

# Recorder Karate



White -	Hot Cross Buns	GAB
Yellow -	Gently Sleep	GAB
Orange -	Merrily We Roll Along	GAB
Green -	It's Raining	E GA
Purple -	Old MacDonald Had A Farm	DE GAB
Blue -	When The Saints Go Marching In	GABC'D'
Red -	Twinkle, Twinkle Little Star	DEF#GAB
Brown -	Amazing Grace	DE GAB D'
Black -	Ode To Joy	D GABC'D'

Name \_\_\_\_\_ Class \_\_\_\_\_  
and #

# RECORDER PRACTICE JOURNAL

Student Name & #: \_\_\_\_\_

<b>Week One:</b>							
<b>Assignment</b>	Review worksheet pages on how to hold & play the recorder; Work on <b>new notes B, A, G</b> and the 3 songs that use those notes ("Hot Cross Buns", "Gently Sleep", "Merrily We Roll Along")						
<b>Goal</b>	60 minutes						
<b>Practice Minutes</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>	<b>Extra</b>	<b>Total</b>
<b>Journal entry</b>	<b>Student:</b>				<b>Parent comment:</b>		

<b>Week Two:</b>							
<b>Assignment</b>	Work on notes B, A, G and the 3 songs that use those notes ("Hot Cross Buns", "Gently Sleep", "Merrily")						
<b>Goal</b>	60 minutes						
<b>Practice Minutes</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>	<b>Extra</b>	<b>Total</b>
<b>Journal entry</b>	<b>Student:</b>				<b>Parent comment:</b>		

<b>Week Three:</b>							
<b>Assignment</b>	Review B, A, G notes & songs; Work on <b>new note E</b> ("It's Raining")						
<b>Goal</b>	60 minutes						
<b>Practice Minutes</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>	<b>Extra</b>	<b>Total</b>
<b>Journal entry</b>	<b>Student:</b>				<b>Parent comment:</b>		

<b>Week Four:</b>							
<b>Assignment</b>	Review "Merrily" - <b>*PLAYING TEST #1 NEXT WEEK!</b> Work on the note E and song "It's Raining"; Look at the <b>new note D</b> and "Old MacDonald".						
<b>Goal</b>	60 minutes						
<b>Practice Minutes</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>	<b>Extra</b>	<b>Total</b>
<b>Journal entry</b>	<b>Student:</b>				<b>Parent comment:</b>		

Total minutes of practice: \_\_\_\_\_ Parent Signature: \_\_\_\_\_

# RECORDER PRACTICE JOURNAL

Student Name & #: \_\_\_\_\_

Week Five:							
Assignment	PLAYING TEST #1 (during class) on "Merrily We Roll Along" *After your playing test, you should work on: <b>new note E</b> ("It's Raining") and <b>new note D</b> ("Old MacDonald")						
Goal	75 minutes						
Practice Minutes	Day 1	Day 2	Day 3	Day 4	Day 5	Extra	Total
Journal entry	Student:				Parent comment:		

Week Six:							
Assignment	Review notes E & D and the songs "It's Raining" and "Old MacDonald"						
Goal	75 minutes						
Practice Minutes	Day 1	Day 2	Day 3	Day 4	Day 5	Extra	Total
Journal entry	Student:				Parent comment:		

Week Seven:							
Assignment	Review "It's Raining" and "Old MacDonald"; <b>PLAYING TEST #2 NEXT WEEK!</b> ("It's Raining" & "Old MacDonald") Look at the <b>new notes high C and high D</b> and the song "When The Saints Go Marching In".						
Goal	75 minutes						
Practice Minutes	Day 1	Day 2	Day 3	Day 4	Day 5	Extra	Total
Journal entry	Student:				Parent comment:		

Week Eight:							
Assignment	<b>PLAYING TEST #2 (during class) on "It's Raining" and "Old MacDonald"</b> *After your playing test, you should work on: <b>New notes High C &amp; High D</b> "When The Saints Go Marching In"						
Goal	75 minutes						
Practice Minutes	Day 1	Day 2	Day 3	Day 4	Day 5	Extra	Total
Journal entry	Student:				Parent comment:		

Total minutes of practice: \_\_\_\_\_ Parent Signature: \_\_\_\_\_

# RECORDER PRACTICE JOURNAL

Student Name & #: \_\_\_\_\_

<b>Week Nine:</b>							
<b>Assignment</b>	Review High C & High D; Practice "When The Saints Go Marching In" Look at the <b>new note F#</b> and the song "Twinkle Twinkle Little Star"						
<b>Goal</b>	75 minutes						
<b>Practice Minutes</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>	<b>Extra</b>	<b>Total</b>
<b>Journal entry</b>	<b>Student:</b>				<b>Parent comment:</b>		

<b>Week Ten:</b>							
<b>Assignment</b>	Review High C & High D; Review "When The Saints Go Marching In"; <b>New note F#</b> & "Twinkle Twinkle"						
<b>Goal</b>	75 minutes						
<b>Practice Minutes</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>	<b>Extra</b>	<b>Total</b>
<b>Journal entry</b>	<b>Student:</b>				<b>Parent comment:</b>		

<b>Week Eleven:</b>							
<b>Assignment</b>	Review "When The Saints Go Marching In" and "Twinkle Twinkle"; look at the new song "Amazing Grace". <b>PLAYING TEST #3 NEXT WEEK!</b> ("When The Saints Go Marching In" and "Twinkle, Twinkle")						
<b>Goal</b>	75 minutes						
<b>Practice Minutes</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>	<b>Extra</b>	<b>Total</b>
<b>Journal entry</b>	<b>Student:</b>				<b>Parent comment:</b>		

<b>Week Twelve:</b>							
<b>Assignment</b>	<b>PLAYING TEST #3 (during class) on "When The Saints Go Marching In" and "Twinkle Twinkle".</b> *After your playing test, you should work on: "Amazing Grace" and "Ode To Joy" (no new notes)						
<b>Goal</b>	75 minutes						
<b>Practice Minutes</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>	<b>Extra</b>	<b>Total</b>
<b>Journal entry</b>	<b>Student:</b>				<b>Parent comment:</b>		

Total minutes of practice: \_\_\_\_\_ Parent Signature: \_\_\_\_\_

# RECORDER PRACTICE JOURNAL

Student Name & #: \_\_\_\_\_

<b>Week Thirteen:</b>							
<b>Assignment</b>	Practice "Amazing Grace" and "Ode To Joy"						
<b>Goal</b>	75 minutes						
<b>Practice Minutes</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>	<b>Extra</b>	<b>Total</b>
<b>Journal entry</b>	<b>Student:</b>				<b>Parent comment:</b>		

**\*\*\*4/6-4/13: Spring Break! Practice and play a little bit each day! ☺**

<b>Week Fourteen:</b>							
<b>Assignment</b>	Practice "Amazing Grace" and "Ode To Joy". <b>PLAYING TEST #4 NEXT WEEK! ("Amazing Grace" &amp; "Ode To Joy")</b>						
<b>Goal</b>	75 minutes						
<b>Practice Minutes</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>	<b>Extra</b>	<b>Total</b>
<b>Journal entry</b>	<b>Student:</b>				<b>Parent comment:</b>		

<b>Week Fifteen:</b>							
<b>Assignment</b>	<b>PLAYING TEST #4 (during class) on "Amazing Grace" and "Ode To Joy".</b> *After your playing test, you should work on Happy Birthday and Take Me Out To The Ballgame.						
<b>Goal</b>	75 minutes						
<b>Practice Minutes</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>	<b>Extra</b>	<b>Total</b>
<b>Journal entry</b>	<b>Student:</b>				<b>Parent comment:</b>		

<b>Week Sixteen:</b>							
<b>Assignment</b>	*After your playing test, you should work on Happy Birthday and Take Me Out To The Ballgame.						
<b>Goal</b>	75 minutes						
<b>Practice Minutes</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>	<b>Extra</b>	<b>Total</b>
<b>Journal entry</b>	<b>Student:</b>				<b>Parent comment:</b>		

Total minutes of practice: \_\_\_\_\_ Parent Signature: \_\_\_\_\_

# January 2020

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
	<b>Recorder Karate- Week 1</b> Study the pages on how to Hold & Play the recorder. Look at the notes B, A, and G and the 3 songs that use those notes: Hot Cross Buns, Gently Sleep, and Merrily We Roll Along.					
12	13	14	15	16	17	18
	<b>Recorder Karate- Week 2</b> Review the notes B, A, and G. Study the 3 songs that use those notes: Hot Cross Buns, Gently Sleep, and Merrily We Roll Along.					
19	20	21	22	23	24	25
	<b>Recorder Karate- Week 3</b> Review the notes B, A, and G; Review all 3 songs that use those notes: Hot Cross Buns, Gently Sleep, and Merrily We Roll Along. Start looking at the new note E and the song It's Raining.					
26	27	28	29	30	31	
	<b>Recorder Karate- Week 4</b> Review the song Merrily We Roll Along. *Playing Test #1 on "Merrily" next week!! Work on the note E and the song It's Raining. Look at the new note D and the song Old MacDonald. *Practice Journal Check next week!!					

## February 2020

[illegible]

# March 2020

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 Recorder Karate- Week 9 Practice Journal Check #2 (weeks 5-8: checking for total # of minutes and parent signature) Review the song When The Saints Go Marching In. Look at the new note F# and the song Twinkle Twinkle Little Star.	3 FINISH ANY OTHER PLAYING TESTS ON IT'S RAINING AND OLD MACDONALD!!!	4	5	6	7
8	9 Recorder Karate- Week 10 Review When The Saints Go Marching In. Work on the new note F# and the song Twinkle Twinkle Little Star.	10	11	12	13	14
15	16 Recorder Karate- Week 11 Review When The Saints Go Marching In. Review Twinkle Twinkle Little Star. *Playing Test #3 next week! 2nd half of "Saints" and the 1st half of "Twinkle". Look at the new song Amazing Grace (*no new notes!)	17	18	19	20	21
22	23 Recorder Karate- Week 12 Work on the song Amazing Grace. Look at the new song Ode To Joy (*no new notes!) *Practice Journal Check #3 next week!	24	25	26	27	28
29	30 Recorder Karate- Week 13 Practice Journal Check #3 (weeks 9-12: checking for total # of minutes and parent signature) Work on the song Ode To Joy.	31 FINISH ANY OTHER PLAYING TESTS ON "SAINTS" AND "TWINKLE"!!!				



# April 2020

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 Recorder Karate- Week 13 Practice Journal Check #3 (weeks 9-12: checking for total # of minutes and parent signature) Work on the song Ode To Joy.	2 FINISH ANY OTHER PLAYING TESTS ON "SAINTS" AND "TWINKLE"!!!	3 4
5	6	7	8	9	10	11
Spring Break!!! Try and find some time to practice!!!						
12	13	14	15	16	17	18
	Recorder Karate- Week 14 Review Amazing Grace; Review Ode To Joy. *Playing Test #4 next week! 2nd half of Amazing Grace (starting at "I once was lost") and 2nd half of Ode To Joy (lines 3 & 4).					
19	20	21	22	23	24	25
	Recorder Karate- Week 15 Review Amazing Grace; Review Ode To Joy. PLAYING TEST ON 2ND HALF OF "AMAZING" AND 2ND HALF OF "ODE"!!! After the test is over, work on Happy Birthday To You and Take Me Out To The Ballgame from the back of the packet!					
26	27	28	29	30		
	Recorder Karate- Week 16 After the test is over, work on Happy Birthday To You and Take Me Out To The Ballgame from the back of the packet! Practice Journal Check #4 next week!					

# May 2020

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
	Recorder Karate- Week 17 Practice Journal Check #4 (weeks 13-16: checking for total # of minutes and parent signature) Work on playing Happy Birthday To You. Work on playing Take Me Out To The Ballgame.					
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						



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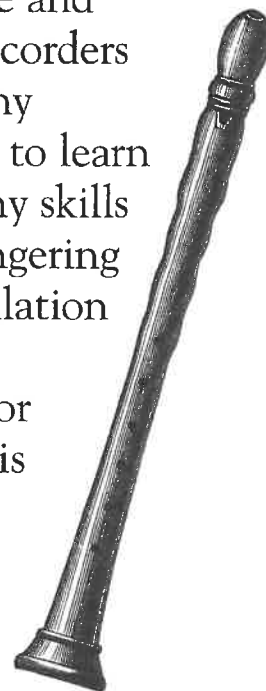
# The History Of The Recorder

The recorder is a whistle-type woodwind instrument that is from an ancient family of instruments called the internal duct flutes. For many centuries, it was the most popular woodwind instrument. It was being used as a folk instrument as early as the 12th century. During the 16th century, several composers were writing solo and ensemble music for the recorder. Two of these were Bach and Handel, probably the best known composers of the Baroque Era. The transverse (side-blown) flute had replaced the recorder by the 18th century, because it had a much broader dynamic range than the recorder and could blend better with the larger, louder orchestras of the day.

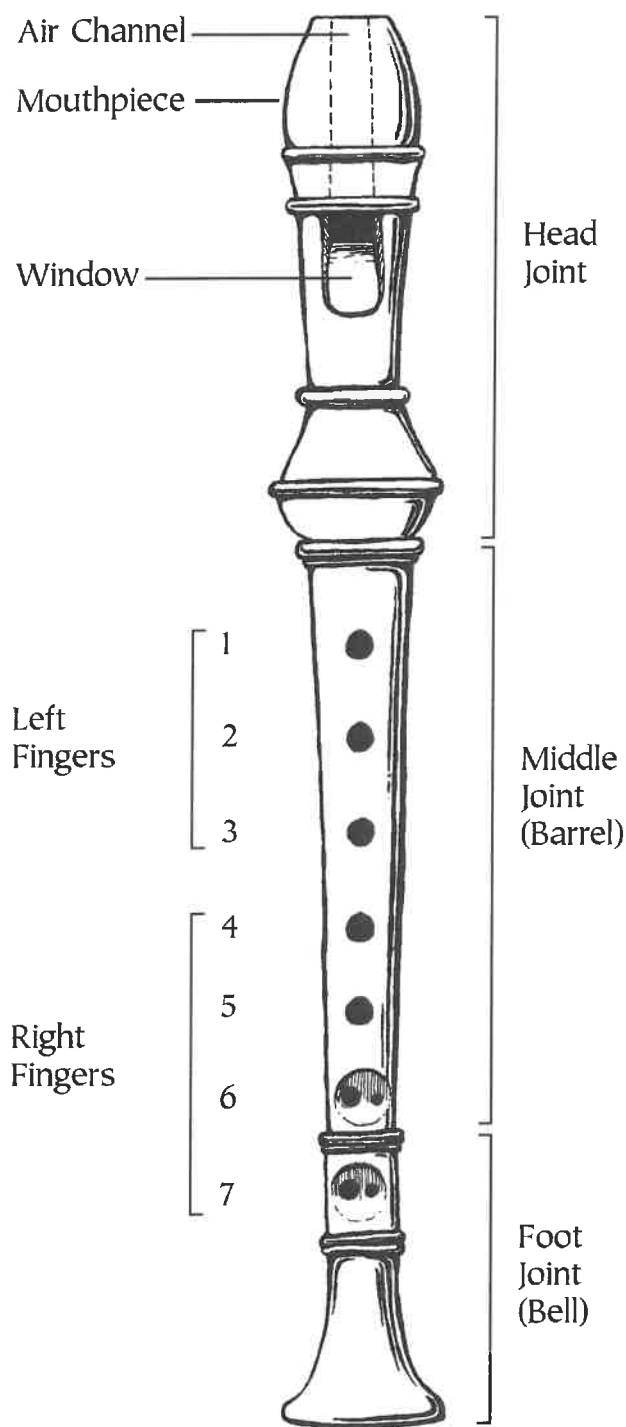


Recorders probably came to America with some of the first settlers. There are as many as 26 recorders listed in the inventories of various plantations in the 1600s. Around 1925, the recorder began to make a comeback in popularity because of a renewed interest in Renaissance and Baroque music. Today, more than 3.5 million plastic recorders are manufactured per year. Recorders are played in many elementary schools and can be a wonderful instrument to learn on its own or as an introductory band instrument. Many skills are learned from the playing of the recorder, such as fingering skills, embouchure development, breath support, articulation skills, and development of the inner ear.

The five most common recorders are: soprano (or descant), soprano, alto, tenor, and bass. The smallest is the Garklein recorder, which is only four inches long. The largest recorder is called a sub-contra bass and is about ten feet long. The soprano is the recorder that is most often played by beginners. All of these recorders can play together just like a choir. This group is called a consort.



# How To Hold The Recorder



- All recorders have a thumb hole in the back and seven holes down the front. Some recorders have double holes on the bottom two holes.

- The left hand is placed at the top of the recorder, which is by the mouthpiece. The left hand covers the thumb hole in the back of the recorder and the first three holes. The pinkie finger of the left hand is never used and should be held away from the recorder.

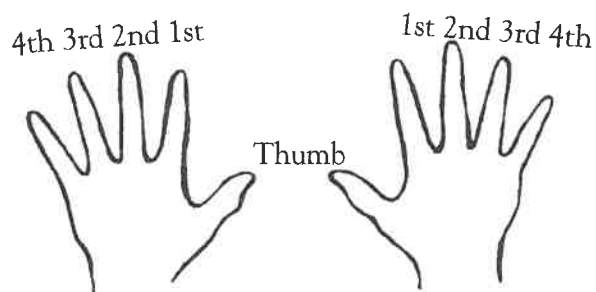
- The right hand is placed at the bottom of the recorder. The right thumb is used to balance the recorder and is placed between the 4th and 5th holes on the back. The right hand fingers cover the four holes near the bottom of the recorder.

- Cover the holes completely with the flat, fleshy pad of your fingers, NOT the fingertips.

- Fingers should be slightly curved.

- Fingers that are not being used to cover holes should be held a little distance above their holes so they are ready to quickly play the next note.

- Hold your recorder at a 45-degree angle. Your elbows should be slightly away from your body. Make sure to sit up straight!

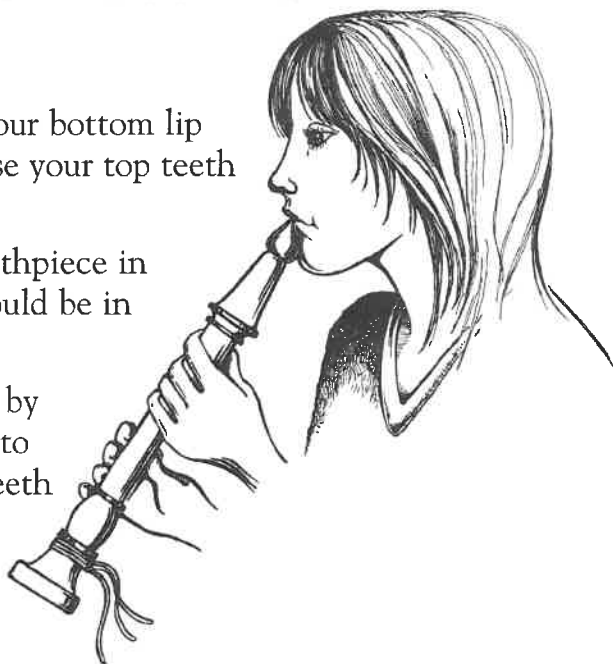


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# How To Play The Recorder

## How To Place The Recorder In Your Mouth

- Place the mouthpiece of the recorder on your bottom lip and in front of your bottom teeth. Do NOT close your top teeth down on to the mouthpiece.
- Make sure not to put too much of the mouthpiece in your mouth. Only the tip of the mouthpiece should be in your mouth.
- Press down very gently with your upper lip by whispering “mmm.” This will put your mouth into the correct position. Be careful not to let your teeth or your tongue touch the mouthpiece.
- Make sure that your lips stay firm around the mouthpiece. Don’t open and close your mouth on each note. This will avoid air leaks.



## Breath/Air Pressure

- Blow softly but with a steady air stream. Little air is required. Blowing too hard produces an obnoxious noise.

## Use The “Steamy Window Trick”

- Blow on your hand as if you are steaming up the car window without someone near you hearing. (You don’t want them to hear you blow.) The air should be warm and should not be heard. Blow this same way into your recorder.
- As you blow into the recorder, start the breath by whispering “tu.” This is called “tonguing” and your teacher will explain more about this in the future.

## Two Main Causes For Squeaks

- If you squeak, you may be blowing too hard. Try to blow with a very steady air stream.
- Another common reason for squeaks is that your fingers may not be covering the holes completely. Remember: **Leaks Cause Squeaks**. Keep trying!

### Practice Directions:

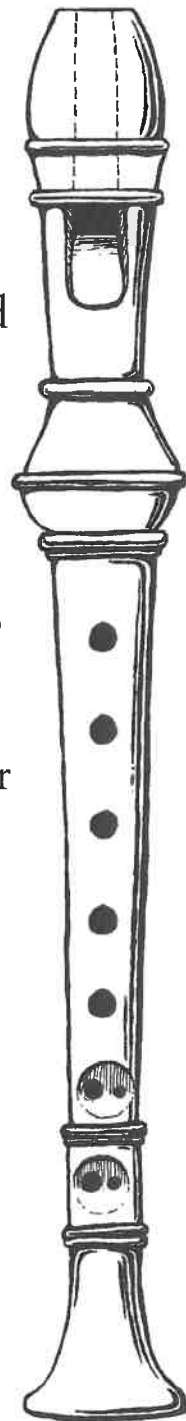
1. Clap and count the rhythm (use 1–2–3–4 or rhythm syllables such as “ta” and “ti-ti”).
2. Clap and speak the letter names in rhythm.
3. Finger the notes and speak or sing the letter names in rhythm.
4. Play the notes in rhythm. Start slow and increase in speed later.

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# How To Care For Your Recorder








1. Label your recorder and the case with a permanent marker. That way, if you leave it somewhere, it can be returned to you.
2. After playing, wipe the moisture from the inside of your recorder with a small piece of cotton cloth tied onto a cleaning rod. Do NOT use tissue or paper towel because these will fall to pieces inside your recorder and would be very difficult to remove.
3. Clean the mouthpiece of your recorder with an old toothbrush or a pipe cleaner. It is important to keep the mouthpiece clean.
4. Plastic recorders can be washed in the dishwasher or in warm, soapy water once in a while.
5. If your recorder is hard to take apart or put back together, you may use a little joint grease or petroleum jelly on the joints.
6. Keep your recorder in its case when you are not playing it.

*NOTE: If you are playing a wooden recorder, it will need to be cared for in different ways. Talk to your teacher before doing anything to a wooden recorder.*





# How We Count Music

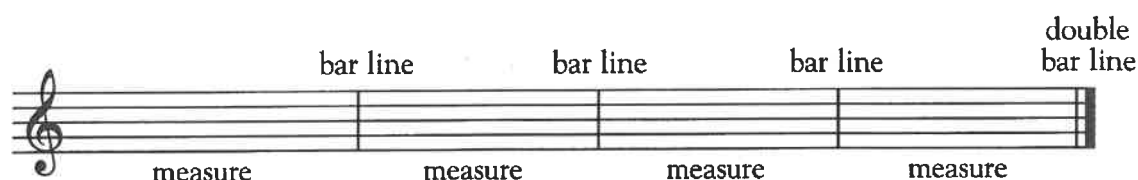
Below are some of the notes we use in music. Each note has a name and a value or length. Here are their American names and values in 4/4 time:

<b>quarter note</b>		(ta)	1 beat
<b>eighth note</b>		(ti)	1/2 beat
<b>eighth note pair</b>		(ti-ti)	1 beat
<b>dotted quarter note</b>		(ta-ee)	1 1/2 beats
<b>half note</b>		(two-oo)	2 beats
<b>dotted half note</b>		(three-ee-ee)	3 beats
<b>whole note</b>		(fo-o-o-or)	4 beats

A rest is a silence. For every note, there is a rest of equal value. Here are some rests we will use in our music:

<b>quarter rest</b>		(sh)	1 beat
<b>half rest</b>		(re-est)	2 beats

Music is written so that we read it from left to right and top to bottom, just as we read a book. Our music is divided into sections called **measures** or **bars**. Measures are separated by **bar lines**. A **double bar line** is placed at the end of a song.



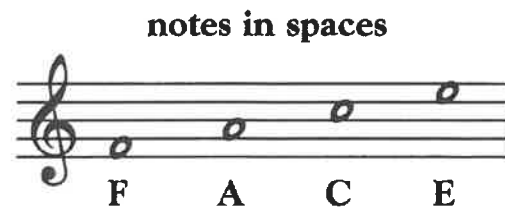
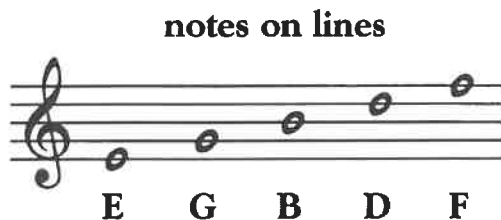


# How We Name The Notes

Music is written on a **staff** made up of five lines. Notes are written on these lines or in the spaces between them. They can also be written in the spaces below and above these lines.

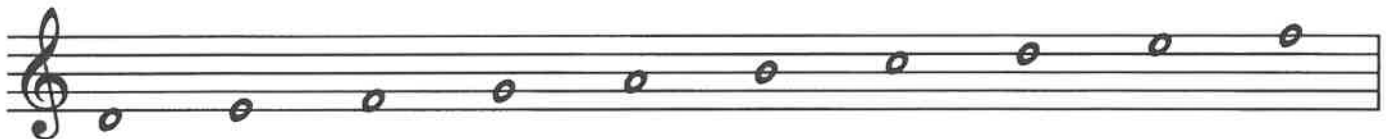
Notes are given names based on the letters of the alphabet from A through G.

Each staff begins with a **clef**. Music for different instruments is written in different clefs. The recorder you are playing uses the **treble** clef. Here are the names of the notes of the staff in treble clef:



It may help you to remember the notes on the lines by remembering the sentence **Every Good Boy Does Fine**. The notes in the spaces spell out the word **FACE**.

Here are the notes on the treble clef that we will use in our recorder music. Fill in their names under the notes.



# Practice Counting

In the space provided, write how many beats each note or rest equals:

1.  \_\_\_\_\_ beat(s)

6.  \_\_\_\_\_ beat(s)

2.  \_\_\_\_\_ beat(s)

7.  \_\_\_\_\_ beat(s)

3.  \_\_\_\_\_ beat(s)

8.  \_\_\_\_\_ beat(s)

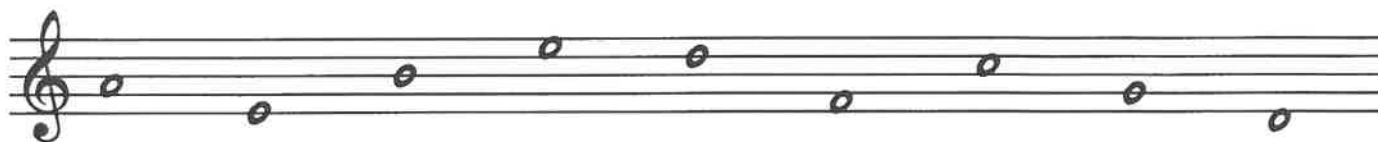
4.  \_\_\_\_\_ beat(s)

9.  \_\_\_\_\_ beat(s)

5.  \_\_\_\_\_ beat(s)

# Practice Naming The Notes

Write the letter name of each note in the space provided:



\_\_\_\_\_

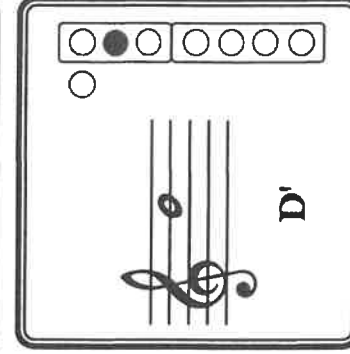
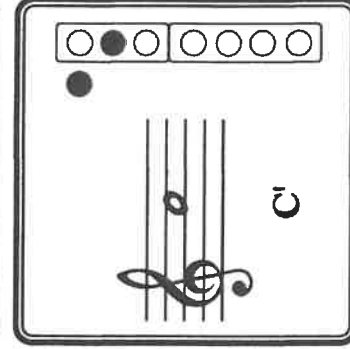
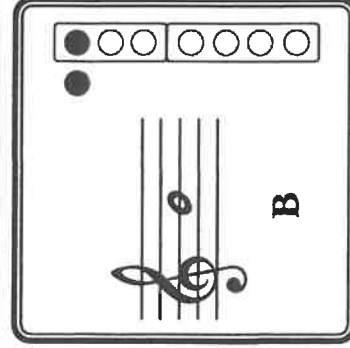
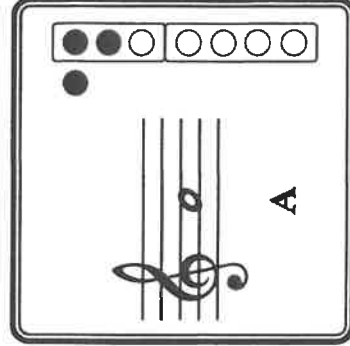
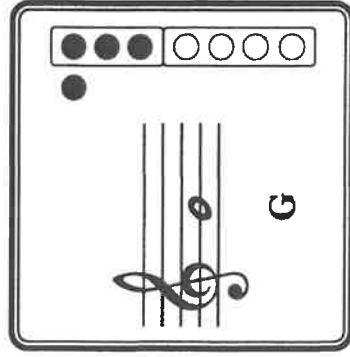
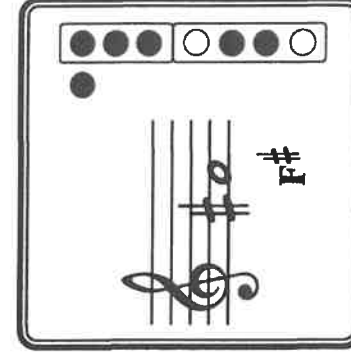
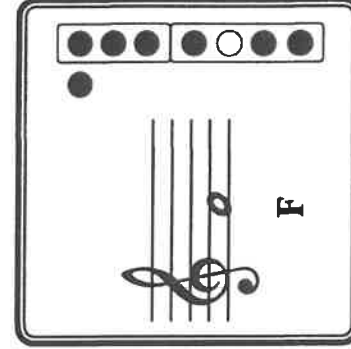
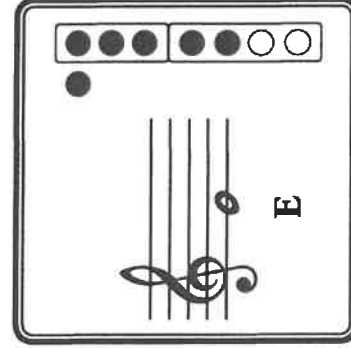
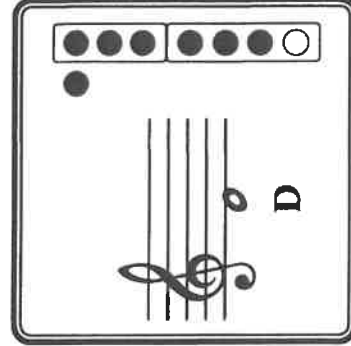
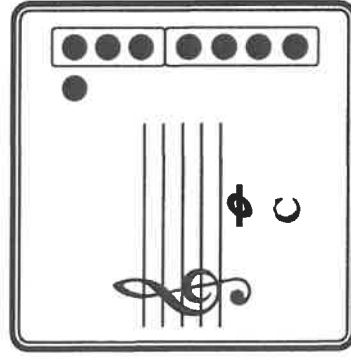


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# RECORDER FINGERING CHART

The hole that is outside the box indicates the thumbhole on the back of the recorder.  
When the circle is black, cover that hole with the correct finger.





Pitches: GAB

# 1 - White Belt

## Hot Cross Buns

2 measures (8 beats) introduction on recording

Traditional

Hot cross buns! Hot cross buns!

One a pen - ny, two a pen - ny, hot cross buns!

New things to learn for the White Belt song:

**half note** = 2 beats

**quarter note** = 1 beat

**time signature** = 4 beats in each measure

**half rest** = 2 beats of silence

**new notes:**

G

A

B

**counting:**

0				
1	2	3	4	

## 2 - Yellow Belt

Pitches: GAB

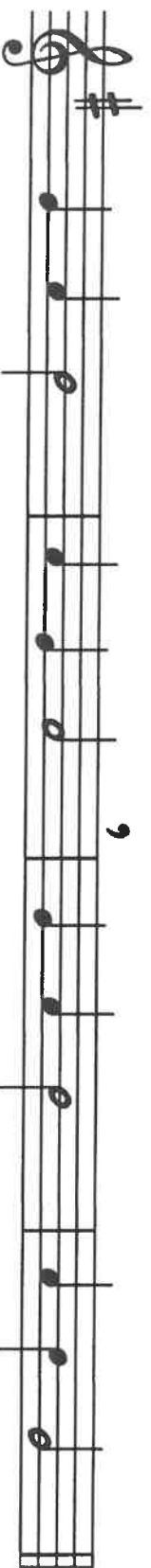
# Gently Sleep

2 measures (8 beats) introduction  
on recording

Traditional  
lyrics by Barb Philipak



Gent - ly sleep, my sweet child. Gent - ly sleep, with that smile.



Gent - ly sleep, lit - tle one. Gent - ly sleep, day is done.

New thing to learn for the Yellow Belt song:

**' breath mark** When you see this symbol, take a breath.  
Try only to take a breath every two measures.

Pitches: GAB

# 3 - Orange Belt

## Merrily We Roll Along

2 measures (8 beats) introduction  
on recording

Traditional






# 4 - Green Belt

Pitches: E GA


## It's Raining

7 beats introduction  
on recording

Traditional



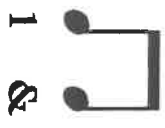
It's rain - ing, it's pour - ing, the old man is snor - ing.



Went to bed and he bumped his head and he could - n't get up in the morn - ing.

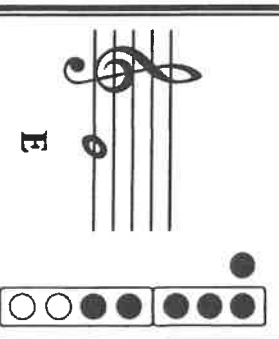
New things to learn for the Green Belt song:

**new rhythm:**




two eighth notes = 1 beat  
(Each single eighth note gets 1/2 beat.)

**new note:**



E

**counting:**



1	&	2	&	3	&	4	&
or							

# 5 - Purple Belt

Pitches: DE GAB

## Old MacDonald Had A Farm

4 measures (16 beats) introduction  
on recording

Traditional

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

on that farm he had some chicks. E - I - E - I - O. With a

chick chick here. And a chick chick there. Here a chick, there a chick. Ev'ry-where a chick chick.

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

New things to learn for the Purple Belt song:

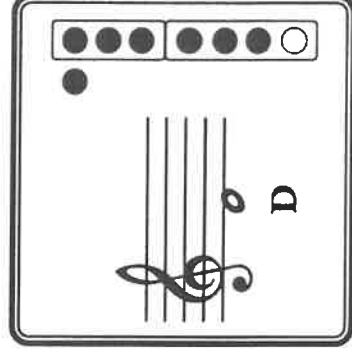


**quarter rest** = 1 beat of silence



**dotted half note** = 3 beats  
(A dot after a note gets half the value of that note and makes it that much longer.)

**new  
note:**



## 6 - Blue Belt

Pitches: GABC'D'


# When The Saints Go Marching In

5 beats introduction  
on recording

Traditional

Oh, when the saints go march - ing in, oh, when the saints go march - ing, Oh, I want to be in that num - ber, when the saints go march - ing in.

### New things to learn for the Blue Belt song:

A **tie**  is a curved line which connects notes of the same pitch. Only the first note is played and then it is held for the total value of the connected notes.

1 2 3 - 1 2      1 2 3 4 - 1

**new rhythm:**  whole note = 4 beats

**new notes:**

C'      D'

## 7 - Red Belt

Pitches: DEF<sup>#</sup>GAB

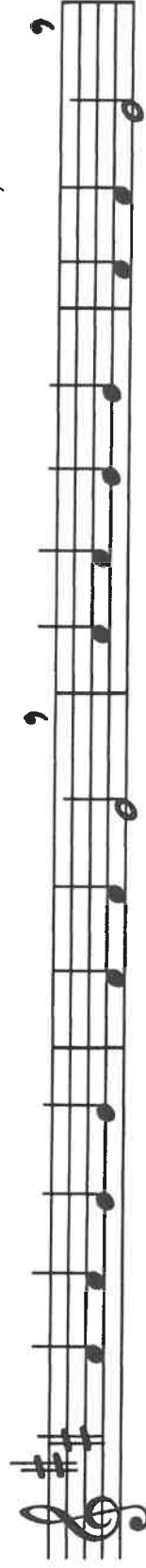
# Twinkle, Twinkle Little Star

2 measures (8 beats) introduction  
on recording

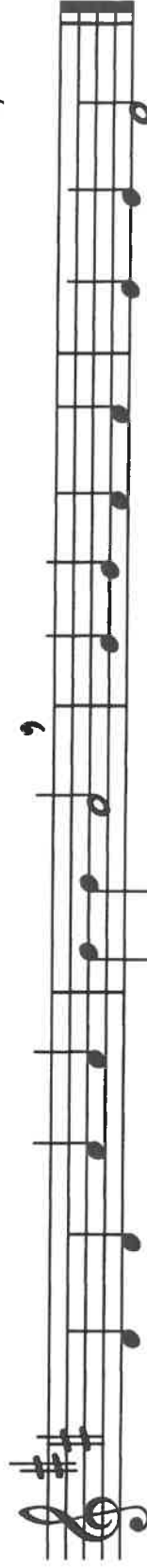
Traditional



Twin - kle, twin - kle lit - tle star, how I won - der what you are.



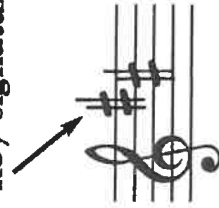
Up a - bove the world so high, like a dia - mond in the sky!



Twin - kle, twin - kle lit - tle star, how I won - der what you are.

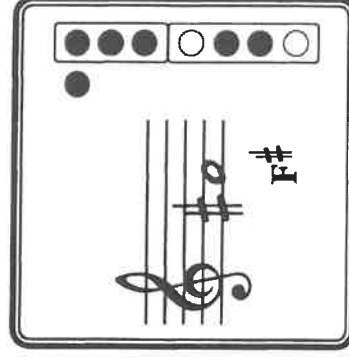
### New things to learn for the Red Belt song:

key signature



These sharps (#), when placed at the beginning of a line, are for all C's and F's in the song. This is called a **key signature**. However, since there are no C's in this song, you only have to remember to play every F in this song as F<sup>#</sup>.

new  
note:



# 8 - Brown Belt

Pitches: DE GAB D'

5 beats introduction  
on recording


## Amazing Grace

Traditional

now — am — found, was blind, but — now I see. —

New things to learn for the Brown Belt song:

### new rhythms:

**single eighth note** =  $1/2$  beat  
Until now, you have seen two eighth notes joined together with a beam (  ).  
Together, two eighth notes = 1 beat.










**dotted quarter note** =  $1 \frac{1}{2}$  beats  
Again, the dot adds half the value of that note  
and makes it longer.

1 +  $1/2$  =  $1 \frac{1}{2}$  beats

**fermata** placed above a note means that the note is held a little longer  
than its usual count.

**time signature** The top number tells us that there are only three beats in each  
measure.

### counting:

Pitches: D GABC'D'

# 9 - Black Belt Ode To Joy

2 measures (8 beats) introduction  
on recording

Ludwig van Beethoven

The musical score is written in treble clef with a key signature of one sharp (F#). The first staff begins with a 2-measure introduction marked with a '4' over the first two measures. The melody consists of a series of eighth and quarter notes, with a dotted quarter note in the final measure of the first staff. The subsequent three staves continue the melody, with the fourth staff ending with a double bar line. The notation includes various note values, rests, and a repeat sign in the third staff.

AND A SPECIAL HOLIDAY TO YOU!  
**Happy Birthday to You**

Patty Hill  
Mildred S. Hill

Introduction



**Happy Birthday uses these notes: D E F# G A B C'D'**

**Happy Birthday uses a new rhythm- dotted eighth note and single sixteenth note.**

When we play it, the first note is held a little longer and the 2<sup>nd</sup> note is a little shorter.



LONG      SHORT



**Happy Birthday uses a fermata in line 2 (measure 2).**

Fermatas are used to hold a note a bit longer than its given value. In Happy Birthday the fermata is over a quarter note (worth 1 beat), but when we play the song, we can hold that note a little bit longer than 1 beat.

# Take Me Out to the Ballgame

Introduction 6

Take me out to the ball - game, take me out to the crowd.\_\_\_\_

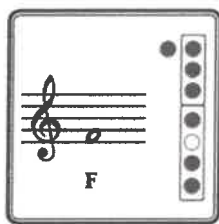
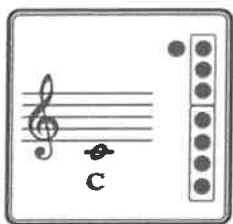
Buy me some pea-nuts and crack - er - jack, I don't care if I nev - er get back, oh it's

root, root, root for the home team, if they don't win it's a shame.\_\_\_\_ For it's

one, two, three strikes, you're out at the old ball - game!\_\_\_\_


Take Me Out To The Ballgame uses these notes:

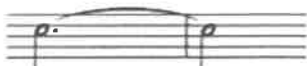
C D E F F# G A B C'



\*new notes for this song are low C and F!

Take Me Out To The Ballgame uses tied notes:

A tie  is a curved line which connects notes of the same pitch. Only the first note is played and then it is held for the total value of the connected notes.



1 2 3 - 1 2



1 2 3 4 - 1