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If you have questions, please message me on Facebook or e-mail me at Singtokids@gmail.com.

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Thank you!
Jennifer Bailey
SingToKids
Directions

I love teaching recorder! Like many music teachers, I’ve tried many method books and incentive for learning.

But the truth is, no one book meets the needs of every child in my room. Some kids work slower or need more practice on a skill, while others seem to whip through the book in a day!

This resource was developed out of the need to meet the needs of EVERY student in my room. Extra songs for the ones who need the challenge and a variety of songs at each stage for those kids who need something different.

My higher students are often paired with a lower student to help them work through a challenge or learn a song. I provide them a harmony part to the song so that they are still being challenged and learning while helping another.

To keep my higher students motivated, I also have them compose their own tunes at each level of development. Students love an opportunity to express themselves and I love seeing and hearing what they are learning in my room! Enjoy!
Included in this resource are:

• Practice tips for students
• Fingering charts
• Fingering chart worksheets
• Songs using BAGEDC¹
• Songs using BAGEDC¹D¹F#
• Songs using BAGEDC¹D¹B¹F and low C
• Harmony parts to songs many songs
• Recorder Rubrics for teachers
• Recorder "I Can" statements for classroom use
• Interactive White Board (IWB) charts of each song
• Composition worksheets in a variety of time signatures, measures, and employing a variety of skills

This resource can be used as a recorder book or a supplement to whatever program you currently use. Put together the songs you want your students to learn while helping your lowest students achieve mastery through increased rehearsal of a skill and to challenge your highest students by deepening their understanding within a given skill.

Meeting the needs of all your students – The Differentiated Recorder!
Thank you to these fabulous artist for their backgrounds, fonts, frames and clip art!

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SING to Kids
Recorder Fingerings & Practice Tips

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Practice Tips

Look for the patterns within each song. Practice the patterns BEFORE practicing the entire song.

Once you have practiced the patterns many times, play through the entire song.

If you make a mistake, stop and practice that one section only. Then go back and play through the entire song again.

If you have trouble playing the song, sing it through. Finger the notes as you sing. Match your singing to your playing. They should sound the same.
Recorder Fingerings

Notes & fingerings to get you started.

Remember!
• LEFT HAND on top!
• Curve your fingers
• Play with the pads of your fingers covering the holes

B
\[ \begin{align*}
\text{\G}\text{\sharp} & \quad \text{\D} \\
\end{align*} \]

A
\[ \begin{align*}
\text{\G}\text{\sharp} & \quad \text{\G} \\
\end{align*} \]

G
\[ \begin{align*}
\text{\G}\text{\sharp} & \quad \text{\F} \\
\end{align*} \]
Recorder Fingerings

Can you name these fingerings?

Draw the note on the staff for each note & fingering!
Recorder Fingerings

Notes & fingerings to get you started.

B
\[ \text{\textcopyright Jennifer Bailey 2015. All rights reserved.} \]

A

G

E

D

Remember - LEFT HAND on top!
Can you name these fingerings?

Draw the note on the staff for each note & fingering!
Recorder Songs:
B-A-G, low E, low D
B-A-G Song: Hot Cross Buns

Notes & fingerings you will need:

```
B   A   G
\,   ,   ,
```

```
\_\_\_\_
\_\_\_\_
```

\[ \text{Hot cross buns, hot cross buns.} \]

\[ \text{1 - a - penny, 2 - a - penny, hot cross buns.} \]

Remember - only use pencil when writing in music!

Copyright Jennifer Bailey 2015. All rights reserved.
B-A-G Song: 
Au Claire de la Lune

Notes & fingerings you will need:

B
\[\text{\scalebox{0.5}{\includegraphics{B.png}}}\]

A
\[\text{\scalebox{0.5}{\includegraphics{A.png}}}\]

G
\[\text{\scalebox{0.5}{\includegraphics{G.png}}}\]

\[\text{\scalebox{0.5}{\includegraphics{B-A-G.png}}}\]

Au claire de la lune, Mon ami Pierrot.

Pret-es moi ta plume, Pour e-crire un mot.

Remember - only use pencil when writing in music!

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B-A-G Song: Closet Key

Notes & fingerings you will need:

B
A
G

I have lost the closet key, in my lady’s garden.

Remember - only use pencil when writing in music!

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B-A-G Song:
Theme from the Nutcracker March

Notes & fingerings you will need:

B
\(\text{\textcopyright ~\textcopyright }\)

A
\(\text{\textcopyright ~\textcopyright }\)

G
\(\text{\textcopyright ~\textcopyright }\)

Remember - only use pencil when writing in music!

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B-A-G Song:
Mary Had a Little Lamb

Notes & fingerings you will need:

B
A
G

Mary had a little lamb, little lamb, little lamb.

Mary had a little lamb whose fleece was white as snow.

Remember - only use pencil when writing in music!

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B-A-G Song: Hop Old Squirrel

Notes & fingerings you will need:

B

A

G

Hop old squirrel, Ei - dle dum, ei - dle dum.

Hop old squirrel, Ei - dle dum dee.

Hop old squirrel, Ei - dle dum, ei - dle dum.

Hop old squirrel, Ei - dle dum dee.

Remember - only use pencil when writing in music!

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B-A-G Song: Frog in the Meadow

Notes & fingerings you will need:

B
\[ \text{\textbf{\textit{B}}\quad \text{\textbf{\textit{A}}\quad \text{\textbf{\textit{G}}}} \]

\[ \text{\textbf{\textit{B}}}\quad \text{\textbf{\textit{A}}}\quad \text{\textbf{\textit{G}}} \]

Frog in the meadow, can’t get him out.

Take a little stick and stir him about!

Remember - only use pencil when writing in music!

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Low E Song:
Lucy Lockett

New note & fingering you will need:

\[ E \]

Lucy Lockett, lost her pocket, Kitty Fisher found it.

Not a penny was there in it only ribbon 'round it.

Remember - only use pencil when writing in music!

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Low E Song:
We Are Dancing in the Forest

New note & fingering you will need:

E

Remember – only use pencil when writing in music!

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Low E Song:
Doggie, Doggie

New note & fingering you will need:

E

Remember – only use pencil when writing in music!

Doggie, doggie, where’s your bone?

Someone stole it from your home.

Who stole your bone? I stole your bone!

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Low E Song: Rain, Rain

New note & fingering you will need:

E

Rain, rain, go away! Come again another day.

All the children want to play, Rain, rain, go away!

Remember - only use pencil when writing in music!

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Low E Song:
Star Light

New note & fingering you will need:

E

Star light, star bright, First star see to-night.

Wish I may, I wish I might. Have the wish wish to-night.

Remember - only use pencil when writing in music!

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Low E Song: Skin & Bones

New note & fingering you will need:

E

There was an old woman all skin and bones.

Oo - oo - oo - oo!

Remember - only use pencil when writing in music!
Low E Song:
I Got a Letter this Morning

New note & fingering you will need:

E

I got a letter this morning. Oh no!

Remember - only use pencil when writing in music!

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Low D Song: The Canoe Song

New note & fingering you will need:

D

My paddle's keen and bright, flashing with silver.

Follow the wild goose flight, dip, dip and swing.

Remember - only use pencil when writing in music!
Low D Song:
Charlie Over the Ocean

New note & fingering you will need:

D

Charlie over the ocean. (Charlie over the ocean.)

Charlie over the sea. (Charlie over the sea.)

Charlie caught a blackbird. (Charlie caught a blackbird.)

Can’t catch me. (Can’t catch me.)

Remember - only use pencil when writing in music!

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New note & fingering you will need:

D

Old Mac-Don-ald had a farm, E-I-E-I-O. And

on this farm there was a cow, E-I-E-I-O. With a

moo, moo here and a moo, moo there.

Here a moo, there a moo, ever-y where a moo, moo,

Old Mac-Don-ald had a farm, E-I-E-I-O.

Remember - only use pencil when writing in music!
Low D Song:
Old Brass Wagon

New note & fingering you will need:

D

Remember – only use pencil when writing in music!

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Low D Song:
Draw Me a Bucket of Water

New note & fingering you will need:

D

Remember – only use pencil when writing in music!

Draw me a bucket of water.

For my eldest daughter. There's none in the bunch and four out the bunch. You go under Sister Sally!

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Recorder Song: Extensions

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Harmony: Hot Cross Buns

New note & fingering you will need to play a chord root harmony:

G

D

Hot cross buns, hot cross buns.

1 a penny, 2 a penny, hot cross buns.

Remember to listen to your partner and play together!

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Harmony:

Au Claire de la Lune

New note & fingering you will need to play a chord root harmony:

G
d

D
d

Au claire de la lune, Mon ami Pierrot.
Pret-es moi ta plume, Pour e-crire un mot.

Remember to listen to your partner and play together!
I have lost the closet key, in my lady’s garden.

Remember to listen to your partner and play together!
Harmony:
Theme from the Nutcracker March

New note & fingering you will need to play a chord root harmony:

G

D

Remember to listen to your partner and play together!
Harmony:
Mary Had a Little Lamb

New note & fingering you will need to play a chord root harmony:

\[ \text{G} \]

\[ \text{D} \]

Mary had a little lamb, little lamb, little lamb.

Mary had a little lamb whose fleece was white as snow.

 Remember to listen to your partner and play together!

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Harmony:
Hop Old Squirrel

Remember to listen to your partner and play together!
Harmony: Frog in the Meadow

New note & fingering you will need to play a chord root harmony:

G

D

Frog in the meadow, can't get him out.

Take a little stick and stir him about!

Remember to listen to your partner and play together!
Harmony:
Lucy Lockett

New note & fingering you will need to play a chord root harmony:

C

F

Lucy Lockett lost her pocket, Kitty Fisher found it.

Not a penny was there in it, only ribbon round it.

Remember to listen to your partner and play together!

Copyright Jennifer Bailey 2015. All rights reserved.
We are dancing in the forest, while the wolf is far away.

Who knows what will happen to us if he finds us at our play?

Remember to listen to your partner and play together!
Harmony:
Doggie, Doggie

New note & fingering you will need to play a chord root harmony:

C \[\text{C chord}\\\]
F \[\text{F chord}\\\]

Dog-gie, dog-gie, where's your bone?

Some-one stole it from your home.

Who stole your bone? I stole your bone!

Remember to listen to your partner and play together!

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Harmony:

Rain, Rain

New note & fingering you will need to play a chord root harmony:

C          F

Rain, rain, go away! Come again another day.

All the children want to play. Rain, rain, go away!

Remember to listen to your partner and play together!
Harmony:
Star Light

New note & fingering you will need to play a chord root harmony:

C
F

Star light, star bright, First star see to-night.

Wish I may, I wish I might. Have the wishwish to-night.

Remember to listen to your partner and play together!

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There was an old woman all skin and bones.

Remember to listen to your partner and play together!
Harmony:
I Got a Letter this Morning

New note & fingering you will need to play a chord root harmony:

E

B

I got a letter this morning. Oh no!

Remember to listen to your partner and play together!

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Harmony:
The Canoe Song

My paddle's keen and bright, flashing with silver.

Follow the wild goose flight, dip, dip and swing.

Remember to listen to your partner and play together!
Harmony:
Charlie Over the Ocean

Partner One
Charlie over the ocean. (Charlie over the ocean.)

Partner Two
Charlie over the sea. (Charlie over the sea.)

Charlie caught a blackbird. (Charlie caught a blackbird.)

Can’t catch me. (Can’t catch me.)

Remember to listen to your partner and play together!
Old MacDonald had a farm, E-I-E-I-O. And

on this farm there was a cow, E-I-E-I-O. With a

moo, moo here and a moo, moo there. Here a moo, there a moo, ever-y where a moo, moo,

Old MacDonald had a farm, E-I-E-I-O.

Remember to listen to your partner and play together!
Harmony:
Old Brass Wagon

Circle to the left, old brass wagon,
Circle to the left, old brass wagon.

Circle to the left, old brass wagon,
You're the one my darling!

Remember to listen to your partner and play together!
Draw me a bucket of water.

For my eldest daughter. There's none in the bunch and four out the bunch. You go under Sister Sally!

Remember to listen to your partner and play together!
Recorder

"I Can" Statements

• I can play the recorder with my left hand on top.
• I can blow into the recorder with warm, gentle air.
• I can use my tongue to start and stop the air (articulation).
• I can play with a warm tone.
• I can read music fluently.
• I can cover the holes on the recorder completely.
• I can play a song with a consistent tempo.
• I can play phrases smoothly.
• I can care for my recorder.
# Recorder Rubric 1

**Student Name:** ______________________  **Date:** ______________________

**Teacher:** ______________________

<table>
<thead>
<tr>
<th>Skill</th>
<th>Descriptor</th>
<th>Consistently 3 points</th>
<th>Sometimes 2 points</th>
<th>Not Yet 1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tone</td>
<td>Plays with a gentle tone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music Reading</td>
<td>Plays correct notes and rhythms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hand Position</td>
<td>Uses correct hand position &amp; correct fingerings</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9 points possible  **Total:**

**Additional Comments:**
## Recorder Rubric 2

**Student Name:** ______________________  **Date:** ______________________

**Teacher:** ________________________________________________________________

<table>
<thead>
<tr>
<th>Skill</th>
<th>Descriptor</th>
<th>Consistently 3 points</th>
<th>Sometimes 2 points</th>
<th>Not Yet 1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tone</td>
<td>Plays with a gentle tone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music Reading</td>
<td>Plays correct notes and rhythms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hand Position</td>
<td>Uses correct hand position &amp; correct fingerings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Articulation</td>
<td>Uses tongue to start and stop sound</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tempo</td>
<td>Maintains a steady tempo throughout the entire song</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15 points possible

**Additional Comments:**
# Recorder Rubric 3

**Student Name:** _________________________  **Date:** _______________________

**Teacher:** ________________________________________________________________

<table>
<thead>
<tr>
<th>Skill</th>
<th>Descriptor</th>
<th>Consistently 3 points</th>
<th>Sometimes 2 points</th>
<th>Not Yet 1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tone</td>
<td>Plays with a gentle tone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music Reading</td>
<td>Plays correct notes and rhythms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hand Position</td>
<td>Uses correct hand position &amp;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>correct fingerings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Articulation</td>
<td>Uses tongue to start and stop sound</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tempo</td>
<td>Maintains a steady tempo throughout the entire song</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phrasing</td>
<td>Connects air &amp; notes smoothly</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

18 points possible  **Total:** __________

**Additional Comments:**