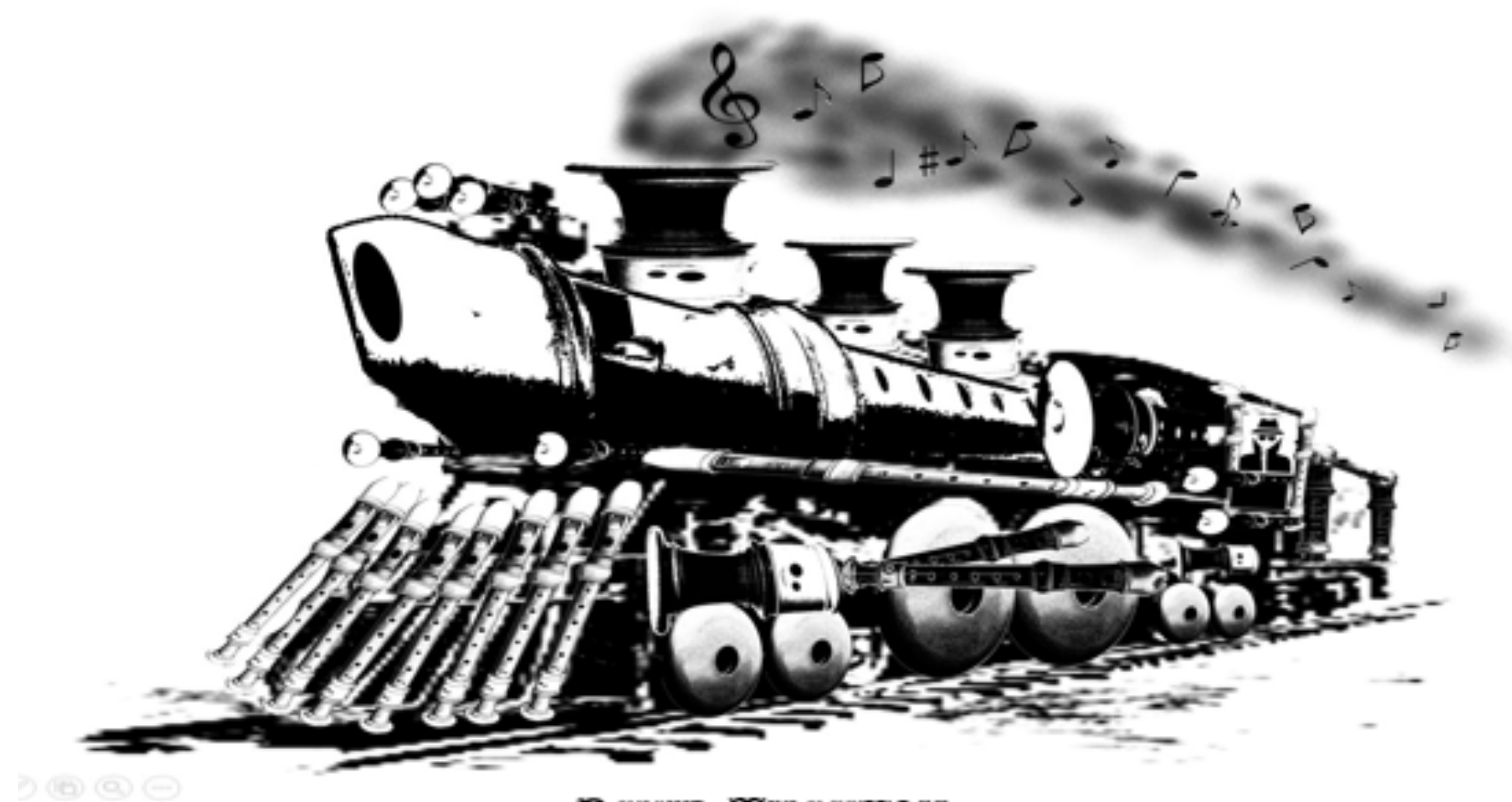


MAKING TRACKS

USING RECORDER TO BUILD CREATIVITY



DAVID THAXTON

CASMEC 2019

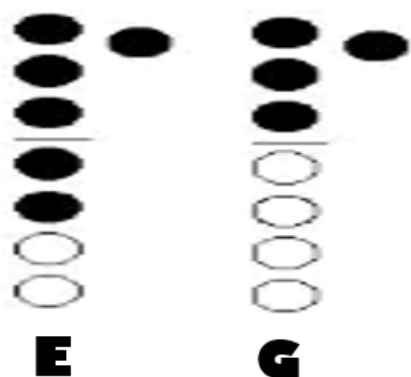
david@acemm.us

SAMURAI WARMUP



- Serene Shakuhachi Flute (or other peaceful music) plays in the background.
- Students sit or stand facing teacher, and move in mirror image to teacher
- Teacher models from the following list with their own movements: (Note, right and left are the *student's* right and left, with teacher reversed)

Say n' Play



- Beginning on low E requires specific attention that all six holes are covered completely.
- Model frequently a soft tone quality on Low E, and patiently strive for it with students.
- Since the beginning work with E and G involves mainly the right hand, take a moment to make sure the pads (not the tips) of the fingers of the left hand are securely in place, and then "set it, and forget it."
- By singing the note names with the rhythm to be echoed, students get a sense of when and when not to play more easily than if the teacher only plays the recorder.
- Continue to model correct technique and beautiful tone quality often.

Hammer Ring

$\text{♩} = 72$
Call: Response: Prison Work Song

Can you hear that ham-mer ring-in? Ham-mer ring, ham-mer ring.

Call: Response:

Can you hear that ham-mer ring-in? Ham-mer ring, ham-mer ring.

- Using the *Say and Play* process, teach the responses to “Hammer Ring, Hammer Ring” on E and G.
- Ask students to notice and describe the differences between the first and second responses.
- Sing the call, then students play the response.
- Propose the following: “The responses are different from the first to the second time. Are there other ways to play the ‘hammer ring, hammer ring’ response using only E and G?”
- Sing the call, while students collectively explore and improvise the response.
- Teacher adds tambourine rhythm to the piece.
- Divide students into three groups:
 - Group 1 Stamp Claps the entire piece, but sings only the call
 - Group 2 Stamp claps the entire piece and only sings the response
 - Group 3 plays improvised recorder response

Rotate roles, so that each group gets to perform all three parts

The Sound of a Train in the Distance

Everybody loves

Everybody thinks it's cool.

- Paul Simon

The California Limited



E dim 7

E G Bb D'

The Longest Train

* chord and rhythm varies

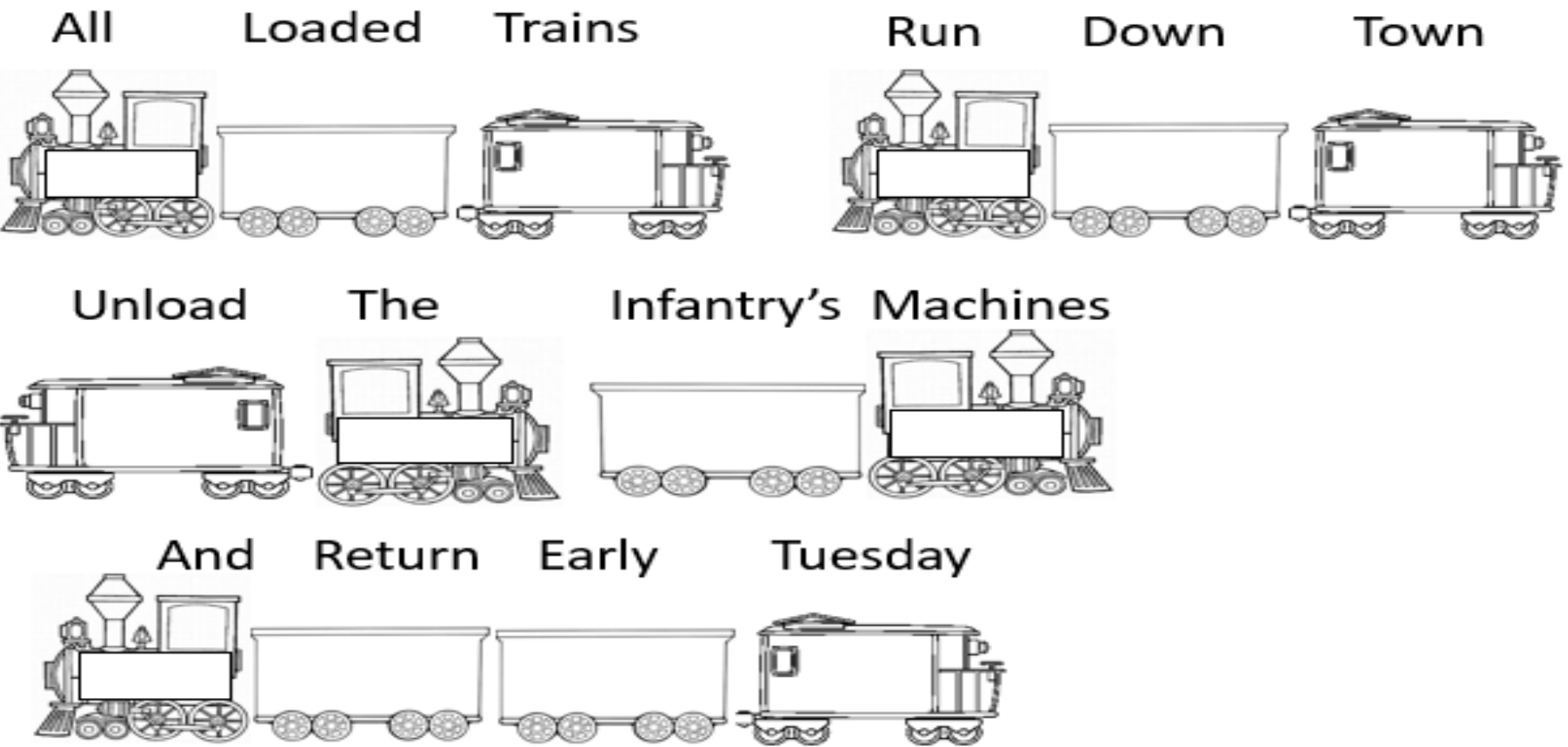
The long - est train I e - ver saw was on that Geor - gia line._____ The

head - lightpassed at six o - clock the cab ran by at nine._____

Morse Code

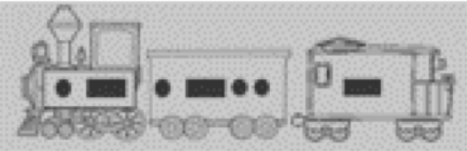
A ●-	J ●---	S ●●●
B -●●●	K -●-	T -
C -●-●	L ●-●●	U ●●-
D -●●	M --	V ●●●-
E ●	N -●	W ●--
F ●●-●	O ---	X -●●-
G --●	P ●--●	Y -●--
H ●●●●	Q --●-	Z --●●
I ●●	R ●-●	

Write out the Morse code for the first letter of each word of the coded message in the train cars with dots and dashes. Traditional notation may also be used with quarter notes for long and single or paired eighth notes for short. Play these rhythms on either the note E or B.

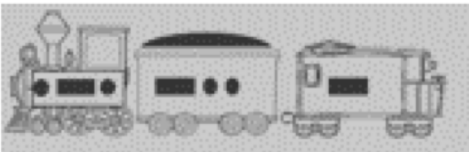


Use this guide to inform improvisational choice when playing / singing "Captain, go Sidetrack Your Train."

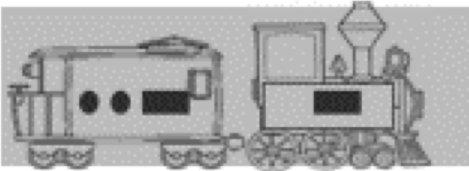
ENGINE 1 STARTS ON E



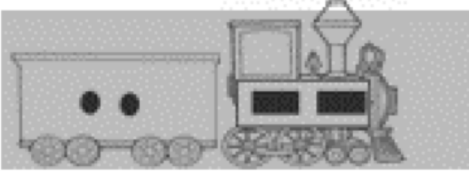
ENGINE 2 STARTS ON A



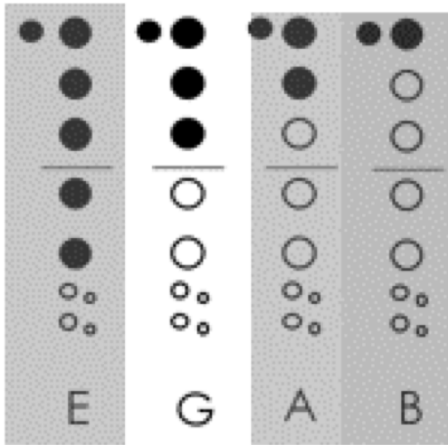
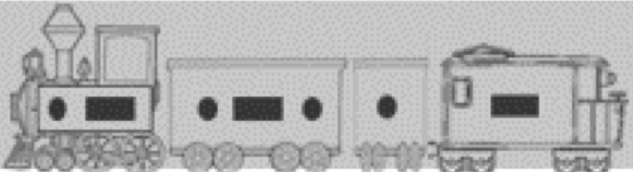
ENGINE 3 STARTS ON B



ENGINE 4 STARTS ON B



ENGINE 5 STARTS ON E



Captain, Go Sidetrack Your Train

Trad.
Arr. Thaxton

Cap - tain, go side_____ track your train.

Cap - tain, go side_____ track your train.

Num - ber three in line, Com - in' in on time.

Cap - tain, go side_____ track your train.

Cabbage Head Blues

Thaxton

I

IV

V7 IV I

Level 1 Level 2 Level 3 Level 4 Level 5 Level 6

**

* Only on V7 chord

** Only on IV chord

Using the different “levels” of limited note choices, students have a range of notes that is understandable and easily manipulated to form their improvisation.



This can also be an alternate or countermelody to "Cabbage Head Blues."

Have You Ever Been a-Fishin'

melody: D. Thaxton

$\text{♩} = \overset{3}{\text{♩}}$

4/4

Have you ev - er been a - fish in' on a bright sun ny day? Sat on the bank and watch the

4

lit - tle fish - ies play? Have you ev - er been a - fish - in' on a bright sun - ny day?

7

Sat on the bank and watched the lit - tle fish ies play? With your hands in your pock - ets and your

10

pock - ets in your pants, watch the lit - tle fish - ies do the hootch - ie cootch - ie dance.