

Lister Infants Recovery Curriculum for Music

A Recovery Curriculum Statement for Music

Although remote learning was provided to our pupils throughout COVID 19 lockdown, school recognises access to the learning will not have been the same as being in the classroom. We also recognise our families had different experiences of lockdown and it affected people in different ways. As a result we know there will be gaps that need to be addressed as we return to school. Lister Infants will support pupils through identifying the knowledge, skills and understanding from missed learning and prioritising the most crucial components for progression before new units are taught.

Current Year group	Unit of work missed	Missed Early Years Outcomes (EYFS) Missed KUS (KS1)	Crucial Learning to be revisited	To be taught
Reception	As a result of COVID-19 lockdown, we know the loss of routine, structure, friendship, opportunity and freedom will have an impact on our youngest children, with this in mind we will focus on the Prime Areas within the EYFS- Personal, Social and Emotional Development, Communication and Language and Physical Development. Allowing children time to settle well, build strong relationships and feel secure in a structured routine. This focus will ensure our children are able to relate to each other, communicate effectively and engage with their environment. Opportunities for learning will be provided through a stimulating learning environment, with an emphasis on learning through fun, practical, hands on experiences with language development at the heart of each interaction.			
Year 1	Composition Creating own simple rhythms using instruments	<ul style="list-style-type: none"> Children sing songs and make music and experiment with ways of changing them. They develop their own ideas through selecting and using instruments. Makes up rhythms. Sings to themselves and makes up simple songs. They represent their own ideas, thoughts and feelings through music. Talks about the ideas and processes which have led them to make music. 	Composition including creating own rhythms <ul style="list-style-type: none"> I can repeat different melodic patterns. I can recognise and explore how sounds can be made and changed. I can represent sounds with symbols. I can create a simple tune using symbols. <p>A focus on appraising music will remain a focus in T1 with a variety of music to be appraised to enhance music knowledge.</p> <p>Singing can be done but preferably or where possible do it outdoors and in groups of 15. If it is done inside it should be in a large space and in bubbles (15 max) with social distancing</p>	<p>Creating own rhythms will be done using body percussion and percussion instruments at the beginning of every music lesson as a warm up. This can also be done at snack time or lining up time with clapping rhythms.</p> <p>Pictorial composition to be covered in T1.1 so this will be introduced using just two pictures and in a group process before progressing onto individual composition. It would be nice to create a composition</p>

			<p>strictly in place and children back to back or in rows with a 2 metre distance between.</p> <p>Music lessons from Resonate have been put on hold as a result of COVID 19. Staff will incorporate percussion instruments into their lessons for T1 in place of this.</p>	<p>to accompany a text that you are reading as a whole class. Children could be shown how to access 2simple and this could be a continuous provision activity along with adding percussion instruments to the shared area.</p> <p>Although music was missed in T3, it was covered weekly in T1 and T2. Therefore teachers will build in a recap on KUS into the year 1 content in T1 to ensure the children are confident before progressing onto new content.</p>
Year 2	<p>Composition</p> <p>Recorder Tuition</p>	<ul style="list-style-type: none"> • I can identify the beat in simple pieces of music. • I can discuss the dynamics, pitch and tempo in different pieces of music. • I can respond verbally and physically to different musical moods. • I can represent sounds with symbols. • I can create a simple tune using symbols. 	<p>Composition</p> <ul style="list-style-type: none"> • I can create my own melodic patterns in response to music. • Use pictorial images to create a simple composition. • Copy and create their own rhythms. • Discuss dynamics, pitch and tempo of different musical pieces. • Can keep a steady beat either using body percussion or instruments. <p>A focus on appraising music will remain a focus in T1 with a variety of music to be appraised to enhance music knowledge. Keeping a steady beat through the use of body percussion will be incorporated into this. The</p>	<p>Composition is not covered until T2.2 and T3 in Year 2. In preparation for this the children will recap on pictorial composition using 2simple and percussion instruments maybe to create a theme tune for 'The Great Fire of London' to represent the fire spreading or to accompany a text they are reading. Percussion instruments could be added to the playground for the children to experiment and create with.</p> <p>Although music was missed in T3, it was covered weekly in T1</p>

			<p>music will be discussed focussing on musical elements – dynamics, tempo and pitch.</p> <p>Singing can be done but preferably or where possible do it outdoors and in groups of 15. If it is done inside it should be in a large space and in bubbles (15 max) with social distancing strictly in place and children back to back or in rows with a 2 metre distance between.</p> <p>Music lessons from Resonate have been put on hold as a result of COVID 19. Staff will incorporate percussion instruments into their lessons for T1 in place of this.</p>	<p>and T2. Therefore teachers will build in a recap on KUS into the year 2 content in T1 to ensure the children are confident before progressing onto new content.</p>
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