

Arts Assessment For Learning

MUSIC — 4TH GRADE

RESOURCES: IMPROVING RECORDER TONE

UNIT PLAN

Unit Objective: Students will be able to play B-A-G with a crisp, clear recorder tone by responding to peer feedback.

Prerequisite: In previous lessons, students have learned to handle and distribute the recorder, place the recorder across the lap in rest position, and to finger a B immediately (thumb and first finger).

Order of Lessons: Order of lessons is flexible, and some lessons may be added or left out according to what the needs of the students.

Lesson 1: Motif B-B-B

Lesson 2: Motif B-A-B, Play A by pressing your middle finger (2) down.

Lesson 3: Motif A-A-A, Start with an A by remembering to have 2 fingers down before you blow [the thumb is understood to be down].

Lesson 4: Motif A-G-A, Move from A to G by pressing your ring finger (3) down.

Lesson 5: Motif G-G-G, Start on a G by remembering to have 3 fingers down before you blow.

Lesson 6: Motif B-A-G, Play the B-A-G pattern by first playing the B-A pattern, and then adding the ring finger (3) for G.

Lesson 7: Hot Cross Buns, Play Hot Cross Buns by chunking it into patterns that we have learned.

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LESSON PLAN

Task: Students will be able to play the B-A-G pattern by first playing the B-A pattern, and then adding the ring finger (3) for G.

Tool: Peer-to-Peer Checklist that focuses on tonguing, posture, and covering the holes.

Connection: “Students, last time we played an A-G-A motif. When we add our third finger to play G, sometimes, the thumb, first, or second fingers can slip off of their hole. If even one finger is not covering the hole all the way, the note will not sound right.

Our fingers can also slip off of the holes if our elbows are leaning on our lap or the desk, so good posture is important. Yet another challenge was remembering to use our tongue (say ‘dshu’) on every note, so the sound is crisp and clear. To help us remember to have good posture, cover the holes, and tongue, our partners used a checklist to tell us how we played. Let’s take our recorders and play the A-G-A motif with good tonguing, posture and hand position. Finger 2-finger A with the mouthpiece on your lip: Ready, go.” Class plays B-A-B on the recorder 2 or 3 times, with the teacher providing feedback to students as the class progresses.

Mini-Lesson: “Now it’s time to bring the B back into our playing, so we can have our first 3-note pattern, B-A-G. Here are some things to remember. Remember that B only has one finger [students know that the thumb is understood to be down at this stage]. Then you are going to add the second, middle finger for A. Remember to keep your thumb and first finger down. Then, you are going to add your third, ring finger on the third hole from the top for G. Make sure your elbows and head are up, and that you start your sound crisply and clearly with a ‘Dshu’”

Plan:

1. Checklists, folder, and recorders are passed out.
2. Students give their checklists to their partners.
3. Connection activity
4. Mini-lesson is stated
5. Teacher shows how to play B, A, and G on the recorder correctly.
6. Teacher plays B, A, G with an half-covered hole, elbows on the lap, or not tongued. Students are picked to grade the teacher.
7. A partnership is selected to perform/ check off a checklist on chart paper in front of the class.
8. All A partners perform in unison, and all B partners listen and mark checklists. Then switch. The teacher notes which students are having acute challenges and works with them separately later.

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9. A and B partners play and mark checklists not together with other partnerships. Teacher circulates around the room, monitoring volume of sound, and making sure that each child only plays once before receiving feedback from his or her partner. If a partner misses a problem on the checklist, the teacher can offer additional feedback to that student. Teacher can also work with a small group that needs help, and/or record data.

10. Share: The class plays the B-A-G pattern together. Different large groups like rows, boys/girls, A partners, etc. can be used to perform and compete. The teacher makes general comments and suggestions about the sound of each group.

Follow-Up: “Now that we have improved our tone on all three notes, we can learn three-note songs such as Hot Cross Buns.”