Lesson Title: Introduction to Recorder

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Grade Level: 3rd Grade

Subject Area: General Music

Time Allotted for the Lesson: Express in number of class meetings and/or number of hours.

A portion of one 30-minute class period (first of three) and all of the next two 30-minute class periods.

Short Description of Lesson: Write a brief, yet concise, description of what occurs in this lesson (50 words).

In this lesson, the students will be introduced to the recorder. Materials that students have purchased will be distributed and those materials they already own will be used in class for the first time. All students will have a recorder, cleaning rod and cleaning cloth. Some students will have the Recorder Express method book, recorder neck strap and a thumb rest.

Classroom Layout and Grouping of Students: Where will learning take place? How will the room be organized? How will students be grouped? (whole group, individuals, pairs, small groups, etc).

The lesson will be a combination of whole group instruction and guided practice. Students will be in assigned seats (four rows facing front/Promethean Board).

State Curriculum Standards met in this lesson: Go to the state curriculum standards at http://www.isbe.net/ils/Default.htm (use state standards where you are in preparation) and select the grade content/level appropriate standards that are being met in this lesson. Copy and paste below:

State Goal for Learning 26: Through creating and performing, understand how works of art are produced.

Learning Standard B: Apply skills and knowledge necessary to create and perform in one or more of the arts.


National Education Technology Standards for Students (NETS•S) met in this lesson: Go to the http://cnets.iste.org/index.html and select NETS•S 2007 grade level profile (K-2, 3-5, 6-8, 9-12) the appropriate indicator(s) and standard) that are being met in this lesson. Copy and paste below.

NETS•S

5. Digital Citizenship
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
   b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

6. Technology Operations and Concepts
Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:
   a. understand and use technology systems.

Instructional Objective(s): Each instructional objective [learning outcome] for this lesson should identify the A, B, C and D –
1. Provided with aural and visual cues, students will play “B” on recorder with a clear, soft sound in at least one of three attempts.
2. Provided with aural and visual students will play “A” on recorder with a clear, soft sound in at least one of three attempts.
3. Provided with a visual model, students will play the first three notes (BAG) of Hot Cross Buns with a clear, soft sound on at least two of the three pitches.
4. Given needed materials and multiple opportunities for guided practice, students will disassemble, clean, reassemble, and accurately line up the fingering holes with 100% accuracy.

Materials, Resources and Technology:

List all materials (textbook, other books, maps, crayons, research guides) technology resources (computers, printer, scanner, internet connection, cameras, etc) and web addresses that are needed for this lesson. If you are using copyrighted materials, you must include title, author, date, city and publisher.

**Materials and resources needed for this lesson.**
1. Student-owned recorders and cleaning rods.
2. Teacher’s recorder.
3. Teacher-provided cleaning cloths for all students.
4. Recorder-related materials students purchased (book, neck strap, thumb rest, additional recorder).
5. Unpitched percussion instruments: woods, metals and drums (variety).
6. Xylophones and mallets.
7. Graphic/Visual: How to Clean a Recorder (online)
   Description: Web-based tutorial with step-by-step instructions for cleaning a recorder.
7. Graphic/Visual: Recorder Reminders (print, attached)
   Description: Step-by-step instructions, with corresponding visuals, for students to keep with their recorders. This print version contains the same steps and visuals as the online version though text details are more limited. Print version includes the URL of the online tutorial.

**Technology resources needed for this lesson**
1. Computer with Internet access.
2. Projector and screen (or IWB) for viewing website.

**Web Addresses needed for this lesson:**
Website name (e.g. Yahoo), followed by the site’s complete web address (e.g. http://www.yahoo.com)
1. [http://edtech2.boisestate.edu/ferdons/506/cleanrec/cr_start.htm](http://edtech2.boisestate.edu/ferdons/506/cleanrec/cr_start.htm)

**Student's Present level of Performance and Knowledge:** Do the students have the adequate knowledge to complete the lesson successfully? What pre-requisite skills must the students have to complete the lesson content? Include technology skills.

This is the first formal experience students have had with recorder. Students will likely know what a recorder is from seeing and hearing them at various school music program performances. Some students may have seen or played an older sibling’s recorder. Students are not expected to have any prior knowledge or experience with recorder. The overwhelming majority of students will have had experience using the browser on their home computer (100% of students at this grade level – 2010-11 school year - have a computer at home with Internet access).
Instructional Procedures

Lesson Set:
How will you open the lesson to motivate the students? How will you relate this lesson to previous learning & to real life experiences, to explain the importance of the learning to the students? (requires student involvement)

Learning to play the recorder gives students a way to apply music literacy skills in a hands-on manner. Recorder is an instrument students will play in music class through 5th grade and developing good habits now will make it easier to produce a good sound and help avoid problems later on. Learning to play in a large ensemble develops teamwork skills and makes learning other instruments easier (band and orchestra offered beginning in 4th grade, guitar in music class in 5th grade).

Techniques and Activities:
List the step-by-step activities in sequential order as they occur in the lesson. They clearly identify what is to take place in the lesson. Within the procedures a variety of classroom teaching strategies (methods) are identified. Student centered activities are included as well as guided practice of the learning is included.

Day 1
1. Echo/sing each measure of Hot Cross Buns using solfege, lyrics, letter names and Curwin hand signs.
2. Play Hot Cross Buns using unpitched percussion instruments: B = wood, A = metal, G = drum. Rotate, so all students play each pitch/instrument.
3. Transfer melody to xylophones (remove big F and little C), using alternating mallets – each measure begins with right hand/mallet. Rotate, so all students play the melody.
4. Tell students that if they have their own recorder already, they should bring it next time.

Day 2
5. Distribute purchased materials.
6. Establish routines for playing recorder in class: 1) Recorders stay in bags, on the floor, until instructed to get them out, 2) We play as a team – be ready to start and stop with the class, 3) Softer is better – we don’t play too loud or our neighbors won’t be able to hear themselves, 4) If you don’t have your recorder in music class, you will use “half recorder” (body only, fingers but no sound), 5) Recorders stay in bags except when we play them in class or at home (do not play in line, in the hallways, on the bus, etc.)
7. Teach/learn correct hand placement: “Left hand goes on top, right hand helps a lot.” To check that left hand is on the top holes look at “L” on board. Left hand is the xylophone side of the room, not the door side of the room. Students with green and red dots will see green if left hand is on the top holes. Red – stop and switch / Green – good to go.
8. Teach/learn correct air speed: Warm air (slow), like fogging up a window. Not cool air (fast), like blowing out birthday candles. Test on hand first, then with sound.
8. Teach/learn fingerings for B, A and G.
9. Volunteers play B and class decides if it was “just right sound.”
10. Show students web pages with recorder cleaning instructions. Distribute handout and ask students to go online and learn/practice cleaning their recorder.
Day 3

11. Review/Opener – Students share what they know about recorder-related classroom routines and how to clean the recorder.

12. Practice cleaning recorders – Follow instructions on the screen or complete steps from memory. Class completes each step at the same time to allow teacher sufficient time to scan and make sure students are completing each step correctly.


14. Learn first three notes of *Hot Cross Buns* on recorder. Students and teacher play entire song: students play measures 1, 2 and 4 (BAG) only, teacher plays measure 3 only.

15. Create and play/sing an arrangement of *HCB* that includes voices, recorder and xylophone. Half the class plays recorder, half plays xylophones, and all sing. Students choose the ordering of sections and manipulate visuals on Promethean Flipchart to create arrangement: introduction (student volunteer - solo), coda (to be determined), sing with solfege, sing with letter names, sing with song words, recorder melody, xylophone melody, unpitched percussion. Teacher plays eight-beat rhythmic phrase played between each section of the arrangement. Switch instruments (recorder/xylo), make new arrangement and play again.

16. Clean recorders - Follow print instructions or complete steps from memory.

Students will continue to practice these new recorder skills in subsequent music classes.

**Lesson Closure:**

> How will the lesson come to a close? The content should be summarized and related to future lessons, and actively involve the students.

Exit question: Tell me one thing you know about recorder (students may not repeat another’s answer).

**Adaptations for Special Learners:** *How will you adapt the learning/equipment for students with special needs?*

Small stickers on recorder to indicate correct hand placement. Red dot on will be visible if the incorrect hand (RH) is on the top holes, the green dot will be visible if the correct hand (LH) is on the top holes.

**Supplemental Activities - Extension and Remediation:** *Extensions are additional activities to expand learning on the lesson content. Remediation activities include methods to re-teach the learning for students who need more instruction/practice.*

**Extension:** Students play challenge measure (measure 3) of Hot Cross Buns and/or play complete melody with teacher as classmates play BAG measures only (1, 2, and 4). Students play harmonic accompaniment for *Hot Cross Buns* on xylophone, instead of the melody – G chord in measures 1, 2, and 4. D7 chord in measure 3.

**Remediation:** Put electrical tape over top fingering hole and thumb hole so that playing “B” will automatically produce a clear sound. Play only on “hot” (B) in the song. When that task is mastered, add in all the A’s (cross). Next, play BAG measures only.
**Assessment/Evaluation:** How will you measure the student’s success? Formally or informally? Formal evaluation of student work requires that a grade is taken while informal might be monitoring of work, or class discussion. This section should contain a description of the assessment process, the criteria for achievement, and performance levels. The criteria should directly align to objectives and instruction. Describe your plan for providing feedback to your students.

**Informal Assessment:**
During the second day of this lesson, students who are not yet producing a clear, soft sound will be noted. Students experiencing greater-than-normal difficulty will be targeted for 1:1 assistance in the lesson that follows.

**Formal Assessment:**

Recorder Cleaning: Students will be observed cleaning their recorders. Students who are able to successfully complete all steps will be noted. At the end of the second week of recorder instruction (two class periods after this lesson ends) any students not yet experiencing success will attend extra-help sessions at lunchtime.

BAG: At the end of the fifth class period in which students play recorder (these three plus the next two), recorder playing will be assessed. For each pitch (B, A and G) students may earn up to four points. One point each for correct hand placement (LH on top, RH helping), correct fingering, holes covered completely, “just right” sound (air speed neither too fast or too slow).

*Hot Cross Buns:* At the end of the seventh class period in which students play recorder (one week after BAG test), playing of *Hot Cross Buns* will be assessed. Students will play alone and will be graded using the following rubric:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hand Position is correct</td>
<td>4</td>
</tr>
<tr>
<td>“Just right” sound is used</td>
<td>3</td>
</tr>
<tr>
<td>Beat is steady</td>
<td>2</td>
</tr>
<tr>
<td>Fingerings are correct</td>
<td>1</td>
</tr>
<tr>
<td>Holes are covered completely</td>
<td>1</td>
</tr>
<tr>
<td>Most rhythms are accurate</td>
<td>1</td>
</tr>
</tbody>
</table>

**Student Products:** What artifact(s) or products will result from the lesson? (such as a report, newsletter, diagram, slideshow, drawing, etc.) Students will play part of *Hot Cross Buns* (product is live audio). Student arrangement and performance (Day 3) may be recorded and posted on the blog.

Adapted from PDF: *Preparing to Use Technology: A Practical Guide to Curriculum Integration* (2007)
How to Clean a Recorder

Step 1: Remove Mouthpiece
Twist and pull the mouthpiece. If it’s stuck, ask for help.

Step 2: Clean Mouthpiece
Put the cleaning cloth in the end of the mouthpiece that has a bigger opening. Make the cloth go in and out three times.

Step 3: Clean the Body
Put the cleaning cloth in the end of the body that has a bigger opening. DO NOT try to put the cloth in the small end - it won’t fit and the stick might break.

Step 4: Put Recorder Together
Push and twist the mouthpiece and body to put them back together.

Step 5: Line Up the Holes
Line up the top fingering hole with the window (square hole in the mouthpiece).

http://edtech2.boisestate.edu/ferdons/506/cleanrec/cr_start.htm