

## NOTE LEARNING SEQUENCE FOR THE RECORDER

### 2<sup>nd</sup> grade

Introductory unit (2-5 lessons) on PREcorders.  
Non-reading only on GAB.

*Songs: Hot Cross Buns, Mary had a Little Lamb (substituting B for high D.)*

### 3<sup>rd</sup> grade

Each child purchases a soprano recorder or the school provides one for each student.  
Begin the recorder unit after the students have reviewed treble clef notes, and basic rhythms. This would probably be after Christmas.  
Introduce GAB without printed music. Teach easiest GAB songs by rote.

*Songs: Hot Cross Buns, Possum Trot.*

May also teach songs by mirroring, or by pointing to letters on board.  
Gradually begin introducing them to the printed music for the songs they have learned.

*Songs: Hot Cross Buns, Possum Trot, All Through the Night, Boat to Brazil.*

(After the students are following the music for the basic versions of these songs, play from the alternate versions of the songs utilizing 1<sup>st</sup> and 2<sup>nd</sup> endings, and DC al Fine.)

Introduce low E & D late in the school year.

*Songs: Good Night, Bounce High, Snail, Snail, Lucy Locket, Who has seen the Wind? Acka Backa, Sammy Went to Sea*

### 4<sup>th</sup> grade

Review GAB. Re-introduce low E and D.  
Play from printed music but continue supporting the students by pointing to letters at times and allowing them to mirror you are a classmate.

*Songs: Old Mister Rabbit, Red Sails, Ice Cream Soda, Wayfaring Stranger, Chickalileo, Band of Angels, Cotton-eye Joe*

Introduce high D and C late in the school year. (These are designated by the lower case letters.)

*Songs: See Saw, Mary had a Little Lamb, Largo (in G) , Amazing Grace, Button, Button, Ode to Joy, Jingle Bells*

### 5<sup>th</sup> grade

Review DE GAB. Re-introduce high D and C.  
Play from printed music without much support. May begin playing duets. May create their own songs or figure out familiar songs "by ear".

*Songs: Away in a Manger, Good Night, Ladies, Lady, Come! Blue Jeans, Country*

*Dance, Go tell Aunt Rhody, Oh, when the Saints Go Marching In, I Know Where I'm Going, Oats & Beans & Barley Grow*

Introduce F and F#, low C (the hardest note!), and possibly Bb late in the school year.

*Songs: Largo (in D), Give Me That Old Time Religion, B-I-N-G-O, Li'l Liza Jane, Hot Cross Buns (in C), Possum Trot (in C), Mary Had a Little Lamb (in C), Largo (in C), Ode to Joy (in C)*

## 6<sup>th</sup> grade

Review ED GAB cd. Re-introduce F, F#, low C and Bb.

Play any song that is in the song collection. Students may bring in songs.

Advanced students may be given an alto recorder to play in harmony with the soprano recorders.

*Songs: Yankee Doodle, We Three Kings, He is Born, We Wish You a Merry Christmas, Who Built the Ark? Li'l Liza Jane (in C), Go Tell it on the Mountain, This Little Light of Mine, Joy to the World*

Introduce Bb.

*Songs: Go Tell it on the Mountain, Lovely Evening, My Country 'Tis of Thee, Into My Heart, My Jesus I Love Thee*

Final duets using all notes

*Songs: I'm Gonna Sing, We Shall Overcome*

At this point, the students should know all of the notes on the recorder from low C to high D (including F# and Bb). They may bring favorite songs from home or other sources. They may create their own songs or figure out songs by ear. Many different recorder books, designed for solo instrument or ensemble, may be found on-line or in music stores for those who are eager to continue.

Advanced students may be challenged by being given an alto recorder to play in harmony with the soprano recorders.

If there is opportunity, fifth and sixth grade students should be encouraged to take lessons to learn a band or orchestra instrument.

## LEARNING ACTIVITIES WITH THE RECORDER

- Examine the instrument, taking it apart and putting it back together. Learn to identify the parts of the instrument by their names.
- Make sounds on the instrument while it is in pieces. Does it work? What happens?
- Experiment with different playing positions and fingering positions. Learn the proper way to hold the instrument and cover the finger holes.
- Experiment with ways to clean the instrument. (swab stick, bucket of bleach/water, germicidal spray, etc.)
- Learn songs by rote, then by note. Memorize songs and perform them for peers.
- Learn to play a recorder duet with another person. Play the recorder with someone else singing the song. Play the recorder with simple guitar, piano or autoharp accompaniment.
- Add some recorder pieces to a program. (A whole program of them can be too much for the audience!)
- Have the students evaluate their performances.

# My Recorder Music



Name \_\_\_\_\_



## PLAYING THE RECORDER

A few things to get you started

The recorder produces a soft, whistle sound when air is blown into the mouthpiece. The instrument originated around the year 1500. It was one of the most favored amateur instruments in the 16<sup>th</sup> and 17<sup>th</sup> centuries.

There are a number of sizes and types of recorders, but the most widely used are:

1. The soprano recorder (pitched in C). This is the most popular and the one for which this unit is designed.
2. The alto recorder (pitched in F). This instrument is larger than the soprano recorder and can play lower tones.
3. The tenor recorder (pitched in C). This instrument is larger than the alto recorder and sounds an octave (8 notes) lower than the soprano recorder. There are usually key mechanisms for some of the tone holes. Because of its size, it is difficult to reach the holes without the key extensions. It has the same fingering as the soprano recorder.
4. The bass recorder (pitched in F). The lowest pitched instrument of the family, this recorder has some type of extension on the mouthpipe. Without that, an average person wouldn't be able to manipulate this instrument because of its length.

### Holding the instrument

Place the fipple of the instrument on your chin for introductory fingering practice.

Using the left hand at the top of the recorder, cover the thumb hole on the back of the instrument with your thumb. Also cover the first three holes at the top of the recorder with your 1<sup>st</sup> finger, 2<sup>nd</sup> finger and 3<sup>rd</sup> finger. The left hand "pinkie" is free. (The fingers are numbered differently for the recorder than for the keyboard.)

Using the right hand, support the recorder with thumb and index finger without covering any holes. It is important that the fingers of left hand be used to cover the tone holes of the upper portion of the instrument and the fingers of the right hand for the holes of the lower portion. This is the only *correct* way for the instrument to be played.

Allow the instrument to project out from your body at only a 45 degree angle such as you would see with a person playing a clarinet (*not* at a 90 degree angle like a trumpet).


Sit or stand comfortably erect, keeping the shoulders down and relaxed. Arms and elbows should be by your side, not sticking out.

When you feel comfortable holding the instrument, place the mouthpiece on the lower lip. Bring your upper lip down on top of the mouthpiece. You should not have more than  $\frac{1}{2}$  inch of the mouthpiece in your mouth. Your teeth and tongue should not touch the mouthpiece.

Start a tone with a whispering voice similar to the way you might say the word "too". If you begin with a "doo" it will produce a softer attack. Blow very gently. The recorder is a sensitive, quiet instrument. If you blow too hard you will get an "overblow" or a squeak. Not a pretty sound!

If you have your left hand thumb and fingers in the position described above the pitch you will be making is a G. Lift the fourth finger and you will change the tone to an A. Lift the third (middle) finger and you will now be playing a B. With these three finger positions you can play a number of songs.

LEFT HAND	Thumb	●	●	●	●	●	●	●	●	●	○	
	1st finger	●	●	●	●	●	●	●	●	○	○	
	2nd finger	●	●	●	●	●	●	○	○	●	●	
	3rd finger	●	●	●	●	●	●	●	○	○	○	
RIGHT HAND	1st finger	●	●	●	●	○	●	○	●	○	○	○
	2nd finger	●	●	●	○	●	○	○	○	○	○	○
	3rd finger	●	●	○	●	●	○	○	●	○	○	○
	4th finger	●	○	○	●	○	○	○	○	○	○	○
		C	D	E	F	F#	G	A	Bb	B	C	D



For an Interactive Fingering Chart visit  
<http://www.hants.gov.uk/hrs/finger/cfinger.html>

You can play songs using only three notes--BAG. Try playing "Hot Cross Buns" starting on B. Now try "Mary had a Little Lamb." This is called playing "by ear"; that is, you are not using printed music. You are just playing the sounds your musical memory tells you to play.

If you learn to recognize those three notes on the staff, however, you can play any song your eye sees the music for—even if you have never heard it before. That is "reading music."

As you learn the recorder songs try to *read the notes*—figure them out—without leaning on someone else and without writing them on your music. It may be slow at first and seem hard. But with a little practice, you will get better and better and you will soon be quite independent when you play the recorder.

If you decide later to learn another instrument, you will have a head start because of what you have learned to do on the recorder.

By the way, when you are finished playing, you may wash your mouthpiece in warm, soapy water then rinse it with clear, warm water. You may also dry out the inside of your recorder with a small piece of cloth on the swab stick.

You are *on your way!*

PLEASE NOTE: The numbering on the  
on the Table of Contents paging was  
one page off (10 should be 11, ec.). So  
I fixed it. Sorry--it's an ugly fix!

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### 

Hot Cross Buns.....	<del>10</del> 11
Possum Trot.....	<del>10</del> 11
All Through the Night.....	<del>10</del> 11
Boat to Brazil .....	<del>10</del> 11
Possum Trot (with 1 <sup>st</sup> and 2 <sup>nd</sup> endings).....	<del>11</del> 12
Boat to Brazil (with 1 <sup>st</sup> and 2 <sup>nd</sup> endings).....	<del>11</del> 12
All Through the Night (with DC al Fine).....	<del>11</del> 12

### 

Good Night.....	<del>12</del> 13
Bounce High .....	<del>12</del> 13
Snail, Snail.....	<del>12</del> 13
Lucy Locket .....	<del>12</del> 13
Who Has Seen the Wind? .....	<del>13</del> 14
Acka Backa.....	<del>13</del> 14
Sammy Went to Sea.....	<del>13</del> 14
Old Mister Rabbit.....	<del>14</del> 15

### 

Red Sails.....	<del>14</del> 15
Ice Cream, Soda .....	<del>14</del> 15
Wayfaring Stranger .....	<del>15</del> 16
Chickalileo .....	<del>15</del> 16
Cotton-eye Joe.....	<del>16</del> 17
Band of Angels.....	<del>16</del> 17

### 

See Saw.....	<del>17</del> 18
Mary Had a little lamb.....	<del>17</del> 18
Largo (from the New World Symphony).....	<del>17</del> 18
Amazing Grace.....	<del>18</del> 19

### 

Button, Button.....	<del>18</del> 19
Ode to Joy (Joyful, Joyful) .....	<del>19</del> 20
Jingle Bells.....	<del>19</del> 20
Go Tell Aunt Rhody .....	<del>20</del> 21
Good Night, Ladies.....	<del>20</del> 21
Oats & Beans & Barley Grow .....	<del>20</del> 21
O When the Saints Go Marching In .....	<del>21</del> 22
I Know Where I'm Going .....	<del>21</del> 22
He is Born.....	<del>22</del> 23
Who Built the Ark? .....	<del>22</del> 23
All Through the Night (harmony part).....	<del>22</del> 23

### 

Country Dance.....	<del>23</del> 24
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Songs using DE <u>F#</u> GAB c d	
Hot Cross Buns (in D) .....	<del>24</del> 25
Largo (in D) .....	<del>24</del> 25
Give Me that Old Time Religion .....	<del>24</del> 25
B-I-N-G-O .....	<del>25</del> 26
Li'l Liza Jane (in D) .....	<del>25</del> 26
Yankee Doodle .....	<del>26</del> 27
We Three Kings of Orient Are .....	<del>26</del> 27
Away in a Manger .....	<del>27</del> 28
We Wish You a Merry Christmas .....	<del>27</del> 28
Simple Gifts (duet) .....	<del>28</del> 29
Songs using <u>C</u> DE F# GAB c d	
Mary Had a Little Lamb (in C) .....	<del>29</del> 30
Largo (in C) .....	<del>29</del> 30
God is So Good (also has F) .....	<del>29</del> 30
Li'l Liza Jane (in C) .....	<del>30</del> 31
Songs using CDE <u>F</u> GAB c	
This Little Light of Mine .....	<del>30</del> 31
Joy to the World .....	<del>31</del> 32
Go Tell It on the Mountain (opt. Bb) .....	<del>31</del> 32
Songs using CDEFGA <u>Bb</u> cd	
Lovely Evening (3 part round) .....	<del>32</del> 33
My Country, 'Tis of Thee .....	<del>32</del> 33
Into My Heart .....	<del>33</del> 34
My Jesus, I Love Thee .....	<del>33</del> 34
Recorder Duets using CDEF( <u>F#</u> )GABcd	
I'm Gonna Sing .....	<del>34</del> 35
We Shall Overcome .....	<del>34</del> 35

## Hot Cross Buns

Playing G A B



## Possum Trot

Playing G A B



## All Through the Night

Playing G A B



## Boat to Brazil

Playing G A B



## Possum Trot

Playing G A B

The musical notation for 'Possum Trot' is written in treble clef with a key signature of one sharp (F#) and a 4/4 time signature. The melody consists of six measures. Measure 1 starts with a half note G4. Measure 2 has a half note A4. Measure 3 has a half note B4. Measure 4 has a half note G4. Measure 5 has a half note F#4. Measure 6 has a half note E4. Above measure 5 is a bracket labeled '2' indicating a second ending. Above measure 6 is a bracket labeled '1.' indicating a first ending. Above measure 7 is a bracket labeled '3' indicating a triplet. Above measure 8 is a bracket labeled '4' indicating a fourth ending. Above measure 9 is a bracket labeled '5' indicating a fifth ending. Above measure 10 is a bracket labeled '6' indicating a sixth ending.

## Boat to Brazil

Playing G A B

The musical notation for 'Boat to Brazil' is written in treble clef with a key signature of one sharp (F#) and a 4/4 time signature. The melody consists of five measures. Measure 1 starts with a half note G4. Measure 2 has a half note A4. Measure 3 has a half note B4. Measure 4 has a half note G4. Measure 5 has a half note F#4. Above measure 4 is a bracket labeled '1.' indicating a first ending. Above measure 5 is a bracket labeled '2.' indicating a second ending. Above measure 6 is a bracket labeled '3' indicating a triplet. Above measure 7 is a bracket labeled '4' indicating a fourth ending. Above measure 8 is a bracket labeled '5' indicating a fifth ending.

## All Through the Night

Playing G A B

The musical notation for 'All Through the Night' is written in treble clef with a key signature of one sharp (F#) and a 4/4 time signature. The melody consists of six measures. Measure 1 starts with a half note G4. Measure 2 has a half note A4. Measure 3 has a half note B4. Measure 4 has a half note G4. Measure 5 has a half note F#4. Measure 6 has a half note E4. Above measure 5 is a bracket labeled '2' indicating a second ending. Above measure 6 is a bracket labeled 'Fine' indicating the end of the piece. Above measure 7 is a bracket labeled '3' indicating a triplet. Above measure 8 is a bracket labeled '4' indicating a fourth ending. Above measure 9 is a bracket labeled '5' indicating a fifth ending. Above measure 10 is a bracket labeled '6' indicating a sixth ending. Above measure 11 is a bracket labeled 'D. C. al Fine' indicating a double bar line and then a repeat sign followed by 'al Fine'.

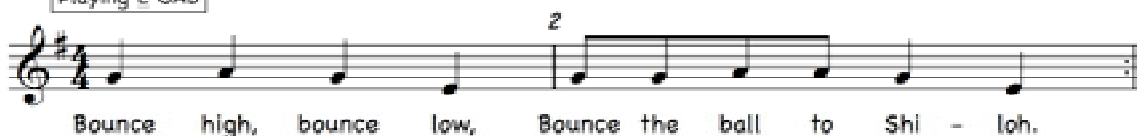
## Good Night

Playing E GAB



## Bounce High

Playing E GAB



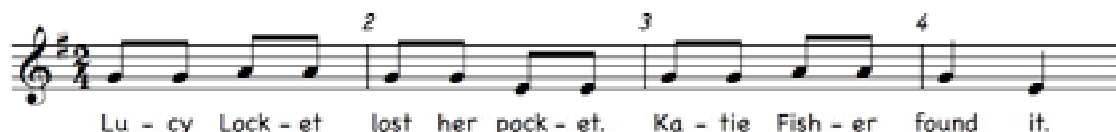
## Snail, Snail

Playing E BAG



## Lucy Locket

Playing E GAB



## Who Has Seen the Wind?

Playing E GAB

Who has seen the wind? Nei - ther you nor I.

But when leaves bow down their heads, the wind is pass - ing by.

The musical notation is in treble clef with a key signature of one sharp (F#) and a 4/4 time signature. The melody consists of two lines. The first line has a quarter note for 'Who', a quarter note for 'has', a quarter note for 'seen', a half note for 'the', and a quarter note for 'wind?'. The second line has a quarter note for 'Nei', a quarter note for 'ther', a quarter note for 'you', a quarter note for 'nor', and a quarter note for 'I.'. The third line has a quarter note for 'But', a quarter note for 'when', a quarter note for 'leaves', a quarter note for 'bow', a quarter note for 'down', a quarter note for 'their', a quarter note for 'heads,', a quarter note for 'the', a quarter note for 'wind', a quarter note for 'is', a quarter note for 'pass -', a quarter note for 'ing', and a quarter note for 'by.'. There are fingerings 2, 3, and 4 indicated above the notes.

## Acka Backa

Playing E GAB

Ack - a back - a so - da crack - er, ack - a back - a boo.

Ack - a back - a so - da crack - er, Out goes YOU!

The musical notation is in treble clef with a key signature of one sharp (F#) and a 4/4 time signature. The melody consists of two lines. The first line has a quarter note for 'Ack - a', a quarter note for 'back - a', a quarter note for 'so - da', a quarter note for 'crack - er,', a quarter note for 'ack - a', a quarter note for 'back - a', and a quarter note for 'boo.'. The second line has a quarter note for 'Ack - a', a quarter note for 'back - a', a quarter note for 'so - da', a quarter note for 'crack - er,', a quarter note for 'Out', a quarter note for 'goes', and a quarter note for 'YOU!'. There are fingerings 2, 3, and 4 indicated above the notes.

## Sammy Went to Sea

Playing E GAB

One, two, three, Sam - my went to sea. Sea rose, Sam - my froze, tee hee hee.

The musical notation is in treble clef with a key signature of one sharp (F#) and a 4/4 time signature. The melody consists of two lines. The first line has a quarter note for 'One,', a quarter note for 'two,', a quarter note for 'three,', a quarter note for 'Sam -', a quarter note for 'my', a quarter note for 'went', a quarter note for 'to', and a quarter note for 'sea.'. The second line has a quarter note for 'Sea', a quarter note for 'rose,', a quarter note for 'Sam -', a quarter note for 'my', a quarter note for 'froze,', a quarter note for 'tee', a quarter note for 'hee', and a quarter note for 'hee.'. There are fingerings 2, 3, and 4 indicated above the notes.

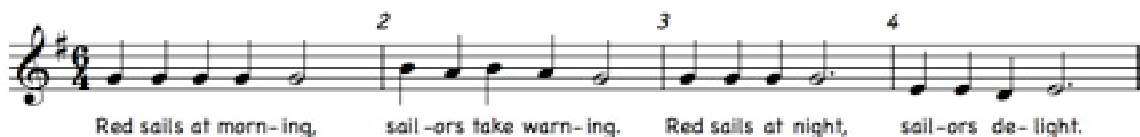
## Old Mister Rabbit

Playing E GAB



## Red Sails

Playing D E GAB



## Ice Cream, Soda

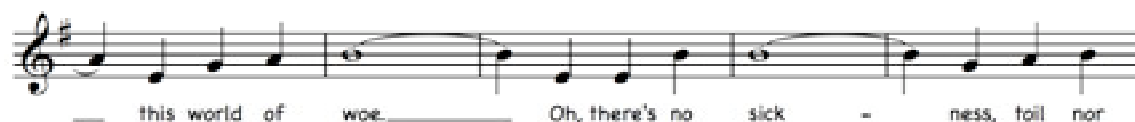
Playing D E GAB



## Wayfaring Stranger

Folk Spiritual

Playing D E BAG



## Chickalileo

Playing DE GAB



## Cotton-eye Joe

Playing DE GAB



## Band of Angels

Playing DE GAB

Musical notation for the song "Band of Angels". It consists of four staves in 4/4 time, key of D major. The lyrics are written below the notes. Finger numbers 2, 3, 4, 5, 6, 7, 8, and 9 are indicated above specific notes. The piece ends with a double bar line.

There was one, there were two, there were three lit - tle an - gels, There were

four, there were five, there were six lit - tle an - gels. There were

sev - en, there were eight, there were nine lit - tle an - gels.

Ten lit - tle an - gels in that band.

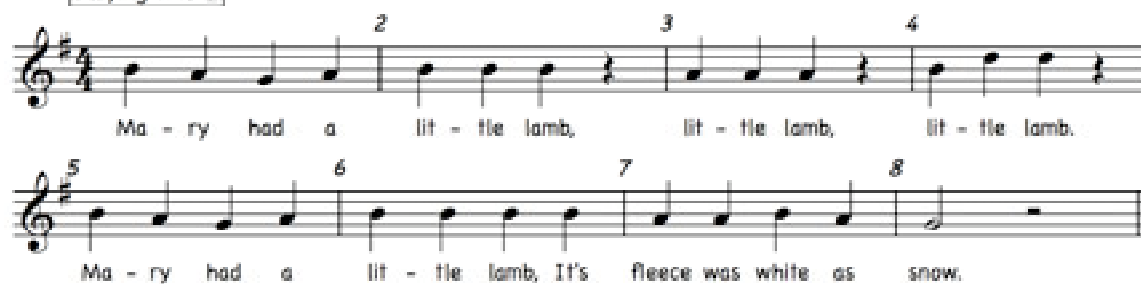
## See Saw

Playing B d



## Mary Had a Little Lamb

Playing BAG d



## Largo (from the New World Symphony)

Anton Dvorak

Playing GAB d



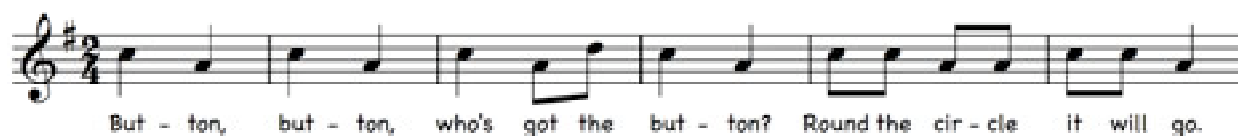
## Amazing Grace

Playing DE GAB d



## Button, Button

Playing A c d



## Ode to Joy

Playing D GAB c d

Ludwig van Beethoven  
from the Ninth Symphony



## Jingle Bells

Playing GAB c d

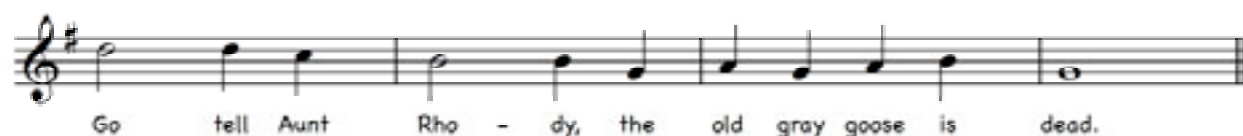
Jin - gle bells, jin - gle bells, jin - gle all the way. Oh, what fun it

is to ride in a one-horse o - pen sleigh\_\_\_\_\_ Jin - gle bells, jin - gle bells,

jin - gle all the way. Oh, what fun it is to ride in a one-horse o - pen sleigh.

## Go Tell Aunt Rhody

Playing GAB c d



## Good Night, Ladies

Playing D GAB c



## Oats & Beans & Barley Grow

Playing GAB c d

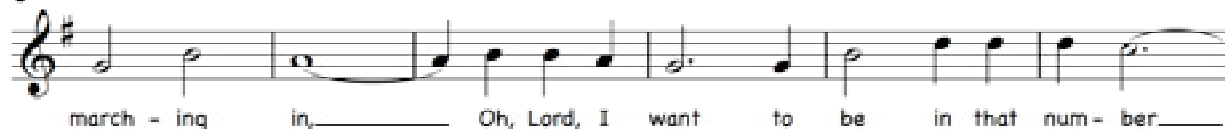


## Oh, When the Saints Go Marching In

Playing GAB c d



6



12



## I Know Where I'm Going

Playing GAB c d



7



12



## He is Born (Il Est Ne)

French carol

Playing D GAB c d

He is born, the Di - vine Christ child; Play the mu - sette, play the tune - ful o - boe.

5

He is born, the Di - vine Christ child; Sing we all and re - joice this day.

Detailed description: The image shows two staves of music in G major (one sharp) and 4/4 time. The first staff contains the first line of the melody, and the second staff contains the second line, starting with a measure rest. The lyrics are written below the notes.

## Who Built the Ark?

Spiritual

Playing D E GAB

Who built the ark? No - ah, No - ah,

3

Who built the ark? Bro - ther No - ah built the ark.

Detailed description: The image shows two staves of music in G major (one sharp) and 4/4 time. The first staff contains the first line of the melody, and the second staff contains the second line, starting with a measure rest. The lyrics are written below the notes.

## All Through the Night (Harmony part)

Playing B c d

Detailed description: The image shows two staves of music in B major (two sharps) and 4/4 time. The first staff contains the first line of the melody, and the second staff contains the second line, starting with a measure rest. The lyrics are written below the notes.

# Country Dance

A Recorder Duet

## Part One

Playing GAB c d



## Part Two

Playing GAB



## Hot Cross Buns



## Largo (from the New World Symphony)

Anton Dvorak



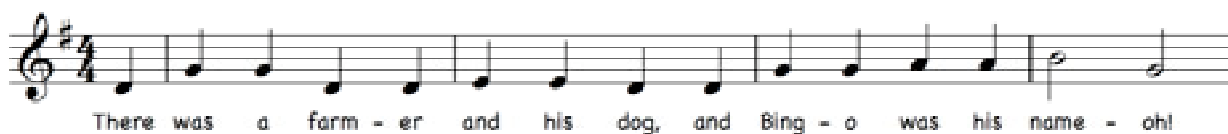
## Give Me That Old Time Religion

Playing DE F# GAB



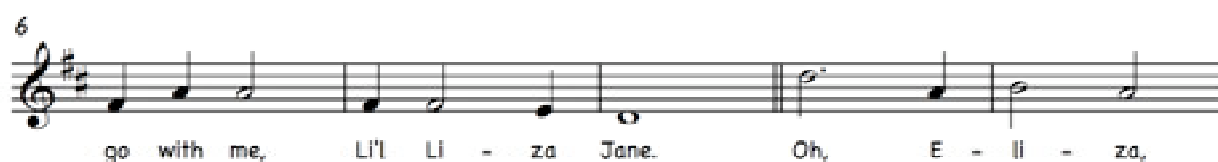
## B-I-N-G-O

Playing D F# GAB c



## Li'l Liza Jane

Playing DE F# AB d



## Yankee Doodle

Playing DE F# GAB c



5



## We Three Kings of Orient Are

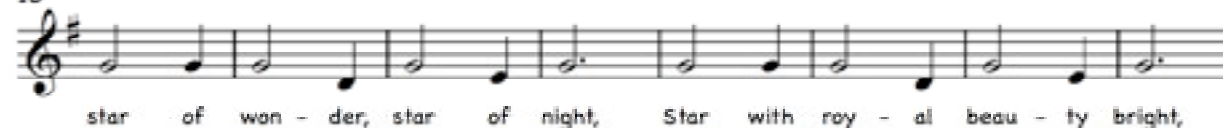
Playing E F# GAB cd



9



18

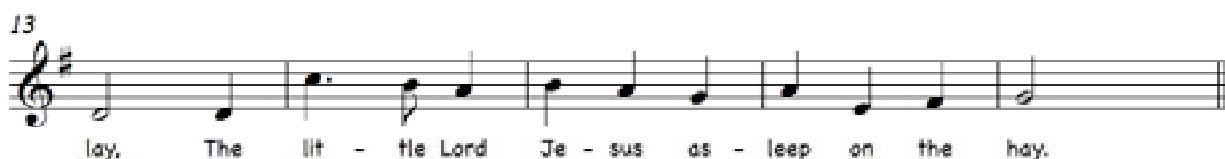


26



## Away in a Manger

Playing DE F# GAB cd



## We Wish You a Merry Christmas

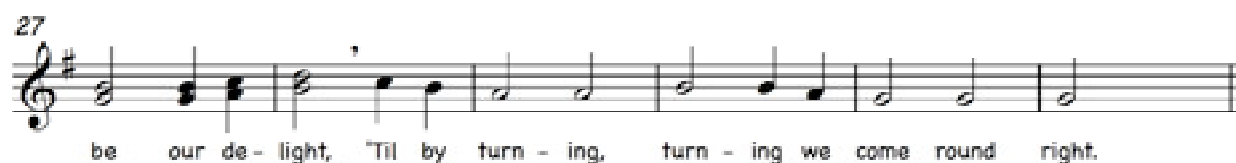
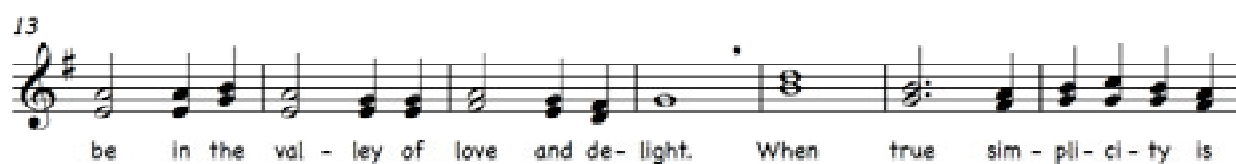
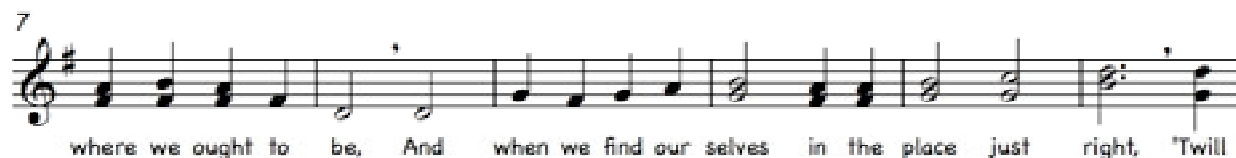
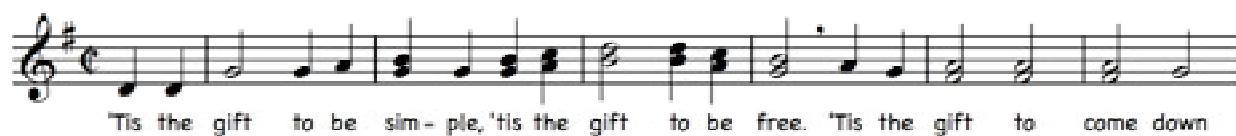
Playing DE F# GAB c d



# Simple Gifts

Playing DE F# GAB cd

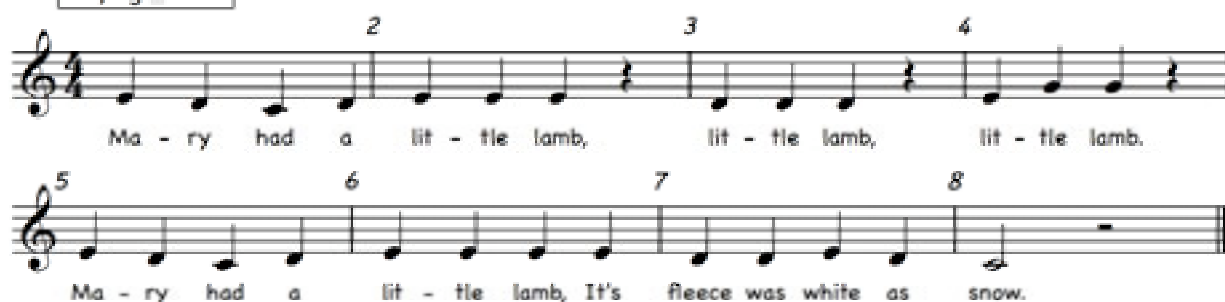
Shaker Tune



Both players play at all times, even when there is only one note.  
When there is only one note, they play the same note together.

## Mary Had a Little Lamb

Playing C DE G



## Largo (from the New World Symphony)

Anton Dvorak

Playing C DE G



## God is So Good

Unknown



2. He loves me so... He's so good to me
3. He answers prayer...He's so good to me.
4. He's coming soon...He's so good to me.

## Li'l Liza Jane

Playing C DE GA c

Come, my love, and go with me, Li'l Li - za Jane. Come, my love, and

6 go with me, Li'l Li - za Jane. Oh, E - li - za,

11 Li'l Li - za Jane. Oh, E - li - za, Li'l Li - za Jane.

## This Little Light of Mine

Spiritual

Playing C DE F GAB c

This lit - tle light of mine I'm goin' to let it shine. This lit - tle light of

6 mine I'm goin' to let it shine. This lit - tle light of mine

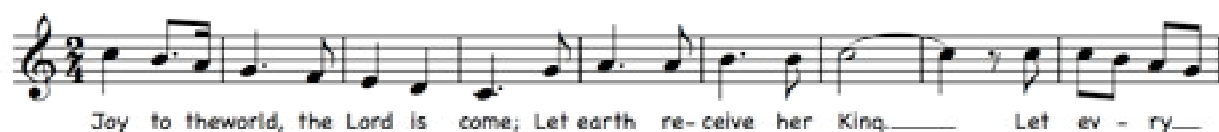
11 I'm goin' to let it shine, let it shine, let it shine, let it shine.

# Joy to the World

Isaac Watts

George F. Handel

Playing C DE F GAB c



# Go Tell it on the Mountain

Playing CD F GA Bb cd

Spiritual



# Lovely Evening

(Three part round)

Playing F GA Bb cd

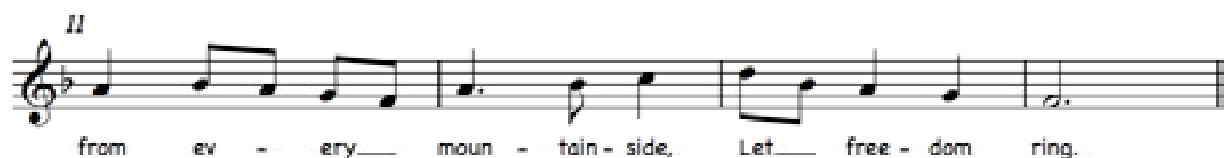
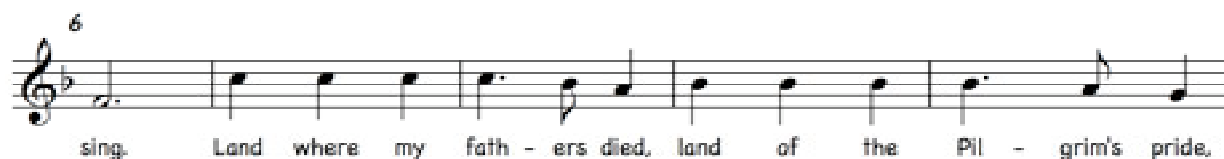


# My Country, 'Tis of Thee

Samuel Smith

Henry Carey

Playing E F GA Bb cd



## Into My Heart

Words & Music by Harry D. Clarke

Playing CDE F GA Bb cd



## My Jesus, I Love Thee

Anonymous

A. J. Gordon

Playing E F GA Bb cd



# I'm Gonna Sing

Playing DE GAB c

Spiritual

I'm gonna to sing when the Spir - it says sing, I'm gonna to sing when the Spir - it says

4 sing, I'm gonna to sing when the Spir - it says sing, And o -

7 1. bey the Spir - it of the Lord, I'm gonna to Lord, 2. Lord,

# We Shall Overcome

Playing CDEFGABcd

Spiritual

We shall o - ver - come, We shall o - ver - come, We shall o - ver -

6 come some day, Oh, deep in our hearts,

11 we do be - lieve, We shall o - ver - come some - day

## HOW DID I DO?

### Student Checklist for Recorder Performance

STUDENT \_\_\_\_\_

SONG \_\_\_\_\_

I felt confident that I would play well and I did.	Yes	No
I was excited to play for my classmates.	Yes	No
I had my LEFT HAND on top, right hand on bottom.	Yes	No
I had my finger pads covering the correct holes.	Yes	No
I held the recorder at the proper angle.	Yes	No
My arms, hands, and fingers were relaxed and calm.	Yes	No
I played the rhythm correctly, keeping a steady beat.	Yes	No
I played the notes of the song correctly without help.	Yes	No
I tongued each note correctly.	Yes	No
The sound of my playing was pleasant, with no squeaks.	Yes	No

TOTAL "Yes" answers \_\_\_\_\_

SCORE:	9-10	Powerful
	6-8	Capable
	3-5	Developing
	0-2	Undeveloped

# HOW DID I DO?

## Teacher Checklist for Recorder Performance

STUDENT \_\_\_\_\_

SONG \_\_\_\_\_

### 4 Powerful (Independent)

Displays confident and eager attitude  
Plays song with correct rhythm & pitches  
Creates pleasing tone using careful articulation  
Arms, hands and fingers are correct and calm

### 3 Capable

Displays confident and eager attitude  
Plays song with correct rhythm & pitches, only minor stumble  
Creates acceptable sound, may have brief squeak but correct the problem quickly without help  
Arms, hands, and fingers are correct but slightly tense

### 2 Developing

Plays nervously, lacks confidence while playing  
Shows difficulty with rhythm & pitches, but keeps playing  
Creates quavery or harsh sound, incorrect articulation  
Arms, hands, or fingers somewhat incorrect

### 1 Undeveloped

Doesn't want to play for the class, gives up in middle of song  
Great difficulty or "no clue" with playing rhythm & pitches  
Creates sound that has no relation to correct pitches  
Uncertain of correct arm, hand, or finger position

SCORE:	9-10	Powerful
	6-8	Capable
	3-5	Developing
	0-2	Undeveloped