Putting it All Together – Recorders that Sound Good

How I make recorder work for me – and keep my sanity (and ears!).

1) Focused reading exercises – flash cards. Teams play together in groups of 4-6. The rest practice silently to be ready for their turn. Points are given.
2) Focused ear training – echo after me. Again – teams play together. Points are given.
3) Group leaders – Team captains lead and their group echoes. Team captains choose other leaders.
4) Add recorders in small groups or soloists to your existing pieces. A bit of recorder can emphasize what you’re working on without destroying the sound. Those who can play it well get to play. The others have other things to do.

Who Has Seen the Wind

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\[ \text{Music notation...} \]

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Sing the song while students walk the half note. Add the Alto Glock on arm motions as you walk the half note – down up down up on phrases 1, 2, 4. Transfer to CBB and AG. Teach the bass part through large full body movements – pulling on the B, pushing on the C. Transfer to basses. Teach the Alto Met. Part with large body movements – swaying from the E (right) to D (left) rolling and growing on the tremolo. Transfer to Altos. Perform with flags for night, wind, clouds, and leaves. Each verse is performed first with singing, then with a few recorder players.

(Folk Song Text by Christina Rossetti)
Bring Me Little Water Sylvie

Bring me little water Sylvie. Bring me little water now.
Bring it in a bucket Sylvie. Bring it in a bucket now.

Can't you see me runnin'? Bucket in my hand?

I will bring a little water Fast as I can.
Froggie

MATERIALS: Frog puppet or Stuffed Animal
Students sing A, Solo/Duet recorder play repeat.

SUMMARY:
Students sing the A section, Listen and do thumbs up/thumbs down for soloists/duets on repeat. During B the dancers come get their frogs. Soloists/Duos/Trios do their Frog Dance. After dancing, students choose an instrument & accompany the next Frog Dancers.