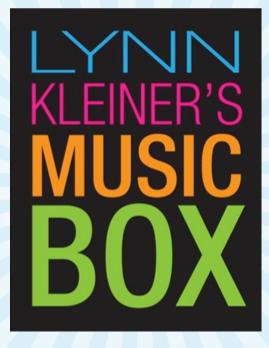
WEEKLY LESSON 1

Recorder Rookies

Sing, Dance, Play, Create and Read



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

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Lesson Plan 1: Recorder 1

For students ages 7-9 who have had Melody Maker Lessons. *Lesson time:* 45 Minutes

Recommendation of What's Needed

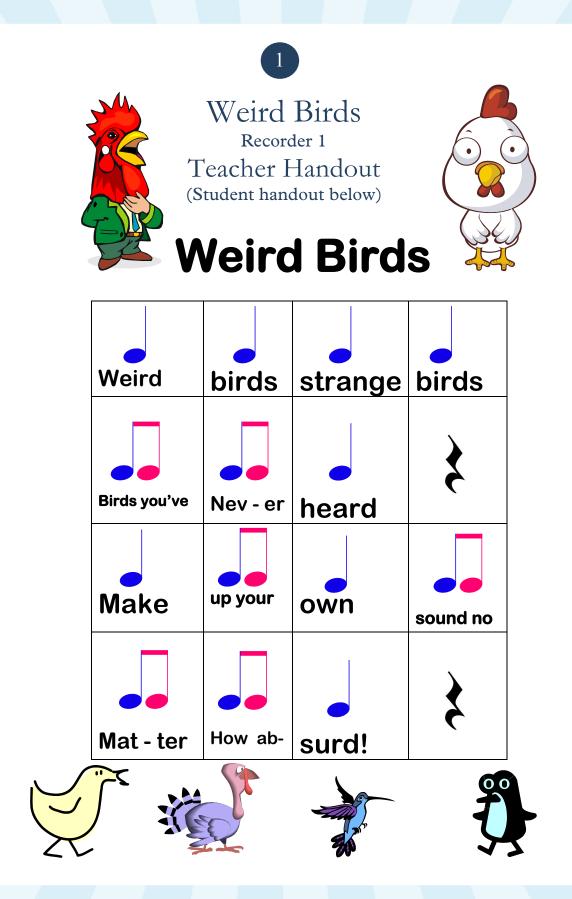
Reference Books: Kids Can Listen, Kids Can Move! (KCL) Handouts: Weird Birds CDs: Kids Can Listen, Kids Can Move (KCL) Props/Visuals: White board, markers, soft ball or yarn ball Instruments for Teacher: Soprano Recorder, Orff instruments Materials & Instruments for Students: Soprano Recorder, Binder, Crayons, Student Handout 1

Activity	Title	Comments	Resources + What's Needed
Pitch Matching	Hello Song Solo Singing Game	 Teacher throws ball and sings "Sing me your name" Student returns the ball to the teacher singing the exact same pitches "My name is" If pitches are not the same, encourage the student to try it again or perhaps sing an easier option such as echo just their name. 	Soft Ball Or Yarn Ball
Movement	Pizzicato	 Explain that we are pretending we are in the tropics, feeling the tropical breeze. Practice blowing slow warm air on your hand. We are going to go for a walk looking for weird and strange birds, listening for their unique sounds. However, on this jungle hike, we made the mistake of only wearing our shorts and tank tops and now we're getting eaten by mosquitoes. Then, we look up and see some of the birds flying way above us. We daydream that we are the birds flying. Later, as another bug bites, we begin hitting those mosquitos again. Move to the music as you listen for the swatting, flying and swatting! 	KCL Page 29 Track: 20
Improvisation Blowing Techniques	Bird Sounds Weird Birds	 Bird Sounds: Using only the head joint of the recorder, demonstrate various techniques that might be used to create bird sounds. Blow in the head of the recorder the same way you blew for the tropical breeze – warm and slow. Examples: Flutter tongue Various speeds of covering and uncovering the end of the head piece with your hand while you blow into it. Insert and remove a finger into the bottom of the head joint while blowing into the mouthpiece Encourage students to experiement creating a variety of sounds by tonguing. Weird Birds: Have students pat the beat as you say the rhyme. "Weird birds, strange birds, birds you've never heard. Make up your own sound, no matter how absurd." 4 beat echo patterns, ex: TEACHER: Weird birds, strange birds STUDENTS: Weird birds, strange birds TEACHER: Birds you've never heard (Repeat echoes using 8 beats.) Say the entire rhyme with the students repeating the entire rhyme. 	Recorder Head Joint only

Lesson Plan 1: Recorder 1 continued

Activity	Title	Comments	Resources + What's Needed
Playing the Head piece Of the Recorder	Weird Birds cont.	 Blowing Techniques: 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". 	Recorder Head Joint Only
Conductor Game		 Conductor Game: 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. Have students rest their "birds" in a nest created by their hands. (So they do not play!) 	
		"Perform" ABAB using only the head of the recorder. A : the rhythm of the rhyme B : make bird calls	
Playing with the complete Recorder Improvisation	Playing B A G Weird Birds	 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. 	Complete Recorder
Writing	Weird Birds	 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. 	Crayons Handout 1
Orff Pentatonic	Weird Birds (if time)	 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, <i>"birds you've never heard (rest)"</i> or " "Rest, rest, <i>Weird Birds, or "Rest, rest, How absurd!."</i> 	Orff in G Remove Fs, Cs

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