

The Willows Primary School: Recovery Curriculum 2021-2022
Skills Coverage

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	<p>Sing a large repertoire of songs (C and L-Speaking)</p> <p>Remember and sing entire songs (EAD-BID)</p> <p>Sing the pitch of a tone sung by another person (pitch match) (EAD-BIE)</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs (EAD-BIE)</p>	<p>Learn rhymes, poems and songs (C and L-LAU)</p> <p>Sing in a group or on their own, increasingly match pitch and following the melody (EAD-BIE)</p> <p>Perform songs, rhymes, poems and stories with others (ELG EAD-BIE)</p> <p>Sing a range of well known rhymes and songs (ELG EAD-BIE)</p>	<p>Sing a song with contrasting high and low melodies (Year 1 Unit 3)</p> <p>Create, respond to, place and change vocal sounds (Year 1 Unit 1)</p> <p>Control vocal dynamics, duration and timbre (Year 1 Unit 4)</p> <p>Combine voices and movement to perform a chant and a song (Year 1 Unit 11)</p> <p>Use voices to create descriptive sounds (Year 1 Unit 12)</p>	<p>Develop the use of vocal sounds to express feelings (Year 2 Unit 1)</p> <p>Chant and sing in two parts while playing a steady beat (Year 2 Unit 4)</p> <p>Sing with expression, paying attention to the pitch shape of the melody (Year 2 Unit 8)</p> <p>Understand and perform rising and falling and falling pitch direction (Year 2 Unit 5)</p> <p>Understand the structure of call and response songs (Year 2 Unit 1)</p>	<p>African drumming</p> <p>Level P1-Autumn Term</p> <p>Verbalise simple rhythms and relate them to a pulse</p> <p>Copy and play simple patterns as call and response</p> <p>Basic ability to handle instruments and sticks (if physically able)</p> <p>Collectively play a simple unison rhythm</p> <p>Respond to simple start/stop signals</p> <p>Can recognise when in/out of time</p> <p>Recall rhythms already learned</p> <p>Level P2-Spring Term</p> <p>Sustain a continuous simple rhythm with some accuracy</p> <p>Verbalise more advanced rhythms</p> <p>Physicalise simpler rhythms</p> <p>Control basic dynamics</p> <p>Recognise when in/out of time and self-correct</p> <p>Relate simple learned patterns to standard notation</p>	<p>Perform a rhythmic chant and play an independent rhythm pattern accompaniment (Year 2 Unit 9)</p> <p>Perform an updated version of a traditional nursery rhyme with a rap section (Year 2 Unit 9)</p> <p>Prepare and improve a performance using movement, voice and percussion (Year 2 Unit 12)</p> <p>Perform a round in three parts (Year 3 Unit 11)</p> <p>Perform a poem as an ensemble with rhythmic accuracy to a steady beat (Year 4 Unit 1)</p> <p>Use beatbox techniques to imitate the sound of a drum kit (Year 4 Units 1)</p> <p>Perform a rap or song with a vocal beatbox accompaniment (Year 4 Unit 1)</p> <p>Combine singing with untuned and tuned percussion in a performance (Year 4: Unit 6)</p>	<p>Perform a round in three parts (Year 3 Unit 11)</p> <p>Learn to sing partner songs (Year 4 Unit 3)</p> <p>Use beatbox techniques to imitate the sound of a drum kit (Year 4 Units 3)</p> <p>Perform a rap or song with a vocal beatbox accompaniment (Year 4 Unit 3)</p> <p>Learn to sing partner songs (Year 4 Unit 3)</p> <p>Develop techniques of performing rap using texture and rhythm (Year 5 Unit 2)</p> <p>Create and present a performance of song, music and poetry (Year 5 Unit 2)</p> <p>Sing and play percussion in a group piece with changes in tempo and dynamics (Year 5 Unit 5)</p> <p>Perform music together in synchronisation with a short movie (Year 5 Unit 5)</p> <p>Combine singing, playing and dancing in a performance (Year 4 Unit 11)</p> <p>Learn a 1960s pop song and popular dance styles of the time (Year 4 Unit 11)</p>	<p>Combine singing, playing and dancing in a performance (Year 4 Unit 11)</p> <p>Learn a 1960s pop song and popular dance styles of the time (Year 4 Unit 11)</p> <p>Demonstrate understanding of pitch through singing from simple staff notation (Year 6 Unit 1)</p> <p>Demonstrate understanding of beat and syncopation through singing and body percussion (Year 6 Unit 1)</p> <p>Perform complex song rhythms confidently (Year 6 Unit 6)</p> <p>Change vocal tone to reflect mood and style (Year 6 Unit 6)</p>

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Playing Instruments	<p>Use large muscle movements (Physical: Gross Motor Skills)</p> <p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm (Physical: Gross Motor Skill)</p> <p>Play instruments with increasing control to express their feelings and ideas (EAD-BIE)</p>	<p>Combine different movements with ease and fluency (Physical: Gross Motor Skill)</p> <p>Progress towards a more fluent style of moving, with developing control and grace (Physical: Gross Motor Skill)</p> <p>Explore and engage in music making-performing solo or in groups (EAD-BIE)</p> <p>Use a range of tools (ELG Physical-FMS)</p> <p>Demonstrate strength, balance and coordination when playing (ELG Physical-GMS)</p>	<p>Identify and keep a steady beat using instruments (Year 1 Unit 2)</p> <p>Learn to play percussion with control (changing dynamics) (Year 1 Unit 2)</p> <p>Explore and control dynamics, duration, and timbre with instruments (Year 1 Unit 4)</p> <p>Use instruments to create descriptive sounds (Year 1 Unit 12)</p>	<p>Listen to and repeat rhythmic patterns on body percussion and instruments (Year 2 Unit 4)</p> <p>Play pitch lines on tuned percussion (Year 2 Unit 5)</p> <p>Accompany a song with vocal, body percussion and instrumental ostinati (Year 2 Unit 8)</p>	<p>Maintain a steady tempo</p> <p>Access the basic sounds on their instrument with some accuracy</p> <p>Collectively play simple rhythms within a multipart ensemble</p> <p>Play simple breaks (counting/response)</p> <p>Vocalise and physicalise more advanced patterns</p> <p>Make simple compositional and improvisational decisions in relation to simple given structures</p> <p>Memorise and recall a basic repertoire of rhythms</p>	<p>Use instruments expressively in response to visual stimuli (Year 2 Unit 12)</p> <p>Play a pentatonic song with leaps in pitch on tuned percussion (Year 4 Unit 6)</p>	<p>Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion (Year 3 Unit 6)</p> <p>Interpret graphic notation on various sound makers with an understanding of their qualities and capabilities (Year 5 Unit 5)</p> <p>Perform music together in synchronisation with a short movie (Year 5 Unit 5)</p> <p>Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations (Year 4 Unit 11)</p> <p>Play an instrumental accompaniment of rhythms, chords and rifts (Year 4 Unit 11)</p> <p>Learn a dance and play music from a 19th century German Opera (Year 4 Unit 11)</p> <p>Learn to play a Renaissance dance from notations (graphic, rhythm and staff) (Year 4 Unit 11)</p> <p>Learn a dance and play music from a 19th century German Opera (Year 4 Unit 11)</p> <p>Learn to play a Renaissance dance from notations (graphic, rhythm and staff) (Year 4 Unit 11)</p>	<p>Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion (Year 3 Unit 6)</p> <p>Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations (Year 4 Unit 11)</p> <p>Play an instrumental accompaniment of rhythms, chords and rifts (Year 4 Unit 11)</p> <p>Learn a dance and play music from a 19th century German Opera (Year 4 Unit 11)</p> <p>Learn to play a Renaissance dance from notations (graphic, rhythm and staff) (Year 4 Unit 11)</p> <p>Demonstrate coordination and rhythm skills by participating in a complex circle game (Unit 1)</p> <p>Play tuned instrumental parts confidently from graphic scores with note names (Year 6 Unit 6)</p>

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Improvising and Exploring	<p>Explore how things work (UTW-PCC)</p> <p>Explore different materials freely in order to develop their ideas about how to use them (EAD-CWM)</p> <p>Improvise a song around one they know (EAD-BIE)</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings (EAD-CWM)</p> <p>Explore and engage in music making-performing solo or in groups (EAD-BIE)</p>	<p>Improvise descriptive music (Year 1 Unit 4)</p> <p>Respond to music through movement (Year 1 Unit 4)</p> <p>Respond to a change in mood with a slow and fast steady pace (Year 1 Unit 10)</p> <p>Explore, create and place vocal and body percussion sounds (Year 1 Unit 2)</p>	<p>Explore timbre and texture to understand how sounds can be descriptive (Year 2 Unit 3)</p> <p>Combine pitch changes with changes in other elements/dimensions (Year 2 Unit 5)</p>		<p>Understand and play from simple notation (Year 2 Unit 12)</p> <p>Explore musical phrases, melodic imitation and rounds (Year 3 Unit 11)</p>	<p>Explore musical phrases, melodic imitation and rounds (Year 3 Unit 11)</p> <p>Improvise to an ostinato accompaniment (Year 3 Unit 6)</p> <p>Play and improvise using the whole tone scale (Unit 2)</p> <p>Interpret graphic notation on various sound makers with an understanding of their qualities and capabilities (Year 5 Unit 5)</p> <p>Learn about and explore techniques used in movie soundtracks (Year 5 Unit 5)</p>	<p>Improvise to an ostinato accompaniment (Year 3 Unit 6)</p> <p>Create musical effects using contrasting pitch (Year 5 Unit 3)</p> <p>Devise, combine and structure rhythms through dance (Year 6 Unit 1)</p>

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Composing	Create their own songs (EAD-BIE)	Explore and engage in music making-performing solo or in groups (EAD-BIE)	Invent and perform new rhythms to a steady beat (Year 1 Unit 10) Create, play and combine simple word rhythms (Year 1 Unit 11) Create a picture in sound (Year 1 Unit 12)	Read and write simple pitch line notation (Year 2 Unit 5) Notate pitch shape and duration using simple line graphics (Year 2 Unit 1) Marks beats with four beat metre (Year 2 Unit 2)		Compose music to illustrate a story (Year 2 Unit 9) Arrange an accompaniment with attention to balance and musical effect (Year 3 Unit 11) Compose an introduction for a song (Year 4 Unit 2) Compose and notate pentatonic melodies on a graphic score (Year 4 Unit 6)	Arrange an accompaniment with attention to balance and musical effect (Year 3 Unit 11) Use the musical dimensions to create and perform music for a movie (Year 5 Unit 5) Evaluate and refine compositions with reference to the inter-related dimensions of music (Year 5 Unit 5) Create sounds for a movie, following a timesheet (Year 5 Unit 5) Compose a fanfare (Year 4 Unit 11)	Compose an introduction for a song (Year 4 Unit 2) Compose a fanfare (Year 4 Unit 11) Develop a structure for a vocal piece and create graphicscores (Year 5 Unit 3) Explore extended vocal techniques through listening to and composing 'a capella' (unaccompanied) vocal music based on graphic scores (Year 5 Unit 3)
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Listening	Listen with increased attention to sound (EAD-BIE)	Listens carefully to rhymes and songs, paying attention to how they sound (C and L-LAU) Listen attentively , move to and talk about Music, expressing their feelings and responses (EAD-BIE)	Recognise and respond to changes in tempo in music (Year 1 Unit 2) Understand musical structure by listening and responding through movement (Year 1 Unit 12)	Match descriptive sounds to images (Year 2 Unit 3) Listen to and repeat back rhythmic patterns on instruments and body percussion (Year 2 Unit 4)		Learn about an instrument from ancient Greece (Year 3 Unit 11) Explore the descriptive music of two famous composers of the 20th and 21st century (Year 4 Unit 2) Learn about and sing an African American Spiritual (Year 4 Unit 6) Develop listening skills by analysing and comparing music from different traditions (Year 4 Unit 6)	Learn about an instrument from ancient Greece (Year 3 Unit 11) Listen to and learn about a Romantic piece of music (Year 3 Unit 6) Listen to and learn about 1940s dance band music (Year 4 Unit 3) Hear and understand the features of the whole tone scale (Year 5 Unit 2) Listen to and learn about modern classical /Avant garde music (20 th century). (Year 5 Unit 2) Demonstrate understanding of the effect of music in movies (Year 5 Unit 5) Listen to and learn about Renaissance instruments (Year 4 Unit 11)	Listen to and learn about a Romantic piece of music (Year 3 Unit 6) Explore the descriptive music of two famous composers of the 20th and 21st century (Year 4 Unit 2) Listen to and learn about Renaissance instruments (Year 4 Unit 11) Learn about the music of an early Baroque opera (Year 5 Unit 3) Experience and understand the effect of changing harmony (Year 6 Unit 6) Listen to and understand modulation in a musical bridge (Year 6 Unit 6)
						Year 4	Year 5	Year 6
	Nursery	Reception	Year 1	Year 2				

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<p>Appraising</p>	<p>Develop their own ideas and then decide what materials to use express themselves (EAD-CWM)</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them (EAD-CWM)</p>	<p>Identify a sequence of sounds (structure) in a piece of music (Year 1 Unit 4)</p> <p>Identify metre by recognising its pattern (Year 1 Unit 8)</p> <p>Identify a repeated rhythm pattern (Year 1 Unit 10)</p>	<p>Identify ways of producing sounds (e.g. shake, strike, pluck) (Year 2 Unit 3)</p>		<p>Listen in detail to a piece of orchestral music (Identify how it depicts a season) (Year 2 Unit 9)</p> <p>Use simple musical vocabulary to describe music (Year 2 Unit 12)</p> <p>Listen, describe and respond to contemporary orchestral music (Year 2 Unit 12)</p>	<p>Identify the metre in a piece of music (Year 3 Unit 6)</p> <p>Recognise rhythm patterns in staff notation (Year 3 Unit 6)</p> <p>Identify different instrument groups from a recording (Year 4 Unit 3)</p> <p>Listen to a 19th century tone poem and describe its effects and use of the musical dimensions (Year 5 Unit 2)</p> <p>Listen to and analyse 19th century impressionist music using musical vocabulary (Year 5 Unit 2)</p> <p>Identify changes in tempo and their effects (Year 5 Unit 5)</p> <p>Evaluate and refine compositions with reference to the inter-related dimensions of music (Year 5 Unit 5)</p>	<p>Identify the metre in a piece of music (Year 3 Unit 6)</p> <p>Recognise rhythm patterns in staff notation (Year 3 Unit 6)</p> <p>Compare and contrast two pieces of 19th century Romantic music (Year 5 Unit 3)</p>
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