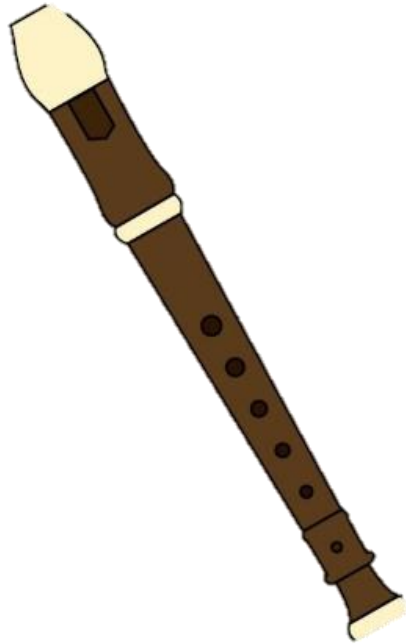


## Music – Recorders



### Music Year 3

#### Essential Knowledge

##### By the end of this unit children will

- To know how to hold a recorder correctly with good posture.
- To understand how to produce a clear sound by using correct breath control.
- To recognise and play basic notes (BAG)
- Understand simple music notation.
- Recognise and follow basic rhythms using notation .
- Identify and play simple tunes using a limited range of notes.

#### Vocabulary

Recorder mouthpiece posture breath control  
Pitch rhythm beat tempo dynamics melody  
notation crochet minim

#### Intention

This unit teaches basic recorder skills including breath control, rhythm and simple notes. Pupils will follow notation, play melodies and build confidence in solo and group performance.

## Lesson 1 :

Focus: To learn the note B

Success Criteria:

- I can hold the recorder correctly.
- I can blow gently to produce a clear sound.
- I can place my fingers correctly to play the note B.

Warm-up: Introduction to the recorder, correct posture, and hand position.

Breath Control: Practice blowing gently without squeaking.

Finger Positioning: Introduce B (thumb covers the back hole, index finger covers the top front hole).

Practice: Play long, steady B notes; experiment with different dynamics. Play the song as a class line by line then table by table then offer for children to individually perform.

Listening & Reflection: Play and listen to B in simple rhythms.

Plenary: Quick quiz on holding the recorder and finger positioning.

## [Lesson 1](#)

## Lesson 2:

Focus: To learn the note A

Success Criteria:

- I can play the note A with the correct fingering.
- I can blow gently to produce a clear sound
- I can follow a simple rhythm using A

Recap: Play B with correct breath control.

Introduce A: Add the middle finger to cover the second hole below B.

Practice: Play long A notes and compare the sound to B.

Rhythm Work: Clap and play simple rhythms using B and A.

Listening: Identify B and A in a short tune played by the teacher.

Playing the song as a class again, line by line, focus on introducing the notes and reading the music. Children can play in tables and then individually.

Plenary: Play a short call-and-response pattern using B and A. [Session 2](#)

### Lesson 3:

Focus: To learn the note A and B together

Success Criteria:

- I can confidently play A and B.
- I can transition smoothly between A and B.
- I can play simple rhythms using A and B.

Warm-up: Play B and A separately, focusing on breath control.

Practice: Play simple patterns moving between A and B.

Rhythm Exercise: Introduce simple notated rhythms (e.g., ♪♪ ♪♪ using B and A).

Performance: Play a simple two-note melody in small groups.

Listening: Identify when B and A are used in a short melody.

Plenary: Self-assess - which note do they find easier to play?

[Session 3](#)

### Lesson 3:

Focus: To learn the note G

Success Criteria:

- I can place my fingers correctly to play the note G.
- I can play a clear G sound using good breath control.
- I can hear and identify the difference between G, A, and B.

Recap: Play A and B confidently.

Introduce G: Add the ring finger to cover the third hole below A.

Practice: Hold and sustain G notes, ensuring a clear tone.

Compare Sounds: Play B, A, and G separately and discuss pitch differences.

Listening & Appraisal: Identify the sound of G in a teacher-led tune.

Class performance of the music, encourage children to read the music and recognise the note G. Again, do a mixture of class performances, small groups and individual.

Plenary: Call-and-response patterns using G, A, and B.

[Session 4](#)

## Lesson 5

Focus: To practice the notes B, A and G.

Success Criteria:

- I can confidently play G, A, and B.
- I can transition smoothly between all three notes.
- I can play a short melody using G, A, and B.

Warm-up: Play long and short notes on G, A, and B.

Finger Exercises: Practice moving between the three notes.

Rhythm Work: Clap and play simple notated rhythms using all three notes.

Melody Practice: Learn a short tune using G, A, and B. Perform as a class, small groups and invite children to play individually.

Small Group Performance: Play the melody in pairs or groups.

Plenary: Reflect on the most challenging transition (B to G or G to B). [Session 5](#)

## Lesson 6:

Focus: To play the notes B, A and G while following musical notation.

Success Criteria:

- I can read simple musical notation for G, A, and B.
- I can play a song using all three notes with good breath control.
- I can perform confidently with my group or class.

Warm-up: Play each note separately and practice transitions.

Introduce Notation: Read simple recorder sheet music with G, A, and B.

Song Practice: Learn and play a simple tune.

Ensemble Work: Play in small groups, focusing on timing.

Performance: Play the song as a class with a backing track or steady beat.

Plenary: Reflect on progress - What went well? What needs more practice?

[Session 6](#)