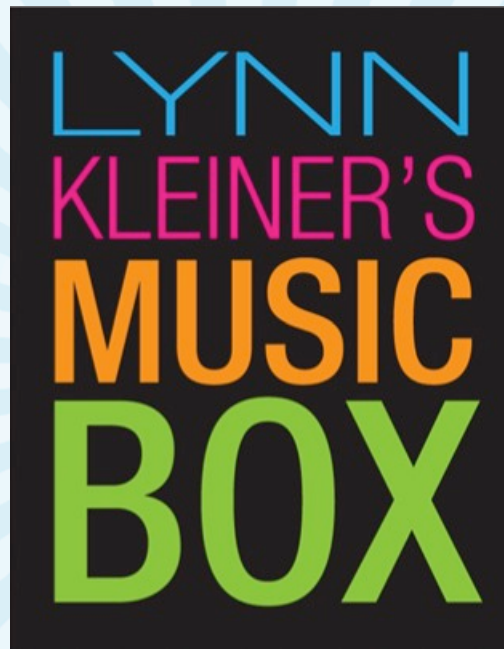


WEEKLY LESSON 1

Recorder Rookies

Sing, Dance, Play, Create and Read



A resource for teachers
who love to teach and live to learn.

Lesson Plan 1: Recorder 1 continued

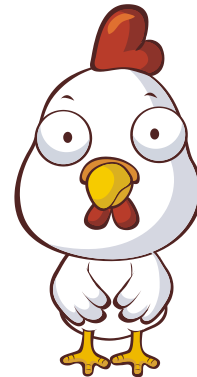
Activity	Title	Comments	Resources + What's Needed
Playing the Head piece Of the Recorder Conductor Game	<i>Weird Birds cont.</i>	<p>Blowing Techniques:</p> <ul style="list-style-type: none"> Remind students to blow the same as we did for the tropical breeze: Blow on the arm very strongly and then very gently. We want the gentle, warm air. With the head joint of the recorder only, practice blowing warm and gently in the mouthpiece. Play the rhythm of the rhyme using the tonguing on "doot". <p>Conductor Game:</p> <ul style="list-style-type: none"> Explain that they may only play their bird calls when they are the "weird bird." This will be when the teacher is pointing directly at them. Teacher stands in the circle and clearly indicates who is to play. Next, the teacher indicates that more than one plays by using both hands to point. No one plays when both arms are down. Try pointing quickly at many different places in the circle. Use arms to indicate sections of the circle that should play. You can have hands closer together for fewer players or gradually widen arms to increase number of players. If time, try student conductors. <p>Have students rest their "birds" in a nest created by their hands. (So they do not play!)</p> <p>"Perform" ABAB using only the head of the recorder. A: the rhythm of the rhyme B: make bird calls</p>	<i>Recorder Head Joint Only</i>
Playing with the complete Recorder Improvisation	<i>Playing B A G</i> <i>Weird Birds</i>	<ul style="list-style-type: none"> Ask students to hold up their left hand. Show the index finger and thumb; bring them together like the fingers are pinching something. Ask to see their "pincher fingers" on their left hand. Explain these two fingers will cover the first hole and the hole in the back of the recorder to play the note "B." Remind them to blow with a slow, warm tropical breeze and play "B." Add another finger to show 2 fingers doing the pinching movement with the thumb. Play the "A." Continue with three fingers on top for playing "G." Play the "Weird Birds" rhythm using these notes. Tell the students they can play any of the notes they choose. 	<i>Complete Recorder</i>
Writing	<i>Weird Birds</i>	<ul style="list-style-type: none"> Pass out handout 1 to each student. Ask them to choose their favorite color crayon. Draw a rest in each box where our rhyme is quiet. Use it to write one line in each box to represent the beat of the rhyme. Choose another crayon. If the beat has more than one sound, draw another line in the box. Hook the two lines together since eighth notes like to go together. Play the rhyme, improvising on B, A and G, while following the rhythm of the rhyme on their paper. 	<i>Crayons Handout 1</i>
Orff Pentatonic	<i>Weird Birds (if time)</i>	<ul style="list-style-type: none"> Direct students to play the rhythm of the rhyme on an Orff instrument. If time, add a bordun pattern on the basses using big G and small D. Use ostinatos from the rhyme to form accompaniments for recorder or Orff players. For example, "birds you've never heard (rest)" or "Rest, rest, <i>Weird Birds</i>, or "Rest, rest, <i>How absurd!</i>" 	<i>Orff in G Remove Fs, Cs</i>

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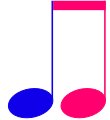



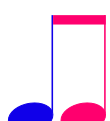




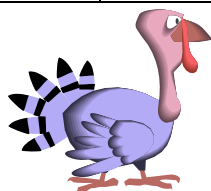
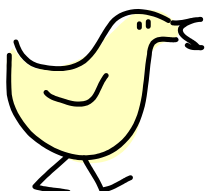
Weird Birds

Recorder 1
Teacher Handout
(Student handout below)



Weird Birds

 Weird	 birds	 strange	 birds
 Birds you've	 Nev - er	 heard	
 Make	 up your	 own	 sound no
 Mat - ter	 How ab-	 surd!	



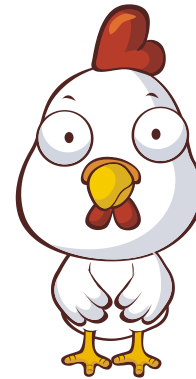
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Weird Birds

Recorder 1

Write in the rhythm of the rhyme.



Weird Birds

Weird	birds	strange	birds
Birds you've	Nev - er	heard	
Make	up your	own	sound no
Mat - ter	How ab-	surd!	

