

Section 18:

AOSA Teacher Education Curriculum Standards

Recorder Standards: Level III

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Introduction

This document outlines the learning outcomes and learning objectives for Recorder: Level III of Orff Schulwerk teacher education. The outcomes and objectives have been separated into two sets of matrices: learning outcomes and learning objectives.

Teacher Education Curriculum Standards Recorder Level III: Learning Objectives

	Rhythm, Time, And Meter	Melody, Form, And Ear Training	Ensemble And Accompaniment	Improvisation And Composition	Movement/Body Awareness	Pedagogy: Teaching Methodology And Process
	During educational experiences at this level, students will:					
Technique: Breathing, Tonguing, And Fingering	<ul style="list-style-type: none"> Use “t,” “d,” and “r” as initial consonants to highlight metric accents, including double and triple tonguing. Explore extended techniques (multiphonics, finger slides, and finger articulation) Play in mixed, changing, and odd (five, seven, and so on) meters, using articulation to clarify meters and rhythmic motives Explore polyrhythmic and polymetric melodies and ensembles 	<ul style="list-style-type: none"> Perform using trills, grace notes, and ornaments to highlight melody and vary form Analyze breathing and phrasing within melodies Learn and practice new fingerings by transposing known melodies Use alternate fingerings for ornamentation and faster passages and trills Play the same melody using different voices and sizes of recorders Use visual and written resources to expand technique (YouTube, ARS, ARS chapter) 	<ul style="list-style-type: none"> Create different ensemble possibilities for melody and accompaniment by varying register, timbre, and texture Demonstrate articulation techniques for various recorder voices in an ensemble Balance and tune an ensemble Sing and then play an ensemble piece Aurally identify chord changes implied in a melody and play a simple accompaniment Explore playing tenor and/or bass recorder in ensemble as appropriate 	<ul style="list-style-type: none"> Develop improvisation and fingering techniques through elemental forms (divisions, decoration of the third, melodies over basses, theme and variations, and chaconne) 	<ul style="list-style-type: none"> Model appropriate breathing for optimal ensemble performance. Perform at least one piece combining movement and recorder Play and dance a folk or historical dance suitable for children 	<ul style="list-style-type: none"> Include recorder in practicum, whether or not the recorder is explicitly part of the lesson Identify potential challenges and opportunities for recorder in any given piece (tricky intervals, fast passages, and contrasting sections suitable for improvisation) Gather resources and ideas from course instructors and fellow students for teaching recorder in the classroom
Elemental, historical, and folk repertoire	<ul style="list-style-type: none"> Ornament a melody based on examples given in historical treatises (Ortiz and Ganassi) 	<ul style="list-style-type: none"> Play examples of historical and folk performance practice Learn a folk melody by ear 	<ul style="list-style-type: none"> Demonstrate understanding of how to select ensemble literature that is suitable for the skill level of the recorder players 	<ul style="list-style-type: none"> Improvise melodies over descending tetrachord, chaconne, and bass patterns Improvise 	<ul style="list-style-type: none"> Learn, play recorder for, and dance a historical dance in ensemble Discuss how dance styling informs 	<ul style="list-style-type: none"> Demonstrate the variances between notation, performance, and practice Demonstrate the

	Rhythm, Time, And Meter	Melody, Form, And Ear Training	Ensemble And Accompaniment	Improvisation And Composition	Movement/Body Awareness	Pedagogy: Teaching Methodology And Process
		<ul style="list-style-type: none"> Explore, analyze, perform, and improvise folk melodies which are stylistically appropriate Practice fingering technique to enhance expressive playing 	<ul style="list-style-type: none"> and available instrumentation Select, prepare, and perform varied pieces for performance Create and ornament soloist's melodies (I-V, I-IV-V) for ensemble pieces (chaconne, fixed bass patterns, and descending tetrachord) 	<ul style="list-style-type: none"> melodically using decoration of the third, divisions, ornaments, and other techniques from models Improvise during ensemble pieces Analyze Keetman pieces for elemental composition techniques Improvise over functional harmony (I-V, I-IV-V) 	<ul style="list-style-type: none"> melody Perform a piece that incorporates movement and recorder Move while playing a dance melody 	<ul style="list-style-type: none"> process of building elemental repertoire sequentially by starting with melody, adding a drone, and adding untuned percussion
Recorder in the Orff Schulwerk Context	<ul style="list-style-type: none"> Select ensemble literature suitable to recorder players' skill levels and available instrumentarium 	<ul style="list-style-type: none"> Collect examples of recorder literature that have proven to be successful in classrooms Develop strategies for classroom ear-training lessons Play melodies by ear Gather a collection of melodies to integrate with other subjects. 	<ul style="list-style-type: none"> Play and improvise song melodies that use major and minor harmony changes, a variety of recorders, and other instruments 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> With a partner, create recorder music to accompany a dance and a dance to accompany recorder playing Perform movement processions with recorders (examples: school parades, festivals, an Olympic procession, or Earth Day celebration) 	<ul style="list-style-type: none"> Integrate recorder into story telling Analyze a story for possible musical setting including recorder Demonstrate the use of the recorder as a resource for teaching directive, facilitative, and analytical skills Working with another student, plan a session appropriate for a classroom setting
Notation	<ul style="list-style-type: none"> Play with rhythmic styling not on the printed page (for example, "swinging 	<ul style="list-style-type: none"> Identify patterns and recurring fingerings in a notated recorder 	<ul style="list-style-type: none"> Switch parts in ensemble to better understand how different musical 	<ul style="list-style-type: none"> Include recorder in one of the composition assignments for 	<ul style="list-style-type: none"> Notate steps to a dance melody for future use 	<ul style="list-style-type: none"> Develop and create visuals that help students decode and remember

	Rhythm, Time, And Meter	Melody, Form, And Ear Training	Ensemble And Accompaniment	Improvisation And Composition	Movement/Body Awareness	Pedagogy: Teaching Methodology And Process
	<p>a spiritual")</p> <ul style="list-style-type: none"> • Perform melodies in various meters, with time represented in elemental and standard notation. • 	<p>melody that can assist in teaching it</p> <ul style="list-style-type: none"> • Perform pitches in the upper register from notation, with confidence 	<p>lines interrelate</p> <ul style="list-style-type: none"> • Play and analyze recorder pieces suitable for children • Choose instruments suitable for an ensemble piece by reading the notation 	<p>basic</p>		<p>fingerings, symbols, note values, phrasing, and common notes in chord changes</p>

Teacher Education Curriculum Standards Recorder Level III: Learning Outcomes

Learning Outcomes Summary

The overall goals for Level 3 recorder are pedagogy, technique, and ensemble musicianship, specifically:

- To switch capably and comfortably between C and F fingering.
- To increase and demonstrate understanding of pedagogical applications of the recorder, both process and content
- To hone musical and ensemble skills, especially as they involve improvisation and expression

After completing this level of education, students will be able to:

1. Play soprano and alto recorders comfortably in two octaves, adding other voices as available.
2. Play melodies and improvisations in all diatonic modes.
3. Play and improvise in a variety of meters and in rhythmically free structures.
4. Extend playing melodies and improvisations incorporating major and minor harmony changes (I-V, I-IV-V, i-v, i-V, I-vii, i-VII).
5. Model recorder playing and teaching.
6. Play and lead ensemble music.
7. Extend timbre possibilities through more advanced techniques [Add link]
8. Improvise melodically through decoration of the third, divisions, ornaments, and other techniques from models.
9. Improvise melodies over descending tetrachord, chaconne, and bass patterns.
10. Make artistic choices in solo and ensemble instrument playing.

The outcomes detailed below are ways of accomplishing the above learning outcomes. It is not expected that everything can be accomplished in ten hours, but rather that the outcome details show how the different elements interrelate. For that reason, and because Level 3 curriculum is shared, there is not an outcome in every box of the grid.

Learning Outcomes Detail

	Rhythm, Time, And Meter	Melody, Form, And Ear Training	Ensemble And Accompaniment	Improvisation And Composition	Movement/ Body Awareness	Pedagogy: Methodology And Process Teaching
After completing this level of education, students will be able to:						
Technique: breathing, tonguing, and fingering	<ul style="list-style-type: none"> Use advanced recorder techniques in terms of meter, tempi, and multiple/layered rhythms 	<ul style="list-style-type: none"> Perform with advanced recorder techniques for ornamentation, breathing, and fingering using various recorder voices and sizes Use transposition as a means of discovering new techniques Use alternate visual and written resources to expand technique 	<ul style="list-style-type: none"> Arrange music for, play in, and teach ensemble and accompaniment pieces suitable for both instruments and students 	<ul style="list-style-type: none"> Improvise accompaniments and melodies in various modes and styles 	<ul style="list-style-type: none"> Integrate movement effectively into recorder performance 	<ul style="list-style-type: none"> Integrate recorder into any lesson plan Use a wide range of resources and ideas for lessons
Elemental, historical, and folk repertoire	<ul style="list-style-type: none"> Use historical references in ornamenting melodies 	<ul style="list-style-type: none"> Include playing, analyzing, and improvising historical and folk melodies in the recorder repertoire 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Improvise melodies using a wide variety of approaches and methods, both as a soloist and during ensemble performances Include analysis of music for elemental composition techniques 	<ul style="list-style-type: none"> Use movement and dance as an integral part of a recorder performance 	<ul style="list-style-type: none"> Use a clear process that begins with melody when teaching how to build a repertoire
Recorder in the Orff Schulwerk classroom	<ul style="list-style-type: none"> Select and use ensemble literature suitable to students' skills levels and available instrumentarium 	<ul style="list-style-type: none"> Play and teach how to play by ear Use recorder literature relevant to students' other subjects 	<ul style="list-style-type: none"> Play and improvise using advanced recorder techniques 	<ul style="list-style-type: none"> Improvise and compose phrases, impressions, and melodies. Develop an instrumental lesson that involves improvisation and 	<ul style="list-style-type: none"> Include original dance/recorder performances in repertoire and for special occasions 	<ul style="list-style-type: none"> Link story content to music by using the recorder Use the recorder to teach other than music to students Include others in planning students'

	Rhythm, Time, And Meter	Melody, Form, And Ear Training	Ensemble And Accompaniment	Improvisation And Composition	Movement/ Body Awareness	Pedagogy: Methodology And Process Teaching
				composition.		recorder performance assignments
Notation	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Use patterns and recurring fingerings in notated recorder music to teach the instrument Demonstrate upper register notes from notation 	<ul style="list-style-type: none"> Select, play, and use suitable ensemble pieces to increase children's skills in playing recorder 	<ul style="list-style-type: none"> Construct and play from rhythmic and melodic notation in standard and non-traditional ways. 	<ul style="list-style-type: none"> Create dance notation for recorder melodies 	<ul style="list-style-type: none"> Use effective visuals to help children learn fingerings, symbols, note values, phrasing, and common notes in chord changes