



RECORDER FINGERING CHART

Borogue System

The chart displays fingerings for the following notes:

- C: Open circle (C) - Fingering: 1, 2, 3, 4, 5, 6
- D: Solid circle (D) - Fingering: 1, 2, 3, 4, 5, 6
- E: Half-filled circle (E) - Fingering: 1, 2, 3, 4, 5, 6
- F: Open circle (C) - Fingering: 1, 2, 3, 4, 5, 6
- G: Solid circle (D) - Fingering: 1, 2, 3, 4, 5, 6
- A: Half-filled circle (E) - Fingering: 1, 2, 3, 4, 5, 6
- B: Open circle (C) - Fingering: 1, 2, 3, 4, 5, 6
- C': Solid circle (D) - Fingering: 1, 2, 3, 4, 5, 6
- D': Half-filled circle (E) - Fingering: 1, 2, 3, 4, 5, 6
- E': Open circle (C) - Fingering: 1, 2, 3, 4, 5, 6
- F': Solid circle (D) - Fingering: 1, 2, 3, 4, 5, 6
- G': Half-filled circle (E) - Fingering: 1, 2, 3, 4, 5, 6
- A': Open circle (C) - Fingering: 1, 2, 3, 4, 5, 6
- B': Solid circle (D) - Fingering: 1, 2, 3, 4, 5, 6
- C'': Half-filled circle (E) - Fingering: 1, 2, 3, 4, 5, 6
- D'': Open circle (C) - Fingering: 1, 2, 3, 4, 5, 6
- E'': Solid circle (D) - Fingering: 1, 2, 3, 4, 5, 6
- F'': Half-filled circle (E) - Fingering: 1, 2, 3, 4, 5, 6
- G'': Open circle (C) - Fingering: 1, 2, 3, 4, 5, 6
- A'': Solid circle (D) - Fingering: 1, 2, 3, 4, 5, 6
- B'': Half-filled circle (E) - Fingering: 1, 2, 3, 4, 5, 6
- C''' - Fingering: 1, 2, 3, 4, 5, 6
- D''' - Fingering: 1, 2, 3, 4, 5, 6
- E''' - Fingering: 1, 2, 3, 4, 5, 6
- F''' - Fingering: 1, 2, 3, 4, 5, 6
- G''' - Fingering: 1, 2, 3, 4, 5, 6
- A''' - Fingering: 1, 2, 3, 4, 5, 6
- B''' - Fingering: 1, 2, 3, 4, 5, 6
- C'''' - Fingering: 1, 2, 3, 4, 5, 6
- D'''' - Fingering: 1, 2, 3, 4, 5, 6
- E'''' - Fingering: 1, 2, 3, 4, 5, 6
- F'''' - Fingering: 1, 2, 3, 4, 5, 6
- G'''' - Fingering: 1, 2, 3, 4, 5, 6
- A'''' - Fingering: 1, 2, 3, 4, 5, 6
- B'''' - Fingering: 1, 2, 3, 4, 5, 6
- C''''' - Fingering: 1, 2, 3, 4, 5, 6
- D''''' - Fingering: 1, 2, 3, 4, 5, 6
- E''''' - Fingering: 1, 2, 3, 4, 5, 6
- F''''' - Fingering: 1, 2, 3, 4, 5, 6
- G''''' - Fingering: 1, 2, 3, 4, 5, 6
- A''''' - Fingering: 1, 2, 3, 4, 5, 6
- B''''' - Fingering: 1, 2, 3, 4, 5, 6
- C'''''' - Fingering: 1, 2, 3, 4, 5, 6
- D'''''' - Fingering: 1, 2, 3, 4, 5, 6
- E'''''' - Fingering: 1, 2, 3, 4, 5, 6
- F'''''' - Fingering: 1, 2, 3, 4, 5, 6
- G'''''' - Fingering: 1, 2, 3, 4, 5, 6
- A'''''' - Fingering: 1, 2, 3, 4, 5, 6
- B'''''' - Fingering: 1, 2, 3, 4, 5, 6

Notes:

- If two or more fingerings are shown, the one on the left is standard and the others are alternate.
- The soprano of German system does not have double finger holes for the little and third fingers of the right hand. If borogue system, the finger hole for little finger is a single hole. Therefore, **C#** and **B#** soprano (**A#** only), are played with the holes for these fingers half open.
- The actual systems and soprano tone ranges are an octave higher than indicated in the chart.
- In these diagrams, no plus sign is present, value sur le gauche est régulier et l'autre(s) alternatif(s).
- Le système soprano allemand n'a pas de double trou pour l'auriculaire et l'annulaire de la main droite. Si borogue, le trou pour l'auriculaire est simple. Par conséquent, **C#** et **B#**, la soprano (**A#** seulement) sont joués avec les trous semi-ouverts.
- Les valeurs régulières soprano et sopranno sont une octave plus haute qu'il indique.
- Wenn zwei oder mehr Fingerzeichen angezeigt sind, ist der Linke Standard und die anderen wechseln miteinander ab.
- Der Soprano des deutschen Systems hat keine Doppelfingerlöcher für den kleinen und dritten Finger der rechten Hand (keine Borotypen), das Fingerloch für kleinen Finger ist einschließlich. Deshalb sind **C#** und **B#** (nur **A#**) nur halb offen und mit den Löchern für diese Finger halb offen gespielt.
- Die Stimmtönemöche von Soprano und Sopranno sind eine Oktave höher als die angezeigt in der Tafel.

Recorder Teaching A Classroom Approach Recorder Flute Series

Lois Raebeck, Lawrence Wheeler

Recorder Teaching A Classroom Approach Recorder Flute Series:

Recorder Teaching Mim Chapman, 1987 The recorder program Mim Chapman describes in this delightfully illustrated manual evolved out of her repeated assignments as music teacher to 1500 students in two or three elementary schools Classroom teachers administrators became involved when she trained students to lead daily practice sessions Parents watched children gain self confidence poise as Chapman led them to perform for their teammates for their classmates for other classes etc culminating in a concert by two hundred or more students singing playing a significant repertoire of folk songs classics She takes you on a journey from the first soda straw sound experiment her Recipe for Music using ingredients beat rhythm melody through a complete music program of listening moving creating exploring There are clever ideas for handling diversity in the classroom for integrating the arts into other subject matters The secret of her success is in Peg Hoenack's Let's Sing Play Bk I a sequential song method for soprano recorder or Flutophone Tonette Song Flute written in an alternate notation Students need not speak English to read the pictures of hands on the recorder read the rhythmically spaced pitch names ABCDEFG Notes on the staff become symbols for sounds not the means for making music New Approaches to Music in the Elementary School Lois Raebeck, Lawrence Wheeler, 1964 Subject Guide to Books in Print

, 1996 **Guide To Teaching Strings** Norman Lamb, Susan J. Lamb Cook, 2002 Publisher Description *The Singing Class* Herbert Wiseman, 2014-05-09 The Singing Class focuses on the problems and responsibilities of choralism and collective voice training The book first elaborates on the nature of child voice change of voice among girls and boys and the points of good singing The text also underscores the importance of accuracy words rhythm and phrasing in good singing The manuscript underscores the value and responsibilities of conducting importance of repertoire and reading music It also highlights the proper way of listening to music value of modern aids to music qualities and qualification of music teachers and training of teachers on school music The text is a dependable reference for music teachers and researchers interested in school music *Michigan Muse* , 2006 *Music in Our Lives* Gary E. McPherson, Jane W. Davidson, Robert

Faulkner, 2012-03-22 Why do some children take up music while others don't Why do some excel while others give up Music in our lives takes an innovative approach to answering these questions It is drawn from a research project that spanned fourteen years and closely followed the lives of over 150 children learning music with enlightening conclusions A

Performer's Guide to Renaissance Music Jeffery Kite-Powell, 2007-08-02 Revised and expanded since it first appeared in 1991 the guide features two new chapters on ornamentation and rehearsal techniques as well as updated reference materials internet resources and other new material made available only in the last decade The guide is comprised of focused chapters on performance practice issues such as vocal and choral music various types of ensembles profiles of specific instruments instrumentation performance practice issues theory dance regional profiles of Renaissance music and guidelines for directors The format addresses the widest possible audience for early music including amateur and professional performers

musicologists theorists and educators **Music Education in Africa** Emily Achieng' Akuno,2019-04-01 This book explores the music of Africa and its experience in modern education offering music education analyses from African perspectives The collection assembles insights from around Africa to bring African and non African scholars into the world of music education policy and assessment as played out across the continent The music of Africa presents multiple avenues for the understanding of the reality of life from a cultural perspective The teaching and learning of this music closely follows its practice the latter involving a combination of artistic expressions With international interest in world music there is need to engage with concepts and processes of this music The volume offers new research from culture bearers scholars and educators rooted in practices that provide deeper perceptions of the cultural expression of music With sections focussing on Concepts in Musical Arts Musical Arts Processes and Music Education Practice it captures and documents the concept of musical arts from an African experiential perspective Articulating the processes of musical arts and their implications for teaching and learning in both African and international learning contexts it presents a balanced view of music as a phenomenon and generates material for discussion A valuable resource for those seeking insight into aspects of music practice in Africa this book will appeal to scholars of Music Education Ethnomusicology Community Music African Studies and African Music

A Cultural History of Sound, Memory, and the Senses Joy Damousi,Paula Hamilton,2016-12-08 Sound studies has emerged as a major academic field in recent times However much of this material remains ahistorical or focused on technological advances of sound This book departs from previous studies by drawing out connections between sound memory and the senses and how they emerge within a variety of historical contexts *Diabetes and God's Unending Grace* Pamela Diane (Vance) Worley,2020-06-10 Diabetes and God's Unending Grace is the story of my fifty four year journey as an insulin dependent type 1 diabetic I believe that God has directly led me to write this book as a source of encouragement and inspiration for other people afflicted with this incurable disease My journey as a type 1 diabetic began on December 4 1965 I was almost sixteen years old Diabetes was much more difficult to manage at this time and I described this in the early chapters of my book My parents were informed by the doctor to tell me to never get pregnant and that I might live twenty five more years At age sixty nine I have survived type 1 diabetes for over half a century Through divine interventions and answered prayers I have cheated death many times over Through God's wisdom and guidance I have probably accomplished more in my life than an average person I give my Lord and Savior Jesus Christ all the glory and praise Deep down inside I know God allowed this disease into my life because he had a special plan for me Throughout life God's strength and grace have met my every need If you are a diabetic either a type 1 or type 2 I believe that God has you on a special assignment I believe he wants to manifest his grace and strength through you I believe that God also desires to help you discover the special blessings you could not have had otherwise without your diabetes I trust that my personal story in Diabetes and God's Unending Grace will deepen your faith and trust in the divine sovereignty of Almighty God He is a wonderful heavenly Father

and you will read about his awesome and unending grace

Musical Creativity: Insights from Music Education Research Oscar Odena,2016-04-29 How do we develop musical creativity How is musical creativity nurtured in collaborative improvisation How is it used as a communicative tool in music therapy This comprehensive volume offers new research on these questions by an international team of experts from the fields of music education music psychology and music therapy The book celebrates the rich diversity of ways in which learners of all ages develop and use musical creativity Contributions focus broadly on the composition improvisation process considering its conceptualization and practices in a number of contexts The authors examine how musical creativity can be fostered in formal settings drawing examples from primary and secondary schools studio conservatoire and university settings as well as specialist music schools and music therapy sessions These essays will inspire readers to think deeply about musical creativity and its development The book will be of crucial interest to music educators policy makers researchers and students as it draws on applied research from across the globe promoting coherent and symbiotic links between education music and psychology research

Musical Times and Singing Class Circular ,1896 [Who's who in Music and Musicians' International Directory](#) ,1962 **Catalog of Copyright Entries** Library of Congress. Copyright Office,1970 **Instructor** ,1966-02 **The Instrumentalist** ,1992 **The Teaching of Instrumental Music** Richard Colwell,Michael Hewitt,2015-08-20 This book introduces music education majors to basic instrumental pedagogy for the instruments and ensembles most commonly found in the elementary and secondary curricula This text focuses on the core competencies required for teacher certification in instrumental music The first section of the book focuses on essential issues for a successful instrumental program objectives assessment and evaluation motivation administrative tasks and recruiting and scheduling including block scheduling The second section devotes a chapter to each wind instrument plus percussion and strings and includes troubleshooting checklists for each instrument The third section focuses on rehearsal techniques from the first day through high school

Music ,1970 **Teachers' Journal** ,1963

Recorder Teaching A Classroom Approach Recorder Flute Series Book Review: Unveiling the Magic of Language

In an electronic era where connections and knowledge reign supreme, the enchanting power of language has been much more apparent than ever. Its ability to stir emotions, provoke thought, and instigate transformation is actually remarkable. This extraordinary book, aptly titled "**Recorder Teaching A Classroom Approach Recorder Flute Series**," compiled by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound impact on our existence. Throughout this critique, we will delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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Table of Contents Recorder Teaching A Classroom Approach Recorder Flute Series

1. Understanding the eBook Recorder Teaching A Classroom Approach Recorder Flute Series
 - The Rise of Digital Reading Recorder Teaching A Classroom Approach Recorder Flute Series
 - Advantages of eBooks Over Traditional Books
2. Identifying Recorder Teaching A Classroom Approach Recorder Flute Series
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Recorder Teaching A Classroom Approach Recorder Flute Series
 - User-Friendly Interface
4. Exploring eBook Recommendations from Recorder Teaching A Classroom Approach Recorder Flute Series
 - Personalized Recommendations
 - Recorder Teaching A Classroom Approach Recorder Flute Series User Reviews and Ratings
 - Recorder Teaching A Classroom Approach Recorder Flute Series and Bestseller Lists

5. Accessing Recorder Teaching A Classroom Approach Recorder Flute Series Free and Paid eBooks
 - Recorder Teaching A Classroom Approach Recorder Flute Series Public Domain eBooks
 - Recorder Teaching A Classroom Approach Recorder Flute Series eBook Subscription Services
 - Recorder Teaching A Classroom Approach Recorder Flute Series Budget-Friendly Options
6. Navigating Recorder Teaching A Classroom Approach Recorder Flute Series eBook Formats
 - ePUB, PDF, MOBI, and More
 - Recorder Teaching A Classroom Approach Recorder Flute Series Compatibility with Devices
 - Recorder Teaching A Classroom Approach Recorder Flute Series Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Recorder Teaching A Classroom Approach Recorder Flute Series
 - Highlighting and Note-Taking Recorder Teaching A Classroom Approach Recorder Flute Series
 - Interactive Elements Recorder Teaching A Classroom Approach Recorder Flute Series
8. Staying Engaged with Recorder Teaching A Classroom Approach Recorder Flute Series
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Recorder Teaching A Classroom Approach Recorder Flute Series
9. Balancing eBooks and Physical Books Recorder Teaching A Classroom Approach Recorder Flute Series
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Recorder Teaching A Classroom Approach Recorder Flute Series
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Recorder Teaching A Classroom Approach Recorder Flute Series
 - Setting Reading Goals Recorder Teaching A Classroom Approach Recorder Flute Series
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Recorder Teaching A Classroom Approach Recorder Flute Series
 - Fact-Checking eBook Content of Recorder Teaching A Classroom Approach Recorder Flute Series
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
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web the board meets regularly on tuesdays at 9 00 am unless noticed otherwise district 1 miguel villapudua vice chair district 2 paul canepa district 3 tom patti district 4 steven j ding

meeting calendar san joaquin county ca granicus - Jul 02 2022

web group all meeting groups board of supervisors city selection committee community corrections partnership county closed session meeting at 5 30 and joint city of stockton county meeting at 6 00 countywide oversight board lafco view list selected calendar january 2023 jan 4 2023 10 00 am agenda

board of supervisors san joaquin county california - Mar 10 2023

web board of supervisors home districts expand more contact us organizational chart applications and forms supervisorial map board strategic priorities county ordinance code supervisorial map a more detailed copy of the above image is

san joaquin county boards granicus - Mar 30 2022

web 11 members appointed by the board of supervisors two 2 board of supervisor members one 1 county administrator or designee one 1 health care services director three 3 physicians nominated by the san joaquin county medical society of whom one 1 must be a physician representing the category of a traditional provider of

san joaquin county boards granicus - Aug 03 2022

web nov 6 2018 the composition of the commission shall consist of seven appointed voting members one nominated by each of the five san joaquin county board of supervisors who is a resident of the supervisor s district to represent their supervisory district one nominated by the san joaquin county veterans services officer and one nominated

board of supervisors regular meeting jan 26 2021 9 00 am - Sep 04 2022

web jan 26 2021 clerk of the board board chambers san joaquin county administration building 44 n san joaquin street 6th floor stockton ca tuesday january 26 2021 9 00 am effective immediately and while social distancing measures are imposed board chambers will be closed to the public during

new san joaquin county board of supervisor district boundaries to shape - Jan 08 2023

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ergi sener phdc country manager board member turkey - Dec 27 2021

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