

KS1 Recorder World

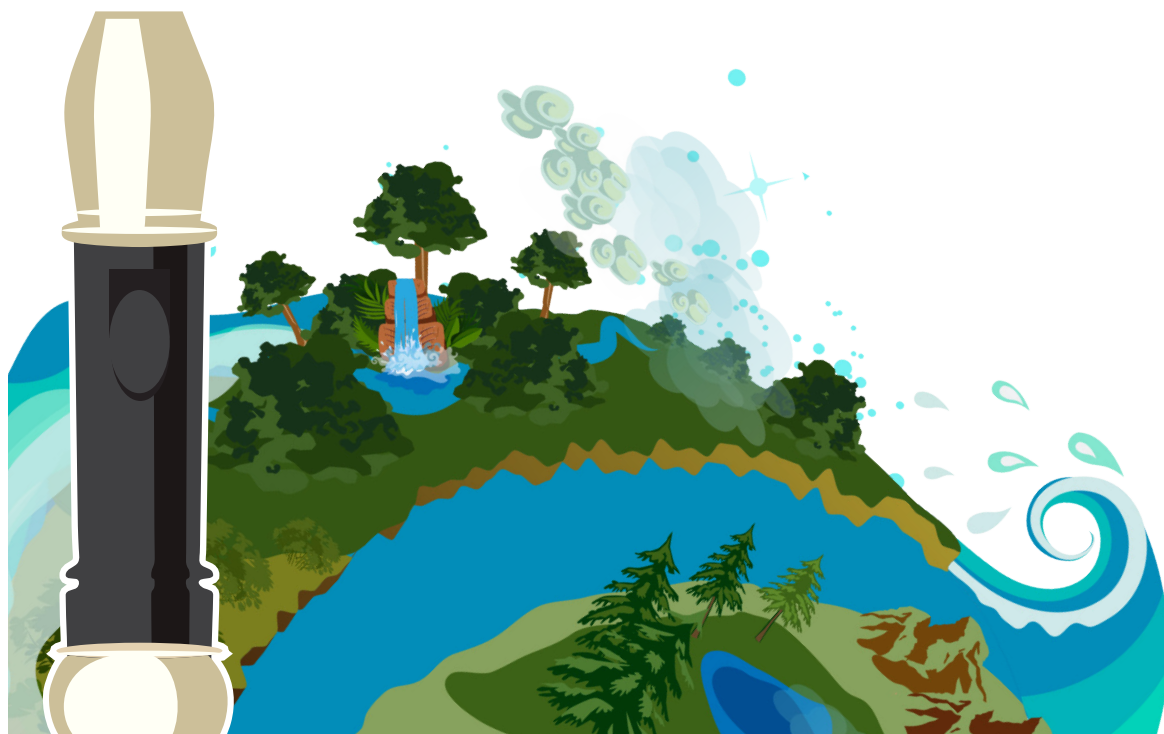


Teacher's Guide

KS1 Recorder World

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An Introduction to KS1 Recorder World

This 1-term First Access Programme for Key Stage 1 provides an introduction to instrumental learning and, with training, can be used by all classroom teachers regardless of their previous experience.

The children will learn the basic techniques of recorder playing and develop the musical skills needed to continue with this instrument or to support their transfer to another. This learning will enhance and support the KS1 Music National Curriculum.

By the end of the one-term course the children will

- play, sing, chant and rap a range of pieces from memory and from simple notation
- be able to play up to 4 notes with a good sound
- sit or stand with the correct posture
- listen to themselves - and others - and make improvements
- copy back and improvise simple phrases
- have a basic understanding of the interrelated dimensions of music - Pulse, Rhythm and Pitch, the foundations of music
- have grown in confidence and want to celebrate their success with a performance

Teachers are supported with interactive whiteboard resources, a progression overview and step by step lesson plans.

As with the KS1 New Curriculum aims, the reading of staff notation by pupils and teachers is not required for this course, but an understanding of notations will occur through this integrated approach to musical learning. To support children already learning to play an instrument, and to help prepare for KS2, there are opportunities to explore staff notation should it be appropriate.

In addition to the central course there are extension activities in the Treasure Chest including new pieces, games and videos. Unlike the pathway, these materials can be used in any order and are ideal for more capable classes and longer or extra sessions.



Step 1 – Bongo Beach

- Give out the recorders, making sure each one is clearly marked with the child's name or cleaned after every session
- Explain that at the end of this term the children will give a performance to celebrate their success
- As you work through the activities, decide whether it's appropriate to play through them just once, or to repeat. Remember that the embedding of musical skills is repetition based
- Will you stand or sit? You decide, but use correct posture. Wave your left hand in the air and ask the children to copy (check they are using the correct hand)
- Demonstrate how this hand should be at the top of the recorder with the other (right hand) gently holding the end of the recorder or balanced on their right thumb
- **Left Up Rap** – repeat as appropriate
- **There's a Ghost** – be careful to only play when cued and try to join in with the various dynamics (loud and quiet). Any sound can be used, with or without fingers
- **Busy Zoo 1** – listen first and then play the note B
- **Busy Zoo 2** – join in with singing to internalise the piece, embed the groove and get the feel of how this piece works
- **Busy Zoo 3** – play what you have just sung using your new note B
- Finish the lesson adding your new note B into the spaces in **There's a Ghost**

Extension activities in the Treasure Chest

- **Easy Come 1-6** – a new piece using B - take the learning to where you feel best suits the class
- *Recorder jigsaw* – this will help the children to learn about the different parts of the recorder. Divide the class in two and see who's the quickest to complete it
- *Young and Talented Video* – it may take a little while to reach this standard!

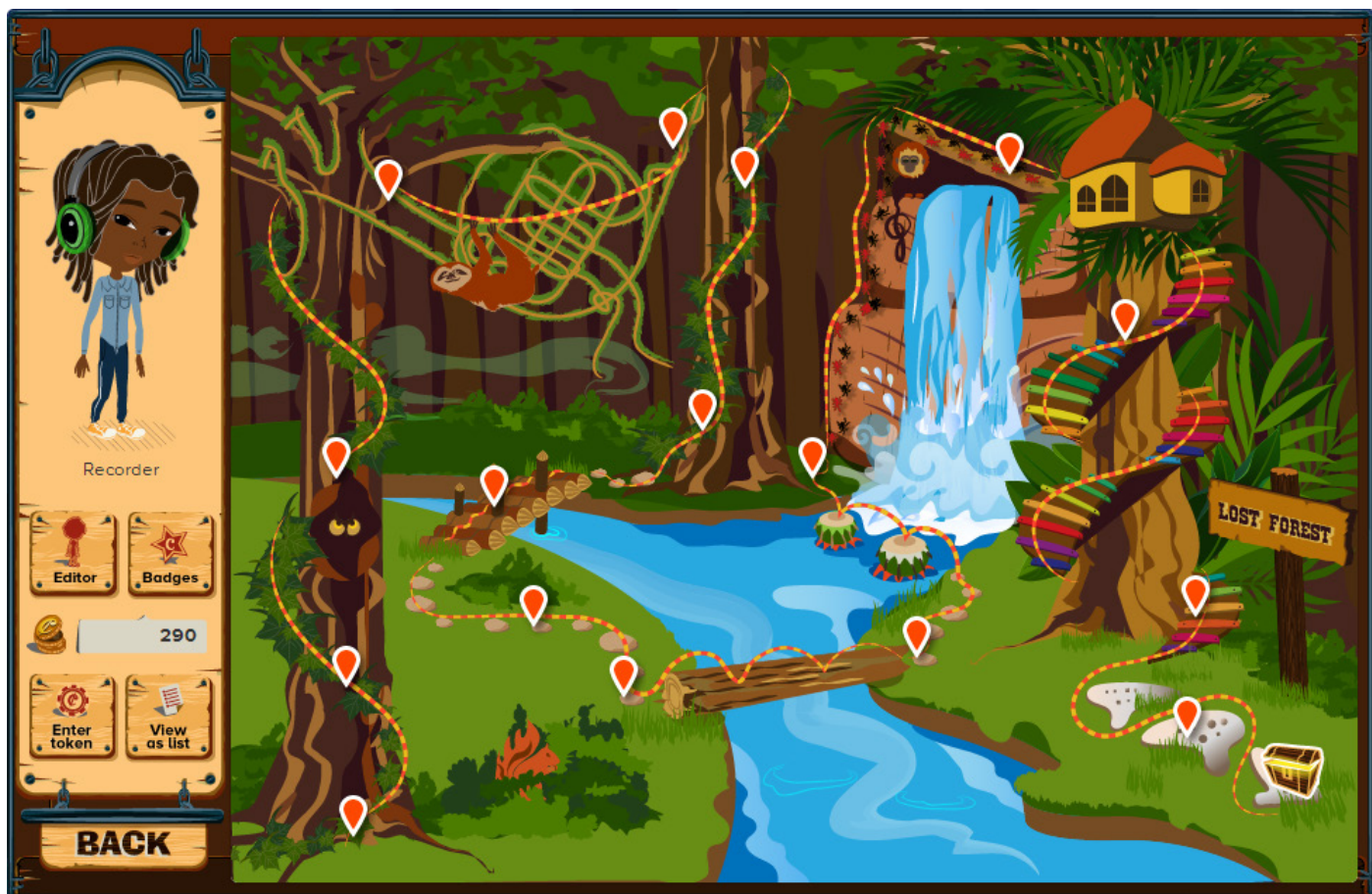


Step 2 - Gluttonberry Festival

- Give out the recorders
- Remind the children which is their left hand, think about posture and play **Left Up Rap**
- **Busy Zoo 1-3** – briefly recap these 3 activities
- **Busy Zoo 4** – encourage the children to listen this time
- **Busy Zoo 5** – now you can join in
- **Busy Zoo 6** – divide the class and play through with one group being the leaders and the others following and then repeat with the groups switched around
- *Finding out about music* (Pulse Cartoon) – all music has a ‘heart beat’ which underpins the other musical elements/dimensions such as rhythm (long and short sound) or pitch (high and low sounds)
- *Pulse Quiz* – can they remember the word? NB: beat and pulse are interchangeable but musicians often prefer the word pulse
- **Take it Easy** – again, encourage careful listening before the children play. This piece has the letter names showing on a staff as an introduction to the language of music. The middle of the letter B is approximately where the note B sits but there is no need to explain this unless you are asked - a sound before symbol approach
- *Take it Easy mini-quiz* – this is tricky! You’ll know what to look out for in the future. Finish with a familiar piece, **There’s a Ghost**. Ensure they play carefully and check for good posture and sound

Extension activities in the Treasure Chest

- **Easy B 1-7** – another piece using B, take the learning to where you feel best suits the class
- *Fun clips* – a musical battle between a recorder, glocks and a gameboy!



Step 3 - Lost Forest

- **Left Up Rap** – a final reminder of which hand to use, don't forget about posture!
- *Copyback 1* – encourage the children to listen to the quality of the sound as well as the rhythms
- **Take it Easy** – you're going to do the quiz again so pay attention!
- *Take it easy mini-quiz* - did you do better?
- *Finding out about music* (Pulse Cartoon and quiz) – before playing this ask if anyone can remember the musical word for 'heart beat'
- **Busy Zoo 1-6** – briefly recap
- **Busy Zoo 7** – a new verse, this has different words so the rhythm (long and short) patterns are different. Listen only this time
- **Busy Zoo 8** – now join in
- **Busy Zoo 9** – you can create your own verses and rhythm patterns; use your own ideas or pick the first word from list 1, the second from list 2 etc. Let the children work in groups to create their own verses. Finish the lesson with each group playing their verse with the rest of the class repeating it as followers

Extension activities in the Treasure Chest

- **Strictly B** – take the learning to where you feel best suits the class
- *Listening game* – this is quite challenging but see how you get on
- **Play Your Music** – another piece
- *Play Your Music mini-quiz*



Step 4 - Cirrus Station

- *Copyback 1* – use this to warm up, check correct hands and posture
- *How to play A* – watch the clip and then discuss the difference between the 2 notes, for A add a second finger. Can you hear the the sound is slightly lower?
- **Drive** – listen to this and then join in, repeat as many times as necessary. See how much of it you can play from memory
- *Pulse* – one last time, just to be sure
- *Video of Flight of the Bumble Bee* – this is an amazing performance. See if you can find the pulse and then join in clapping
- **Take it Easy** – to finish the lesson with a piece the children have played before

Extension activities in the Treasure Chest

- **Have A Rest**– another piece
- *Recorder Video* – discuss the way she presents this performance, her clothes, her animation and the fact she is playing from memory etc. Do they know what the other instrument is called? (A harpsichord)



Step 5 - Glacier Lake

- *Copyback 2* – still using a B but more complicated now – check for sound quality and posture
- *How to play A* – brief recap
- **Drive** – listen and then play, can the children play this from memory?
- *Drive mini-quiz*
- *Finding out about music* (Rhythm Cartoon) – the pulse remains constant in most pieces (and is silent), rhythm forms a layer of long and short patterns above it. In this cartoon the character's foot, head and the sun show the steady pulse – can you join in?
- *Remembering what you found out* – rhythm
- *Spot the Rhythm game* – surprisingly, we can often recognise a piece by just hearing the rhythm
- **Abies Blues** – mixing the new note A with B. Set the Playback setting to *Practice* and listen first, then finger without blowing before joining in. You will probably need to repeat this piece several times before changing to *Performance* speed. Divide the class into 2 groups and take it in turns to finger/play. Finish the lesson with one final performance altogether - how do the children think they did?

Extension activities in the Treasure Chest

- **ABBA** – another piece, this one has the option of staff notation if you wish to use it
- *Big quiz* – 5 questions covering the learning up to this stage



Step 6 - Muddy Waters

- **Abies Blues** – remember to set this at *Practice* speed to begin with. Are the children sitting or standing correctly and making a good sound?
- *How to play G* – you will need to add a third finger and blow gently. G is a step lower than A, B makes the highest sound
- **Seven Gs** listen, sing and then play this – perhaps you can add actions into the rests? Again, the middle of the G is approximately where the note G would sit on the staff
- *Seven Gs mini-quiz*
- *Portsmouth Video* – watch this video of a brass band playing your new piece
- **Portsmouth** – mix your new note G with the A – set this to *Practice* speed before you begin, listen to it all through, finger and then play
- **Drive** – finish the lesson with a piece the children have played before

Extension activities in the Treasure Chest

- **March of the Golden Guards** – this piece only uses A and G so is useful for recapping learning. You can improvise (make the music up) in this piece too
- *Spot the Rhythm game* – can you answer these more quickly this time?



Step 7 - Blackstorm Castle

- Warm up using this familiar piece **Seven Gs** – check for posture and sound quality
- *Copyback 2* – this is using the note B
- **Getting Going** – we are now using all 3 notes together, set the *Practice* speed before you start. Remember to listen all the way through, then finger before joining in
- *Getting Going mini-quiz*
- *Rhythm cartoon* – remember the pulse is the steady heart beat of the music which we feel but can't hear (watch out for tapping feet, head etc) and rhythm is the pattern of long and short sounds built upon it
- *Rhythm quiz*
- **Portsmouth** – revise this piece and see if you can play it at *Performance* speed now

Extension activities in the Treasure Chest

- **Mardi Gras Groovin'** - this piece only uses B and A so may be useful for reinforcement or as a less challenging piece to play. There is the opportunity to read from staff notation if this is appropriate
- *Spot the pulse* – what happens to the pulse?

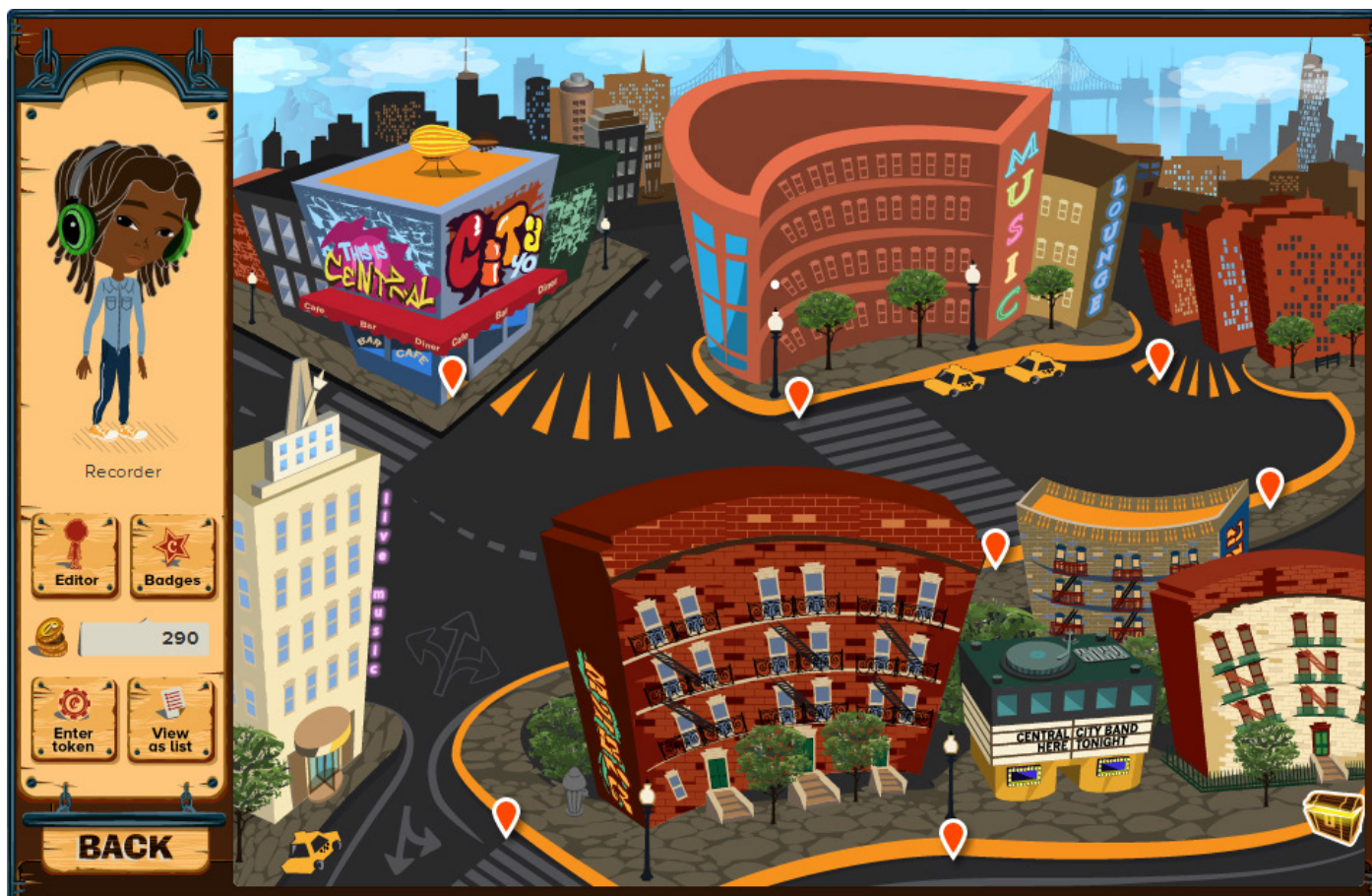


Step 8 – Futura

- **Getting Going** – start the lesson with this familiar piece
- *How to play E* – it's time to use your right hand. Don't worry if some children struggle with this, just encourage them to try their best. They will need to blow very gently and make sure their fingers are completely over the holes to stop the note from squeaking. The E is the lowest of the 4 notes the children have learnt
- **Call Me** – this fun piece uses the new note E with the G, allowing the children to keep their left hand firmly in place. If necessary, allow some children to just play the Gs and miss out the Es
- *Finding out about music* (Pitch Cartoon) – high and low sounds
- *Remembering what you've found out.* Can the children tell you which is their highest pitched note (B) and their lowest (E)
- Finish the lesson with a piece they can all enjoy – *Seven Gs*

Extension activities in the Treasure Chest

- **Hot and Cross** – you will recognise this tune. This piece uses B, A and G but not the new note E so may be useful for reinforcement or as a less challenging piece to play. There is the opportunity to read from staff notation if appropriate
- *Rhythm game* – using food rhythm patterns



Step 9 - Central City

- **Call Me** – have another go at mixing the Gs and the Es, remember to keep the 3 fingers of the left hand down throughout. Encourage all the children to try both the E and the G in this session
- **Copyback 3** game – this game uses both B and A but the phrases always start on an A. You will need to listen really carefully
- **Mamma Mia** video – many of the children will be familiar with this song but may not realise how 'old' it is
- **Mamma Mia** – this only uses B, A and G but is quite challenging. You will revisit this piece next week so only go as far as is appropriate. First, set the playback to *Practice* speed and listen to the recorder part by clicking on the green section of the playbar. Notice how the pattern repeats around 4 times. On the second (or third) play through, try to finger the notes – if necessary allow the children to play one section of the piece such as the GGGGAG at the end of each repeat. Then play the whole song from the beginning – they'll know the chorus and you can suggest they just 'la' to the verse!
- **Pitch cartoon** – this should give everyone the chance to relax
- **Pitch quiz** – to check understanding
- Finish the lesson with a piece the children can play well – **Abies Blues**

Extension activities in the Treasure Chest

- **Roundabout** – listen to this improvised piece which uses B, A and G. Notice the catchy rhythms and the repetition which gives it a sense of unity
- **Roundabout** – now try out your own. To start with you could use just one note and then 2 before all 3 (of B A and G)
- **Recorder Quartet** – this performance uses larger members of the recorder family. This might be something your children could explore in the future



Step 10 - Mount Firebucket

- **Drive** – warm up with a familiar piece, check posture and sound quality
- *Copyback 3* game - this game uses both B and A but the phrases always start on an A. They will need to listen really carefully
- *Mamma Mia* video – watch this and discuss the performance, the clothes, the instruments, the filming etc
- Second look at **Mamma Mia** – set the speed to *Practice* and listen to the recorder part (shown in green) before fingering and then joining in. If necessary some of the children could play along with the rhythm using just G – this will ‘clash’ with the A at times but does work. Finish with the complete song and instrumental run through
- Finish the main part of the lesson with **Call Me** – a piece they should be familiar with and confident to play

Extension activities in the Treasure Chest

The final Treasure Chest contains all the pieces you have played in the central course over the term. Decide which ones you want to include in your performance.

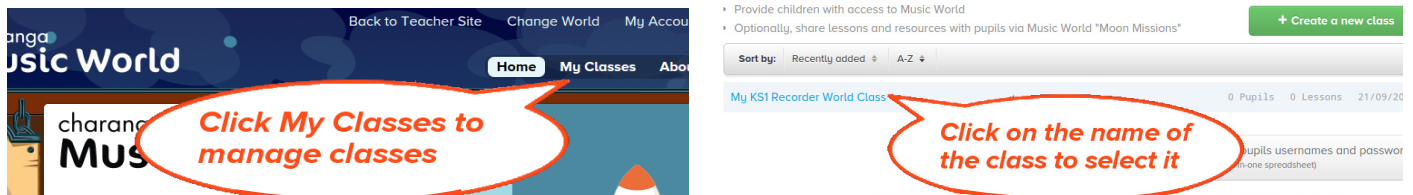
- | | | |
|-----------------------|--------------------------|------------------------|
| • Left Up Rap | • There's A Ghost | • Busy Zoo |
| • Take it Easy | • Drive | • Abies Blues |
| • Seven Gs | • Portsmouth | • Getting Going |
| • Call Me | • Mamma Mia | |

Adding your class to KS1 Recorder World

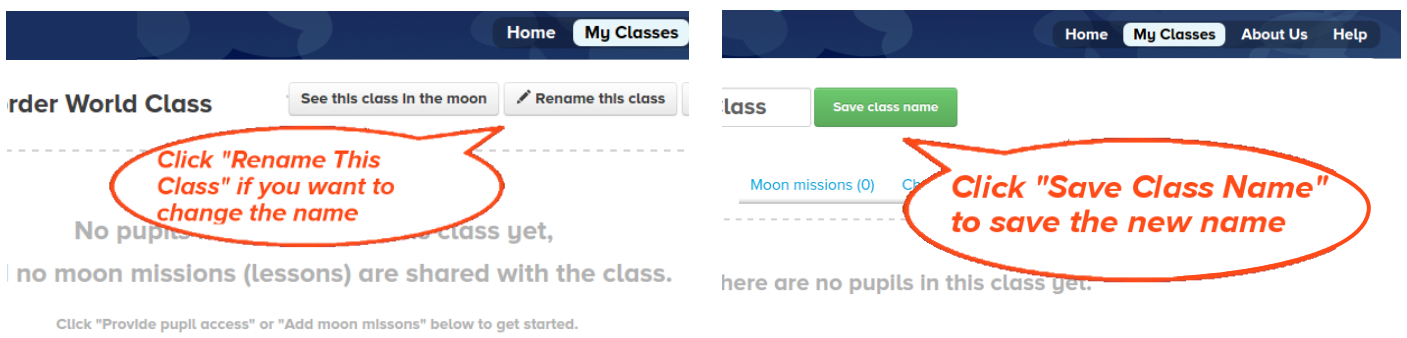
Creating a class and adding pupils

To access KS1 Recorder World, your pupils need a login which you will create for them.

Managing pupils and logins happens in the 'My Classes' section of the site.

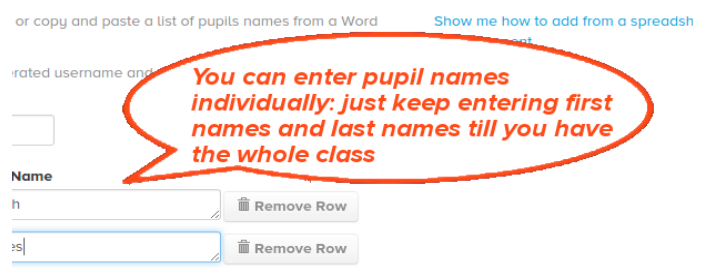


Your first class has already been created for you; it's called My KS1 Recorder World Class – you can rename it to something more meaningful to yourself or your pupils, e.g. 1H Recorders. To do this, click on the name of the class, then click the pencil icon next to the name of the class and enter the new name, then click the "Save Class Name" button.



Next you need to add your pupils to the class. Click the green "Provide Pupil Access" button and you'll be presented with some simple questions to help you add the pupils. Click "No" for the first question (since the pupils don't have access yet), then choose the first option for the second question ("Enter the children's names...").

You'll now see a small form where you can either add a pupil at a time, by entering their names into the boxes, or you can bulk add a whole class if you have their names to hand, for example in a spreadsheet.



Adding a whole class in one go

	A	B	C	D
1	Jonathan	Ford		
2	Karen	Hoy		
3	Alfie	Hussey		
4	Lizzie	Eveleigh		
5	Georgia	Billington		
6	Chuck	Lloyd		
7	Hannah	Cowley		

You can type directly into the grid below, or copy and paste a list of pupils names from a Word document or spreadsheet.

Each pupil will get an automatic... near in the
list above once they've

Copy a list of names, and then

How many pupils do

First Name

John Smith  Remove Row

Sue Jones

 Remove Row


To bulk add an entire class, copy a list of names from e.g. a spreadsheet of first and last names and then paste this into the first box. After you've pasted, you'll have your entire class ready to add. You don't need to use a spreadsheet, you could just use a word document or even an email; the names just need to be 1 per-line, with first and last name separated by a space.

Click the Add these pupils button. Your pupils are now added to the class, and have been given a username and a password.

[Provide pupil access](#)
[View pupils \(13\)](#)
[Moon missions \(3\)](#)
[Change world](#)
[More](#)

View Pupils

To add more pupils click 'Provide pupil access'.
 You can reorder the table by clicking on the column headers.



Welcome letter for every child with their username and password

This document has all your pupil welcome letters in it

	Time on site	Username	Pa
Mark	5 minutes	p72549	pit

Welcome letters

Now that you've created the pupils, you can download a pdf which has a page for each pupil, telling them their username and password and how to get started. Click the "View Pupils" tab and look for the box near the top which says "Welcome letter for every child with their username and password".

Give these letters out to your pupils when you next see them; the letter tells them where to go and what their username and password is. Each pupil's username and password is also shown to you, so you can remind them during class if you need to. If any pupil loses their welcome letter, you can print out the individual letter, by clicking the link next to their name. But remember, the letter at the top of the page is the one you should use the first time you create a class, as this will let you print out all the letters in one go.

For: Jonathan Ford

Welcome to Charanga Music World!

Charanga Music World is a great new way to practise your instrument online. There are loads of activities for your instrument, as well as lots of cool stuff like games, quizzes and special rewards to unlock!

This letter has the information you need to get started

First time on this website?






- 1 Go to <http://local.charangamusicworld.co.uk/>.
- 2 Click on the green **Log in** button at the top right of the screen.
- 3 Enter your username and password in the boxes on the screen.
Your username is: **70265**
Your password is: **rococo**
- 2 Click on the big Log In button.
- 4 All done! Click on the world to get started.

Removing and adding additional pupils

You can remove pupils from your class by clicking the Remove button, and you can add extra pupils by filling in their details at the bottom of the screen.

Statistics

Once your pupils have been using KS1 Recorder World, some statistics will appear next to their names. You'll be able to see which step they last played, the total amount of time they've spent on the site and how many coins they've earned.

Pupils in this class										
First Name	Second Name	Logins	Coins	Last step	Time on site	Username	Password	Welcome Letter	Edit	Remove
Jonathan	Ford	5	130	1-07	3 hours and 29 minutes	70265	rococo		edit	Remove
Karen	Hoy	2	420	1-05	2 hours and 7 minutes	70266	fuchsia		edit	Remove
Alfie	Hussey	7	670	2-02	6 hours and 34 minutes	70267	waltz		edit	Remove
Lizzie	Eveleigh	1	115	1-05	19 minutes	70268	reprise		edit	Remove
Georgia	Billington	3	800	2-04	5 hours and 4 minutes	70269	tuning		edit	Remove

Multiple classes

If you need to teach more than one class KS1 Recorder World, then create a brand new class by clicking the Create Class button and repeat the above instructions for the new set of pupils.

