

# The Recorder Buffet

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Welcome to the Recorder Buffet where we can take part in all of the numerous and varied options we have for using the recorder in our classroom. Just like the best buffets have many options, so do we with our recorder instruction. We can use the recorder to play an accompaniment to a song, improvise, play a portion of song, create a background, or play the whole melody. Plus, we can introduce many of these concepts multiple ways. Grab a plate (and go back for seconds) as we prepare to explore our Recorder Buffet.

# Before the Beginning

## The Feather

Before giving students recorders to play for the first time, it is essential that some preparation be made for students' air stream. Using a simple feather from a craft store can help. Use this activity the week before you play the recorder.

Items: Craft feathers (minimum length 3 inches)  
[Please check for any possible allergies]

- Give each student one feather as they enter.
- Have students hold hand in front of their face and blow cold air
- Now switch to warm, tropical breeze, air (What did you have to change?)
- Demonstrate picking up your feather blowing tropical breeze air to demonstrate how little the feather moves. Demonstrate what it is like to blow cold icy air and how fast the feather moves.
- Allow children to practice both.
- Have students speak du or tu. Have students blow using a tonguing articulation
- Students homework for the week is to practice blowing on the feather using the warm tropical breeze air.

# Old House

The musical score is written in 4/4 time and consists of four systems. Each system has two staves: the top staff is for Soprano Recorder and the bottom staff is for S. Rec. (Soprano Recorder).

**System 1:** Soprano Recorder: "Old house" (measures 1-2), "Who's gon-na help me?" (measures 3-4). S. Rec.: "Tear it down." (measures 1-2), "Tear it down." (measures 3-4).

**System 2:** S. Rec.: "Bring me a ham-mer" (measures 5-6), "Bring me a saw." (measures 7-8). S. Rec.: "Tear it down." (measures 5-6), "Tear it down." (measures 7-8).

**System 3:** S. Rec.: "Next thing you bring me." (measures 9-10), "Is a" (measures 11-12). S. Rec.: "Tear it down. \_" (measures 9-10), "Tear it down. \_" (measures 11-12).

**System 4:** S. Rec.: "wreck - ing ma - chine." (measures 13-14). S. Rec.: "Tear it down." (measures 13-14).

## Sample patterns

Do dot dot

Dooba dooba dot dot

Dah da dah da dah

Tah do dah

## Day 1 -

- S copies body percussion patterns from T for response sections
- S echo sings the patterns to learn and then performs them as responses to T's calls.
- S identifies how body percussion matches voice
- T has S switch body percussion to different pitches.
- S plays response on recorder.

## Day 2 -

- S reviews
- T introduces sample scat patterns and S echoes
- T leads guided improv with scat patterns on recorder
- S's give improvised call and the rest of the class plays response

# Midnight Shadows

A. Moody

Voice

In the qu-iet mid - night, sha-dows they are rare.

Soprano Recorder

Soprano Glockenspiel

Cabasa

Hand Drum

Bass Xylophone

Move fingernails around edge of hand drum for "scraping" sound

3

Voice

When I see them cree - ping, I don't give a care.

S. Rec.

Sop. Glock.

Cab.

H. D.

Bass Xyl.

## Midnight Shadows – Process

- S learns song by rote and orchestration through body percussion
- T uses pitch stack to help S learn the recorder part.
- S performs A section together.

### **B Section**

- S follows T as they practice holding pitches from a pitch stack reviewing breathing
- T moves to using mats or spots in two sets. (One set of three B-A-G and one two E-D). When T stands on mats, S plays and holds the pitch.
- T has a student take job and T uses the other mat. S is divided into two groups. One follows S conductor and one follows T. T then lets two S conductors lead the class. (T encourages S conductors to mostly move slowly.)
- S adds E tremolo and rattles for accompaniment and shadow movement groups.

Form ABA

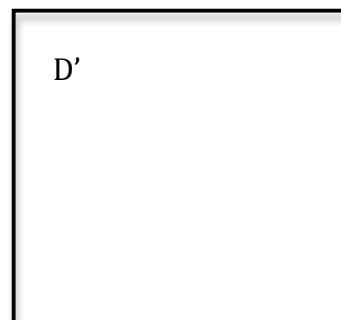
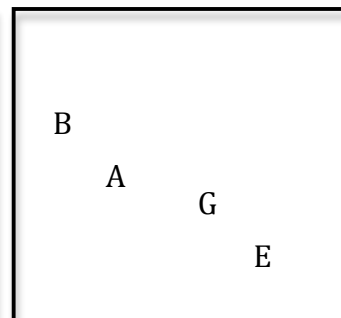
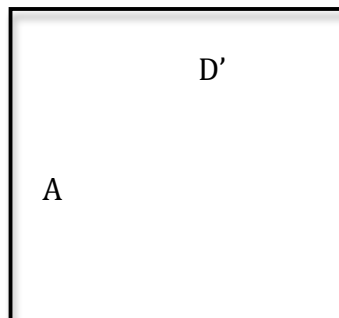
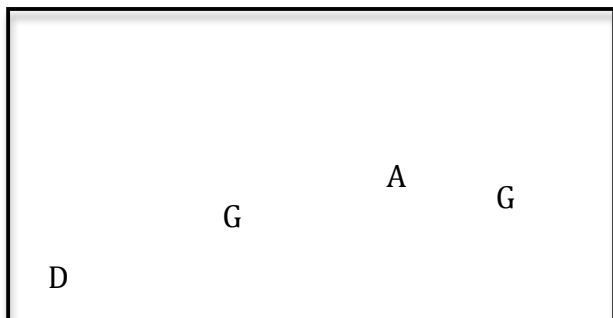
# Problem

A. Moody

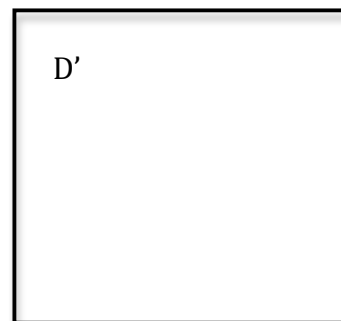
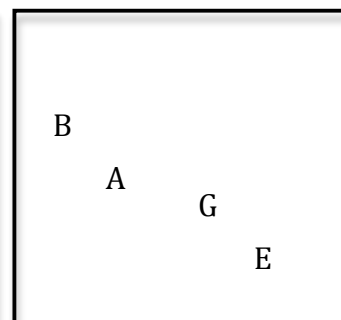
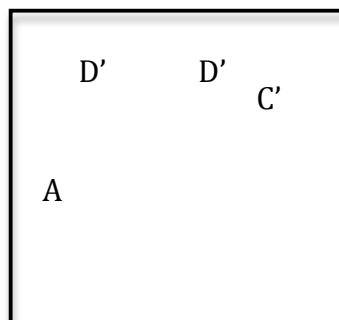
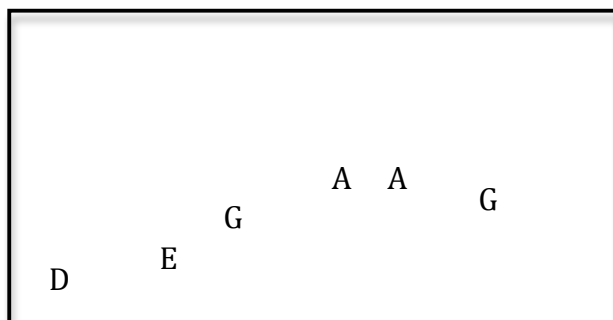
Musical score for the first system of "Problem". It features six staves: Soprano Recorder, Alto Recorder, Wind Chimes, Cymbals, Congas, and Bass Metallophone. The Soprano Recorder part has lyrics: "Oh no a prob - lem came". The Alto Recorder part has lyrics: "Oh no Oh no". The Bass Metallophone part has lyrics: "Not the same not the same". The Wind Chimes, Cymbals, and Congas parts provide rhythmic accompaniment.

Musical score for the second system of "Problem". It features five staves: Soprano Recorder (S. Rec.), Alto Recorder (A. Rec.), Wind Chimes (W.Ch.), Cymbals (Cym.), and Bass Metallophone (Bass Met.). The S. Rec. part has lyrics: "Dan - ger Dan - ger Must a - void it". The A. Rec. part has lyrics: "Op - por - tun - it y. See it through go.". The W.Ch. part has lyrics: "not the same change it done". The Cym. and Bass Met. parts provide rhythmic accompaniment. The system includes a triplet of eighth notes in the S. Rec. part and first/second endings for the S. Rec. and A. Rec. parts.

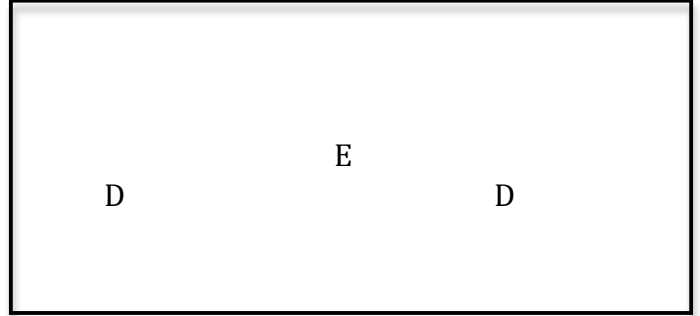
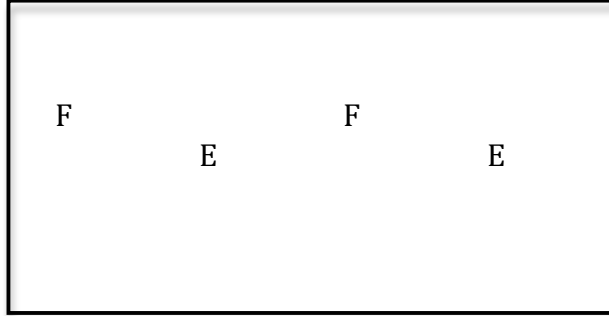
### Skeleton Melody



### Final Goal



## Alto Recorder



### **Movement:**

- Have students form groups of three
- Students given a few seconds to decide on movement that uses three people and lasts for “Danger, danger, must avoid it.” and “opportunity”.

(groups of 3 in triangle formation)

Meas. 1 – 2 Grapevine

Meas 3 – 5 Student created movement

### **Process:** (This is a multi-day process. Take your time or grow your problem.)

- Read What Do You Do With a Problem? by Kobi Yamada
- Learn song with unpitched and Bm and add movement
- Warm-up with pitch stack. Make sure to practice appropriate skips
- Practice boxes of skeleton melody
- Add notes of our final goal one at a time to build melody
- Practice playing entire melody with orchestration
- Alto: Introduce some special boxes that are “problems with an opportunity”.
- Speak words to learn rhythm. Practice fingers in the air for each note.
- Let S transfer to alto.
- Let S decide final form