

# RECORDER

# OLYMPICS

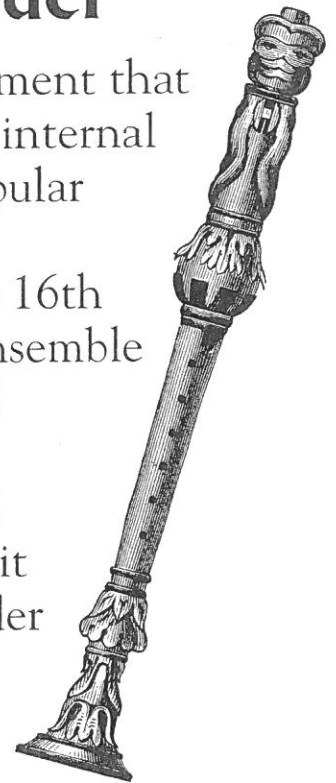


NAME: \_\_\_\_\_ CLASS: \_\_\_\_\_

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# The History Of The Recorder

The recorder is a whistle-type woodwind instrument that is from an ancient family of instruments called the internal duct flutes. For many centuries, it was the most popular woodwind instrument. It was being used as a folk instrument as early as the 12th century. During the 16th century, several composers were writing solo and ensemble music for the recorder. Two of these were Bach and Handel, probably the best known composers of the Baroque Era. The transverse (side-blown) flute had replaced the recorder by the 18th century, because it had a much broader dynamic range than the recorder and could blend better with the larger, louder orchestras of the day.

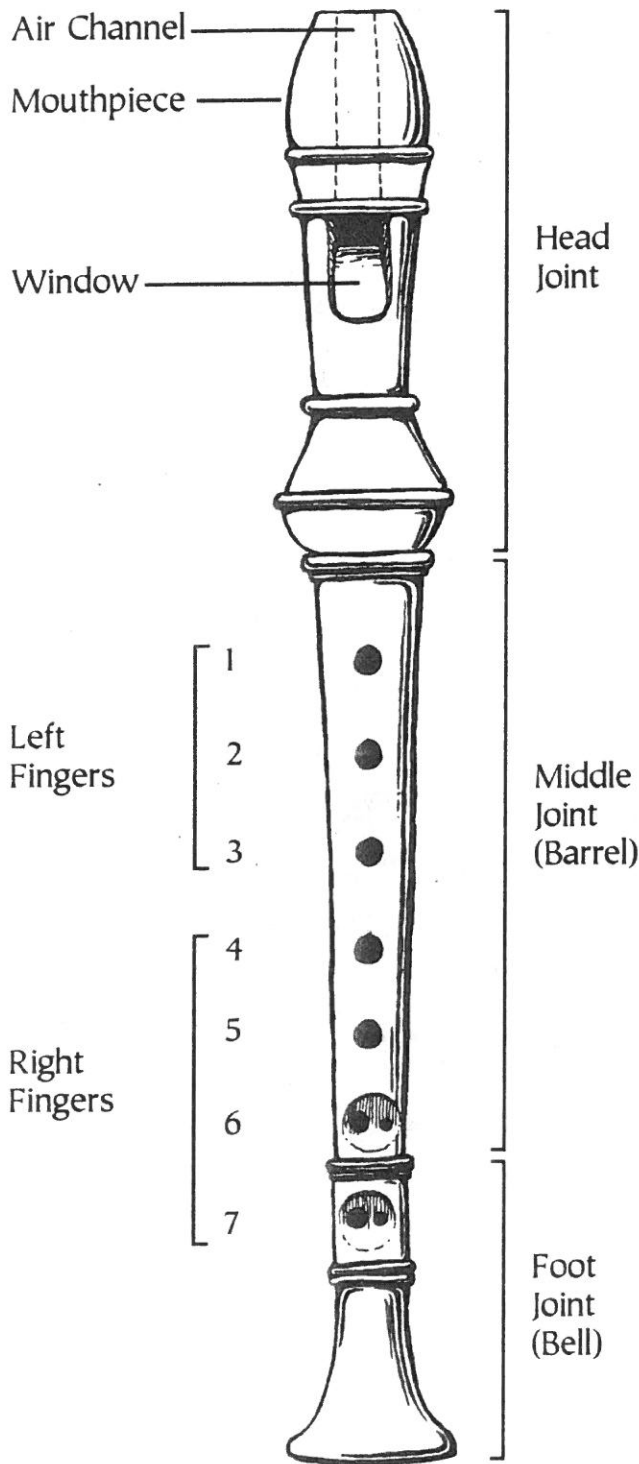


Recorders probably came to America with some of the first settlers. There are as many as 26 recorders listed in the inventories of various plantations in the 1600s. Around 1925, the recorder began to make a comeback in popularity because of a renewed interest in Renaissance and Baroque music. Today, more than 3.5 million plastic recorders are manufactured per year. Recorders are played in many elementary schools and can be a wonderful instrument to learn on its own or as an introductory band instrument. Many skills are learned from the playing of the recorder, such as fingering skills, embouchure development, breath support, articulation skills, and development of the inner ear.

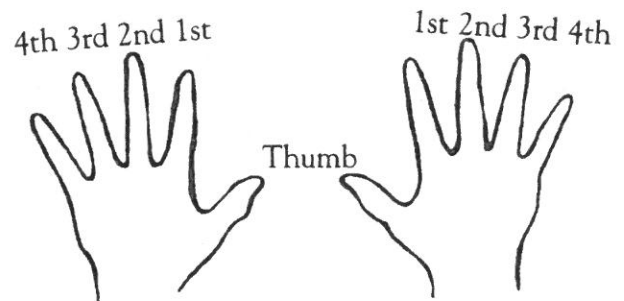
The five most common recorders are: sopranino (or descant), soprano, alto, tenor, and bass. The smallest is the Garklein recorder, which is only four inches long. The largest recorder is called a sub-contra bass and is about ten feet long. The soprano is the recorder that is most often played by beginners. All of these recorders can play together just like a choir. This group is called a consort.



# How To Hold The Recorder

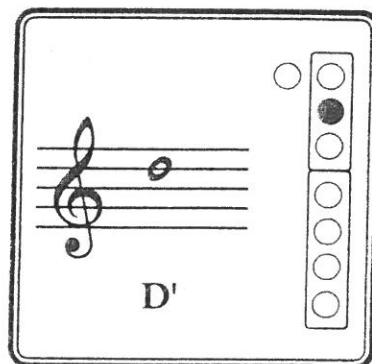
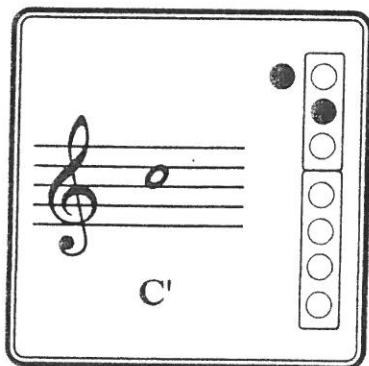
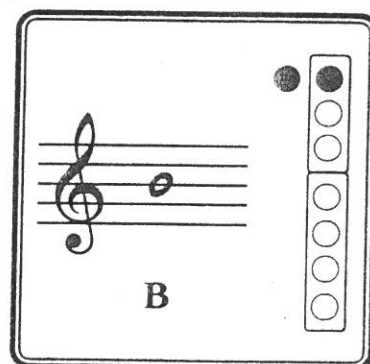
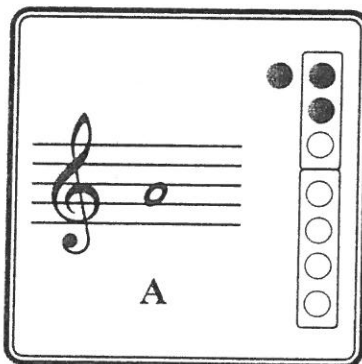
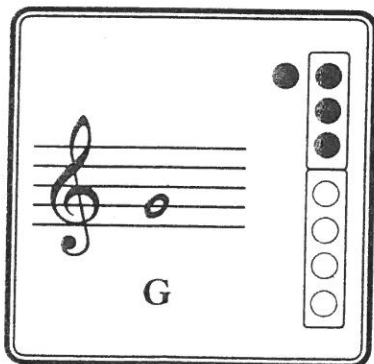
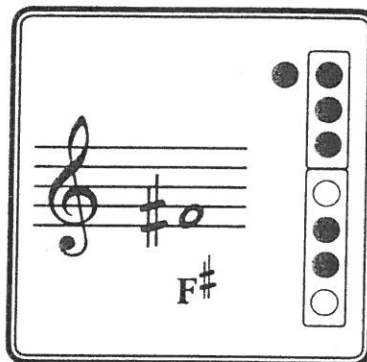
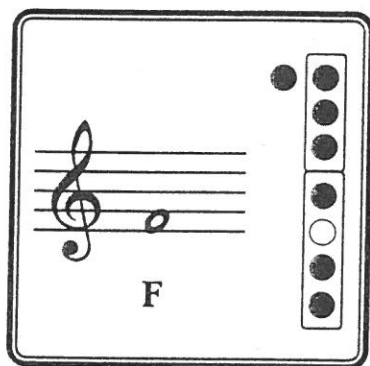
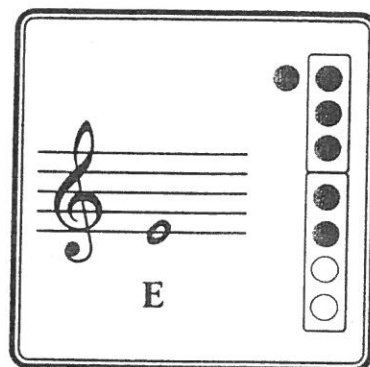
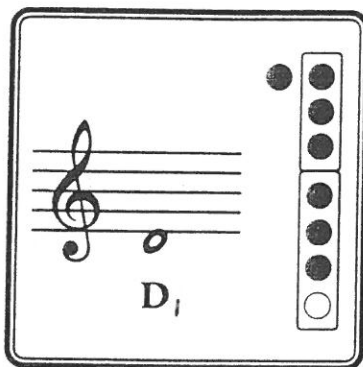
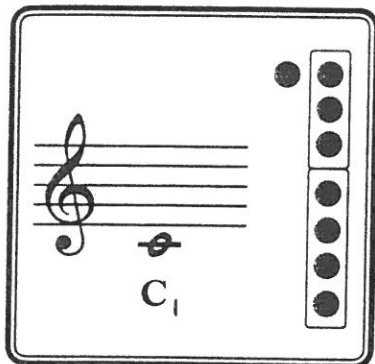


- All recorders have a thumb hole in the back and seven holes down the front. Some recorders have double holes on the bottom two holes.
- The left hand is placed at the top of the recorder, which is by the mouthpiece. The left hand covers the thumb hole in the back of the recorder and the first three holes. The pinkie finger of the left hand is never used and should be held away from the recorder.
- The right hand is placed at the bottom of the recorder. The right thumb is used to balance the recorder and is placed between the 4th and 5th holes on the back. The right hand fingers cover the four holes near the bottom of the recorder.
- Cover the holes completely with the flat, fleshy pad of your fingers, NOT the fingertips.
- Fingers should be slightly curved.
- Fingers that are not being used to cover holes should be held a little distance above their holes so they are ready to quickly play the next note.
- Hold your recorder at a 45-degree angle. Your elbows should be slightly away from your body. Make sure to sit up straight!










# RECORDER FINGERING CHART

The hole that is outside the box indicates the thumbhole on the back of the recorder. When the circle is black, cover that hole with the correct finger.





# How We Count Music

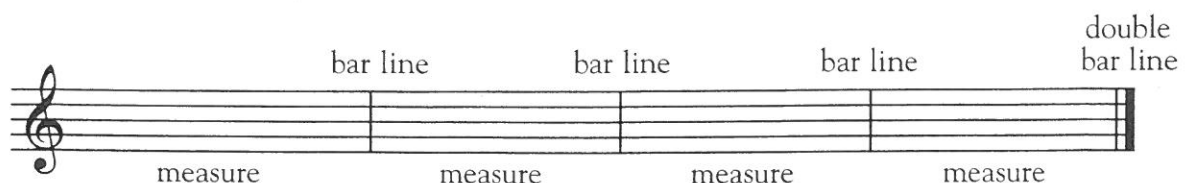
Below are some of the notes we use in music. Each note has a name and a value or length. Here are their American names and values in 4/4 time:

quarter note		(ta)	1 beat
eighth note		(ti)	1/2 beat
eighth note pair		(ti-ti)	1 beat
dotted quarter note		(ta-ee)	1 1/2 beats
half note		(two-oo) (half note)	2 beats
dotted half note		(three-ee-ee) (dotted-half-note)	3 beats
whole note		(fo-o-o-or) (whole note hold it)	4 beats

A rest is a silence. For every note, there is a rest of equal value. Here are some rests we will use in our music:

quarter rest		(sh)	1 beat
half rest		(re-est)	2 beats

Music is written so that we read it from left to right and top to bottom, just as we read a book. Our music is divided into sections called **measures** or **bars**. Measures are separated by **bar lines**. A **double bar line** is placed at the end of a song.

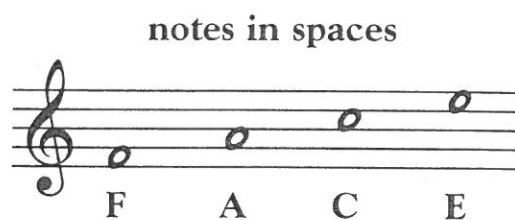
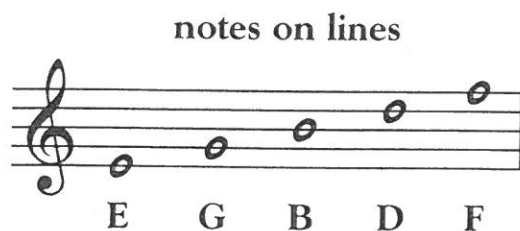


# How We Name The Notes

Music is written on a **staff** made up of five lines. Notes are written on these lines or in the spaces between them. They can also be written in the spaces below and above these lines.

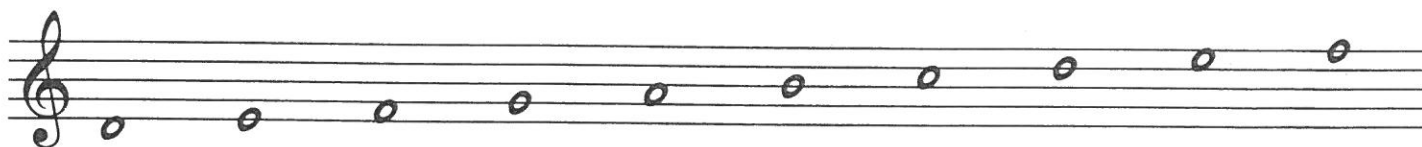
Notes are given names based on the letters of the alphabet from A through G.

Each staff begins with a **clef**. Music for different instruments is written in different clefs. The recorder you are playing uses the **treble** clef. Here are the names of the notes of the staff in treble clef:



It may help you to remember the notes on the lines by remembering the sentence **Every Good Boy Does Fine**. The notes in the spaces spell out the word **FACE**.

Here are the notes on the treble clef that we will use in our recorder music. Fill in their names under the notes.



\_\_\_\_\_

# Practice Counting

In the space provided, write how many beats each note or rest equals:

1.  \_\_\_\_\_ beat(s)

6.  \_\_\_\_\_ beat(s)

2.  \_\_\_\_\_ beat(s)

7.  \_\_\_\_\_ beat(s)

3.  \_\_\_\_\_ beat(s)

8.  \_\_\_\_\_ beat(s)

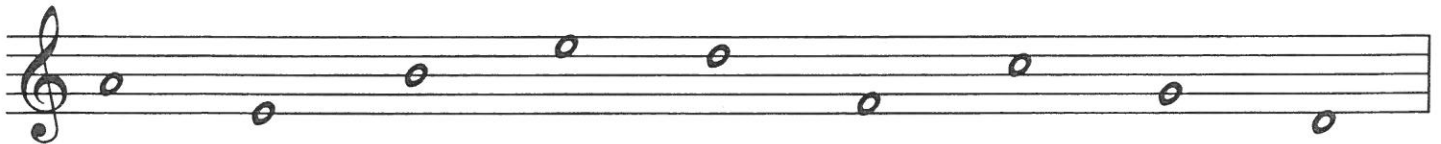
4.  \_\_\_\_\_ beat(s)

9.  \_\_\_\_\_ beat(s)

5.  \_\_\_\_\_ beat(s)

# Practice Naming The Notes

Write the letter name of each note in the space provided:



\_\_\_\_\_



\_\_\_\_\_

# Rhythm Fun



## Eighth Notes

One eighth note gets 1/2 count.  
Two eighth notes get ONE count

**A**  $\frac{4}{4}$

**B**  $\frac{4}{4}$

**C**  $\frac{4}{4}$

**D**  $\frac{4}{4}$

**E**  $\frac{4}{4}$



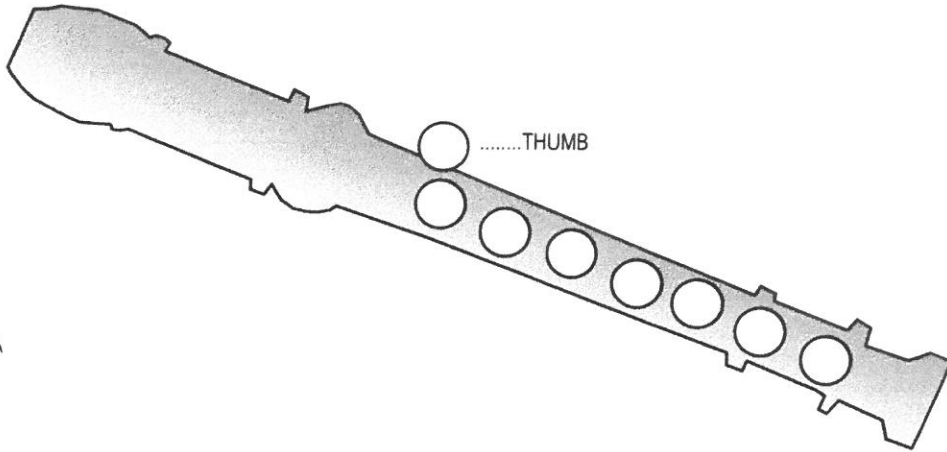


# Beautiful Note 'B'

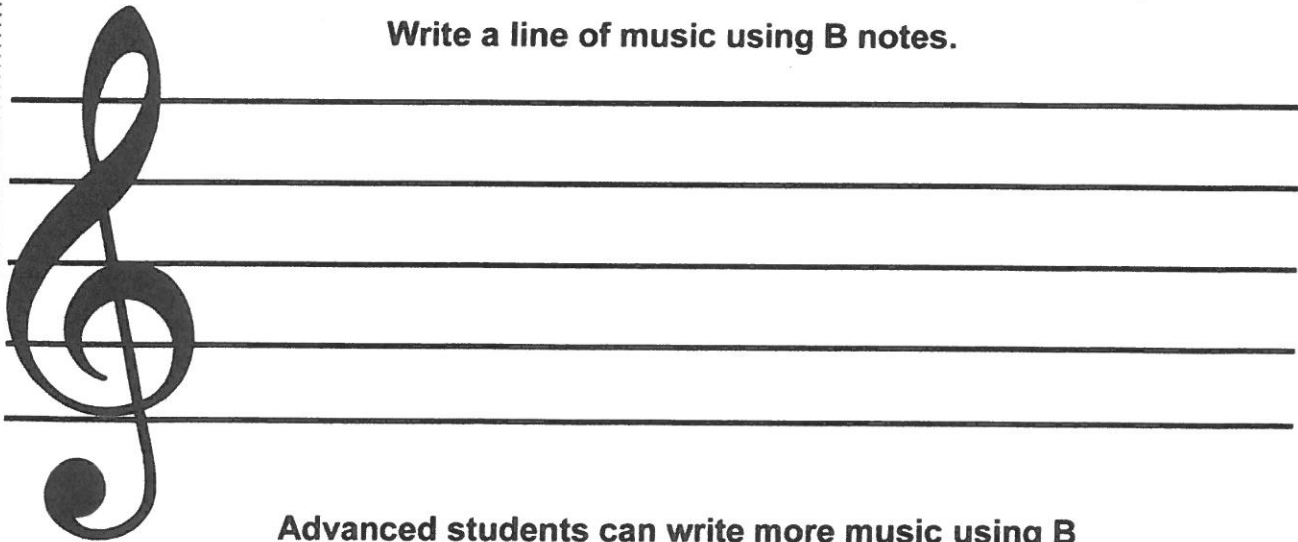
In the boxes below, write the name of this creature.  
Put a circle around the first letter in the name of this creature.



Fill in the holes you will need to cover to play this new note.



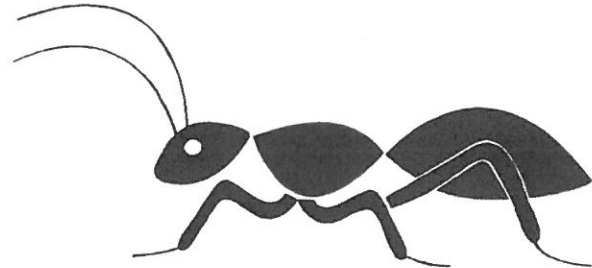
Write a line of music using B notes.



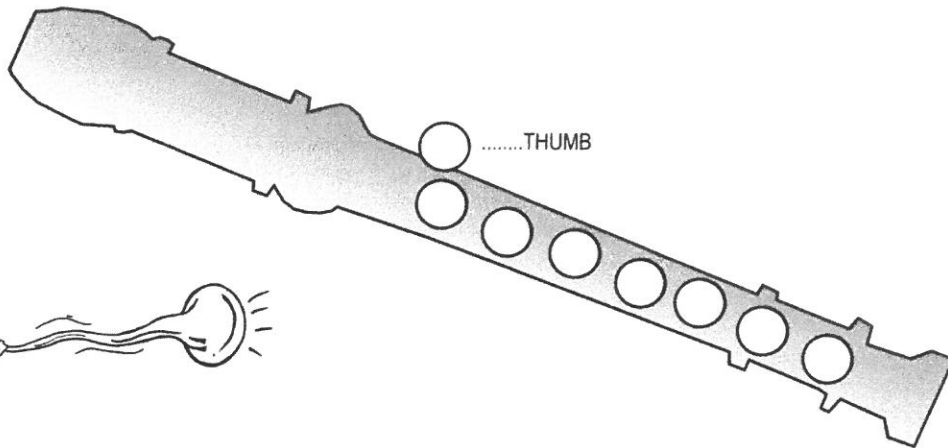
Advanced students can write more music using B notes on the back of this worksheet.

# Adorable Note 'A'

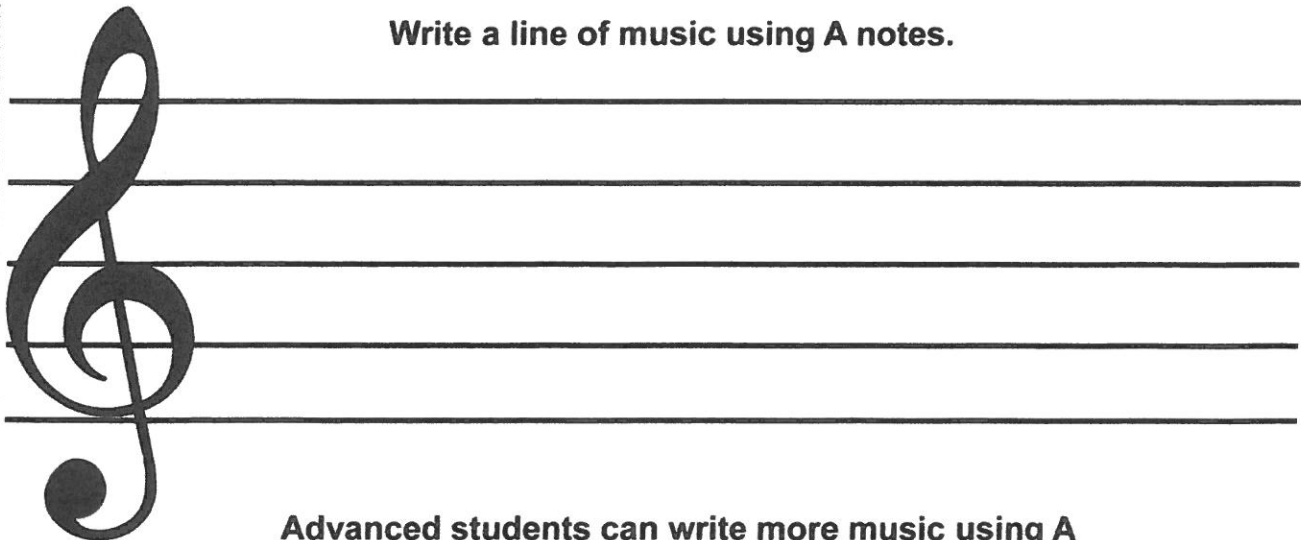
In the boxes below, write the name of this creature.  
Put a circle around the first letter in the name of this creature.



Fill in the holes you will need to cover to play this new note.



Write a line of music using A notes.



Advanced students can write more music using A notes on the back of this worksheet.

# BRONZE MEDAL

Musical staff with treble clef and 4/4 time signature. The staff contains a sequence of notes: B, B, B, B, B, B, B, B, B, B, B, B, B, B, B, B. Each note is enclosed in a circle. There are rests between the groups of notes. To the left of the staff are two solid black circles and four open circles, representing a drum set.

## Playing the Note B

1

Speak the rhythm of the notes before playing each exercise.

2

3

Musical staff with treble clef and 4/4 time signature. The staff contains a sequence of notes: A, A, A, A, A, A, A, A, A, A, A, A, A, A, A, A. Each note is enclosed in a circle. There are rests between the groups of notes. To the left of the staff are two solid black circles and four open circles, representing a drum set.

## Playing the Note A

4

Remember to whisper the syllable "too" or "doo" for each note.

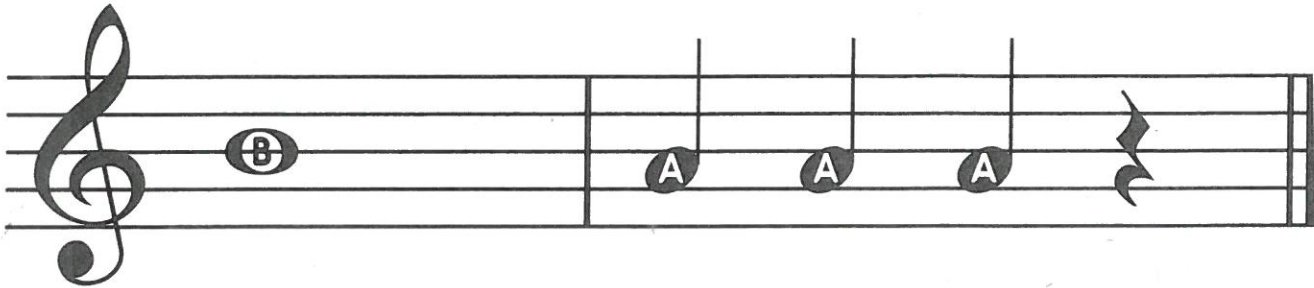
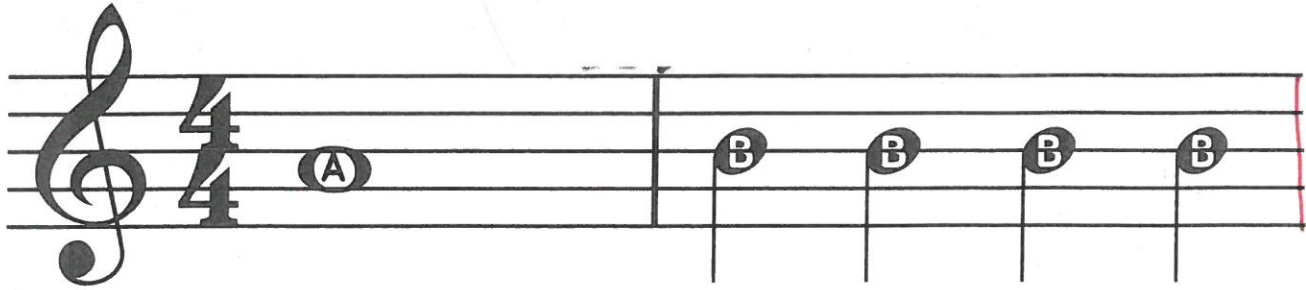
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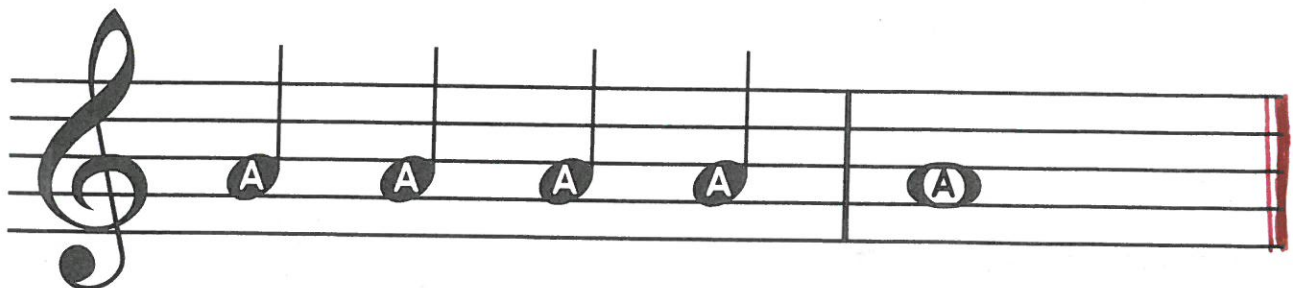
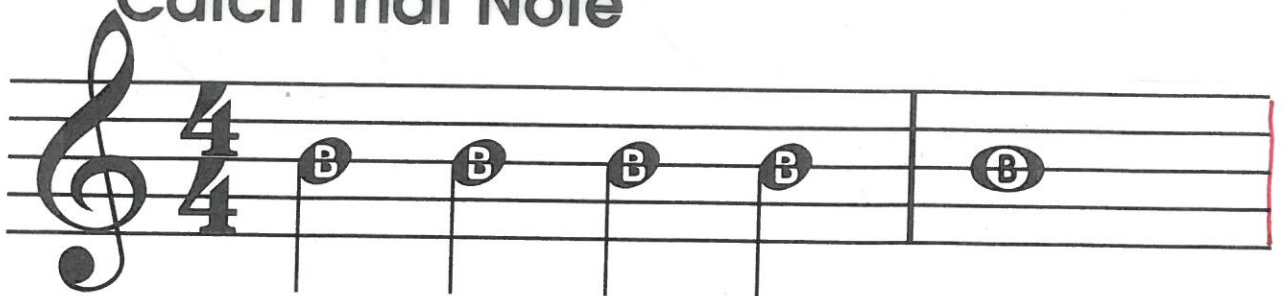
# Silver Medal

Play "B" & "A"

## Keep On Blowin'



## Catch That Note



### Skate Board Sam

Two staves of music in 4/4 time. The first staff contains the notes A, A, A, followed by a quarter rest, then B, B, B, followed by a quarter rest. The second staff contains the notes B, B, followed by a quarter rest, then A, A, A, followed by a quarter rest. The piece ends with a double bar line.

### Three's a Crowd

One staff of music in 4/4 time. The notes are B, B, B, followed by a quarter rest, then A, A, A, followed by a quarter rest, then B, B, A, A, followed by a quarter rest, then B, followed by a quarter rest. The piece ends with a double bar line.

### Four In a Row

One staff of music in 4/4 time. The notes are B, B, B, B, followed by a quarter rest, then A, A, A, A, followed by a quarter rest, then B, B, A, A, followed by a quarter rest, then B, A, B, followed by a quarter rest. The piece ends with a double bar line.

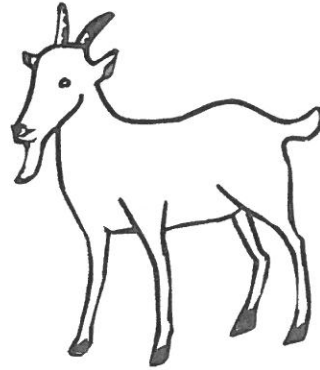
### Playing B and A

Two staves of music in 4/4 time. The first staff (labeled 7) shows a sequence of notes: B, B, B, B, A, A, A, A, B, A, B. The second staff (labeled 8) shows a sequence of notes: B, B, B, B, A, A, A, A, B, A, B. Both staves end with a double bar line.

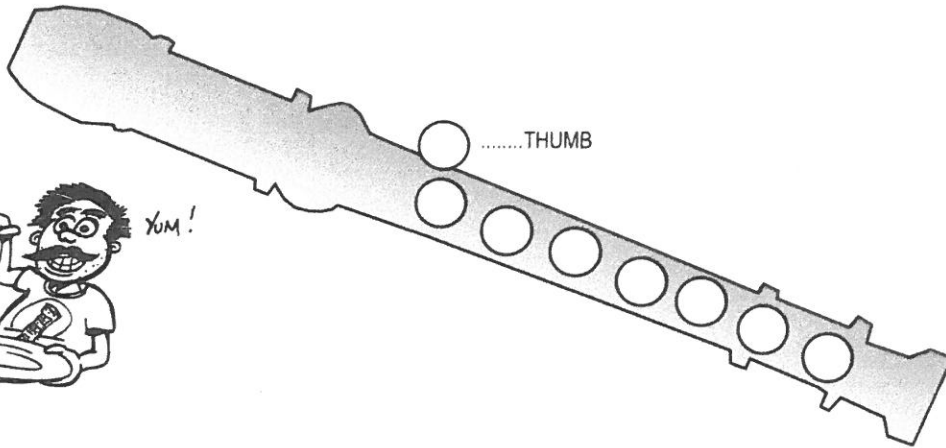
# Great Note 'G'

In the boxes below, write the name of this creature.  
Put a circle around the first letter in the name of this creature.

Four empty rectangular boxes for writing the name of the creature.



Fill in the holes you will need to cover to play this new note.



Write a line of music using G notes.

A musical staff with a treble clef and five horizontal lines for writing music.

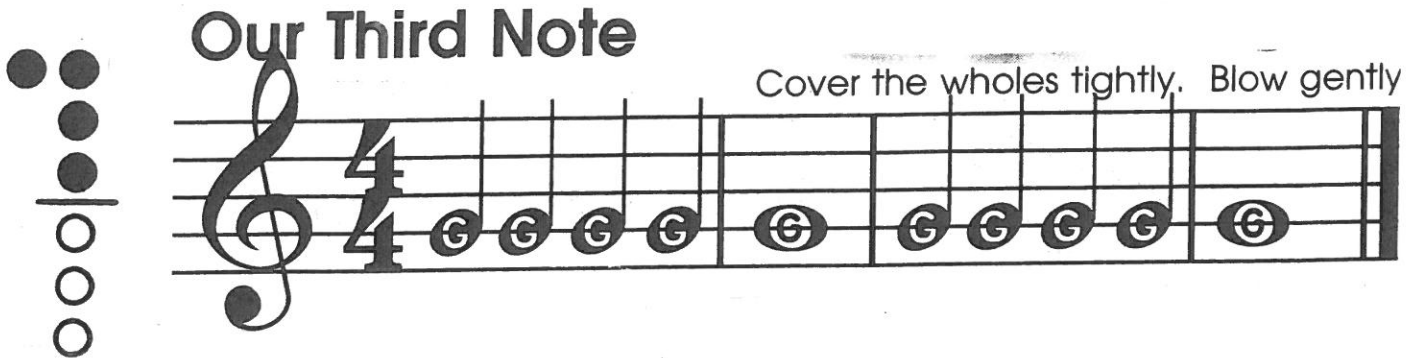
Advanced students can write more music using G notes on the back of this worksheet.

# GOLD MEDAL

Play "B", "A", & "G"

**Our Third Note**

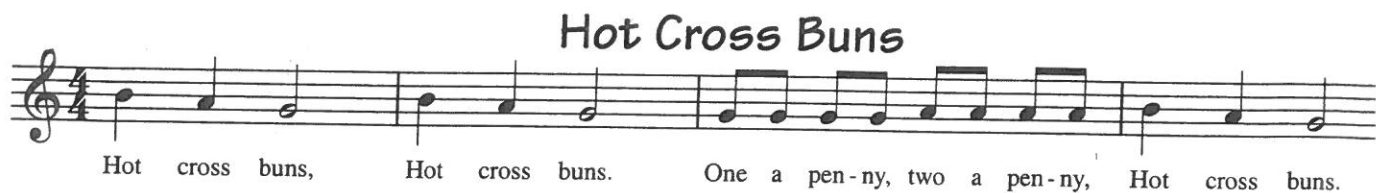
Cover the wholes tightly. Blow gently



**Puppy Dogs**



**Hot Cross Buns**



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

**Buns Cross Hot**

