

Through our Music curriculum, we aim to engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. The children will learn about the history of Music; they will be introduced to famous composers; learn to engage critically with music through appreciation sessions; learn to compose using a variety of instruments.

Inspiring and enabling our school community to live life to the full



YEAR 3

Subject: Music
Learning an Instrument: Recorders

Characteristics of an Effective Learner

Courage
Commitment
Collaboration
Creativity
Curiosity

<p>Prior Learning:</p> <ul style="list-style-type: none"> - Children have practised playing tuned instruments in KS1; how to keep to a pulse in order to play as a group and how pitch can be varied in music. - In Year 1 children learn how to sing in pitch in order to respond 	<p>Key Vocabulary taught in this unit:</p> <p>Beats, bar, pulse, counts, rhythm, notes, stave</p> <p>Children learn notes (crotchet, minim, semibreve and quaver) as 'ta', 'ta-ah' 'ta-ah-ah-ah' and 'ti-ti').</p>
<p>Intent: What do we want the children to know, be able to do by the time they complete this unit)?</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression- Children perform rhythm/singing games and play songs on their flutes</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music - Children make up copycat rhythms using their developing knowledge of different length notes to 4 counts. Children learn the effect of silences (rests).</p> <p>Listen with attention to detail and recall sounds with increasing aural memory - Children read and sing musical notation using patterns of notes they have been learning. Children sing and play back patterns of notes for 4 counts.</p> <p>Use and understand staff and other musical notations - Children learn and read notes a, b and g on a stave and extend to e, d, c and f. Recognise note length (crotchet, minim, semibreve and quaver- learnt as 'ta', 'ta-ah' 'ta-ah-ah-ah' and 'ti-ti'). They also learn what a rest looks like and the repeat sign and how to recognise notes which should be played staccato.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians- Listen to flute pieces played by teacher and recognise tunes as well as flute played by older children during the flute concert</p>	
<p>Impact / Outcome:</p> <p>What will the final product / result be?</p> <p>Children perform pieces from the unit to record and play back.</p>	
<p>P4C Inquiry (where appropriate) n/a</p>	

Progression through module	Learning Objective/s	Key Learning/Teaching Points	Possible learning activities	Resources required
1	<p>How do I hold a flute correctly?</p> <p>Learn what a stave is.</p> <p>Learn what a treble clef looks like and where it appears on the stave.</p> <p>Learn to play note b</p>	<p>Lessons taken from 'Recorder from the Beginning Book 1' by John Pitts</p> <p><u>Holding your recorder</u></p> <p>Hold your recorder in front of you. Put your left hand near the top. Put your right hand near the bottom. Press your thumb over the hole underneath the recorder. Cover the top hole nearest your mouth with your first finger. Put your right thumb under the recorder opposite the fourth hole. This helps to hold the recorder.</p> <p><u>Beginning to play</u></p> <p>Put the tip of your recorder between your lips. Do not let it touch your teeth. Blow gently into the recorder by saying 'tu' . It should make a sound called note B. Play not B several times. Remember to say 'tu' each time you play the note. Be careful, only your left thumb and first finger should cover holes.</p> <p>Show children that a stave is made up of 5 lines and note b is written on the 3rd line from the bottom.</p> <p>Show the treble clef sign and explain that the treble clef is written at the beginning of each stave.</p>	<p><u>Little Fly</u></p> <p>Say the words to the song. Clap in time with the words as you say them. Note how some words last longer than others. Now model playing music using note B for children to play back. Play a bar at a time for children to perform back.</p> <p><u>No More Milk Today</u></p> <p>Say the words to the song. Clap in time with the words as you say them. Introduce crotchets and quavers. Explain that a crotchet is one note which lasts for 1 beat (quarter note) A quaver is made up of 2 notes (eighth notes) that together make up 1 beat so a crotchet lasts twice as long as a quaver. Now model playing music using note B for children to play back. Play a bar at a time for children to perform back.</p> <p>Ext</p> <p>Give out a blank stave and ask children to create their own four bars of music using crotchets and quavers. They should use note B only.</p>	<p>Class set of recorders</p> <p>Teacher book 'Recorder from the Beginning Book 1' by John Pitts</p> <p>Smart Notebook Lesson 1</p>