

Beginner Recorder - B, A, G

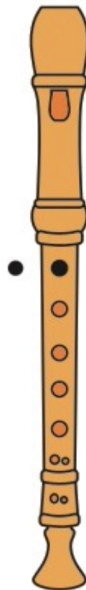
- During each lesson, the teacher and students will use everything previously learned in Lessons 1-4.
- For each lesson, the teacher will review and practice the previous music notes learned and then add the new note for the next lesson.
- For each lesson, the teacher will encourage students to use flat and relaxed fingers and check for circles on their finger pads in order for the students to produce a great sound.

Introduce B: Sing and Play

See *Video Lesson 5*

- The teacher will show a recorder visual of B fingering position.
- The teacher will demonstrate to the students where to place their fingers on the recorder to get the pitch B while balancing the recorder with the right thumb.
- The teacher plays B for the students.
- Teachers will continually remind the students to focus on gently blowing and producing a beautiful tone while thinking “tu”.

B Fingering Chart



Call and Response with B: Sing and Play

- The teacher will sing the pitch B and show the B fingering position without the recorder.
- The teacher will say “1-2-Ready-Sing” and the students will sing and show B fingering positions without the recorder. Ex: B B B B B B B B
- The teacher will show the B fingering position on the recorder.

Finger Position for B



Hand Position for B



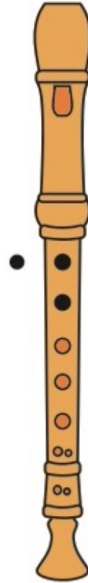
- The teacher will say “1-2-Ready-Play” and the students will respond and play B on the recorder. Ex: B B B B B B B B
- The teacher will write “B B B B B B B B” on the board.
- The teacher points to the letters on the board and says “1-2-Ready-Play” while the students play B on their recorder.

Introduce A: Sing and Play

See *Video Lesson 5*

- The teacher will show a recorder visual of A fingering position.
- The teacher will demonstrate to the students where to place their fingers on the recorder to get the pitch A while balancing the recorder with the right thumb.
- The teacher plays A for the students.
- The teacher will continually remind the students to focus on gently blowing and producing a beautiful tone while thinking “tu”.

A Fingering Chart



Call and Response with A: Sing and Play

- The teachers will sing the pitch A and show the A fingering position without the recorder. The teacher says "1-2-Ready-Sing" and the students will sing and show the A fingering positions without the recorder. Ex: AAAAAAAAAA.
- The teacher will show the A fingering position on the recorder

Hand Position for A

Finger Position for A



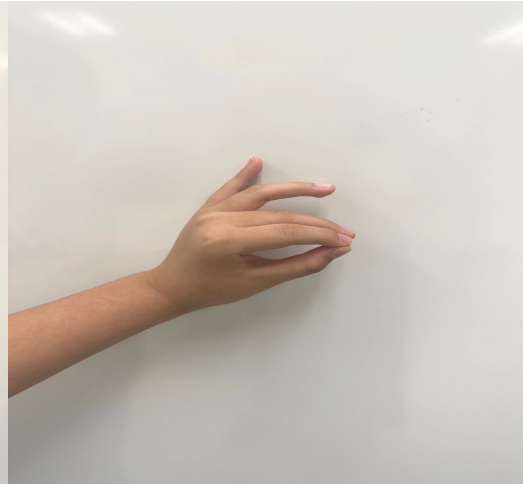
- The teacher writes “B A B A B A B A ” on the board.
- The teacher points to the letters on the board and says “1-2-Ready-Play” while the students play B and A on their recorder.

Finger Position for B



B

Finger Position for A



A

Hand Position for B and A

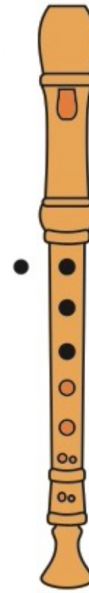


Introduce G: Sing and Play

See *Video Lesson 8*

- The teacher will show a recorder visual of G fingering position.
- The teacher will demonstrate to the students where to place their fingers on the recorder to get the pitch G while balancing the recorder with the right thumb.
- The teacher plays G for the students.
- The teacher will continually remind the students to focus on gently blowing and producing a beautiful tone while thinking “tu”.

G Fingering Chart



Call and Response with G: Sing and Play

- The teachers will sing the pitch G and show the G fingering position without the recorder.
- The teacher says “1-2-Ready-Sing” and the students will sing and show G fingering positions without the recorder.Ex: G G G G G G G G.
- The teacher will show the G fingering position on the recorder.
- The teacher says “1-2-Ready-Play” and the students will respond and play G on the recorder. Ex: G G G G G G G G.
- The teacher writes “G G G G G G G G” on the board.
- The teacher points to the letters on the board and says “1-2-Ready-Play” while the students play G on their recorder.

Hand Position for G

Finger Position for G

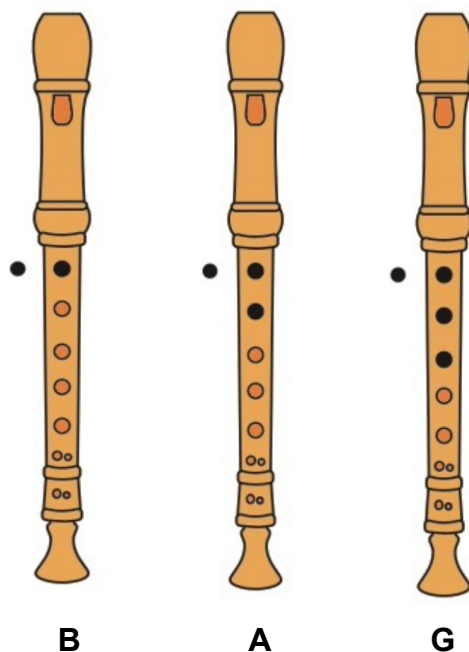


Combine Singing and Playing B, A, G

See *Video Lesson 9*

- The teacher will show a recorder visual of B, A and G fingering position.
- The teacher will demonstrate to the students where to place their fingers on the recorder to get the pitch B, A and G while balancing the recorder with the right thumb.
- The teacher plays B, A and G for the students.
- The teacher will continually remind the students to focus on gently blowing and producing a beautiful tone while thinking “tu”.

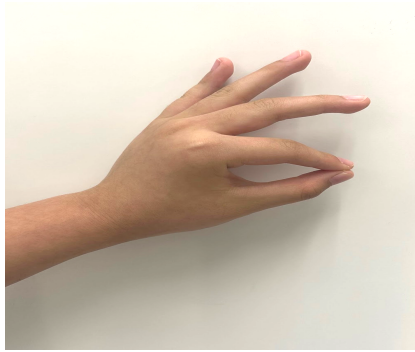
B, A, G Fingering Chart



Call and Response with B, A, G: Sing and Play

- The teacher will sing the pitches B, A and G and show the B, A and G fingering position without the recorder.
- The teacher says "1-2-Ready-Sing " and the students will sing and show the B, A and G fingering positions without the recorder. Ex: B A G B A G B A G B A G.
- The teacher will show the B, A and G fingering positions on the recorder.
- The teacher says "1-2-Ready-Play" and the students will respond and play B, A and G on the recorder. Ex: B A G B A G B A G B A G.
- The teacher writes "B A G B A G B A G B A G " on the board.
- The teacher points to the letters on the board and says "1-2-Ready-Play" while the students play B, A and G on their recorder.

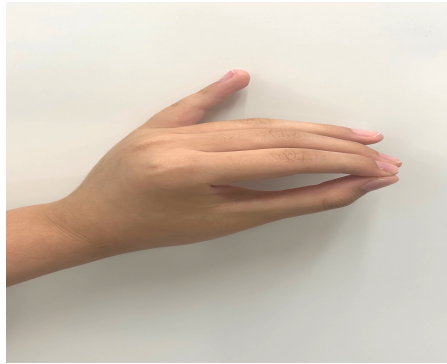
Finger Position for B



Finger Position for A



Finger Position for G



Hand Position for B A G



B



A



G

Improvisation and Partner Work

- The students will make up their own 4 note pattern using the notes B, A and G on their recorder.
- One student will then turn to a partner and play their pattern while the partner listens.
- The partner will repeat the same pattern on their recorder.
- The students will switch roles and repeat the activity.

Introduction to Basic Rhythms





Introduce Basic Rhythm Names and Patterns

See Video Lesson 10

Introducing Crotchet

- The teacher will introduce and show a visual for crotchet (quarter note) (taa) and quaver (eighth) notes (ta-te) and quarter rest-(Z).

Basic Rhythm Names and Patterns

French Rhythm Name	French Note Name	U.S. Note Name	Note Symbol	Rest	Length of Sound	Number of Beats
Taa	crotchet	quarter note			1 long sound	1 beat
Ta-te	quavers	two eighth notes			2 short sounds	1/2 a beat for each quaver

Call and Response with Rhythmic Reading: Say and Clap

- The teacher will write the visual below on the board and will say and clap the rhythms using “taa”.



- The teacher points to the rhythm on the board and says “1-2-Ready-Clap” while the students say and clap the rhythms using “taa”
- The teacher asks students “How many sounds do you hear in the word taa?” (Answer: 1 sound).
- The teacher labels “taa” as a crotchet.

Introducing Quaver

- The teacher will write the visual below on the board and will say and clap the rhythms using “taa” and “ta-te”.

4/4 taa ta-te taa taa | taa ta-te taa taa

- The teacher points to the rhythm on the board and says “1-2-Ready-Clap” while the students say and clap the rhythms using “taa” and “ta-te”.
- The teacher asks students “How many sounds do you hear in the word ta-te?” (the students answer: 2 sounds).
- The teacher labels “ta-te” as a quaver.

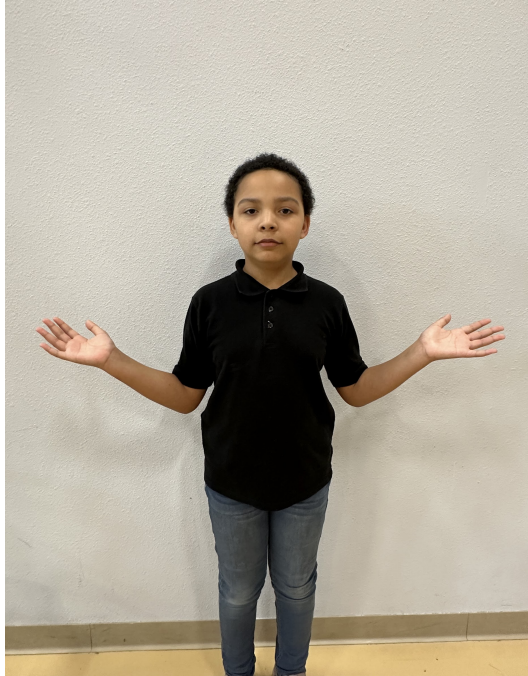
Introducing Rest

- The teacher will write the two visuals below on the board and will say and clap the rhythms adding “rest”. Rest is silent - no clap on rest, use resting hands.

1. 4/4 taa taa taa rest | taa taa taa rest

2. 4/4 taa ta-te taa rest | taa ta-te taa rest

How to Show Rest



- The teacher points to rhythm #1 on the board and says “1-2-Ready-Clap” while the students say and clap the rhythms adding “rest”. The teacher repeats with rhythm #2.
- The teacher asks students “How many sounds do you hear on the rest?” (the students answer: no sound).
- The teacher labels “the rest”.