# **MEDIUM TERM PLAN WIDER OPPORTUNITIES FOUNDATION YEAR 3**

# **UNIT of WORK** Autumn/Spring /**Summer**

**Focus of the Unit** – Unit 8 Ongoing Skills Recorder/Dalcroze/Exploring percussion

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| **Learning Objectives** | | **Possible teaching activities** | **Points to note** |
| ***Pupils should learn***   * about how to express the meaning of songs * about staff notation (making links between sound and symbol) * to listen with attention to detail and develop aural memory * to use known songs to develop control of pulse and rhythm * to rehearse and present a class performance * explore and explain their ideas and feelings about the music they listen to and perform | | Ten Toe Tapper (Sylvia the Dancing Queen. In the book Red Hot Dots). Discuss the happy nature of this song, discuss tap dancing particularly ‘hat on head and cane in hand’.  Rhythms used – walk (crotchet); stride (minim); jog-ging (pair of quavers).  Use with rhythmic backing track (keyboard or track 2 of Red Hot Recorder).  Tunes to learn to play are sung first; Three Blind Mice (Ted / Fred version)  Wet and Windy (R H Recorder)  Be in a Band with a Recorder (Red Hot Dots)  Ten Toe Tapper - Sylvia the Dancing Queen(RHD)  Any of songs / pieces of your choosing  Suggestions for Baroque example  Suggestions for jazz / ragtime example | This song has been chosen as it lends itself to composing a short phrase. Four children can compose one after another leading to an eight bar child-composed section.  Using this method the rhythm can be said in the correct time.  *X is able to read simple rhythm patterns.*  *Assess - X is able to play several pitches accurately.*  *Assess - X can sing expressively in tune with others.*  Discuss with class teacher in plenty of time – performance to parents if possible, otherwise to other children.  Suggestions for using youtube. This could be done by class teacher outside music lesson. |
| Assessment: Ongoing skills X can copy –sing/play short melodic phrases; X can sing in tune and expressively with othersDalcroze/Instrument specific X is able to read simple rhythm patterns X is able to play several pitches accurately on the recorder | | | |
| Resources Red Hot Recorder  Red Hot Dots  Both by Sarah Watts | Key Vocabulary names of instruments and instruments families eg untuned percussion, descant recorder musical elements eg pulse, rhythm, pitch, tempo, dynamics  basic techniques eg breathing, fingering  musical processes eg practise, perform | | |

**WIDER OPPORTUNITIES WEEK by WEEK TERM 3 - Exploring percussion (recorder)**

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| **Week** | Learning Objective **Pupils should learn…………..** | **Teaching activities** | **Notes for class teacher**  **Suggestions for support etc** | **Success**  **Criteria Assessment** |
| 1 | ...about staff notation. | Starter Introduce crotchet and crotchet rest notation on home made cards. Various combinations. Say the rhythms eg ‘walk, walk, sh, sh’.  Main Activity Introduce note B. Play Glory B from Red Hot Dots. Show notation using homemade cards from starter activity.  Teach song Three Blind Mice (Ted / Fred version).  Plenary Revise written rhythm patterns. | Discuss hygiene; sterilise recorders weekly or make sure child gets same recorder each time (name / number them)  Crotchet called ‘walk’; crotchet rest called ‘sh’.  Use left hand for recorder playing. Blow gently. Say ‘too’ down mouthpiece rather than puffing. |  |
| 2 | ...about staff notation.  ...to listen with attention to detail and develop aural memory | Starter Revise crotchet and crotchet rest notation. Introduce minim (‘stride’). Use various combinations with rhythm backing. Say the rhythm eg ‘walk, walk, stride’.  Main Activity Learn to play BB Blues. Introduce idea of limited stave to show how it could be notated.  Sing Three Blind Mice (Ted / Fred) with ordinary actions.  Plenary Revise written rhythm patterns. | Minim (2 beats) called ‘stride’.  *Note B is bang in the middle of stave.*  Limited stave – skipping rope on floor with bean bag notes, or similar, or draw one horizontal line on board with dots on line for B. Rest cards.  Ordinary actions on accompanying page. | X can sing expressively in tune with others. |
| 3 | ...explore and explain their ideas and feelings about the music they listen to and perform  ...to listen with attention to detail and develop aural memory | Starter Listening activity \*– Baroque recorder music. Discuss recorder in past (Tudor times) being wooden, played in consorts, sizes of recorders and different pitches. Discuss children’s opinion of the music.  Main Activity Use crotchet, crotchet rest, minim notation. Introduce semi-breve. (‘Glide’) Clap the rhythms in time to backing track, without saying the words.  Introduce note A. Begin to sing Wet and Windy singing letter names and then B A actions. (First 4 bars only). Begin to play Wet and Windy. Show on limited stave.  Plenary Sing Three Blind Mice with ordinary actions. | Have the children seen displays or assembly presentations by other classes on the Tudors?  Limited stave – B on line; A in space under the line.  B is the highest so hands on head; A is the middle pitch so hands on shoulders.  Semi-breve = 4 beats. (‘Glide’). | X can sing expressively in tune with others. |
| 4 | ...to listen with attention to detail and develop aural memory  ...about staff notation. | Starter Introduce quavers (‘jog-ging’). Use variations of crotchet, quaver, minim, semi-breve and crotchet rest with rhythm backing.  Main Activity Revise notes B and A. Continue to sing then to play Wet and Windy.  Plenary Revise rhythms learned so far with backing track. | Quavers (half beat each) will be introduced in pairs initially. Remind children of two halves making a whole (two quaver ‘jog-ging’ making a crotchet ‘walk’). | X is able read simple rhythm patterns. |
| 5 | ...to listen with attention to detail and develop aural memory  ...about staff notation. | Starter Rhythms learned so far – play each example either as a B or A.  Main Activity Introduce note G. Sing Three Blind Mice (Ted / Fred) with pitch actions and sing note names. Play.  Plenary Revise notes B A G. | If children find this difficult revise speaking the rhythm (walk, jogging, stride), then clapping before playing.  (B is the highest so hands on head; A is the middle pitch so hands on shoulders; G is the lowest pitch so hands on tummy). |  |
| 6 | ...about how to express the meaning of songs | Starter Rhythms learned so far – play each example with B A or G.  Main Activity Show note G on limited stave. Revise B and A on limited stave. Play Three Blind Mice looking at limited stave. Begin to learn to sing Ten Toe Tapper (Sylvia the Dancing Queen). Book is Red Hot Dots.  Plenary Revise Three Blind Mice playing. | Discuss tap dancing – who has lessons? Any tap on Strictly?  The song is called Ten Toe Tapper, but the first line of words is Sylvia the Dancing Queen. (In the book Red Hot Dots). | X is able to play short melodic phrases. |
| 7 | ...explore and explain their ideas and feelings about the music they listen to and perform  ...to use known songs to develop control of pulse and rhythm | Starter Listening activity\* – jazz / ragtime example. Discuss jazz being syncopated rhythms, blues pitches etc.  Main Activity Sing Ten Toe Tapper (Sylvia the Dancing Queen) first section. As a class make up syncopated rhythms for second section. (Red Hot Dots).  Plenary Rhythms learned so far – play each example with B A or G. | Link jazz / ragtime music example to any other music of this genre they may have heard – in assembly? As part of MKMS roadshows?  Alternative – class teacher to show example on youtube. |  |
| 8 | ...to use known songs to develop control of pulse and rhythm | Starter Children’s own examples of rhythms to clap. Notate several in 4 time. Main Activity Sing Sylvia the Dancing Queen and use rhythms from Starter as second section. Some could be played.  Listen to ‘Be in a Band with A Recorder’. (Red Hot Dots). Discuss how words sung are the notes played.  Plenary Revise Sylvia. | Be in a band with A recorder Gee it’s the best place to be,  See nothing to it, be there and do it,  A recorder is the best instrument etc.  (Play B A G C on these words). | X is able to play several pitches accurately. |
| 9 | ...to listen with attention to detail and develop aural memory  ...to use known songs to develop control of pulse and rhythm | Starter Children’s own examples of rhythms to clap.  Notate several in 4 time.  Main Activity Introduce note high C. Play children’s examples of notes on C.  Learn to sing Be in a Band – use hands to indicate pitches as in week 6.  Plenary Revise Sylvia the Dancing Queen. Decide on which pieces to perform next week. | Please make arrangements to play to an audience – another class, in assembly or parents? | X can sing expressively in tune with others. |
| 10 | ...to rehearse and present a class performance | Rehearsal and performance week.  Starter Discuss order of performance, practical issues – who plays what / who stands where / who switches on CD player / who demonstrates etc.  Main Activity Performance to an audience.  Plenary Well done and what could be improved for next time. Encourage to continue music! | Please help with practical issues needed for performance. |  |

Nicola Rose, Milton Keynes Music Service.

Year 3 Wider Opportunities – Exploring Percussion / Recorder Term 3

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| School |  | Unit of work | WO – exploring percussion |
| Date | Lesson 1 | Class/Pupils | Year 3 |
| Instrument | Percussion | Week number | Lesson 1 |

Context; teaching week 1

Learning Objectives; *Pupils should learn*

* To read crotchet and crotchet rests as staff notation
* To play the note B appropriately

**Lesson plan**

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| Discuss hygiene; sterilise recorders weekly or make sure child gets same recorder each time (name / number them)  Starter Introduce crotchet and crotchet rest notation on home made cards. Various combinations. Say the rhythms eg ‘walk, walk, sh, sh’.  Crotchet called ‘walk’; crotchet rest called ‘sh’.  Use left hand for recorder playing. Blow gently. Say ‘too’ down mouthpiece rather than puffing.  Main Activity Introduce note B. Play Glory B from Red Hot Dots. Show notation using homemade cards from starter activity. Play these cards using B.  Teach song Three Blind Mice (Ted / Fred version).  Plenary Revise written rhythm patterns.  *Remember to ask suitable ‘open’ questions; what is Billy doing that makes his B sound so good?*  *Differentiation; by outcome or by task – if some children can already read rhythms make harder rhythm cards for them.* |

Lesson outcomes; To be able to play the note B and correctly respond to written combinations of crotchet and crotchet rests.

Resources; home made rhythm cards, recorders, CD player, book Red Hot Dots.

Year 3 Wider Opportunities – Exploring Percussion / Recorder Term 3

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| School |  | Unit of work | WO – exploring percussion |
| Date | Lesson 2 | Class/Pupils | Year 3 |
| Instrument | Percussion | Week number | Lesson 2 |

Learning Objectives; *Pupils should learn*

* to revise crotchet and crotchet rest notation
* to learn minim note notation
* to use notation above in a melody

**Lesson plan**

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| Starter Revise crotchet and crotchet rest notation. Introduce minim (‘stride’). Use various combinations with rhythm backing. Say the rhythm eg ‘walk, walk, stride’.  Call crotchet ‘walk’; call crotchet rest ‘sh’; call minim ‘stride’.  Using rhythm from a keyboard or Red Hot Dots track 2 as backing say  ‘1 2 3 4 can you say now’ children they say the rhythm (walk walk sh sh )  Say each rhythm twice. *(Q – how many walks in a stride; how many walks in 2 strides; how much longer than a walk is a stride)*  Main Activity Learn to play BB Blues. Introduce idea of limited stave (ie just middle line of stave) to show how it could be notated.  Sing Three Blind Mice (Ted / Fred) with ordinary actions.  Three blind mice, B A G \_  Three blind mice, B A G \_  One called Ted, two called Fred, ggG aaA (lower case = quavers)  Three blind mice. B A G \_  Ordinary actions to Three Blind Mice.  When you sing the word ‘three’ show three fingers.  ‘Blind’ hands over eyes.  ‘Mice’ wiggle hands like ears on top of head.  ‘One’ show one finger.  ‘Two’ show two fingers.  Plenary Revise written rhythm patterns. |

Lesson outcomes; to be able to respond to crotchet and minim notation and play BB Blues, sing 3 B Mice

Resources; Red Hot Recorder book and CD, homemade rhythm cards using crotchet, crotchet rest and minim notation.

Year 3 Wider Opportunities – Exploring Percussion / Recorder Term 3

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| School |  | Unit of work | WO – exploring percussion |
| Date | Lesson 3 | Class/Pupils | Year 3 |
| Instrument | Percussion | Week number | Lesson 3 |

Learning Objectives; *Pupils should learn to*

* explore and explain their ideas and feelings about the music they listen to and perform
* read notation for crotchet, minim, semi-breve.

**Lesson plan**

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| Starter Listening activity \*– Baroque recorder music. Discuss recorder in past (Tudor times) being wooden, played in consorts, sizes of recorders and different pitches. Discuss children’s opinion of the music.  \*Baroque example – your own example or these suggestions -  Youtube – ‘baroque recorder music’ – Vivaldi Recorder Concerto RV443 Brandenburg Concerto no 4 first movt.  (Q –*how does the sound of the wooden recorder differ from the sound of the plastic recorder; how does the sound of the tenor / treble recorder differ from the sound of the descant; what else would (rich) Tudor people do for entertainment (dance, sing etc)*  Main Activity Revise crotchet, crotchet rest, minim notation. Introduce semi-breve. (‘Glide’) Clap the rhythms in time to backing track, without saying the words.  Introduce note A. Begin to sing Wet and Windy singing letter names and then B A actions. (First 4 bars only). Begin to play Wet and Windy. Show on limited stave. (B is bang in the middle; A is in the spaaaace).  Plenary Sing Three Blind Mice with ordinary actions, as in lesson plan 2. |

Lesson outcomes; to have heard and discussed Tudor recorder music; to be able to recognise and play crotchet, minim, semi-breves; play beginning of Wet and Windy.

Resources; Red Hot Recorder, example of Tudor music for you to play (ask Nicola if you haven’t got a piece) or use Youtube example.

Year 3 Wider Opportunities – Exploring Percussion / Recorder Term 3

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| School |  | Unit of work | WO – exploring percussion |
| Date | Lesson 4 | Class/Pupils | Year 3 |
| Instrument | Percussion | Week number | Lesson 4 |

Context; teaching week 4

Learning Objectives; *Pupils should learn*

* To revise notation for crotchet, crotchet rest, minim, semi-breve
* To learn notation for a pair of quavers

**Lesson plan**

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| Starter  Revise crotchet, crotchet rest, minim, semi-breve using home made cards and keyboard backing track or Red Hot Recorder track 2, say ‘1 2 3 4 can you clap now’ then children clap rhythm of your home made card twice.  Introduce quavers (‘jog-ging’). Make further cards to use in same way as above.  *(Q – how many joggings in a walk; how many joggings in a stride etc, what fraction of a glide is a walk etc)*  Main Activity  Revise notes B and A. Teacher to play B and A patterns for children to echo. Is there a child who could be the leader?  Reading from stave – B is bang in the middle, A is in the spaaaace. Play all of Wet and Windy – teacher to write on large sheet of paper or write on board using limited stave (1 line).  Continue to sing Three Blind Mice with ordinary actions.  Plenary Revise rhythms learned so far with backing track. |

Lesson outcomes; to be able to play a variety of rhythms using crotchets, minims, semi breves, quavers; to be able to play Wet and Windy.

Resources; Red Hot Recorder, home made cards, Wet and Windy written on large sheet of paper.

Year 3 Wider Opportunities – Exploring Percussion / Recorder Term 3

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| School |  | Unit of work | WO – exploring percussion |
| Date | Lesson 5 | Class/Pupils | Year 3 |
| Instrument | Perc / recorder | Week number | Lesson 5 |

Context; teaching week 5

Learning Objectives; *Pupils should learn*

* ...to listen with attention to detail and develop aural memory
* ...about staff notation.

**Lesson plan**

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| Starter  Rhythms learned so far – play each example either as a B or A. Teacher could say ‘1, 2, 3, 4 play a B now’ between examples to keep pace going.  If children find this difficult revise speaking the rhythm (walk, jogging, stride), then clapping before playing. *(Q- how many jogging notes in a stride; how many walks in a stride).*  Main Activity  Introduce note G. Play some of examples from starter on G. Show notation for all so far;  On limited stave (2 lines; B line and G line long, other 3 lines very short at beginning) show B is bang on the middle line; A is in the spaaaace; G has the curly capital G at the beginning (treble clef).  Sing Three Blind Mice with pitch actions and sing note names, BAG;  Three blind mice, B A G \_  Three blind mice, B A G \_  One called Ted, two called Fred, ggG aaA (lower case = quavers)  Three blind mice. B A G \_  (Pitch actions; B is the highest so hands on head; A is the middle pitch so hands on shoulders; G is the lowest pitch so hands on tummy).   * Play Three Blind Mice on recorder. *(Q – using your knowledge of the alphabet, what would a note lower than G be called?)*   Plenary Revise notes B A G and other tunes learned so far. |

Lesson outcomes; to be able to play rhythmic values walk, jogging, stride. To be able to play pitches BAG. To understand the relative height in pitch of the 3 notes.

Resources; Red Hot Recorder by Sarah Watts, CD player, recorders.

Year 3 Wider Opportunities – Exploring Percussion / Recorder Term 3

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| School |  | Unit of work | WO – exploring percussion |
| Date | Lesson 6 | Class/Pupils | Year 3 |
| Instrument | Perc/ recorder | Week number | Lesson 6 |

Context; teaching week 6

Learning Objectives; *Pupils should learn*

* ...about how to express the meaning of songs

**Lesson plan**

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| Starter  Rhythms learned so far – play each example with B A or G, using your set of home-made rhythm cards.  Main Activity Revise note G on limited stave. Revise B and A on limited stave; (2 lines; B line and G line long, other 3 lines very short at beginning) show B is bang on the middle line; A is in the spaaaace; G has the curly capital G at the beginning (treble clef).  Pitch actions.  B is the highest so hands on head;  A is the middle pitch so hands on shoulders;  G is the lowest pitch so hands on tummy.  Play Three Blind Mice looking at limited stave.  *(Assessment opportunity -* X is able to play short melodic phrases).  Begin to learn to sing Ten Toe Tapper (Sylvia the Dancing Queen).  Discuss tap dancing – who has lessons? Any tap on Strictly? The song is called Ten Toe Tapper, but the first line of words is Sylvia the Dancing Queen. (In the book Red Hot Dots).  Plenary Revise Three Blind Mice playing. Also notation of BAG. |

Lesson outcomes; has an understanding of what tap dancing is; understand the nature of Sylvia. Can sing Ten Toe Tapper, play Three Blind Mice.

Resources; Red Hot Recorder, Red Hot Dots, CD player, recorders.

Year 3 Wider Opportunities – Exploring Percussion / Recorder Term 3

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| School |  | Unit of work | WO – exploring percussion |
| Date | Lesson 7 | Class/Pupils | Year 3 |
| Instrument | Perc/recorder | Week number | Lesson 7 |

Context; teaching week 7

Learning Objectives; *Pupils should learn*

* ...explore and explain their ideas and feelings about the music they listen to and perform
* ...to use known songs to develop control of pulse and rhythm

**Lesson plan**

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| Starter  Listening activity\* – jazz / ragtime example. Discuss jazz being syncopated rhythms, blues pitches etc.  \*Jazz or ragtime example – your own example or these suggestions -  Youtube – ‘jazz recorder music’ – Rodney Waterman plays Ade Monsbourgh  The Entertainer – played by you! Nicola has sheet music and CD backing track – please ask to borrow.  The following activities use syncopated rhythms, so try to find an example with syncopation.  *Q – opportunities for open questions about the listening activity; how does jazz make you feel; how would you describe the mood; etc.*  Main Activity  Sing Ten Toe Tapper (Sylvia the Dancing Queen) first section. As a class make up syncopated rhythms for second section. (Red Hot Dots).  Ten Toe Tapper –make up syncopated rhythms that lasts 2 bars of 4 time. You could have 4 children doing this making 8 bars. (Bar 20 of the song could be clapping and singing at the same time if they are able to. Otherwise clap only).  *(Differentiation by outcome; some children may be able to make up simple on the beat rhythms; others more complex syncopation).*    Plenary  Rhythms learned so far – play each example with B A or G. |

Lesson outcomes; to have explored and explained their ideas and feelings about the music they listen to. To have composed short rhythms that fit into a 2 bar phrase in 2/4.

Resources; Red Hot Recorder, Red Hot Dots, CD player, recorders.

Year 3 Wider Opportunities – Exploring Percussion / Recorder Term 3

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| School |  | Unit of work | WO – exploring percussion |
| Date | Lesson 8 | Class/Pupils | Year 3 |
| Instrument | Perc/recorder | Week number | Lesson 8 |

Context; teaching week 8

Learning Objectives; *Pupils should learn*

* to use known songs to develop control of pulse and rhythm

**Lesson plan**

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| Starter  Children’s own examples of rhythms to clap. Notate several in 4 time. Particularly encourage syncopated patterns as discussed last week.  Main Activity  Sing Sylvia the Dancing Queen and use rhythms from Starter as second section. Some could be played on notes BAG.  Listen to or sing yourself, ‘Be in a Band with A Recorder’. (Red Hot Dots). Discuss how words sung are the notes played;  Be in a band with a recorder,  Gee it’s the best place to be.  See nothing to it, Be there and do it,  A recorder is the best instrument to  Be in a band with a recorder  Gee it’s the best place to be,  See nothing to it, Be there and do it,  You can play B A G.  Play the pitches known so far, missing out C (could point to eyes instead).  Try half the class singing; half the class playing.  Plenary  Revise Sylvia. |

Lesson outcomes; has been able to use Ten Toe Tapper (Sylvia) to develop an appropriate choice of rhythm.

Resources; Red Hot Recorder, Red Hot Dots, CD player, recorders.

Year 3 Wider Opportunities – Exploring Percussion / Recorder Term 3

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| School |  | Unit of work | WO – exploring percussion |
| Date | Lesson 9 | Class/Pupils | Year 3 |
| Instrument | Perc/recorder | Week number | Lesson 9 |

Context; teaching week 9

Learning Objectives; *Pupils should learn*

* ...to listen with attention to detail and develop aural memory
* ...to use known songs to develop control of pulse and rhythm

**Lesson plan**

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| Starter  Children’s own examples of rhythms to clap, including syncopated examples. *(Differentiation by outcome).* Notate several in 4 time.  Main Activity  Introduce note high C. Play children’s examples of notes on C.  Continue to learn to sing Be in a Band;  Be in a band with a recorder,  Gee it’s the best place to be.  See nothing to it, Be there and do it,  A recorder is the best instrument to  Be in a band with a recorder  Gee it’s the best place to be,  See nothing to it, Be there and do it,  You can play B A G.  Use hands to indicate pitches;  B is the highest so hands on head;  A is the middle pitch so hands on shoulders;  G is the lowest pitch so hands on tummy.  C is hands in the air with arms slightly bent.  *(Q – opportunities for questioning; what would the action for a note higher that C be; what would you call one note higher than C). Discuss clever use of words indicating note names.*  Plenary Revise Sylvia the Dancing Queen. Use children’s examples of 2 bar phrases in section 2. |

Lesson outcomes; can listen with attention to detail and recognise C when played with other notes. Continue to use own rhythms in Sylvia .

Resources; Red Hot Recorder , Red Hot Dots, CD player, recorders.

Year 3 Wider Opportunities – Exploring Percussion / Recorder Term 3

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| School |  | Unit of work | WO – exploring percussion |
| Date | Lesson 10 | Class/Pupils | Year 3 |
| Instrument | Perc/recorder | Week number | Lesson 10 |

Context; teaching week 10

Learning Objectives; *Pupils should learn*

* ...to rehearse and present a class performance

**Lesson plan**

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| Rehearsal and performance week.  Starter  Discuss order of performance, practical issues – who plays what / who stands where / who switches on CD player / who demonstrates etc.  Main Activity  Performance to an audience. Items that could be included;  Three Blind Mice, singing and playing versions with actions to demonstrate pitches. Nominate a child to explain how higher pitches indicated by an action higher up the body eg on head.  Ten Toe Tapper (also called Sylvia the Dancing Queen). Explain how there is an improvisation / composition section. Decide if this will be rhythm only or with pitches (last 4 bars should finish on G).  Be in a Band. Explain the clever nature of the words indicating the pitch.  Plenary  Well done and what could be improved for next time. Encourage to continue music! |

Lesson outcomes; to have had the opportunity to rehearse and perform to another group of children or adults.

Resources; Red Hot Dots, CD player, recorders.