

Teaching Recorder B-flat Note: An Overview in Primary School Music Standard Curriculum

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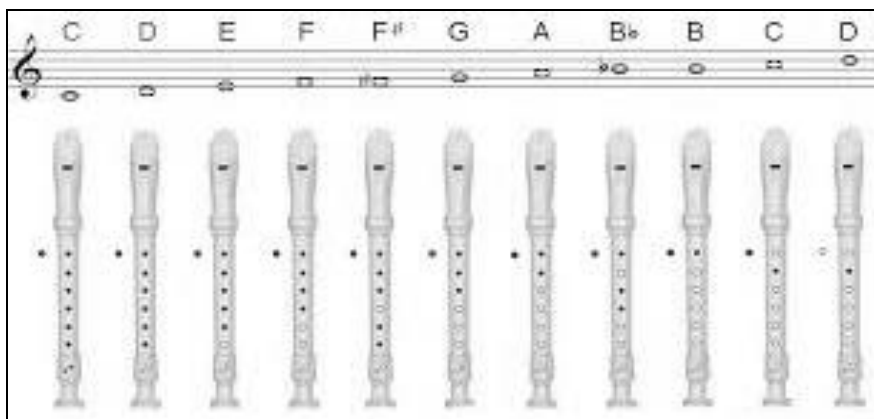
ABSTRACT

Nowadays, there is a need to explore the knowledge and skills among primary school Music Education Teachers to teach playing recorder in B-flat note. According to the National Education Philosophy and the Primary School Standard Curriculum, education is embodied to produce students that can play music instrument. Three experienced teachers who teach Music Education for Stage 2 will be selected as the subject of this study. The aim of this study is to identify the activities and skills among experienced music teachers of selected primary schools on how they teach playing B-flat note recorder in Tambun, Ipoh. Researcher also wants to explore the activities performed by the teachers in the classroom to improve playing recorder among students. The findings are based on observations, interviews and document analysis. This study can help in improving the quality of teaching and provide a guide for the teachers in designing activities and teaching strategies on how to play recorder especially B-flat note.

Keywords: Teaching, Primary School, Music, Recorder, B-Flat Note.

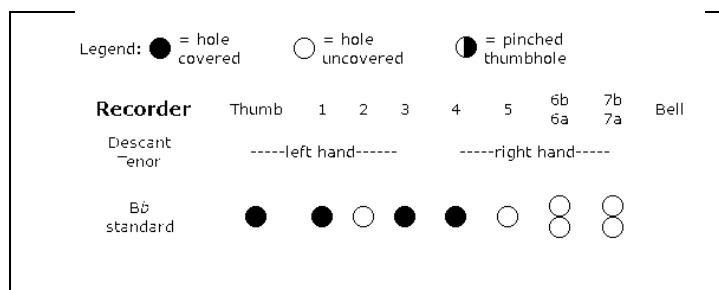
1.1 Introduction

Primary School Music Education Syllabus provide students the opportunity to learn how to play recorder beginning at standard four (Kementerian Pendidikan Malaysia: 2010). In primary school standard curricular, recorder is used to give real experience for the students to play music instrument practically as part of their music activities during music lesson. At the same time it also can help them to understand music theory, notation and musical language (Prem, 2013). According Nor Sohaila (2015), proper posture will help students to play recorder comfortably. Students have to sit or stand upright and hold recorder 45 degrees from the their body. Left hand finger is placed at the holes in the base and right hand fingers at the holes in the end of the recorder. Balanced recorder is when a recorder is placed at the lower lip and the thumb of the right hand. The lowers note that can be played through recorder is down C note and it is able to play more than two octaves pic (American Recorder Society, 2017). A part of recorder fingering is shown in the figure below.



1.2 Problem Statement

Base on early survey, it was found that the teachers have a problem to teach students how to play recorder fingering B-flat note correctly. This is because teachers are lack of materials and experience to solve the problem. According to the report of Practicum Music Education 2016, students have a problem to play B-flat note using recorder. This is because the fingering for this note is more difficult and differs compare to another notes. This causes teachers facing difficulties to teach students how to play the songs which have B-flat note (Mubin, 2016) Recorder B-flat note fingering shown in the figure below.



Most of the children's songs seldom used D minor or F Major scale, which contains B-flat note. Most of the songs usually are using C Major or A minor scale which is using B note (Newman, 2006). Teachers also have a problem to teach left-handed students to play recorder. Students need special teaching sessions and teachers also need special methods to teach them how to play recorder compared to other friends who are right-handed (Griggs: 2015). Meanwhile, Sloboda (2009) states that limited time makes it difficult for teachers to achieve teaching objectives.

In study done by Kamariah (2015) found that students showed great interest and always focused on learning how play recorder. However, students failed to play recorder in the right way. For example, if they play new songs, they will play it in the same way. At the end of the lesson, the students failed to play recorder in the right way. As a result, this situation shows that they are not mastering the recorder fingering skill yet. To overcome this problem, Blood

(2014) suggested that teachers guide the students to play recorder using B note and B-flat note alternately from a slow to a faster tempo.

Literature Reviews

2.1 Importance of Music Education

Music education is a compulsory subject in Primary School Standard Curriculum (KSSR). Activities include singing, singing and percussion, singing and movement, notation and playing recorder (Kementerian Pendidikan Malaysia, 2010). Music is the language of the nation. Through music people can unite, creating happy, sad or excitement. Music can make a person become more creative and happy (Negrin, 2012). Laura (2013) stated that music education is not only aimed to make students as an expert in music such as singing, playing a musical instrument and composing but also improve language skills, improve intelligence, makes your mind work harder and give the students an opportunity to socialize.

2.2 Recorder

Recorder is first known in the 16th century and getting more popular in 17th and 18th century. It is called as Inggeris Flute. Famous composers such as Bach, Telemann and Handel produced great composition using recorder. However, this instrument has been slowly forgotten in 19th and 20th century (Phypers, 2016). Soprano recorder commonly played in school. It is small and suitable for children. There are two types of fingering system known as German system and English or Baroque system. Most schools start teaching recorder when pupils are ten years old (Dubble, 2013). Mardaud (2014) stated that the recorder is not easily damaged, do not require intensive care, cheap and easy to carry. Recorder can play various notes and a chromatic scale. This instrument does not require high skills to play compared with other blowing instruments such as the clarinet, trumpet, trombone and tuba. Recorder is not only favored by children, but also by secondary school students, high school students and adults (Sri Hartuti, 2015).

2.3 Method of Teaching Recorder

To help teachers guide their students to play better in recorder B-flat note fingering, Kamariah (2015) used two methods of teaching. The two methods are drilling and mastery learning. She also provides some exercise that are suitable for her students.

To help left-handed students play recorder with the right hand as the other students do, Griggs (2015) proposed five methods or techniques of training activities that can be use. The five methods or techniques are:

- a) Practicing patience to become a proficient,
- b) Training fingering and playing recorder every day.
- c) Play a in slow tempo.
- d) Play a song that they are used to hear.
- e) Using a structured set of exercises recommended by the expert.

Meanwhile, Pitts (2016) suggested the teachers to use same type, quality and brand of the recorder for every pupil to avoid any disproportionate tuning. Allocate about 20 to 30

minutes per lesson. To start the session, students are allowed to write alphabet with a pencil on the notation, but this method is not highly recommended. Teacher can guide students to play easy songs like 'Mary Had A Little Lamp' and 'Little Fly' because it use only three notes. Recorder not a decadent musical instrument. It is can be a good presentation if it is composed properly (Shannon, 2004).

Methodology

The study will be conducted qualitatively. Researcher will use interviews, observation, and document analysis as the methods to obtain the data. Three level 2 music teachers from three primary schools will be selected as the samples.

Conclusion

It is hoped that the study which is going to be conducted will help the Music Teacher in designing methods of teaching playing recorder B-flat note in the future.

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