

Recorder Self-Rating Chart

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Part 1: Technical Skills – physical mechanics of playing; Musical Skills – intonation/listening, reading music

Stage	Tone	Fingers	Tongue	Breathing	Intonation and Listening Skills	Recorder Sizes	Sight Reading	Clefs	Playing by Ear
Lowest	Has not yet developed awareness of tone; tone scratchy, airy, uneven, too soft/loud, harsh; lack of support	Fingers stiff, tight, inflexible, gripping; hand position awkward; finger movement awkward, stumbling; unsure of fingering	Has difficulty controlling tongue; not yet aware of the various syllables; air leaks, noises, tongue flapping; too much force/limp tongue; slow tongue	Has not developed awareness of breathing and where to breathe; shallow/high breathing; loud breathing; breathes through nose; can play only short phrases	Has not yet developed awareness of intonation; not yet able to adjust pitch; not yet able to hear other players in the group	Plays one size of recorder	Does not yet read music, or still very insecure in reading music	Reads only one clef; reads only modern notation	Not yet able to play by ear, or very insecure playing by ear
1									
2									
3									
4									
5									
6									
	Aware of tone; in process of improving tone through practice and learning; able to hold fairly steady long tones; able to play fine arches in chains of 20; developing support; learning to control pitch when making dynamic differences	Developing free and natural hand position; fingers usually relaxed; developing smooth and fluid finger motion through consistent practice; finger co-ordination good; can play fairly rapidly	Able to pronounce "t" and "d" cleanly and with fair rapidity, singly and in combinations; beginning to learn "r" and/or double-tonguing	Able to keep breaths low; breaths quieter; breathing more efficiently; aware of importance of choosing good breathing spots, and able to make fairly good choices; increasing length of phrases	Becoming aware of intonation, even if not always able to tell whether flat or sharp; able to adjust pitch to a degree; aware of other players, even if not always able to hear all parts at once	Able to play S, A, T, B recorders fluently	Fluent in reading treble and bass clefs; able to read music of fair complexity, variety of note values	Fluent in treble and bass clefs; beginning to learn to read Baroque or Renaissance notations	Able to sound out tunes by ear; starting to improvise; able to memorize short tunes
7									
8									
9									
10									
11									
12									
Best	Aware of tone and tone color; clear, pure and steady tone; in control of support; full range of vibrato; flexible dynamics with control of pitch	Sure of all fingerings; hand position enables free motion; finger motion fluid, economical, rapid and precise	Precise control of tongue position and movement at all speeds; clean, noiseless motion; able to produce and use all syllables, both modern and historical	Control of all forms and positions of breathing; breaths silent, through mouth; economical use of breath allowing long phrases; breaths placed according to musical content rather than lack of air	Fine intonation discernment; able to control and adjust pitch; aware of, and listens to, all other musicians in the group	Plays all sizes of recorders including those in F, C, G, D, etc; plays Baroque, Renaissance, Medieval recorders with historical fingerings; knows how to learn any new fingering system	Reads modern notation well; can play with facility at first sight	Reads G, F and C clefs; reads Baroque notation, Renaissance notations; reads early Renaissance and Medieval notations	Able to play tunes by ear; able to improvise in many styles; able to memorize entire pieces