

1Term2Learn: Recorder

All lessons include listening and cover these skills: exploring a wide range of music from across the world, from early music to present day. Children are invited to respond to questions related to key elements/ dimensions of music: pulse/ beat, pitch (high and low) dynamics loud (forte) soft (piano) crescendo (get louder). tempo (speed up and slow down) texture (chords, melodic line).

	Main Objectives	Interrelated Dimensions of Music	Musicianship Skills	National Curriculum
Lesson 1	Hold recorder correctly with good hand position.	Beat/ Pulse Rhythm	Listen with understanding Maintain a steady pulse Move in time to music Understand the difference between rhythm and pulse	Listen with attention to detail and recall sounds with increasing aural memory
Lesson 2	Hold recorder correctly with good hand position and fingers fully covering the holes Use tongue to give a clear start to notes	Beat/ Pulse Rhythm Pitch	Listen with understanding Maintain a steady pulse Hold recorder correctly with good hand position and fingers fully covering the holes Move in time to music Play in time, following basic rhythm notation	Listen with attention to detail and recall sounds with increasing aural memory
Lesson 3	Move between notes A and B using correct finger position Use tongue to give a clear start to notes	Beat/ Pulse Rhythm Pitch Tempo	Listen with understanding Show good playing position Produce a clear sound Use tongue to begin notes Show a good playing position Sing in tune Playing in time together following basic rhythm notation Understand the difference between rhythm and pulse Play in time, following basic notation	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression
Lesson 4	Move between notes A and B using correct finger position Demonstrate a good playing position	Beat/ Pulse Rhythm Pitch Tempo Dynamics Tone	Listen with understanding Awareness of performance skills Playing in time together following basic notation Play with others confidently, starting and stopping together Use tongue to begin notes Show a good playing position Sing in tune Relate symbol to sound	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression

Lesson 5	Copy/improvise using quavers, crotchets and rests to create rhythms. Move between notes B, A and G.	Beat/ Pulse Rhythm Pitch Tempo Dynamics Tone	Listen with understanding. Performance skills Use tongue to begin notes Show a good playing position Relate symbol to sound Sing in tune Develop an understanding of music notation	Improvise and compose music for a range of purposes using the interrelated dimensions of music
Lesson 6	Move between notes B, A and G following notation Controlling tone at an appropriate dynamic	Beat/ Pulse Rhythm Pitch Tempo Dynamics Tone Structure	Listening with understanding Relate symbol to sound Sing/play holding an independent part Controlling tone at an appropriate dynamic Use tongue to begin notes Develop an understanding of music notation	Use and understand staff and other musical notations
Lesson 7	Able to follow a leader/conductor, listening and responding to a changing pulse Respond to visual cues whilst maintaining a part on the recorder	Beat/ Pulse Rhythm Pitch Tempo Dynamics Tone Structure Timbre	Produce a controlled tone and show good ensemble skills. Sing in tune + hold an independent part. Able to follow a leader/conductor, listening and reacting to a changing pulse. Understanding music notation. Relate symbol to sound. Controlling tone at an appropriate dynamic	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Use and understand staff and other musical notations
Lesson 8	Develop performance and rehearsal skills; good rest and playing positions, fluency, awareness of stage craft, and following conductor.	Beat/ Pulse Rhythm Pitch Tempo Dynamics Tone Structure Timbre Silence	Produce a controlled tone and show good ensemble skills. Sing in tune + hold an independent part. Able to follow a leader/conductor, listening and reacting to a changing pulse. Understanding music notation. Relate symbol to sound. Controlling tone at an appropriate dynamic.	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Use and understand staff and other musical notations Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression
Lesson 9	Evaluate/ assess What needs to improve and how? Refer to skills learnt on the recorder this term.	Beat/ Pulse Rhythm Pitch Tempo Dynamics Tone Structure Timbre Silence	Musicianship skills become embedded into the performance.	The interrelated skills and knowledge set out in the National Curriculum combine into an authentically musical experience for the children.
Lesson 10	Perform to an audience with confidence.	Beat/ Pulse Rhythm Pitch Tempo Dynamics	Musicianship skills become embedded into the performance.	The interrelated skills and knowledge set out in the National Curriculum combine into an authentically musical experience for the children.

		Tone Structure Timbre Silence		
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