

**Visual and Performing Arts: Performing Arts**  
**Music**  
**Unit 2: Introduction to Recorders**

<b>Essential Understandings</b>	<ul style="list-style-type: none"><li>▪ Recorders are an accessible, age-appropriate instrument to foster music literacy.</li></ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"><li>▪ How does playing a recorder demonstrate music literacy?</li></ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"><li>▪ Playing a recorder requires a basic knowledge of music literacy.</li></ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"><li>▪ <u>Terms:</u><ul style="list-style-type: none"><li>○ Recorder, melody, fingering, fingering chart, tonguing, breath control</li></ul></li></ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"><li>▪ Perform music with technical accuracy.</li><li>▪ Apply knowledge of a fingering chart to performance.</li><li>▪ Read and perform rhythmic patterns and melodic phrases using standard notation.</li></ul>

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**Standards:  
Maine Learning  
Results Standards  
And Common Core**

- A.1. Students accurately perform music in easy keys, meters, and rhythms with limited ranges, both instrumentally and vocally, while modeling proper posture and technique, alone or with others.
- A.2. Students identify and read musical notation, symbols, and terminology of dynamics.
  - a. Read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.
  - b. Identify symbols and traditional terms referring to dynamics, tempo, and articulation.
- B.1. Students create or perform music of various styles and genres in easy keys, meters, and rhythms with limited ranges accurately applying the knowledge and skills of: proper posture and technique; notation; symbols; and terminology of dynamics.
- C.1. Students describe and apply steps of creative problem-solving.
  - a. Identify problem.
  - b. Define problem.
  - c. Generate a variety of solutions.
  - d. Implement solution(s).
  - e. Evaluate solution(s).
- E.3. Students identify and demonstrate choices that will lead to success in the arts including time management, interpersonal interactions, skill development, and goal-setting.
- E.5. Students identify positive interpersonal skills that impact the quality of their art and participation in the arts.
  - a. Getting along with others
  - b. Respecting differences
  - c. Working as a team/ensemble
  - d. Managing conflict
  - e. Accepting/giving/using constructive feedback
  - f. Accepting responsibility for personal behavior
  - g. Demonstrating ethical behavior
  - h. Following established rules/etiquette for observing/listening to art
  - i. Demonstrating safe behavior

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<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"><li>▪ Watch DVD "Essential Elements Recorder Classroom Method"</li><li>▪ Practice reading and interpreting musical symbols</li><li>▪ Review note names and musical symbols</li><li>▪ Play a recorder both as part of a group and individually</li></ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"><li>▪ Observation</li><li>▪ Demonstration of skill</li></ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"><li>▪ <u>Other Resources:</u><ul style="list-style-type: none"><li>○ Text <u>Essential Elements Recorder Classroom</u> with accompanying DVD</li><li>○ Recorders</li><li>○ Sink with warm water available</li><li>○ Dish detergent</li><li>○ Mouthpiece sterilizer (Sterisol, alcohol)</li><li>○ Music stands</li><li>○ Sound system</li><li>○ Computer/DVD player</li><li>○ Projector</li></ul></li></ul>