


Think "QR"

ready for

Recorder?

BOOK 1: BAG

An essential method for beginners with QR codes linked to media examples on **You** 



*A recorder mini-method by
Sara Wilshire Bibee*

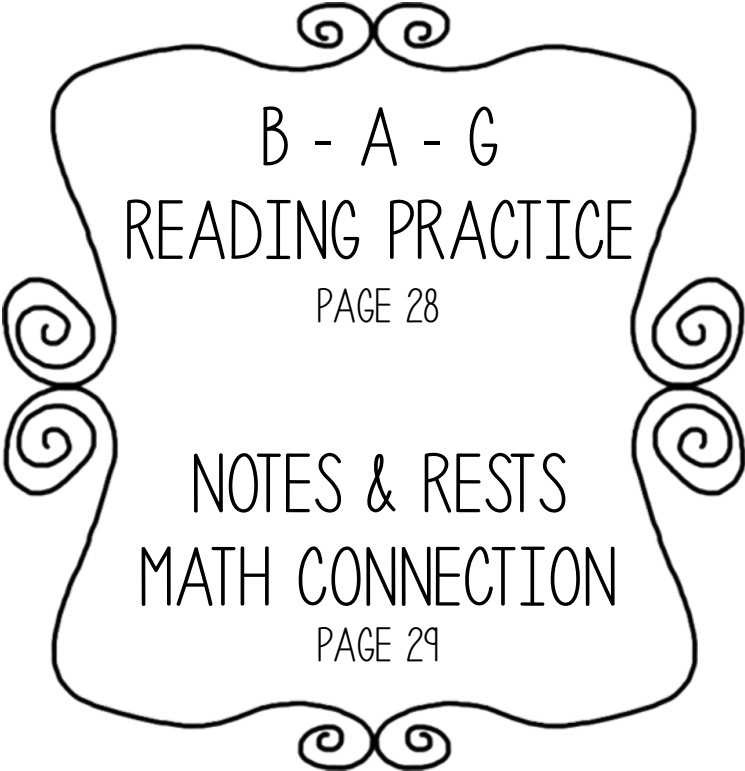
SCAN ME!



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HOW TO USE THIS BOOK

This recorder book can be used alone without the use of the QR codes. However, to make practicing at home more fun for students, QR codes have been provided for each example, which will lead him or her to my YouTube Channel (MrsSaraWilshireBibee). The QR code on the front of the book takes you right to the playlist.

If you would like to play these videos in class, I have provided all of the pieces within a playlist on my channel called: "Think QR Ready for Recorder? Book 1- BAG"

If you are unsure how to use QR codes, you will need to download a QR scanner on your electronic device. Here are some free suggested apps from the Apple and Android stores:

		
QR READER	QR READER	QR DROID
SCAN	SCAN	SCAN
SCANLIFE	ESPONCE	SCANLIFE

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You do have permission to copy the contents of this book for students, which will prevent the need to buy many copies as with hard copy books. The purpose of this book was to help teachers in schools with tight budget situations. If you purchased this book online, please remember to leave feedback, as it helps my resources grow.

PRACTICING FOR SUCCESS

The more you practice, the better you will become. Practice is key for improvement. Follow these suggestions to become a better musician:

1. TAKE YOUR INSTRUMENT AND MUSIC HOME!

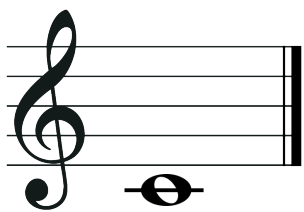
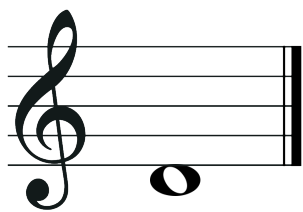
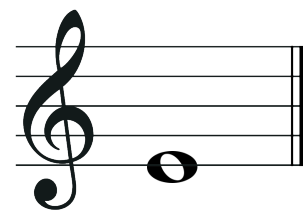
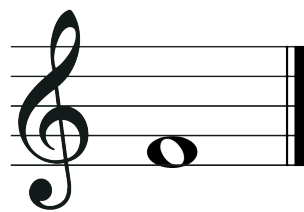
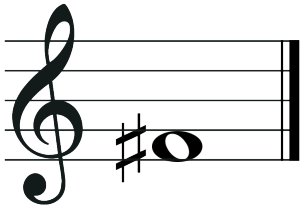
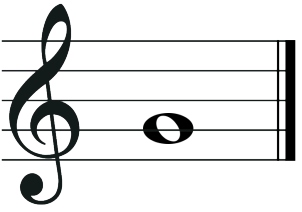
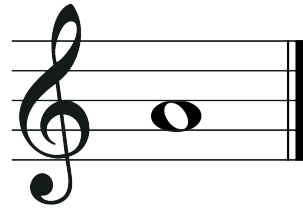
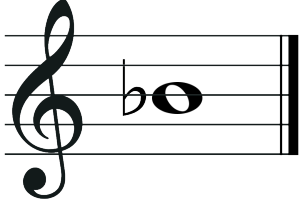
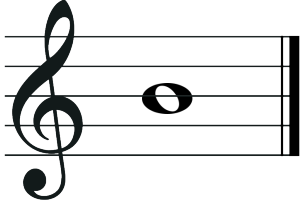
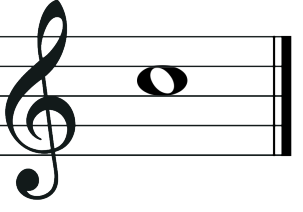
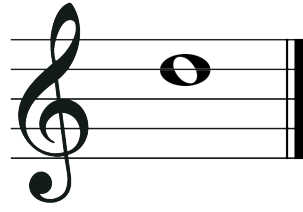
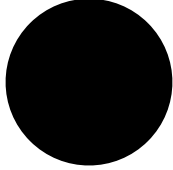
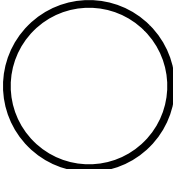
2. PRACTICE CORRECTLY.

- Clap/Say Rhythm
- Identify Pitches
- Say Pitches in Rhythm
- Say Pitches and Practice Fingerings
- PLAY!











3. YOU WILL MAKE MISTAKES. WORK THROUGH THEM.

4. BE NICE AND SUPPORTIVE TO YOUR OTHER CLASSMATES.

RECORDER FINGER CHART

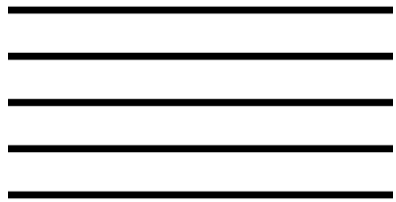
 LH: ●● RH: ●●●●●● C	 LH: ●● RH: ●●●●●○ D	 LH: ●● RH: ●●●●●○ E	 LH: ●● RH: ●●●●○● F
 LH: ●● RH: ●●●○●● F#	 LH: ●● RH: ●●●○●● G	 LH: ●● RH: ●●●○●● A	 LH: ●● RH: ●●●○●● B^b
 LH: ●● RH: ●●●○●● B	 LH: ●● RH: ●●●○●● C	 LH: ●● RH: ●●●○●● D	 CLOSED HOLE  OPEN HOLE

NOTE AND REST DURATION CHART

NOTES (SOUNDING)	TYPE AND VALUE	RESTS (SILENT)
	Whole (4 Beats)	
	Half (2 Beats)	
	Quarter (1 Beat)	
	Eighth (1/2 Beat)	
	Sixteenth (1/4 Beat)	

BASIC MUSIC READING FOR RECORDER

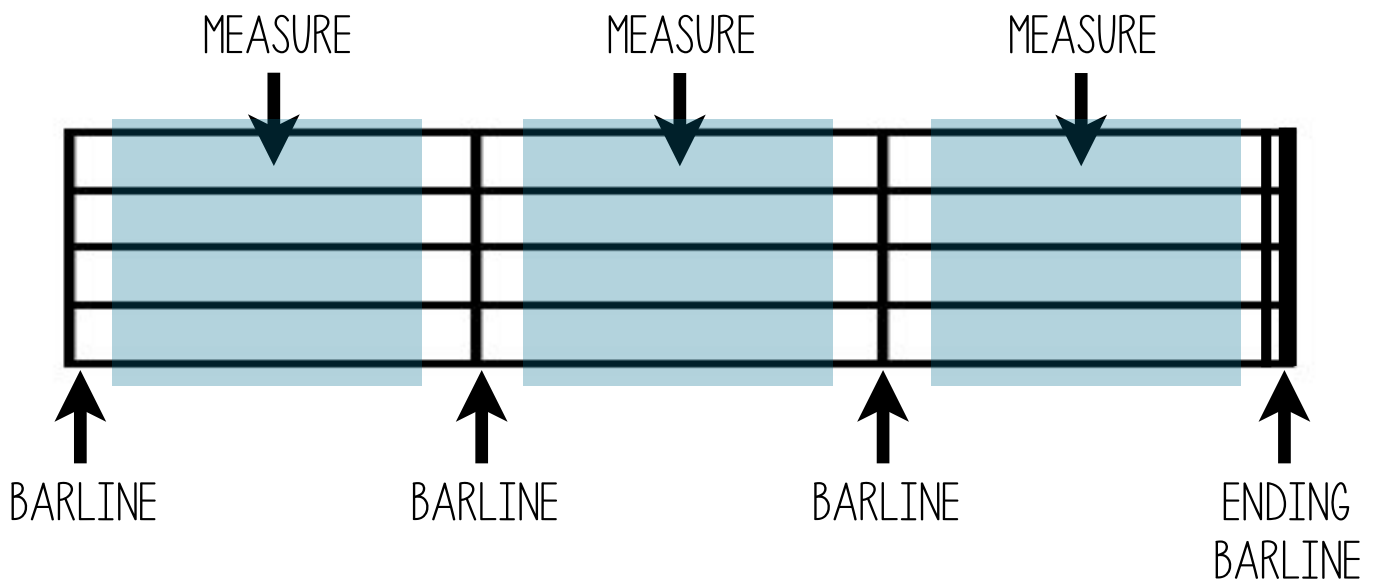
THE STAFF:



The 5 lines and 4 spaces
where notes and rests
are placed.



MEASURES AND BARLINES:



BARLINE: LINES THAT DIVIDE THE STAFF INTO MEASURES.

ENDING BARLINE: A DOUBLE BARLINE THAT IS AT THE END OF THE PIECE.

MEASURE: THE SPACE IN BETWEEN BARLINES.

TIME SIGNATURES

The TIME SIGNATURE tells us how many beats are in a measure, and which type of note lasts for one beat.

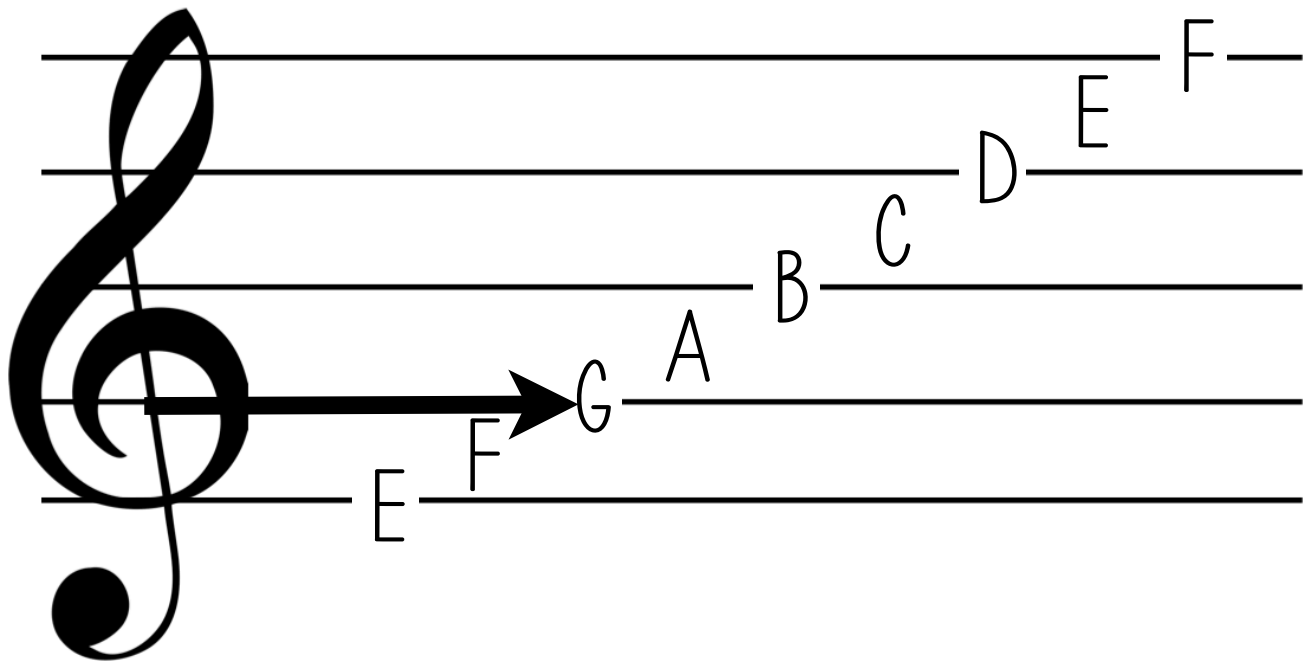


How many beats are in a measure.



The 4 means the Quarter Note gets one beat.

THE TREBLE CLEF



The treble clef is used for higher pitched instruments. The circled area shows us where “G” is located on the staff.

BIGGEST RECORDER MISTAKES

And what you can do to prevent them.

Mistake #1: Students who put their right hand on top.

This mistake is common because most people are right-handed. Keep in mind, the left hand needs to go on top for a couple of reasons.

1. It will prepare you for playing a woodwind instrument. All woodwind instruments are played with the right hand below the left hand.
2. The very last hole on the recorder is slanted to the right. If your left hand were on the bottom, it would be difficult to play this way.

Mistake #2: Not covering holes all the way.

This mistake is common when you are beginning. If a hole is not covered all the way, your recorder will squeak or produce incorrect tones. There are a couple of ways to fix this:

1. Place the “pads” (flat part) of your finger over the hole. It will seal easier this way.
2. If you are unsure if your pads are covering the holes, wiggle your fingers in place with slight pressure for a few seconds, then lift your fingers away. On the pads of your fingers, you should see a circle where the recorder was. If the circle is faint, incomplete, or not in the center of your finger’s pad, it is likely you may not be covering the holes all the way.
3. While playing, “float” your fingers right over top of the holes, so they are ready to use as soon as you need them. This will prevent you from quickly trying to move your finger from a crazy location and possibly missing the hole.

Mistake #3: Blowing too hard or too soft will prevent a proper quality of sound and tone.

EASY TO FIX, AND EASY TO REMEMBER:

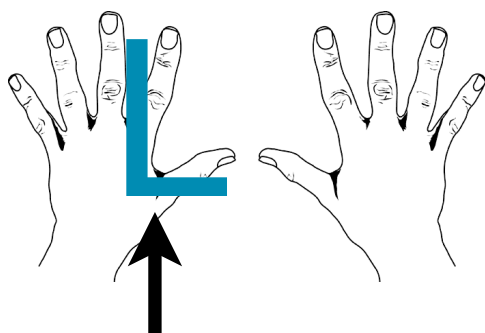
If you want to play lower/softer, blow slower.

If you want to play higher/louder, blow faster (not too much!).

PARTS OF THE RECORDER

RECORDER TIP:

If you don't know
which hand is your left
hand, hold them up
like this:



The hand that makes
an "L" is your left
hand.

RIGHT HAND

1
2
3
4

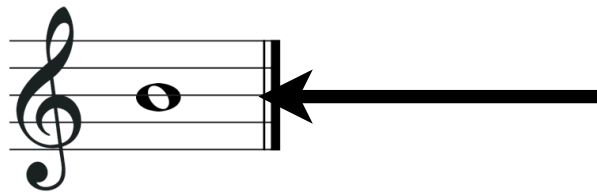
LEFT HAND

1
2
3

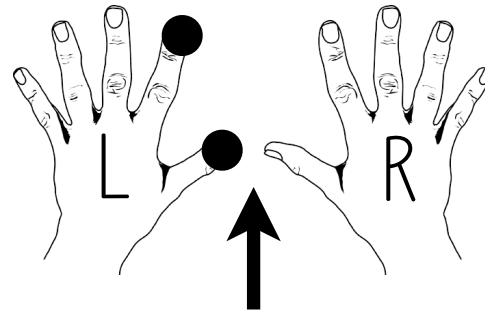
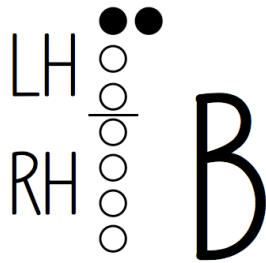
VENT



GET READY FOR B!



B is located on the third line of the staff.

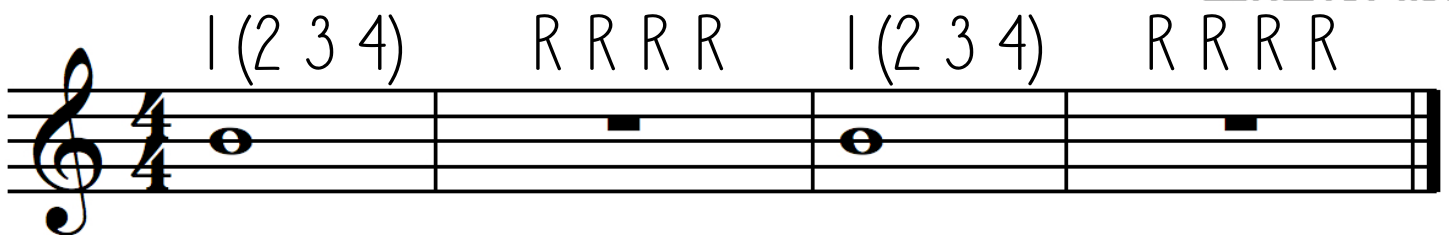


B is played with the 1st finger and thumb of the left hand.

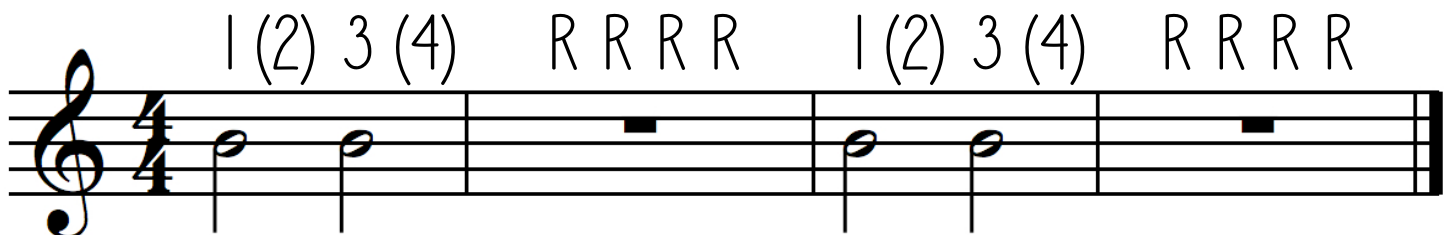
To see the video of all three examples, scan this QR Code!



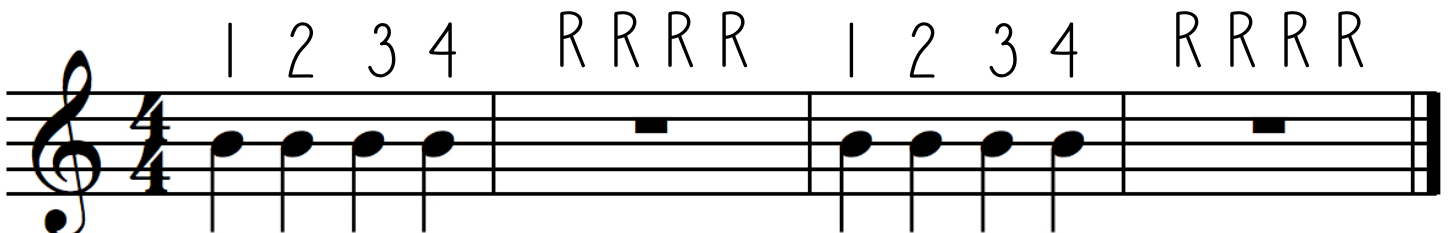
PRACTICE B #1- WHOLE NOTES



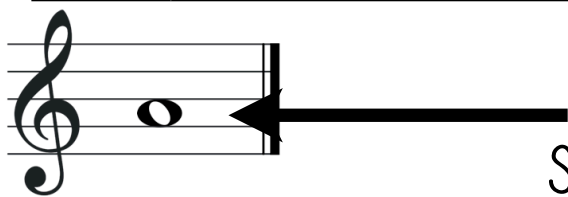
PRACTICE B #2- HALF NOTES



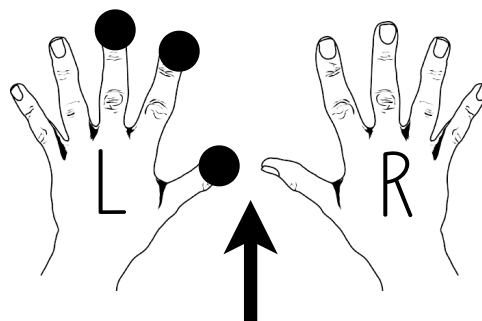
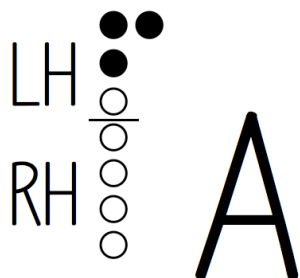
PRACTICE B #3- QUARTER NOTES



GET READY FOR A!



A is located on the second space of the staff.

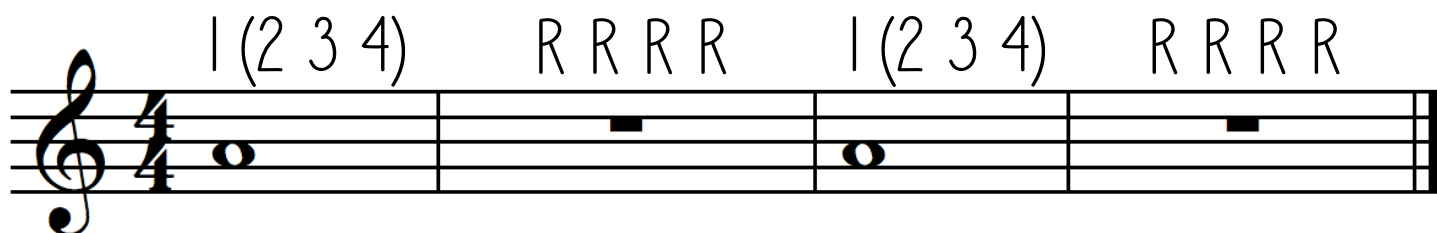


A is played with the thumb, 1, and 2 of the left hand.

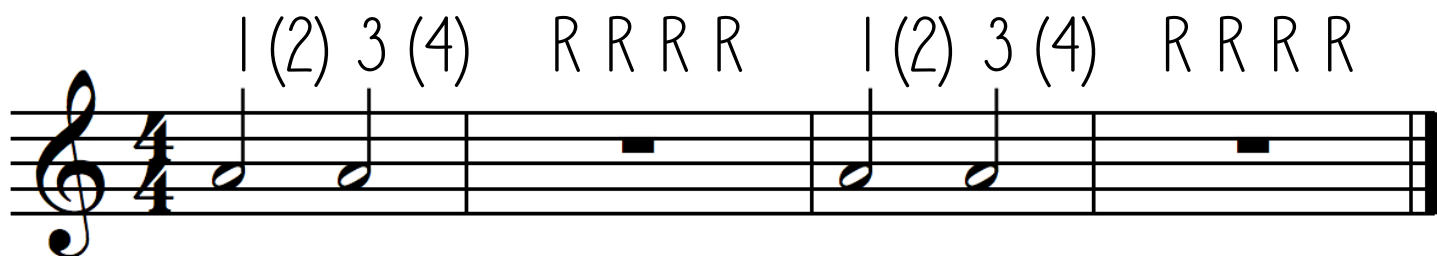
To see the video of all three examples, scan this QR Code!



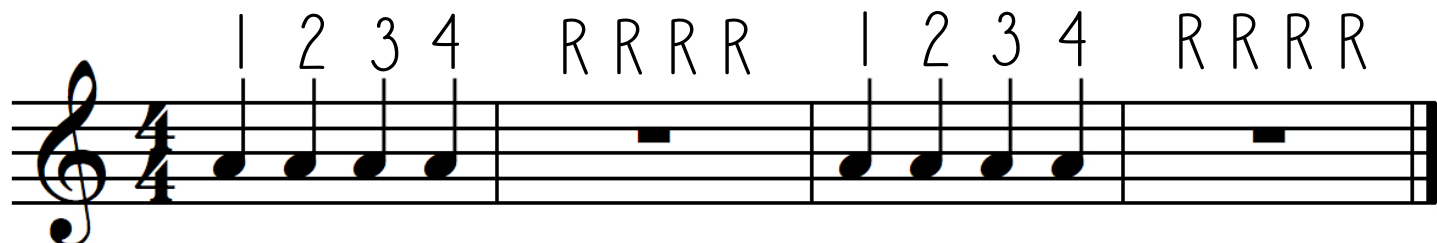
PRACTICE A #1- WHOLE NOTES



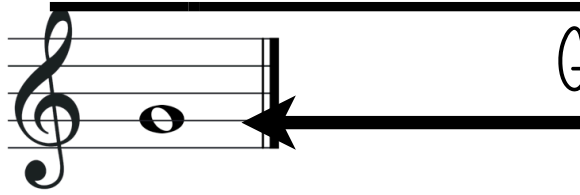
PRACTICE A #2- HALF NOTES



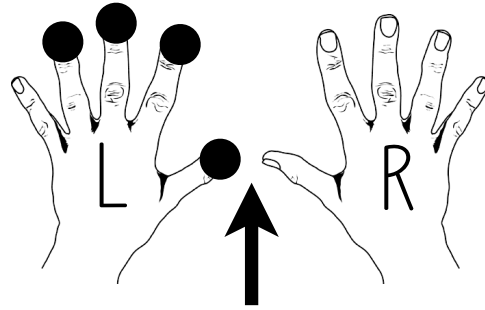
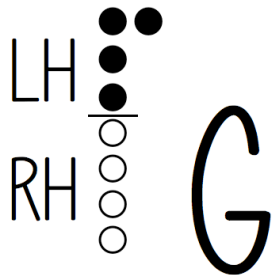
PRACTICE A #3- QUARTER NOTES



GET READY FOR G!



G is located on the second line of the staff.

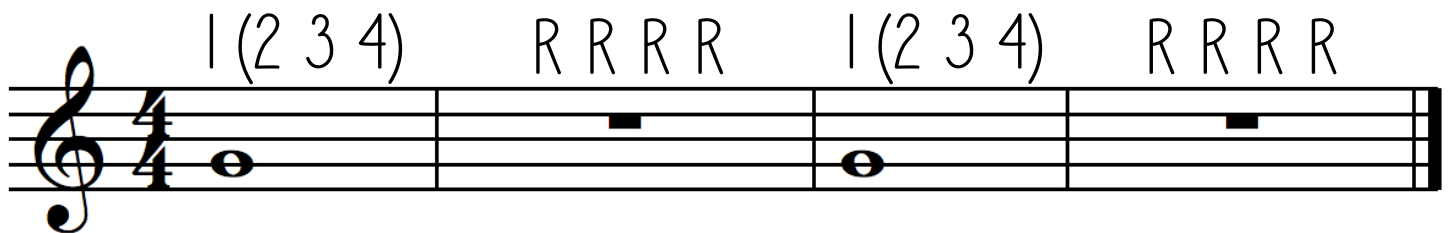


G is played with the thumb, 1, 2 and 3 of the left hand.

To see the video of all three examples, scan this QR Code!



PRACTICE G #1- WHOLE NOTES



PRACTICE G #2- HALF NOTES



PRACTICE G #3- QUARTER NOTES

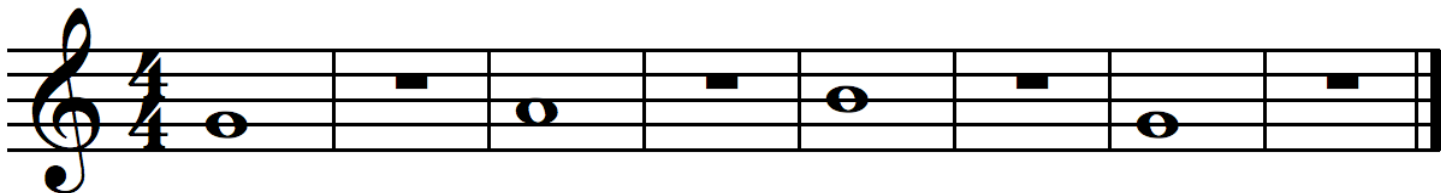


WHOLE PRACTICE

1



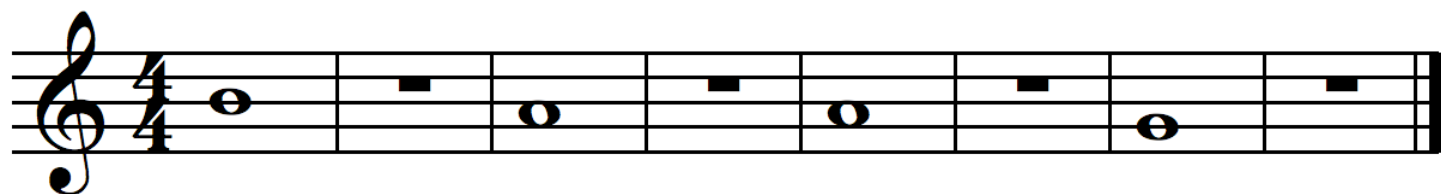
Break Up



2



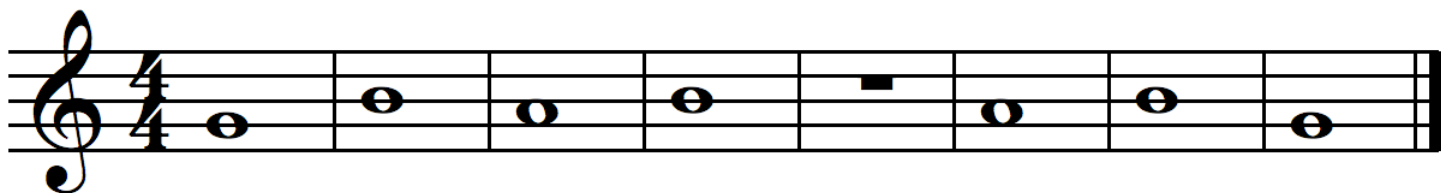
Break Down



3



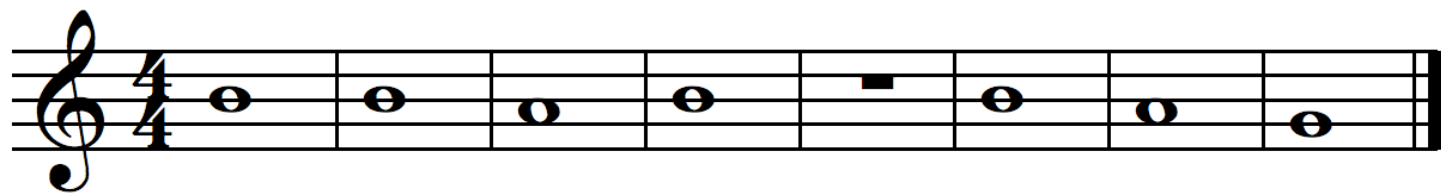
Hula Shake



4



Not Sticking Around For Long

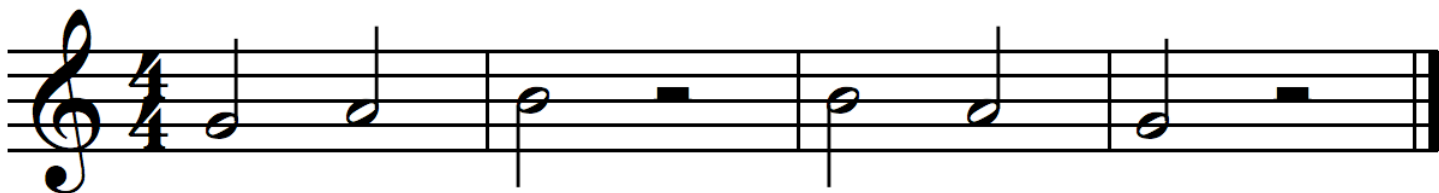


HALF PRACTICE

5



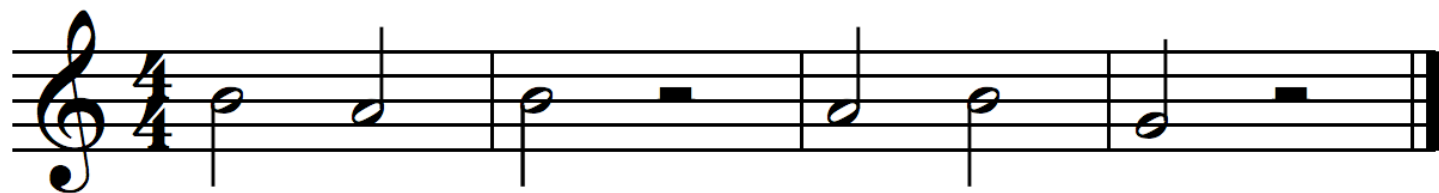
Three Steps Up, Three Steps Down



6



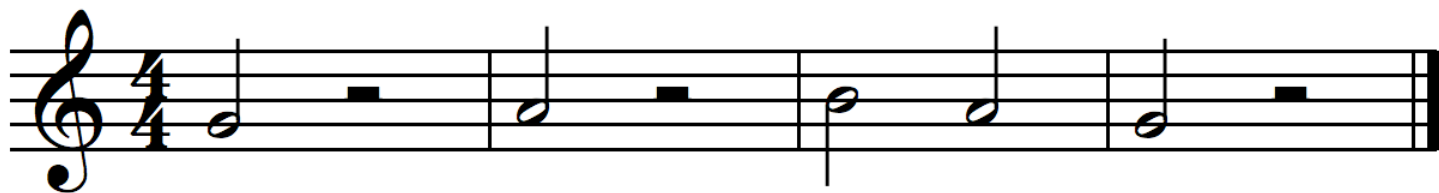
A Little Skip



7



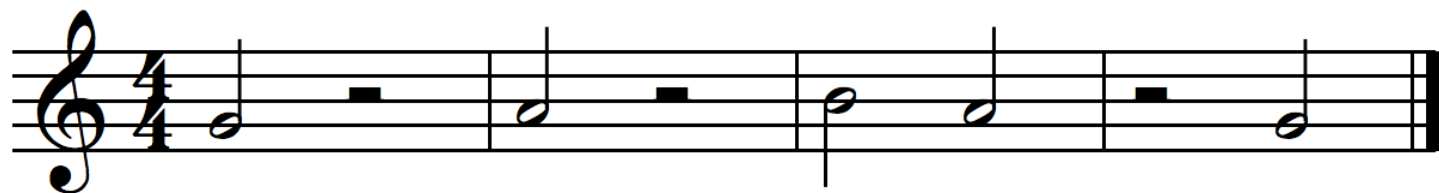
On and Off



8



A Flickering Light

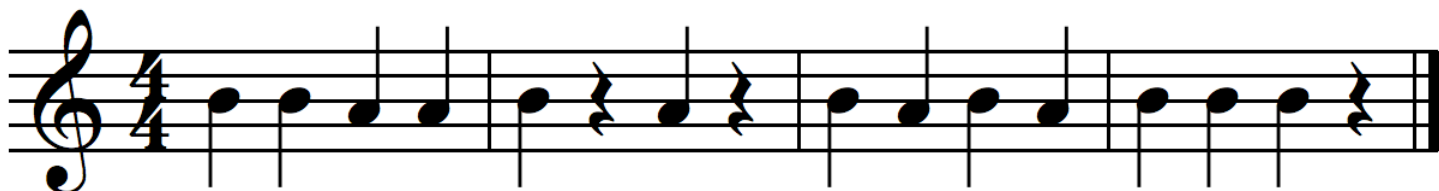


QUARTER PRACTICE



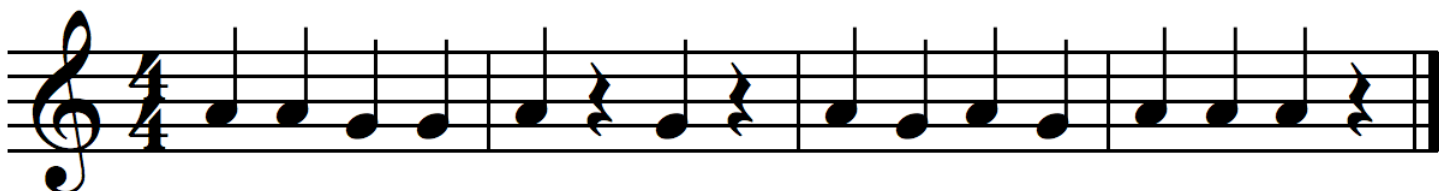
9

Bouncing Betty



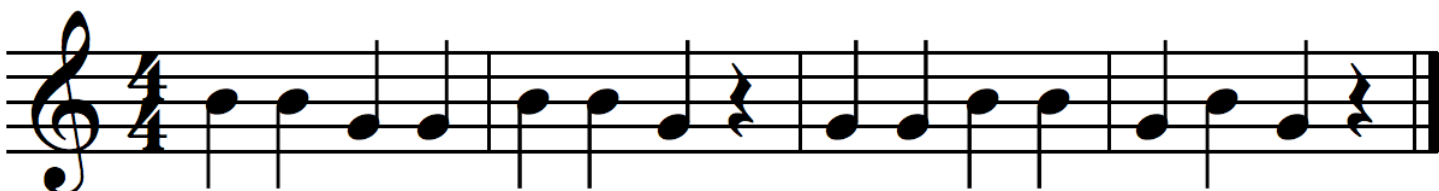
10

Bouncing Andy



11

Bugged



12

Tsunami



IT ALL FITS TOGETHER!

• This symbol is a breath mark. It is placed between musical phrases to suggest the player take a quick breath.

13 Mary and her Lamb

Mar- y had a Lit- tle lamb, Lit- tle lamb, Lit- tle lamb.

Mar- y had a Lit- tle lamb, its fleece was white as snow.

14 Tip Toe

15 Hopscotch

16 Hot Cross Buns



Hot cross buns Hot cross buns

one a pen-ny two a pen-ny Hot cross buns

The musical notation for 'Hot Cross Buns' is written on two staves in 4/4 time. The first staff contains the melody for the first line of the song, with notes for 'Hot', 'cross', and 'buns' followed by a whole rest. The second staff continues the melody for the second line, with notes for 'one a pen-ny', 'two a pen-ny', and 'Hot cross buns'.

17 Rest Easy



The musical notation for 'Rest Easy' is written on a single staff in 4/4 time. The melody consists of a series of eighth notes and quarter notes, ending with a whole note.

18 Mountain Top



The musical notation for 'Mountain Top' is written on a single staff in 4/4 time. The melody consists of a series of eighth notes and quarter notes, ending with a whole note.

19 Double it Up

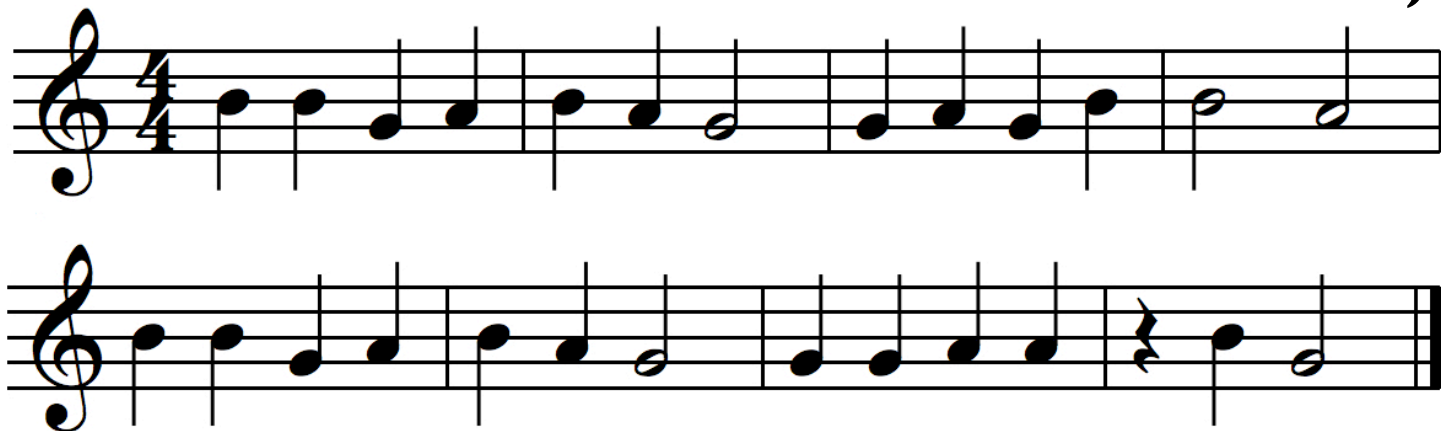


The musical notation for 'Double it Up' is written on two staves in 4/4 time. The first staff contains the melody for the first line of the song, with notes for 'Double it up' followed by a whole rest. The second staff continues the melody for the second line, with notes for 'Double it up' followed by a whole note.



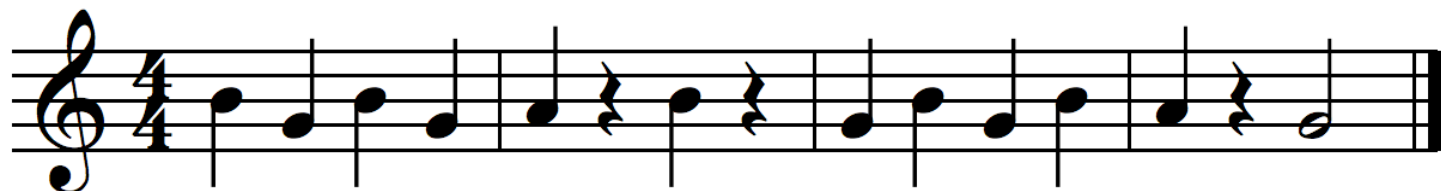
20

Gentle Stride



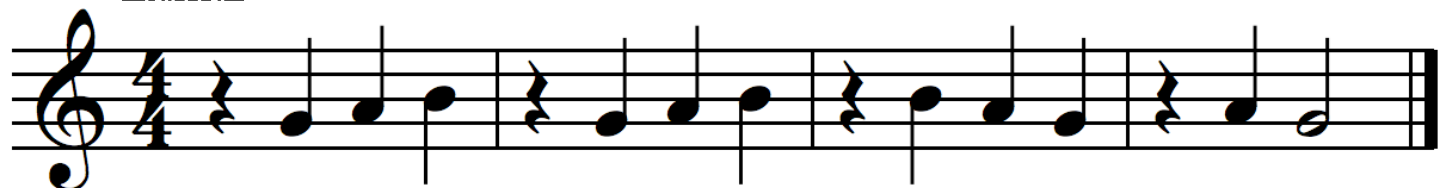
21

A Skip in the Park



22

Runner Up



23

Au Claire de la Lune



TIME SIGNATURE 3/4



Three beats per measure.

Quarter Note still gets the beat.

24



Three-zy Squeezy



25



Sneak Attack



26



Swingset



TIME SIGNATURE 2/4



Two beats per measure.

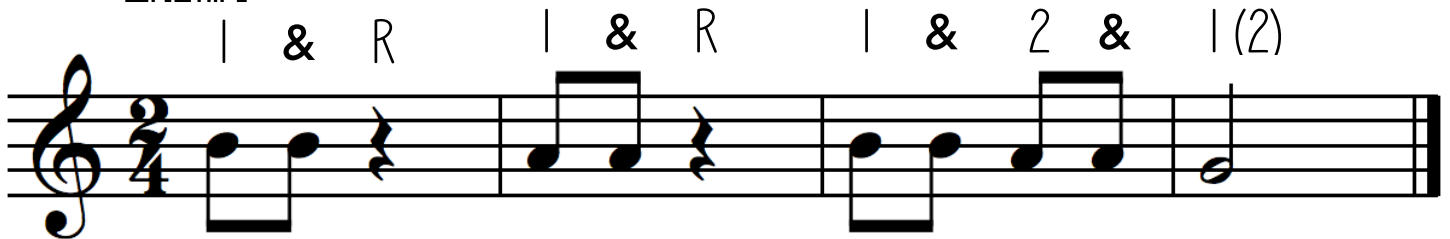


Quarter Note still gets the beat.

27



Pair it Up



When counting eighth notes, say "and" on the upbeats to subdivide.

THE EIGHTH NOTE



A single eighth note

An eighth note is worth $1/2$ of a beat.
This means two eighth notes take up the same space as one quarter note.



Eighth note pair



= 1 Beat

28 Down by the Station



Down by the sta- tion ear-ly in the morn- ing see the lit-tle smoke stacks
all in a row. chug-ga chug-ga choo! choo! watch-em, off they go!

29 Chop, Chop!



30 Chop, Chop, Reverse!



31 Two-Pair Kicks



A group of four eighth notes takes up the space of two beats.

DUET

A duet is two musical parts sounding together.
Practice the following two pieces with a partner.
Practice both parts, then try switching!

32 Repeat After Me



33 Sweet Harmony



















MIND-BENDING RHYTHMS

Practice the following rhythms on your instrument, by clapping, counting, or another method preferred by your teacher.

1 	2
3 	4
5 	6
7 	8
9 	10
11 	12
13 	14
15 	16

MIND-BENDING RHYTHMS

Here are the QR codes for all of the Mind-Bending Rhythms.

1 	2 	3 	4 
5 	6 	7 	8 
9 	10 	11 	12 
13 	14 	15 	16 

STUDENT PROGRESS CHART

Think “QR” Ready for Recorder? Book 1: BAG

Student Name: _____

Page #8

NUMBER	SCORE	COMMENTS
B Practice #1- Wholes	0 1 2 3 4 5 N/A	
B Practice #2- Halves	0 1 2 3 4 5 N/A	
B Practice #3- Quarters	0 1 2 3 4 5 N/A	

Page #9

NUMBER	SCORE	COMMENTS
A Practice #1- Wholes	0 1 2 3 4 5 N/A	
A Practice #2- Halves	0 1 2 3 4 5 N/A	
A Practice #3- Quarters	0 1 2 3 4 5 N/A	

Page #10

NUMBER	SCORE	COMMENTS
G Practice #1- Wholes	0 1 2 3 4 5 N/A	
G Practice #2- Halves	0 1 2 3 4 5 N/A	
G Practice #3- Quarters	0 1 2 3 4 5 N/A	

Page #11- Whole Practice

NUMBER	SCORE	COMMENTS
1- Break Up	0 1 2 3 4 5 N/A	
2- Break Down	0 1 2 3 4 5 N/A	
3- Hula Shake	0 1 2 3 4 5 N/A	
4- Not Sticking Around	0 1 2 3 4 5 N/A	

Page #12- Half Practice

NUMBER	SCORE	COMMENTS
5- Three Steps Up	0 1 2 3 4 5 N/A	
6- A Little Skip	0 1 2 3 4 5 N/A	
7- On and Off	0 1 2 3 4 5 N/A	
8- A Flickering Light	0 1 2 3 4 5 N/A	

Page #13- Quarter Practice

NUMBER	SCORE	COMMENTS
9- Bouncing Betty	0 1 2 3 4 5 N/A	
10- Bouncing Andy	0 1 2 3 4 5 N/A	
11- Bugged	0 1 2 3 4 5 N/A	
12- Tsunami	0 1 2 3 4 5 N/A	

Page #14- It All Fits Together

NUMBER	SCORE	COMMENTS
13- Mary and her Lamb	0 1 2 3 4 5 N/A	
14- Tip Toe	0 1 2 3 4 5 N/A	
15- Hopscotch	0 1 2 3 4 5 N/A	

Page #15

NUMBER	SCORE	COMMENTS
16- Hot Cross Buns	0 1 2 3 4 5 N/A	
17- Rest Easy	0 1 2 3 4 5 N/A	
18- Mountain Top	0 1 2 3 4 5 N/A	
19- Double it Up	0 1 2 3 4 5 N/A	

Page #16

NUMBER	SCORE	COMMENTS
20- Gentle Stride	0 1 2 3 4 5 N/A	
21- A Skip in the Park	0 1 2 3 4 5 N/A	
22- Runner Up	0 1 2 3 4 5 N/A	
23- Au Claire de la Lune	0 1 2 3 4 5 N/A	

Pages 17 & 18- 3/4 and 2/4 Time

NUMBER	SCORE	COMMENTS
24- Three-zy Squeezy	0 1 2 3 4 5 N/A	
25- Sneak Attack	0 1 2 3 4 5 N/A	
26- Swingset	0 1 2 3 4 5 N/A	
27- Pair It Up	0 1 2 3 4 5 N/A	

Page 19- Eighth Note Practice

NUMBER	SCORE	COMMENTS
28- Down by the Station	0 1 2 3 4 5 N/A	
29- Chop, Chop!	0 1 2 3 4 5 N/A	
30- Chop, Chop, Reverse!	0 1 2 3 4 5 N/A	
31- Two-Pair Kicks	0 1 2 3 4 5 N/A	

Page 20- Duets

NUMBER	SCORE	COMMENTS
32- Repeat After Me	0 1 2 3 4 5 N/A	
33- Sweet Harmony	0 1 2 3 4 5 N/A	

Pages 20 & 21- Mind Bending

NUMBER	SCORE	COMMENTS
1	0 1 2 3 4 5 N/A	
2	0 1 2 3 4 5 N/A	
3	0 1 2 3 4 5 N/A	
4	0 1 2 3 4 5 N/A	
5	0 1 2 3 4 5 N/A	
6	0 1 2 3 4 5 N/A	
7	0 1 2 3 4 5 N/A	
8	0 1 2 3 4 5 N/A	
9	0 1 2 3 4 5 N/A	
10	0 1 2 3 4 5 N/A	
11	0 1 2 3 4 5 N/A	
12	0 1 2 3 4 5 N/A	
13	0 1 2 3 4 5 N/A	
14	0 1 2 3 4 5 N/A	
15	0 1 2 3 4 5 N/A	
16	0 1 2 3 4 5 N/A	

LET'S LEARN PITCHES!



This is a note head. The note head is the circular part of a note. We have two different positions of note heads. Some note heads will be on a LINE. Others can be on SPACES.



This is a LINE NOTE.

If a note head has a line going through it, it is a line note.



This is a SPACE NOTE.

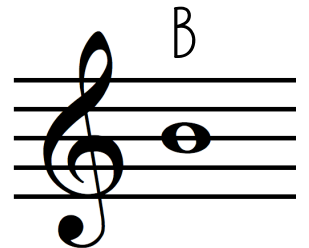
If a note head has a lines around it, it is a space note.



LINE #2

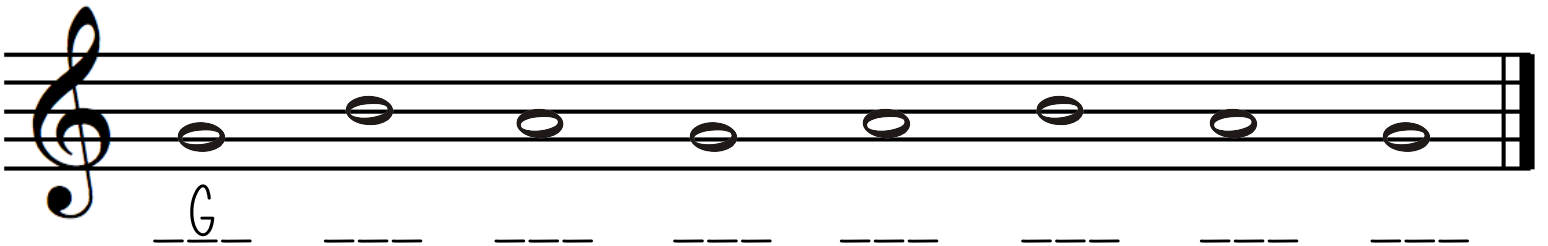


SPACE #2

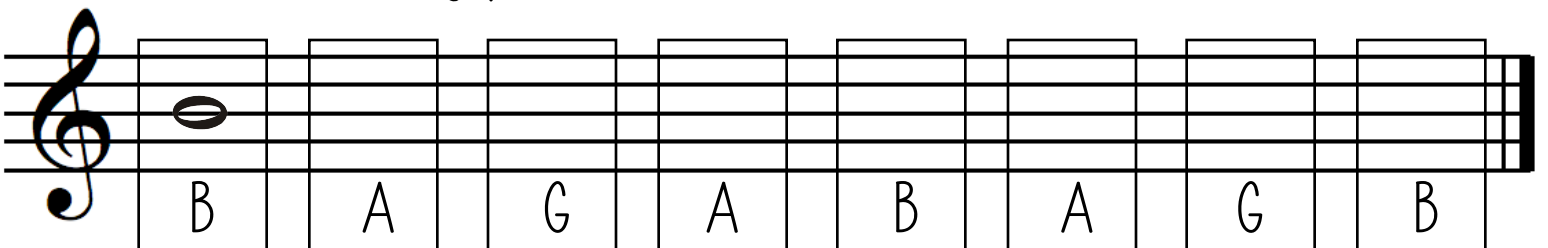


LINE #3

IDENTIFY the following pitches in the blank below the note head.












CREATE the following pitches in each box on the staff.







LET'S LEARN NOTES AND RESTS!



In this book, you will see the following types of notes and rests. Each has a specific amount of time (duration) which the note or rest is held. NOTES are units of time which are sounding. RESTS are units of time which are silent.


NOTES (SOUNDING)	DURATION	RESTS (SILENT)
	WHOLE 4 BEATS	
	HALF 2 BEATS	
	QUARTER 1 BEAT	
	EIGHTH GROUP 1 BEAT	 OR 

Use the chart above to answer the following questions. The first one has been done for you as an example.

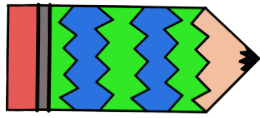
1.  +  = 3 Beats
 1 2

3.  +  = Beats

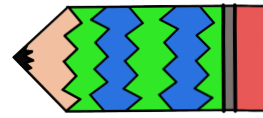
2.  +  = Beats

4.  +  = Beats

COMPOSE YOUR OWN !



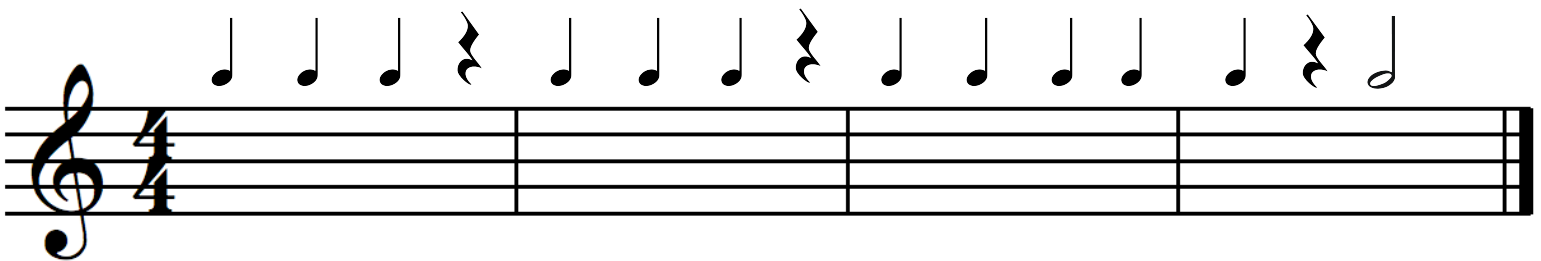
DIRECTIONS:



Compose your own song using the outline below. Use the same rhythm as in #18, "Mountain Top". Use the pitches B, A, and G to fill in the rhythm. Rests stay in place.

Song Title: _____

Composed By: _____



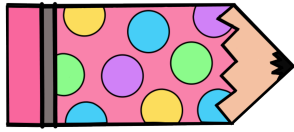
CHECKLIST: Did you...

- ☐ Use the rhythm listed above the staff?
- ☐ Use the pitches B, A, and G?
- ☐ Make sure not to copy the original melody?
- ☐ Give your song a name?
- ☐ Write your name as the composer?

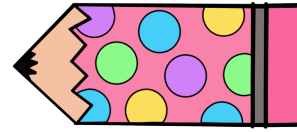
HEY, COMPOSER!

Once your checklist is complete, ask your teacher to check your work. Once you are cleared, practice your song on the recorder. Get ready to perform it!

COMPOSE YOUR OWN !



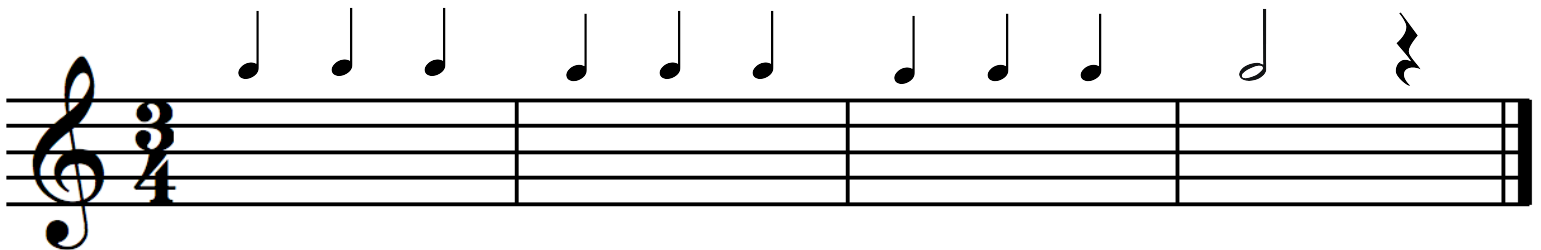
DIRECTIONS:



Compose your own song using the outline below. Use the same rhythm as in #24, "Three-zy Squeezy". Use the pitches B, A, and G to fill in the rhythm. Rests stay in place.

Song Title: _____

Composed By: _____



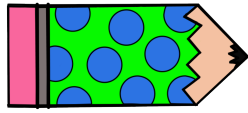
CHECKLIST: Did you...

- ☐ Use the rhythm listed above the staff?
- ☐ Use the pitches B, A, and G?
- ☐ Make sure not to copy the original melody?
- ☐ Give your song a name?
- ☐ Write your name as the composer?

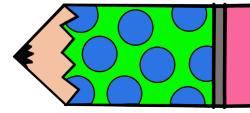
HEY, COMPOSER!

Once your checklist is complete, ask your teacher to check your work. Once you are cleared, practice your song on the recorder. Get ready to perform it!

COMPOSE YOUR OWN !



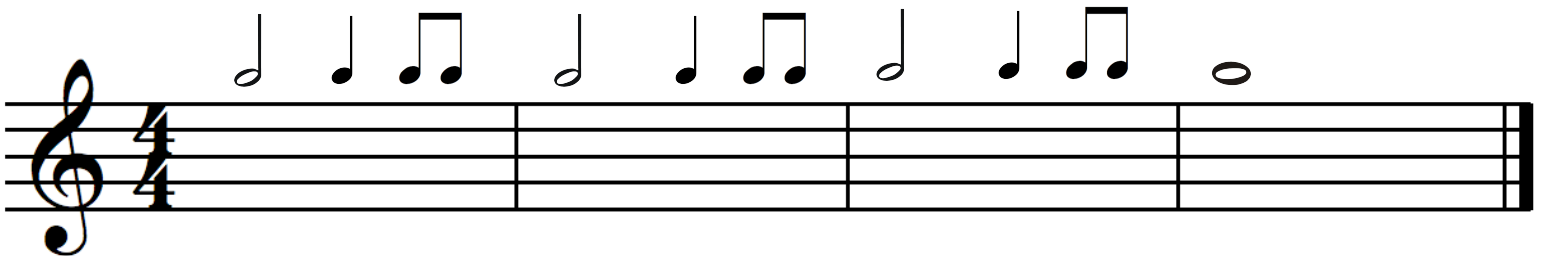
DIRECTIONS:



Compose your own song using the outline below. Use the same rhythm as in #29, "Chop, Chop!". Use the pitches B, A, and G to fill in the rhythm. Rests stay in place.

Song Title: _____

Composed By: _____



CHECKLIST: Did you...

- ☐ Use the rhythm listed above the staff?
- ☐ Use the pitches B, A, and G?
- ☐ Make sure not to copy the original melody?
- ☐ Give your song a name?
- ☐ Write your name as the composer?

HEY, COMPOSER!

Once your checklist is complete, ask your teacher to check your work. Once you are cleared, practice your song on the recorder. Get ready to perform it!

CONGRATULATIONS !

This award is presented to

for completing the
Think “QR” Ready for Recorder?
method book #1.

DATE

PRESENTED BY



Thank You!

I would like to extend my thanks to the following resources, and give credit where credit is due.

FONTS USED: ALL AVAILABLE FROM FONTSPACE.COM

Isabelle Layne ([click to download](#))

Janda Manatee Solid: ([click to download](#))

KB Hard Candy Striped ([click to download](#))

KG What the Teacher Wants ([click to download](#))

IMAGES USED:

Recorder images courtesy of the Yamaha Corporation and Lazar's Early Music: http://www.lazarsearlymusic.com/Yamaha-Recorders/yamaha_recorders.htm

Hands courtesy of Blogspot: http://3.bp.blogspot.com/_ufHWxVXtXL0/TQgm9OLwBsI/AAAAAAAAAC5o/epnQpc-hxcc/sl600/euro-10_37122_lg.gif

QR Barcodes courtesy of QR CODE GENERATOR: <http://www.the-qr-code-generator.com>

PROGRAMS USED (ALL ON MY MAC):

Pages (The entire book)

Keynote (Class Presentations)

Garageband (Beat tracks and audio editing)

Skitch (Screen Capturing QR Codes and Compositions)

iTunes (To compile playlists)

Finale 2008 (Compositions)- All composed by Sara Bibee, unless Public Domain