

Putting it All Together – Recorders that Sound Good

How I make recorder work for me – and keep my sanity (and ears!).

- 1) Focused reading exercises – flash cards. – Teams play together in groups of 4-6. The rest practice silently to be ready for their turn. Points are given.
- 2) Focused ear training – echo after me. Again – teams play together. Points are given.
- 3) Group leaders – Team captains lead and their group echoes. Team captains choose other leaders.
- 4) Add recorders in small groups or soloists to your existing pieces. A bit of recorder can emphasize what you're working on without destroying the sound. Those who can play it well get to play. The others have other things to do.

Who Has Seen the Wind

Christina Rossetti

Trad. Arr. Darva Campbell

$\text{♩} = 70$

Voice/ Recorder
Who has seen the wind? Nei-ther you nor I,
Who has seen the wind? Nei-ther I nor you,

Alto Glockenspiel

Alto Metallophone

Wind Chime
Templeblocks

Bass Metallophone

Contra Bass Bar

2

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Sing the song while students walk the half note. Add the Alto Glock on arm motions as you walk the half note – down up down up on phrases 1, 2, 4. Transfer to CBB and AG. Teach the bass part through large full body movements – pulling on the B, pushing on the C. Transfer to basses. Teach the Alto Met. Part with large body movements – swaying from the E (right) to D (left) rolling and growing on the tremolo. Transfer to Altos. Perform with flags for night, wind, clouds, and leaves. Each verse is performed first with singing, then with a few recorder players.

(Folk Song) ^{SEP} Text by Christina Rossetti

Watch Us Float

Darva D. Campbell

Musical score for the first system of 'Watch Us Float'. The score includes parts for Voice, Treble Recorder, Glockenspiel, Alto Metallophone, Bass Xylophone, and Contra Bass Bar. The key signature is one sharp (F#) and the time signature is 8/8. The lyrics are: "Watch us float, watch us fly, dancing, twirling, flying high, we are".

Musical score for the second system of 'Watch Us Float'. The score includes parts for Voice, Tr. Rec., Glock., Alto Met., Bass Xyl., and C.B. Bar. The key signature is one sharp (F#) and the time signature is 8/8. The lyrics are: "light as feathers, soft as air, floating here and there." A double bar line with a repeat sign is located before the second system.

Bring Me Little Water Sylvie

Voice



Bring me lit-tle wa - ter Syl-vie. Bring me lit-tle wa - ter now.
Bring it in a buck - et Syl-vie. Bring it in a buck - et now.

Clap
Choir
Patech
Stamp

5



Bring me lit-tle wa - ter Syl-vie. Ev-ery lit-tle once in a-while.
Bring it in a buck - et Syl-vie. Ev-ery lit-tle once in a-while.

9



Can't you see me run-nin? Buc-ket in my hand?

13



I will bring a lit-tle wa - ter Fast as I can.

Froggie

Ar. Darva D. Campbell

Traditional

The musical score is written in 4/4 time with a key signature of one sharp (F#). It consists of two systems of staves. The first system includes staves for Voice/Recorder, Glock, SX, AM/AX, T.B., and BX. The second system includes staves for Voice, Glock, Sop. Xyl., Alto Met., W.B., and Bass Xyl. The lyrics are: "Frog in the meadow... Can't get him out... Take a little stick and poke him about... Froggie, Froggie, please come out and play with me..."

MATERIALS: Frog puppet or Stuffed Animal
Students sing A, Solo/Duet recorder play repeat.

SUMMARY:

Students sing the A section, Listen and do thumbs up/thumbs down for soloists/duets on repeat. During B the dancers come get their frogs. Soloists/Duos/Trios do their Frog Dance. After dancing, students choose an instrument & accompany the next Frog Dancers.

