

# Rockin' Recorders Teacher Materials

Pre-test

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5

Lesson 6

Lesson 7

Lesson 8

Lesson 9

Lesson 10

Post-test

*Transparencies:*

#1-Fingering chart

#2-Twist and Shout

#3-The Staff

#4-Let's Get Physical

#5-Lines & Spaces

#6-Time & Key

Signatures

#7-Day-0

#8-It's My Party

#9-Get Ready for This

5-Way Practice Sign

"It's My Party" Lyrics



<http://www.recorder.iscool.net>

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# Rockin' Recorders on the Web

## Lesson # 1

**Focus:** Pre-test, Recorder basics (holding, covering holes, posture etc.)

**Objective:**

1. Students will evaluate their present knowledge of recorder
2. Students will demonstrate the correct handling of the recorder

**Materials:**

1. Student copies of the Pre-test
2. Computer with Internet access to *Rockin' Recorders on the Web*
3. Transparency #1 (posture and finger positions)
4. Transparency #2 (*Twist and Shout*) for teacher use only today

**Setting the Stage:** Tell the students that we are starting a new unit today on the Recorder. If available, show students the different instruments in the recorder family. Show the class the web site and look at the pictures of the different recorders. Tell the students that they will take a test today, not for a grade, but to find out how much they already know and preview what they will learn.

### Teaching Suggestions:

1. Have students mark their own pre-test papers as you call out the correct answers.
2. Use Transparency #1 to show and discuss proper posture and proper holding of the recorder. Emphasize to the students that woodwind instruments are designed with the left hand on top.
3. If possible, show them an instrument with keys, such as a clarinet. Demonstrate that the holes that cannot be covered by fingers are covered by keys and show that the keys are clustered so that the little fingers of each hand can play them. If they have their hands reversed (right hand on top) they would not be able to reach the keys. Stress the importance of getting into the habit of left hand on top!

#### 5-Way Practice

1. Clap
2. Words
3. Finger
4. Play
5. Accompaniment

4. Have students cover the thumbhole and the top hole. Remind them to press or squeeze fingers over the holes so that the air cannot escape. The object is to make the instrument longer. The longer the instrument, the lower the sound.
5. Have students blow gently into the instrument, with a warm, steady stream of air. Have them echo you as you play four beat rhythm patterns on the note B. Students should lightly pronounce "du" or "tu" to start the tone. Tell them this is the note B.
6. Have students cover the thumbhole, top hole and second hole to make the note A. Have them echo you as you play four beat patterns using the note A. Tell them this is the note A.
7. Have students echo you on both A and B, practicing going between the two notes.
8. Have students place the recorder mouthpiece on their chin and echo you and finger their recorder as you say and show the ostinato pattern to *Twist and Shout*.
  - Teacher says: A-A-BB-A and moves fingers on recorder appropriately.
  - Students echo: A-A-BB-A and move fingers on recorder as the teacher.
9. Have Students echo play you as you play the ostinato pattern used in *Twist and Shout*.
10. Play the midi file and play the ostinato pattern along with it.

**Assessment:**

Walk through the students as they perform *Twist and Shout*. Listen for good tone production. Watch that holes are covered. Be sure left hand is on top.

# Rockin' Recorders on the Web

## Lesson # 2

- Focus:** Musical Alphabet, Staff lines and spaces, B, A, G fingering
- Objective:**
1. Students will name the letters of the musical alphabet
  2. Students will recognize line notes and space notes on a staff
  3. Students will play the notes B, A, and G
- Materials:**
1. Transparency #2 (*Twist and Shout*)
  2. Student copies of music booklet
  3. Computer with Internet access
  4. Transparency #3 (The Staff)
- Setting the Stage:** Start the class with the "warm up", *Twist and Shout*. Remind students of good posture and hand position, left hand on top. Use the midi file accompaniment.

### Teaching Suggestions:

1. Pass out student copies of the music booklet to each student. Have them put their name on the booklet and check off *Twist and Shout* under Warm ups.
2. Show Transparency #3 and explain:
  - Musical Alphabet is ABCDEFG
  - Staff is made of 5 lines and 4 spaces
  - We number the lines and spaces from the bottom-up (teacher number the lines 1 to 5 on the staff, then number the spaces 1 to 4)
  - Note heads can be on lines or in spaces. The location of the note head tells the musician which note to sound.
3. Have students look at the first song in the *booklet (The B Song)*. Tell students that the 3<sup>rd</sup> line is the B line. Any note

head on the 3<sup>rd</sup> line is B. B is played with one finger and the thumb. Use the following method with each song in the booklet.

- Have the students clap and say the rhythms using ta for the quarter notes and ti-ti for the eighth notes (or whatever system you use). Point out the quarter rest and have the students circle it as directed on the music.
  - Have the students clap and say the words to the song.
  - Have the students rest the recorder on their chin and finger the notes as they say the letter names in rhythm.
  - Have the students play the song.
  - Have the students play the song with the midi accompaniment.
4. Repeat for *The A Song*. Tell the students that any note head in the 2<sup>nd</sup> space is A. A is played with two fingers and the thumb. Use the above procedure (rhythm, words, finger, play, and accompaniment). Point out the half note and have the students circle it as directed on the music.
  5. Repeat for *The G Song*. Tell the students that any note head on the 2<sup>nd</sup> line is G. G is played with three fingers and the thumb. Use the above procedure (rhythm, words, finger, play, and accompaniment). Point out the treble clef sign. Tell the students that this sign marks the G line and is sometimes called the G clef. Have the students circle it as directed on the music.

**Assessment:**

Walk through the class as they are playing along with the midi file. Be sure left hand is on top and correct fingering is used. Spot check that the correct items are circled on each song.

# Rockin' Recorders on the Web

## Lesson # 3

**Focus:** Staff reading, half rest, playing B, A, G

**Objective:**

1. Students will name the lines and spaces on the treble staff
2. Students will identify the half rest
3. Students will play the notes B, A, G

**Materials:**

1. Transparency #2 (*Twist and Shout*)
2. Transparency #4 (*Let's Get Physical*)
3. Student copies of music booklet
4. Computer with Internet access
5. Transparency # 3 (*The Staff*)
6. Transparency #5 (*The Lines and Spaces*)

**Setting the Stage:** Have students warm up by playing *Twist and Shout*. Walk through the class correcting fingering and blowing as the students play. Have the students echo play as the teacher plays the ostinato pattern to *Let's Get Physical*. Have students play along with the midi file.

**Teaching Suggestions:** 1. Use Transparency #3 to review the staff and the numbering of the lines and spaces from the bottom up. Have students use their hand staff to show they understand by pointing to the second line or the fourth space.



2. Use Transparency #5 to show the easy way to remember the names of the lines and spaces. Starting from the bottom and going up, the lines are Every, Good, Boy, Does, Fine. The first letter of each word corresponds with the letter name of that line. The spaces spell FACE.

3. Review the method taught in lesson 1. A.) clap and say rhythm, B.) clap and say words, C.) finger and say letter names, D.) play on recorder and E.) play with accompaniment. Call this *5-way practice*. Review the *B song* the *A song* and the *G song* from last lesson.
4. Have students look at their music for *Bag It*. Point out the half rest. Have students circle the half rest on their papers. Use the 5-way practice steps to learn *Bag It*.

**Assessment:**

While students are playing *Bag It* or *Let's Get Physical* at the end of class, the teacher will walk through the class correcting fingering and over blowing. The teacher will also check that students have circled the half rest as instructed.

# Rockin' Recorders on the Web

## Lesson # 4

- Focus:** Staff reading, time signature, key signature, playing B, A, G
- Objective:**
1. Students will identify the notes B, A, & G on the treble staff
  2. Students will identify a time signature
  3. Students will identify a key signature
  4. Students will play the notes B, A, G
- Materials:**
1. Transparency #4 (*Let's Get Physical*)
  2. Transparency #5 (*Lines and Spaces*)
  3. Transparency # 6 (*Time signatures and Key signatures*)
  4. Student copies of music booklet
  5. Computer with Internet access
- Setting the Stage:** Have students play along with the two warm ups, *Twist and Shout* and *Let's Get Physical*.
- Teaching Suggestions:**
1. Review the song *Bag It* using the 5-way practice method.
  2. Review the names of the lines and spaces using transparency #5.
  3. Show Transparency #6 showing examples of Time Signatures and Key signatures. Explain that each number of the **Time Signature** tells us something about the rhythm of the music. The top number tells us how many beats to each measure. The bottom number tells us what kind of note gets one beat. The bottom number is a code, with 4=quarter note, 2=half note, and 8=eighth note.
  4. So a Time Signature of  $\frac{4}{4}$  can be read as four quarter notes to a measure or group.



5. The **Key Signature** of a piece of music is found between the clef sign and the Time Signature. At this point students only need to identify where it is on the music.
6. Use the 5-way practice method to learn *Hot Cross Buns*. Have students circle the Time signature and write in the letter names under the notes in the blanks on their paper.
7. Use the 5-way practice method to learn *Another BAG Song*. Have students circle the Key Signature. Point out the Time signature is different in this piece. It has a two as the top number which means there will be two beats to a group.

**Assessment:**

Check the students' work on writing the letter names under the notes for *Hot Cross Buns*. Check that students have circled both a Time Signature and a Key Signature.

# Rockin' Recorders on the Web

## Lesson # 5

**Focus:** Staff reading, triplets, measures, beats

**Objective:**

1. Students will identify a triplet.
2. Students will identify a measure.
3. Students will perform B, A, G on recorder.

**Materials:**

1. Transparency #2 *Twist and Shout*
2. Transparency #3 *Let's Get Physical*
3. Student copies of music booklet
4. Computer with Internet access
5. Staff paper for students

**Setting the Stage:** Have students play along with *Twist and Shout* and *Let's Get Physical* while you walk through the class checking fingering and sound production. Pass out staff paper to students. Have them copy the music to *Twist and Shout* and *Let's Get Physical*. As they copy, review the symbols they have learned: treble clef, quarter rest, half note, time signature, key signature.

**Teaching Suggestions:**

1. Review the song *Another Bag Song* using the 5-way practice method.
2. Direct student's attention to *Nutcracker March*. Point out the triplet figure and have the students circle it on their music. Tell students that the triplet puts three sounds on one beat. In counting for the 5-way practice method, say trip-o-let for this figure.
3. Continue using the 5-way practice method to learn *Nutcracker March*.

4. Have students look at *Moonlight*. Define measure as the area between two bar lines. On transparency, point out the bar lines, which are the vertical lines on the staff dividing the music into groups according to the time signature. In *Moonlight*, there are two beats in each group or measure. Have students fill in the blank on their music.
5. Have students write the letter names below each note of *Moonlight*.
6. Point out the repeat sign at the end of *Moonlight*. Use the 5-way practice method to learn *Moonlight*.

**Assessment:**

Check students' work on writing the letter names under the notes for *Moonlight*. Check that students have circled the triplets in *Nutcracker March*.

# Rockin' Recorders on the Web

## Lesson # 6

- Focus:** Step, skip
- Objective:**
1. Students will identify steps and skips.
  2. Students will perform G, A, B on recorder
- Materials:**
1. Transparency #7 *Day-O*
  2. Student copies of music booklet
  3. Computer with Internet access
  4. Student staff paper used in lesson 5
- Setting the Stage:** Have students echo you on B,A,G. Be sure to include both steps and skips for students to practice. End the echo session with the pattern used in *Day-O*.
- Teaching Suggestions:**
1. Show the transparency of *Day-O*. Have students practice the skip from G to B.
  2. Use the 5-way practice method to teach the pattern.
  3. Play along with the recording. Student enjoy singing along as well as playing.
  4. Have students copy the *Day-O* onto their warm up staff sheet. Point out the flagged eighth notes. Tell students this is how eighth notes are notated when only one is needed or when separated by other notes.
  5. Have students write in the letter names for *Mary Had A Little Lamb*. The fourth measure is modified from the high D' to stay on B. This may concern or bother some students. Have them circle the two notes that "don't sound right" and you can have them come change them when the high D' is presented at a later time.

6. Use the 5-way practice method to learn this song. Point out that there are no skips in this song; it is all stepwise movement (moving to the very next note name).
7. Have students look at the music for *Long Legged Sailor* and find and circle the skips. There are three skips. The skips in *Long Legged Sailor* are from a line to the next line. Point out and identify the repeat sign and the quarter rest.
8. Use the 5-way practice method to learn this song.

**Assessment:**

Check students' work on writing the letter names under the notes in *Mary Had A Little Lamb*. Be sure three skips are circled in *Long Legged Sailor*.

# Rockin' Recorders on the Web

## Lesson # 7

- Focus:** whole note, dotted half note, syn-co-pa pattern
- Objective:**
1. Students will identify whole notes and dotted half notes
  2. Students will identify the syn-co-pa pattern
  3. Students will perform G,A,B on recorder
- Materials:**
1. Transparency # 7 *Day-o* and Transparency #8 *It's My Party*
  2. Student copies of music booklet
  3. Computer with Internet access
  4. Student staff paper used in previous lessons
- Setting the Stage:** Have students review *Day-o* from lesson 6. Use transparency #8, *It's My Party*, and ask students to discover how many notes are used in this song. (2) What are they? (A and B). Have students listen and join you in playing along on the chorus of the midi file and singing "You would cry too if it happened to you". (see lyric sheet).
- Teaching Suggestions:**
1. Have students look at the music for *Good News* in their music booklet. Point out the measure with only one note. Have students notice that this note must get four beats because of the time signature. Also point out that the note does not have a stem. This is a whole note.
  2. Point out the dotted half notes (2), which gets three beats in this piece.
  3. Point out the syncopated pattern (syn-co-pa): eighth, quarter, eighth. Have students circle the syn-co-pa pattern.

4. Use the 5-way practice method to perform *Good News*. This piece is more difficult than most others up to this point. Allow individual practice time if possible.

**Assessment:** Check students work on circling the syn-co-pa pattern. Have students perform individually or in small groups.

# Rockin' Recorders on the Web

## 5-Way Practice

1. Clap
2. Words
3. Finger
4. Play
5. Accompaniment

## Lesson # 8

**Focus:** repeat sign, 3/4 time, dotted half note, new note E

**Objective:**

1. Students will experience performing a selection in 3/4 time
2. Students will identify a repeat sign
3. Students will perform the new note E
4. Students will experience a pickup measure

**Materials:**

1. Transparencies #1-8
2. Computer with Internet Access
3. Student copies of music booklets

**Setting the Stage:** Echo play B, A, G patterns with the students. Show the fingering for low E, adding two fingers of the right hand. Echo, adding in low E. Show hand staff and review names of lines and spaces. Ask students where E is located on the staff (bottom line).

### Teaching Suggestions:

1. Ask students to find these symbols on the music for *Skin and Bones*: Treble clef sign, key signature, time signature, half note, quarter note, dotted half note, bar line, measure.
2. Direct students attention to the time signature and point out that the top number (3) indicates that there will be three beats to a group.
3. Ask a student to tell the class how many beats are in the first measure(1). This incomplete measure at the beginning of a piece is called a pickup. The last measure of the piece must contain the correct number of beat to compete the measure (2).
4. Have students circle the repeat sign at the end of the piece.
5. Use the 5-way practice method to learn this selection.



6. Direct students attention to *It's Raining It's Pouring*. Ask students to determine if this selection has a pickup (yes).
7. Have students echo play the interval E to A. Add the G. (E, A, G). Have students find this pattern in their music and circle the E to A interval (5).
8. Use the 5-way practice method to learn this selection.

**Assessment:**

Walk through the class as the students perform all of the warm-ups they have learned. Listen for correct notes and rhythm; watch for correct fingering and hand position.

# Rockin' Recorders on the Web

## Lesson # 9

**Focus:** Slur, tie, low D,

**Objective:**

1. Students will identify a slur.
2. Students will identify a tie.
3. Students will play low E and low D.

**Materials:**

1. Transparency #9 (*Get Ready for This*)
2. Computer with Internet Access
3. Student copies of music booklet

**Setting the Stage:** Show the transparency of *Get Ready for This* and point out that there are two patterns used in this piece. Demonstrate for the students by playing along with the midi file for them. This will help get the song in their ear as well as build enthusiasm for learning to play the piece. Use the 5-way practice method to learn the piece.

### Teaching Suggestions:

1. Direct students' attention to *The Broomstick*. Ask students to find the "new" notation in this piece: 6/8 time signature, slur, tie, and the new note D.
2. 6/8 time signature means six eighth notes to a group or measure.
3. Slur means to "slide" between two different notes without tonguing or breathing. Have students circle the two slurs in *The Broomstick*.
4. A tie is always between two notes of the same letter name and just adds the rhythm or counts together of the two notes. Have the students draw a box around the tied notes in *The Broomstick*.

5. Low D is fingered with thumb and three fingers at the top and three fingers at the bottom. Echo using this new note. Low D is the note below E. It is the space below the staff. Have students find the D and write the letter name below it.
6. Use the 5-way practice method to learn *The Broomstick*.

**Assessment:**

Check student booklets to be sure Slur and tie are marked. Be sure D is labeled. Listen to students individually as they volunteer to play for you.

# Rockin' Recorders on the Web

## Lesson # 10

**Focus:** Post-test, review

**Objective:**

1. Students will demonstrate their knowledge of musical notation.
2. Students will demonstrate their playing abilities on the recorder.

**Materials:**

1. Student copies of Post-test
2. Student copies of music booklet
3. Transparencies 1-9

**Setting the Stage:** Tell the students that today they will be evaluated on their recorder knowledge, both written and performance. Have students vote on their favorite warm-up and do the favorite ones before the performance test.

**Teaching Suggestions:**

1. Pass out the written recorder test. Have students take the test at their seats.
2. While the class is taking the test, call up individual students to play for you. A screen can be used to block the view of the class to help relax the testing student. You may have the student choose a piece to play or you can assign a piece.
3. Grade test papers in class as time allows. Discuss answers.
4. Review as many of the piece they learned in the unit as time allows.