	<p>Listen and copy back simple rhythmic and melodic patterns.</p> <p>Identify drum patterns, basslines, and riffs and play them using body percussion and voices.</p> <p>Listen and match vocal and instrumental sounds to each other, and to notation.</p> <p>Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement.</p>	<p>Sing a song in two parts with expression and an understanding of its origins.</p> <p>Sing a round and accompany themselves with a beat.</p> <p>Play a drone and chords to accompany singing.</p>	<p>Improvise freely over a drone.</p> <p>Show understanding of how a drum pattern, bassline and riff fit together to create a memorable and catchy groove.</p> <p>Compose and perform drum patterns, basslines, and riffs on a variety of instruments as part of a group.</p> <p>Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas.</p>

Summer Term

Class	Listening	Performance (singing/playing)	Improvisation / Composing
Ash	<p>Listen to a range of sea-related pieces of music and respond with movement.</p> <p>Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles.</p> <p>Listen actively to music in 3/4 time.</p> <p>Find the beat and perform a clapping game with a partner.</p> <p>Listen to and talk about folk songs from North America.</p>	<p>Sing a song using a call-and-response structure.</p> <p>Play sea sound effects on percussion instruments.</p> <p>With some support, play a call-and-response phrase comprising a short stepping tune (C-D-E).</p> <p>Play different instruments with control.</p> <p>Explore dynamics with voices and instruments.</p> <p>Play a two-note accompaniment, playing the beat, on tuned or untuned percussion.</p> <p>Sing a melody in waltz time and perform the actions.</p> <p>Transfer actions to sounds played on percussion instruments.</p> <p>Sing a song while performing a sequence of dance steps.</p>	<p>Compose a three-beat body percussion pattern and perform it to a steady beat.</p> <p>Develop a song by composing new words and adding movements and props.</p> <p>Improvise music with different instruments, following a conductor.</p> <p>Compose music based on characters and stories developed through listening to Beethoven's 5th symphony.</p> <p>Invent and perform actions for new verses.</p>
Willow	<p>Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece.</p> <p>Develop awareness of duration and the ability to move slowly to music.</p> <p>Listen to and copy rhythm patterns.</p> <p>Create art work, drawing freely and imaginatively in response to a piece of music.</p> <p>Copy call-and-response patterns with voices and instruments.</p>	<p>Perform actions to music, reinforcing a sense of beat.</p> <p>Sing and chant songs and rhymes expressively.</p> <p>Sing either part of a call-and-response song.</p> <p>Play the response sections on tuned percussion using the correct beater hold.</p> <p>Echo sing a line independently with teacher leading, then move on to pair singing in echo format.</p>	<p>Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation.</p> <p>Attempt to record compositions with stick and other notations.</p> <p>Create musical phrases from new word rhythms that children invent.</p>
Rowan	<p>Recognise and copy rhythms and pitches C-D-E.</p> <p>Move in time with the beat of the music.</p> <p>Talk about what they have learnt about Brazil and Carnival (e.g. samba batucada instruments, playing in call-and-response, samba schools, that in Brazil music helps communities thrive, that word rhythms are an important way to learn rhythm patterns, that you can freely express yourself at Carnival).</p> <p>Respond to and recognise crotchets and quavers and make up rhythms using these durations to create accompaniment ideas for the song.</p>	<p>Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion / instruments.</p> <p>Perform vocal percussion as part of a group.</p> <p>Play the chords of Fly with the stars on tuned percussion as part of a whole-class performance.</p> <p>Sing solo or in a pair in call-and-response style.</p>	<p>Invent simple patterns using rhythms and notes C-D-E.</p> <p>Compose music, structuring short ideas into a bigger piece.</p> <p>Notate, read, follow, and create a 'score'.</p>
Holly	<p>Listen to and be inspired by a wide variety of recorder music, showing that the recorder is an exciting and versatile instrument capable of performing as a solo instrument and within ensembles, in a wide range of genres and musical styles.</p>	<p>PLAYING THE RECORDER – EARTHLIGHT</p> <p>Understand and know how to play low E, low D, F#, and C# (even though the low notes E and D may not sound fully yet).</p> <p>Play with a secure technique, using both hands, with the recorder well-balanced.</p> <p>Play as part of an ensemble, in smaller and larger groups.</p> <p>Learn to play two or more parts of <i>Earthlight</i>.</p> <p>Sing the vocal line in <i>Earthlight</i> from memory, with <i>legato</i> phrasing and using dynamics to express the meaning of the words.</p>	<p>Improvise using notes from the pentatonic scale.</p> <p>Create a sound picture based on an image, using recorder, voices, and classroom percussion.</p>
Oak	<p>Show an understanding of why people sing lullabies to babies.</p> <p>Understand the differences between 3/4 and 4/4 time signatures.</p>	<p>Sing a lullaby accurately and with expression.</p> <p>Play an accompaniment using tuned percussion.</p> <p>Sing and play the melody of Kisne banaaya.</p> <p>Sing in a 4-part round accompanied with a pitched ostinato</p>	<p>Compose a gentle melody inspired by lullabies in 3/4 time, using a pentatonic scale and question and-answer phrasing.</p> <p>Compose a simple accompaniment using tuned instruments.</p> <p>Create and perform their own class arrangement.</p>