

The Recorder Resource Kit 1

Teacher's Guide



- Student Pages, Sequenced for Success
- Performance / Accompaniment Audio Tracks
- Games to Play With Recorders
- Student Practice Records
- Listening Activities
- Music Theory Pages
- Note Name Mad Minutes
- Orff Accompaniments
- Assessment Ideas, Rubrics and Quiz
- Composition
- Recorder Care
- Class Sized Note Name Flashcards
- Piano / Guitar Chord symbols
- PowerPoints and Videos

Denise Gagné
Themes & Variations

The Recorder Resource Kit 1

Teacher's Guide

By Denise Gagné

	Page #:	Skill:		Page #:	Skill:
To the Teacher	i-viii		18. Frog in the Middle	11	D
All About the Recorder	1		19. Country Swing	11	
How to Care for the Recorder	1		Name your Notes	11	DEGAB
How Notes are Named	2		20. Ho Ho Watanay	12	
Counting Music	3		21. My Paddle	12	
1. Just B	4	B	22. Rondo	12	compose rondo
2. Just A	4	A	23. "C" you in Canada	13	C'
3. A and B Blues	5		24. Hush Little Baby	13	
4. Just G	5	G	Name your Notes	13	DEGABC'
Name your Notes	5	BAG	25. Sanctus	14	Schubert
5. G and A Blues	6		26. Bouffons	14	Renaissance music
6. Side Step	6		27. C and D	15	D'
7. Au clair de la lune	6		28. Jesu, Joy of Man's Desiring	15	J.S. Bach
8. Hot Cross Buns	7	theme & variations	29. Ode to Joy	16	Beethoven
9. Starlight	8	E	30. Renaissance Round	16	Renaissance music
10. Peter Rabbit	8		31. Closet Key	17	F
11. Kagome	8		32. From the New World	17	Dvorak
12. BAGE Blues	9		33. Morning	18	Grieg
13. Little Tommy Tiddlemouse	9		34. Good King Wenceslas	18	
14. Trampin'	9	pickup note	35. Jingle Bells	19	staccato
15. Doggie, Doggie	10	slur	36. Jolly Old St. Nicholas	19	2-part playing
16. Salish Hand Game	10		37. The C Scale	20	C
17. Skin and Bones	10		38. Funga Alafia	20	



To get your **Enhanced Audio Download** for **The Recorder Resource Kit 1: Teacher's Guide**, visit <https://downloads.musicplay.ca/> and type in the download code below.

If the code is covered scratch the silver label below.

DOWNLOAD CODE:

This product is intended for the purchaser. **No other copying is permitted.**

ISBN# 978-1-989166-70-3

©1997 Themes & Variations. Reprinted 2021.

Printed in Canada. All Rights Reserved.

©Themes & Variations

1-888-562-4647 sales@musicplay.ca www.musicplay.ca
#3 4664 Riverside Drive - Red Deer, AB T4N 6Y5 - Canada

Canada

With the participation of the
Government of Canada.

To the Teacher:

The Recorder Resource Kit is my personal collection of ideas for teaching recorder to students in Grade 4 or 5. It is an eclectic approach, incorporating aspects of Kodaly, Orff and activities that will help students learn while they have fun. The author likes to start recorder with fourth grade after Christmas break. The recorder unit usually takes 10-12 weeks to complete with two thirty-minute periods per week. Many teachers use this program successfully with third grade. The kit provides the teacher with masters, and photocopy permission for the student pages. Although you may photocopy all the student pages and copy the accompaniment tracks, you will save a lot of time by ordering “The Recorder Resource Kit 1: Student Edition” with Audio Download.

The Recorder Resource Kit 1 Digital Resources includes PowerPoints, and videos of all the content in the Recorder Resource Kit 1. There are 18 PowerPoints to teach the theory and background as well as a PowerPoint with every song notated and formatted to perfectly fit screens. Audio for both performance and accompaniment is included. All of the PowerPoints are indexed so you can easily jump to any song that you want to practice. Videos of each song and videos introducing the recorder have been added as well.

Sequence of Notes:

This method uses the sequence BAG in songs 1-8 , E (to involve the right hand early) in songs 9-17, D in songs 18-22, C' in songs 23-26, D' in songs 27-30, F in songs 31-36 and low C in songs 37-38. You have the flexibility in this method to order the reproducible pages in any way that you find most effective.

Many of the songs are pentatonic, suitable for use in either Orff or Kodaly programs. Solfa syllables are not included because by Grade 4 or 5 students who have been in Kodaly programs will find the songs easy to read. The students' sight singing will greatly improve if you sing the songs in solfa, as well as letter names, before playing them. Recorder Fingering Flashcards and Note Names may help your students remember the fingerings. These are available from www.musicplay.ca.

Accompaniment Tracks:

Accompaniment tracks are great for recorder. The students enjoy playing along with them. Since the author began using accompaniment tracks, she's found that students who have a copy of the tracks practice more, and are more focused in their home practice than students who have only a recorder and a book of songs. (You have permission to duplicate the accompaniment tracks for the students in your class.) Accompaniment tracks are not used in every lessons or for every song. Teach the song unaccompanied and when the students know it, introduce the accompaniment. This accompaniment track has “orchestral” styled accompaniments for the symphonic themes. Your students will enjoy the change in style when they reach these pieces. The performance tracks were recorded by Denise Gagné using Handel, Angel and Aulos recorders. The accompaniments only (no recorder) for songs 1-38 are included. If you prefer to create your own accompaniments, chord symbols for piano or guitar are included in the teacher's guide. Suggestions for creating tone bar accompaniments are included for some songs. Piano and Orff arrangements are available for all the songs in the kit. Visit www.musicplay.ca and search for “Recorder 1 Orff and Piano.”

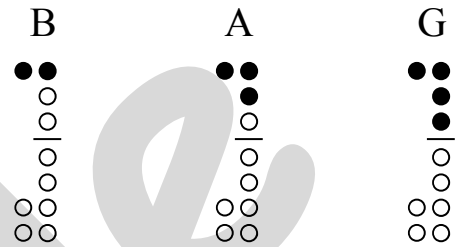
Practice Bugs:

Student practice records are included in this kit. Denise uses the “Practice Bugs” and likes them better

All About the Recorder

The recorder is a very old instrument. The recorder was popular during the 16th and 17th centuries. Many famous composers of that time, including **Bach**, **Handel**, and **Telemann**, wrote music for the recorder. The recorder is made in different sizes. The smallest is a **garklein** recorder that is only six inches long! It is difficult to play because of the tiny holes, so the **descant** or **sopranino** recorder is used more often for the highest notes. The recorder that beginners usually play is the **soprano** recorder. There is also an **alto**, **tenor** and a **bass** recorder. These five recorders can play five-part music, just like a choir can sing in four or five parts. A recorder choir is called a **consort**.

All the recorders have eight holes. The LEFT hand covers the thumb hole at the back of the recorder and the first three holes. The RIGHT hand covers the four holes at the bottom of the recorder. (Some recorders have divided holes at the bottom.) The first three notes are shown in the diagram. When the circle is black, cover that hole with a finger.



Sound is made by blowing softly into the recorder mouthpiece. It is very easy to overblow the recorder and make a harsh ugly sound. Blowing softly and steadily makes the best sound. Each note should be started with the syllable 'doo' or 'too.' This is called tonguing the note. The air should be continuous, interrupted only briefly by the tongue when a new note is begun.

How to Care For the Recorder



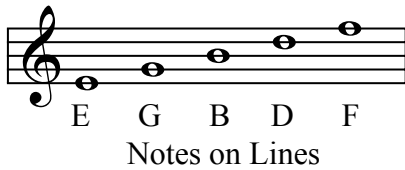
1. Recorders all look alike. Put your name on your recorder and on your case with a permanent marker. If you forget your recorder in the music room, your teacher will know it is yours.
2. Be careful not to bang the recorder against anything. Plastic can chip or crack.
3. Keep the mouthpiece clean. You can use a small brush or a pipe cleaner and water to wash out your mouthpiece.
4. Plastic recorders can be washed once in a while in warm, soapy water.
5. If your recorder is hard to put together, you can put a little Vaseline on the joints. If the joints are clean, they shouldn't need anything.
6. Keep your recorder in its case when you are not using it.
7. After playing, clean out the inside of your recorder with a narrow piece of cloth wound around the cleaning rod.

Supplies Needed to Care for the Recorder:

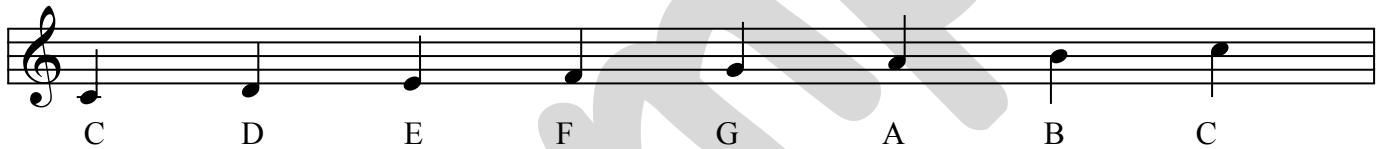
- * A cleaning rod and a narrow piece of cloth
- * A small mouthpiece brush or a pipe cleaner

How Notes are Named

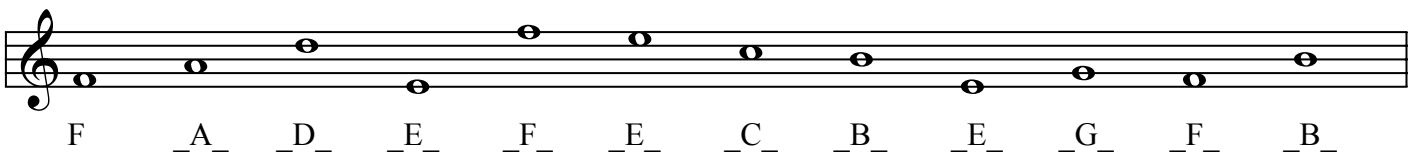
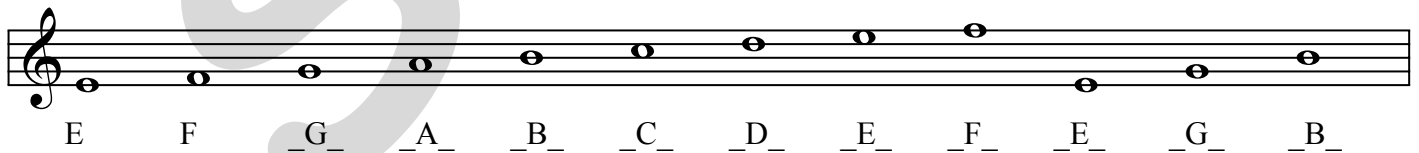
Music is written on a staff. The staff has five lines. Notes can be written on each of the lines, or in the spaces between the lines.



There is a clef at the beginning of every staff. The clef used for the recorder is the treble clef. The treble clef circles the note G, and is sometimes called the G clef. The first seven letters of the alphabet, A-G, are used to name notes. Notes are named in order - A B C D E F G. After G is named, the letters are used again beginning with A.








Practice Naming Notes: Write the letter name of each note on the line below it. The first two notes are done for you.






Counting Music









The table below shows most of the notes you will be using in this recorder method. It tells the name of the note - a rhythm name that you can call it - and how many beats the note will get in $\frac{4}{4}$ time.

Quarter note		(ta)	1 beat
Pair of eighth notes		(ti-ti)	together = 1 beat
Half note		(too-oo)	2 beats
Dotted half note		(three-ee-ee)	3 beats
Whole note		(fo-o-o-our)	4 beats

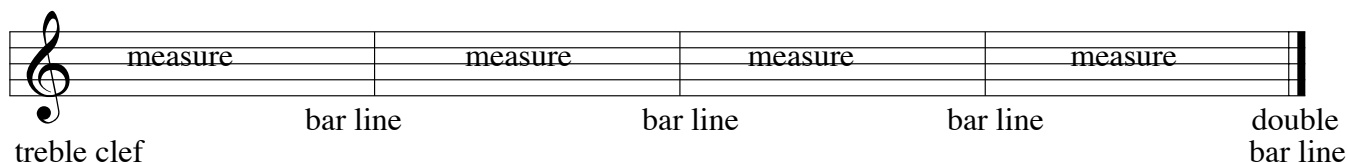
A rest is a silent beat. The table below shows most of the rests you will be using in this recorder method. The table below will tell you the name of the rest, a rhythm name that you can call it, and how many beats the rest will get in $\frac{4}{4}$ time.

Quarter rest		(sh)	1 beat
Half rest		(re-est)	2 beats
Whole rest		(re-e-e-est)	4 beats

To Do: Tell how many beats each note or rest is held for:

- | | | | | | |
|--|-------|---------|--|-------|---------|
| 1.  | _ 1 _ | beat(s) | 5.  | _ 2 _ | beat(s) |
| 2.  | _ 1 _ | beat(s) | 6.  | _ 3 _ | beat(s) |
| 3.  | _ 4 _ | beat(s) | 7.  | _ 1 _ | beat(s) |
| 4.  | _ 2 _ | beat(s) | 8.  | _ 4 _ | beat(s) |

Music is divided into short sections called **measures** or **bars**. The measures are marked off by **bar lines**. There is a **double bar line** at the end of each piece of music.



8. Hot Cross Buns Theme and Variations

2 bar intro

Theme:

G D G G D G Traditional

Hot cross buns, Hot cross buns,

One a pen - ny, two a pen - ny, Hot cross buns.

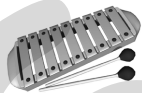
Variation 1:

G D G G D G

Hot cross buns, Hot cross buns,

Variation 2:

Hot cross buns, Hot cross buns,

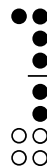
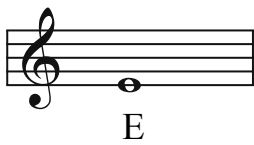


Accompany "Hot Cross Buns" with **G** and **D** tone bars.



Wolfgang Amadeus Mozart
1756-1791

Mozart is often thought of as the most brilliant composer ever known. He was born in Austria in 1756. His father, Leopold Mozart, was one of the town's best music teachers. By age four, Mozart began to study the keyboard and learned at an incredible rate. When Wolfgang was six, Leopold took his son and daughter on tour through the courts of Europe. When Wolfgang was seven, his first published works appeared. By age 13, Mozart had written *La finta semplice*, his first opera. In his 31 year musical career, Mozart wrote more than 600 works. Listen to some of Mozart's variations on "Ah, vous dirais-je, Maman?" K 265 on YouTube.



9. Starlight

2 bar intro

Traditional

Star - light, star bright, first star I see to - night,
Wish I may, wish I might, have the wish I wish to - night.



Accompany "Starlight" with C and G tone bars.

10. Peter Rabbit

2 bar intro

Traditional

Pe - ter Rab - bit had a hab - it jump - ing in the gar - den.
Old Mc - Gre - gor chased the rab - bit and he would not par - don.



Accompany "Peter Rabbit" with C and G tone bars.

11. Kagome

2 bar intro

Japanese

Ka - go - me, ka - go - me. Ka - go no na - ka no to - ri - wa.
I - tsu i - tsu de - ya - ru? Yo - a - ke no ban - ni.
Tsu - ru to ka - me ga su - bet - ta. U - shi - ro no shou - men da - re?



Accompany "Kagome" with A and E tone bars.

Soprano Recorder Fingerings

Musical staff showing notes: C, C#, D, D#, E, F, F#, G, G#, A.

Fingering charts for each note, showing finger placement on the recorder holes. The charts are arranged in two columns: C, C#, D, D#, E, F, F#, G, G#, A. The F and F# charts are labeled 'Baroque' and 'German'.

Musical staff showing notes: Bb, B, C, C#, D, D#, E, F, F#, G.

Fingering charts for each note, showing finger placement on the recorder holes. The charts are arranged in two columns: Bb, B, C, C#, D, D#, E, F, F#, G. The F and F# charts are labeled 'Baroque' and 'German'.

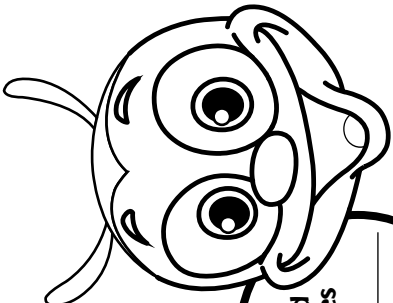


Your *left* hand goes at the top of the recorder, and is used to cover the thumb hole at the back of the recorder, and the first three holes on the front of the recorder.

Your *right* hand goes at the bottom of the recorder. You use your right hand to cover the 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 the Baroque fingerings are labelled. 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 hole, it is a Baroque recorder. Different brands of recorders may require slight alterations of the fingerings shown, especially in the high register. If a note does not sound in tune with the fingering shown, try altering the fingering or adjusting tuning by slightly opening or closing the thumb hole.



practiced 10 minutes
Date: _____
Initials: _____

practiced 10 minutes
Date: _____
Initials: _____

practiced 10 minutes
Date: _____
Initials: _____

practiced 10 minutes
Date: _____
Initials: _____

practiced 10 minutes
Date: _____
Initials: _____

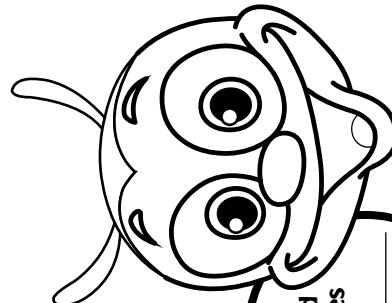
practiced 10 minutes
Date: _____
Initials: _____

practiced 10 minutes
Date: _____
Initials: _____

practiced 10 minutes
Date: _____
Initials: _____

This Practice Bug was completed by: _____ Grade: _____

Parents Signature: _____



practiced 10 minutes
Date: _____
Initials: _____

practiced 10 minutes
Date: _____
Initials: _____

played a song for mom
Date: _____
Initials: _____

played a song for _____
Date: _____
Initials: _____

played Skin & Bones
Date: _____
Initials: _____

practiced 10 minutes
Date: _____
Initials: _____

practiced 10 minutes
Date: _____
Initials: _____

played 5 songs
Date: _____
Initials: _____

practiced 10 minutes
Date: _____
Initials: _____

This Practice Bug was completed by: _____ Grade: _____

Parents Signature: _____

Recorder Mad Minutes

Why Use Mad Minutes: Recorder mad minutes are used for the same reason that teachers use math mad minutes. Students will only learn to read music well if they have instant recall of note names.

Tips to save paper: Shrink the pages 50% so you can fit two on a page, and double-side them to save paper. We do each mad minute twice before going on to the next level. Some teachers put the mad minute in a sheet protector and have students complete them with white board markers to be able to wipe off and re-use.

Assessment: For evaluation, cut the tops off the mad minutes so that the answers are removed.

How to Use Mad Minutes: Begin the mad minutes before the students have their recorders. Give students three minutes to complete each mad minute. Time the students, and encourage them to try and beat their own best time - not race each other. When they finish and they call “done”, tell them how many seconds they took. If a student needs more than three minutes to complete the sheet, consider giving them a sheet for practice at home.

Marking Mad Minutes: Have the student self-correct. Consider having them chant the note names in unison, and you can hear (and they can hear) if they say a wrong answer.

Here is a YouTube video demonstrating how to use mad minutes:

<https://www.youtube.com/watch?v=msReavgkDKo>

Recorder Mad Minutes BAG

Name: _____

Date: _____

Time: _____ Score: _____ / 30

A musical staff with a treble clef. It contains five notes: B (first space), A (second space), G (first line), and two blank lines. Below the notes are the letters B, A, G, and two blank lines.

A musical staff with a treble clef and five blank lines for practice.

A musical staff with a treble clef and five blank lines for practice.

A musical staff with a treble clef and five blank lines for practice.

A musical staff with a treble clef and five blank lines for practice.

A musical staff with a treble clef and five blank lines for practice.

Recorder Solo Assessment Rubric

Student's Name: _____ Solo: _____ Grade: _____ Date: _____

Skill	Descriptor	Always	Mostly	Somewhat	Not Yet
		3 Points	2 Points	1 Points	0 Points
Tone	Plays with a gentle, beautiful tone.				
Tonguing	Starts the note with 'too'.				
Legato	Connects notes.				
Fingerings	Uses correct fingerings.				
Finger Position	Covers holes completely, uses fingerpads.				
Rhythms	Plays rhythms accurately.				
Fluency	Plays complete example on the first attempt.				
Difficulty	This is a difficult solo.				
Rehearsal Skills	Student quietly waits turn to play.				

27 Possible Points Student's Point Total: _____

* Include a copy of this rubric and maybe a video or audio of the student's performance in their file.

Recorder Composition Assessment Rubric

Student's Name: _____ Solo: _____ Grade: _____ Date: _____

Skill	Descriptor	Always	Mostly	Somewhat	Not Yet
		3 Points	2 Points	1 Points	0 Points
Rhythm	4 measure rhythm pattern is accurate.				
Melody	Melody is playable and interesting.				
Notation	Melody & rhythm are accurately noted on staff.				

9 Possible Points Student's Point Total: _____

* Include a copy of this rubric and the student's composition in their file.

To the Teacher: Since it is very time consuming to assess a complete performance of a solo by every student, assess one skill in isolation every week and assess only 1-3 solos or parts of solos per term. I seat my students in alphabetical order, and grade directly to my class list. Instead of calling attendance, I identify the skill to be performed, and give them a short exercise to perform it on. For example, I assess tonguing on a short rhythm pattern: ♪ ♪ ♪ ♪ | ♪ ♪ I can assess legato connections at the same time. I assess rhythm reading by holding up rhythm flashcards and having each student read one. Pencil and paper exercises are given in the kit and should be marked and grades recorded. Use the Mad Minutes as a tool to assess note names by cutting off the top part and having students complete them in a given time (I use 3 minutes). Award a grade for the number of practice bugs completed and handed in each term. [A or 85+ - 4+ Bugs] [B or 75-85 - 2-3 Bugs] [C or 50-75 - 1 Bug] [D or 0 - No Bugs] Involve your students in deciding how many bugs need to be completed for each grade.

Recorder Composition

By: _____

♥	♥	♥	♥
♥	♥	♥	♥

A musical staff with a treble clef and a 4/4 time signature. The staff is divided into four measures, each with five lines.

A blank musical staff with a treble clef, divided into four measures, each with five lines.

The original purchaser of The Recorder Resource Kit 1 is permitted to copy this page for their students. © 2022 Themes & Variations

Recorder Composition

By: _____

♥	♥	♥	♥
♥	♥	♥	♥

A musical staff with a treble clef and a 4/4 time signature. The staff is divided into four measures, each with five lines.

A blank musical staff with a treble clef, divided into four measures, each with five lines.

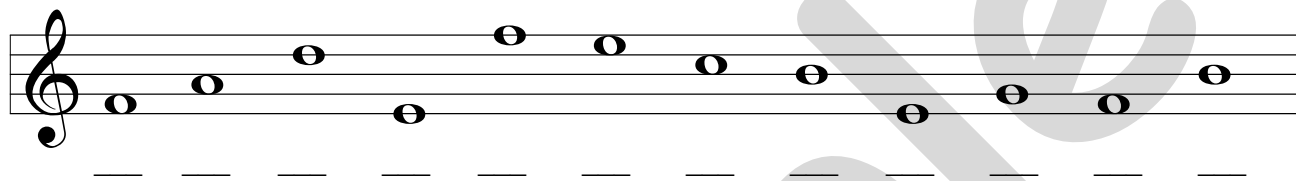
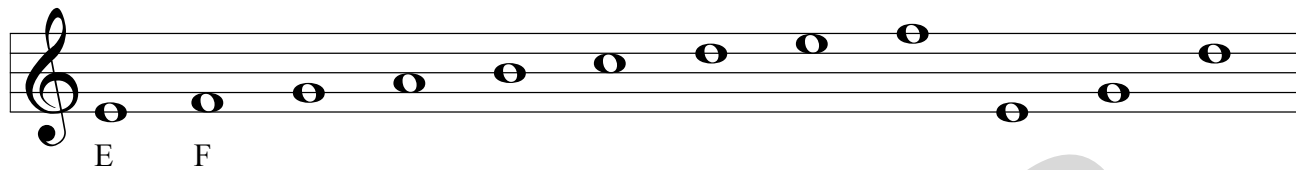
The original purchaser of The Recorder Resource Kit 1 is permitted to copy this page for their students. © 2022 Themes & Variations

Recorder Quiz

Name: _____

Grade: _____

A. Name the Notes in the example:



B. How many beats in each note of rest held for in 4/4 time?

1. _____ beats
2. _____ beats
3. _____ beats
4. _____ beats
5. _____ beats
6. _____ beats

C. How many beats will be in a bar of music with these time signatures?

- $\frac{4}{4}$ _____ beats $\frac{3}{4}$ _____ beats $\frac{2}{4}$ _____ beats $\frac{7}{4}$ _____ beats

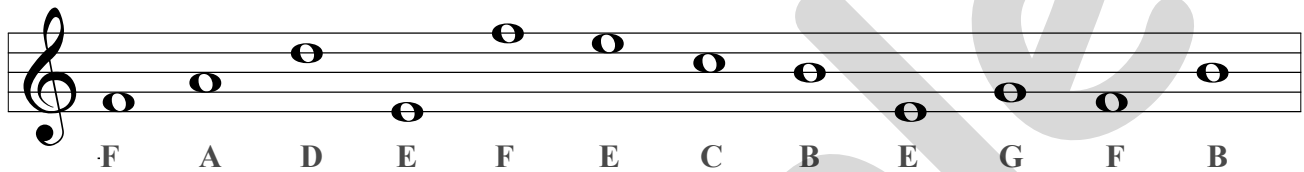
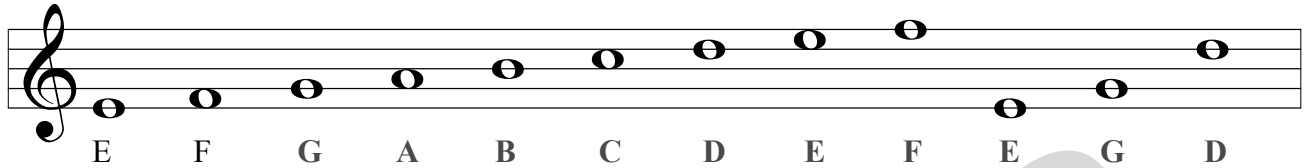
D. Short Answer:

1. What kind of bar line is given at the end of the music? _____
2. How many letters of the alphabet are used to name notes? _____
3. What note does the treble clef circle? _____
4. When was the recorder a popular instrument? _____
5. Name a composer who wrote music for the recorder: _____
6. Name 4 of the 5 kinds of recorders: _____, _____, _____, _____
7. Which hand goes at the top of the recorder? _____
8. What should you do after playing you recorder (to take care of it)? _____

Recorder Quiz

Answer Key

A. Name the Notes in the example:



B. How many beats in each note of rest held for in 4/4 time?

1. - 2 beats 2. ○ 4 beats 3. ♩ 3 beats
4. ♪ 1 beats 5. ♪ 2 beats 6. ♩ 1 beats

C. How many beats will be in a bar of music with these time signatures?

- $\frac{4}{4}$ 4 beats $\frac{3}{4}$ 3 beats $\frac{2}{4}$ 2 beats $\frac{7}{4}$ 7 beats

D. Short Answer:

1. What kind of bar line is given at the end of the music? **double bar line**
2. How many letters of the alphabet are used to name notes? **7 (ABCDEFG)**
3. What note does the treble clef circle? **G**
4. When was the recorder a popular instrument? **during the 16th and 17th centuries**
5. Name a composer who wrote music for the recorder: **Bach , Handel , Telemann**
6. Name 4 of the 5 kinds of recorders: **sopranino , soprano , alto , tenor , bass**
7. Which hand goes at the top of the recorder? **the left hand**
8. What should you do after playing you recorder (to take care of it)? **clean the inside of the recorder with a narrow piece of cloth wound around the cleaning rod**