White - Hot Cross Buns GAB
Yellow - Gently Sleep GAB
Orange - Merrily We Roll Along GAB
Green - It’s Raining E GA
Purple - Old MacDonald Had A Farm DE GAB
Blue - When The Saints Go Marching In GABC’D’
Red - Twinkle, Twinkle Little Star DEF#GAB
Brown - Amazing Grace DE GAB D’
Black - Ode To Joy D GABC’D’

Name ___________________ Class ___________________
1 - White Belt

Hot Cross Buns

2 measures (8 beats) introduction
on recording

Traditional

Hot cross buns! Hot cross buns!

One a penny, two a penny, hot cross buns!

New things to learn for the White Belt song:

- **Half note** = 2 beats
- **Quarter note** = 1 beat
- **Time signature** = $\frac{4}{4}$, 4 beats in each measure
- **Half rest** = 2 beats of silence

New notes:

- G
- A
- B

Counting:

1 2 3 4
New thing to learn for the Yellow Belt song:

**Gently Sleep**

> Try only to take a breath every two measures. When you see this symbol, take a breath.

Gent-ly sleep, my sweet child.  Gent-ly sleep, with that smile.

Gent-ly sleep, the one.  Gent-ly sleep, day is done.

---

Lyrics by Barb Philbrick.

Traditional

2 measures (8 beats) introduction on recording.
3 - Orange Belt

Merrily We Roll Along

2 measures (8 beats) introduction on recording

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.
A new thing to learn for the Green Belt song:

New things to learn for the Green Belt song: Went to bed and he bumped his head and he couldn’t get up in the morning.

Its raining, its pouring, the old man is sowing.

Traditional

It's Raining

4 - Green Belt

Pitches: E GA
Old MacDonald Had A Farm

Old MacDonald had a farm. E-I-E-I-O. And
on that farm he had some chicks. E-I-E-I-O. With a
chick chick here. And a chick chick there. Here a chick, there a chick. Ev’ry-where a chick chick.

Old MacDonald had a farm. E-I-E-I-O.

New things to learn for the Purple Belt song:

quarter rest = 1 beat of silence

dotted half note = 3 beats
(A dot after a note gets half the value of that note and makes it that much longer.)
New things to learn for the Blue Belt:

When The Saints Go Marching In

Traditional

5 beater introduction

When The Saints Go Marching In

6 - Blue Belt

Phrases: CADD.C.
7 - Red Belt

Twinkle, Twinkle Little Star

2 measures (8 beats) introduction on recording

Traditional

Twinkle, twinkle little star, how I wonder what you are.

Up above the world so high, like a diamond in the sky!

Twinkle, twinkle little star, how I wonder what you are.

New things to learn for the Red Belt song:

key signature

These sharps (♯), when placed at the beginning of a line, are for all C’s and F’s in the song. This is called a key signature. However, since there are no C’s in this song, you only have to remember to play every F in this song as F♯.
New things to learn for the Brown Belt song:

Traditional

Amazing Grace

- Brown Belt

Preface: DE GAB D
9 - Black Belt

Ode To Joy

2 measures (8 beats) introduction on recording

Ludwig van Beethoven

Pitches: D GABC'D'
RECORD 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:

<table>
<thead>
<tr>
<th>Note Type</th>
<th>Symbol</th>
<th>Name</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>quarter note</td>
<td>⏯️</td>
<td>(ta)</td>
<td>1 beat</td>
</tr>
<tr>
<td>eighth note</td>
<td>⏯️</td>
<td>(ti)</td>
<td>1/2 beat</td>
</tr>
<tr>
<td>eighth note pair</td>
<td>⏯️</td>
<td>(ti-ti)</td>
<td>1 beat</td>
</tr>
<tr>
<td>dotted quarter note</td>
<td>⏯️</td>
<td>(ta-ee)</td>
<td>1 1/2 beats</td>
</tr>
<tr>
<td>half note</td>
<td>⏯️</td>
<td>(two-oo)</td>
<td>2 beats</td>
</tr>
<tr>
<td>dotted half note</td>
<td>⏯️</td>
<td>(three-ee-ee)</td>
<td>3 beats</td>
</tr>
<tr>
<td>whole note</td>
<td>⏯️</td>
<td>(fo-o-o-or)</td>
<td>4 beats</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Rest Type</th>
<th>Symbol</th>
<th>Name</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>quarter rest</td>
<td>⏯️</td>
<td>(sh)</td>
<td>1 beat</td>
</tr>
<tr>
<td>half rest</td>
<td>⏯️</td>
<td>(re-est)</td>
<td>2 beats</td>
</tr>
</tbody>
</table>

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.

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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:

notes on lines

\[ \text{E} \quad \text{G} \quad \text{B} \quad \text{D} \quad \text{F} \]

notes in spaces

\[ \text{F} \quad \text{A} \quad \text{C} \quad \text{E} \]

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.

\[ \text{____} \quad \text{____} \quad \text{____} \quad \text{____} \quad \text{____} \quad \text{____} \quad \text{____} \quad \text{____} \quad \text{____} \quad \text{____} \]

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Practice Counting

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

1. \( \cdot \) _______beat(s)
2. \( \cdot \) _______beat(s)
3. \( \ddot{\cdot} \) _______beat(s)
4. \( \cdot \) _______beat(s)
5. \( \dddot{\cdot} \) _______beat(s)
6. \( \cdot \) _______beat(s)
7. \( \cdot \) _______beat(s)
8. \( \ddot{\cdot} \) _______beat(s)
9. \( \dddot{\cdot} \) _______beat(s)

Practice Naming The Notes

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

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Amazing Grace

Traditional
adapted by M. C. Handel
arr. Paul Jennings

EXPRESSIVELY (d = 66)

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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!
How To Place The Recorder In Your Mouth
• Place the mouthpiece of the recorder on your bottom lip and in front of your bottom teeth. Do NOT close your top teeth down on to the mouthpiece.

• Make sure not to put too much of the mouthpiece in your mouth. Only the tip of the mouthpiece should be in your mouth.

• Press down very gently with your upper lip by whispering “mmm.” This will put your mouth into the correct position. Be careful not to let your teeth or your tongue touch the mouthpiece.

• Make sure that your lips stay firm around the mouthpiece. Don’t open and close your mouth on each note. This will avoid air leaks.

Breath/Air Pressure
• Blow softly but with a steady air stream. Little air is required. Blowing too hard produces an obnoxious noise.

Use The “Steamy Window Trick”
• Blow on your hand as if you are steaming up the car window without someone near you hearing. (You don’t want them to hear you blow.) The air should be warm and should not be heard. Blow this same way into your recorder.

• As you blow into the recorder, start the breath by whispering “tu.” This is called “tonguing” and your teacher will explain more about this in the future.

Two Main Causes For Squeaks
• If you squeak, you may be blowing too hard. Try to blow with a very steady air stream.

• Another common reason for squeaks is that your fingers may not be covering the holes completely. Remember: Leaks Cause Squeaks. Keep trying!

Practice Directions:
1. Clap and count the rhythm (use 1–2–3–4 or rhythm syllables such as “ta” and “ti-ti”).
2. Clap and speak the letter names in rhythm.
3. Finger the notes and speak or sing the letter names in rhythm.
4. Play the notes in rhythm. Start slow and increase in speed later.
How To Care For Your Recorder

1. Label your recorder and the case with a permanent marker. That way, if you leave it somewhere, it can be returned to you.

2. After playing, wipe the moisture from the inside of your recorder with a small piece of cotton cloth tied onto a cleaning rod. Do NOT use tissue or paper towel because these will fall to pieces inside your recorder and would be very difficult to remove.

3. Clean the mouthpiece of your recorder with an old toothbrush or a pipe cleaner. It is important to keep the mouthpiece clean.

4. Plastic recorders can be washed in the dishwasher or in warm, soapy water once in a while.

5. If your recorder is hard to take apart or put back together, you may use a little joint grease or petroleum jelly on the joints.

6. Keep your recorder in its case when you are not playing it.

NOTE: If you are playing a wooden recorder, it will need to be cared for in different ways. Talk to your teacher before doing anything to a wooden recorder.