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PRESENTING


Teach Sopranino Recorder Lesson Plan Format

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About the Author

Lynda Shen taught general school music and the recorder from 1984 to 2004, after completing her training at the Institute of Education, Singapore, where she specialised in Music and Science education. She was trained in using the Kodaly Approach of instruction. She was a music specialist teacher with an international school in Hong Kong for 6 years (1998 - 2004). While she has moved on to other careers, her love for music remains strong and this little ebook is a gift to those who would like to learn the sopranino recorder - it shall be updated from time to time.

Past Professional affiliations :

Was Member of the International Kodaly Institute

Was Member of ARTA (American Recorder Teacher's Association)


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INTRODUCTION

Recorders come in various sizes, with **Sopranino** being the smallest of them all. It also plays the **highest pitch** amongst all the recorders.

There are plenty of teaching materials available for the teaching of descant / soprano and treble / alto recorders but very little resources for Sopranino. Hence I have written this little instruction manual for music teachers who would like to teach the Sopranino recorder. It is meant to be a starting point for small children with little or no knowledge of music theory.

Each Unit of work is complete with an introduction to some very fundamental music theory activity and should last about 45 minutes or more. Every subsequent lesson should start with a revision of what is being taught the previous lesson to reinforce the concepts learnt.

The Units / Lesson plans outlined here can be used with a small group of about 8 to 10 pupils or with individuals.

PREREQUISITES

The lessons in this book are presented on the assumption that the teachers using them already have a sound knowledge of good postures, the correct hand positions for holding a recorder, proper breathing techniques and basic fingering.

Materials provided are **Exercise Sheets, Units / Lesson Plans (with objectives)** and Suggestions of **Songs** and **Fingering charts**** for both G major scales and F major scales.

If you need to know more about advanced recorder techniques and music theory, visit the web site at www.dolmetsch.com. They have the most comprehensive and

What age should my students be to start learning the Sopranino recorder?

Not every preschool child will be ready to begin recorder instruction as the maturity level of 4 to 5- year olds varies greatly. Girls are generally better coordinated and have better dexterity at an earlier age.

So instead of plunging headlong into lessons, one should consider the readiness of the students by considering the following:

- * Is his/her attention span long enough to practise at least 5 to 10 minutes a day to begin with?
- * How is his / her small muscle coordination like? Can the child hold a pencil well enough to write alphabets?
- * Can the child recognize simple alphabets from A to G?
- * Can the child count 1 to 4?
- * Are the fingers long enough to cover all the holes on the Sopranino recorder?

If a majority of these prerequisites are missing, it is better to wait a little longer before starting the child on lessons.

Tips: Always make sure you are able to get the Sopranino recorders before starting your classes.

Reason: Sopranino recorders go out of stock easily.

Tips: For group instruction, it is better to order the same type / model of recorders for every single child in the group.

Reason: Different models have slight variations in tones and timbre. Some pupils may get German fingering while others may get Baroque fingering recorders.

Tips: To print the music score from the lesson plans, you can use your mouse, drag it over the score to select it first. Then choose print and on your print dialogue box, choose "print selection". To print the lesson

informative web site about recorders I have come across on the internet.

You may also be able to **purchase** Sopranino recorders from the Dolmetsch Recorder online store. Check their web site for more information.

plan, I suggest you select the left pane - print that out first. Then proceed to select the right pane before printing it out.

**** The Fingering charts provided are different from the ones usually used by other recorder books or provided with the recorder. It is in scale format. When placed flat next to the player, the pattern is easier to duplicate on the recorder than the "mirror image" format used by most other fingering charts. Great for small kids.**

Words from the Author

The eBook of lesson plans for the teaching of Sopranino Recorder is developed:-

- to serve as a guide for busy music teachers who wish to introduce / incorporate this instrument into their normal weekly music lessons
- to serve as a guide for recorder teachers who have always been teaching descant / soprano recorders and would like to try their hands at introducing Sopraninos
- to serve as a guide to teachers who wish to start a recorder club teaching young children / beginners to play this instrument

Although there are ten lesson plans featured here, feel free to break them up to twenty or even thirty to suit your pupils' needs. You can adapt them in any way. You may like to start by teaching them the E, D, C notes of the left hand and then the higher notes F and G first instead of following the sequence. You may also wish to introduce the F *sharps* so that pupils can play the complete scales of F major and G major on their recorders.

Many of the exercises and tunes / songs are conveniently created for the purpose of fulfilling the teaching / instruction needs for learning different fingerings. Much care has been taken not to infringe on the copyright of others. Any resemblance of these created music to any actual ones that may exist anywhere is unintentional and purely coincidental.

The letter names for the notes used will be represented as follows:
(lowest)F,G,A,Bb,C,D,E,F',G'(highest)

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UNIT 1

INTRODUCTION

Teacher preparation:

Read up more about Sopranino recorders. Familiarise yourself with the fingerings used. In all these lessons, German Fingering system is being used because it is easier to master by a very young child. If you prefer to use *Baroque Fingering* system instead, please make changes in the instructions about fingerings on the Exercise sheets regarding the notes *B* and *B-flat*.

To arouse pupils' interest, you could show them the different recorders that are available, like the descant, treble, tenor or even bass. Explain to them that if they learn the Sopranino recorder well, they will find it easier to play the treble recorder when they are older.

Objectives:

- [a] Pupils to recognize / feel beats in melodies.
- [b] Pupils to listen to tapes or CDs of recorder music.
- [c] Pupils to practise correct posture while sitting or standing.
- [d] Pupils to understand how to hold a recorder properly.
- [e] Pupils to be able to produce a pleasant tone for one pitch (E note).

Resources: Sopranino recorders , Exercise sheet, Beat Circle chart (make your own)

PROCEDURE:

Tuning In: Teacher shows the Beat Circle chart. Pupils clap to the beats while teacher points to each circle. Teacher varies the speed. Pupils sing to "tu" a simple tune, clapping the beat, while the teacher points to the beat on the Beat Circle.

[1] Show pupils the various different recorders (e.g.. descant, treble).

[4] Demonstrate proper posture when sitting / standing to play recorder.

[5] Demonstrate proper way / hand positions to hold a recorder.

[6] Explain how to get a nice tone on the recorder by blowing gently (use E note) / Show the correct fingering to get the sound.

[7] Each pupil to try out playing on the recorder. Teacher to listen and check that every single person is able to achieve at least a good sound. Check for air leakage or improper blowing if sound is squeaky.

[8] Introduce the note "E" on the staff.

[9] **Imitation activity** : Teacher plays some rhythms as indicated on the Exercise sheet while pupils follow on the recorders. (note: Do not distribute the Exercise sheet this lesson.)

Summary: Ask for volunteers to demonstrate the following:

- [a] proper posture
- [b] proper way of holding a recorder
- [c] name the letter of the note that they have learnt

Practice points:

Pupils must practise to get good sound on E note with proper hand positions. (5 - 10 minutes a day)

Tips:

- Choice of listening piece should be short and melodious.
- Getting the basics right from the very beginning is very important to ensure speedy progress.
- Be positive and always praise good effort.
- Setting rules and expectation is important at the beginning.
- Encourage pupils to try not to eat anything before their recorder lessons to minimise drooling problem.
- Do not distribute the Exercise sheet


[2] Tell them more about recorders.
[3] Play a tuneful piece of recorder music for listening.


during first lesson because if most of the children can't read music, the music sheet becomes a distraction rather than a guide.


Exercise Sheet No.1


Sopranino Recorder (1)

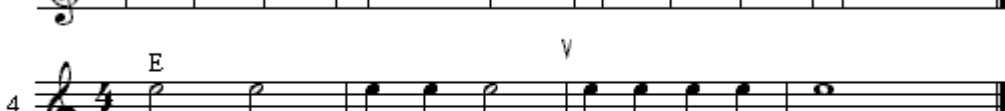
(1) Cover thumbhole (2) Cover first hole for 'E' note (3) Blow very gently

1. 

2. 

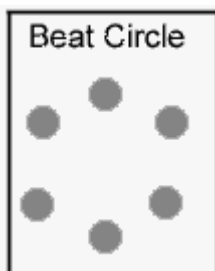
3. 

4. 

5. 

V **Breathing point**

Beat Circle Chart



(You can enlarge the Beat Circle Chart. Point to the dots with a steady speed to demonstrate beats. Point to two dots for each minim or half note, one dot for each crotchet or quarter note and quarter rest, and four dots for the semibreve or whole note.)

UNIT 2

INTRODUCTION

Teacher preparation:

Print out the Exercise sheet for each pupil (for home practice and parent's reference).

Make an overhead transparency of the Exercise sheet - Sopranino recorder (1) for class instruction.

[It is important that pupils do not slouch and bend to look at notes. Having the notes on OHT allows pupils to follow the notes when the teacher is pointing to them .]

Read up about caring for recorders.

Prepare a nice tune to play on your Sopranino for your pupils to listen.

Objectives:

[a] Pupils to recognise / feel beats in melodies.

[b] Pupils to listen to a recorder tune.

[c] Pupils to practise correct posture whether sitting or standing.

[d] Pupils to understand how to hold a recorder properly.

[e] Pupils to be able to produce a pleasant tone for one pitch (E note)

[f] Pupils to learn how to care for their recorders.

[g] Pupils to learn how to clap rhythms consisting of quarter notes, half notes, whole notes and quarter note rest.

Resources: Sopranino recorders , Exercise sheet, Beat Circle chart (make your own)

PROCEDURE:

Tuning In: Teacher shows the Beat Circle chart. Pupils clap to the beats while teacher points to each circle. Teacher varies the speed. Pupils sing to "tu" a simple tune,

[5] **Imitation activity** : Teacher first vocalises the rhythm to 'tu', while showing the correct fingering for note E. Pupils to copy the action. Then teacher plays a rhythm (one by one) as indicated on the Exercise sheet while pupils follow on their recorders. When the pupils can get the rhythm and sound right, show them the rhythm notations projected on a screen. Play the rhythm again. Discuss how different note durations are represented.

Follow this sequence:

1. teacher to tongue the rhythm, saying "tu, tu etc." while fingering the recorder (place recorder just below the lips)
2. pupils imitate tonguing and fingering
3. teacher plays the rhythm / tune
4. pupils imitate playing of tunes
5. teacher to show notations, point to notations
6. pupils play from notations

Summary: Ask for volunteers to demonstrate the following:

[a] proper posture

[b] proper way of holding a recorder

[c] name the letter of the note that they have learnt and show its position on the staff

Practice points:

Pupils must practise to get good sound on E note with proper hand positions (5 - 10 minutes a day). Pupils to practise with the aid of the Exercise sheet to strengthen rhythm concepts.

Tips:

- When teacher is demonstrating, pupils should hold the recorder under the lip without playing.
- Teacher's playing will motivate the pupils.
- Try to use an instrument of the same model as your pupils. This will convince

clapping the beat, while the teacher points to the beat on the Beat Circle.

[1] Play a tune on your Sopranino for your pupils to listen. They can feel the beat while you play it a second time.

[2] Talk about how to care for the recorder

[3] More practice on correct hand positions and posture when playing the recorder.

[4] Each pupil to try out playing the note E on the recorder. Teacher to listen and check that every single person is able to achieve at least a good sound. Check for air leakage or improper blowing if sound is squeaky

them better that good music / sound comes from good playing techniques and not just because the teacher's instrument is superior!

- Following the sequence of playing from imitating to reading notation ensures better understanding of the "unknown" .
- Do additional rhythm activities to strengthen the concepts of beat and rhythm. This should be on going throughout the course.

Exercise Sheet 1 - Sopranino Recorder (1)

Sopranino Recorder (1)

(1) Cover thumbhole (2) Cover first hole for 'E' note (3) Blow very gently

1. E F G A B C D E

2. E F G A B C D E rest E F G A B C D E

3. E F G A B C D E rest E F G A B C D E

4. E F G A B C D E

5. E rest E F G A B C D E

V **Breathing point**

UNIT 3

INTRODUCTION

Teacher preparation:

Print out Exercise sheet No.2 for each pupil (for home practice and parent's reference).

Make an overhead transparency of the Exercise sheet No.2 - Sopranino recorder (2) for class instruction. [It is important that pupils do not slouch and bend to look at notes. Having the notes on OHT allows pupils to follow the notes when the teacher is pointing to them]

Make an OHT of [Song Sheet](#) and print paper copies for pupils to bring home.

OHT of Sopranino recorder (1)

Prepare a nice tune to play on your Sopranino for your pupils to listen.

Objectives: [a] Pupils to recognise / feel beats in melodies.

[b] Pupils to listen to a recorder tune.

[c] Pupils to understand how to hold a recorder properly.

[d] Pupils to be able to produce a pleasant tone for two pitches (E and D notes)

[e] Pupils to learn how to clap rhythms consisting of quarter notes, half notes, whole notes and quarter note rest.

Resources: Sopranino recorders , Exercise sheet, Beat Circle chart (make your own), [Song Sheet](#) (song 1, 2)

PROCEDURE:

Tuning In: Teacher shows the Beat Circle chart. Pupils clap to the beats while teacher points to each circle. Vary the speed. Pupils sing to "tu" a simple tune, clapping the beat, while the teacher points to the beat on the

[3] Each pupil to try out playing the note E on the recorder. Teacher to listen and check that every single person is able to achieve at least a good sound.

[4] Review note exercises on Sopranino (1). You may like to start with the **Imitation activity** or go straight into notation.

(Teacher first vocalises the rhythm to "tu", while showing the correct fingering for note E. Pupils to copy the action. Then teacher plays a rhythm (one by one) as indicated on the Exercise sheet while pupils copy on the recorder.)

[5] New note for today is D. Show pupils how to do fingering for this new note. (Pupils hold the recorder under the lip.)

[6] Demonstrate: play E, then D. Vocalise to "tu", with correct fingerings, then play the sound the second time round.

[7] Refer to Exercise sheet No.2, Sopranino (2) on OHT, clap the rhythm for each line, saying the letter name D. Play the D notes on the recorder line after line.

[8] Learn songs 1 and 2 from Song Sheet.

Summary: Ask for volunteers to to play the rhythms on E notes from Sopranino (1). Ask for volunteers to create some rhythms based on the two notes learnt and play them on the recorder.

Practice points:

Pupils must practise to get good sounds on E note and D note with proper hand positions (5 - 10 minutes a day). Pupils to practise with the aid of Exercise sheets 1 and 2 to strengthen rhythm concepts. Pupils may be encouraged to explore the next note C on their own and to come out with a simple tune based on E, D and C. Practise Songs 1 and 2.

Tips:

Beat Circle. [a] Substitute the "dots" with pictures of quarter notes - clap the rhythm. [b] substitute quarter notes with quarter rests -clap the rhythm. [c] substitute two quarter notes with one half note - clap the rhythm. You can continue this activity by writing / transferring the rhythm on the board.

[1] Play a tune on your Sopranino for your pupils to listen. They can feel the beat while you play it a second time.

[2] Pupils get ready to play recorders, check hand positions.

- Encourage creativity with notes E and D.
- Teach notes on staff and actual rhythm recognition. Try to avoid writing down letters under the notes on the music score. If letters are written down, even accomplished music readers may prefer to read letters than look at the music.
- Give each pupil opportunity to play for everybody during lesson time. Point out examples of good sounds played by individuals.

Exercise Sheet 2 - Sopranino Recorder (2)

Sopranino Recorder (2)

(1) Cover thumbhole (2) Cover 1st and 2nd holes for 'D' note (3) Blow very gently

1. D v

2. D rest v

3. D v

4. D v

5. D rest v

v **Breathing point**

UNIT 4

INTRODUCTION

Teacher preparation:

Print out Exercise sheet No.3 for each pupil (for home practice and parent's reference).

Make an overhead transparency of Exercise sheet No.3 - Sopranino recorder (3) for class instruction. [It is important that pupils do not slouch and bend to look at notes. Having the notes on OHT allows pupils to follow the notes when the teacher is pointing to them.]

OHT of Sopranino recorder (1,2)

OHT of [Song Sheet](#)

Prepare a nice tune to play on your Sopranino for your pupils to listen.

- Objectives:** [a] Pupils to be able to clap simple rhythm consisting of quarter notes, quarter rests, half notes and whole notes. You may use the rhythms on the exercise sheet as an example.
 [b] Pupils to listen to a recorder tune.
 [c] Pupils to clearly know how to hold a recorder correctly.
 [d] Pupils to be able to produce a pleasant tone for three pitches (E, D and C notes)
 [e] Pupils to be able to play a few simple tunes consisting of the pitches E, D and C.

Resources: Sopranino recorders, Exercise sheets, Beat Circle chart (make your own), [Song sheet](#)

PROCEDURE:

Tuning In:

Rhythm activities: Teacher to clap some rhythms in 4 beats / 3 beats / 2 beats variations and pupils try to imitate that. Tuning and warming up the recorder by playing the two notes learnt (E and D) - first

[4] Review note exercises on Sopranino (1) and (2). You may like to start off with the **Imitation activity** (teacher first vocalises the rhythm to "tu", while showing the correct fingering for note E and D. Pupils to copy the action. Then teacher plays a rhythm (one by one) as indicated on the Exercise sheet while pupils copy on the recorder) or go straight into notation. (You may like to just choose some lines from each Exercise sheet to revise.)

[5] New note for today is C. Show pupils how to do fingering for this new note. Pupils learning the fingering by holding the recorder under the lips.

[6] Demonstrate: play E, D, then C. Vocalise to "tu", with correct fingerings, then play the sound the second time round.

[7] Refer to Exercise sheet No.3, Sopranino (3) on OHT, clap the rhythm for each line, saying the letter name C. Play the C notes on the recorder line after line.

[8] Clap the rhythm for songs 3 and 4. Teach the two songs - singing the words, singing the letter names, singing to "tu" while fingering the recorder and finally playing / blowing gently on the recorder.

Summary: Ask for volunteers to play rhythms for E, D and C notes from Sopranino (1, 2, 3). Ask for volunteers to create some rhythms and melodies based on the three notes learnt and play them on the recorder.

Practice points:

Pupils must practise to get good sounds on E note, D note and C note with proper hand positions (5 - 10 minutes a day). Pupils to practise with the aid of Exercise sheets 1, 2 and 3 to strengthen rhythm concepts. Pupils to try out all the songs 1 to 4.

Tips:

long notes and then with variations in rhythm. (Check for correct fingerings, posture and good tone).

[1] Play a tune on your Sopranino for your pupils to listen. They can feel the beat while you play it a second time.

[2] Pupils may like to contribute a phrase or tune that they have prepared / created after the previous lesson. They may like to play for the class.

(Remember to praise for effort) Pupils may like to play songs 1 and 2 from the Song sheet.

[3] Each pupil to try out playing the note E and D on the recorder / teacher to listen and check that every single person is able to achieve at least a good sound.

- Encourage creativity and class participation. Praise any effort to increase confidence in the individuals.
- Playing long notes and warming up the recorder at the beginning of each lesson is good practice. It helps pupils to recall / remember the fingerings.
- Spend some time going through the positions of notes on the staff. Create some composition games based on E, D, C notes. Remember to use visuals, sounds and manipulatives as different children learn differently.
- Give pupils opportunity to play for everybody during lesson time. Point out examples of good sounds played by individuals.
- Homework is best given out with simple written instructions so that it can be done with focus and parents will be able to help if needed.

Exercise Sheet 3 - Sopranino Recorder (3)

Sopranino Recorder (3)

(1) Cover thumbhole (2) Cover 1st, 2nd and 3rd holes for "C" note (3) Blow very gently

1.

2.

3.

4.

5.

Breathing point

UNIT 5

INTRODUCTION

Teacher preparation:

Print out Exercise sheet No.4 for each pupil (for home practice and parent's reference).

Make an overhead transparency of the Exercise sheet No.4 - Sopranino recorder (4) for class instruction.

OHT of Sopranino recorder (2,3)

OHT of [Song Sheet](#)

Objectives: [a] Pupils to be able to clap simple rhythm consisting of quarter notes, quarter rests, half notes, dotted half notes and whole notes. You may use the rhythms on the exercise sheet as an example.

[b] Pupils to be able to play any note E, D and C in any order without hesitation and with a good sound.

[c] Pupils to be able to play some simple tunes consisting of the notes E, D, C with good sounds and phrasing.

[d] Pupils to be able to recognise the positions of these 3 notes on the staff.

[e] Pupils to learn a new note B-flat and its position on the staff.

Resources: Sopranino recorders , Exercise sheets, Beat Circle chart (make your own), [Song sheet](#)

PROCEDURE:

Tuning In:

Tuning and warming up the recorder by playing the three notes learnt (E, D and C) - first long notes and then with variations in rhythm. (Check for correct fingerings, posture and good tone.) Pupils imitate simple tunes played by the teacher (based on E, D and C notes).

[4] Review note / rhythm exercises on Sopranino (2) and (3). Remember to use **Imitation activity** method.

[5] New note for today is B-flat. Show pupils how to do fingering for this new note.

[6] Demonstrate: play E, D, C then B-flat. Vocalise to "tu", with correct fingerings, then play the sound the second time round.

[7] Refer to Exercise sheet No.4 - Sopranino (4) on OHT, clap the rhythm for each line, saying the letter name B-flat.

Play the B-flat notes on the recorder line after line.

[8] Clap the rhythm for songs 5 and 6. Teach the two songs - singing the words , singing the letter names, singing to "tu" while fingering the recorder and finally playing / blowing gently on the recorder.

Summary: Ask for volunteers to to play rhythms for E, D, C and B-flat notes from Sopranino (1,2,3,4) Ask for volunteers to create some rhythms based on the four notes learnt and play them on the recorder. Show the fingerings on your recorder and get pupils to put the corresponding notes on the staff.

Practice points:

Pupils must practise to get good sound on E note, D note, C note and B-flat note with proper hand positions. (10 - 15 minutes a day) Pupils to practise with the aid of Exercise sheets 1,2,3 and 4 to strengthen rhythm concepts. Pupils to practise songs 5 and 6 and try to memorise songs 1 to 4.

Tips:

- Do not rush through the lessons. It is better to go slow if pupils are not ready. It is all right to carry part of the lesson forward if your pupils need more help in certain areas.
- It is around this time that some pupils

[1] Pupils to play songs 1, 2, 3, 4 from the Song sheet. Each pupils to choose their own.

[2] Do some notes position on staff recognition activities.

[3] Do some notes grouping activities / drawing of bar lines for rhythms activities on the board.

begin to struggle and find some of the concepts really challenging while others may become so interested as to venture out to learn new fingerings and play new tunes on their own!

- Get some of the rules straight with regards to when pupils listen and when they have to stop playing. Practise your signals regularly if needed. Pupils at this stage sometimes get so engrossed in their playing and demonstrating to their friends that they are not aware what the teacher is saying or teaching.

Exercise Sheet 4 - Sopranino Recorder (4) Sopranino Recorder (4)

(1) Cover thumbhole (2) Cover 1st, 2nd, 3rd (using left hand) and 4th holes (using right hand) for "B" note (3) Blow very gently

1. B^b v

2. B^b rest v

3. B^b v

4. B^b v

5. B^b rest v

v **Breathing point**

UNIT 6

INTRODUCTION

Teacher preparation:

Print out Exercise sheet No.5 for each pupil (for home practice and parent's reference).

Make an overhead transparency of Exercise sheet No.5 - Sopranino recorder (5) for class instruction.

OHT of Sopranino recorder (3 ,4)

OHT of [Song Sheet](#)

Objectives:

[a] Pupils to be able to clap simple rhythm consisting of eighth notes, dotted quarter notes, quarter notes, quarter rests, half notes, dotted half notes and whole notes. You may use the rhythms on the exercise sheet as an example.

[b] Pupils to be able to play any note E, D, C and B-*flat* in any order without hesitation and with a good sound.

[c] Pupils to be able to play some simple tunes consisting of the notes E, D, C, B-*flat* with good sounds and phrasing.

[d] Pupils to be able to recognise the positions of these 4 notes on the staff.

[e] Pupils to learn a new note A and its position on the staff.

Resources: Sopranino recorders , Exercise sheets, Beat Circle chart (make your own), [Song sheet](#)

PROCEDURE:

Tuning In:

Tuning and warming up the recorder by playing the four notes learnt (E, D, C and B*flat*) - first long notes and then with variations in rhythm. (Check for correct fingerings, posture and good tone.) Pupils

[4] Review note / rhythm exercises on Sopranino (3) and (4). Remember to use **Imitation activity** method.

[5] New note for today is A. Show pupils how to do fingering for this new note. Pupils should cover all the holes well. (The more holes they have to cover, the greater the chance of air leakage and hence out of tune notes.)

[6] Demonstrate: play E, D, C, B-*flat* and A. Vocalise to "tu", with correct fingerings, then play the sound the second time round. (Pupils always find it easier to get the lower notes right when they play the higher notes preceding them.)

[7] Refer to Exercise sheet No.5 - Sopranino (5) on OHT, clap the rhythm for each line, saying the letter name A. (Please note that there are 2 new types of rhythm notes for this exercise.)
Play the A notes on the recorder line after line.

[8] Clap the rhythm for songs 7. Teach the song - singing the words, singing the letter names, singing to "tu" while fingering the recorder and finally playing / blowing gently on the recorder.

Summary: Ask for volunteers to create some rhythms based on the five notes learnt and play them on the recorder. Do a question and answer session on the recorder where each child responds with a short melody after the teacher's melody. More practice on staff notations.

Practice points:

Pupils must practise to get good sound on E note, D note, C note and B-*flat* note and A note with proper hand positions (10 - 15 minutes a day). Pupils to practise with the aid of the Exercise sheets 1, 2, 3, 4 and 5. Pupils to practise songs 5, 6 and 7.

imitate simple tunes played by the teacher (based on E, D, C and B \flat notes).

[1] Pupils to play any songs from 1 to 6 from the Song sheet. Each pupil to choose their own. Revise songs 5 and 6 from the song sheet.

[2] Do some notes position on staff recognition activities. Notes to be used are E, D, C, B-*flat*. Deduce the position of A note on the staff.

[3] Introduce eighth notes and dotted eighth notes. Use rhythm on Exercise sheet 5 as examples for clapping. Then do some notes grouping activities / drawing of bar lines for rhythms activities on the board.

Tips:

- Remind pupils to keep their fingers flat over the holes and not to cover the holes with their finger tips.
- Remind pupils to blow very gently and tongue each note well. As they will be learning notes of lower pitch, it is important to stress the need to blow gently or else the notes may not come out correctly in tune.
- Some pupils may slip into bad habits as the music gets more challenging and forget how they should be holding their recorders. Check that their right hand thumb should always be supporting the recorder with the other right hand fingers near and ready to cover any holes they may need to play.

Exercise Sheet 5 - Sopranino Recorder (5)
Sopranino recorder (5)

(1) Cover thumbhole (2) Cover 1st, 2nd, 3rd (using left hand) , 4th and 5th holes (using right hand) (3) Blow very gently

1.

2.

3.

4.

5.

6.

UNIT 7

INTRODUCTION

Teacher preparation:

Print out Exercise sheet No. 6 for each pupil (for home practice and parent's reference).

Make an overhead transparency of the Exercise sheet No.6 - Sopranino recorder (6) for class instruction.

OHT of Sopranino recorder (4, 5)

OHT of [Song Sheet](#)

Objectives:

[a] Pupils to be able to clap simple rhythm consisting of eighth notes, dotted quarter notes, quarter notes, quarter rests, half notes, dotted half notes and whole notes. You may use the rhythms on the exercise sheet as an example.

[b] Pupils to be able to play any note E, D, C, B-flat and A in any order without hesitation, with a good sound.

[c] Pupils to be able to play some simple tunes consisting of the notes E, D, C, B-flat and A with good sounds and phrasing.

[d] Pupils to be able to recognise the positions of these 5 notes on the staff.

[e] Pupils to learn a new note G and its position on the staff.

Resources: Sopranino recorders , Exercise sheets, [Song sheet](#)

PROCEDURE:

Tuning In:

Tuning and warming up the recorder by playing the five notes learnt (E, D, C, B-flat and A) - first long notes and then with variations in rhythm. (Check for correct fingerings, posture and good tone). Pupils imitate simple tunes played by the teacher

[4] New note for today is G. Show pupils how to do fingering for this new note. Pupils should cover all the holes well.

[5] Demonstrate: play A then G. Vocalise to "tu", with correct fingerings, then play the sound second time round. (Pupils always find it easier to get the lower notes right when they play the higher notes preceding them.)

[6] Refer to Exercise sheet No. 6 - Sopranino (6) on OHT, clap the rhythm for each line, saying the letter name G. Play the G notes on the recorder line after line.

[7] Clap the rhythm for tune 8. Teach the tune - singing the letter names, singing to "tu" while fingering the recorder and finally playing / blowing gently on the recorder. Do the same for tune 9.

Summary: Ask for volunteers to create some rhythms based on the six notes learnt and play them on the recorder. Do question and answer session on the recorder where each child responds with a short melody after the teacher's melody. More practice on staff notations.

Practice points:

Pupils must practise to get good sounds on E note, D note, C note and B-flat note, A note and G note with proper hand positions (10 - 15 minutes a day). Pupils to practise with the aid of the Exercise sheets 4, 5 and 6. Pupils to practise songs 7, 8 and 9.

TIPS:

- Stress the importance of blowing softly and listening to the tone produced on the recorder. Teach pupils how to correct themselves when they hear a wrong sound coming from their recorder (e.g. holes not covered properly, wrong fingerings, blowing too

(based on E, D, C, B-flat and A notes)

[1] Review Exercise sheets 3, 4, 5 together as a class. Ask for volunteers to play a line each.

[2] Review Songs 1 to 7. Get volunteers to play songs 5 to 7.

[3] Do some notes position on staff recognition activities. Notes to be used are E, D, C, B-flat and A. Deduce the position of G note on the staff.

hard, blowing too softly, etc.).

- As pupils will be practising alot at home, teach them to make a mute for their recorder so that they can play without disturbing people around them.

Directions to make a mute

To cut off the sound completely:

Cut a piece of stiff paper about 7 cm long and with a width the same size as the "window " of the recorder.

Bend the paper at an angle and hook it through the slot of the "window".

To minimize the sound output:

Follow the instructions above but cut the width of the paper slightly smaller than the width of the window.

Exercise Sheet 6 - Sopranino Recorder (6)

Sopranino recorder (6)

(1) Cover thumbhole (2) Cover 1st, 2nd, 3rd (using left hand) , 4th, 5th and 6th holes (using right hand) (3) Blow very gently

UNIT 8

INTRODUCTION

Teacher preparation:

Print out Exercise sheet No. 7 for each pupil (for home practice and parent's reference).

Make an overhead transparency of the Exercise sheet No. 7 - Sopranino recorder (7) for class instruction.

OHT of Sopranino recorder (5, 6)

OHT of [Song Sheet](#)

Objectives:

[a] Pupils to be able to clap simple rhythm consisting of eighth notes, dotted quarter notes, quarter notes, quarter rests, half notes, dotted half notes and whole notes.

[b] Pupils to be able to play any note E, D, C, B-flat, A and G in any order without hesitation and with a good sound.

[c] Pupils to be able to play some simple tunes consisting of the notes E, D, C, B-flat, A and G with good sounds and phrasing.

[d] Pupils to be able to recognise the positions of these 6 notes on the staff.

[e] Pupils to learn a new note F and its position on the staff.

Resources: Sopranino recorders, Exercise sheets, [Song sheet](#)

PROCEDURE:

Tuning In:

Tuning and warming up the recorder by playing the six notes learnt (E, D, C, B-flat, A and G) - first long notes and then with variations in rhythm. (Check for correct fingerings, posture and good tone.) Pupils imitate simple tunes played by the teacher (based on E, D, C, B-flat, A and G notes)

[5] Demonstrate: play G then F. Vocalise to "tu", with correct fingerings, then play the sound the second time round. (Pupils always find it easier to get the lower notes right when they play the higher notes preceding them.)

[6] Remind pupils to blow and tongue the notes very gently. If pupils do not get the sound right the first time, they should try it a second time, making sure that they have fully covered all the holes and blowing with a gentle breath.

[7] Refer to Exercise sheet No.7 - Sopranino (7) on OHT, clap the rhythm for each line, saying the letter name F. Play the F notes on the recorder line after line.

[8] Clap the rhythm for tune 10. Teach the tune - singing the letter names, singing to "tu" while fingering the recorder and finally playing / blowing gently on the recorder.

Summary: Do a question and answer session on the recorder where each child responds with a short melody after the teacher's melody. More practice on staff notations. Play a game called "Spot the Mistake" where the teacher deliberately does something wrong (e.g. the way the recorder is held, fingers not flat on the holes, not blowing gently, etc.) and the children learn to spot the mistakes.

Practice points:

Pupils must practise to get good sounds on all the notes learnt from E to F with proper hand positions

(10 - 15 minutes a day). Pupils to practise with the aid of the Exercise sheets 6 and 7. Pupils to practise song 10.

TIPS:

- Encourage children to bring in simple

[1] Review Exercise sheets 5 and 6 together as a class. If there is a need, clap the rhythms first before playing the notes. Ask for volunteers to play a line each.

[2] Review all the songs learnt so far. Get volunteers to play songs 8 and 9.

[3] More practice on notes position on staff recognition. Notes to be used are E, D, C, B-flat, A and G. Deduce the position of F note on the staff (the lowest note that can be played on a sopranino recorder).

[4] Teach the new note F. Show pupils how to do fingering for this new note. Pupils should cover all the holes well with fingers flat on the holes.

songs if they have any, songs that have notes that fall within the range of all the notes that they have learnt. Pupils may learn some of these additional songs during their recorder lessons.

- Pupils must be taught to treat their recorders with care and to clean / dry them well after playing. This is especially important if the recorder is made of wood.
- If the recorder is played in a room temperature that is too cold, the recorder should be sufficiently warmed up first before playing. Condensation forming in the slot of the windway will seriously impair the sound.
- When playing low notes, one must not blow too hard or tongue too strongly as it will cause the notes to squeak and jump an octave. (This is the most common problem I have with my pupils.)

Exercise Sheet 7 - Sopranino Recorder (7)

Sopranino recorder (7)

(1) Cover thumbhole (2) Cover 1st, 2nd, 3rd (using left hand) , 4th, 5th, 6th and 7th holes (using right hand) (3) Blow very gently

1.

2.

3.

4.

5.

6.

UNIT 9

INTRODUCTION

Teacher preparation:

Print out Exercise sheet No.8 for each pupil (for home practice and parent's reference).

Make an overhead transparency of the Exercise sheet No.8 - Sopranino recorder (8) for class instruction.

OHT of Sopranino recorder (6, 7)

OHT of [Song Sheet](#)

Objectives:

[a] Pupils to be able to clap simple rhythm consisting of eighth notes, dotted quarter notes, quarter notes, quarter rests, half notes, dotted half notes and whole notes.

[b] Pupils to be able to play any note E to F in any order without hesitation with a good sound and proper tonguing.

[c] Pupils to be able to play some simple tunes consisting of the notes E to F with good sounds and phrasing.

[d] Pupils to be able to recognise the positions of these 7 notes on the staff.

[e] Pupils to learn a new note F' and its position on the staff.

Resources: Sopranino recorders , Exercise sheets, [Song sheet](#)

PROCEDURE:

Tuning In:

Tuning and warming up the recorder by playing the seven notes learnt (E to F) - first long notes and then with variations in rhythm. (Check for correct fingerings, posture and good tone). Pupils imitate simple tunes played by the teacher (based on E, D, C, B-flat , A and G notes).

[4] Teach the new note F'. Show pupils how to do fingering for this new note. Pupils should cover the thumbhole and the second hole (using the 2nd finger of the left hand) with fingers flat on the holes. The right hand thumb supports the instrument even when all the other fingers of the right hand are not used.

[5] Demonstrate: play F then F' ,vocalise to "tu", with correct fingerings, then play them the second time. Tell pupils that this interval is an octave.

[6] Pupils to practise playing this octave several times until they can play it smoothly.

[7] Refer to Exercise sheet No.8 - Sopranino (8) on OHT, clap the rhythm for each line, saying the letter name F'. Play the F' notes on the recorder line after line.

[8] Clap the rhythm for tune 11. Teach the tune - singing the letter names, singing to "tu" while fingering the recorder and finally playing / blowing gently on the recorder.

Summary: Play the scale of F major ascending and descending. Play intervals.

Practice points:

Pupils must practise to get good sounds on all the notes learnt from F to F' with proper hand positions (10 - 15 minutes a day). Pupils to practise with the aid of the Exercise sheets 7 and 8. Pupils to practise songs 10 and 11.

TIPS:

- By now pupils should be able to do some simple sight-reading based on 2 or 3 notes that move in steps. Devise music like that to help them in this area.
- Look for interesting folk songs /

[1] Review Exercise sheets 6 and 7 together as a class. If there is a need, clap the rhythms first before playing the notes. Ask for volunteers to play a line each.

[2] Review all the songs learnt so far. Get volunteers to play song 10.

[3] More practice on notes position on staff recognition. Notes to be used are E to F. Deduce the position of F' note on the staff.

children's songs that fall within the range of notes pupils have learnt. Transpose them if necessary. It is easier to sustain the interest of children with an interesting repertoire suitable for their age. (Children generally like bright colours and happy music. Most do not prefer music in minor mode.)

- Many pupils tend to equate pressing very hard on the holes to covering them tighter to better prevent air leakage. Hence they may get very tense during playing. The correct way is to let the fingers lay flat firmly on the holes. There is no need to exert too much pressure.

Exercise Sheet 8 - Sopranino Recorder (8)

Sopranino recorder (8)

(1) Cover thumbhole (2) Cover 2nd hole (using left hand) (3) Blow very gently

1.

2.

3.

4.

5.

6.

UNIT 10

INTRODUCTION

Teacher preparation:

Print out the Exercise sheet No.9 for each pupil (for home practice and parent's reference).

Make an overhead transparency of the Exercise sheet No. 9 - Sopranino recorder (9) for class instruction.

OHT of Sopranino recorder (7,8)

OHT of [Song Sheet](#)

Objectives:

- [a] Pupils to be able to clap simple rhythm consisting of eighth notes, dotted quarter notes, quarter notes, quarter rests, half notes, dotted half notes and whole notes.
- [b] Pupils to be able to play any note F to F' in any order without hesitation and with a good sound and proper tonguing.
- [c] Pupils to be able to play some simple tunes consisting of the notes F to F' with good sounds and phrasing.
- [d] Pupils to be able to recognise the positions of these 7 notes on the staff.
- [e] Pupils to learn a new note G' and its position on the staff.

Resources: Sopranino recorders , Exercise sheets, [Song sheet](#)

PROCEDURE:

Tuning In:

Tuning and warming up the recorder by playing the eight notes learnt (F to F'') - first long notes and then with variations in rhythm. (Check for correct fingerings, posture and good tone.) Pupils imitate simple tunes played by the teacher (based on F to F' notes).

[4] Teach the new note G'. Show pupils how to do fingering for this new note. Pupils should cover only the second hole (using the 2nd finger of the left hand) with finger flat on the hole. The right hand thumb supports the instrument even when all the other fingers of the right hand are not used.

[5] Demonstrate: play G then G' ,vocalise to "tu", with correct fingerings, then play the sound the second time round. Tell pupils that this interval is an octave.

[6] Pupils to practise playing this octave several times until they can play it smoothly. They can then play the octave starting F to F'.

[7] Refer to Exercise sheet No.9 - Sopranino (9) on OHT, clap the rhythm for each line, saying the letter name G'. Play the G' notes on the recorder line after line.

[8] Clap the rhythm for tune 12. Teach the tune - singing the letter names, singing to "tu" while fingering the recorder and finally playing / blowing gently on the recorder.

Summary: Play the scale of F major ascending and descending. Play intervals of G to G' and F to F'.

Practice points:

Pupils must practise to get good sound on all the notes learnt from F" to G'" with proper hand positions (10 - 15 minutes a day). Pupils to practise with the aid of the Exercise sheets 8 and 9. Pupils to practise songs 12 and 13.

TIPS:

- Always keep some spare recorders if you are teaching a club or class during school hours. There is a good likelihood that some children may not remember to bring their recorders to

[1] Review Exercise sheets 7 and 8 together as a class. If there is a need, clap the rhythms first before playing the notes. Ask for volunteers to play a line each.

[2] Review all the songs learnt so far. Get volunteers to play song 11.

[3] More practice on notes position on staff recognition. Notes to be used are F to F'. Deduce the position of G' note on the staff.

school and we do not want them to miss any lessons!

- Talk about safety issues with the pupils. They should not be having their recorders in their mouth while walking or running. They should keep their recorders well before leaving the classroom.
- Introduce playing duets and rounds in your lessons.
- Play your descant, treble or tenor recorder together with them.
- Finally, at the end of the course, print for them a simple fingering chart and teach them how to interpret the chart so that they can still refer to the chart if they have forgotten the fingerings.
- Organise a little recital for the pupils to play some of their favourite pieces for their family or friends.

Exercise Sheet 9 - Sopranino Recorder (9)

Sopranino recorder (9)

(1) Cover 2nd hole (using left hand) (2) Blow very gently

1.

2.

3.

4.

5.

Songs / Tunes for Sopranino Recorder
Songs / Tunes for Sopranino Recorder

1. Musical notation for the first song, featuring a treble clef, a 4/4 time signature, and a melody of quarter notes. Chords E and D are indicated above the first two measures. A fermata is placed over the final note. Lyrics: *One, two, three. One, two, three. I count one, two, three.*

2. Musical notation for the second song, featuring a treble clef, a 4/4 time signature, and a melody of quarter notes. Lyrics: *I like veg-gies I like fruits I like pas-ta I like food!*

3. Musical notation for the third song, featuring a treble clef, a 4/4 time signature, and a melody of quarter notes. A fermata is placed over the final note. Lyrics: *Down the stairs, Up the stairs, I go up and down the stairs.*

4. Musical notation for the fourth song, consisting of two staves. The first staff features a treble clef, a 4/4 time signature, and a melody of quarter notes. The second staff continues the melody. A fermata is placed over the final note. Lyrics: *Ma-ry had a lit-tle lamb, lit-tle lamb, lit-tle lamb, Ma-ry had a lit-tle lamb, its fleece is white as snow.*

Songs / Tunes for Sopranino Recorder

5.  *Fais do do And let us go dream - ing*

 *Fais do do Come dream - ing with me.*

6.  *Pus - sy cat, Pus - sy cat,*

 *Run here Run there chase the rat.*

7.  *Oo Go Go spilt my milk to day, What a mess I made,*

 *Oo Oo Oo spilt my milk today, What a mess I made.*

Songs / Tunes for Sopranino Recorder

8.  *A*



9.  *G*



10.  *F*



11.  *F*



Songs / Tunes for Sopranino recorder

12.

13.

14.

15.

Fingering Charts

German System Fingering Chart for Sopranino recorder (F major)

●	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	●	(RH) Little Finger
●	●	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	Right Hand
●	●	●	●	○	○	○	○	○	○	○	○	○	○	○	○	○	Left Hand
●	●	●	●	●	●	●	○	○	○	○	○	○	○	○	○	○	Thumb (LH)
F	G	A	B \flat	C	D	E	F'	G'	A'	B \flat '	C'	D'	E'	F'	G''		

German System Fingering Chart for Sopranino recorder (G major)

◐	○	○	●	○	○	○	○	○	○	○	○	○	○	○	●	◐	(RH) Little Finger
●	●	○	●	○	○	○	○	○	○	●	○	○	○	○	●	●	Right Hand
●	●	●	○	○	○	○	○	○	○	○	○	○	○	○	○	○	
●	●	●	●	●	○	○	○	○	●	●	●	○	○	○	○	○	Left Hand
●	●	●	●	●	●	○	○	○	○	○	○	○	○	○	○	○	
●	●	●	●	●	●	●	○	○	●	●	●	●	●	●	●	●	Thumb (LH)
F#	G	A	B	C	D	E	F#'	G'	A'	B'	C'	D'	E'	F#''	G''		

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Other Resources Page

[Go to Cover Page](#)

If you need to purchase Sopranino recorders or other recorder related materials, please visit the [Dolmetsch](#) web site. This is a quality site for recorder teachers.

If you would like to do composing using the recorder, the software [MIDI EDITOR](#) from Music MasterWorks is just the ideal software you will need. It uses sound recognition through your PC microphone to convert sound waves into music notes!

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