

## Y3 Medium Term Planning

### Term 1 - Y3 Recorder

<b>Skills Development</b>	<b>Instrumental Skills</b>
<ul style="list-style-type: none"> <li>• Play a simple melody with technical control of the instrument/voice to create a pleasing sound.</li> <li>• Demonstrate the difference between pulse and rhythm.</li> <li>• Perform simple phrases using conventional rhythmic/melodic notation including crotchet, quaver, minim</li> <li>• Understand and respond to visual cues for starting/ stopping</li> <li>• Begin to maintain a simple part in a whole class performance</li> <li>• Recognise and describe how sounds are made and changed on the instruments</li> <li>• Begin to explore simple improvisation using one note</li> <li>• Memorise rhythmic and melodic phrases</li> <li>• Begin to develop an awareness of the inter-related dimensions of music, pulse and articulations</li> <li>• Explore simple changes of metre through a variety of pieces</li> <li>• Make constructive comments about own and others' work to make improvements to the quality of the sound and technique</li> <li>• Listening to a variety of music from different period, countries, cultures and genres</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about instrument care and hygiene.</li> <li>• Recognise and show good posture – straight back, holding with left hand at the top of the instrument.</li> <li>• Produce controlled sounds when performing a simple piece, covering the holes with the pad of the fingers.</li> <li>• Begin to develop the use of tonguing to start the production of notes cleanly</li> <li>• Be able to comfortably play 2-3 notes and change between them – recommended B, A and G.</li> <li>• Tap in time to the beat and demonstrate the difference between pulse and rhythm</li> <li>• Create short phrases using pitch and rhythm</li> <li>• Recognise sounds as high or low, loud or quiet, fast or slow, long or short</li> <li>• Identify why some sounds are more successful than others</li> <li>• Learn about simple graphic and traditional notations</li> </ul>

#### Overview of Sequential Activities

- To understand what a recorder is and learn about the history of the instrument.
- To know and recap holding and blowing of a note.
- To learn how to hold and play note B.
- To play rhythm and pulse games to understand the terms
- To practise and perform rhythm patterns using crotchets on note B and rests.
- To practise and perform rhythm patterns using minims on note B
- To learn the note A
- To practise and perform rhythm patterns on note B and A.
- To practise and perform pieces using both notes.
- To learn the note G
- To practise and perform rhythm patterns on note B, A and G.
- To practise and perform pieces using all 3 notes.
- We will play together, listening carefully to each other
- Reading dotted notation moving onto traditional notation

#### Extension Activities

- To learn the note E
- To practise and perform rhythm patterns on note B, A G and E
- More challenging pieces, switching between notes more frequently.
- Chn composing their own rhythms

#### Vocabulary

Recorder    woodwind    notes    notation  
 crochet    minim    rest    rhythm  
 pitch    dynamics

#### Suggested Songs/Pieces

Cheeky Charlie  
 Drunken sailor  
 Biker Ben  
 Charleston

**Assessment/Evidence**

Where is the evidence for this Term? What Assessment has taken place?

Video evidence  
Big book