

# RECORDER FINGERING POSTERS

24 LARGE Fingering Charts and 20 Note Name Flashcards for soprano and tenor recorders with Baroque and German Fingerings. Includes activities, games and worksheets.



By Veronica Harper  
Themes & Variations

# RECORDER FINGERING POSTERS

This kit includes 24 LARGE (8.5 x 11) Fingering Charts and 20 Note Name Flashcards (4.25 x 5.5) that can be used with any classroom recorder program. The flashcards feature Baroque and German fingerings for soprano or tenor recorders. The Fingering Charts and Note Name Flashcards are printed on cardstock and can be displayed on a bulletin board or used as flashcards. Activities, games, reproducible worksheets and a student reproducible fingering chart are included.

The Fingering Charts are in ascending order beginning on middle C and continue to G'. Each Fingering Chart has the note name and the note placed on a staff.

The Note Name Flashcards have two sides. On one side of the flashcard there is a note on the treble staff and on the reverse side there is the same note with its letter name. Cut the Note Name Flashcards in half with a paper cutter - there are two notes on each page.

To get your *Download Edition for Recorder Fingering Posters*, visit <https://downloads.musicplay.ca/> and type in the download code below.

If the code is covered scratch the silver label below.

## DOWNLOAD CODE:

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ISBN# 978-1-998767-17-5

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Cover by: Lana Swanson

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# Suggestions for Use

## 1. Name that Note!

This activity allows students to practice naming notes that are commonly played on the recorder. Divide the class into two teams. Alternate asking a student from each team to name a note and see which team can name the most notes during the game.

## 2. Note Name Race

Choose one student from each team to be racers. Have the racers line up about ten feet from the whiteboard or chalkboard. Each racer should be given a whiteboard pen or a piece of chalk. Hold up a note name flashcard. The first student to write the note name on the board wins the race.

Later in the year, play this game again using the fingering flashcards.

## 3. Show Me the Note!

Hold up a flashcard with one of the recorder fingerings on it. Give the students time to show how they would play the note on their recorder, without blowing any air. Ask a student to name the note. Allow a few students to play the note on their recorder when they can name the note and show the correct fingering.

## 4. Make a Match

Place the recorder fingering flashcards that the students have already learned (at least four or five) at the front of the room and the note flashcards that go along with each of the fingerings. Display all of these in a place where they are visible to all students. You could use magnets to attach them to a magnetic white board, place them in a pocket chart or place them on a white board ledge. Ask a student to choose one of the note flashcards and then the recorder fingering that correctly matches with it.

\* A variation of this activity is to show the side of the flashcard with the note letter name and allow students to match the letter name with the recorder fingering.

## **5. Race Around the Class**

To play this game, have the class sit with their recorders in a circle. Have one student begin by standing behind another student. Show the two students a recorder fingering flashcard or note name flashcard. The student that can play the note the fastest gets to continue around the circle, playing against other students. The student that loses will sit in the circle where they lost the match and the winner from the match will go and stand behind the next student in the circle and try to play the note the teacher shows. The student that makes it all the way around the circle and back to the starting position is declared the winner.

## **6. Partner Practice**

Two to three students would be able to use these flashcards in a drill and practice activity. Student one will show the flashcard and student two will name it. If a student is having difficulty with a flashcard, place it aside and return to it after all of the other flashcards have been correctly identified. This activity can be done with the note flashcards and the recorder fingering flashcards.

## **7. Play Me a Tune**

Place a group of flashcards, either note or fingering, all in a row at the front of the classroom. Give students some time to think and then ask one or two to name the flashcards from left to right. Have one or two students play the flashcards on their recorders. After the students have become comfortable at playing the flashcards, mix them up and allow students to play the new melody. Another idea is to take some or all of the flashcards away and see if students can still play the original melody. This activity would work with the note name flashcards or the fingering flashcards.

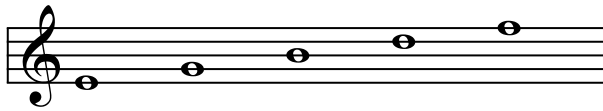
## **8. Worksheet Practice**

Students may complete the worksheets provided in this kit. The worksheets can be used for individual student practice or to assess learning.

The worksheets complement the activities and songs found in "The Complete Recorder Resource Kit," but can be used successfully with any recorder program.

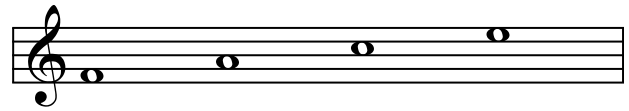
# Practice Naming Notes

Name: \_\_\_\_\_ Grade: \_\_\_\_\_



E G B D F

Notes on a line

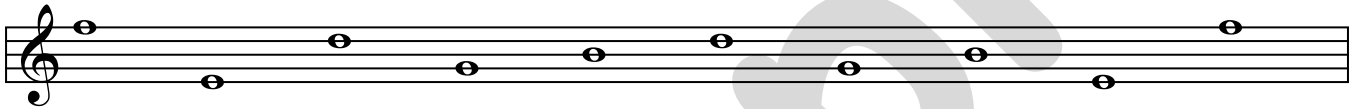


F A C E

Notes in a space

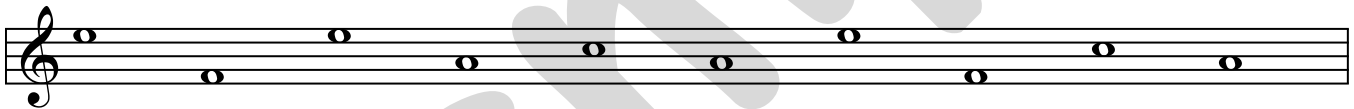
Write the note name on the line below it. The first two notes are done for you. Use capital letters.

**Notes on a line:**



F E \_\_\_\_\_

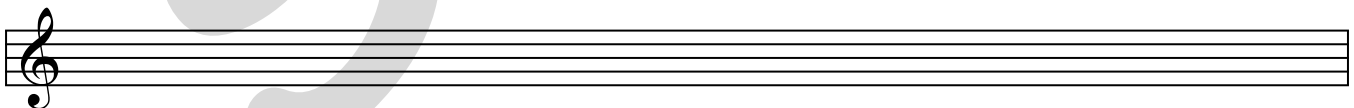
**Notes in a space:**



\_\_\_\_\_

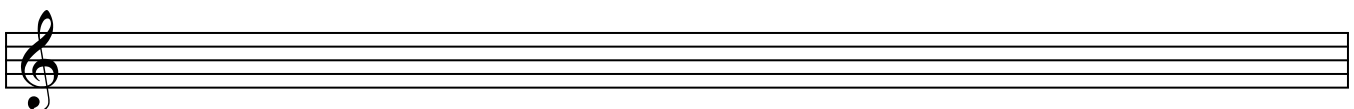
Write the notes on the treble staff using a **whole note**:

**Write the notes on a line:**



B E G F E D G F

**Write the notes in a space:**



E A C F E C A F

# Note Names

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

The first seven letters of the alphabet are used to name notes.  
A B C D E F G and then the letters begin with A again. You can see the names of the notes on the treble staff beginning on C:



C D E F G A B C D E

Write the note name on the line below it. Use capital letters.

\_\_\_\_\_

\_\_\_\_\_

Write the notes on the treble staff using a **whole note**:

C D E F G A B C

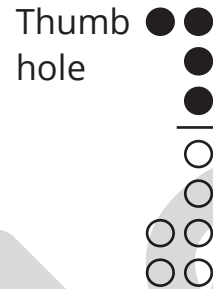
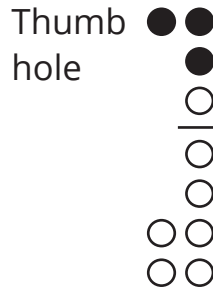
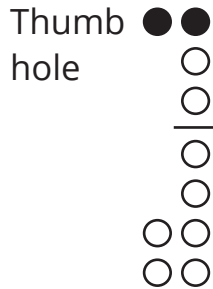
Write the notes in a space:

E G B D F G B E

# Just B A G

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

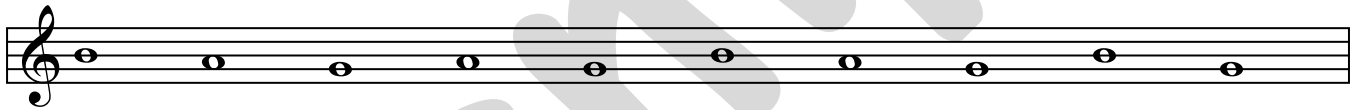
Write the note name of the recorder fingerings shown below:



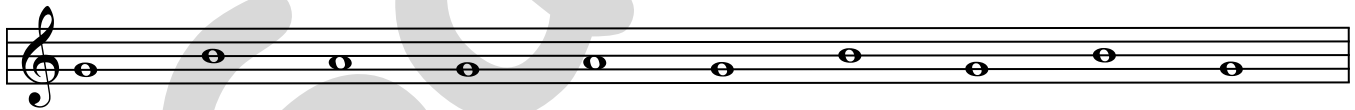
\_\_\_\_\_



Write the note name on the line below it. Use capital letters.

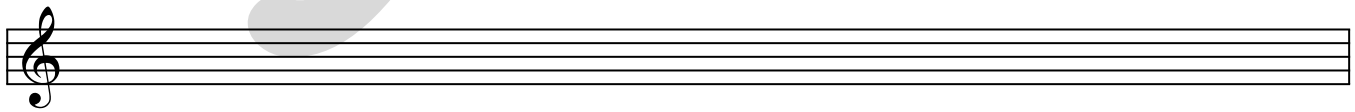


\_\_\_\_\_



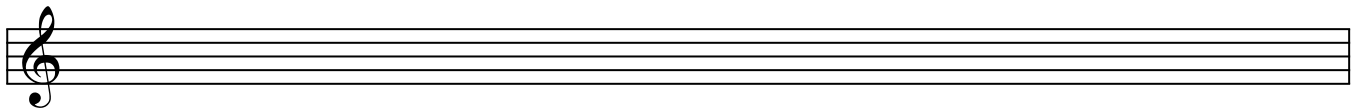
\_\_\_\_\_

Write the notes on the treble staff using a **whole note**:



B            A            G            A            G            B            A

Write the notes in a space:

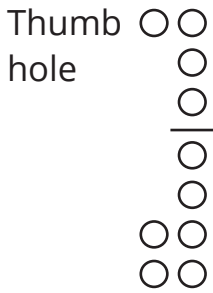


G            A            B            G            B            A            G

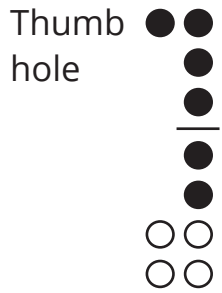
# Recorder Rocks!

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

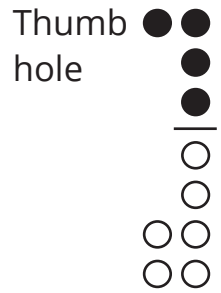
Write the note name of the recorder fingerings shown below:



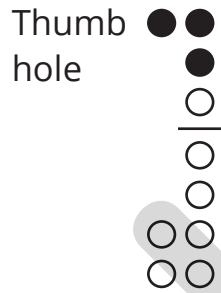
\_\_\_\_\_



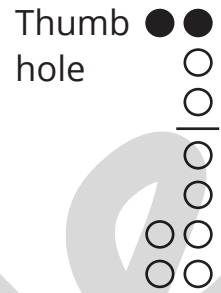
\_\_\_\_\_



\_\_\_\_\_



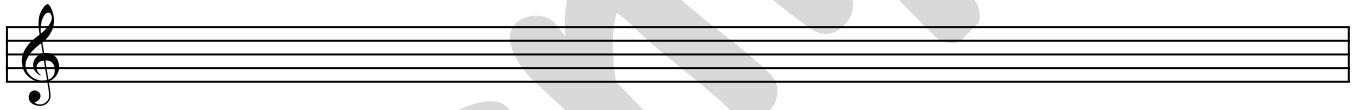
\_\_\_\_\_



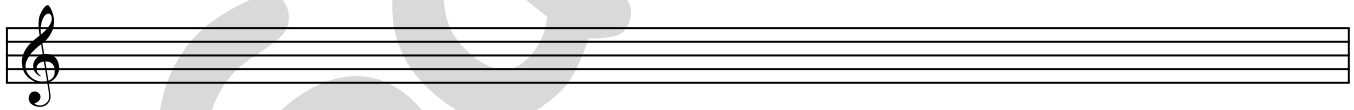
\_\_\_\_\_



Write each note on the treble staff below. Use whole notes. If the notes can be written in two places, write one note above the other.

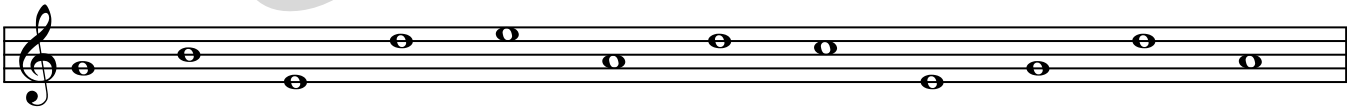


D                      G                      E                      B                      A                      D

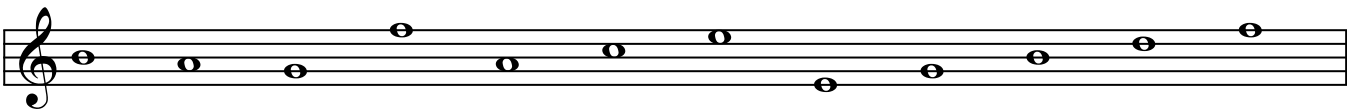


B                      G                      A                      D                      E                      G

Write the notes on the treble staff using a **whole note**:



\_\_\_\_\_



\_\_\_\_\_



# Recorder Review



Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Write the name of each note on the line underneath and color in the blank recorder fingering charts. Use a black circle to show that the hole would be covered by your fingers and leave the circle white if the hole is not covered.

1. Thumb hole    
   
   
   
   
   
   
   
   
 \_\_\_\_\_

2. Thumb hole    
   
   
   
   
   
   
   
   
   
 \_\_\_\_\_

3. Thumb hole    
   
   
   
   
   
   
   
   
   
 \_\_\_\_\_

4. Thumb hole    
   
   
   
   
   
   
   
   
   
 \_\_\_\_\_

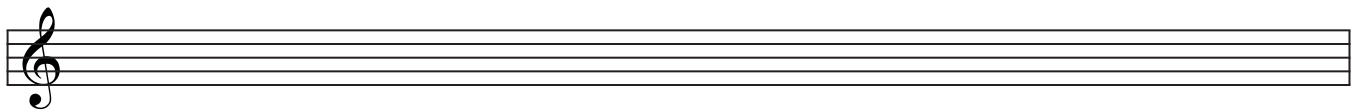
5. Thumb hole    
   
   
   
   
   
   
   
   
   
 \_\_\_\_\_

6. Thumb hole    
   
   
   
   
   
   
   
   
   
 \_\_\_\_\_

Write each note on the treble staff below. Use whole notes. If the notes can be written in two places, write one note above the other.



A                  E                  F                  B                  D                  G                  F

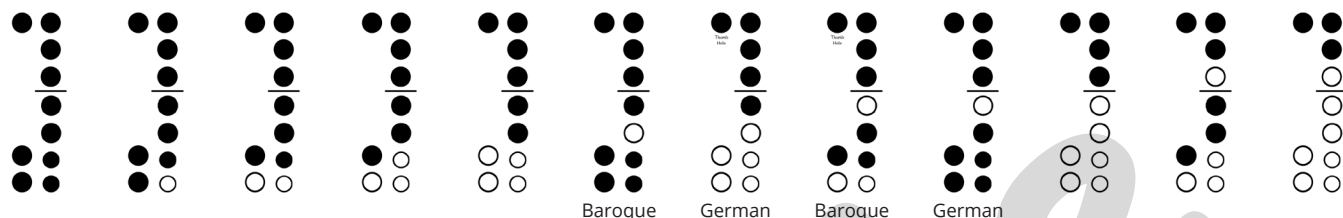


C                  D                  G                  A                  B                  F                  D

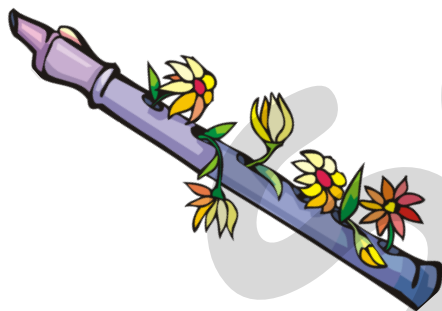
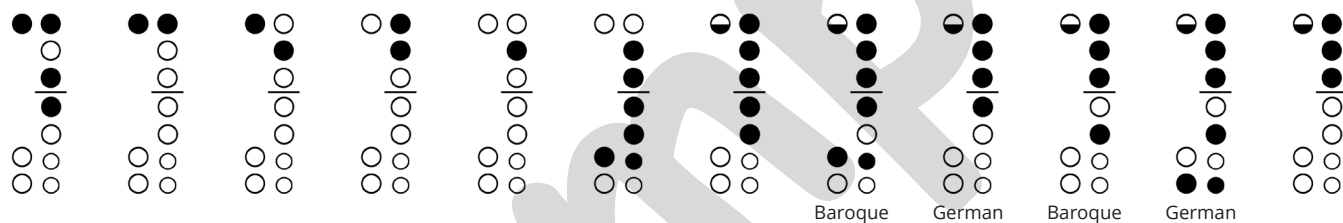
# Soprano Recorder Fingerings



C C# D D# E F F# G G# A



A# B C C# D D# E F F# G

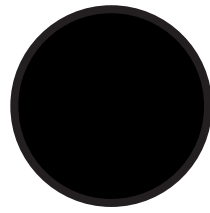


Your *left* hand goes at the top of the recorder, and is used to cover the thumb hole at the back of the recorder, and the first three holes on the front of the recorder.

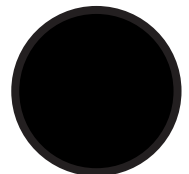
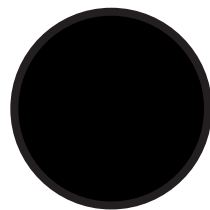
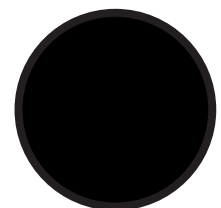
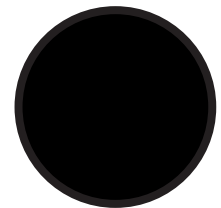
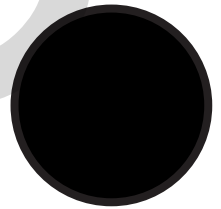
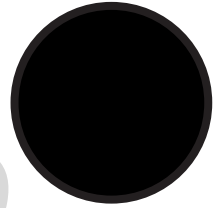
Your *right* hand goes at the bottom of the recorder. You use your right hand to cover the four holes at the bottom of the recorder.

The circles on the fingering chart represent the holes on the recorder. When the circle is filled in, cover that hole. When only half the circle is filled in, cover half the hole.

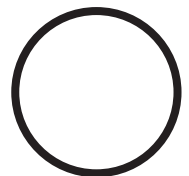
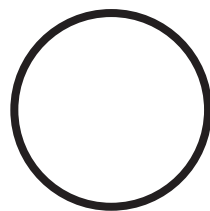
**Two Kinds of recorders:** German fingering recorders use a simple F fingering. English, or Baroque recorders use a forked F. How can you tell which recorder you have? Play an F on the piano. If your recorder sounds the same as the piano when you play the simple fingering for F, you have a German fingering recorder. If your recorder sounds higher in pitch than the piano, you need to use the Baroque fingering - the forked F to make your pitch match. On the fingering chart, the German and Baroque fingerings are labeled. Many recorder manufacturers print the letter G or a B under the thumb hole on the back of the recorder. If your recorder has the letter G under the thumb hole, it is a German fingering recorder. If your recorder has the letter B under the thumb hold, it is a Baroque recorder.

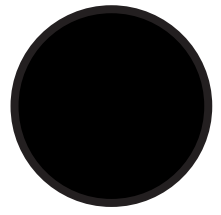
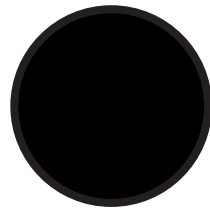
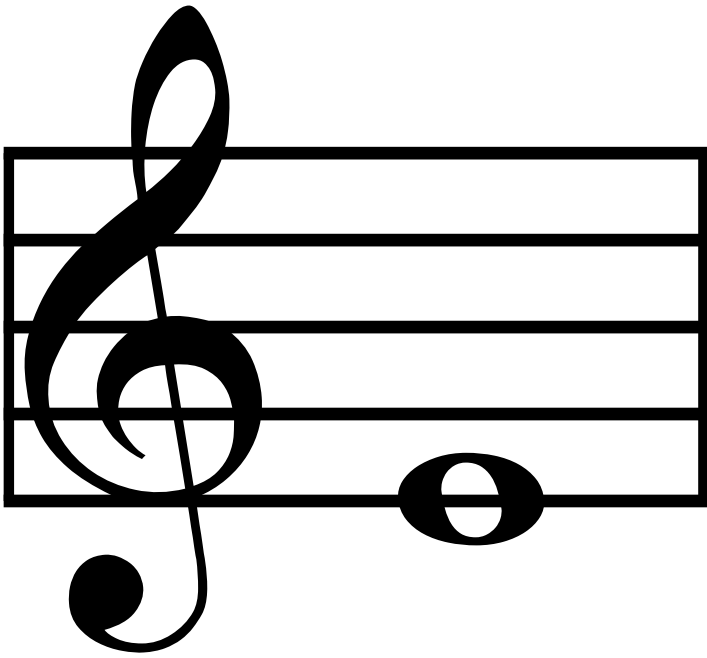


Thumb  
Hole

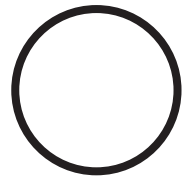
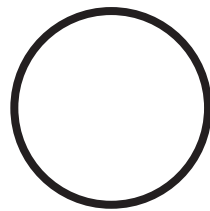
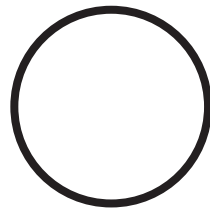
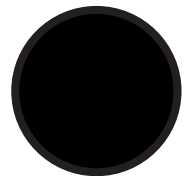
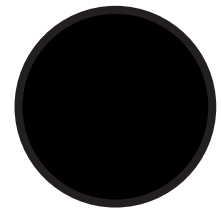
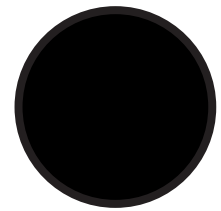
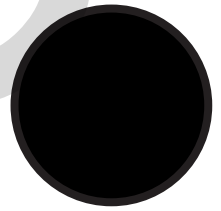
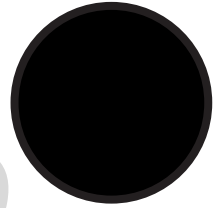


**D**  
**(Low)**

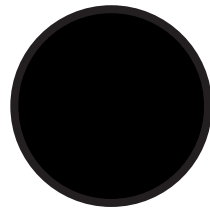
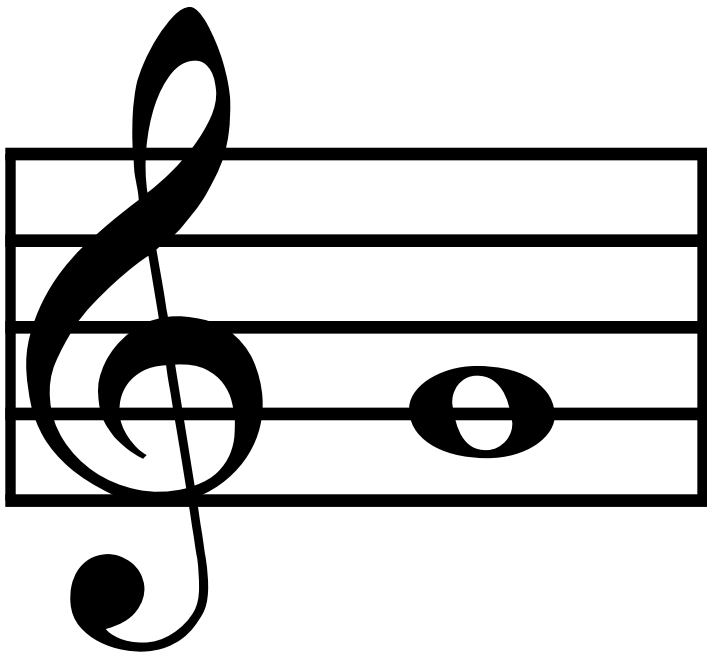




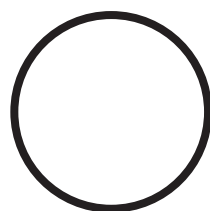
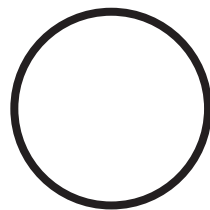
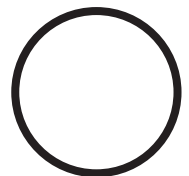
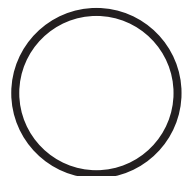
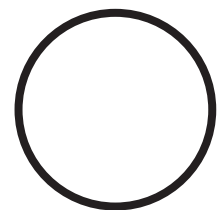
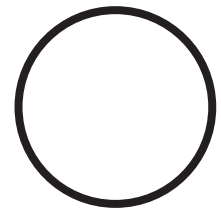
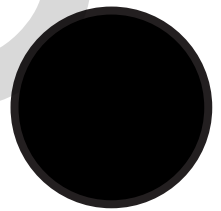
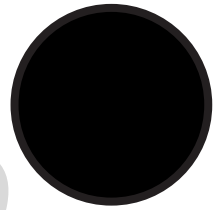
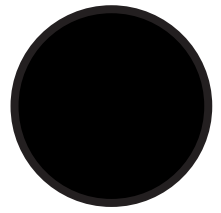
Thumb  
Hole



**E**  
**(Low)**

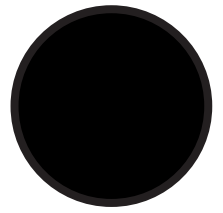
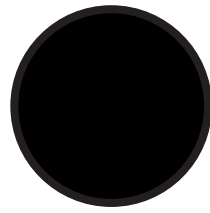


Thumb  
Hole

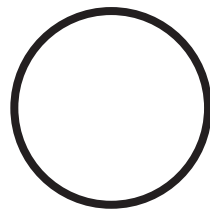
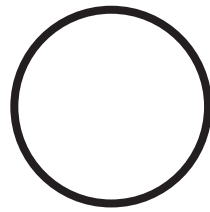
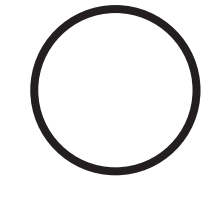
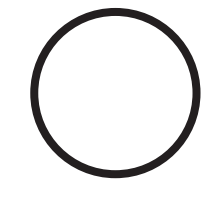
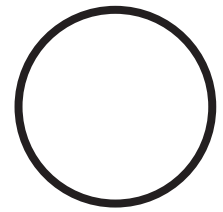
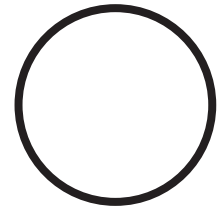
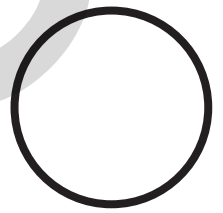
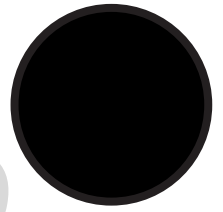


**G**

Sample

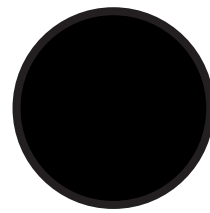
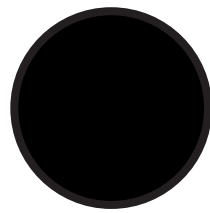
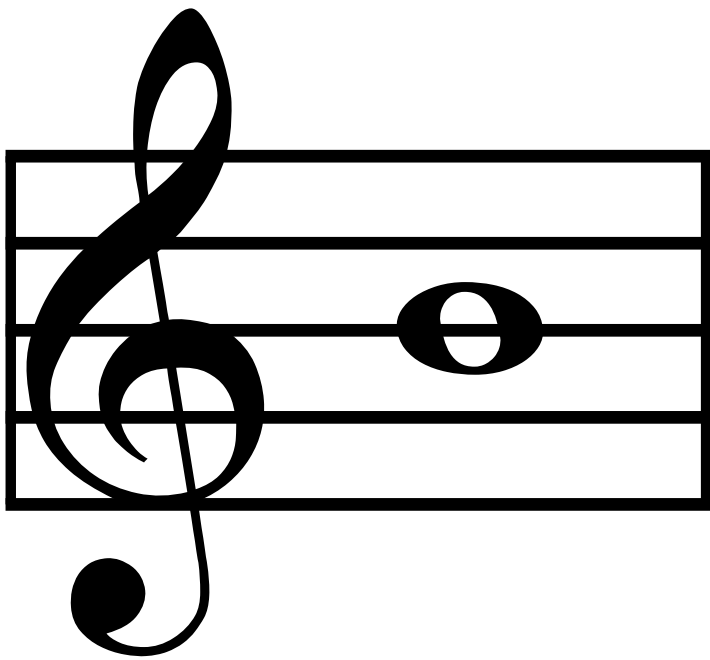


Thumb  
Hole

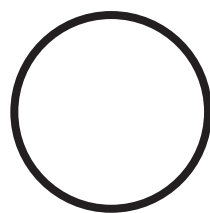
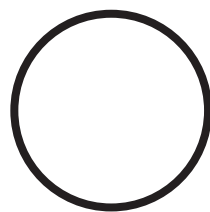
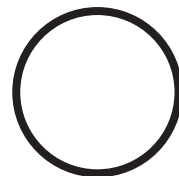
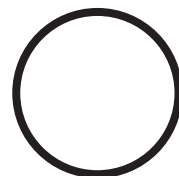
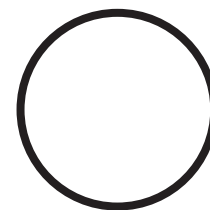
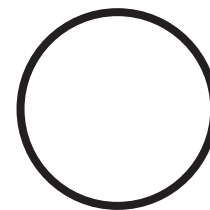
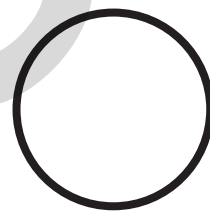
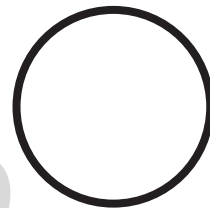


Sample

A

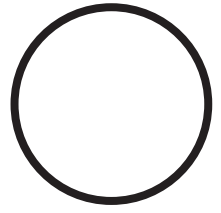
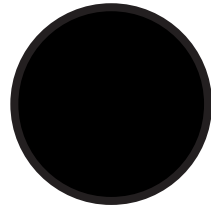
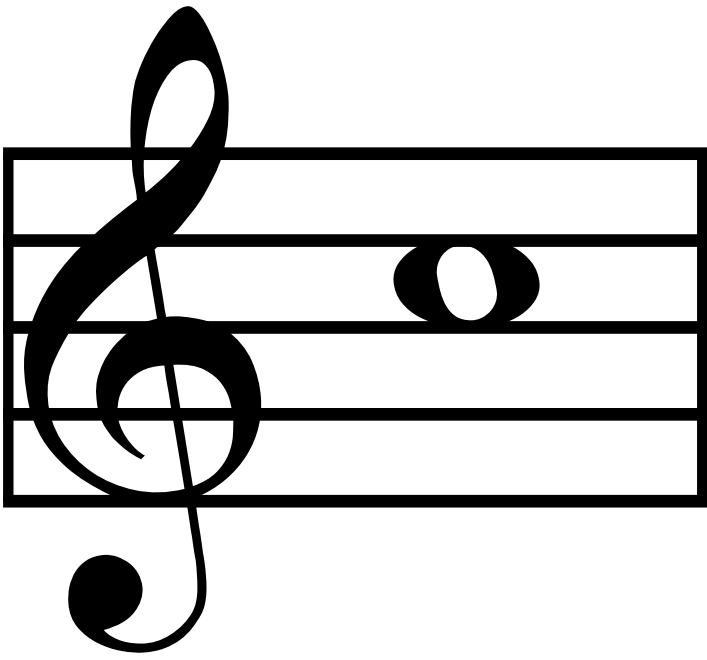


Thumb  
Hole

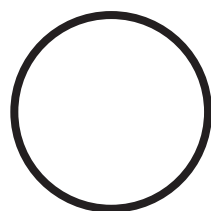
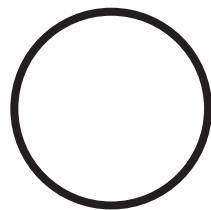
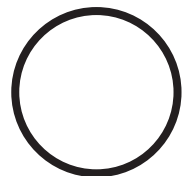
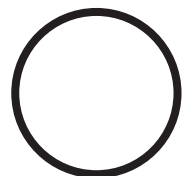
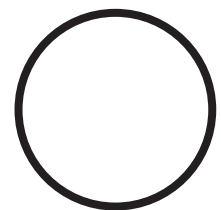
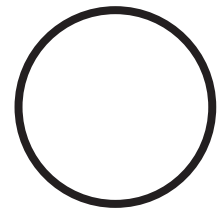
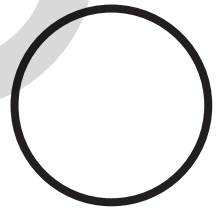
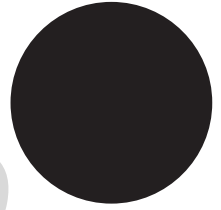


Sample

**B**



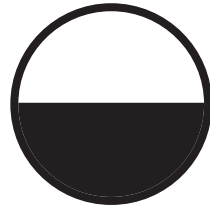
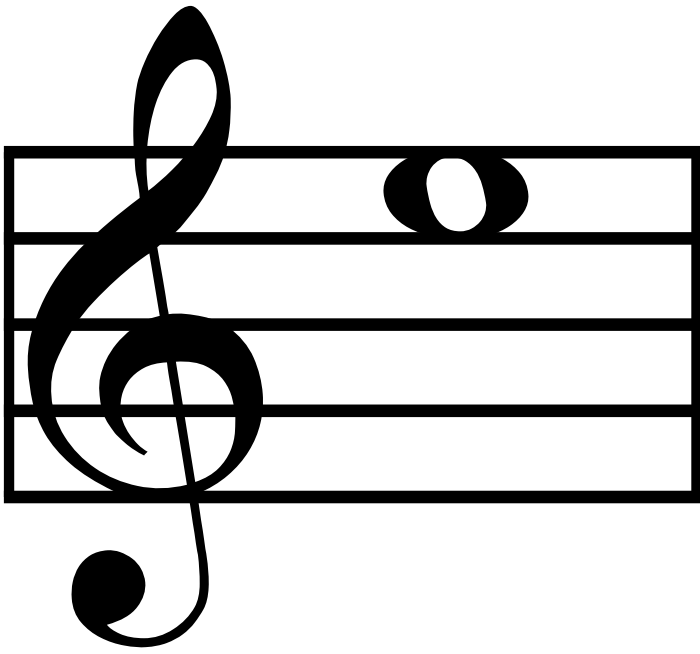
Thumb  
Hole



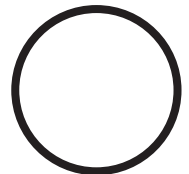
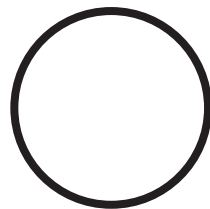
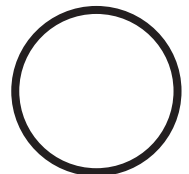
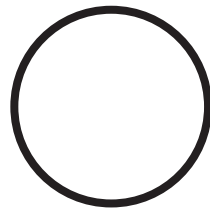
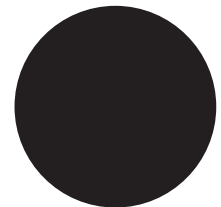
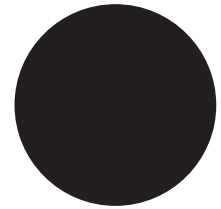
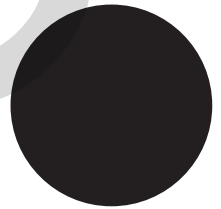
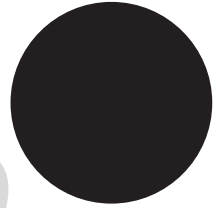
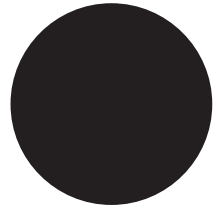
Sample



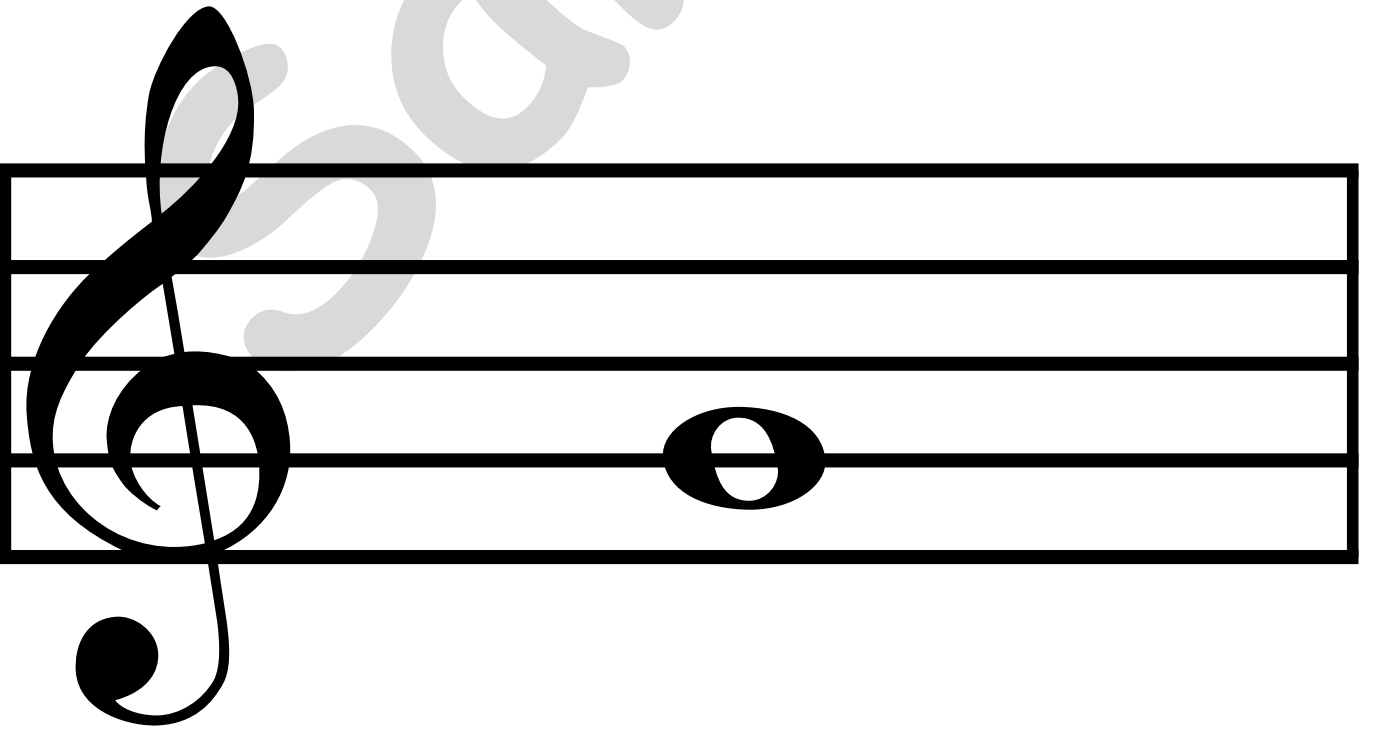
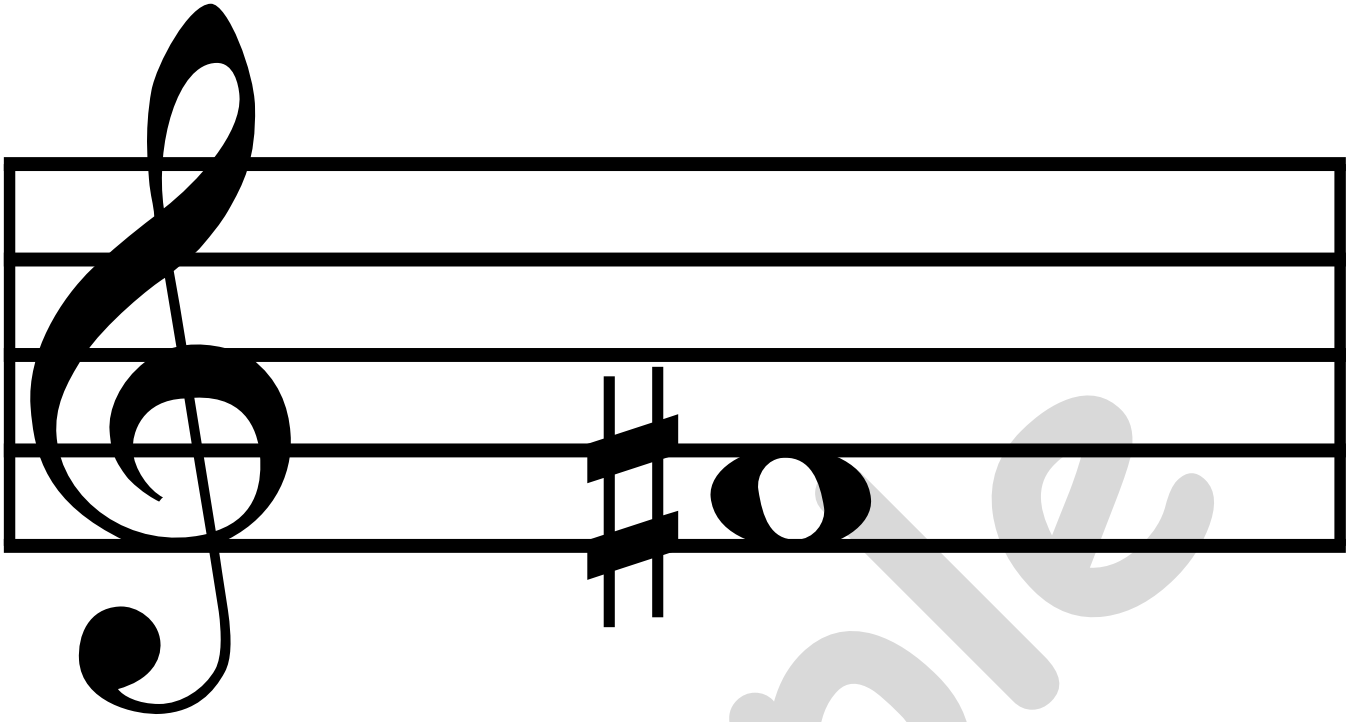


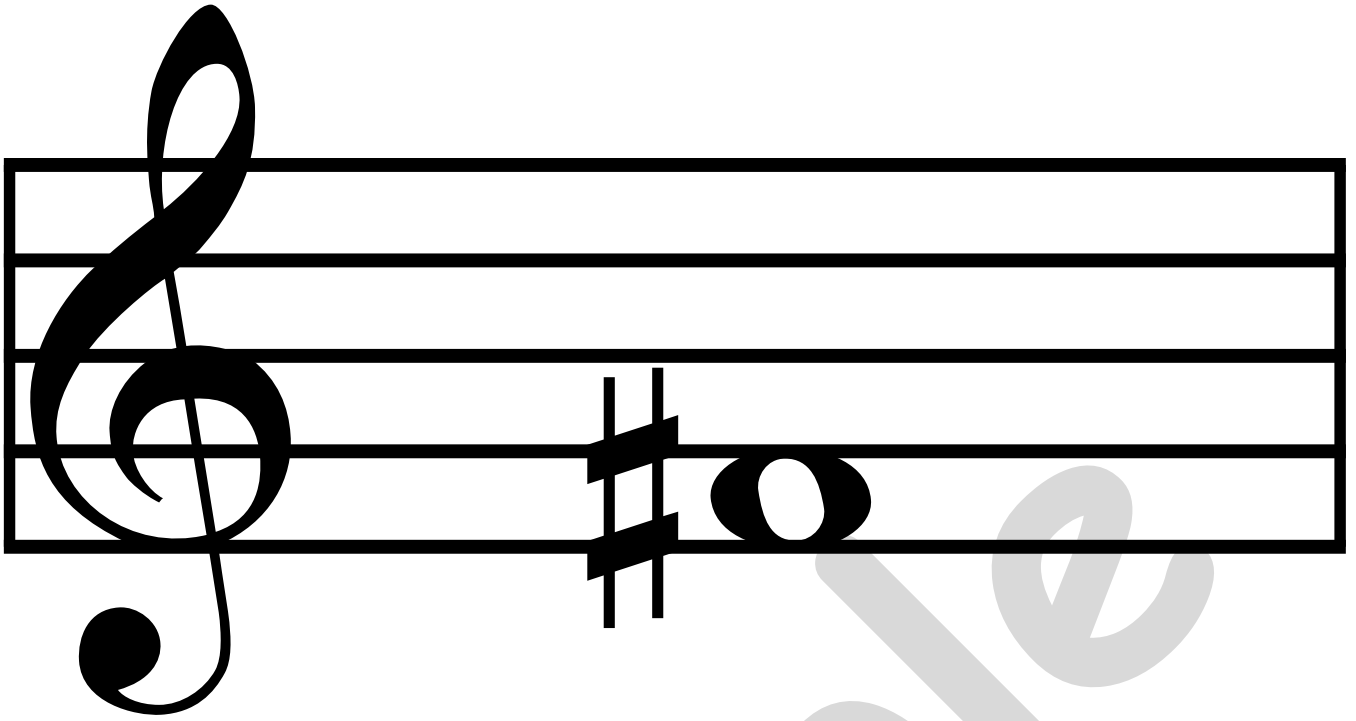


Vented  
Thumb  
Hole

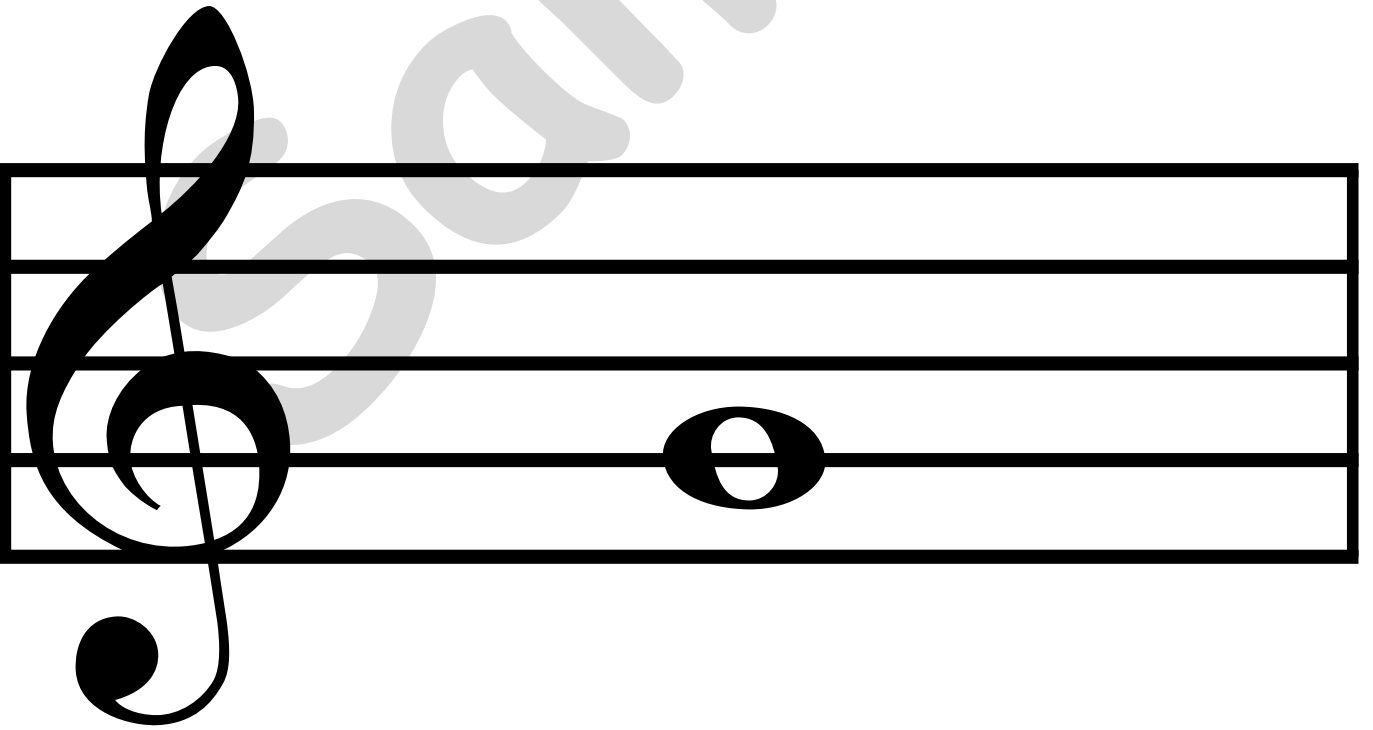


**E**  
**(High)**

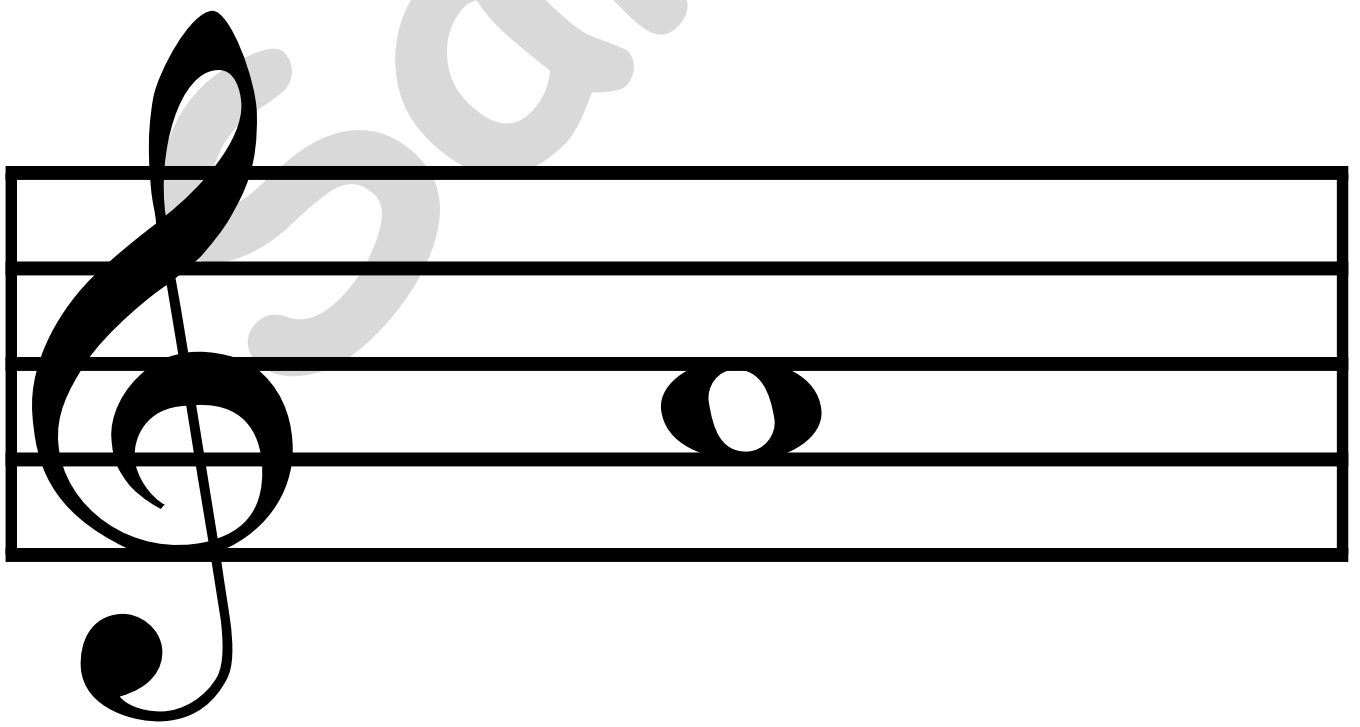
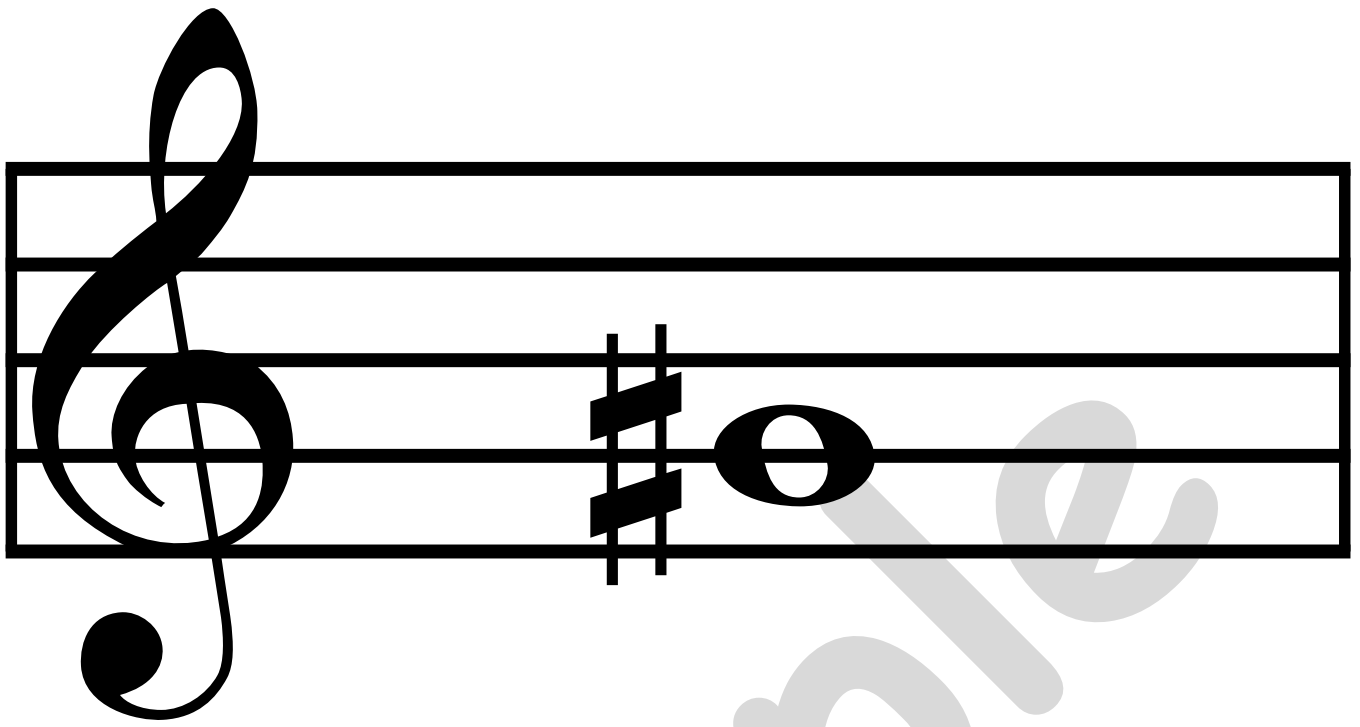


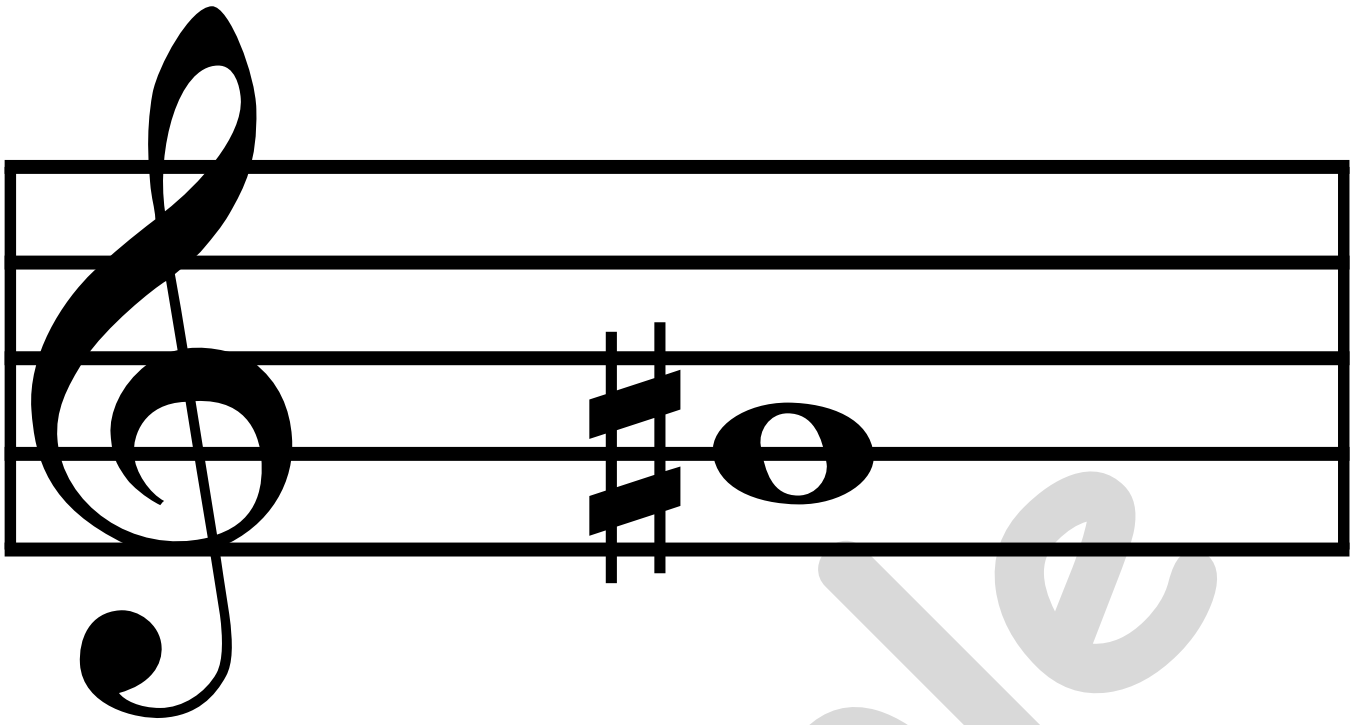


F#

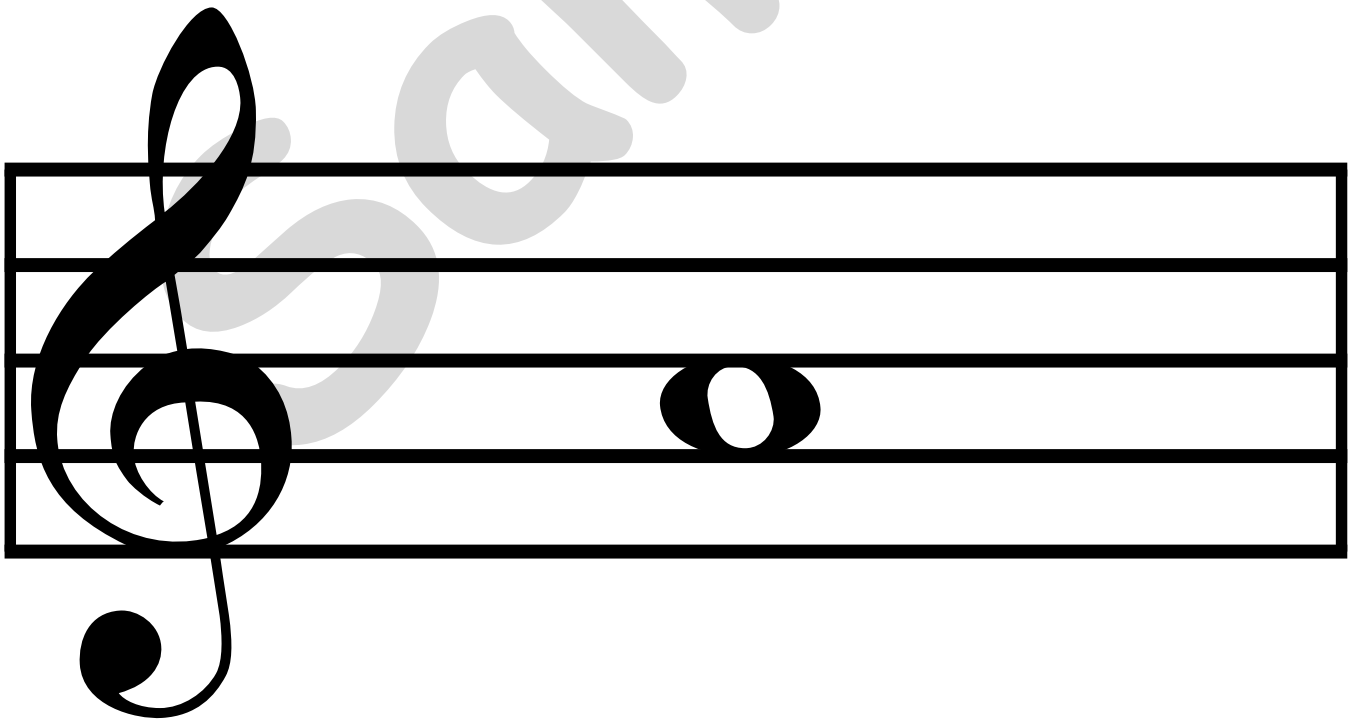


G

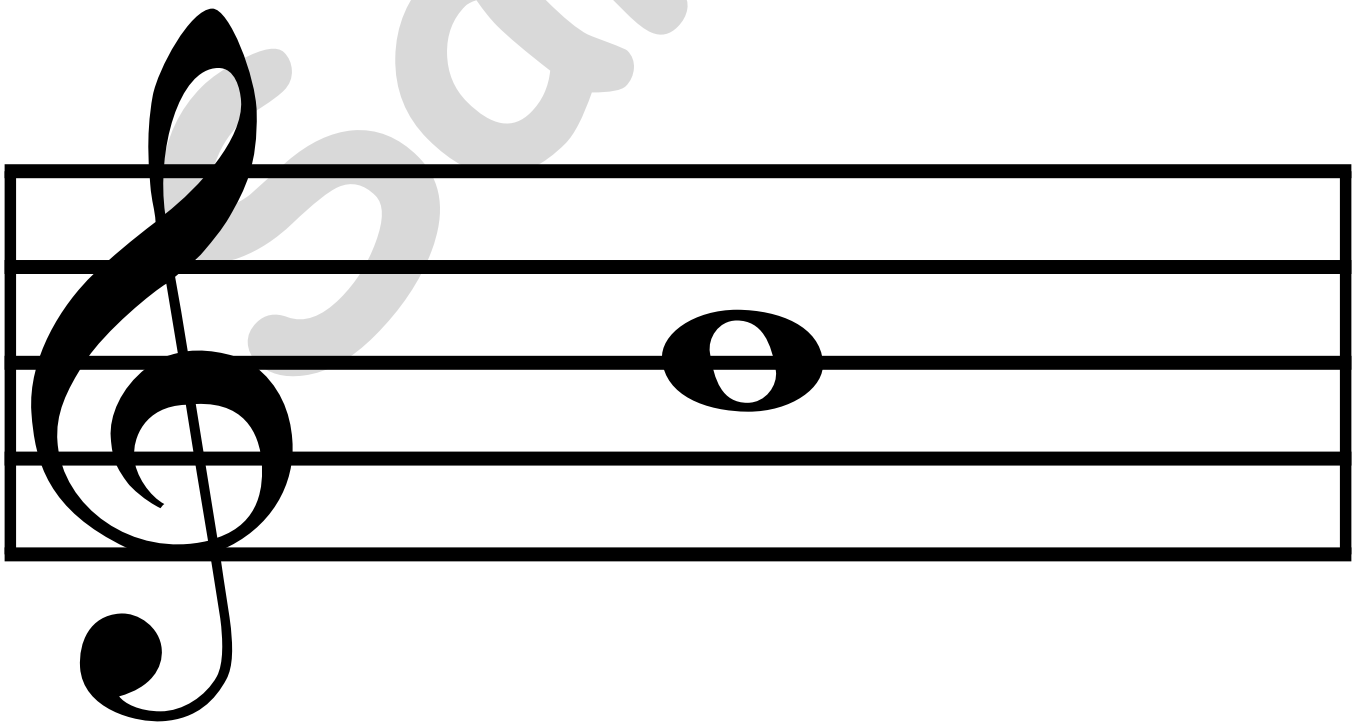
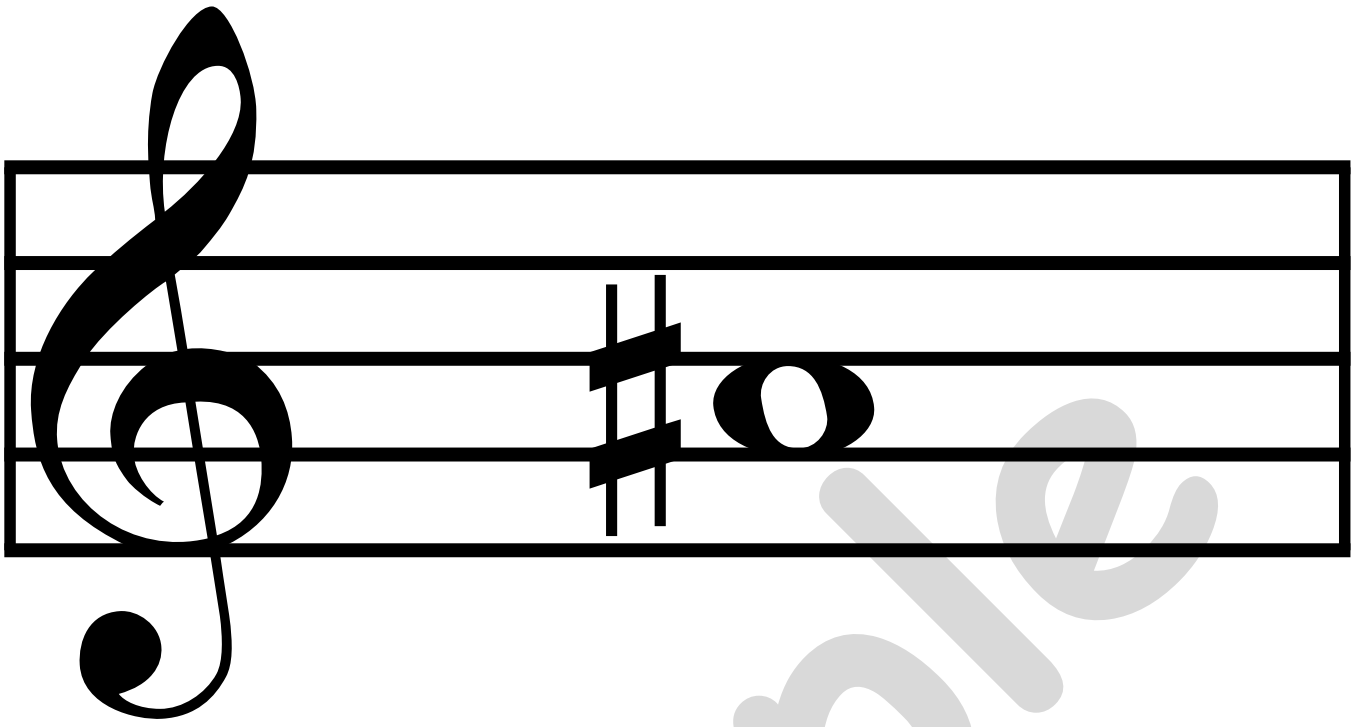


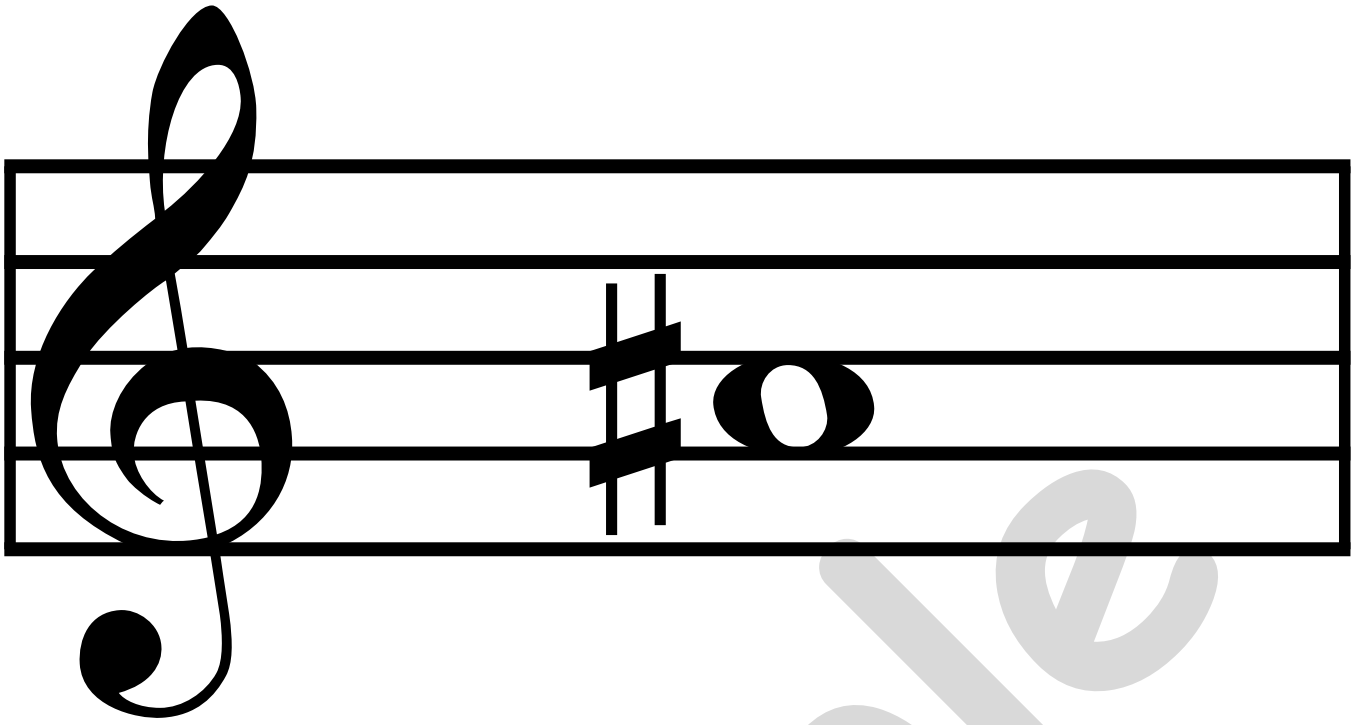


G#

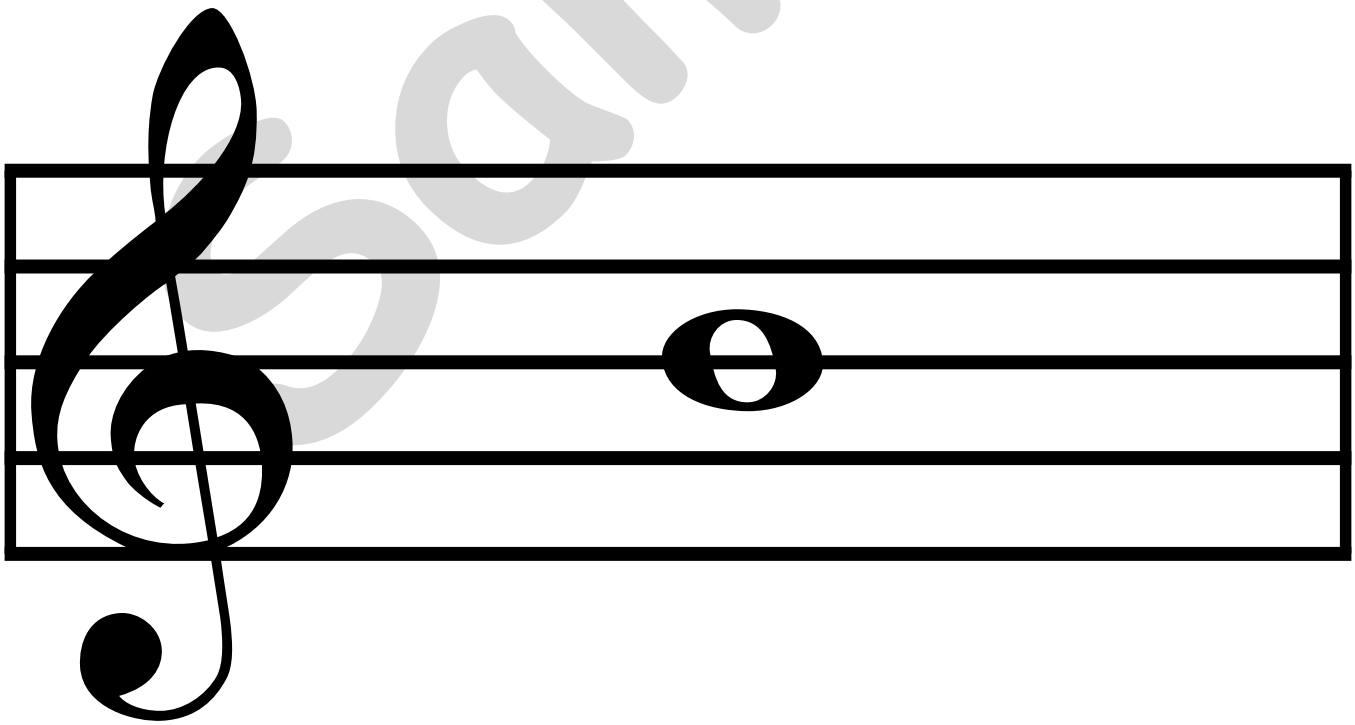


A





A#



B