

- I. Producing the tone on the head joint
 - a) emphasize use of mirror to center instrument on lips
- II. Assembly of the instrument
 - a) emphasize "softness" of metal and care in putting joints together carefully
- III. Placing of hands on the instrument
 - a) emphasize shelf on left hand; skip one, place one, skip one
 - b) place right hand (over the top) starting with the little finger; then place three fingers
 - c) take instrument away from child; let them try it on their own
- IV. Introduce first two fingerings
 - a) begin with D or E flat
 - b) introduce names of notes and relate to the staff
 - c) introduce fingerings shown under the notes and how to read the fingerings
- V. Play first exercise(s)
 - a) introduce whole note and whole rest
 - b) "four-on-the-floor" (tapping) to begin; then, play
- VI. Introduce remaining notes (F, B flat, C)
 - a) emphasize the putting of all fingers down when placing instrument up to mouth; then, release fingers (i.e. "C" fingering) - instructor must show student pressure points (left hand shelf, mouth plate against lip, right hand thumb, little finger) to put child at ease about not dropping instrument
 - b) play through an exercise that does not have a whole rest after each note (playing of two whole notes, consecutively)
- VII. Introduce practicing (30 minutes daily; one day off)
 - a) emphasize the need to practice in small segments (suggest 15 minutes per practice session; two-to-three times a day) so as to not tire easily
 - b) demonstrate recording of practicing on practice record; totaling (in minutes; not hours); parent initial
- VIII. Give assignment
 - a) introduce writing of assignment on back of practice record, making sure they understand 'what' the assignment is
- IX. Clean instrument
 - a) emphasize importance of keeping instrument free of moisture
 - b) importance of wrapping cleaning cloth around metal rod so as not to scratch inside of flute
 - c) tie damp cloth on handle of instrument - DO NOT PUT INSIDE CASE