

# Getting Started

## Para empezar

1. **Hold your recorder in your left hand.**

*Sujeta la flauta en la mano izquierda.*

2. **Cover the back hole of the recorder with your left thumb.**

*Tapa el agujero de abajo de la flauta con el pulgar izquierdo.*

3. **Cover the top three holes of the recorder completely with your three fingers; do not use your little finger!**

*Tapa completamente los tres agujeros superiores de la flauta con los tres dedos de la mano izquierda. No uses el dedo meñique.*

4. **Place your right hand on the recorder and cover the next three holes. Remember not to use your little finger yet.**

*Usa la mano derecha para tapar los próximos tres agujeros. Recuerda que no estamos usando el dedo meñique todavía.*

5. **Lift your right hand fingers slightly away from the bottom holes, but continue to balance the recorder with your right thumb.**

*Levanta los dedos de la mano derecha un poco, pero sigue usando el pulgar derecho para sujetar la flauta.*

6. **Softly repeat after your teacher, “too, too, too,” or “du, du, du.” Do you feel your tongue hitting the roof of your mouth? Every time you play a note, softly say “too” or “du” as instructed by your teacher.**

*Repite en voz suave después del maestro, “tu, tu, tu,” or “du, du, du.” ¿Te sientes la lengua tocando el paladar? Cada vez que tocas una nota, di “tu” o “du” en voz suave.*

7. **When you play a note, it is important to blow softly and to cover the holes completely. Remember, leaks cause squeaks!**

*Cuando tocas una nota, es importante tocar suavemente y tapar los agujeros completamente. Recuerda, el escape del aire causa los chillidos.*

Ask students to answer the questions on Student Page 3 and then compare their answers with their neighbor's.

Can you answer these questions?

¿Puedes contestar estas preguntas?

- Which hand goes on top? **left**  
*¿Cuál mano debe estar abajo? **el derecho***
- Which hand goes on the bottom? **right**  
*¿Cuál mano debe estar debajo? **la izquierda***
- What does the right hand help do? **help balance**  
*¿Cómo ayuda la mano derecha? **para sujetar***
- How do we blow into the recorder? **softly**  
*¿Cómo soplas la flauta? **tocar suavemente***
- What word do we say into the recorder when we blow into it? **too or du**  
*¿Cuál palabra decimos en la flauta cuándo la tocamos? **too o du***

Explain to students that *even if they are right-handed*, they still must play the recorder with their *left hand on top!* The most difficult notes to play will be saved for the right hand, which is on the bottom.

# Can you answer these questions?

## ¿Puedes contestar estas preguntas?

1. Which hand goes on top? \_\_\_\_\_

*¿Cuál mano debería estar tapando los tres agujeros más arriba de la flauta?*

\_\_\_\_\_

2. Which hand goes on the bottom? \_\_\_\_\_

*¿Cuál mano debería estar debajo?* \_\_\_\_\_

3. What does the right hand help do? \_\_\_\_\_

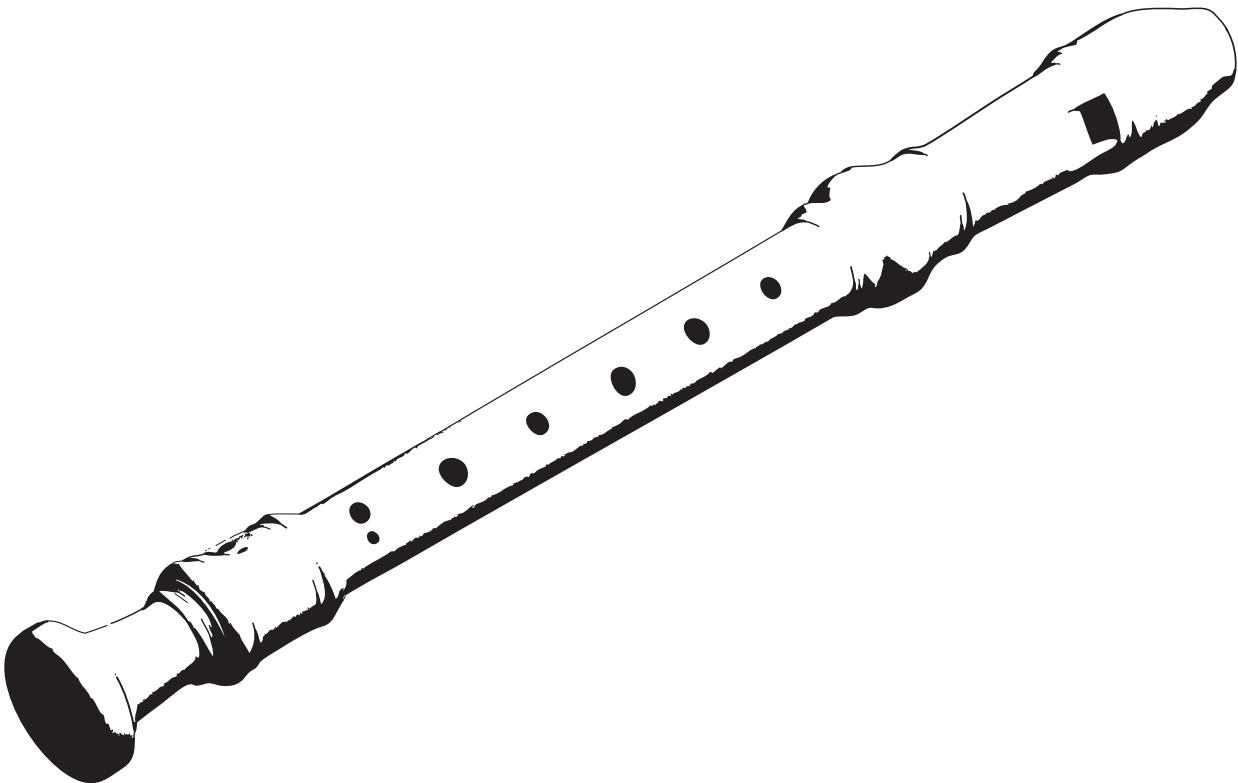
*¿Además de tapar los agujeros, qué hace la mano derecha?* \_\_\_\_\_

4. How do we blow into the recorder? \_\_\_\_\_

*¿De cuál manera deberías tocar la flauta?* \_\_\_\_\_

5. What word do we say into the recorder when we blow into it? \_\_\_\_\_

*¿Cuál palabra decimos cuando tocamos la flauta?* \_\_\_\_\_



Review the information on Student Page 4 with your students. Ask the following questions:

On what do we write music? (staff)

How many lines are in a staff? (five)

How many spaces are in a staff? (four)

What do you see at the beginning of the staff? (treble clef)

What numbers do you see after the treble clef? (time signature)

How many beats will be in each measure? (four)

What is the line called that divides the staff into measures? (bar line)

How many measures do you see? (four)

### Letter Names of the Treble Clef

I use the traditional “**F-A-C-E**” (Spanish: **F**iel **A**migo **C**anta **E**ntonado) and “**Every Good Boy Does Fine**” to teach the lines and spaces. I also spend some class time encouraging students to make up their own sentences for the lines. Some of the more humorous ones they have created are:

- **Every Good Boy Deserves Fudge**
- **Even George Bush Drives Fords**
- **Empty Garbage Before Dad Flips**
- **Elephants Go Belly Dancing Fridays**
- **Every Girl Buys Designer Fashions**
- **Every Guy Better Drive Ferraris**
- **Every Green Booger Does Fly** (I know that’s disgusting, but it does get their attention!)
- **Enrique Gastaba Bastante Dinero Falso**
- **Escuchamos Graves Balades Dorante Funerales**

### Note Learning Game - Building the Staff

Pass out five popsicle sticks to each student. Ask them to build a staff. Pass out a red or black checker to every other student (pattern red-black-red-black, etc.). Ask students to check to see if their checker can fit in between the lines of their staff.

Tell students to place their checker on specific lines or spaces. When they know how the spaces and lines are numbered, have them put their checker on a specific note.

You can also give directions indicating their checker color, such as “Red G, Black C”. This helps cut down on students looking at their neighbor’s staff for the answer.