Link Up

A Program of Carnegie Hall’s Weill Music Institute
for Students in Grades Three Through Five

The Orchestra

S*NGS

Seventh Edition

Student Guide
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Student Guide
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Come to Play

Recorder Notes Needed:
Part 2 (Basic +): G, A, B, C, D (opt. D, E, F#)

Steadily

Part 1

Part 2

Part 3

Trum-pets sound-ing

Strings sing

Drum-mers p p p p p p pound-ing

Thomas Cabaniss
Drummers p p p p p pounding

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

song with song  What do you do with time

Make it groove make it move make it rhyme

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

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

LEADER

What do you do with sound

AUDIENCE

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
Orchestra interlude

Winds blow trumpets sounding


Come to play, Join sound with sound Come to sing we’ll
Drum-mers p p p p p pound-ing

Winds blow

shake the ground with song

Come to play, Join

Drum-mers p p p p p pound-ing

Trum-pets sound-ing

Strings sing

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

song, with song!

song, with song!

song, with song!
Ode to Joy

Ludwig van Beethoven

Allegro

Joyful as we join in singing,
Joyful in the songs we're singing.

Anthem's old yet strong and bright,
Joined in music and in word.

With the power all we're bringing
Voices filled with hope and light.

As one voice we will be heard.

Singing brings us all together
When our voices would be small.

Gives us power undivided

Now united one and all.

Singing brings us all together
When our voices would be small.

Gives us power undivided

Now united one and all.
Ode to Joy

Recorder Notes Needed:
G, A

Ludwig van Beethoven

Allegro
Simple Gifts

Joseph Brackett

**Recorder Notes Needed:**
D, E, F#, G, A, B, C, D

**Moderato**

1. Tis a

2. gift to be simple, 'tis a gift to be free, 'tis a gift to come down

3. where we ought to be, and when we find ourselves in the place just right, it will

4. be in the valley of love and delight. When true simplicity is gain'd, to bow and to bend we shan't be a shamed, to

5. turn, turn, it will be our delight, 'til by turning, turning, we

6. come 'round right.
Simple Gifts

Joseph Brackett

Recorder Notes Needed: G, A, B

Moderato

Tis a gift to be simple, '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 valley of love and delight.

When true simplicity is gained, to bow and to bend we shan't be ashamed, to turn, turn, it will be our delight, 'til by turning, turning, we--

come 'round right.
“New World” Symphony
Antonín Dvořák

Recorder Notes Needed:
(opt. C) D, E, G, A, B, C

Largo

Basic+ recorder may play the E.
“New World”
Symphony

Antonín Dvořák

Recorder Notes Needed:
G, A, B, C

Largo

\[ \frac{\text{g}}{\text{f}} \]

\[ \frac{\text{p}}{\text{f}} \]

\[ \frac{\text{pp}}{\text{f}} \]
To Make Words Sing

Recorder Notes Needed:
G, A, B, C, D

Texto by Langston Hughes

To make words

Allegro

To make words

sing is a wondrous thing

Because in a

song words

last so long

So long

so long

Note that time signature
changes to 3/4

Get instruments ready
Note that time signature changes back to 4/4
Oye

Jim Papoulis

VERSE

Está solo llorando
Escuchamos míramos

En silencio en la oscuridad
Escuchamos lo que tratan de decir
Están en búsqueda

De andando con esperanza por oportunidad del camino pequeñas voces llamando a tu

CHORUS

Oye! Oye! Oye Are you listening? Oye can you hear them calling?

Oye! We are calling to you. Oye! Are you listening

Oye! Oye can you hear them calling? Oye! Can you hear us?
Composer and pianist Ludwig van Beethoven grew up in Germany. By the time he was 12 years old, he was earning a living for his family by playing the organ and composing original music. Eventually, he became known as one of the world’s greatest pianists and one of the greatest composers of all time. He composed many of his works after he had become deaf.

If Beethoven were a guest in your neighborhood, where would you take him? **Make a Beethoven cut-out using the print-out given to you by your teacher. Take a photo with your cut-out Beethoven and show us.**

Share your photos by emailing linkup@carnegiehall.org or on social media channels using #orchestrasings, our Twitter and Instagram handle (@carnegiehall), and our Facebook group (Carnegie Hall).
Ludwig van Beethoven (1770–1827) was born in Bonn, Germany. After beginning his piano studies at an early age with his father, Beethoven quickly became a famous pianist and composer in Germany. By the age of 12, he was earning a living for his family as an organist, violist, pianist, and composer. Although Beethoven began to suffer from hearing loss as early as his 20s, he continued to compose, creating some of his most famous musical works after he had become deaf. Beethoven's originality and innovation inspired others to change the way they composed. He amplified the power of orchestral music, and his music acted as a transition into the Romantic era of music. Fun fact: One of Beethoven's favorite foods was a special kind of macaroni and cheese!

Joseph Brackett (1797–1882) was an elder, or minister, in the Shaker community, a religious group that considers music to be an essential part of the worship. Born in Cumberland, Maine, Brackett and his family were actively involved in the local Shaker community. As a religious leader, he did not write much music; he is best known as the composer of the Shaker dancing song, “Simple Gifts.” The song, written in 1848, was largely unknown outside of Shaker communities until Aaron Copland used the melody in his 1944 composition Appalachian Spring.

Thomas Cabaniss (b. 1962) is a composer and educator born in Charleston, South Carolina. Residing in New York City, Cabaniss teaches at The Juilliard School and leads arts education programs throughout the city. His music ranges from chamber music to operas and film scores. He is the host and composer-in-residence for Carnegie Hall's Link Up program, and helped launch Carnegie Hall's Lullaby Project, which helps pregnant women, new mothers, and their families write songs for their children. Cabaniss uses his music to encourage collaboration and help institutions support partnerships between artists and communities.
Aaron Copland (1900–1990) has been called “the dean of American composers.” He led the way in creating a new, distinctly American style of classical music. Copland was born in Brooklyn, where he attended public school and lived with his family above his parents' store. The youngest of five children, Copland began writing songs at the age of eight, and started studying piano with his older sister Laurine when he was 11. When Copland was 21, he went to Paris to study with Nadia Boulanger, a famous teacher who had a profound influence on him. He went on to write all kinds of music, including orchestral works, ballets, and movie scores. Copland's most famous works, including Appalachian Spring, Billy the Kid, and Rodeo, incorporate elements of American folk and popular music. Copland was also a teacher, writer, conductor, and champion of American classical music. He received many honors during his lifetime, including the Presidential Medal of Freedom and an Academy Award.

Antonín Dvořák (1841–1904) was born in a small village in Bohemia, which is now part of the Czech Republic. Hailing from a musical family, Dvořák began studying the violin at the age of six, and was soon performing with his father and the village band at the family inn. His musical talent led him to study in Prague, where he graduated as an accomplished violinist and violist before the age of 20. Dvořák is known for integrating elements of Bohemian and other Slavic folk music into many of his works, including his Slavonic Dances. He moved to New York City to accept a position as head of the National Conservatory of Music in 1892. A year later, Dvořák's Symphony No. 9, “From the New World,” was premiered by the New York Philharmonic Orchestra at Carnegie Hall.

Jim Papoulis (b. 1961) lives in New York City and composes, orchestrates, and conducts music for dance, film, ensembles, and choirs. His compositions are known for exploring new modes of musical communication by honoring and connecting classical and traditional forms with non-Western sounds. Through the Foundation for Small Voices, he has conducted songwriting workshops around the world; he composed “Oye” while working with young children in Mexico. Papoulis has worked with a wide range of artists, including Shania Twain, Celine Dion, Aretha Franklin, the New York Philharmonic, the Chicago Symphony Orchestra, London Boys Choir, Beijing Children's Choir, Faith Hill, Natalie Cole, Snoop Dogg, Slash, and Beyoncé.

Igor Stravinsky (1882–1971), a Russian composer, began taking piano lessons at the age of nine. Though his father was a famous opera singer, Stravinsky's own musical talent developed slowly. While studying law and philosophy at St. Petersburg University, he began taking composition lessons from the famous Russian composer Nikolai Rimsky-Korsakov, who greatly advanced Stravinsky's composition interests and skills. Stravinsky's music for the ballet The Firebird quickly earned him fame and recognition. Stravinsky went on to write music for other ballets, including The Rite of Spring, about a pagan ritual; the opening night audience found the music and choreography so shocking that there was a riot in the theater! Stravinsky was forced to flee Russia, which led him to Switzerland, France, and eventually the United States. Stravinsky's music encompassed a range of diverse influences, and his composition style evolved greatly throughout his life. He conducted at Carnegie Hall 41 times, and 43 of his works were premiered at Carnegie Hall.
Prince Ivan is hunting near an enchanted castle, which belongs to a wicked magician named Kashchei the Immortal. While hunting, Ivan sees a magical golden bird—the Firebird. Ivan catches the magical bird while she is taking golden apples from a nearby tree, and she begs for her freedom. In exchange, the Firebird offers Prince Ivan a magic feather from her golden tail that will protect him in times of trouble. Prince Ivan accepts the feather and sets the Firebird free. Whenever Ivan waves the magic feather, the Firebird will come to his rescue. Meanwhile, the evil magician Kashchei is having a good time capturing beautiful young women and turning handsome young men into stone statues. Ivan sees a beautiful princess and 12 maidens outside the enchanted castle. Prince Ivan falls immediately in love with the princess. He wants her to go away with him, but the princess tells Ivan that she and her friends are captives of the evil magician. If anyone tries to rescue them, they will be turned into stone. The maidens are forced to return to the sorcerer’s castle, but the prince follows them.

Ivan goes into the castle to fight the magician. He is captured, and just when the magician is going to turn him into stone, Prince Ivan remembers the magic feather and waves it. The Firebird returns and makes the magician and his servants do a wild dance, forcing them to dance faster and faster until they all collapse. The dance makes the servants and the evil magician too tired to hurt Ivan. The Firebird then sings them to sleep with a lullaby. The Firebird whispers to Ivan to look for a magic egg, which is the source of all of the evil magician’s power. The prince finds the egg and smashes it, and the spell is broken. The princess, her friends, and all of the stone statues come back to life. Ivan and the princess live happily ever after.
Instrument Family Portraits

Woodwinds
(wooden or metal tubes, blown)

- Clarinet
- Bassoon
- Oboe
- Flute
- Piccolo

Sounds like:

Brass
(metal tubes, buzzed lips)

- Trumpet
- French Horn
- Tuba
- Trombone

Sounds like:

high and light
Percussion
(struck, shaken, or scraped)

Timpani
Sounds like:

Triangle
Sounds like:

Snare Drum
Sounds like:

Bass Drum
Sounds like:

Xylophone
Sounds like:

Strings
(wooden bodies with strings that are bowed or plucked)

Violin
Sounds like:

Viola
Sounds like:

Bass
Sounds like:

Cello
Sounds like:

Harp
Sounds like:
The Orchestra Map

- Snare Drum
- Bass Drum
- Timpani
- French Horns
- Clarinets
- Flutes
- Harp
- Violins
- Conductor
Instrument Identification (Visual)

Look at the pictures below and write each instrument’s name and family. In the last column, list one musical fact about the instrument. An example is given for you below.

<table>
<thead>
<tr>
<th>Instrument Name</th>
<th>Instrument Family</th>
<th>Musical Fact</th>
</tr>
</thead>
<tbody>
<tr>
<td>clarinet</td>
<td>woodwinds</td>
<td>Makes sound by blowing on a single reed</td>
</tr>
<tr>
<td>Instrument Name</td>
<td>Instrument Family</td>
<td>Musical Fact</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------</td>
<td>--------------</td>
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<tr>
<td><img src="image1" alt="Violin" /></td>
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<td><img src="image2" alt="Cello" /></td>
<td><img src="image2" alt="Cello" /></td>
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<td><img src="image3" alt="French Horn" /></td>
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<td><img src="image3" alt="French Horn" /></td>
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<td><img src="image5" alt="Bassoon" /></td>
<td><img src="image5" alt="Bassoon" /></td>
<td><img src="image5" alt="Bassoon" /></td>
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</tbody>
</table>
Listen carefully to each instrument example. Write the name and family of the instrument that you hear. You may use the Word Walls for clues. An example is given for you below.

<table>
<thead>
<tr>
<th>Instrument Name</th>
<th>Instrument Family</th>
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</thead>
<tbody>
<tr>
<td>trumpet</td>
<td>brass</td>
</tr>
</tbody>
</table>

### Instrument Word Wall

<table>
<thead>
<tr>
<th>bass</th>
<th>French horn</th>
<th>trumpet</th>
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</thead>
<tbody>
<tr>
<td>bassoon</td>
<td>harp</td>
<td>tuba</td>
</tr>
<tr>
<td>cello</td>
<td>oboe</td>
<td>viola</td>
</tr>
<tr>
<td>clarinet</td>
<td>timpani</td>
<td>violin</td>
</tr>
<tr>
<td>flute</td>
<td>trombone</td>
<td>xylophone</td>
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</table>

### Instrument Family Word Wall

<table>
<thead>
<tr>
<th>woodwinds</th>
</tr>
</thead>
<tbody>
<tr>
<td>brass</td>
</tr>
<tr>
<td>percussion</td>
</tr>
<tr>
<td>strings</td>
</tr>
</tbody>
</table>
My Own Orchestra

Name of orchestra:

Type of music:

Instruments included:

Reasons for instrumentation:

Stage setup (draw):
ACKNOWLEDGMENTS

Scores
“Come to Play,” music and lyrics by Thomas Cabaniss. Published by MusiCreate publications. Performed by the Brooklyn Youth Chorus and Moran Katz.

“Ode to Joy” from Symphony No. 9, music by Ludwig van Beethoven. Lyrics by Thomas Cabaniss. Published by MusiCreate publications. Performed by the Brooklyn Youth Chorus and Moran Katz.


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SOPRANO RECORDER
FINGERING CHART

Left Hand

1st Finger
2nd Finger
3rd Finger
1st Finger
2nd Finger
3rd Finger
4th Finger
(little finger)

Right Hand

©: Hole open
●: Hole closed
○: Half hole

<table>
<thead>
<tr>
<th>C</th>
<th>C#</th>
<th>D♭</th>
<th>D</th>
<th>D#</th>
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<th>F</th>
<th>F#</th>
<th>G♭</th>
<th>G</th>
<th>G#</th>
<th>A♭</th>
<th>A</th>
<th>A#</th>
<th>B♭</th>
<th>B</th>
<th>C</th>
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<tbody>
<tr>
<td>FINGERING CHART</td>
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</table>

1st Finger
2nd Finger
3rd Finger
1st Finger
2nd Finger
3rd Finger
4th Finger
(little finger)