Recorder

Content Area: **Music**
Course(s): **Music in Education**
Time Period: **Generic Time Period**
Length: **Over-arching**
Status: **Published**

Unit Overview

This unit is meant to a be a full-year extension of the concepts addressed in the Grade 3 recorder unit. This recorder unit will serve as reinforcement of the concepts learned previously. Students will continue to practice and refine various skills associated with the recorder (breathe support, embouchure, woodwind finger patterns) that will prepare them for wind instruments at the middle school band level.

Standards

VPA.1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
VPA.1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
VPA.1.3.5.B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
VPA.1.3.5.B.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.

Essential Questions

How is producing sound on the recorder similar or different than your normal process for singing?

What are some of the differences between the fingers used on the recorder and that on the piano?

Application of Knowledge: Students will know that...

- fingerings for recorder are sequential and require practice to master.
- full breathe support is required to play a wind instrument similar to the breathe support needed for singing.

Application of Skills: Students will be able to...

- model and demonstrate proper fingerings for a variety of notes of the recorder.
- play a variety of recorder exercises and pieces.

- produce a fully supported tone on the recorder using breathe support techniques.

Assessments

- Successful performance of various exercises and songs on the recorder.
- Successful modeling of proper finger patterns.

Suggested Activities

- Set aside small group and individual practice time when available.
- Use instructional videos and audio recordings where applicable.
- Make guided fingering charts available for each student.

Activities to Differentiate Instruction

- Modify or simplify parts for students based on their abilities.
- Used guided finger charts in the music and as supplemental materials.
- Slow tempos for practice.

Integrated/Cross-Disciplinary Instruction

Math: pattern recognition (finger patterns, note reading)

Health: Breathe Support

Resources

Ready, Set, Play!: A Method Book for Beginning Recorder Students Paperback – Timothy Adams