

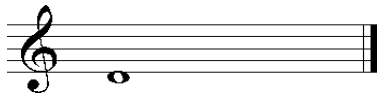
Stage One

STEP 3

Step 3 follows on from Step 2. It continues to develop the co-ordination of the two hands, adds another note, and encourages the further development of fluency and confidence.



The new note for Step 3 is:



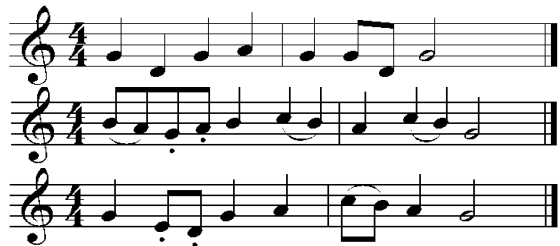
Exercises to be played as part of the Assessment



The imitation remains at two bars, and includes intervals and repeated notes.

Examples:

Pupils should be encouraged to improvise two-bar phrases. (Help may be given to write them down).



The final part of Step 3 should be a performance of a piece of music of the candidates own choice. The following list of pieces is given as a guide to the standard required, and may be used for performance.

- Recorder from the Beginning (Book 1) Page 31 - Dear Liza
- Recorder from Beginning (Tune Book 1) Page 28 - Aiken Drum
- Recorder Magic (Book 2) Page 2 - Cabbage Crazy
- Razzamajazz Recorder (Book 1) Page 10 - Kim's Ballad
- Recorder Boppers (Well Away) - Hot Line



Descant Recorder Syllabus

Devised by Debbie Nicholas



Stage 1

Step One

Step Two

Step Three

After completion of this stage candidates may be presented with the Bronze Award Certificate.

Certificates can be downloaded from the 'Services to Schools' page of the Music Service website.

www.gloucestershiremusic.co.uk

A password is required which can be obtained by ringing Colwell Arts Centre on (01452) 330300.

March 2004

Stage One

STEP 1

An important part of Step 1 is to ensure correct posture and hand position.

Correct breathing and articulation are essential elements of a fluent performance.



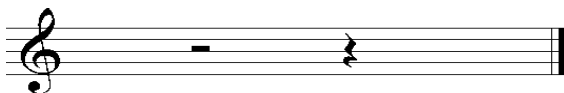
The notes required for the Step 1 are:



The note lengths are:



The rests are:



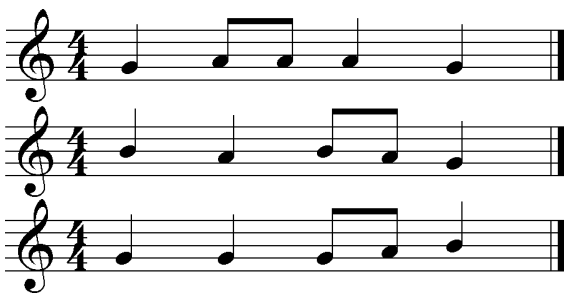
Exercise to be played as part of the Assessment

The notes should be articulated by clear tonguing



Step 1 will include the imitation of a bar played by the teacher.

Examples:



Attempts by the candidate to improvise their own one-bar phrases should be encouraged. (Help may be given to write them down).

The final part of Step 1 should be a performance of a piece of music of the candidates own choice. The following list of pieces is given as a guide to the standard required, and may be used for performance.

Recorder from the Beginning (Book 1) Page 15 - "Who's that yonder?"
Recorder from Beginning (Tune Book 1) Page 6 - Lockwood Dance
Recorder Magic (Book 1) Page 14 - Black and White Cat
Razzamajazz Recorder (Book 1) Page 6 - Chicken Cluck Waddle
Recorder Playing in Colour. Page 6 - "Can You Play?"

Stage One

STEP 2

Step 2 follows on from Step 1, in developing the co-ordination of the right and left hands. Two new notes have been added and the rhythms are more complex.



The new notes for Step 2 are:



The new note lengths are:



Exercises to be played as part of the Assessment



The imitation is now two bars long.

Examples:



Pupils should be encouraged to extend their improvisation from one to two bars. (Help may be given to write them down).

The final part of Step 2 should be a performance of a piece of music of the candidates own choice. The following list of pieces is given as a guide to the standard required, and may be used for performance.

Recorder from the Beginning (Book 1) Page 23 - Fandango
Recorder from Beginning (Tune Book 1) Page 11 - Tell me Little Woodworm
Recorder Magic (Book 1) Page 25 - Jog along Jason (solo performance)
Razzamajazz Recorder (Book 1) Page 8 - Crazy Daze
Recorder Boppers (Starters) Page 16 - Condor