**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 rhythmTo build confidenceTo 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 BTo focus on good breathing and postureTo make a consistent and pleasing sound (no squeaks!)To play short soundsTo learn how to tongue correctly. | To learn the note ATo focus on good breathing and postureTo 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 RoundPlayground games e.g. Four White Horses, John Kanaka, Tinker Tailor, Down in the Jungle, Lord I want 2 WingsOliver Twist, Hi Low Chickalow,  | With AnnieRecorder concerto from Listening through the ages (Music Express)Teacher led – playing new pieces | Plenary session in first lessonRegular reminders as appropriate. | Glory B!The BB BluesIntroduce crotchet | A little more timeIntroduce 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 noteTo play long and short sounds in a pieceTo introduce semi-breve and associated rests. | To learn the note CTo 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 GTo 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 ETo 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 DTo play a part scale down from D to G |
| **Activities** | Copy me! /Don’t do this!Pieces – Two at TwilightRazza SazzaWalking Talking Robot | Copy me! /Don’t do this!Pieces: I‘m EasyCA SambaAGACA | Copy me! /Don’t do this!Pieces: Gypsy DanceStardom WaltzSkat Cat Swing | Copy me! /Don’t do this!Pieces: EBGBsRound the SquareNight Light | Copy me! /Don’t do this!We will rock youOkki Tokki Unga (starting on G)5 JiveMovie 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 AwardSome classes may start on the orange |
| **Activities** | Stave positions for B A C G D and EValues: 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 timeTo perform to the head teacher or deputy (invite them in for a concert!)To perform to other classes and in assembliesEnd 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 |