



Music

Year 4

Term 3

Topic - Recorders

Focus Form: Learning to play an instrument and reading formal notation

National Curriculum Objectives:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Aspects:

- Composition
- Instruments
- Improvisation
- Singing
- Notation
- History

Dimensions:

- Structure
- Pitch
- Rhythm
- Duration
- Timbre
- Texture
- Dynamics
- Tempo

Prior Learning

In Year 1 and 2 Terms 3 and 5 the children have learnt about pitch and how to use tuned instruments
 They have learnt the notation for crochet, quaver, rest and minim. In Year 3 term 1 children learnt that notes can be grouped in bars of 4 beats and that a semi breve is worth 4 beats.
 Year 3 Term 3 They learnt how to play notes CDE on the Glockenspiel and how to read these notes in formal notation.

Vocabulary:

Pitch
 Recorder, percussion
 Names of instruments of the recorder family - sopranino, soprano, alto, tenor, and bass.
 Baroque
 Renaissance
 Parts of the recorder- tone holes, foot joint, head joint, middle joint, mouthpiece, window, ramp
 Note names- BAG
 Bar, stave, score, time signature, repeat, G Clef
 Notation- minim, rest, quaver, crochet, semi-breve

Knowledge:

Singing:

To know the term diction and why this is important when singing.

Pitch and Instrumentation

To know the different parts of the recorder and how to achieve a clear sound.

Notation

To know how many beats are in a semi-breve, minim, crotchet, quaver and recognise their symbols.
 To know the terms stave, time signature and bar and locate these on a score.
 To recognise the symbol for a 2 and 3 beat rest in music.

Musical knowledge- Instruments, composers and musical history.

To recall when and where the recorder was invented.
 To be able to recall facts about a Great Composer.
 To know about the Renaissance and Baroque period of music and place this on a timeline of the History of music.

Skills:

Singing:

To sing songs in tune from memory.
 To improve diction whilst singing.
 To listen to others while singing to ensure I match tempo and pitch.

Listening

To listen to a piece of music and focus on a specific element
 To describe music using words such as duration, timbre, pitch beat, tempo, and texture.

Pitch and Instrumentation

To be able to play notes B,A,G with control and clarity.
 To perform with an awareness of rhythm and pulse.

Composition

To compose and play my own melodies using BAG.

Notation

To read a score and follow simple melodies.
 To know how to play B,A,G and how to read these notes on the stave.
 To write my own melodies and record these on a stave.

Musical History:

Renaissance - John Dowland (1563-1626): The Earle of Essex Galiard [a5] - The Royal Wind Music
<https://www.youtube.com/watch?v=WXkRgUvY6PM>
 Baroque- Bach Concerto BWV 1053
<https://www.youtube.com/watch?v=Eat8fojgM4U>
 (Musician- Lucie Horsch)

Modern music- Lean on Me by Bill Withers and Count on Me Bruno Mars

End Point:

By the end of this unit the children will be able to play a range of pieces of music using notes B, A and G on the Recorder. They will be able to read formal notation and recognise the note values and placements. They will have composed their own melodies using B, A and G and have a go at writing them in formal notation.

Cross Curricular Links:**Sequence of Learning**

How do I play a B?

How do I play A?

How do I play a G?

How do I play B, A and G with control?

Can I play with fluency and rhythm?

Can I create my own melody using B,A,G?