



**SOUND ARTS**

**MUSIC**

**YEARS 5-10**

**lessons at the click of a mouse**

**STARTING A CLASSROOM BAND**

**LESSON THREE: INTRODUCING THE RECORDER**

**BEFORE THE LESSON**

Have Chart One Music On Display (See appendix 1 pdfs)

Have Recorder Fingering Diagrams on Display ( appendix 2 pdfs)

Photo copy three recorder Finger Diagrams and shade in the appropriate fingers and thumb for the notes G, A and B. (See appendix 3 pdfs for finger/thumb positions)

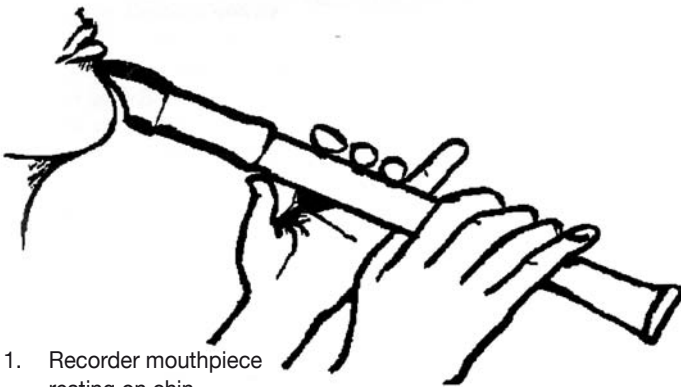
Chart One music has two parts – melody and harmony lines. We are only dealing with the melody line in this lesson. All charts have melody and harmony parts. After initial notes have been mastered by students, the two parts can be played together to produce a very pleasing harmony (see later lessons).

**ACTIVITY ONE – COUNTING TIME VALUES**

- Have students clap through the melody line at least twice saying the French time names or counting the beats.

**ACTIVITY TWO – THE RECORDER**

- Have students sit away from desks in a semi-circle facing the music chart.
- Give out recorders and **INSIST** they place the recorder at REST. The rest position is under the arm. For your own sanity, insist that whenever you are talking to the class, the recorder is always placed at rest.
- Show students the ready position.



1. Recorder mouthpiece resting on chin.
2. Left hand at the top of recorder.
3. Thumb covers back hole, first finger covers 1st hole, second finger covers 2nd hold, third finger covers 3rd hole and little finger is in the air.

4. Right hand thumb is placed halfway down and under the recorder for support. First, second and third fingers cover the next three holes down and little finger is in the air.

**POINTS TO WATCH**

- Fingers should be flat so **fleshy** parts of the fingers can be felt covering the holes.
- Fingers should be firm but not tight.
- Left hand is **always** at the top of the recorder and the right hand is at the bottom – even if some students find the other way more comfortable or are left handed.

**(Woodwind instruments such as the flute, clarinet and saxophone are constructed in such a way that it is only possible to play them with the left hand at the top and the right hand at the bottom. As these instruments are a natural progression from the recorder, get students to learn the correct way from the start. There is no such thing as left handedness on a woodwind instrument!)**

- Have several practices going from rest to ready.
- Ask students to feel the holes being covered with the fleshy pads on their fingers.

**ACTIVITY THREE – FIRST SOUNDS**

- Tell students that we never blow a recorder but we mouth (very softly) the word DOOH (DO). Get the children to mouth (not say) DOOH many times.
- To feel just how little air we need to play a recorder, have students feel the air coming out of their mouths when saying DOOH gently – very little air.
- Students go to the ready position. Ask them to take off the three fingers of the bottom (right) hand but leave the thumb on underneath for support. Tell them that this note (back hole covered and three fingers of left hand covering top three holes) is called G.
- Tell them that G is found around the second line (bar one) and show them this on the music. Tell them that they are going to play the 4 x Gs in bar 1 by mouthing very gently DOOH. Count in an even 4 beats and have students play the first four notes.
- Try this several times and insist on good (gentle) tone.
- Point at the first note in the second bar. This note is found in the second space and is called A. Have students (from the G position) remove the third finger leaving only the thumb and top two holes covered. Tell them that this is the note A and that all the notes in the second bar are in fact A-s.
- Tell students that they are going to play these four A-s **mouthing** gently DOOH. Count in an even 4 beats and have students play the notes in the second bar. Insist on a soft good tone.



## LESSON THREE: CLASSROOM BAND

- Introduce the note B in the third bar in the same manner. Tell students that B is around the third line. B is played with only the first finger and thumb of the left hand. Count in an even 4 beats and have students play the third bar. Insist on good soft tone.
- Students go back to the rest position.
- Point to all the notes in the first 4 bars in turn, eg 4 G-s followed by 4 A-s, followed by 4 B-s, followed by one further B of 4 beats duration.
- Revise the fingering of these three notes and then have them silently finger through the first 4 bars (recorder resting on chin) saying the names of the notes out loud as they change their fingers while you point to the notes keeping a steady walking beat.
- Now have students play the first 4 bars several times. Insist on achieving a good tone by mouthing gently DOOH.
- Finish off the last four bars using the same techniques. Bar 7 is slightly tricky as it has two G-s followed by two A-s leading to a G of 4 beats in the last bar.
- Play the whole tune through several times. Give lots of praise – especially for good soft tone.

### ACTIVITY FOUR – ARRANGING & POLISHING

- Make a simple arrangement and play through several times, eg
  - all play through together once
  - a small group of 3 or 4 players play through once
  - half the class play through once followed by the other half
  - all play through to finish the arrangement.
- Try this arrangement several times.
- Check that all students have left hand at the top of the recorder.
- Insist on good tone.
- Show pupils the shaded-in recorder diagrams that they can refer to remind themselves of the note names and correct fingering
- Invite another class in and give them a mini-concert.
- Encourage class members to make up their own arrangements to try and suggest they add a percussion instrument such as a tambourine on the first and third beat of every bar.

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