

MUSIC MAESTRO PRIMARY

UNIT 4.3 – SPRING TERM 1 – RECORDER LESSONS 3

UNIT OVERVIEW

In this unit of work, pupils will learn additional notes from those learnt in Year 3 recorder units. They will add low D, E and F to the repertoire. They will be introduced to playing duets, learning both parts and playing both of them accurately.

LINKS TO PRIOR LEARNING

Pupils will already have learnt the notes G, A, B, C, D. They will be familiar with staff notation in the treble clef and be able to name a range of note values.

ESSENTIAL LEARNING SUMMARY

Lesson	Learning Intention/Activity	What will be known and remembered	Revisited vocabulary	New vocabulary
1	RECAP This lesson is a recap lesson for the learning undertaken in Y3. Depending on the quality of recall, it may require one, or two lessons to fully recap the work covered. It is essential that this is undertaken thoroughly, as these skills will be required later in the unit to add to the new learning. Activities should cover reminders/practice of the following: Parts of the recorder The notes G, A, B, The notes C and D Note names and placings in the stave Note lengths Recorder Rehearsal (GABCD)	✓ Can recall the finger positions of notes GABCD ✓ Know the note placings of these notes on the stave	Stave Minim Crotchet Quaver	
2	RECAP Repeat the Recorder Rehearsal (GABCD) to get warmed up. LEARN Today, we are going to explore two new notes. We will be looking at Low D and Low E. Use this graphic to show the finger positions and	✓ Know and use the finger positions for Low D and Low E ✓ Know the note placings of these notes on the stave	Stave Minim Crotchet Quaver	Low D Low E

MUSIC MAESTRO PRIMARY

	where these notes are located on the staff. Give the children plenty of time to embed these finger positions. When ready, use the rehearsal score for Low D and Low E only, namely tracks 1-4. Ensure that the transition between the new notes and notes already known is smooth and comfortable. This may take some time, and don't be afraid to spend a whole lesson on this as muscle memory will be important when we add further, more tricky notes. You are encouraged to keep a slow and steady beat, gradually increasing the tempo when confidence and accuracy improves. REVIEW How does using both hands make things trickier?			
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3	RECAP Repeat the Recorder Rehearsal (GABCD) and D and E Rehearsal Score to get warmed up. LEARN Today, we will learn the note F. This is slightly more tricky than the other notes we have learnt due to the finger placements. Introduce the finger placements using the Low DEF Recorder Notes graphic. Specific work will be required to ensure that the bottom finger covers both the larger and smaller holes, as indicated on the graphic. Use the Rehearsal Score to consolidate the F note, through tracks 5 and 6. Again, this may take some time and patience, particularly moving from F to A. Don't be afraid to give this plenty of time. REVIEW	✓ Know and use the finger positions for F and the note placing for this note	Stave Minim Crotchet Quaver Low D Low E	
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MUSIC MAESTRO PRIMARY

	Can you play the note the teacher calls out? (Teacher calls all notes from Low D to High D)			
4	RECAP Consolidate track 5 and 6 from the previous lesson, to secure the F note. LEARN Using the Recorder Performance sheet, navigate through both tracks. Work together as a class to begin to rehearse each, and then send the children to work individually or in pairs to learn them more securely. Work around the room, supporting children with feedback, ensuring that rehearsal is slow and steady in tempo to begin with, gradually increasing to performance pace. Pull the children back into the group and refine the performance as a class. REVIEW Which notes do you find hardest to play? Does anyone have any advice or tips to help you improve this?	✓ Can play melodies using the notes DEFGABCD ✓ Can use basic rehearsal techniques to improve the accuracy of a performance	Stave Minim Crotchet Quaver Low D Low E	
5	Should it be required, repeat lesson 4 to secure the performance. <i>NB – We will also revisit these pieces as part of our class performance at the end of the next unit, so it is well-worth spending time on this if you have it.</i>	✓ Can play melodies using the notes DEFGABCD ✓ Can use basic rehearsal techniques to improve the accuracy of a performance	Stave Minim Crotchet Quaver Low D Low E	

MUSIC MAESTRO PRIMARY

	ASSESSMENT:	Exceeded	Secured	Below
	✓ Can play melodies using the notes DEFGABCD ✓ Can use basic rehearsal techniques to improve the accuracy of a performance			
What does this assessment information tell me about the impact of the curriculum? What do I need to do next as a result?				

MUSIC MAESTRO PRIMARY

UNIT GLOSSARY	
Crotchet	A note worth 1 count.
Minim	A note worth 2 counts.
Quaver	A note worth half a count. Two quavers equal 1 count
Improvise	To make music up on the spot
Melody	The main 'tune' of a piece
Rhythm	The combination of beats, often played by percussion instruments
Stave	The 5 lines on which musical notes are written
Low D	The note D directly below the first line on the treble clef stave
Low E	The note E on the first line of the treble clef stave