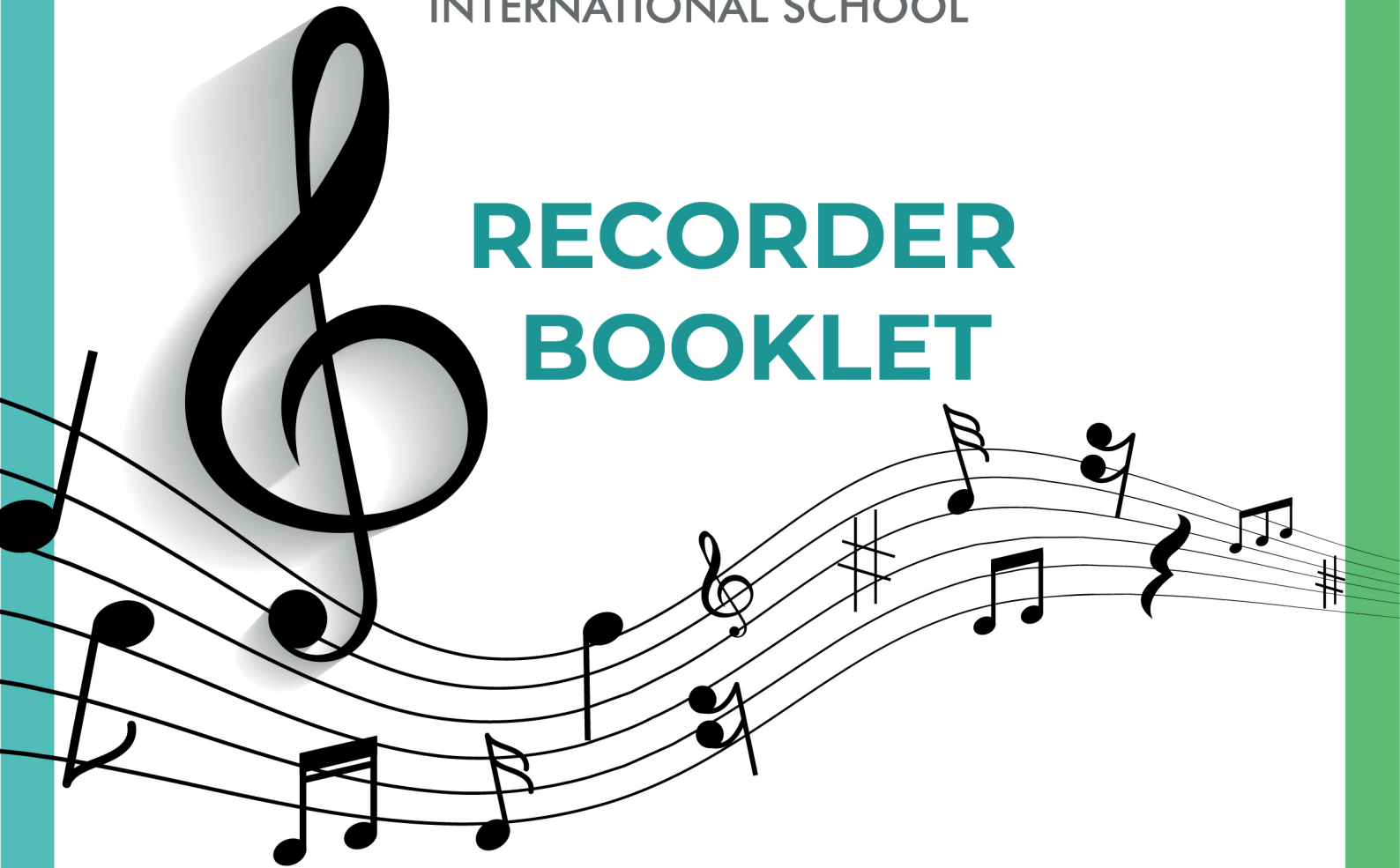




**ASPIRE**  
INTERNATIONAL SCHOOL

# RECORDER BOOKLET



Name: \_\_\_\_\_

Class: \_\_\_\_\_



Al-Banafseg, 1st Settlement, New Cairo



[info@aspire-school.org](mailto:info@aspire-school.org)



01211000057

Aspire to Make a Difference

[www.aspireschool.org](http://www.aspireschool.org)

# Recorder Karate



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 \_\_\_\_\_

Pitches: GAB

# 1 - White Belt Hot Cross Buns

2 measures (8 beats) introduction  
on recording

Traditional

Hot cross buns! Hot cross buns!

One a pen - ny, two a pen - ny, hot cross buns!

The image shows two staves of music. The first staff is an introduction in G major (one sharp) and 4/4 time, consisting of two measures of music. The second staff continues the melody with the lyrics 'Hot cross buns! Hot cross buns!' and 'One a pen - ny, two a pen - ny, hot cross buns!'.

## New things to learn for the White Belt song:

**half note** = 2 beats

**quarter note** = 1 beat

**time signature** = 4 beats in each measure

**half rest** = 2 beats of silence

The block contains four definitions with corresponding musical symbols: a half note (two stems), a quarter note (one stem), a 4/4 time signature, and a half rest (a horizontal line on a staff).

**new notes:**

**G**

**A**

**B**

The block shows three boxes, each representing a note: G (quarter note on the second line), A (quarter note on the third line), and B (quarter note on the fourth line). Each box includes a treble clef, a staff with the note, and a set of four circles representing a 4-beat measure with the note occupying the first beat.

**counting:**

1 2 3 4

The block shows a 4/4 time signature and a sequence of notes and rests corresponding to the counting '1 2 3 4': a quarter note on the first line (1), a quarter note on the second line (2), a quarter note on the third line (3), and a quarter note on the fourth line (4).

## 2 - Yellow Belt

Pitches: GAB

# Gently Sleep

2 measures (8 beats) introduction  
on recording

Traditional  
lyrics by Barb Philipak

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

Gent - ly sleep, lit - tle one. Gent - ly sleep, day is done.

**New thing to learn for the Yellow Belt song:**

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

Pitches: GAB

### 3 - Orange Belt

# Merrily We Roll Along

2 measures (8 beats) introduction  
on recording

Traditional

Musical notation for the introduction, consisting of two measures (8 beats) in G major (one sharp) and 4/4 time. The melody is: G4 (quarter), A4 (quarter), B4 (quarter), A4-G4 (beamed eighth notes), F#4 (quarter), E4 (quarter), D4 (quarter), C4 (quarter).

Mer - ri - ly we roll a - long, roll a - long, roll a - long.

Musical notation for the first line of lyrics, consisting of two measures (8 beats) in G major (one sharp) and 4/4 time. The melody is: G4 (quarter), A4 (quarter), B4 (quarter), A4-G4 (beamed eighth notes), F#4 (quarter), E4 (quarter), D4 (quarter), C4 (quarter).

Mer - ri - ly we roll a - long, o'er the deep blue sea.

# 4 - Green Belt It's Raining

Pitches: E GA

7 beats introduction  
on recording

Traditional

It's rain - ing, it's pour - ing, the old man is snor - ing.

Went to bed and he bumped his head and he could - n't get up in the morn - ing.

New things to learn for the Green Belt song:

**new rhythm:**

two eighth notes =  
1 beat  
(Each single eighth note gets 1/2 beat.)

**new note:**

**counting:**

# 5 - Purple Belt

Pitches: DE GAB

# Old MacDonald Had A Farm

4 measures (16 beats) introduction on recording

Traditional

Old Mac - Don - ald 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 Mac - Don - ald 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 note:**

Pitches: GABC'D'

## 6 - Blue Belt

# When The Saints Go Marching In

5 beats introduction  
on recording

Traditional

Oh, when the saints go march - ing in, oh, when the

saints go march - ing in. Oh, I want to be in that

num - ber, when the saints go march - ing in.

### New things to learn for the Blue Belt song:

A **tie** is a curved line which connects notes of the same pitch. Only the first note is played and then it is held for the total value of the connected notes.

1 2 3 - 1 2 1 2 3 4 - 1

**new rhythm:** whole note = 4 beats

C'

D'

new notes:



Pitches: DEF#GAB

## 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.

Twin - kle, twin - kle lit - tle star, how I won - der what you are.

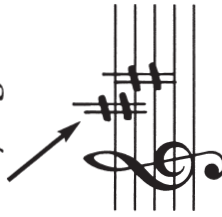
Up a - bove the world so high, like a dia - mond in the sky!

Twin - kle, twin - kle lit - tle star, how I won - der what you are.

Twin - kle, twin - kle lit - tle star, how I won - der 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  
note:

# 8 - Brown Belt

Pitches: DE GAB D'

## Amazing Grace

5 beats introduction on recording

Traditional

### New things to learn for the Brown Belt song:

**new rhythms:**



**single eighth note** = 1/2 beat

Until now, you have seen two eighth notes joined together with a beam (  ). Together, two eighth notes = 1 beat.



**dotted quarter note** = 1 1/2 beats

Again, the dot adds half the value of that note and makes it longer.



A **fermata** placed above a note means that the note is held a little longer than its usual count.

**time signature** The top number tells us that there are only three beats in each measure.

3 4

counting:

# 9 - Black Belt

Pitches: D GABC'D'

# Ode To Joy

2 measures (8 beats) introduction  
on recording

Ludwig van Beethoven

The image displays four staves of musical notation for the introduction of 'Ode To Joy' by Ludwig van Beethoven. The notation is written in treble clef with a key signature of one sharp (F#). The first staff shows the beginning of the piece with a treble clef, a sharp sign, and a 4/4 time signature. The melody consists of a series of eighth notes: D4, G4, A4, B4, C5, B4, A4, G4, F#4, E4, D4. The second staff continues the melody with a dotted quarter note D4, followed by eighth notes G4, A4, B4, C5, B4, A4, G4, and a quarter note F#4. The third staff continues with eighth notes E4, D4, C4, B3, A3, G3, F#3, and a quarter note E4. The fourth staff concludes the introduction with a quarter note D4, followed by eighth notes G4, A4, B4, C5, B4, A4, G4, and a quarter note F#4.

# When The Saints Go Marching In

Traditional  
arr. M. C. Handel/Paul Jennings

MODERATE DIXIELAND (♩=138)  
DRUM FILL ----- (OPT.)  
PLAY  
f

The musical score is written for a single melodic line in treble clef, key of D major (one sharp), and 4/4 time. It consists of eight staves of music. The first staff begins with a drum fill indicated by a dashed line and the word 'DRUM FILL' above it, followed by the word '(OPT.)' and 'PLAY'. The music starts with a forte dynamic 'f'. The second staff continues the melody. The third staff has a double bar line with a repeat sign and a circled '11' above it. The fourth staff continues the melody. The fifth staff has a circled '19' above it and features a long slur over the final two notes. The sixth staff has first and second endings marked '1.' and '2.' above it. The seventh staff has a circled '29' above it and the instruction '"BRING IT HOME"' written above the staff. The eighth staff has a circled '37' above it and ends with a fermata and the instruction '+AD LIB. OPT. (ON NOTES LEARNED)'. The piece concludes with the tempo marking 'POCO RIT.' below the staff.

# Amazing Grace

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

EXPRESSIVELY ( $\text{♩} = 66$ )

*mf*

*RIT.*

# Ode To Joy

JOYOUSLY (♩=104-108)

Ludwig van Beethoven  
arr. M. C. Handel/Paul Jennings

2 3 6

9

17

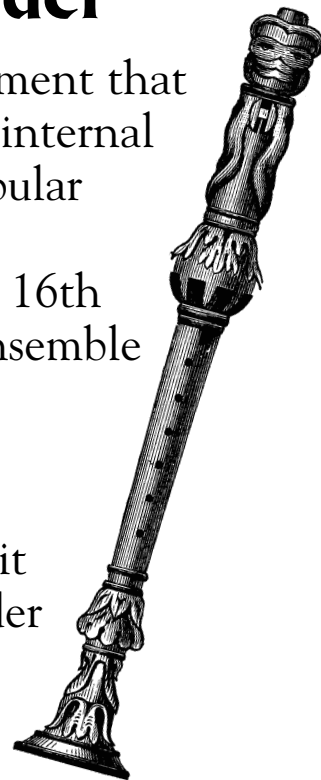
26

(OPT.)

---

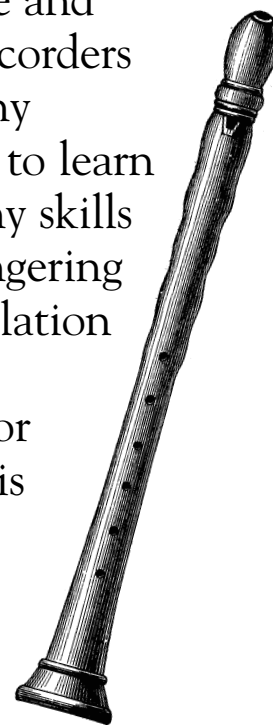
# The History Of The Recorder

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.

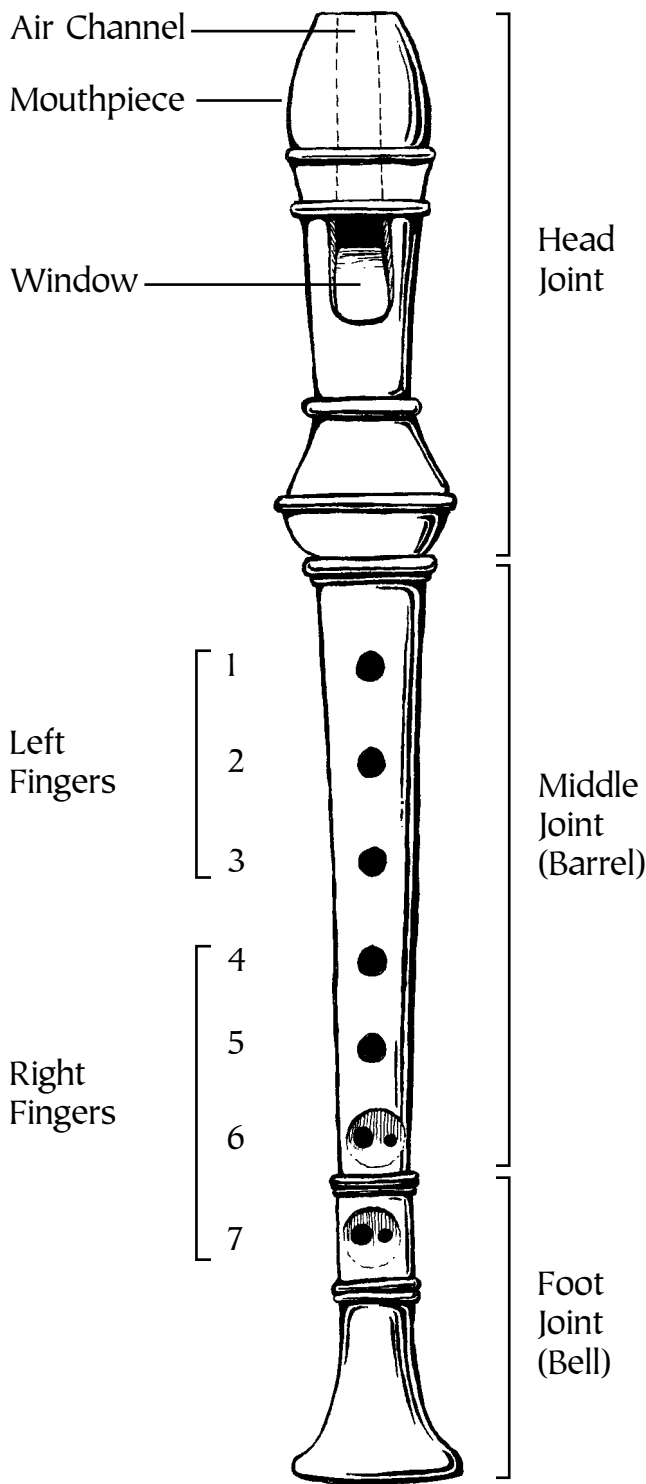


Recorders probably came to America with some of the first settlers. There are as many as 26 recorders listed in the inventories of various plantations in the 1600s. Around 1925, the recorder began to make a comeback in popularity because of a renewed interest in Renaissance and Baroque music. Today, 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.

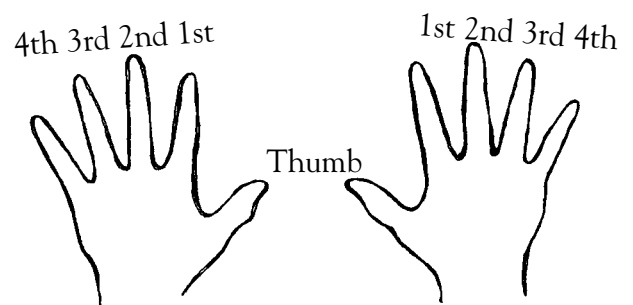
- The right hand is placed at the bottom of the recorder. The right thumb is used to balance the recorder and is placed between the 4th and 5th holes on the back. The right hand fingers cover the four holes near the bottom of the recorder.

- 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!



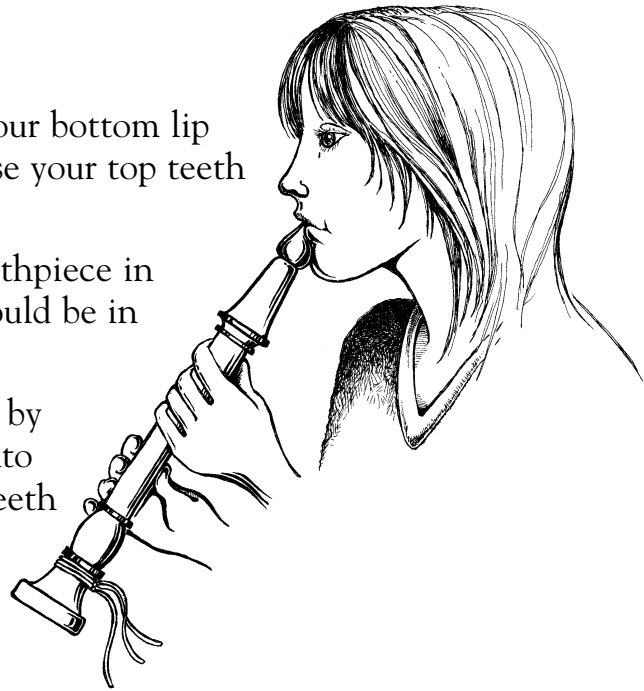


---

# How To Play The Recorder

## 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:

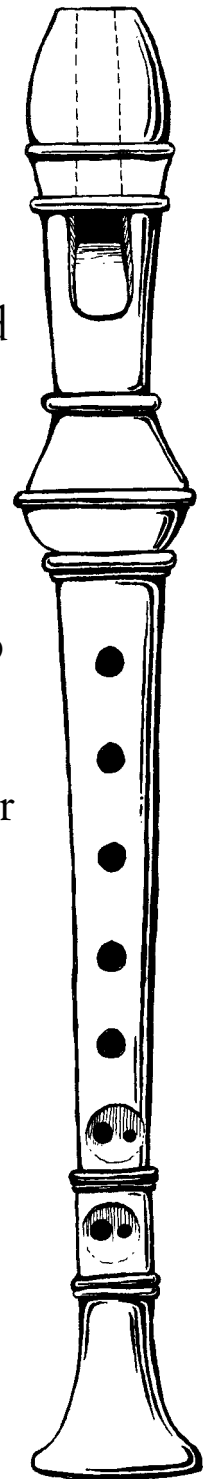
1. Clap and count the rhythm (use 1–2–3–4 or rhythm syllables such as “ta” and “ti-ti”).
2. Clap and speak the letter names in rhythm.
3. Finger the notes and speak or sing the letter names in rhythm.
4. Play the notes in rhythm. Start slow and increase in speed later.

---

# 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.*



# 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.

Diagram showing the fingering for note C. The note C is written on a treble clef staff. The fingering chart shows the thumb hole (outside the box) as a black dot, and the four finger holes (inside the box) as black circles. The index finger hole is also a black circle.

Diagram showing the fingering for note D. The note D is written on a treble clef staff. The fingering chart shows the thumb hole (outside the box) as a black dot, and the four finger holes (inside the box) as black circles. The index finger hole is also a black circle.

Diagram showing the fingering for note E. The note E is written on a treble clef staff. The fingering chart shows the thumb hole (outside the box) as a black dot, and the four finger holes (inside the box) as black circles. The index finger hole is also a black circle.

Diagram showing the fingering for note F. The note F is written on a treble clef staff. The fingering chart shows the thumb hole (outside the box) as a black dot, and the four finger holes (inside the box) as black circles. The index finger hole is also a black circle.

Diagram showing the fingering for note F#. The note F# is written on a treble clef staff. The fingering chart shows the thumb hole (outside the box) as a black dot, and the four finger holes (inside the box) as black circles. The index finger hole is also a black circle.

Diagram showing the fingering for note G. The note G is written on a treble clef staff. The fingering chart shows the thumb hole (outside the box) as a black dot, and the four finger holes (inside the box) as white circles. The index finger hole is also a white circle.

Diagram showing the fingering for note A. The note A is written on a treble clef staff. The fingering chart shows the thumb hole (outside the box) as a black dot, and the four finger holes (inside the box) as white circles. The index finger hole is also a white circle.

Diagram showing the fingering for note B. The note B is written on a treble clef staff. The fingering chart shows the thumb hole (outside the box) as a black dot, and the four finger holes (inside the box) as white circles. The index finger hole is also a white circle.

Diagram showing the fingering for note C'. The note C' is written on a treble clef staff. The fingering chart shows the thumb hole (outside the box) as a white circle, and the four finger holes (inside the box) as white circles. The index finger hole is also a white circle.

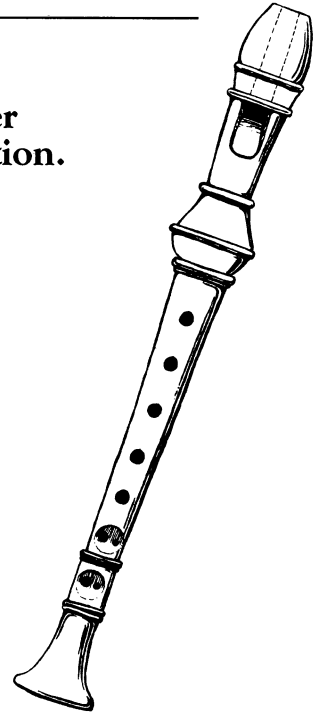
Diagram showing the fingering for note D'. The note D' is written on a treble clef staff. The fingering chart shows the thumb hole (outside the box) as a white circle, and the four finger holes (inside the box) as white circles. The index finger hole is also a white circle.

# Recorder Quiz

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Read each question carefully, then print the letter of the correct answer on the line next to each question.

1. \_\_\_\_\_ What hand(s) goes on the **top** part of the recorder?
  - a. Right hand
  - b. Left hand
  - c. Both hands
2. \_\_\_\_\_ What is the correct way to start and stop notes?
  - a. By lifting fingers on and off of the holes
  - b. By not breathing into the recorder
  - c. By using your tongue and saying "tu"
3. \_\_\_\_\_ To get the best sound from the recorder, it is best to blow
  - a. Hard
  - b. Gently
  - c. Not at all
4. \_\_\_\_\_ If you have a squeak, what two things should you check (**two answers**):
  - a. That you are NOT blowing too hard
  - b. That your fingers are covering the holes tightly
  - c. That you are blowing **HARD ENOUGH**
  - d. That you are playing the right note
5. \_\_\_\_\_ What is the name of the process where you use your tongue to start and stop notes on the recorder?
  - a. Roof of the mouth
  - b. Lipping
  - c. Tonguing
6. \_\_\_\_\_ Which thumb covers the hole on the back of the recorder?
  - a. Right thumb
  - b. Left thumb
  - c. Neither – it is always uncovered.
7. \_\_\_\_\_ What does this symbol mean in music ʹ
  - a. Apostrophe
  - b. Comma
  - c. Breath mark – take a breath in music



8. \_\_\_\_ What is the “saying” to remember the names of the LINE notes? (Be careful!)  
 a. Every Good Boy Is Fine  
 b. Every Boy Does Fine  
 c. Every Good Boy Does Fine

9. \_\_\_\_ What is the “saying” to remember the names of the SPACE notes?  
 a. FACT  
 b. FACE  
 c. FUNNY

10. Name the notes in the example:

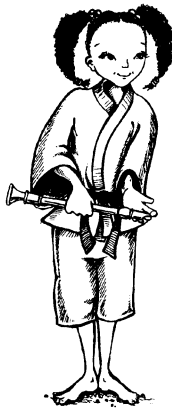


\_\_\_\_\_

11. How many beat(s) is each note or rest held for?

1. \_\_\_\_ beat(s)    2. \_\_\_\_ beat(s)    3. \_\_\_\_ beat(s)  
 4. \_\_\_\_ beat(s)    5. \_\_\_\_ beat(s)    6. \_\_\_\_ beat(s)

12. In the following time signatures, how many beats are in each measure?



# Hot Cross Buns

2 measures (8 beats) introduction  
on recording

Traditional  
arr. Paul Jennings

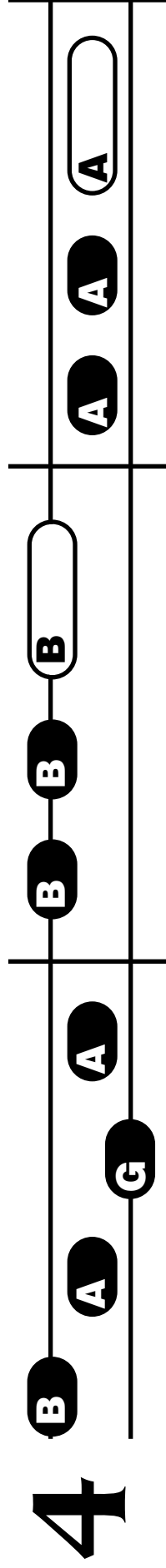
Musical score for the first system of 'Hot Cross Buns'. It consists of five staves. The top two staves are for melodic instruments: Xylophone/Bells and Marimba/Metallophone (or Bass Bars). The bottom three staves are for rhythmic instruments: Hand Drum/Frame Drum, Cowbell, and Shaker/Maracas. The key signature is one sharp (F#) and the time signature is 4/4. The score is divided into four measures. The first two measures are the introduction. The notation includes quarter notes, eighth notes, and rests for the melodic parts, and 'x' marks with stems and flags for the rhythmic parts.

Musical score for the second system of 'Hot Cross Buns'. It consists of five staves, identical in notation to the first system. The staves are labeled: XYLO./BELLS, MAR./MET. (B.B.), H.D./ (F.D.), CB., and SH./MAR. The key signature is one sharp (F#) and the time signature is 4/4. The score is divided into four measures. The notation includes quarter notes, eighth notes, and rests for the melodic parts, and 'x' marks with stems and flags for the rhythmic parts.

# A Sample Iconic Version Of A Song

## Merrily We Roll Along

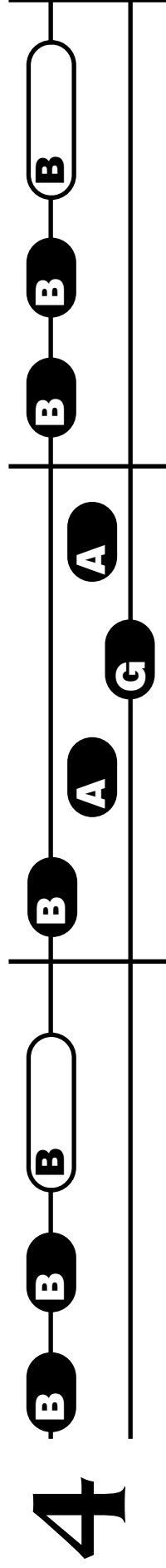
4



A musical staff with a treble clef and a key signature of one flat. The notes are: B (quarter), A (quarter), G (quarter), B (quarter), B (quarter), B (quarter), A (quarter), A (quarter), A (quarter).

Mer - ri - ly we roll a - long, roll a - long,

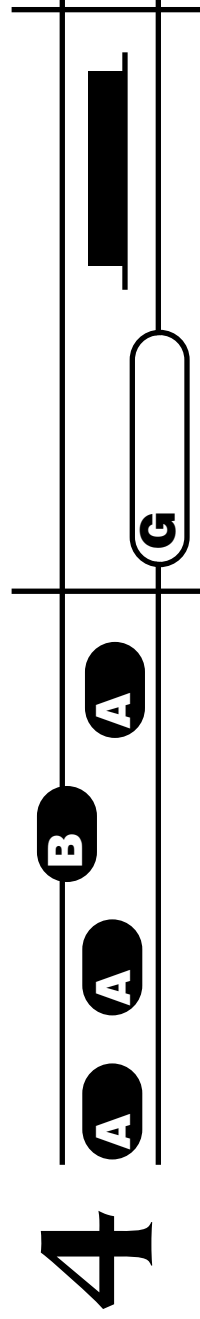
4



A musical staff with a treble clef and a key signature of one flat. The notes are: B (quarter), B (quarter), B (quarter), B (quarter), A (quarter), G (quarter), B (quarter), B (quarter), B (quarter).

roll a - long. Mer - ri - ly we roll a - long,

4










A musical staff with a treble clef and a key signature of one flat. The notes are: A (quarter), A (quarter), B (quarter), G (quarter), followed by a bar.



o'er the deep blue sea.

# How We Count Music

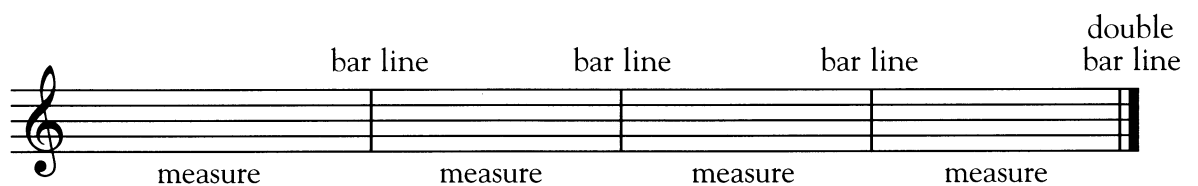
Below are some of the notes we use in music. Each note has a name and a value or length. Here are their American names and values in 4/4 time:

<b>quarter note</b>		(ta)	1 beat
<b>eighth note</b>		(ti)	1/2 beat
<b>eighth note pair</b>		(ti-ti)	1 beat
<b>dotted quarter note</b>		(ta-ee)	1 1/2 beats
<b>half note</b>		(two-oo)	2 beats
<b>dotted half note</b>		(three-ee-ee)	3 beats
<b>whole note</b>		(fo-o-o-or)	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:

<b>quarter rest</b>		(sh)	1 beat
<b>half rest</b>		(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.



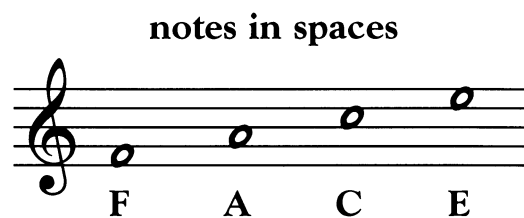
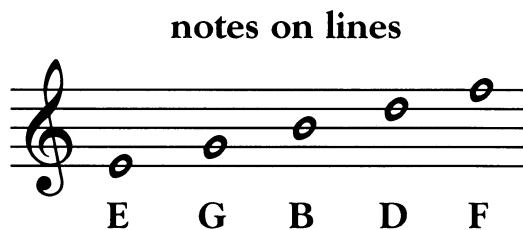


# How We Name The Notes

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:



\_\_\_\_\_





\_\_\_\_\_



# ASPIRE

## INTERNATIONAL SCHOOL

 Al-Banafseg, 1st Settlement, New Cairo  
 [info@aspire-school.org](mailto:info@aspire-school.org)  
 01211000057

Aspire to Make a Difference  
[www.aspireschool.org](http://www.aspireschool.org)