

Archway Melodies

# Recorder Karate

## Book 1



Compiled by Tony and Daphne Matthews © 2016





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What is Recorder Karate? Tips to Teaching it

Four versions of the same music

1. Normal Note Heads with Coloured Belts
2. Named Note Heads with Coloured Belts
3. Normal Note Heads with Blank Belts (B/W copying, and/or Student Colouring)
4. Named Note Heads with Blank Belts (B/W copying, and/or Student Colouring)



## Copying

You can copy the music in this book for your own teaching use. If anyone else wants to use this for their use, then they really should buy their own copy... I mean, it's not going to break the bank or anything...



# Archway Melodies

## **What is Recorder Karate?**

It is a positive reward system that allows the children to learn at their own pace, rewarding them with coloured belts when a level is mastered.

## **What are the belts made of?**

You can buy ready-made belts or make your own. I cut up coloured wool into about 6 inch pieces. (see picture on right). I wind the wool around a book many times then cut off the ends, separate them into 3's and tie them loosely together.

## **Does each child need a book?**

Yes, each child needs a book to take home which is why we made this small book. Being just 2 pieces of paper, it is affordable for all schools.

## **What do children need to know before they can start?**

They need to have basic skills in recorder playing.

## **How does the program work?**

Students are given the books which they can work through at their own speed at home. In class they are tested when they have finished learning a song. If it sounds good, has the correct rhythms, correct notes and good articulation then they receive the corresponding coloured belt for that piece which they can tie around the base of their recorder. I used a chart by Jena Hudson (TPT) copied to 11 x17 and coloured in the squares to show who has what belt for everyone to see.

## Why are there 2 sets of booklets?

Our program has 2 options.

- ◇ Normal note notation: This works if you have already done some work with note reading or are wanting to challenge some students.
- ◇ Note names in the note head. This allows the student to see the note name in the note that is placed where it should be on the staff. Current thinking is that this works better than writing the note name under the note. This is also a great option for children that are scholastically challenged.

## How do you teach recorders overall?

- ◇ With the whole class, get them blowing softly into the recorder and holding the recorder with the correct hands. I also put a sticker on the back of the recorder to show where the right thumb should go.
- ◇ Do lots of rhythm games so they can start to read rhythms. There are lots of fun activities on TPT for example.
- ◇ Start teaching note names. If possible, start this the year before.
- ◇ Use whole class books like *Recorders Magic*, *Ready Steady Recorder* or *The Complete Recorder Resource Book* (Musicplay.ca) or our own *123455 Suite*. All these have songs starting with just 1 note and progress from there. They also have music so that most songs can be accompanied with an MP3 to make it more fun.

## **Introducing and using the Recorder Karate program**

- ◇ As soon as some children know BAG it is time to hand out the Recorder Karate book. Talk to them about how it works.
- ◇ Take time in class and at recess to test children. I found I had many that would come every recess if had I let them (I had to limit which days were “test days”).
- ◇ Pick out the exceptional students. These, I would train to become testers and gave them a rubric reminding them what to look for.
- ◇ Be flexible in testing times. I allowed the student testers to take other students out of the room to be tested whilst the rest were doing class playing. That way they were not bored and you had time to teach. The testers themselves were also learning skills as they helped other students.
- ◇ Make sure that they do stay and play with the class at times as well and use them to demonstrate.
- ◇ When I am testing, I will have games or worksheets for the rest of the students. Again, TPT has many for rhythms etc. However, it is never a quiet environment.

## **Summary**

Teaching a full class is challenging, to say the least. This program shows your administration that you are teaching to all levels. It will be chaotic, but my students really enjoyed playing these pieces and playing in general and were always so excited to be getting these belts.



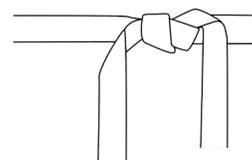
# Recorder Karate

## Book 1

WHITE

Hot Cross Buns

TRAD



YELLOW

Merrily We Roll Along

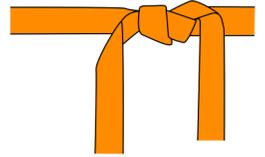
TRAD



ORANGE

# Au Clair de Lune

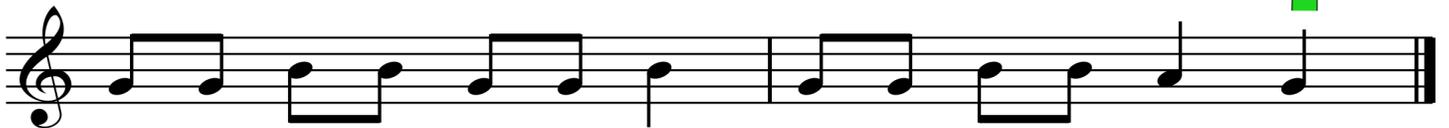
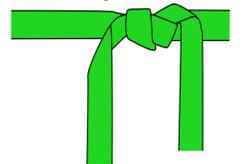
TRAD



GREEN

# Closet Key

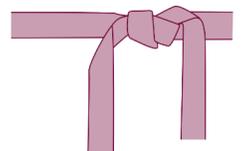
TRAD



PURPLE

# Sanctus

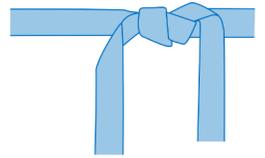
FRANZ SCHUBERT



BLUE

# Bouffons

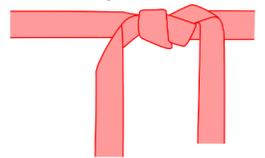
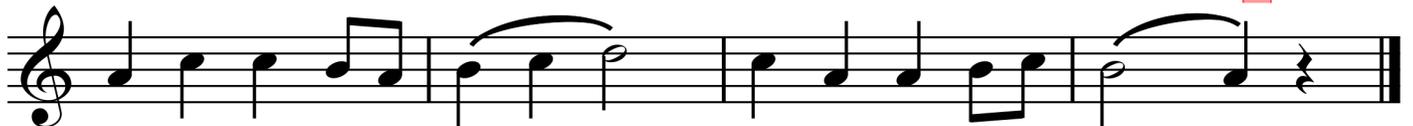
THOMAS ARBEAU



RED

# Not in G.

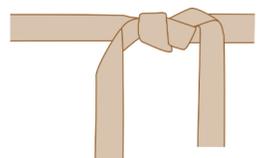
TONY MATTHEWS (1955 - )



# Jesu, Joy of Man's Desiring

BROWN

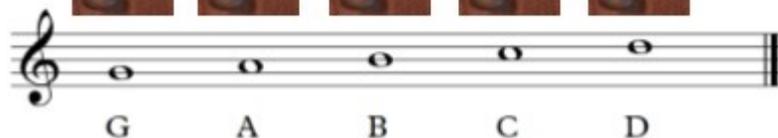
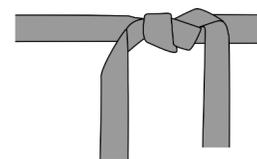
JOHANN S. BACH



BLACK

# Ode to Joy

LUDVIG VAN BEETHOVEN



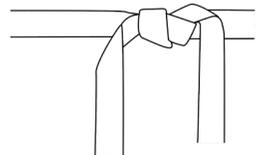
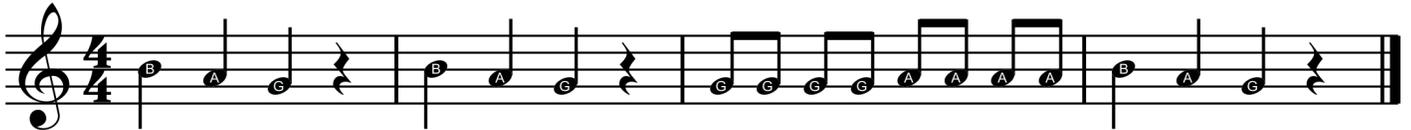
# Recorder Karate

## Book 1

WHITE

### Hot Cross Buns

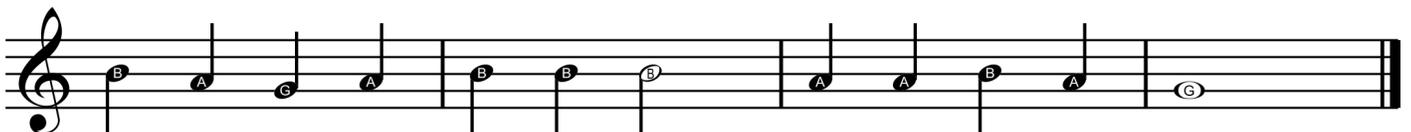
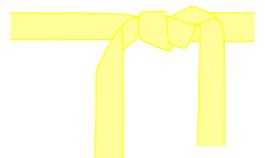
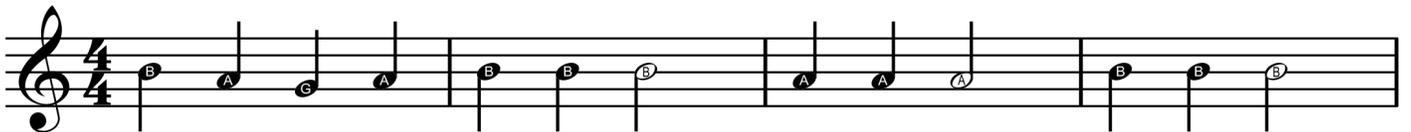
TRAD



YELLOW

### Merrily We Roll Along

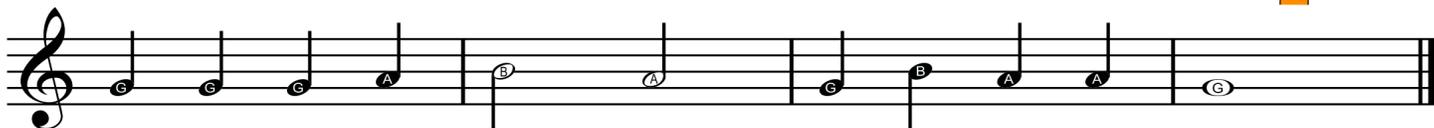
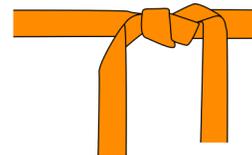
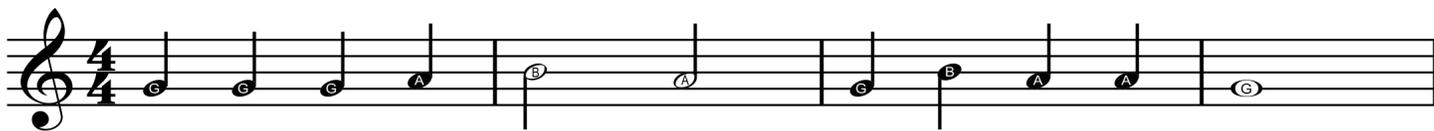
TRAD



ORANGE

# Au Clair de Lune

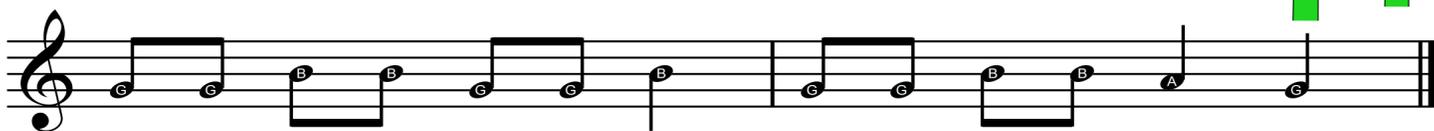
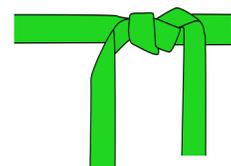
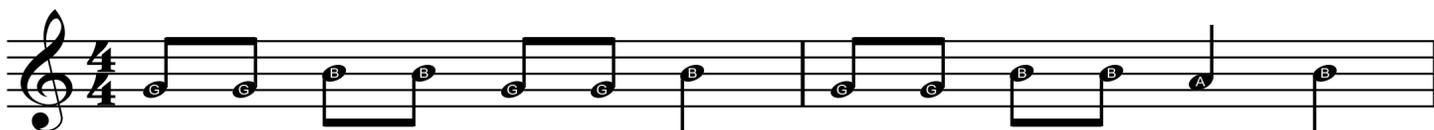
TRAD



GREEN

# Closet Key

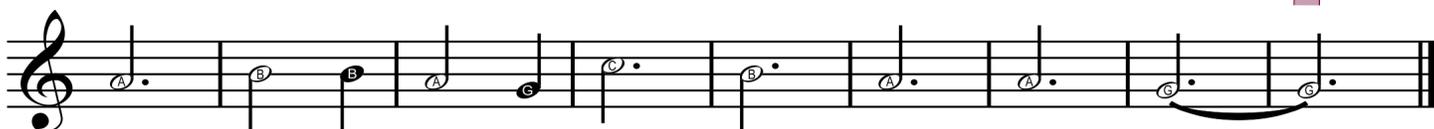
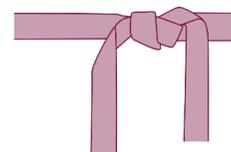
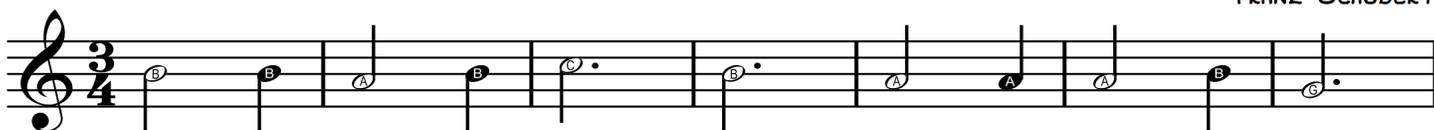
TRAD



PURPLE

# Sanctus

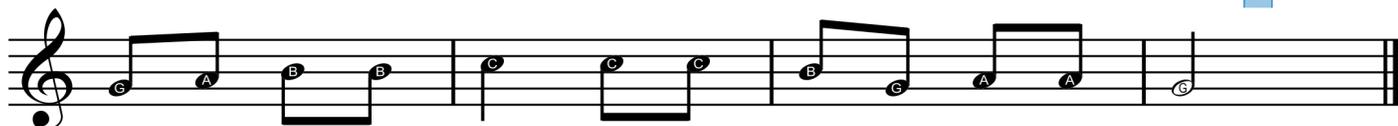
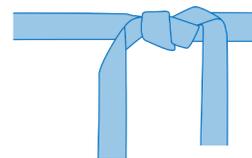
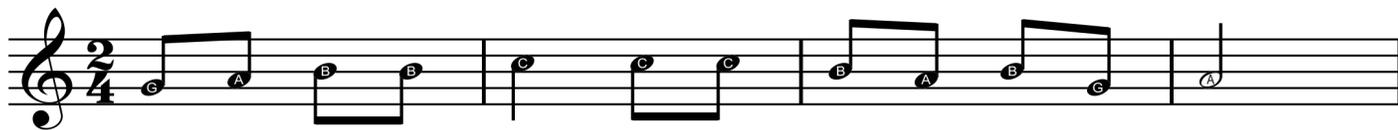
FRANZ SCHUBERT



BLUE

# Bouffons

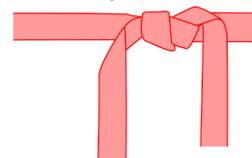
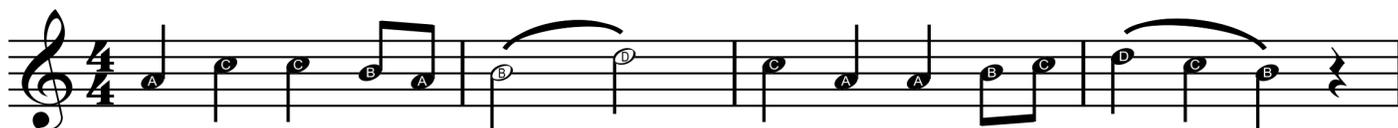
THOMAS ARBEAU



RED

# Not in G.

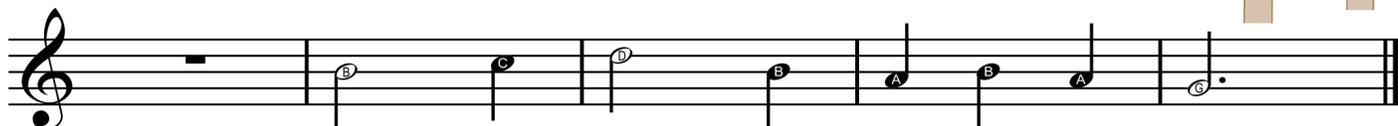
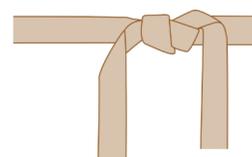
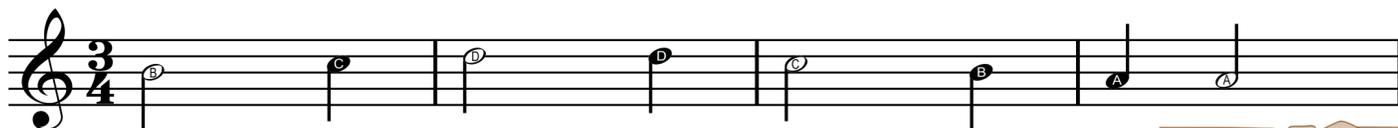
TONY MATTHEWS (1955 - )



# Jesu, Joy of Man's Desiring

BROWN

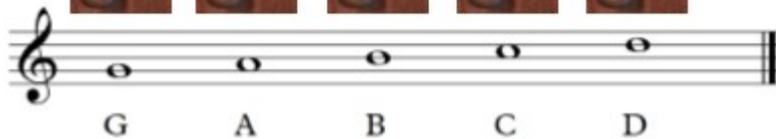
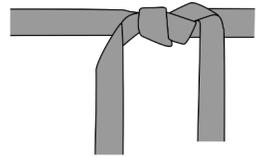
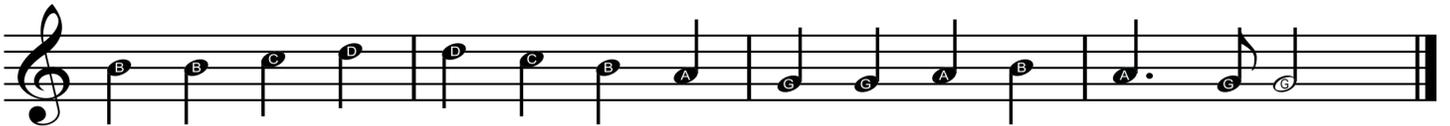
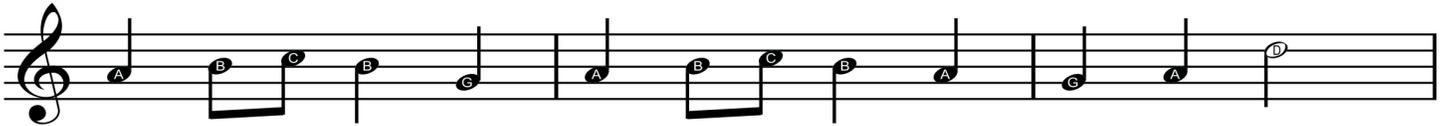
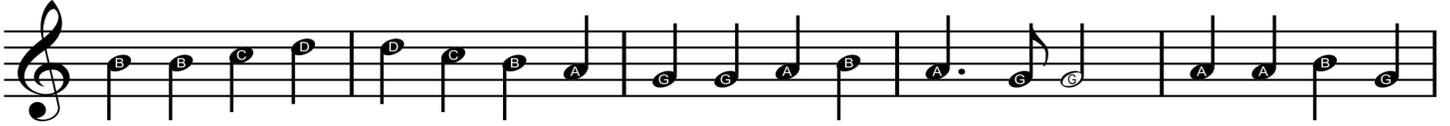
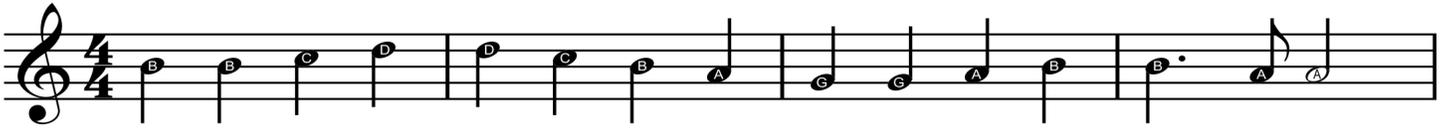
JOHANN S. BACH



BLACK

# Ode to Joy

LUDVIG VAN BEETHOVEN



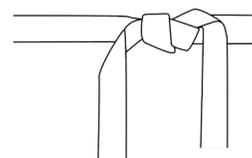
# Recorder Karate

## Book 1

WHITE

### Hot Cross Buns

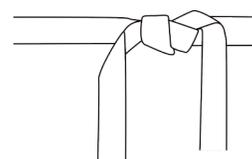
TRAD



YELLOW

### Merrily We Roll Along

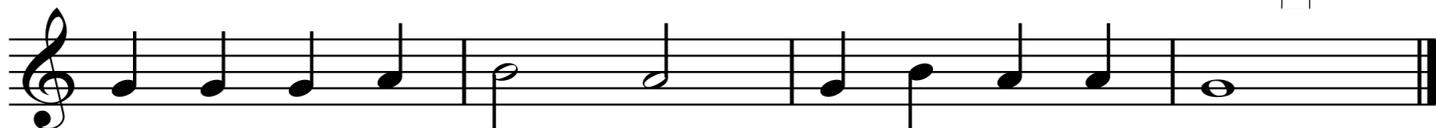
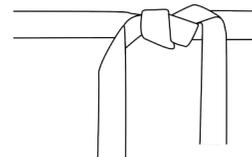
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ORANGE

# Au Clair de Lune

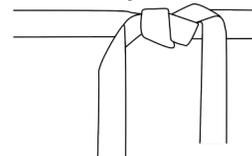
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GREEN

# Closet Key

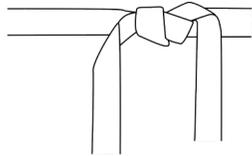
TRAD



PURPLE

# Sanctus

FRANZ SCHUBERT



BLUE

# Bouffons

THOMAS ARBEAU

Two staves of musical notation for the piece 'Bouffons'. The first staff begins with a treble clef and a 2/4 time signature. The melody consists of eighth and quarter notes. To the right of the first staff is a small line drawing of a white ribbon tied in a bow.

RED

# Not in G.

TONY MATTHEWS (1955 - )

Two staves of musical notation for the piece 'Not in G.'. The first staff begins with a treble clef and a 4/4 time signature. The melody features quarter notes, eighth notes, and a half note with a slur. To the right of the first staff is a small line drawing of a white ribbon tied in a bow.

# Jesu, Joy of Man's Desiring

BROWN

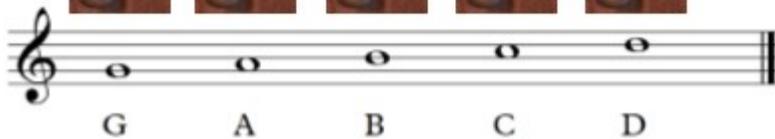
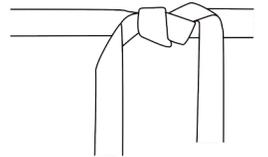
JOHANN S. BACH

Two staves of musical notation for the piece 'Jesu, Joy of Man's Desiring'. The first staff begins with a treble clef and a 3/4 time signature. The melody consists of quarter notes. To the right of the first staff is a small line drawing of a white ribbon tied in a bow.

BLACK

# Ode to Joy

LUDVIG VAN BEETHOVEN



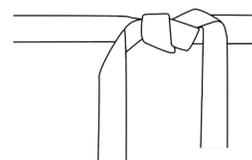
# Recorder Karate

## Book 1

WHITE

### Hot Cross Buns

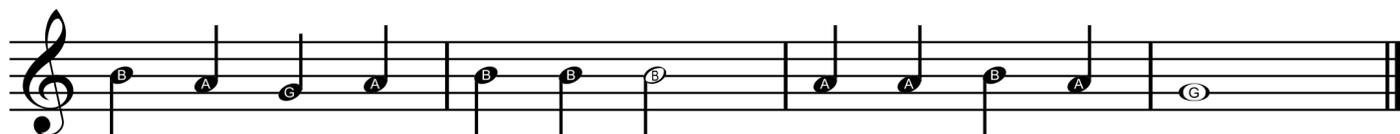
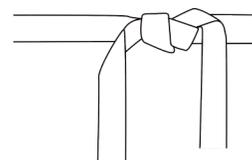
TRAD



YELLOW

### Merrily We Roll Along

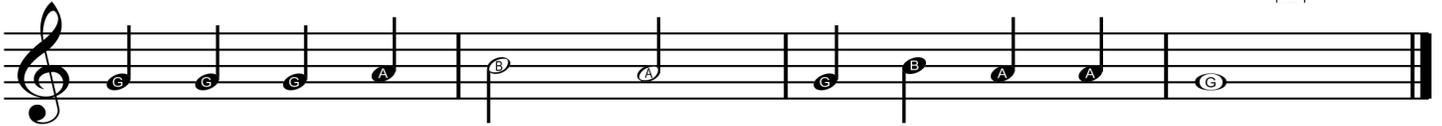
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ORANGE

# Au Clair de Lune

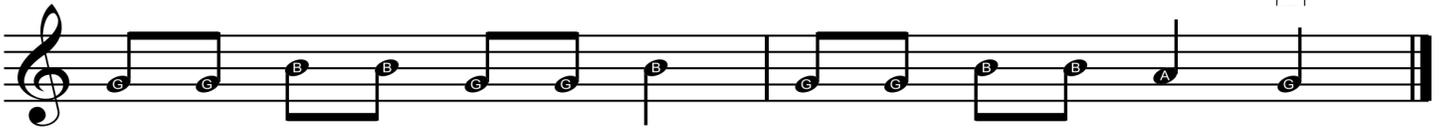
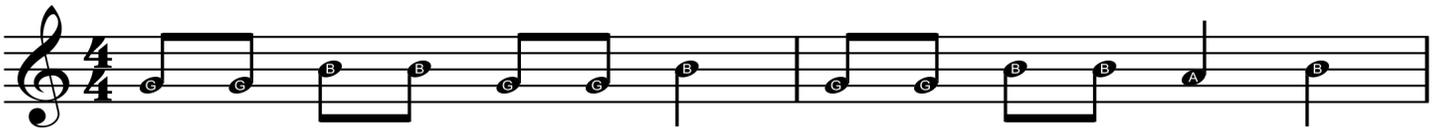
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GREEN

# Closet Key

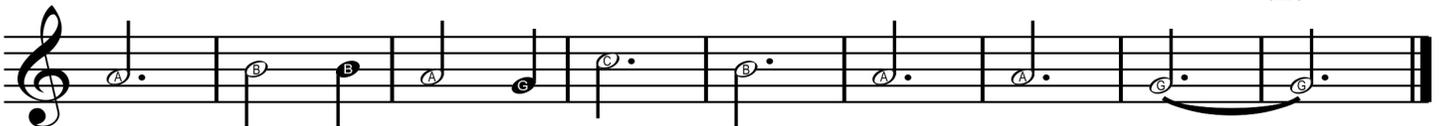
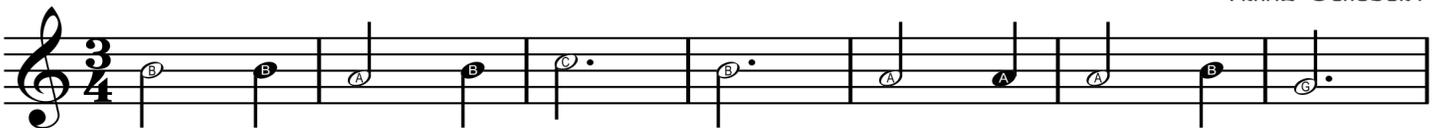
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PURPLE

# Sanctus

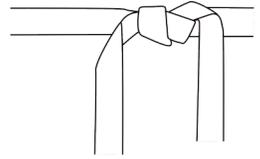
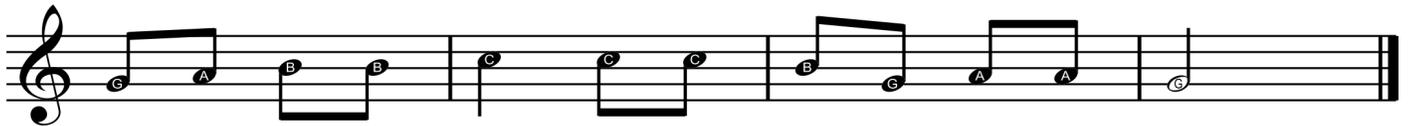
FRANZ SCHUBERT



BLUE

# Bouffons

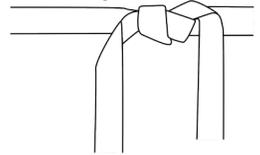
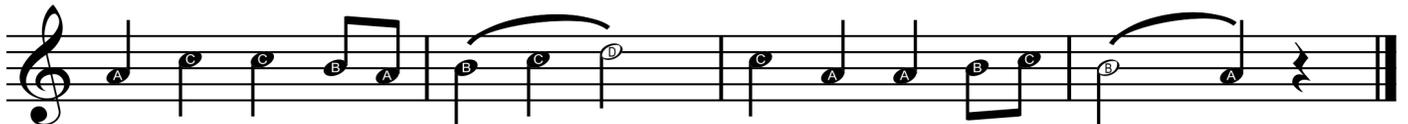
THOMAS ARBEAU



RED

# Not in G.

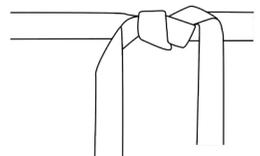
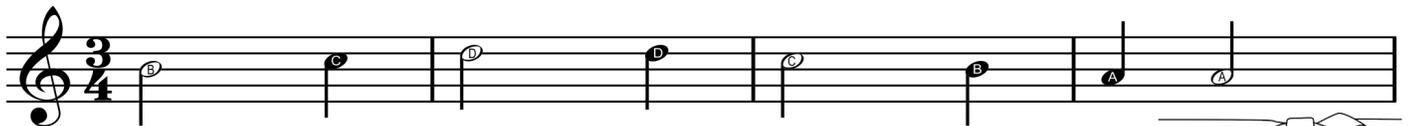
TONY MATTHEWS (1955 - )



# Jesu, Joy of Man's Desiring

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# Ode to Joy

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