

# MUSIC MAESTRO PRIMARY

## UNIT 3.3 – Spring Term 1 – Recorder Lessons

### UNIT OVERVIEW

In this unit of work, pupils will learn to play the recorder. They will initially study the notes G, A and B, using the correct finger placement on the instrument. (Unit 3.4 progresses to C and D). They will play single-line melodies in whole class and smaller groups. They will learn rehearsal techniques, how to look after a recorder and how to hold it properly. They will learn that a semi-breve has a count of 4 beats and recognise this in musical notation.

### LINKS TO PRIOR LEARNING

Pupils have encountered formal staff notation in unit 3.1. They have covered note values of crotchets, quavers and minims. They have learnt the placing of notes on the treble clef from middle C to top F.

### ESSENTIAL LEARNING SUMMARY

Lesson	Learning Intention/Activity	What will be known and remembered	Revisited vocabulary	New vocabulary
1	<p><b>RECAP</b> Revisit the note cards for <a href="#">CDE</a>, <a href="#">FACE</a> and <a href="#">EGBDF</a> to check recall. Revisit the <a href="#">note values</a> of minims, crotchets and quavers.</p> <p><b>LEARN</b> Introduce the semi-breve (looks like a minim without the stick). This is worth 4 counts. It is often found at the end of pieces of music as the longer note helps to make it sound like it is coming to an end. Where can the pupils see semi-breves on the <a href="#">recorder rehearsal</a> music?</p> <p>Introduce the pupils to <a href="#">the recorder</a>. Highlight that it is from the woodwind family and that it makes sound from air blown into the instrument, which comes out of the holes in the recorder. We use our fingers to cover some of those holes to change the note. This happens because when we make the air travel further down the recorder, it makes the sound go lower. (and vice versa)</p> <p>Give each child a recorder. Highlight the hygiene rules around not sharing with others, and the importance of washing the mouthpiece</p>	<ul style="list-style-type: none"><li>✓ Know the parts of a recorder</li><li>✓ Know how to play the note G</li><li>✓ Read notation and play on the recorder</li></ul>	Crotchet Minim Quaver	Semibreve Repeat lines

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	<p>after use. Show the pupils to hold the recorder at a slight angle from the mouth, away from the body. Without covering any holes, encourage the children to blow gently into the recorder. They need to make a quiet and controlled sound; no squeaking! Perhaps count a steady beat for pupils to play.</p> <p>Tell the pupils we will be learning to play a G first. Show this on the <a href="#">note chart</a>. Use the thumb to cover the back hole and then cover the top 3 holes with fingers from one hand Once they have managed this, get them to blow quietly and with control,</p> <p>When ready, attempt to play the first <a href="#">two rehearsal pieces</a>. You can do this as a class and/or in small groups. Reiterate to pupils that when rehearsing, it is best to take things slowly until you are more confident.</p> <p>When secure, use the backing tracks for <a href="#">track 1</a> and <a href="#">track 2</a> as accompaniment. Make sure you count 4 beats before you begin, as the backing track has a short introduction. Note that on the music, there are two double lines with a colon at the end of the line. This tells the performer to repeat the music again.</p> <p><b>REVIEW</b> Give advice to your partner how to hold and look after a recorder.</p>			
2	<p><b>RECAP</b> Where do you put your fingers to play G?</p> <p><b>LEARN</b> Lesson two is a mirror of lesson 1, with the exception that pupils are learning the notes A and B, rather than G.</p> <p>Use the following resources:</p> <p><a href="#">Recorder rehearsals</a></p> <p><a href="#">Note chart</a></p> <p><a href="#">Track 3 backing</a></p> <p><a href="#">Track 4 backing</a></p>	<ul style="list-style-type: none"><li>✓ Know the parts of a recorder</li><li>✓ Know how to play the notes A and B</li><li>✓ Read notation and play on the recorder</li></ul>	Crotchet Minim Quaver Semibreve Repeat lines	

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	<p><a href="#">Track 5 backing</a>  <a href="#">Track 6 backing</a></p> <p><b>REVIEW</b>          Explain good rehearsal techniques</p>		
3	<p><b>RECAP</b>          Where do you put your fingers to play A and B?</p> <p><b>LEARN</b>          Lesson three is an opportunity to revisit content from lessons 1 and 2. This is important, as pupils will need to be ready to apply all learning into more demanding music.</p> <p>Use the following resources:</p> <p><a href="#">Recorder rehearsal</a>  <a href="#">Note chart</a>  <a href="#">Track 1 backing</a>  <a href="#">Track 2 backing</a>  <a href="#">Track 3 backing</a>  <a href="#">Track 4 backing</a>  <a href="#">Track 5 backing</a>  <a href="#">Track 6 backing</a></p> <p><b>REVIEW</b>          What are you finding most challenging about playing the recorder?</p>	<ul style="list-style-type: none"> <li>✓ Know the parts of a recorder</li> <li>✓ Know how to play the notes G, A and B</li> <li>✓ Read notation and play on the recorder</li> </ul>	Crotchet Minim Quaver Semibreve Repeat lines
4	<p><b>RECAP</b>          Where do you put your fingers to play G, A and B?</p> <p><b>LEARN</b>          In this lesson, we are going to take all three of the notes learnt so far and place them into a performance of music containing all three.</p>	<ul style="list-style-type: none"> <li>✓ Know the parts of a recorder</li> <li>✓ Know how to play the notes G, A and B</li> <li>✓ Read notation and play on the recorder</li> </ul>	Crotchet Minim Quaver Semibreve Repeat lines

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	<p>Use the <a href="#">rehearsal sheet</a> for tracks 7 and 8, playing the notes as a class and/or in small groups.</p> <p>When you are ready, attempt the music with the backing tracks for <a href="#">pieces 7</a> and <a href="#">8</a>.</p>			
5	<p><b>RECAP</b> Where do you put your fingers to play G, A and B?</p> <p><b>LEARN</b> In this lesson, we are going to take all three of the notes learnt so far and place them into a performance of 'Mary had a little lamb.'</p> <p>Use the <a href="#">rehearsal sheet</a> for track 9, playing the notes as a class and/or in small groups.</p> <p>When you are ready, attempt the music with the backing track for <a href="#">Piece 9</a>. (NB – There is a two bar introduction for this piece, with 8 counts)</p>	<ul style="list-style-type: none"> <li>✓ Know the parts of a recorder</li> <li>✓ Know how to play the notes G, A and B</li> <li>✓ Read notation and play on the recorder</li> </ul>	Crotchet Minim Quaver Semibreve Repeat lines	
6	<p><b>ASSESSMENT:</b></p> <p>Know the parts of a recorder</p> <p>Know how to play the notes G, A and B</p> <p>Read notation and play on the recorder</p>	<b>Exceeded</b>	<b>Secured</b>	<b>Below</b>
<p><b>What does this assessment information tell me about the impact of the curriculum?</b></p> <p><b>What do I need to do next as a result?</b></p>				



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UNIT GLOSSARY	
<b>Crotchet</b>	A note worth 1 count.
<b>Minim</b>	A note worth 2 counts.
<b>Quaver</b>	A note worth half a count. Two quavers equal 1 count
<b>Semibreve</b>	A note worth 4 counts.
<b>Stave</b>	5 lines, equally apart, upon which musical notes are placed
<b>Treble Clef</b>	A symbol to show where to place notes on a stave. The treble clef is sometimes called the G Clef as it centres on the G line.
<b>Ledger line</b>	An extra line added above or below the stave
<b>Repeat lines</b>	A double line with a colon which signifies that a section of music should be played again.