

## **MUSED 341**

### **Teaching Recorder to Beginners**

Some of the ideas presented here were shared by Mrs. Kristi Bishop, Bach ES.  
Others drawn from teaching recorder and recorder tutors.

### **Readiness**

Sing a number of songs independently

Hear songs internally

Keep a steady beat and match pitch

Move expressively to show various contrasts in music

Have basic familiarity with the science of sound

Self-management

Basic music literacy

### **Choosing recorders, and ownership**

- ✓ Yamaha, Aulos, Peripole (consider quality of sound; ease of getting sound on low C, intonation, durability)
- ✓ have students buy recorder; find out from classroom teacher who might not be able to afford to buy one
- ✓ ask parents (on form) to consider sponsoring another student who might not be able to buy his/her own
- ✓ have a class set for use when students forget to bring their own.
- ✓ wash recorders (in dishwasher) or apply solution
  
- ✓ encourage practice, and have students imagine where they will practice at home.
- ✓ have them set realistic goals
- ✓ give out Challenge Pieces to anyone who wants one. Hear them in class later.
- ✓ offer help at lunchtime
- ✓ decide how to catch someone up if they miss a class or if there's a new student.
- ✓ recorded accompaniments are motivating

### **Rules and consequences**

Stop playing when the teacher's hand is raised or instrument is in rest position

A five-minute time-out for

- intentional high squeaks
- recorder not in rest position (e.g. on ground, at chin) when it should
- playing when you're not asked to play
- holding notes longer than cut offs

## **Pedagogical sequence**

### *Singing*

- echo-sing patterns (melodic and rhythmic) using solfege syllables (m, r, d)
- associate solfege syllables with patterns sung on solfege syllables (m, r, d)
- echo-sing patterns using pitch names (e.g, BAG)
- call and response

### *Kinesthetic development (ear-to-hand connection is vitally important)*

- find BAG on recorder
- echo-finger patterns and speak names

### *Playing*

To produce a good tone—warm, slow air; tongue the start of notes; angle the recorder down like a clarinet; use your finger pads, not finger tips

- echo-play patterns (melodic and rhythmic) on BAG[ use echo time to reinforce particular motor finger patterns]
- associate note names and play patterns
- call and response
- turn back to class sometimes to challenge students' aural skills