

RECORDER READINESS

CREATIVE TOOLS for BUILDING MUSIC LITERACY

By DANIELLE BAYERT

SINGULAR CONCEPTS

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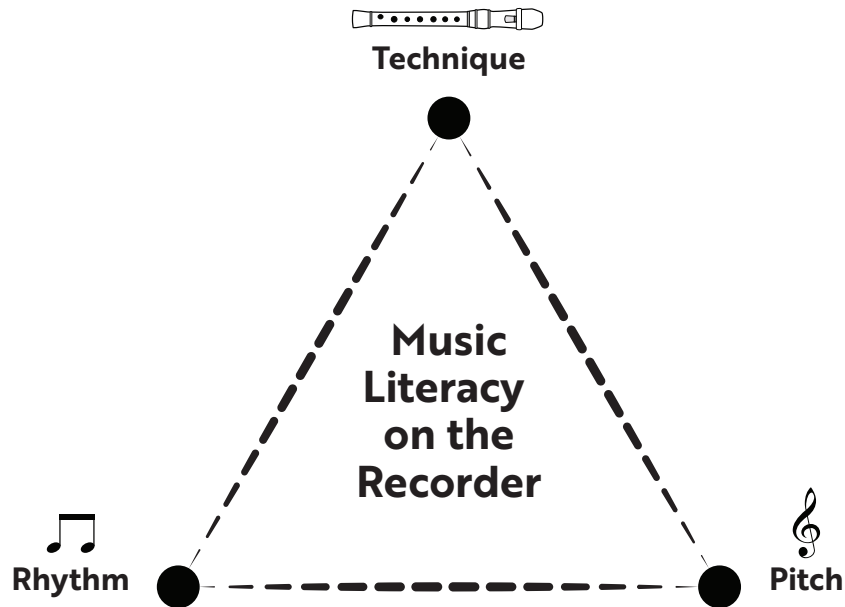
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How to Use this Book

Each point of the triangle below is a different skill necessary for recorder literacy. Notice the dotted lines connecting some of the skills with each other. These lines represent the synthesis of two concepts at the same time. After activities that include two concepts at a time, students are ready to combine all three and perform music.



PHASE ONE Singular Concepts

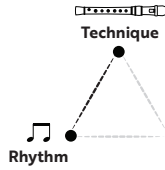
- Work each point of the triangle separately
- Make sure your students have instant pitch identification
- Make sure your students accurately perform rhythms
- Make sure your students understand proper recorder technique

PHASE TWO Combining Two Concepts

- Work two of the triangle points at a time
- Target the skills that need the most work for your particular group of students
- Isolate single concepts as needed
- Include simpler activities that ensure success and scaffolding

PHASE THREE Synthesizing Three Concepts

- Begin reading music on the recorder
- Reinforce concepts as the need arises
- Include simpler activities that ensure success and scaffolding



RECORDER DICE GAME

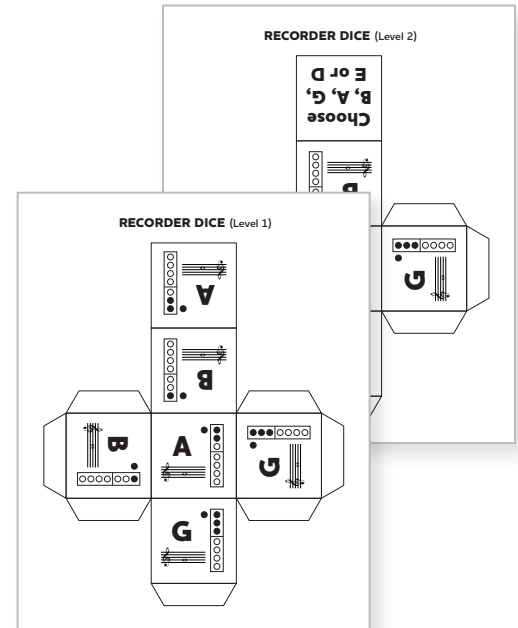
MUSICAL CONCEPT | Expression of Music (Perform)

Learning Objectives

- Students will correctly play rhythms using the recorder.
- Students will use the correct fingering and tonguing technique.

Materials

- “Recorder Dice” template (Level 1, 2, or 3)
- “Rhythm Cards” template
- White cardstock for “Recorder Dice”
- Colored cardstock for “Rhythm Cards”
- Envelopes
- Scissors
- Tape
- Recorders



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Preparation

1. Print the dice on white cardstock and the rhythm cards on colored cardstock (there are intentional duplicates of some of the most common rhythms). You may want the entire class to work on the same level of dice, or print out different dice according to the ability level of individual students.
2. Laminate for durability, if desired.
3. Cut around the dice.
4. Fold on all of the lines.
5. Tape the dice together.
6. Cut out the rhythm cards and put each set in its own envelope.
7. You will need enough sets for the class to play in groups of three.

Activity

1. Students work in small groups of three students per group.
2. Put all of the rhythm cards in a stack and draw a card from the top of the stack.
3. The group claps and says the rhythm two to four times.
4. Roll the dice.
5. Use the pitch on the dice to play the rhythm on the recorder.

Hot Cross Buns

Traditional

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

Merrily We Roll Along

Traditional

Mer - ri - ly we roll a - long, roll a - long, roll a - long.

Mer - ri - ly we roll a - long o'er the deep blue sea.

Rain, Rain Go Away

Traditional

Rain, rain go a - way, come a - gain an - oth - er day.

Lit - tle chil - dren want to play. Rain, rain go a - way.