

**What I should already know**

**History of the recorder**

**Vocabulary**

To perform by ear and by using forms of notation	To create my own ostinati and riffs (rhythmic and melodic) and play them in time with others in a group	To improvise a rhythm over a steady pulse
To recognise crotchets, crotchet rests, quavers, minims, semibreves and use them to compose and perform rhythms	To show an understanding of scales in my compositions and performances, e.g. pentatonic, blues etc	To both be in charge of a group, and take directions when working on a composition

The **recorder** is a musical instrument that is a type of flute. It is shaped like a tube with one end bigger than the other end.

In Europe people started to play the recorder in medieval times. The recorder was often used by musicians to sound like bird songs. Purcell, Bach and Vivaldi all wrote music for the recorder.

A recorder is a good instrument for children to use to learn about music.

<b>Compose</b>	To create and develop musical ideas
<b>Improvise</b>	To make up a tune and play it on the spot; there is an assumption that it can never be recreated.
<b>Melody</b>	Another name for a tune.
<b>Perform</b>	Present to an audience
<b>Rhythm</b>	Long and short sounds or patterns that happen over the pulse.
<b>Pulse</b>	The regular heartbeat of the music; its steady beat.
<b>Pitch</b>	High and low sounds.
<b>Tempo</b>	The speed of the music; fast or slow or in-between
<b>Dynamics</b>	How loud or quiet the music is
<b>Structure</b>	Every piece of music has a structure - Intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus
<b>Pentatonic scale</b>	A fixed five-note pattern eg the five black keys on a piano.
<b>Notation</b>	Ways to visually represent music.

**Equipment we might use**

**Composing Music**



Keyboard



Cd player



Recorder

I can tap a pulse in different metres (2, 3, 4, 5)	I can suggest and implement improvements to compositions and performances, saying whether the changes have worked in achieving the intended effect and why/not	I can use an octave to compose and improvise melodies
I understand the concept of, and use, the 'home note' when composing	I can understand the music is given character by the use of metre and rhythm patterns, and select them as appropriate in my compositions	I can use a graphic score with a more complex texture
I can create music that uses appropriate sounds to achieve an intention, e.g. creating a sea soundscape	I can plan a composition, alone or in a group, and monitor its development	

