

## Knowledge Organiser

Year: 4

Subject: Music

Unit 2: Recorder

### Overview:

During this sequence of learning, pupils will learn about the recorder, how to produce sounds and how to begin to read musical notation.

### What should I already know?

#### Warming up

- Using a glockenspiel can copy a rhythm back and create own simple rhythms.

#### Instrument knowledge

- The Glockenspiel is a [percussion](#) instrument made up of a set of tuned keys arranged in the style of the keyboard of a [piano](#).
- The Glockenspiel it is similar to the [xylophone](#). The xylophone's bars are made of wood, but the glockenspiel's are metal plates or tubes.
- Know how to place the Glockenspiel correctly (on a level surface) when seated.
- To know that larger keys on the left side of the glockenspiel produce deeper, lower-pitched sounds and smaller keys on the right produce higher, lighter sounds.
- Know the correct playing position - relaxed arms and sitting upright.
- Know how to strike the instrument correctly - using a beater strike in the middle of the bar without force.

#### Playing

- To play using the notes D, E, F and C, D + E.
- To know how to play an instrument as part of a group.
- To know that when playing music it is important to be able to keep a rhythm with a steady beat.
- To play one or all four parts of a song on a Glockenspiel by memory or using notation.
- To rehearse and perform a part in the context of the song.

#### Warming up

- Know how to place the Glockenspiel correctly (on a level surface) when seated.
- Know the correct playing position - relaxed arms and sitting upright.
- Know how to strike the instrument correctly - Using a beater strike in the middle of the bar without force.

#### Composing

- To be able to compose with the notes D + E.
- To plan, create and discuss a section of music.
- To record the composition and decide on the pulse, rhythm, pitch, dynamic and tempo of the piece.

#### Performing

- To talk about the best place to stand when performing and how to sit or stand.
- To choose what to perform and create a programme.
- To record the performance and say how it made you feel.

### Vocabulary:

Pulse

The regular heartbeat of the music; its steady beat

Rhythm

Long and short sounds or patterns that happen over the pulse

Pitch

High and low sounds

Tempo

The speed of the music; fast/slow/in-between

Solo

Playing, singing or performing by one person on their own

Unison

Everyone play/sings the same piece of music at the same time

By ear

To be able to play a piece of music after just listening to it a few times, without looking at the notes.

Notation

Ways to visually represent music

### Instruments

Recorder



- To discuss what was good in a performance and what could be changed to improve it.

## What will I know by the end of the unit?

### Warming up

- Be able to listen carefully to a rhythm and clap back in the correct time.

### Instrument knowledge

- How hold the recorder correctly.
  - Sit or stand up with an aligned or relaxed body
  - The mouthpiece should be up and the window face straight out.
  - Left hand is on top and the fingers are slightly curved to cover the holes with the finger pads.
- How to experiment with making sound using the recorder.
  - Blow into the mouthpiece.
  - Use your finger pads to cover the holes that correspond with the note you are playing.
- To be able to use the 'ta' method when playing to stop and start the sound with your tongue.
- Know what a recorder is; how to look after it and clean it and the different parts.

### Playing

- How to play and recognise the notes B, A and G.
- How to play notes in time with a given rhythm.
- To know the notes B, A and G on sheet music.

### Performing

- To know that it is essential for a piece to be planned and rehearsed before it is performed.

