










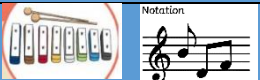
 Children's prior learning in this area	 Cultural Capital Opportunities	 Key vocabulary and glossary
<ul style="list-style-type: none"> - Rhythm means patterns that fit over a steady beat. - Rhythms are dictated by syllables of long and short patterns. - Repeated rhythm is called an ostinato. - The beat can be grouped into 4 counts. - A piece of music can have a melody and an accompaniment - <i>An ensemble keeps in time together to a steady beat.</i> 	<p>Live and inspired BSO concert May 2024 – live stream.</p> <p>Live performance of a recorder, a clarinet and a saxophone.</p>	<p>descant recorder - a musical instrument from the woodwind family.</p> <p>woodwind family – a group of instruments that are played by blowing air through a mouthpiece and opening or closing holes on the instrument with your fingers to change the pitch.</p> <p>pitch – how high or low the note is.</p> <p>stave - a set of five horizontal lines and four spaces that musical pitches are written on to.</p> <p>crotchet - A note worth one beat, represented by a solid dot with a stem.</p> <p>crotchet rest - A moment of silence in music lasting for one beat.</p>
Enquiry Question: What is a recorder and how does it work?	Enquiry Question: How do we create an appropriate sound on a recorder?	Enquiry Question: How is music written down?
Concept: Performance instrumental 	Concept: Performance instrumental Key element: Pitch 	Concept: Musical notation Key element: Pitch 
<p> <i>Students will know that the descant recorder is a musical instrument from the woodwind family.</i></p> <p><i>Students will know how to take care of each instrument, playing with an awareness of control.</i></p> <p>Knowledge: The descant recorder is a musical instrument from the woodwind family. An orchestra has 4 families – woodwind, brass, strings and percussion. The woodwind section features many instruments from the Bolero that we listened to in Autumn. Woodwind instruments make sounds by blowing gently and uncovering the finger holes.</p> <p>Instrument care – when you are not playing your recorder, put it carefully in its case and store it in a place where it is not going to get broken.</p> <p>Teach – ‘hey you’ rap on Charanga https://soundstorm.charanga.com/c/1314439-instruments/131959-recorder-course/lessons/64262-rec-step-1. Sing the song with variations of pick up recorder/put it down/ hold it to lips.</p> <p>Instrument care – holding a recorder. Introduce a good sitting position. Sit up tall so full breaths can be taken. Hold your recorder with your left hand at the top. The thumb should be covering the hole at the back. The fingers on the left hand should be gently curved and life up and down over the three top finger holes. Use the thumb of your right hand to steady the recorder. Sing left hand/right hand rap on charanga.</p>	<p> <i>Students will know that notes can be separated by using the tongue to stop the air flow.</i></p> <p><i>Students will know how to match the pitch they hear with accuracy.</i></p> <p>Recall and retrieve: Revisit instrument care from lesson 1 – taking care of the instrument and how to hold the recorder and make an appropriate sound.</p> <p>Key Element: Pitch – how high or low the note is. Revisit the first note last week – B. Explain that the pitch (how high or low the note is) is determined by where your fingers are on the recorder.</p> <p>Teach: Introduce Red Boat, Blue Boat. I do, you do – teacher to sing the song, children to copycat the pitch rhythm (a rhythm with a melody/tune) back. Teacher to clap the rhythm, children to copycat back. Teacher to sing and clap, children copycat. Teacher to play the rhythm on their recorder, modelling appropriate technique of breathing and sitting position. Model how to separate the notes you are playing using your tongue. Notes can be separated by using the tongue to stop the air flow. Tap the back of the teeth with your tongue as if you are saying d for dog.</p>	<p> <i>Students will know that a stave is a set of five horizontal lines and four spaces. B sits on the third line up. A sits on the second space up.</i></p> <p><i>Students will know how to read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.</i></p> <p>Recall and retrieve: Revisit instrument care from lesson 1 – taking care of the instrument and how to hold the recorder and make an appropriate sound.</p> <p>Key Element: Pitch – how high or low the note is. Revisit how to play a B. Recap that the pitch (how high or low the note is) is determined by where your fingers are on the recorder. Play Red Boat, Blue Boat again.</p> <p>Teach: Show B on a stave. A stave is a set of five horizontal lines and four spaces that musical pitches are written on to. – see charanga video - https://soundstorm.charanga.com/resources/10434-easy-b-theory-the-language-of-music/play. Explain that by now putting one more finger over the next finger hole down on the recorder, the pitch is going to also move down (the sound will get lower). The next note we are going to learn to play on our recorder is A. To play A, we use the top two fingers of our left hand to cover the top two holes and we cover the hole at the back with our left thumb.</p> <p>Introduce Amazing Aeroplane. I do, you do – teacher to sing the song, children to copycat the pitch rhythm (a rhythm with a melody/tune) back. Teacher to clap</p>

<p><u>Correct technique – breathing techniques</u> – if you blow too hard into the recorder, it will squeak. Instead, pretend that you are blowing gently on a single candle flame so it flickers back and forth. Separate the notes you are playing using your tongue. Tap the back of the teeth with your tongue as if you are saying d for dog.</p> <p><u>Teach:</u> First note – B. Thumb and first finger.</p> <p><u>Apply:</u>– learn how to play Bouncing Ball (See resources).</p>	<p><u>Apply:</u> Perform in small groups and note down any children who are struggling to hold the recorder (left hand at the top, right hand at the bottom), make the correct sound, make the correct pitch and make the correct rhythm.</p>	<p>the rhythm, children to copycat back. Teacher to sing and clap, children copycat. Teacher to play the rhythm on their recorder, modelling appropriate technique of breathing and sitting position. Model how to separate the notes you are playing using your tongue. Tap the back of the teeth with your tongue as if you are saying d for dog.</p> <p><u>Apply:</u> Perform in small groups and note down any children who are struggling to hold the recorder (left hand at the top, right hand at the bottom), make the correct sound, make the correct pitch and make the correct rhythm.</p>
Enquiry Question: How is music written down?		
<p>Concept: Musical notation Key element: Pitch</p>	<p>Concept: Musical notation Key element: Pitch</p>	
<div style="display: flex; align-items: center;">  <div> <p><i>Students will know that a crotchet represents 1 beat. Beats of music can be grouped together into a bar. A bar most commonly can have 2,3 or 4 beats in it.</i></p> <p><i>Students will know how to read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.</i></p> </div>  </div> <p><u>Recall and retrieve:</u> Revisit instrument care from lesson 1 – taking care of the instrument and how to hold the recorder and make an appropriate sound.</p> <p>Revisit how to play a B. Recap that the pitch (how high or low the note is) is determined by where your fingers are on the recorder. Play Red Boat, Blue Boat again.</p> <p><u>Knowledge:</u> Show B on a staff (A staff is a set of five horizontal lines and four spaces) – see charanga video). Show A on a staff. B sits on the third line up. A sits on the second space up. Watch notation video. Show the written notation for ‘B and A come together’ on Charanga. Explain that the coloured in circle with a stick pointing straight up or down means we play 1 note on that beat (this is called a crotchet). When we don’t play, like on beat 2, we put in a symbol to show we rest. This is called a crotchet rest.</p> <p>Practise moving from a B to an A. Practising moving from an A to a B. What happens to the pitch we are creating?</p> <p><u>Teach:</u> Introduce ‘B and A come together’. Slow the tempo down to 50%. I do, you do – teacher to sing the song, children to copycat the pitch rhythm (a rhythm with a melody/tune) back. Teacher to clap the rhythm, children to copycat back. Teacher to sing and clap, children copycat. Teacher to play the rhythm on their recorder, modelling how to move from one note to the next, preparing the fingers prior to when the note needs to be played.</p> <p><u>Apply:</u> Perform in small groups and note down any children who are struggling to hold the recorder (left hand at the top, right hand at the bottom), make the correct sound, make the correct pitch and make the correct rhythm.</p>	<div style="display: flex; align-items: center;">  <div> <p><i>Students will know that a crotchet represents 1 beat. Beats of music can be grouped together into a bar. A bar most commonly can have 2,3 or 4 beats in it.</i></p> <p><i>Students will know how to read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.</i></p> </div>  </div> <p><u>Recall and retrieve:</u> Revisit instrument care from lesson 1 – taking care of the instrument and how to hold the recorder and make an appropriate sound.</p> <p>Revisit how to play a B and an A and how to move from one note to the next.</p> <p>Practise moving from a B to an A. Practising moving from an A to a B. What happens to the pitch we are creating?</p> <p><u>Teach:</u> Introduce ‘Abie’s blues (on charanga). Show the notation. Recap that the coloured in circle with a stick pointing straight up or down means we play 1 note on that beat (this is called a crotchet). When we don’t play, we put in a symbol to show we rest. This is called a crotchet rest. A circle not coloured in with a stick pointing up or down means we play for 2 beats. This is called a minim but we will learn more about this in year 3. This piece of music has been selected as it uses combinations of long and short notes, movement of pitches and crotchet rests.</p> <p style="color: red;">Explain that music can be written down or learnt off by heart. Mrs Gardner to show a clarinet and a saxophone and explain that a recorder is a stepping stone to other woodwind instruments. Learning how to read music through learning the recorder is a stepping stone to learning ANY instrument.</p> <p style="color: red;">Extended opportunity - Performance of 2 pieces to parents</p> <p style="color: red;">Peripatetic teachers to visit classes to show further opportunities available in year 3 for the children.</p>	

