

## Long-term Plan

### RECORDER

| Skills To Be Taught                                                           | Level One<br>(pre-Grade 1)                                                                                                                                                          | Level Two<br>(Grade 1)                                                                                                                                                                                                                                       | Level Three<br>(Grades 2 - 3)                                                                                                                                                         | Level Four<br>(Grades 4 - 5)                                                                                                                                                                                               | Level Five<br>(Grades 6 - 8)                                                                                                                                                                                                                                |
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| <b>Pitch</b><br>- range<br>- scales<br>- intervals<br>- harmony<br>- notation | Produce notes within a single octave range<br><br>Play simple scale patterns<br><br>Play simple pieces including small interval leaps<br><br>Recognise notes from standard notation | Extend range to include some chromatic notes<br><br>Elementary major and minor scales and arpeggios one octave<br><br>Learn pieces relating to these keys<br><br>Develop sight-reading skills within these keys<br><br>Understand how to tune the instrument | Extend range to a twelfth<br><br>Scales and arpeggios with up to two sharps or flats<br><br>Learn pieces relating to these keys<br><br>Develop sight-reading skills within these keys | Extend range to include chromatic coverage within two octaves<br><br>Scales and arpeggios with up to four sharps or flats<br><br>Learn pieces relating to these keys<br><br>Develop sight reading skills within these keys | Extend range to include full chromatic coverage within two octaves<br><br>Scales and/or modes in all keys, with both melodic and harmonic minors<br><br>.<br><br>Develop sight reading skills within these keys<br><br>Accurate intonation across the range |

|                                                                        | Level One                                                                                                                                                                                                                               | Level Two                                                                                                                                                                                                                                                                                                                                                                                                                                 | Level Three                                                                                                                                                                     | Level Four                                                                                                                                                    | Level Five                                                                                                                                                                                                         |
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| <b>Duration</b><br>- <i>rhythm</i><br>- <i>pulse</i><br>- <i>tempo</i> | <p>Play simple rhythms (using crotchets, quavers, minims and semibreves)</p> <p>Recognize simple rhythms from standard notation</p> <p>Play pieces in 4/4 and 3/4 time</p> <p>Play with a steady pulse at a moderate tempo</p> <p>.</p> | <p>Extend ability to read and play rhythms in simple time, including dotted rhythms, single quavers and rests</p> <p>Understanding and expression of strong and weak beats</p> <p>Understanding the difference between tempo, rhythm and pulse</p> <p>Play in varied tempi (from moderately fast to moderately slow)</p> <p>Play using gradations of tempi (<i>ritardando and accelerando</i>)</p> <p>Set and maintain a steady pulse</p> | <p>Introduction of compound time signatures and rhythms</p> <p>Introduction of triplets, semiquavers and syncopated rhythms</p> <p>Play in varied tempi (from fast to slow)</p> | <p>Introduction of irregular time signatures e.g. 5/4</p> <p>Refine the ability to distinguish tempo characteristics, e.g. <i>allegro, andante, lento</i></p> | <p>Complex rhythms and rhythmic transitions in all time signatures</p> <p>Understanding all tempo directions and to interpret and implement those directions</p> <p>Understanding and implementation of rubato</p> |

|                                                                                        | Level One                                                                                                                                                                                                                                                                              | Level Two                                                                                                                                                                                                           | Level Three                                                                                                                                                                 | Level Four                                                                                                                                                                                                             | Level Five                                                                                                                                 |
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| <b>Technique</b><br>- tone<br>- articulation<br>- fingering<br>- posture<br>- dynamics | Production of a reliable, steady tone through:<br>Embouchure<br>Posture<br>Breathing<br><br>Tongue notes without stopping the breath in between<br><br>Co-ordinate finger movement with tonguing<br><br>Play legato phrases<br><br>Play at a reliable <i>mf</i> (without over-blowing) | Introduce staccato tonguing<br><br>Recognise and play a mixture of tongues and slurs<br><br>Play with dynamic contrast ( <i>f</i> , <i>mf</i> , <i>mp</i> , and <i>p</i> , <i>crescendo</i> and <i>diminuendo</i> ) | Develop the variety of articulation, including accents and tenuto<br><br>Introduce trills and grace notes<br><br>Increase dynamic range including <i>ff</i> , and <i>pp</i> | Develop awareness and use of tonal qualities over all registers, supported by relevant breathing technique<br><br>Develop dynamic subtleties, including ability to express <i>sf</i> , <i>fp</i> , <i>morendo</i> etc. | Advanced tonal and contemporary techniques, e.g. flutter tonguing, glissandi<br><br>Use of dynamics to develop phrasing and interpretation |
| <b>Singing</b><br>- songs<br>- aural skills                                            | Sing at least one song within a simple pitch range (this might be a piece being learned on the instrument)<br><br>Sing up and down the scale patterns of the pitches learned                                                                                                           | Sing with improved pitching and confidence<br><br>Sing back a short (two bar) phrase                                                                                                                                | Sing with improved pitching and confidence across a wider pitch range<br><br>Sing back a short phrase, including in a minor key                                             | Take part in choirs<br><br>Sing simple lines from notation                                                                                                                                                             | Take part in choirs and vocal ensembles                                                                                                    |

|                                                                                                              | Level One                                                                                                                                                                                                      | Level Two                                                                                                                                  | Level Three                                                                                                                                                                                                                                                                                      | Level Four                                                                                                                                                                                                                                                             | Level Five                                                                                                                                                  |
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| <b>Theoretical knowledge and understanding</b><br><br>- <i>structure</i><br>- <i>terms</i><br>- <i>style</i> | <p>Awareness of the layout of a piece, any repetitions, including ternary (ABA) form</p> <p>Recognise direction of pitches e.g. step by step up or down</p>                                                    | <p>Use of elementary musical terms (e.g. <i>forte and piano</i>)</p> <p>Understanding phrasing (and breathing according to phrasing)</p>   | <p>Expanding understanding of more complex structures e.g. <i>Rondo</i></p> <p>Recognise rhythmic, melodic and harmonic features e.g. sequences, intervallic leaps</p>                                                                                                                           | <p>Understanding more complex structures e.g. Rondo form, Minuet and Trio</p> <p>Understanding musical character and style</p>                                                                                                                                         | <p>Understanding more advanced forms e.g. Sonata form, mobile structures</p> <p>Make musical decisions by reflecting on musical styles and conventions</p>  |
| <b>Performing</b><br><br>- <i>solo</i><br>- <i>in parts</i><br>- <i>ensembles</i>                            | <p>Perform simple repertoire from notation or from memory</p> <p>Perform solo and with others for an audience in a variety of contexts</p> <p>Perform with keyboard accompaniment and/or CD backing tracks</p> | <p>Perform music in a variety of different genres and styles</p> <p>Perform in parts e.g. duets, rounds</p> <p>Develop ensemble skills</p> | <p>Perform longer, more advanced pieces, with an awareness for communicating musical style</p> <p>Able to hold individual line in a small ensemble</p> <p>Opportunities to learn different instruments of the family e.g. treble and bass</p> <p>Opportunities for duets, trios and quartets</p> | <p>Able to perform two or three solo pieces, with or without accompaniment, in the same programme</p> <p>Opportunities to learn different instruments alongside recorders e.g. oboe or bassoon</p> <p>Opportunity to play in recorder consorts and mixed ensembles</p> | <p>Perform advanced repertoire in substantial programmes involving a range of styles, including contemporary music.</p> <p>Develop chamber music skills</p> |

|                                  | Level One                                                                                                                                                                                                                                                                                                                                       | Level Two                                                                                                                                                                 | Level Three                                                                                                                                                                                                                                                                                                | Level Four                                                                                                                                                                                                                                                                              | Level Five                                                                                                                                                                                                                                                                  |
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| <b>Composing and Improvising</b> | Take part in question and answer activities, leading to improvising with simple rhythms and pitches over two bars                                                                                                                                                                                                                               | Extend length of improvised responses in question and answer activities                                                                                                   | <p>Pupils work together to structure composed and/or improvised pieces</p> <p>Introduce chords and simple chord sequences</p>                                                                                                                                                                              | <p>Ability to notate composition, using standard or graphic scores</p> <p>Improvise within a more complex framework, using a variety of keys</p>                                                                                                                                        | <p>Compose and/or improvise using a wider variety of styles e.g. rock, jazz, minimalist, atonal, pastiche</p> <p>Refine notation of compositions</p>                                                                                                                        |
| <b>Listening</b>                 | <p>Appraise own and others' achievements and performances</p> <p>Play simple patterns and pieces by ear and from memory</p> <p>Listen to a variety of music in different styles and genres, appreciating different moods and characteristics, and be able to describe these in words.</p> <p>Listen, understand and respond to instructions</p> | <p>Listen to others when playing with accompaniment or as an ensemble</p> <p>Use simple musical vocabulary to describe music</p> <p>Understand tasks set for practice</p> | <p>Awareness of relationship to all other parts in ensemble playing</p> <p>Play more advanced pieces by ear and / or from memory</p> <p>Identify time signatures and rhythms when listening to music, both in simple and compound time</p> <p>Self assessment to develop effective practice strategies</p> | <p>Recognition of more complex musical elements and structures e.g. major/minor tonality, sequences</p> <p>Recognition and understanding of textures and timbres</p> <p>Recognition and identification of a variety of musical styles, e.g. classical, romantic, waltz, tango, jazz</p> | <p>Full awareness of other parts in ensemble work, and ability to respond musically</p> <p>Perform advanced pieces from memory</p> <p>A full vocabulary of musical terms to describe musical elements and styles</p> <p>Recognise cadences and basic chord progressions</p> |