





## Hand Position for B A G



**B**



**A**



**G**

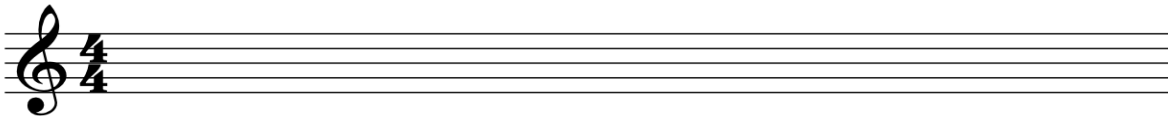
### **Hot Cross Buns: B, A, G Teamwork**

- The teacher divides the class into 2 groups: Group 1 and Group 2. Group 1 plays *Hot Cross Buns* and Group 2 listens. The students will listen for beautiful sounds and everyone playing together as a group.
- The teacher asks 1-2 students in Group 2 to share what they heard. The students will talk about it as a class.
- Group 2 performs *Hot Cross Buns* and Group 1 listens.
- The teacher asks 1-2 students in Group 1 to share what they heard. The students talk about it as a class.
- The whole class performs *Hot Cross Buns* together.

### **Introduce Music Staff and B, A, G on the Staff**

#### **See Video Lesson 13**

- The teacher will draw 5 line music staff on the board with treble clef.

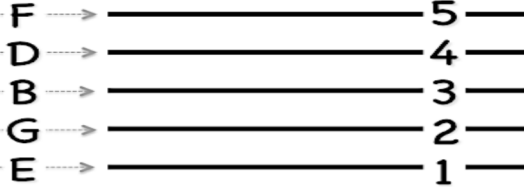


- The teacher will share with the class that the staff has 5 lines and four spaces and will number the lines and spaces.
- The teacher will introduce and demonstrate the hand staff while numbering the lines and spaces. The students will practice and say the numbers and letter names of the lines and spaces.

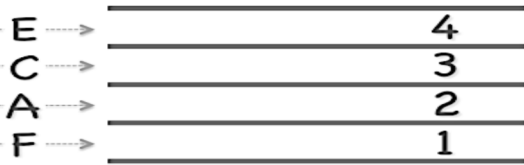
- The teacher will connect the hand staff to 5 line music staff on the board.

### Hand Staff: 5 Lines and 4 Spaces

TREBLE CLEF



4 SPACES:



- The teacher will follow the *Hot Cross Buns* music process for writing the rhythms and notes on the board for the teaching sequence below.

### Hot Cross Buns

Traditional

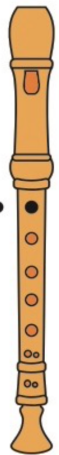
Hot cross buns.      Hot cross buns.      One a pen-ny, two a pen-ny, hot cross buns.

B A G      B A G      G G G G A A A A B A G

- The teacher asks students to locate B on their hand staff.
- The students locate B on their hand staff
- The teacher writes B on the 3rd line of the music staff and shows a picture
- of B on the recorder and staff.

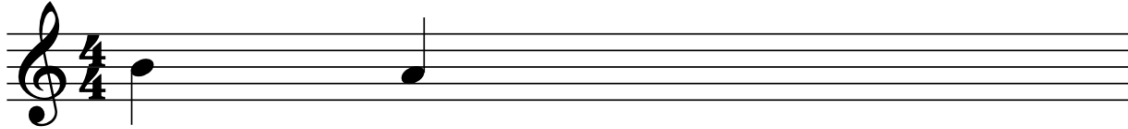
B

B



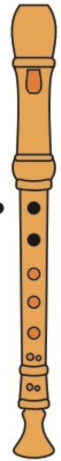
B

- The teacher asks students to locate A on their hand staff.
- The students locate A on their hand staff.
- The teacher writes A in the 2nd space of the music staff and shows a picture of A on the recorder and staff.



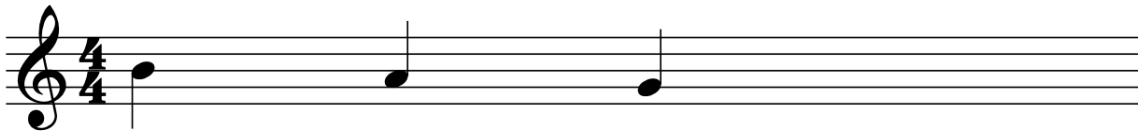
B

A



A

- The teacher asks students to locate G on their hand staff.
- The students locate G on their hand staff.
- The teacher writes G in the 2nd line of the music staff and shows a picture of G on the recorder and staff.



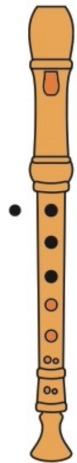
B

A

G



G



G

### Hot Cross Buns: Completes Song on the Music Staff with B, A, G

- The teacher sings the words to *Hot Cross Buns* while touching B, A, G's melody on the hand staff.
- The teacher says "1-2-Ready-Sing" while the students sing the words to *Hot Cross Buns* and touch the B, A, G melody on their hand staff.
- The teacher sings the letter names of *Hot Cross Buns* while touching B, A, G's melody on the hand staff.
- The teacher says "1-2-Ready-Sing" while the students sing the letter names of *Hot Cross Buns* and touch the B, A, G melody on their hand staff.
- The teacher sings the letter names of *Hot Cross Buns* while showing the finger position on the recorder in the ready position. (There is no blowing).
- The teacher says "1-2-Ready-Sing" while the students sing the letter names of *Hot Cross Buns* while showing the finger position on the recorder in the ready position. (There is no blowing).
- The teacher plays *Hot Cross Buns* on the recorder.
- The teacher says "1-2-Ready-Play" while the students play *Hot Cross Buns* on the recorder.

**Hot Cross Buns** Traditional

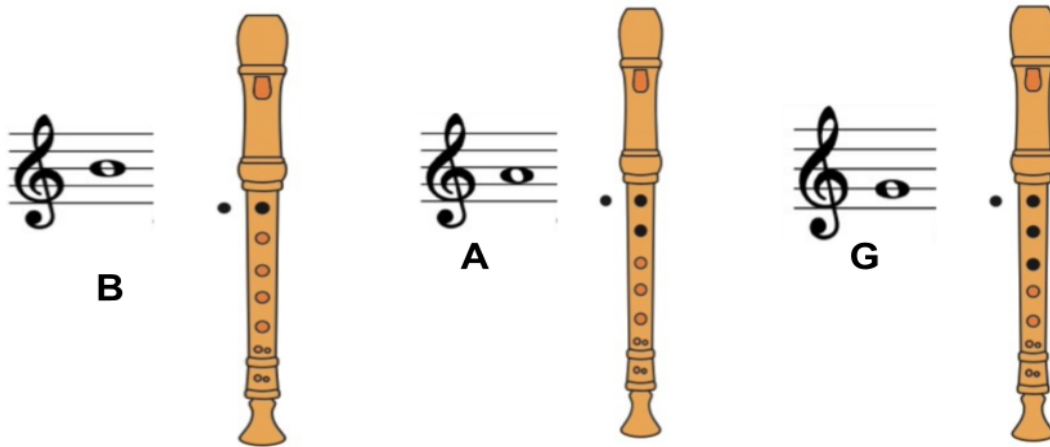
Hot cross buns.      Hot cross buns.      One a pen-ny, two a pen-ny, hot cross buns.

B A G      B A G      G G G G A A A A B A G

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- The teacher finishes writing *Hot Cross Buns* on the staff board for students.
- The teacher says "1-2-Ready-Sing" and leads the students in singing "Hot Cross Buns" while the teacher and the students point to B, A, and G on the hand staff.
- The teacher and students sing *Hot Cross Buns* melody while replacing the words with B, A, G as the teacher points to the notes on the music staff.
- The teacher points to the notes on the music staff while the students sing B, A, and G while holding recorder in the ready position and showing fingering positions. (No Blowing)
- The teacher says "1-2-Ready-Play" while the students play *Hot Cross Buns* in the playing position. The teacher points to the notes on the staff as students play.
- The teacher shows recorder fingering charts and music staff notes for B, A, G.

## Recorder Fingering Chart and Music Staff Notes for B, A, G

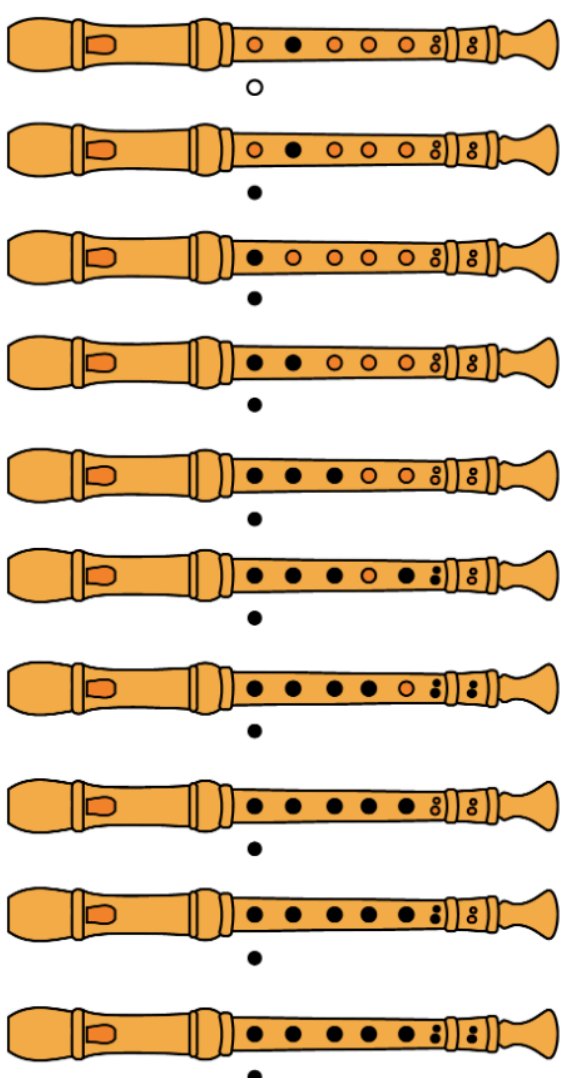
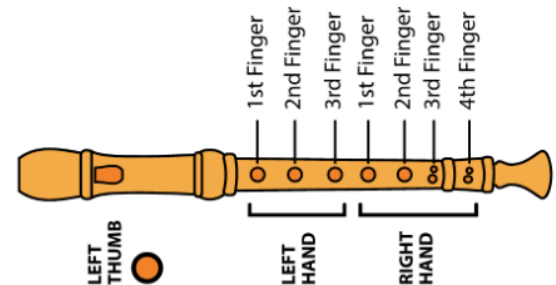


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### Recorder Teaching Extension

The teacher will follow the same step by step process presented in this *Recorders without Borders Companion* in order to learn, teach, and play all other rhythms and notes on the recorder. A complete Recorder Fingering Chart is provided on the following page. This chart can be enlarged and placed on a wall for students to practice.

# Fingering Chart



C D E F F# G A B C D

● Closed hole  
 ○ Open hole



## Conclusion


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This *Companion* to the Jomo Kenyatta *Foundation Foundation Music Series* has presented a sequential approach to teaching musical concepts and how to play the recorder. The contents are based on our professional music teachers' education and years of classroom teaching as well as our experience teaching workshops in Kenya since 2015. Using our Chapter on Hot Cross Buns as a model, teachers can expand their song list to other songs using B, A and G. Using our methodology in teaching notes, B, A, G, and then referencing our Fingering Chart in conjunction with the *Foundation Music Books*, Grades 4, 5 and 6, teachers can continue to grow their expertise and musical skills. We have provided a selection from Grade 4, *Mary Had a Little Lamb* which uses B, A, G. Give it a try! You can teach recorder!

Happy Music Making!


Recorders without Borders

## Supplemental Songs

**National Anthem of the Republic of Kenya** 

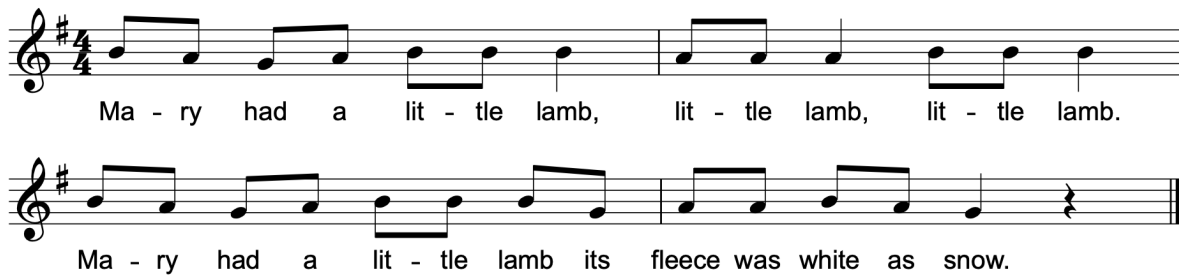
Words by: Collectively  
Music by: Traditional Music

$\text{♩} = 67$



## Mary Had a Little Lamb

(from Foundation Music Grade 4)



Ma - ry had a lit - tle lamb, lit - tle lamb, lit - tle lamb.

Ma - ry had a lit - tle lamb its fleece was white as snow.

# Kanyoni Kanja

(from Foundation Music Grade 1)

The image shows two staves of musical notation in 5/8 time. The first staff contains the lyrics 'Ka - nyo - ni ka - nja' followed by a long horizontal line, and 'Ka - nyo - ni ka -'. The second staff contains the lyrics 'nja ka - gu - ire nja na mi - the - ko.' followed by a long horizontal line. The music consists of quarter notes, eighth notes, and a half note with a fermata.

Ka - nyo - ni ka - nja\_\_\_\_\_ Ka - nyo - ni ka -

nja ka - gu - ire nja na mi - the - ko.\_\_\_\_\_