

Aim: What do we need to know in order to participate in Link Up?

Summary: We introduce recorder and music notation basics as well as learn the concert repertoire.

Materials: Link Up CD, Link Up DVD or Online Community, Link Up Student Guides, staff paper

Time Requirement: varies according to chosen program path

Standards: US 1, 2, 4, 5, 6, 7; NYC 1, 2

Vocabulary: melody, music notation

Unit 1 Overview


Activity 1.1: Tom Introduces Link Up: The Orchestra Sings

Activity 1.2: Recorder Basics

Creative Extension: Creating and Notating Musical Patterns

Activity 1.3: Link Up Concert Repertoire

Activity 1.1: Tom Introduces Link Up: The Orchestra Sings

- Read “Meet Thomas Cabaniss, Our Guide” (SG1) aloud.
- Watch  Unit 1: Recorder Basics and Concert Repertoire.
- Discuss the ideas and vocabulary introduced by Tom.
- Watch the video again.
 - *What should we remember?*
 - *What should we do next?*

Activity 1.2: Recorder Basics

- Use the following pages (SG2–SG5) to help you prepare for the Link Up Concert.
- You also can visit Link Up Beginnings on the Online Resource Center (carnegiehall.org/linkup) for more information.

SG3–SG7 show the fingerings and notation for the Link Up melodies your students will be learning. It is important that students know and can sing or play the concert pieces. We encourage you to focus on these repertoire selections before delving into the content units; review is built into the later units.

Creative Extension: Creating and Notating Musical Patterns

- Create, model, and notate short, simple patterns of notes and rests on blank staff paper.
- Play each other’s patterns.
- Share and discuss work.
 - *Which patterns did you enjoy the most?*
 - *How were the enjoyable patterns constructed?*
- Repeat the sequence, allowing for increasingly complex patterns.
- Create and play patterns.
- Notate patterns.
- Play each other’s patterns.
- Share and discuss work.

Meet

Thomas Cabaniss, Our Guide

I'm Tom, a composer and your host for The Orchestra Sings. One of the universal elements of music is melody. Composers and musicians play with sequences of tones, called melodies. When we sing, we sing melodies. When the orchestra plays great melodies, the orchestra sings. Your challenge is to find out specific ways you think the orchestra sings.

During your time with The Orchestra Sings, I hope you'll begin each session by singing my song "Come to Play." I wrote it with you in mind.



Preparing to Play the Recorder

When playing the recorder, there are two basic positions: **rest position** and **playing position**.



Rest Position

Place your recorder in your lap or let it hang from its lanyard.



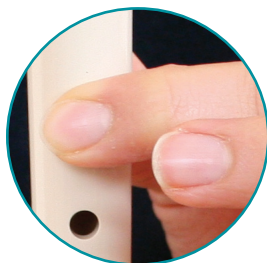
Playing Position

Hold your recorder up and ready to play. The left hand is on top, and the right hand is below.

Recorder Checklist



Hands:
left hand on top



Holes:
finger hole(s)
completely sealed



Lips:
lips covering teeth

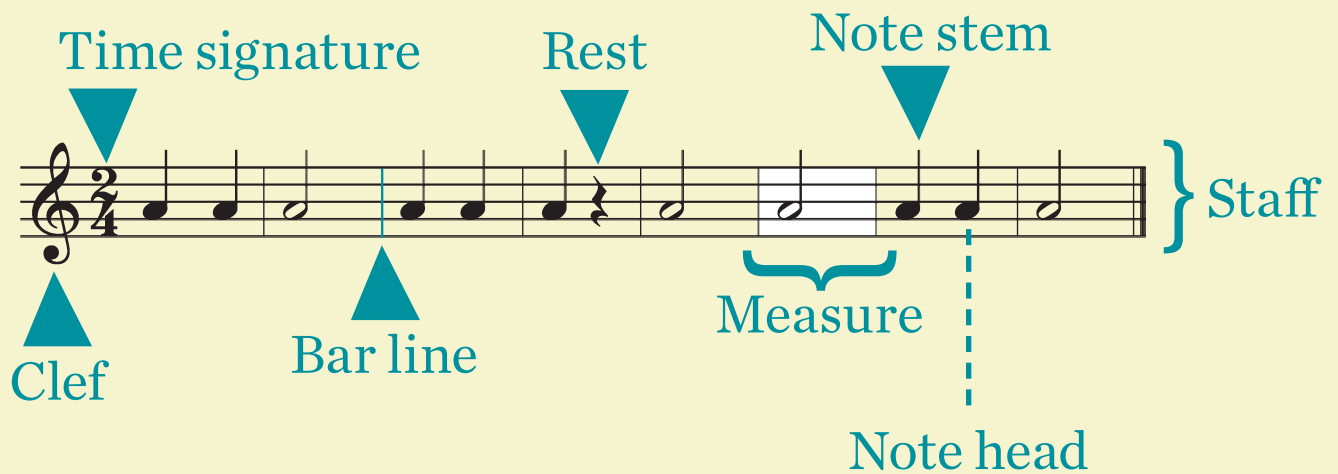


Breath:
not too hard,
not too soft

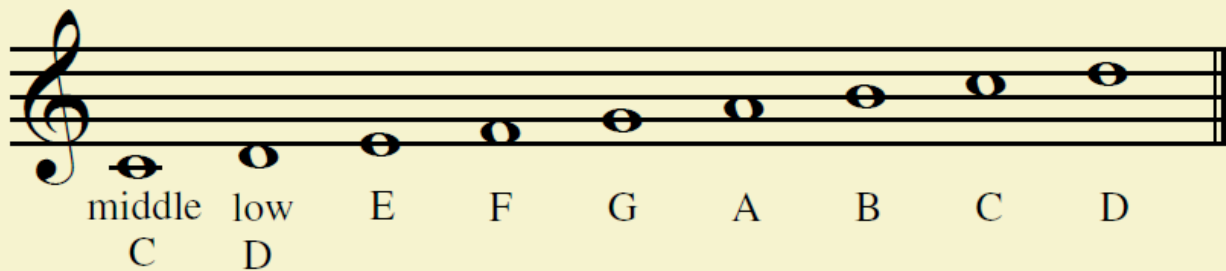
Unlocking Music Notation

Notated music is made up of symbols. Use the decoders below to decode the melodies you are learning.

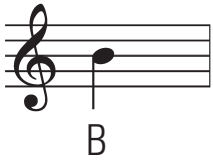
Music Decoder



Note Decoder



Preparing to Play the Recorder



B



A



G



D



low E

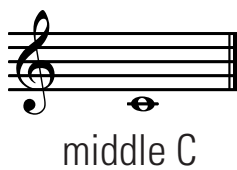


F#

Parts of the Recorder

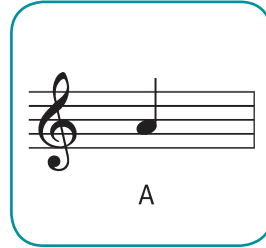
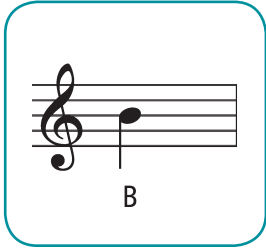


Mouthpiece

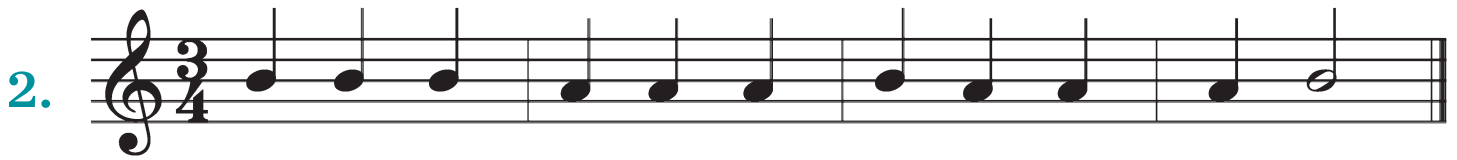


Body

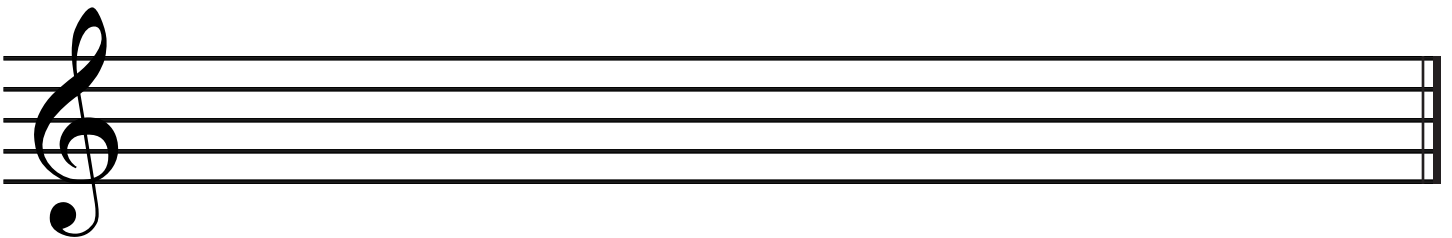
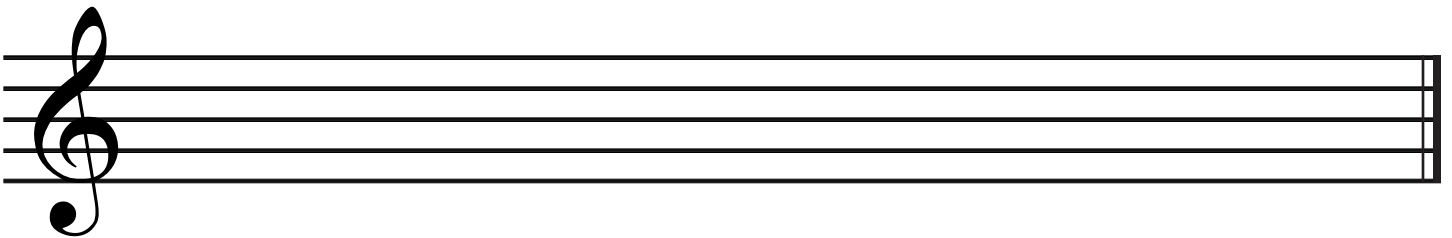
Bell



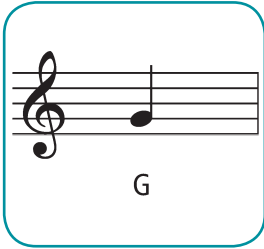
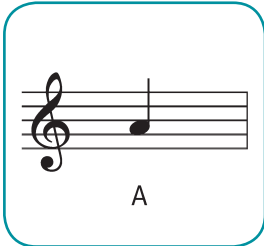
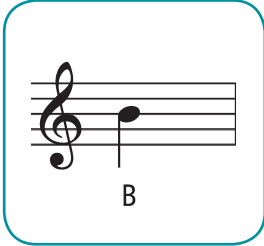
Two-Note Songs



My Two-Note Songs



Three-Note Songs

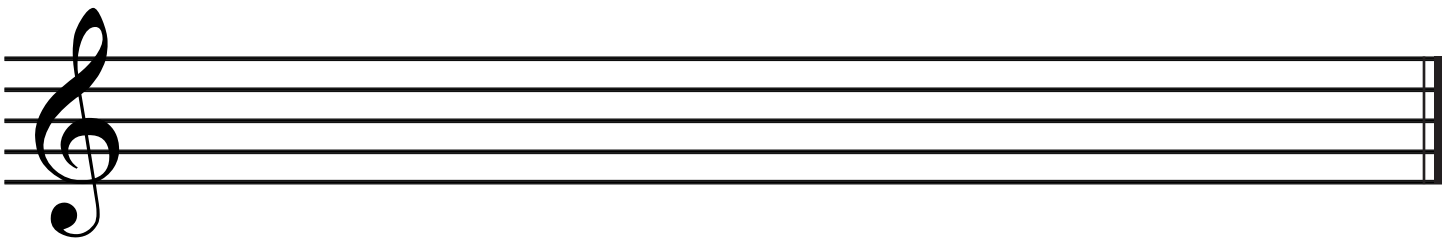
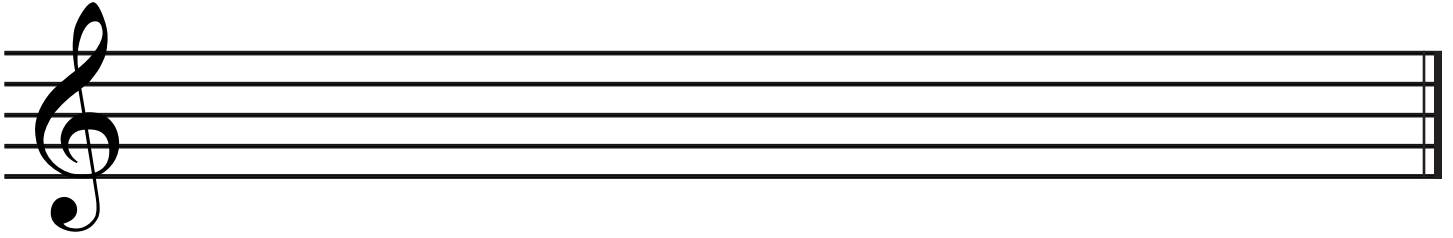


1.

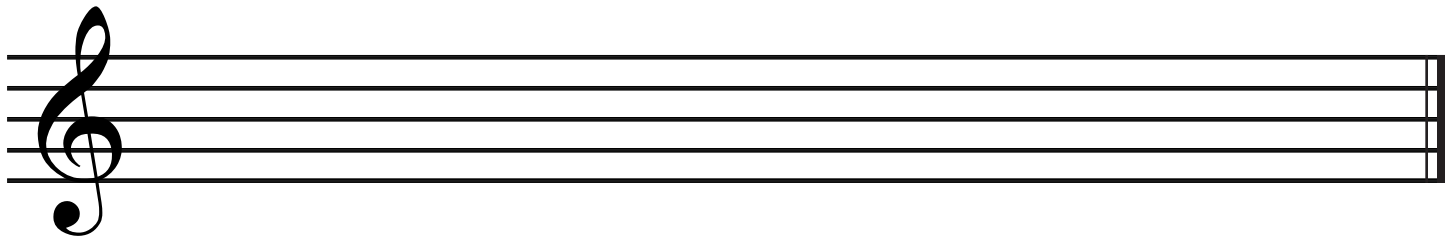
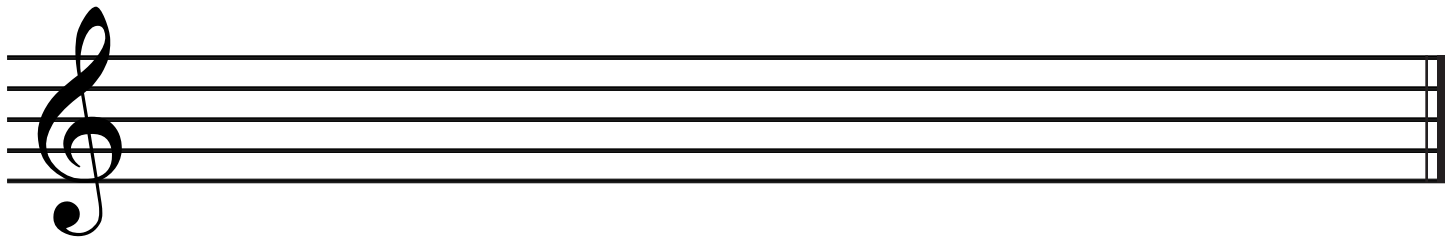
2.

3.

My Three-Note Songs



My Patterns





Tracks 1, 2, 3, 4, 5, 6

Come to Play



Thomas Cabaniss

1 2 3 4 1 2 3 4 Winds blow _____

1 2 3 4 1 2 3 4

1 2 3 4 1 2 3 4

Trum - pets sound - ing _____

Strings sing _____ Drum - mers p p p p p pound - ing

Drum-mers p p p p p pound-ing

Come to play, Join

sound with sound Come to sing we'll shake the ground with

song _ Come _ to play, Join

Come _ to play, Join

sound with sound Come to sing we'll shake the ground with

sound - with sound Come - to sing we'll shake - the ground with

song _____ with song _____

song _____ with song _____

LEADER

What do you do _____ with time _____

AUDIENCE

Make it groove _____ make it move _____ make it rhyme _____

LEADER

Make it groove make it move _____ make it rhyme _____ What do you do _____ with song

Make it groove make it move _____ make it rhyme _____

AUDIENCE

Make it sing make it ring make it strong — make it long —

Make it sing make it ring make it strong — make it long —

Make it sing make it ring make it strong — make it long —

LEADER

AUDIENCE

— What do you do — with sound — Make it cry — make it fly —

— Make it cry make it fly —

— Make it cry make it fly —

make it gleam — Make it — your dream —

make it gleam — Make it — your dream —

make it gleam — Make it — your dream —

Winds blow trumpets sound - ing

Strings sing Drum-mers — p p p p p pound-ing Drum - mers — p p p p p pound - ing

Winds blow trumpets sound - ing Strings sing
Come to play, Join sound with sound Come to sing we'll

Drum-mers — p p p p p pound-ing Drum - mers — p p p p p pound-ing Winds blow

shake the ground with song — Come to play, Join

Come to play, Join

trum - pet sound - ing Strings sing Drum - mers p p p p p pound-ing

sound with sound Come to sing we'll shake the ground with

sound with sound Come to sing, we'll shake the ground with

Drum - mers — p p p p p pound-ing shake the ground with song! —

song with song, with song! —

How Am I Doing?

Melody Title: "Come to Play" (Part 2)

Composer: Thomas Cabaniss



Date: _____

Melody Objectives	Mark on the lines below how you feel about your progress on each objective.
Singing "Come to Play" (Part 2)	Hmm, difficult.X..... Ha, easy!
Singing in unison with others	Hmm, difficult.X..... Ha, easy!
Clapping the "Come to Play" rhythm	Hmm, difficult.X..... Ha, easy!
Finding patterns in "Come to Play"	Hmm, difficult.X.... Ha, easy!

What is one objective above that you would like to improve on?

Clapping the "Come to Play" rhythm

What are some things you can do to make the improvement?

- Practice clapping small sections*
- Practice singing the rhythm*
- Practice with a friend*

What is one objective above that you would like to explore further?

Singing "Come to Play"

What would be some fun ways to explore that?

- Singing a solo*
- Creating my own lyrics to the music*
- Singing the lyrics to a different melody*

My other thoughts:

Singing "Come to Play" with my friends was really fun.

How Am I Doing?

Melody Title: "Come to Play" (Part 2)

Composer: Thomas Cabaniss



Date: _____

Melody Objectives	Mark on the lines below how you feel about your progress on each objective.
Singing "Come to Play" (Part 2)	Hmm, difficult. Ha, easy!
Singing in unison with others	Hmm, difficult. Ha, easy!
Clapping the "Come to Play" rhythm	Hmm, difficult. Ha, easy!
Finding patterns in "Come to Play"	Hmm, difficult. Ha, easy!

What is one objective above that you would like to improve on?

What are some things you can do to make the improvement?

1. _____

2. _____

3. _____

What is one objective above that you would like to explore further?

What would be some fun ways to explore that?

1. _____

2. _____

3. _____

My other thoughts:



Tracks 7, 10

Ode to Joy



Ludwig van Beethoven

4

Joy - ful, joy - ful,

lift your voi - ces, all cre - a - tion ev' - ry - where, —

Hearts and hands 'cross sea and land, come join us in our

fer - vent pray'r — Ev' - ry land and ev' - ry na - tion,

strong and — might - y, meek and mild, help — to build a

world of peace for ev' - ry wo - man, man and child —

Ev' - ry land and ev' - ry na - tion, strong and — might - y,

meek and mild, help — to build a world of peace for

ev' - ry wo - man, man and child —



Tracks 8, 10

Ode to Joy



Ludwig van Beethoven

Musical score for 'Ode to Joy' in D major, 4/4 time. The score consists of ten staves of music. The first staff begins with a treble clef, a key signature of two sharps (F# and C#), and a 4/4 time signature. A repeat sign is present at the start of the first staff, with a '4' above the bar line. The music is written in a simple, rhythmic style using quarter and eighth notes. Vertical 'V' marks are placed above several notes throughout the score, likely indicating bowing or breath marks. The score concludes with a double bar line and repeat dots.



Tracks 9, 10

Ode to Joy



Ludwig van Beethoven

The musical score is written for a single melodic line in G major (one sharp) and 4/4 time. It begins with a treble clef and a key signature of one sharp (F#). The first staff contains a repeat sign followed by a first ending bracket labeled with the number '4'. The melody consists of eighth and quarter notes, with some slurs and dynamic markings (V) indicating accents. The piece concludes with a double bar line and repeat dots.

How Am I Doing?

Melody Title: "Ode to Joy"

Composer: Ludwig van Beethoven



Date: _____

Melody Objectives	Mark on the lines below how you feel about your progress on each objective.
Playing F-sharp on the recorder	Hmm, difficult. Ha, easy!
Playing "Ode to Joy" in unison with others on the recorder	Hmm, difficult. Ha, easy!
Clapping the "Ode to Joy" rhythm	Hmm, difficult. Ha, easy!
Finding patterns in "Ode to Joy"	Hmm, difficult. Ha, easy!

What is one objective above that you would like to improve on?

What are some things you can do to make the improvement?

1. _____
2. _____
3. _____

What is one objective above that you would like to explore further?

What would be some fun ways to explore that?

1. _____
2. _____
3. _____

My other thoughts:



Tracks 13, 16

Simple Gifts



Traditional

3

'Tis a
 gift to be sim-ple, 'tis a gift to be free, 'tis a gift to come down
 where we ought to be, and when we find ourselves in the place just— right, it will
 be in the val - ley of love and de-light. When true sim -
 pli - ci - ty is gain'd, to bow and to bend we— shan't be ashamed, to
 turn, turn, it will be our de-light, 'til by tur - ning, tur - ning, we
 come 'round right.

5



Tracks 14, 16

Simple Gifts



Traditional

3

('Tis a

gift)

(When true)

5



Tracks 15, 16

Simple Gifts



Traditional

The musical score for 'Simple Gifts' is written in 4/4 time. It consists of seven staves of music. The first staff begins with a treble clef and a 4/4 time signature. The first measure contains a whole rest, followed by a triplet of eighth notes (marked with a '3' above the notes) and a final quarter note with an ornament (marked with a 'V' above the note). The second staff contains a series of eighth and quarter notes, many with ornaments. The third staff continues the melodic line with various rhythmic patterns and ornaments. The fourth staff shows a change in the melodic contour. The fifth and sixth staves continue the piece with similar rhythmic and ornamental patterns. The seventh staff concludes the piece with a quarter note and a final measure containing a whole rest (marked with a '5' above the rest).

How Am I Doing?

Melody Title: "Simple Gifts"

Composer: Traditional



Date: _____

Melody Objectives	Mark on the lines below how you feel about your progress on each objective.
Singing or playing "Simple Gifts"	Hmm, difficult. Ha, easy!
Singing or playing in unison with others	Hmm, difficult. Ha, easy!
Clapping the "Simple Gifts" rhythm	Hmm, difficult. Ha, easy!
Finding patterns in "Simple Gifts"	Hmm, difficult. Ha, easy!

What is one objective above that you would like to improve on?

What are some things you can do to make the improvement?

1. _____

2. _____

3. _____

What is one objective above that you would like to explore further?

What would be some fun ways to explore that?

1. _____

2. _____

3. _____

My other thoughts:



Tracks 17, 19

“New World” Symphony



Antonín Dvořák

The musical score consists of ten staves of music in 4/4 time. The notation includes various note values (quarter, eighth, sixteenth notes), rests, and dynamic markings such as 'V'. The music is presented in a single melodic line across the staves.



Tracks 18, 19

“New World” Symphony



Antonín Dvořák



Date: _____

How Am I Doing?

Melody Title: “New World” Symphony

Composer: Antonín Dvořák

Melody Objectives	Mark on the lines below how you feel about your progress on each objective.
Playing “New World” Symphony	Hmm, difficult. Ha, easy!
Playing in unison with others	Hmm, difficult. Ha, easy!
Clapping the “New World” Symphony rhythm	Hmm, difficult. Ha, easy!
Finding patterns in “New World” Symphony	Hmm, difficult. Ha, easy!

What is one objective above that you would like to improve on?

What are some things you can do to make the improvement?

1. _____

2. _____

3. _____

What is one objective above that you would like to explore further?

What would be some fun ways to explore that?

1. _____

2. _____

3. _____

My other thoughts:



Tracks 20, 23

I Bought Me a Cat



Aaron Copland

I bought me a cat my cat pleased me, I
 fed my cat un - der yon - der tree. My cat says "fid - dle eye
 fee." I bought me a duck, my duck pleased me, I
 fed me duck un - der yon - der tree. My duck says "Quaa, quaa,"
 my cat says "fid - dle eye fee."

Additional Verses and Lyrics

Verse 3:

I bought me a goose, my goose pleased me. I fed my goose under yonder tree.

My goose says "Quaw, quaw."
 My duck says "Quaa, quaa."
 My cat ...

Verse 4:

I bought me a hen ...
 My hen says "Shimmy shack, shimmy shack." My goose ... My duck ...
 My cat ...

Verse 5:

I bought me a pig ...
 My pig says "Griffey, griffey." My hen ...
 My goose ... My duck ... My cat ...

Verse 6:

I bought me a cow ...
 My cow says "Baw, baw." My pig ...
 My hen ... My goose ... My duck ...
 My cat ...

Verse 7:

I bought me a horse ...
 My horse says "Neigh, neigh."
 My cow ... My pig ... My hen ...
 My goose ... My duck ... My cat ...

Verse 8:

I bought me a wife ...
 My wife says "Honey, honey."
 My horse ... My cow ... My pig ...
 My hen ... My goose ... My duck ...
 My cat ...



Date: _____

How Am I Doing?

Melody Title: "I Bought Me a Cat"

Composer: Aaron Copland

Melody Objectives	Mark on the lines below how you feel about your progress on each objective.
Singing "I Bought Me a Cat"	Hmm, difficult. Ha, easy!
Singing "I Bought Me a Cat" in unison with others	Hmm, difficult. Ha, easy!
Clapping the "I Bought Me a Cat" rhythm	Hmm, difficult. Ha, easy!
Finding patterns in "I Bought Me a Cat"	Hmm, difficult. Ha, easy!

What is one objective above that you would like to improve on?

What are some things you can do to make the improvement?

1. _____
2. _____
3. _____

What is one objective above that you would like to explore further?

What would be some fun ways to explore that?

1. _____
2. _____
3. _____

My other thoughts:



Tracks 24, 25

To Make Words Sing



Orchestral introduction in concert

CD track starts here



Thomas Cabaniss

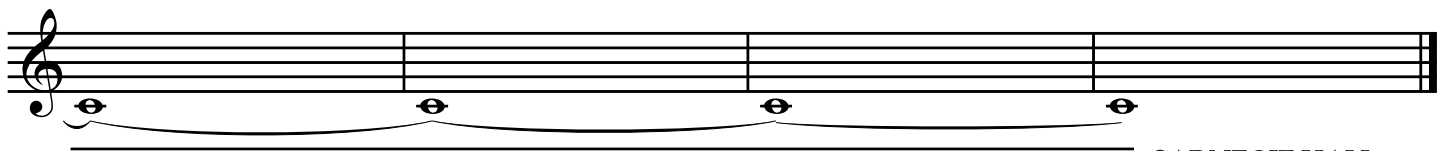
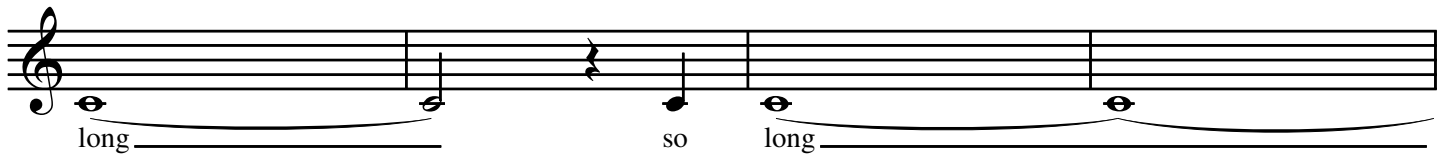
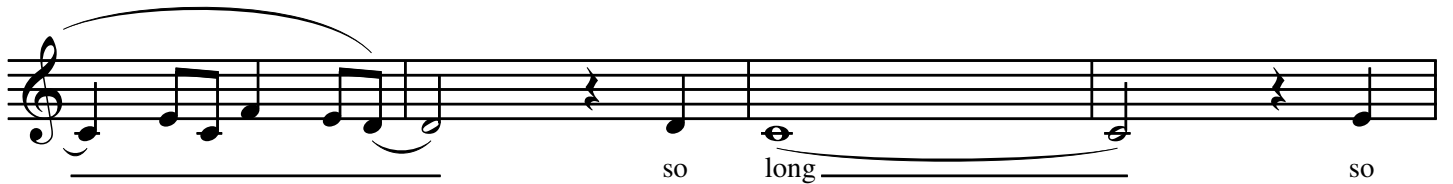
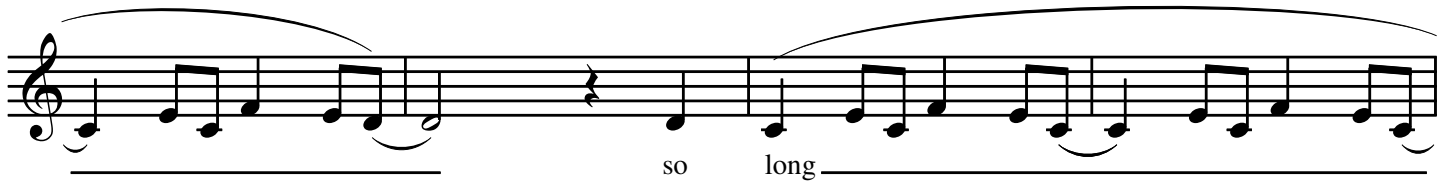
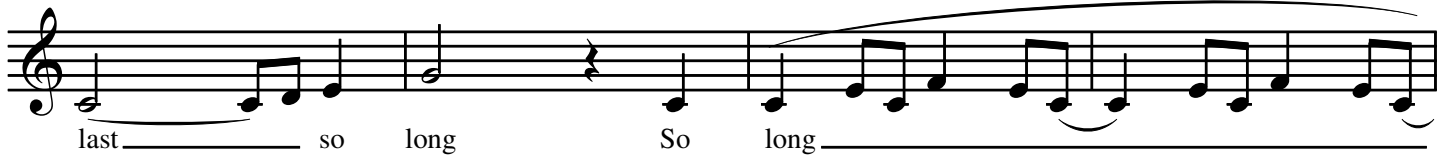
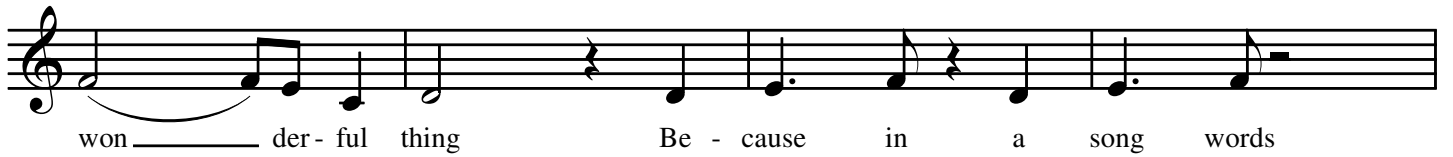
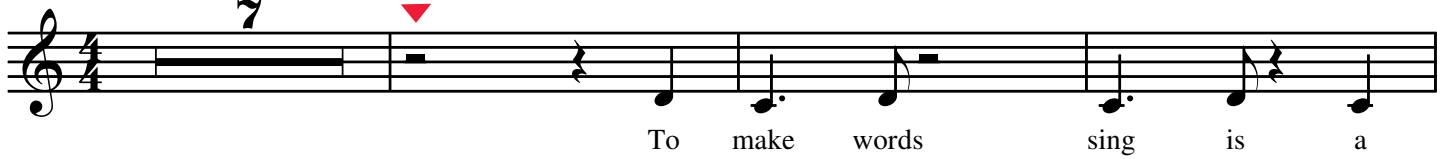
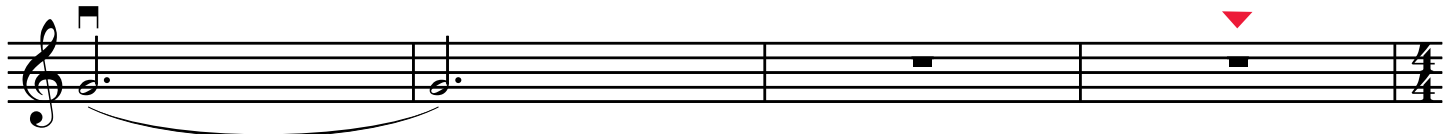
34 3

To make words
sing is a won - der - ful thing Be - cause in a
song words last so long So long
so long
so long
so long
so long
8
Get instruments ready.



The musical score consists of eight staves of music, all in treble clef. The notation includes various note values (quarter, eighth, and half notes), rests, and articulation marks such as accents (v) and slurs. The first staff begins with a quarter note on G4, followed by a dotted quarter note on A4, and then a half note on B4. The second staff starts with a quarter note on G4, followed by a dotted quarter note on A4, and then a half note on B4. The third staff begins with a quarter note on G4, followed by a dotted quarter note on A4, and then a half note on B4. The fourth staff starts with a quarter note on G4, followed by a dotted quarter note on A4, and then a half note on B4. The fifth staff begins with a quarter note on G4, followed by a dotted quarter note on A4, and then a half note on B4. The sixth staff starts with a quarter note on G4, followed by a dotted quarter note on A4, and then a half note on B4. The seventh staff begins with a quarter note on G4, followed by a dotted quarter note on A4, and then a half note on B4. The eighth staff starts with a quarter note on G4, followed by a dotted quarter note on A4, and then a half note on B4.

Put instruments down.





Date: _____

How Am I Doing?

Melody Title: "To Make Words Sing"

Composer: Thomas Cabaniss

Melody Objectives	Mark on the lines below how you feel about your progress on each objective.
Singing "To Make Words Sing"	Hmm, difficult. Ha, easy!
Singing "To Make Words Sing" in unison with others	Hmm, difficult. Ha, easy!
Clapping the "To Make Words Sing" rhythm	Hmm, difficult. Ha, easy!
Singing "To Make Words Sing" with different dynamics	Hmm, difficult. Ha, easy!

What is one objective above that you would like to improve on?

What are some things you can do to make the improvement?

1. _____

2. _____

3. _____

What is one objective above that you would like to explore further?

What would be some fun ways to explore that?

1. _____

2. _____

3. _____

My other thoughts:



Tracks 26, 27, 29

Oye



Jim Papoulis

8

Es - ta - so - lo llo - ran - do
 Es - cu - cha los mi - ra - los

en si - len - cio en la os - cu - ri - dad Es - ta son - añ - do
 es - cu - cha lo que tra - tan de de - cir Es - tan en bu - sque - dad

de - se - an - do con es - per - an - za por l'o - por - tu - ni - dad
 del ca - mi - no pe - queñ - as vo - ces lla - man - do - te -

Es - cu - cha - los _____ es - cu - cha - los _____ el - los te lla -

man _____ O - ye Are you list - en - ing? O - ye Can you hear them cal - ling

_____ We are cal _____ ling to you _____ O - ye Are you list - en - ing?

O - ye can you hear them cal - ling? _____ Can you hear _____ us? _____

4 4 times 4 (clap)

(sing) O - ye O - ye O - ye

O - ye O - ye O - ye O - ye

O - ye We are cal - ling to you _____ O - ye

O - ye O - ye Can you hear _____ us? ____

O - ye Are you list - en - ing? O - ye can you hear them cal - ling? ____ We are cal -

- ling to you _____ O - ye Are you list - en - ing? O - ye can you hear them cal - ling?

(clap) * *

Can you hear _____ us? ____ (sing) O - ye!

How Am I Doing?

Melody Title: "Oye"

Composer: Jim Papoulis



Date: _____

Melody Objectives	Mark on the lines below how you feel about your progress on each objective.
Singing "Oye" in unison with others	Hmm, difficult. Ha, easy!
Singing "Oye" in harmony with others	Hmm, difficult. Ha, easy!
Clapping the "Oye" rhythm	Hmm, difficult. Ha, easy!
Singing "Oye" with different dynamics	Hmm, difficult. Ha, easy!

What is one objective above that you would like to improve on?

What are some things you can do to make the improvement?

1. _____
2. _____
3. _____

What is one objective above that you would like to explore further?

What would be some fun ways to explore that?

1. _____
2. _____
3. _____

My other thoughts:
