

The Damned Recorder Concerto



Written for The Hadit Collective

By
Aidan Teplitzky

"The second earliest vivid memory I have is of being at school in a music lesson. We started to play the recorders under the instruction from the teacher. I was trying my best, as I like to do things right. So I was smashing out 'Three Blind Mice' on this recorder as best I could, giving it the full welly treatment because when I do something I do it properly. So, as I was playing the teacher came over to speak to me, and I was thinking, *I am nailing this. Here comes the teacher to give me some praise*. Unfortunately none of these things transpired. The teacher removed me from the group and sent me out of the classroom because she thought I was being bad at the recorder on purpose. This was heart-breaking for me, as I was genuinely trying the best I could. How badly must I have been playing for the teacher to think I was being shit on purpose? I was just shit and enthusiastic."

from *A Class Act* by Rob Beckett, 2022

Instrumentation

Descant Recorder

Teaching Assistant

Duration

10 Minutes (approx.)

Dedication

Written for The Hadit Collective

Score in C

Performance Directions

The performance of the piece should take place in a learning environment (e.g. a school classroom). The Teaching Assistant should not try to act in any way.

There should be a significant aesthetic difference between the recorder used by the performer and those distributed to the class to emphasise the hierarchy present. One option is to have the recorders handed out to be bright and colourful.

Regular text should be spoken.

Text in **bold** should be done as an action

The Damned

Recorder Concerto

Aidan Teplitzky

$\text{♩} = 80$

Descant Recorder Solo
(Teacher)



In a cheery manner

Good day everyone, today we are going to be learning to play the recorder.

By the end of today's lesson you will be able to make a nice sound on the recorder, know how to play the notes B, A, and G, how to articulate, and how to play a melody. If you could hand out the recorders please Mr/Mrs/Ms (Surname of Teaching Assistant)

Powerpoint and Teacher Assistant

Powerpoint - Slide 1(Title)
Teacher Assistant - **Standing by with an air of casual pleasantness**

Powerpoint - Slide 2 (Lesson Plan)
Teacher Assistant - **On cue, hand out recorders from bucket in a casually pleasant manner**

D. Rec.Solo



Wait for recorders to be handed out - if the 'class' get excited, try to calm them down.

Now, we are a bit behind schedule so let's press on!
In order to make a sound from the recorder, we gently blow air through this top part called the mouthpiece, like this



Pp + Teach Assist.

Teacher Assistant - **When handing out recorders from bucket, shake off disinfectant**

Teacher Assistant - **Standing By**

D. Rec.Solo



Now you try

Wait for 'class' to finish playing

Very good! Now some of you played a little too forcefully, what we would call overblowing. This time, I want you to play as quietly as possible, like this.

Pp + Teach Assist.

Teacher Assistant - **Keep watch of anybody who overblows on instrument and make eye contact as though disapproving of their mistake**

Teacher Assistant - **Standing By**

D. Rec.Solo



Now you try

Wait for 'class' to finish playing

Pp + Teach Assist.

Teacher Assistant - **Keep watch of anybody who overblows on instrument and make a more obvious sign you disapprove of their mistake**

12

D. Rec.Solo

Well done! Some of you are still playing a little too forcefully and some of you are not blowing enough air through the mouthpiece. If you are overblowing, don't force the air too much and if you're playing too quietly, blow more air into the instrument.

Now we are going to learn how to play our first note, B. The note B is played by having your thumb over the hole on the back (**demonstrate**) and your index finger over the first hole at the top (**demonstrate**) which sounds like this.

Pp + Teach Assist.

Teacher Assistant - **Standing By**

Powerpoint - Slide 3 (Note B)

14

D. Rec.Solo

mf

Now you try

Wait for 'class' to finish playing

Pp + Teach Assist.

Teacher Assistant - **Keep watch of anybody who overblows on instrument and make a more obvious sign you disapprove of their mistake and make a note of who is not doing it properly**

17

D. Rec.Solo

Good, I think some of you were playing the wrong note so make sure that your thumb is over the hole at the back and your index finger is over the hole at the top (**demonstrate**). And remember to use the right amount of air to not overblow or be too quiet.

Lets move on to our second note, A. A is played by having your thumb over the back hole, like B, but with the first two holes covered with your fingers (**demonstrate**) and should sound like this.

Pp + Teach Assist.

Teacher Assistant - **Standing By**

Powerpoint - Slide 4 (Note A)

19

D. Rec.Solo

Everyone

Wait a moment before interrupting the class - Good, now for the note G we add our third finger to cover the third hole. Let's hear it?

Almost instantly interrupt the class - Good, now here is the melody we are going to play.

Pp + Teach Assist.

Powerpoint - Slide 5 (Note G) on cue from Teacher
Teacher Assistant - **Standing By**

Powerpoint - Continue to change PowerPoint slides as piece continues

23

$\text{♩} = 70$

D. Rec.Solo

mf

27 $\text{♩} = 80$

D. Rec.Solo *mf* Let's hear everyone playing along with me. Ready?

Pp + Teach Assist. Teacher Assistant - Standing By

Teacher Assistant - Take the recorder away from the first person to make a mistake (overblowing, a wrong note, etc.)

32 *mf*

D. Rec.Solo Okay, now I would like everyone to play along with me. Ready?

Pp + Teach Assist. Teacher Assistant - Standing By

37 Great job!

D. Rec.Solo

Pp + Teach Assist.

Good!

43

D. Rec.Solo

47 Nearly!

D. Rec.Solo

Pp + Teach Assist. Teacher Assistant - As melody develops, gradually take recorders from people who are not playing properly

cont. until next instruction

51

D. Rec.Solo

54

D. Rec.Solo

56

D. Rec.Solo

59

D. Rec.Solo

Pp + Teach Assist.

62

D. Rec.Solo

65

D. Rec.Solo

68

D. Rec.Solo

71

$\text{♩} = 120$

D. Rec.Solo

73

D. Rec.Solo

75

D. Rec.Solo

77

D. Rec.Solo

79
D. Rec.Solo

fp *fp* *fp* *fp* *fp* *fp* *fp* *fp*

81
D. Rec.Solo

fp *fp* *fp* *fp* *fp* *fp* *fp* *mf*

84
D. Rec.Solo

fp *fp* *fp* *fp* *fp* *fp* *fp* *fp* *fp*

86
D. Rec.Solo

fp *fp* *fp* *fp* *fp* *fp* *fp* *fp* *fp* *fp*

88
D. Rec.Solo

fp *fp* *fp* *fp* *fp* *fp* *fp* *fp* *fp*

90
D. Rec.Solo

fp *fp* *fp* *fp* *fp* *fp* *fp* *fp* *fp* *fp* *fp*

93
D. Rec.Solo

ff *fp* *fp* *fp* *fp* *fp* *mf* *fp* *fp* *fp*

96
D. Rec.Solo

f *fp* *fp* *fp* *f* *pp* *f* *mp* *ff* *pp* *p* *mf*

100
D. Rec.Solo

pp *f* *p* *mf* *pp* *f*

105
D. Rec.Solo

pp *fp* < *ff* *p* *mf* *pp* *ff* *p* *mf*

109
D. Rec.Solo

p *f* *pp* *f* *mf* *pp* *fp* < *f* *mf*

112
D. Rec.Solo

fp < *f* *p* *mf* *f* *mp* *pp* *ff*

114
D. Rec.Solo

p < *mf* *p* *f* *pp* *ff* *p*

116
D. Rec.Solo

mf *pp* *mf*

119
D. Rec.Solo

122
D. Rec.Solo

mf *p* *f* *pp*

125
D. Rec.Solo

ff *f* *mp* *f* *pp* *ff*

128
D. Rec.Solo

mf *pp* *f*

131
D. Rec.Solo

134
D. Rec.Solo

$\text{♩} = 80$ $\text{♩} = 120$ $\text{♩} = 80$

137 $\text{♩} = 120$ $\text{♩} = 80$ $\text{♩} = 120$

D. Rec.Solo

140

D. Rec.Solo

143

D. Rec.Solo

146

D. Rec.Solo

149

D. Rec.Solo

152

D. Rec.Solo

155

D. Rec.Solo

158

D. Rec.Solo

molto rit.

162

D. Rec.Solo

Okay that's all we have time for today. Make sure to give Mr/Mrs (**Surname of Teaching Assistant**) your recorder and see you next week where we will be learning the notes F sharp and C.

Pp + Teach Assist.



Powerpoint - Slide 16 (Learning Outcomes and school bell)
Teacher Assistant - Collect any recorders still being used by the class.

Powerpoint - Title
Teacher Assistant - Collect any recorders still being used by the class.