



Recorder Karate

Belt:	Song:	Notes:
White	Hot Cross Buns	GAB
Yellow	Closet Key	GAB
Orange	Frog in the Meadow	GAB
Green	Wolf	E GA
Purple	Canoe Song	DE BAG
Blue	Alabama Gal	D' D E GAB
Red	Twinkle Twinkle	DEF#GAB
Brown	A Ram Sam Sam	DE F#GABC' D'
Black	Ode To Joy	D GABC'D'

Name: _____ Class: _____

Recorder ABC's

- A- Always put your left hand on top
- B- Blow Gently
- C- Cover the holes completely (leaks = squeaks)
- D- Du syllable with your tongue
- E- Embouchure and elbows off your knees
- F- Face up with good posture
- G- Give yourself time to practice
- H- Have fun and never give up!

Recorder Testing Rubric

Students pass a song, and receive their recorder belt, if they score all 3s and 4s on the following rubric. Students will not pass if they have any 1s or 2s. Think about these categories while you are practicing.

	4 - Excellent	3 - Good	2 - Fair	1 - Minimal
Rhythm	Student consistently plays correct rhythms.	Student mostly plays with correct rhythms	Student plays with several mistakes in rhythms.	Student is unsure of many rhythms in the piece.
Tempo	Student consistently maintains a steady tempo.	Student maintains a steady tempo most of the time	Student's tempo is inconsistent.	Student has many stops and starts.
Pitches & Fingerings	Student plays the correct pitches and uses correct fingerings.	Student plays with a few mistakes in pitches and uses correct fingerings.	Student plays with several mistakes in pitches and/or uses some incorrect fingerings.	Student seems unsure of many pitches and/or their fingerings in the piece.
Tone Quality	Student has a pleasing tone. He/she does not overblow or squeak.	Student has minimal problems with overblowing and/or squeaking.	Student has inconsistent tone quality. Some squeaking occurs, either caused by overblowing or not covering holes completely.	Student plays with poor tone. Squeaking occurs, which caused by overblowing or not covering holes completely.
Tonguing (beginning each note with a light "du")	Student uses tonguing consistently.	Student uses tonguing most of the time.	Student sometimes uses tonguing.	Student does not use tonguing.

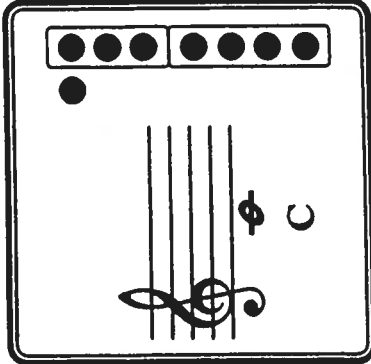
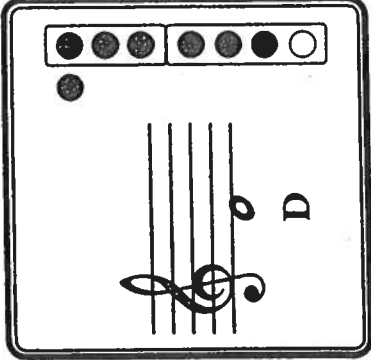
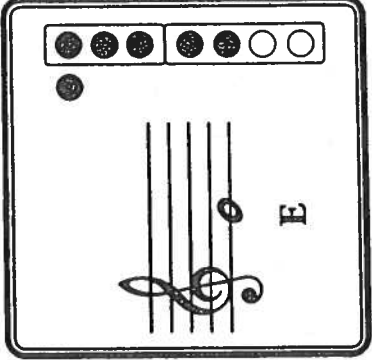
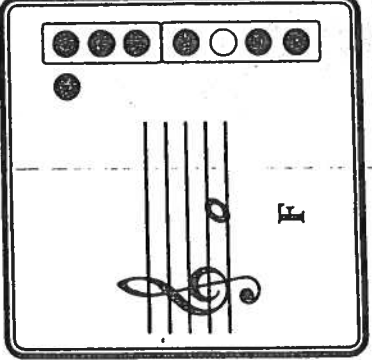
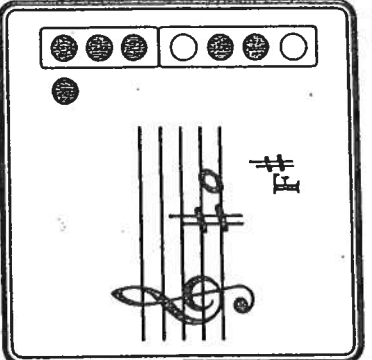
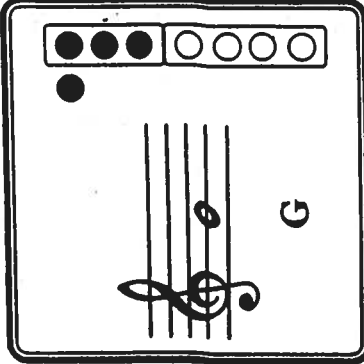
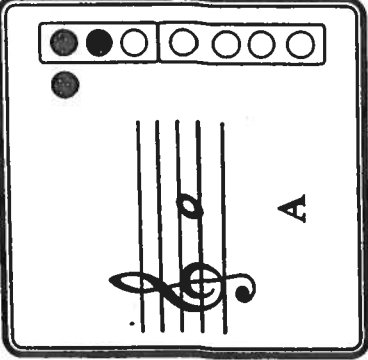
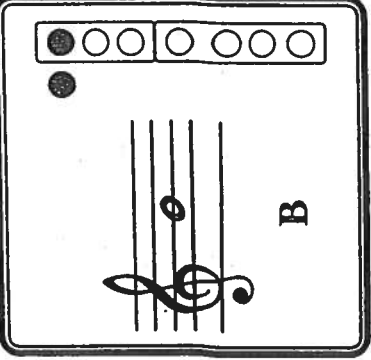
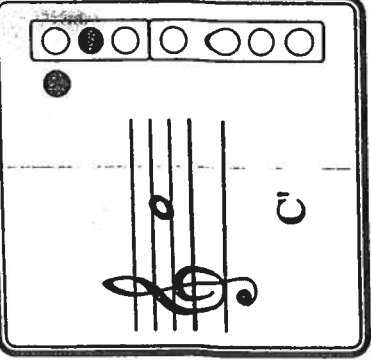
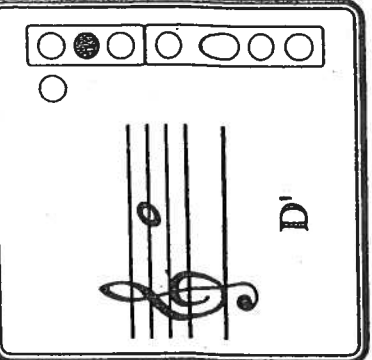
You should be prepared to pass your prepared song(s) when you come up to test for Mrs. Wood during music





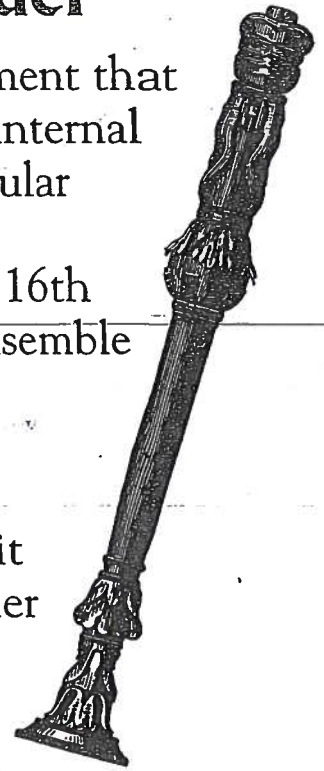
RECORDER FINGERING CHART

The hole that is outside the box indicates the thumbhole on the back of the recorder.
When the circle is black, cover that hole with the correct finger.

 <p>C</p>	 <p>D</p>	 <p>E</p>	 <p>F</p>	 <p>F#</p>	 <p>G</p>	 <p>A</p>	 <p>B</p>	 <p>C'</p>	 <p>D'</p>
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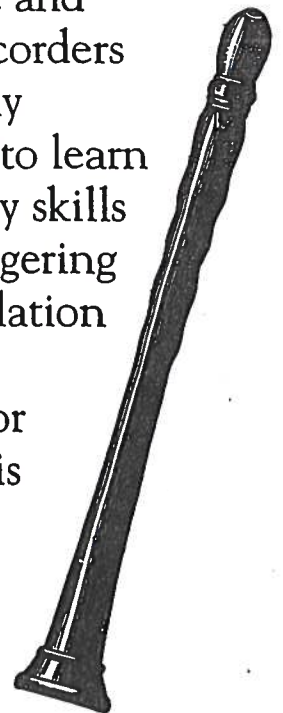
The History Of The Recorder

The recorder is a whistle-type woodwind instrument that is from an ancient family of instruments called the internal duct flutes. For many centuries, it was the most popular woodwind instrument. It was being used as a folk instrument as early as the 12th century. During the 16th century, several composers were writing solo and ensemble music for the recorder. Two of these were Bach and Handel, probably the best known composers of the Baroque Era. The transverse (side-blown) flute had replaced the recorder by the 18th century, because it had a much broader dynamic range than the recorder and could blend better with the larger, louder orchestras of the day.

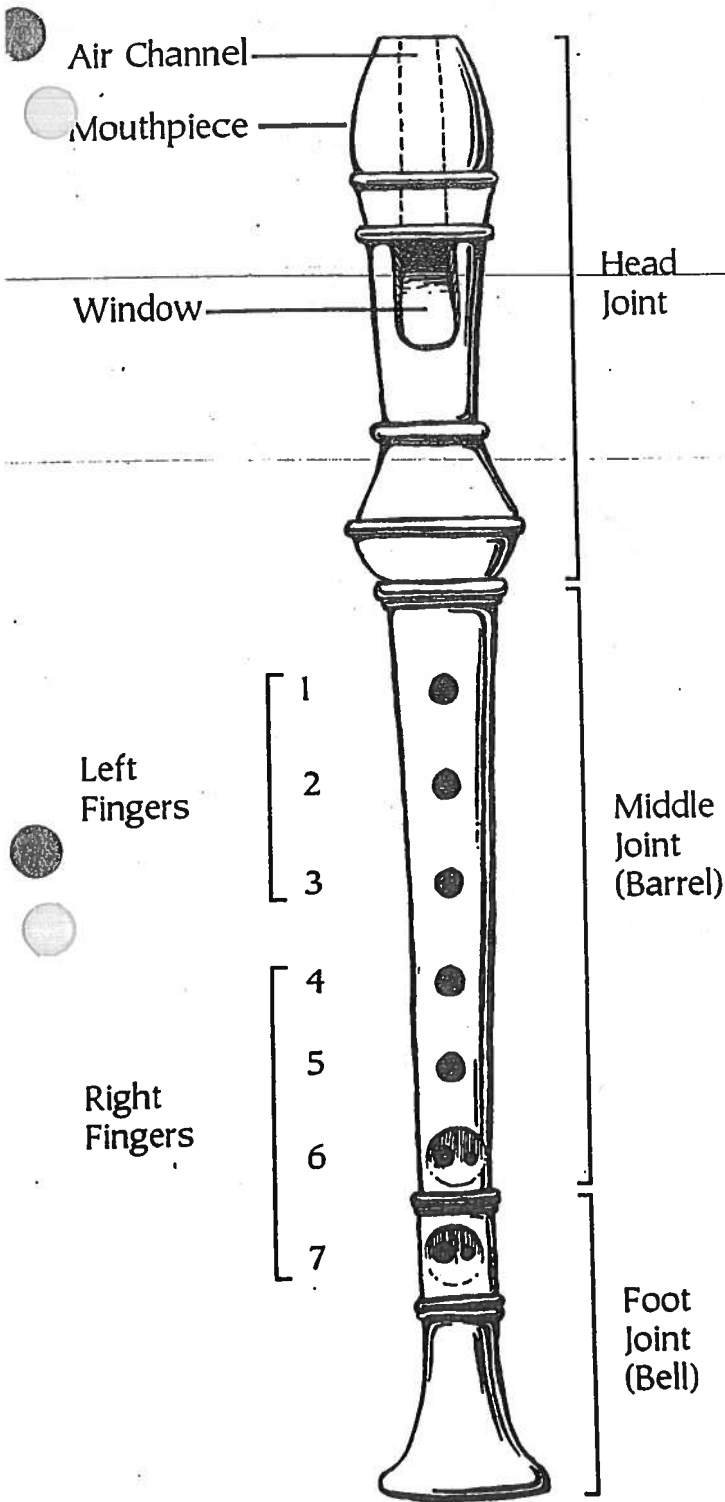


Recorders probably came to America with some of the first settlers. There are as many as 26 recorders listed in the inventories of various plantations in the 1600s. Around 1925, the recorder began to make a comeback in popularity because of a renewed interest in Renaissance and Baroque music. Today, more than 3.5 million plastic recorders are manufactured per year. Recorders are played in many elementary schools and can be a wonderful instrument to learn on its own or as an introductory band instrument. Many skills are learned from the playing of the recorder, such as fingering skills, embouchure development, breath support, articulation skills, and development of the inner ear.

The five most common recorders are: sopranino (or descant), soprano, alto, tenor, and bass. The smallest is the Garklein recorder, which is only four inches long. The largest recorder is called a sub-contra bass and is about ten feet long. The soprano is the recorder that is most often played by beginners. All of these recorders can play together just like a choir. This group is called a consort.



How To Hold The Recorder



- All recorders have a thumb hole in the back and seven holes down the front. Some recorders have double holes on the bottom two holes.

- The left hand is placed at the top of the recorder, which is by the mouthpiece. The left hand covers the thumb hole in the back of the recorder and the first three holes. The pinkie finger of the left hand is never used and should be held away from the recorder.

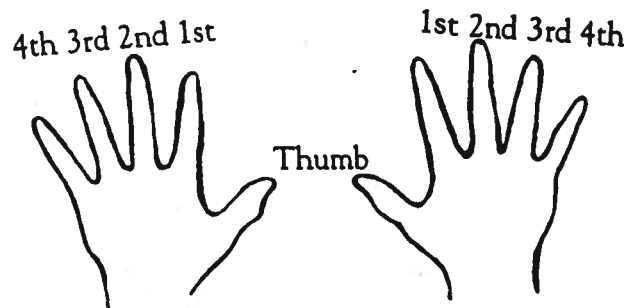
- The right hand is placed at the bottom of the recorder. The right thumb is used to balance the recorder and is placed between the 4th and 5th holes on the back. The right hand fingers cover the four holes near the bottom of the recorder.

- Cover the holes completely with the flat, fleshy pad of your fingers, NOT the fingertips.

- Fingers should be slightly curved.

- Fingers that are not being used to cover holes should be held a little distance above their holes so they are ready to quickly play the next note.

- Hold your recorder at a 45-degree angle. Your elbows should be slightly away from your body. Make sure to sit up straight!



How To Play The Recorder

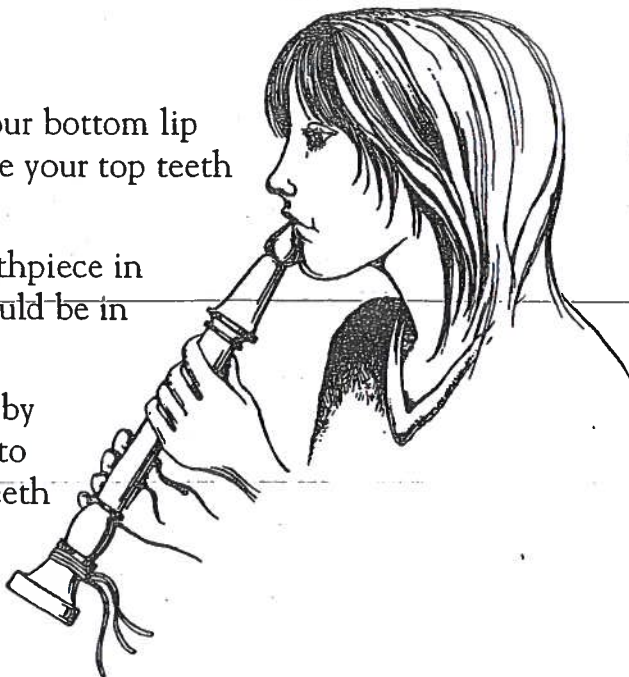
How To Place The Recorder In Your Mouth

- Place the mouthpiece of the recorder on your bottom lip and in front of your bottom teeth. Do NOT close your top teeth down on to the mouthpiece.

- Make sure not to put too much of the mouthpiece in your mouth. Only the tip of the mouthpiece should be in your mouth.

- Press down very gently with your upper lip by whispering “mmm.” This will put your mouth into the correct position. Be careful not to let your teeth or your tongue touch the mouthpiece.

- Make sure that your lips stay firm around the mouthpiece. Don't open and close your mouth on each note. This will avoid air leaks.



Breath/Air Pressure

- Blow softly but with a steady air stream. Little air is required. Blowing too hard produces an obnoxious noise.

Use The “Steamy Window Trick”

- Blow on your hand as if you are steaming up the car window without someone near you hearing. (You don't want them to hear you blow.) The air should be warm and should not be heard. Blow this same way into your recorder.

- As you blow into the recorder, start the breath by whispering “tu.” This is called “tonguing” and your teacher will explain more about this in the future.

Two Main Causes For Squeaks

- If you squeak, you may be blowing too hard. Try to blow with a very steady air stream.

- Another common reason for squeaks is that your fingers may not be covering the holes completely. Remember: *Leaks Cause Squeaks*. Keep trying!

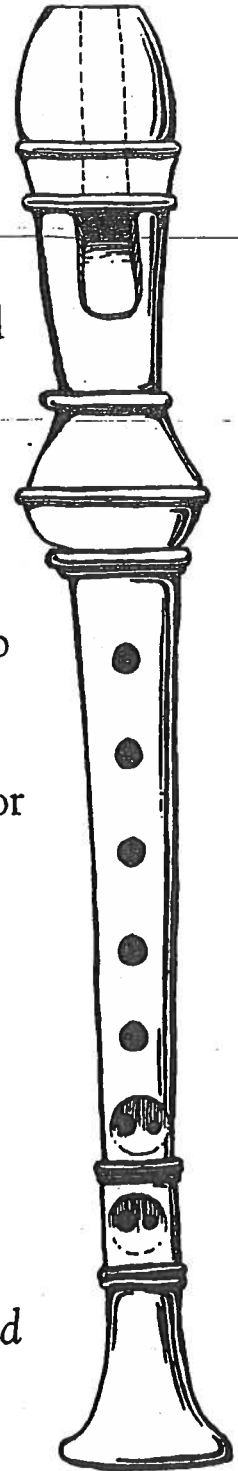
Practice Directions:

1. Clap and count the rhythm (use 1-2-3-4 or rhythm syllables such as “ta” and “ti-ti”).
2. Clap and speak the letter names in rhythm.
3. Finger the notes and speak or sing the letter names in rhythm.
4. Play the notes in rhythm. Start slow and increase in speed later.

How To Care For Your Recorder








1. Label your recorder and the case with a permanent marker. That way, if you leave it somewhere, it can be returned to you.
2. After playing, wipe the moisture from the inside of your recorder with a small piece of cotton cloth tied onto a cleaning rod. Do NOT use tissue or paper towel because these will fall to pieces inside your recorder and would be very difficult to remove.
3. Clean the mouthpiece of your recorder with an old toothbrush or a pipe cleaner. It is important to keep the mouthpiece clean.
4. Plastic recorders can be washed in the dishwasher or in warm, soapy water once in a while.
5. If your recorder is hard to take apart or put back together, you may use a little joint grease or petroleum jelly on the joints.
6. Keep your recorder in its case when you are not playing it.

NOTE: If you are playing a wooden recorder, it will need to be cared for in different ways. Talk to your teacher before doing anything to a wooden recorder.





How We Count Music

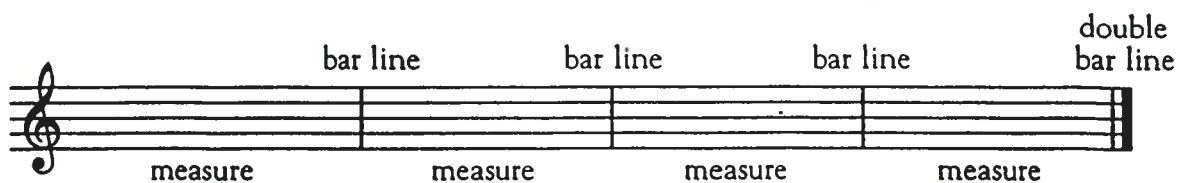
Below are some of the notes we use in music. Each note has a name and a value or length. Here are their American names and values in 4/4 time:

quarter note		1 beat
eighth note		1/2 beat
eighth note pair		1 beat
dotted quarter note		1 1/2 beats
half note		2 beats
dotted half note		3 beats
whole note		4 beats

A rest is a silence. For every note, there is a rest of equal value. Here are some rests we will use in our music:

quarter rest		(sh)	1 beat
half rest		(re-est)	2 beats

Music is written so that we read it from left to right and top to bottom, just as we read a book. Our music is divided into sections called **measures** or **bars**. Measures are separated by **bar lines**. A **double bar line** is placed at the end of a song.



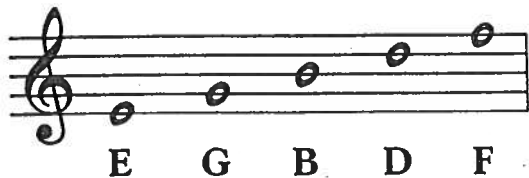
How We Name The Notes

Music is written on a **staff** made up of five lines. Notes are written on these **lines** or in the spaces between them. They can also be written in the spaces below and above these lines.

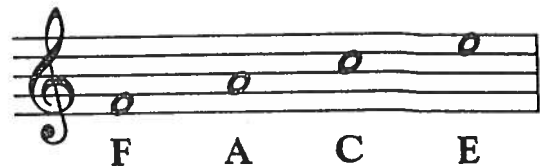
Notes are given names based on the letters of the alphabet from A through G.

Each staff begins with a **clef**. Music for different instruments is written in different clefs. The recorder you are playing uses the **treble** clef. Here are the names of the notes of the staff in treble clef:

notes on lines



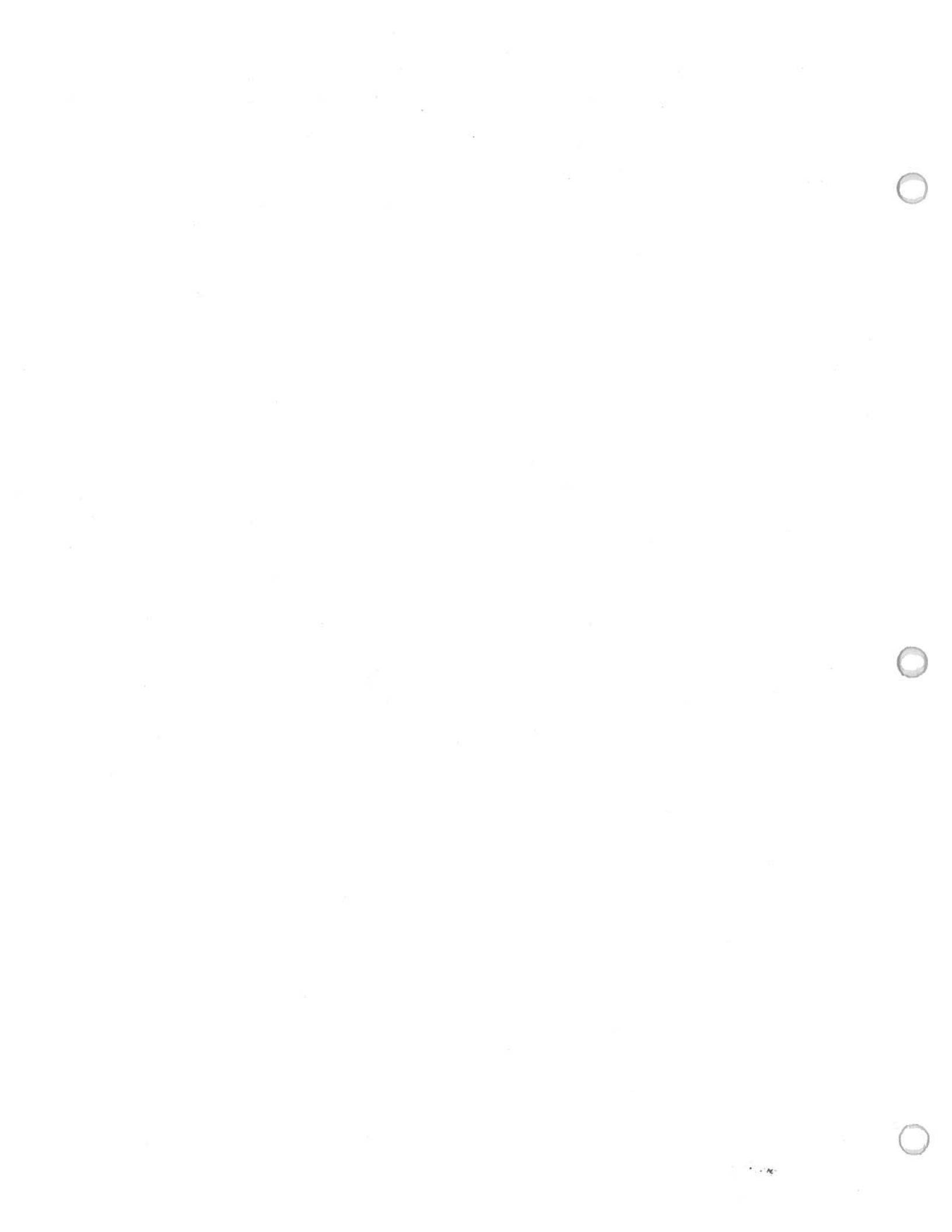
notes in spaces



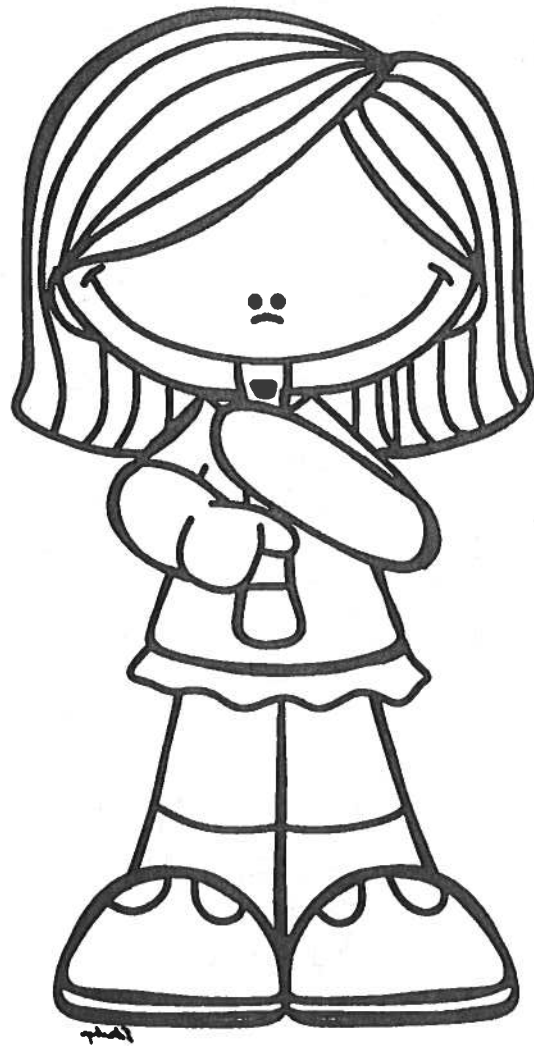
It may help you to remember the notes on the lines by remembering the sentence **Every Good Boy Does Fine**. The notes in the spaces spell out the word **FACE**.

Here are the notes on the treble clef that we will use in our recorder music. Fill in their names under the notes.





Recorder Fingerings & Practice Tips



Practice Tips

Look for the patterns within each song.
Practice the patterns **BEFORE** practicing the
entire song.

Once you have practiced the patterns many
times, play through the entire song.

If you make a mistake, stop and practice
that one section only. Then go back and play
through the entire song again.

If you have trouble playing the song, sing it
through.

Finger the notes as you sing.
Match your singing to your playing.
They should sound the same.



Practice Tips

Look for the patterns within each song.
Practice the patterns **BEFORE** practicing the
entire song.

How many times does this pattern happen?

Hot cross buns, hot cross buns.
1 - a - pen - ny, 2 - a - pen - ny, hot cross buns.

The image shows two staves of music in G major, 2/4 time. The first staff has the melody: G4 (quarter), A4 (quarter), B4 (quarter), G4 (quarter), F#4 (quarter), E4 (quarter), D4 (quarter), C4 (half). The words 'Hot cross buns, hot cross buns.' are written below. A dashed oval circles the first three notes: G4, A4, and B4. The second staff has the accompaniment: G4 (quarter), A4 (quarter), B4 (quarter), G4 (quarter), F#4 (quarter), E4 (quarter), D4 (quarter), C4 (half). The words '1 - a - pen - ny, 2 - a - pen - ny, hot cross buns.' are written below.

Once you have practiced the patterns many
times, play through the entire song.

If you make a mistake, stop and practice that one
section only. Then go back and play through the
entire song again.

Practice the section that gives you trouble!

Mar-y had a lit-tle lamb, lit-tle lamb, lit-tle lamb.
Mar-y had a lit-tle lamb whose fleecy was white as snow.

The image shows two staves of music in G major, 2/4 time. The first staff has the melody: G4 (quarter), A4 (quarter), B4 (quarter), G4 (quarter), F#4 (quarter), E4 (quarter), D4 (quarter), C4 (half). The words 'Mar-y had a lit-tle lamb, lit-tle lamb, lit-tle lamb.' are written below. A dashed oval circles the notes G4, A4, and B4. The second staff has the accompaniment: G4 (quarter), A4 (quarter), B4 (quarter), G4 (quarter), F#4 (quarter), E4 (quarter), D4 (quarter), C4 (half). The words 'Mar-y had a lit-tle lamb whose fleecy was white as snow.' are written below.

If you have trouble playing the song:
1) Sing it through.
2) Finger the notes as you sing.
3) Match your singing to your playing.
(They should sound the same.)

Reading Key Signatures

Look for these signs next to the Treble Clef. They will help you to know your Key Signature, which is a secret code to let you know what notes to play in each song.



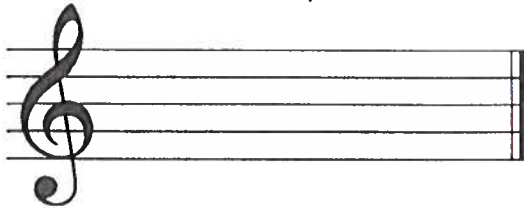
This is a flat.
It lowers a note by a 1/2 step.



This is a sharp.
It raises a note by a 1/2 step.

Key of C:

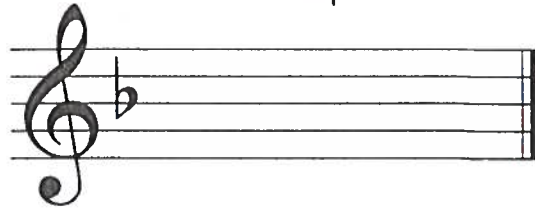
No flats
No sharps



Uses C, D, E, F, G, A, B

Key of F:

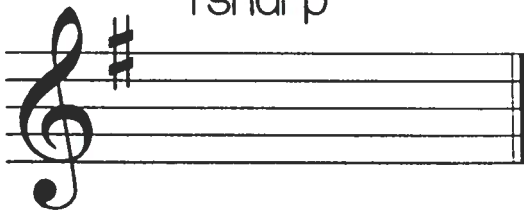
1 flat
No sharps



Uses F, G, A, B^b, C, D, E

Key of G:

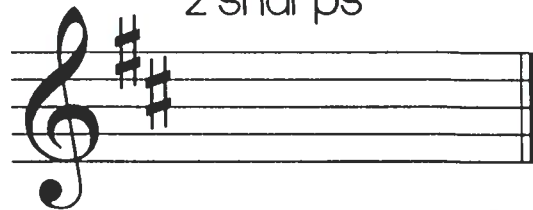
No flats
1 sharp



Uses G, A, B, C, D, E, F[#]

Key of D:

No flats
2 sharps



Uses G, A, B, C[#], D, E, F[#]

Reading Time Signatures

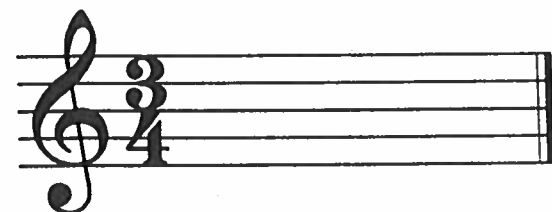
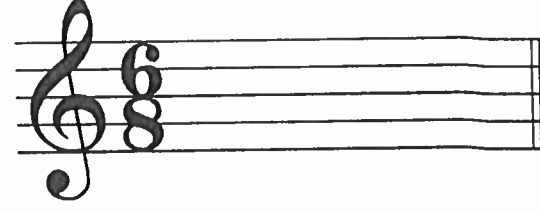
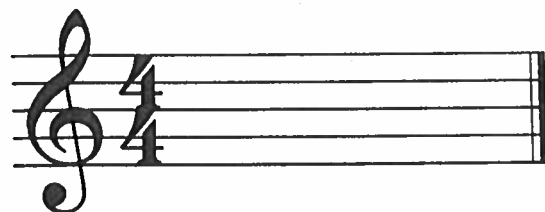
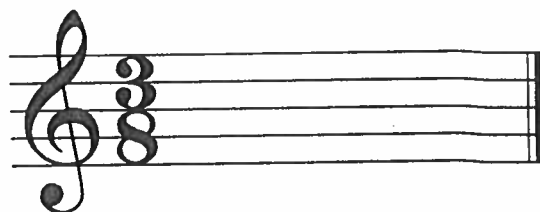
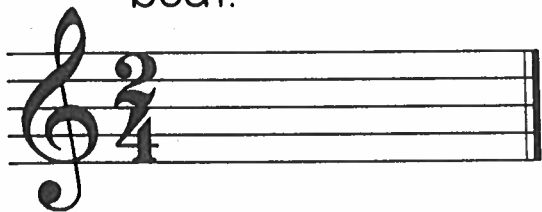
Look for these signs next to the Treble Clef. They will help you to know the Time Signature, which is a secret code to let you know how many beats are in a measure and what note gets the beat.

4 The top number tells you the beats in each measure. There are 4 beats in each measure.

4 The bottom number tells you the beats in each measure. When you see a 4, the quarter note gets the beat.

6 The top number tells you the beats in each measure. There are 6 beats in each measure.

8 The bottom number tells you the beats in each measure. When you see a 8, the eighth note gets the beat.



Sometimes $\frac{4}{4}$ is called "common" time. You may see this sign: **C**. They are interchangeable.



B-A-G Song: Hot Cross Buns

Notes & fingerings you will need:

B



A



G



Remember - only use pencil when writing in music!

B-A-G Song: Closet Key

Notes & fingerings you will need:

B



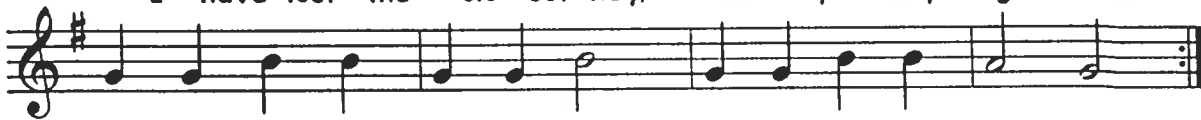
A



G



I have lost the clo - set key, in my lad - y's gar - den.



I have lost the clo - set key, in my lad - y's gar - den.

Remember - only use pencil when writing in music!

B-A-G Song: Frog in the Meadow

Notes & fingerings you will need:

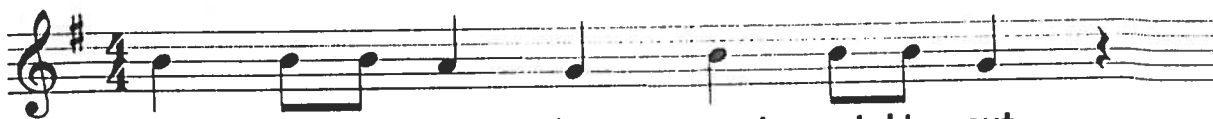
B



A



G



Frog in the meadow, can't get him out.



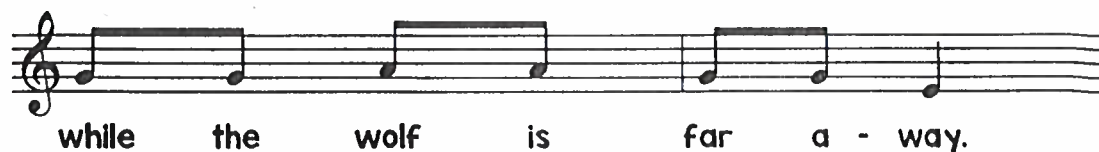
Take a little stick and stir him about!

Remember - only use pencil when writing in music!

Low E Song: We Are Dancing in the Forest

New note & fingering you will need:

E



Remember - only use pencil when writing in music!

Low D Song: The Canoe Song

New note & fingering you will need:

D

A musical staff with a treble clef and a key signature of one sharp (F#). The melody consists of quarter notes: D4, E4, F#4, G4, A4, B4, C5, B4, A4, G4, F#4, E4, D4.

My pad - dle's keen and bright, flash-ing with sil - ver.

A musical staff with a treble clef and a key signature of one sharp (F#). The melody consists of quarter notes: D4, E4, F#4, G4, A4, B4, C5, B4, A4, G4, F#4, E4, D4.

Fol - low the wild goose flight. dip, dip and swing.

Remember - only use pencil when writing in music!

Alabama Gal

New notes & fingerings you will need:

High D



Come through in a hur - ry. Come through in a hur - ry.



Come through in a hur - ry. Al - a - bam - a girl!

Remember - only use pencil when writing in music!

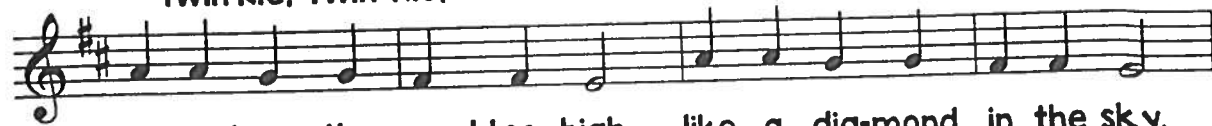
Twinkle, Twinkle

New note & fingering you will need:

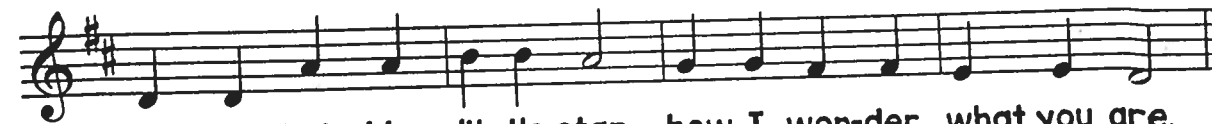
F#



Twinkle, twin-**kle**, lit-tle star, how I won-der what you are.



Up a-bove the world so high, like a dia-mond in the sky.



Twinkle, twin-**kle**, lit-tle star, how I won-der what you are.

Remember - only use pencil when writing in music!

A Ram Sam Sam

♩=120



A ram sam sam a ram sam sam gu li gu li gu li gu li

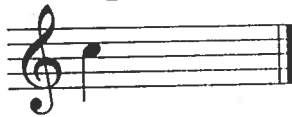
5



ram sam sam. A raf - i a raf - i gu li gu li gu li gu li gu li ram sam sam.

New notes & fingerings you will need:

High C



High D





Pitches: D G A B C'D'

9 - Black Belt

Ode To Joy

Ludwig van Beethoven

2 measures (8 beats) introduction
on recording

