**Recorder WCET Long Term Planning**

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|  | **Warm up** | **Listening** | **Health and Safety** | **B** | **A** |
| **Learning Objectives** | To reinforce pulse  To work with rhythm  To build confidence  To enable children to work cooperatively together – building an ensemble approach. | For Children to hear the recorder played in a professional context.  To hear different types of recorder – descant, treble, tenor etc. | To ensure that the children handle their recorder appropriate, with due care and attention to their own safety, that of others and the wellbeing of the instrument. | To learn the note B  To focus on good breathing and posture  To make a consistent and pleasing sound (no squeaks!)  To play short sounds  To learn how to tongue correctly. | To learn the note A  To focus on good breathing and posture  To make a consistent and pleasing sound (no squeaks!)  To play long sounds |
| **Activities** | Don’t Do This! /Don’t clap this one back!  Mr Scarfe’s Action Round  Playground games e.g. Four White Horses, John Kanaka, Tinker Tailor, Down in the Jungle, Lord I want 2 Wings  Oliver Twist, Hi Low Chickalow, | With Annie  Recorder concerto from Listening through the ages (Music Express)  Teacher led – playing new pieces | Plenary session in first lesson  Regular reminders as appropriate. | Glory B!  The BB Blues  Introduce crotchet | A little more time  Introduce Minim |

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|  | **A and B Together** | **Add C** | **Add G** | **Add E** | **Add D** |
| **Learning Objectives** | To learn how to move between 2 different notes whilst maintaining good breath control and a quality note  To play long and short sounds in a piece  To introduce semi-breve and associated rests. | To learn the note C  To be able to move from A to C and back again whilst maintaining a good sound, and even breath.  To introduce dotted notes | To learn the note G  To be able to move between A B C and G with good finger positioning, and an even sound.  To introduce quavers.  To introduce DC al fine/DS al fine | To learn the note E  To be able to move between the notes E B and G with robust control over fingering and improving quality of note sound.  To introduce two part playing | To learn the note D  To play a part scale down from D to G |
| **Activities** | Copy me! /Don’t do this!  Pieces – Two at Twilight  Razza Sazza  Walking Talking Robot | Copy me! /Don’t do this!  Pieces: I‘m Easy  CA Samba  AGACA | Copy me! /Don’t do this!  Pieces: Gypsy Dance  Stardom Waltz  Skat Cat Swing | Copy me! /Don’t do this!  Pieces: EBGBs  Round the Square  Night Light | Copy me! /Don’t do this!  We will rock you  Okki Tokki Unga (starting on G)  5 Jive  Movie Buster |

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|  | **Notation/Rhythm** | **Composition** | **Performance** | **Awards** |
| **Learning Objectives** | To learn the positions on the stave for the notes covered and note values as required for the pieces.  To introduce recorder ostinato into sung pieces | To compose their own short pieces using notation and stave positions. | To use every opportunity possible to perform for others, both within the classroom and outside of it. | To gain the ArtForms Red Award  Some classes may start on the orange |
| **Activities** | Stave positions for B A C G D and E  Values: Crotchet, minim, semi-breve, quaver and rest equivalent for these.  Using Okki Tokki Unga work as a class to produce the song with recorder ostinatos (on D an A to follow the chord sequence) to accompany the singing. | In small groups children to compose their own piece – 4 bars in length using given notes (ABG) and a combination of crotchets, quavers and minims. Each group to perform their pieces to the class and then combine them into a class composition. Teacher to write up in Sibelius/Muse Score and use for wall display | To perform to one another for example a table or group at a time  To perform to the head teacher or deputy (invite them in for a concert!)  To perform to other classes and in assemblies  End of year showcase. | To work towards the ArtForms Red Award throughout the year.  To display this prominently in the class room and ‘tick off’ skills as learnt.  To be awarded in a public manner e.g. in an assembly |