

The Differentiated Recorder

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Why do we teach recorder?

- To teach how to read melodic notation
- To teach how to care for an instrument
- To follow required curriculum/standards
- To prepare students for instrumental music

What if teaching recorder was not about the WHY but about WHO and HOW?

Questions for Self-Reflection

- Who am I teaching? How can I make it relevant to my students?
- What do they need from me to be successful?
- Do I need to redefine what it means to be successful?
- How I am teaching my students? Am I teaching the way I've always taught or the way my students need me to teach?

Differentiating Instruction: Low Learners

- Use partners and small groups
- Choose/assign accountability partners when the issue is behavioral
- Allow for prompts (notes written in, fingerings on the page, etc.)
- Allow for song substitutions when necessary
- Identify issues and find strategies/manipulative to address it
 - Instructional videos, alternative testing, online assistance, etc.

Differentiating Instruction: High Learners

- Assign additional/unfamiliar songs with similar skills to keep students on pace
- Assign harmony parts to songs the rest of the class is working on
- Invite students to arrange new harmony parts using rhythms on chord roots or creating a new harmony using chord tones
- Invite student to compose a new song using the same skills they have learned in class

Differentiating Instruction for students creates a system where all students are interdependent upon one another and achieve at their highest potential.

B-A-G Song: Hop Old Squirrel

Notes & Fingerings you will need:

B **A** **G**

Hop old squirrel. Ei - die dum. ei - die dum.
 Hop old squirrel. Ei - die dum dee.
 Hop old squirrel. Ei - die dum. ei - die dum.
 Hop old squirrel. Ei - die dum dee.

Remember - only use pencil when writing in music!

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Low D Song: Old Brass Wagon

New note & Fingering you will need:

D

wag-on. Circle to the left. old brass wag-on.
 on. You're there my dar - ling!

Remember - only use pencil when writing in music!

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Help your low students with strategies or substitutions when they struggle with a concept, skill, or song.

Challenge your high learners with harmony parts & composition activities to keep them at the same pace as the rest of your students.

Recorder Composition

Compose a song in the key of G major. There is one sharp in G major.

Name: _____

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Twinkle, Twinkle

New note & Fingering you will need:

F#

Twinkle, twin-kle, lit-tle star, how I won-der what you are.
 Up a-bove the world so high, like a dia-mond in the sky.
 Twinkle, twin-kle, lit-tle star, how I won-der what you are.

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A **G**

B

A variety of manipulatives – flashcards for notes and fingerings, as well as recorder rubrics and "I Can Statements" help students learn at every level.