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

The Orchestra Moves
Student Guide
Seventh Edition
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CARNEGIE HALL
Weill Music Institute
This book belongs to:
ICON KEY

The Singing Icon indicates that you can sing the piece at the culminating concert.

The Recorder and String Instrument Icon indicates that you can play the piece on soprano recorders or string instruments at the culminating concert. Optional bowings ( المنزل ) are shown on the applicable music.

The Recorder Star Icon indicates that the piece is geared toward more experienced recorder players. Advanced string players can also play these parts.

The Movement Icon indicates that there are accompanying movements that you can learn along with the music.
Come to Play

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

Steadily

Part 1

<table>
<thead>
<tr>
<th>mf</th>
<th>Winds blow</th>
</tr>
</thead>
</table>

Part 2

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>

Part 3

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>

Trum-pets sound-ing

Strings sing

Drum-mers pound-ing
Drummers p p p p p pounding

Come to play, Join

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

Come to play, Join

song 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

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

What do you do __ with sound Make it cry _ make it fly __

Make it cry _ make it fly __

Make it cry _ make it fly __

34

make it gleam Make it ___ your dream

make it gleam Make it ___ your dream

make it gleam Make it ___ your dream
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

shake the ground with song

Come to play, Join

Drum-mers p p p p p pound-ing

Winds blow

trum-pets sound-ing

Come to sing we’ll shake the ground with

Drum-mers p p p p p pound-ing

Strings sing

sound with sound

Come to sing we’ll shake the ground with

song with song

Drum-mers p p p p p pound-ing

song with song, with song!

song with song, with song!
The Blue Danube

Johann Strauss II

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

Andante

A beautiful stream so clear and blue
A beautiful dream of me and you
The stars seem to float above the sky
With us as we go they fly so high.

We're up in the air up in the air
As high as we dare high
as we dare We'll never come down
we will stay
Until night becomes the day!

A beautiful stream so clear and blue

A beautiful dream of me and you

The stars seem to float above the sky, With us as we go they fly so high We're up in the air up in the air as
high as we dare high as we dare
We’ll never come down
we will stay
night becomes the day. Ba-dum-bum!
The Blue Danube

Johann Strauss II

Recorder Notes Needed:
D, E, F#, G, A, B, High D
Nocturne
from *A Midsummer Night’s Dream*

Felix Mendelssohn

Recorder Notes Needed:
D, F♯, G, A, B, C, High D
Brightly

“Get up,” I hear faintly but I fall back to sleep! I dream once again that I know how to fly.

I dream once again I am over the
ocean

dream once again I'm a bird in the

sky

But

now I am falling

I'm spinning a-

round

I hear

some one say, "Get up!"

But

I'm still sleeping

I'm still
“Come down,” I hear faintly but I stay here on my branch and I dream once again I’m a kid on the ground.
Running and jumping and not caring—-
where I go
Tumbling and laughing, the world's filled with sound
But now I am rising—-
sing I'm floating—-
high I hear someone say, "Come down!"
Away I fly
Away I Fly
“Away I Fly” Choreography

Counts 1 and 2
Start seated and raise your arms for two counts with palms up.

Counts 3 and 4
For the third and fourth count, make a swimming motion. There are two “swims” for each count.

Count 5
For count five, reach across your body with your left arm and pull your right arm across.

Count 6
For count six, circle your torso forward and to the right.

Count 7
For count seven, stack your hands on top of each other and circle them like you are stirring a pot.

Count 8
For count eight, bump your fists in front of your body.

Note: There are 10 eight-count phrases in the “Away I Fly” dance interlude. Repeat this combination, moving the body higher and higher with each count so that on the tenth repeat, you are standing tall.
Toreador
from *Carmen*

Georges Bizet

A soloist will sing two verses in the concert. You will sing along on the chorus.

CHORUS

\[ \text{p} \]

Tor - re - a - dor, on gu - ar - d!

To - re - a - dor!  To - re - a - dor!

And, as you fight just think that from a - bove

Dark eyes send their re - gard_

With prom - is - es of love,  To - re - a - dor,

with prom - is - es of love!
Cidade Maravilhosa

André Filho

Allegro  \textit{mf}

This chorus repeats three times.
**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 composition.

Fun fact: One of Beethoven's favorite foods was a special kind of macaroni and cheese!

**Georges Bizet** (1838–1875) was a French composer with a musical family. His mother, a pianist, and his father, a composer and voice teacher, recognized Bizet’s talent early. When he was nine, his father enrolled him in the Paris Conservatory of Music, where he was known as a masterful pianist and an award-winning composer. He wrote more than 150 compositions for the piano, as well as a symphony, orchestral suites, operas, and songs. His final masterpiece, *Carmen*, an opera that caused an uproar at its 1875 premiere, is now celebrated and performed all over the world.

**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.
André Filho (1906–1974) was a Brazilian actor and musician who composed many popular Brazilian songs. A violinist, singer, guitarist, pianist, mandolinist, and banjo player, Filho was an active performer and composer. He wrote “Cidade Maravilhosa” (“Wonderful City”) for the Rio de Janeiro Carnival in 1935. The song was made popular by Carmen Miranda, a Brazilian-born Broadway singer and actress, and became the anthem of Rio de Janeiro.

Felix Mendelssohn (1809–1847) was born in Hamburg, Germany, to a musical family who encouraged him and his sister Fanny to be musicians. Mendelssohn started piano lessons at a young age and composed prolifically as a boy. Fun fact: He composed five operas and 11 symphonies for string orchestra during his childhood! An active conductor, Mendelssohn began his conducting career at the age of 20 with a choral society in Berlin. Mendelssohn and his sister were active composers and musical inspirations to each other. Mendelssohn’s musical career allowed him to travel, and his trips to other countries inspired some of his great works, including the “Scottish” and “Italian” symphonies. Mendelssohn founded the conservatory of music in Leipzig, where he taught composition until his death.

Wolfgang Amadeus Mozart (1756–1791) was a child prodigy born in Salzburg, Austria. Hailing from a musical family, Mozart began studying music with his father, Leopold, an accomplished musician who wrote a book about violin playing and technique. Mozart was immensely talented; he began writing his first piano concerto at the age of five and was performing violin, harpsicord, and viola for Austrian royalty one year later with his sister, Maria Anna (nicknamed Nannerl). At the age of seven, Mozart traveled around Europe with his sister and father, performing in over 15 cities and publishing his first compositions. Mozart’s talent led him to work as a commissioned opera composer in Italy, a court musician in Salzburg, and a musician for the archbishop in Vienna. A prolific composer, Mozart mastered many different styles, including Italian opera and music in the Austrian tradition, and composed over 600 works in his almost 36 years.

Jacques Offenbach (1819–1880) was a German-born French composer who grew up with a large musical family. His father, the cantor at the Cologne Synagogue, began teaching him music when he was young. Offenbach enjoyed performing with his many siblings, and quickly exhibited his strong musical talent. He enrolled as a cello student at the Paris Conservatory of Music at the age of 14. Though he did not graduate from the conservatory, Offenbach remained an active performer and composer. As a conductor at the Théâtre Français, Offenbach produced many of his own operas, which were known for their infectious melodies and comedic fun. He is also known as the father of the French operetta, a form of light opera similar to American musical theater.

Johann Strauss II (1825–1899) was born in Vienna, where his father was a famous musician. Although his father urged him not to pursue music (he wanted him to become a banker), Strauss rebelled against the idea and studied violin in secret. At the age of 19, Strauss started his own orchestra and conducted his first public concert. He went on to become a productive composer and tour internationally with his orchestra. Known as the “Waltz King,” he wrote over 500 waltzes, polkas, quadrilles, and other types of dance music, as well as many operettas.
Composer Timeline

1750 1775 1800 1825 1850 1875 1900 1925 1950 1975 2000 2018

Wolfgang Amadeus Mozart
1756–1791

Ludwig van Beethoven
1770–1827

Felix Mendelssohn
1809–1847

Jacques Offenbach
1819–1880

Johann Strauss II
1825–1899

Georges Bizet
1838–1875

André Filho
1906–1974

Thomas Cabaniss
b. 1962
Instrument Family Portraits

**Woodwinds**
(wooden or metal tubes, blown)

- Clarinet
  - Sounds like:
- Flute
  - Sounds like: *
- Oboe
- Piccolo
  - Sounds like:

**Brass**
(metal tubes, buzzed lips)

- Trombone
  - Sounds like:
- Trumpet
  - Sounds like:
- French Horn
  - Sounds like:
- Tuba
  - Sounds like:
Percussion
(struck, shaken, or scraped)

Sounds like:

Timpani

Triangle

Sounds like:

Snare Drum

Sounds like:

Bass Drum

Sounds like:

Xylophone

Sounds like:

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

Sounds like:

Violin

Sounds like:

Viola

Sounds like:

Bass

Sounds like:

Cello

Sounds like:

Harp

Sounds like:
The Orchestra Map

- Conductors
- Violins
- Clarinets
- French Horns
- Timpani
- Snare Drum
- Bass Drum
- Xylophone
- Harp
- Flutes
- 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>
</tbody>
</table>

<p>| | | |</p>
<table>
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<tr>
<td>Instrument Name</td>
<td>Instrument Family</td>
<td>Musical Fact</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Viola</td>
<td>String</td>
<td>Slightly larger than the violin and plays lower notes</td>
</tr>
<tr>
<td>Cello</td>
<td>String</td>
<td>Second largest of the string instruments and is usually played by a musician sitting in a chair</td>
</tr>
<tr>
<td>French horn</td>
<td>Brass</td>
<td>Made with more than 12 feet of coiled brass tubing</td>
</tr>
<tr>
<td>Timpani</td>
<td>Percussion</td>
<td>Also called kettledrums and are played with mallets</td>
</tr>
<tr>
<td>Bass</td>
<td>String</td>
<td>Largest instrument of the string family and plays the lowest notes</td>
</tr>
<tr>
<td>Strings</td>
<td>Strings</td>
<td></td>
</tr>
<tr>
<td>Brass</td>
<td>Brass</td>
<td></td>
</tr>
<tr>
<td>Percussion</td>
<td>Percussion</td>
<td></td>
</tr>
<tr>
<td>Kettledrums</td>
<td>Percussion</td>
<td></td>
</tr>
</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>
</tr>
</thead>
<tbody>
<tr>
<td>1 trumpet</td>
<td>brass</td>
</tr>
<tr>
<td>2</td>
<td></td>
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<tr>
<td>3</td>
<td></td>
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<tr>
<td>4</td>
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<td></td>
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<tr>
<td>7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

**Instrument Word Wall**
- bass
- French horn
- trumpet
- bassoon
- harp
- tuba
- cello
- oboe
- viola
- clarinet
- timpani
- violin
- flute
- trombone
- xylophone

**Instrument Family Word Wall**
- woodwinds
- brass
- percussion
- strings
My Own Orchestra

Name of orchestra: 

Type of music: 

Instruments included: percussion, trombone, tuba, cello 

Reasons for instrumentation: We want super-loud drums and low, scary sounds when we are playing an exciting game, so we chose low-pitch and percussive instruments.

Stage setup (draw):
<table>
<thead>
<tr>
<th></th>
<th>Singing</th>
<th>Playing</th>
<th>Listening or Moving</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Come to Play”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Can-Can” from <em>Orpheus in the Underworld</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>The Blue Danube</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nocturne from <em>A Midsummer Night’s Dream</em></td>
<td></td>
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</tr>
<tr>
<td>Overture to <em>The Marriage of Figaro</em></td>
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</tr>
<tr>
<td>“Toreador” from <em>Carmen</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Symphony No. 5, First Movement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Away I Fly”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Cidade Maravilhosa”</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
My Letter to the Orchestra

Dear ________________________,

Date

Your friend,
ACKNOWLEDGMENTS

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


Away I Fly” by Thomas Cabaniss. Published by MusiCreate Publications. Performed by Shane Schag, Moran Katz, and Amy Justman.

“Toreador” from Carmen by Georges Bizet. Performed by Alan Titus and Slovak Radio Symphony Orchestra, courtesy of Naxos of America. Student performance tracks performed by Amy Justman and Shane Schag.

“Cidade Maravilhosa” by André Filho and Nick Lamer. © 1936, renewed 1964 Robbins Music Corp. Rights assigned to EMI Catalog Partnership. All rights controlled and administered by EMI Robbins Catalog Inc. (Publishing) and Alfred Music Publishing Co., Inc. (Print). All rights reserved. Used by permission. Student performance arranged by Thomas Cabaniss, performed by Amy Justman, Shane Schag, and Justin Hines. Pronunciation guide spoken by Christian Figueroa.

Allegro con brio from Beethoven’s Symphony No. 5 performed by Eugen Jochum, Symphonieorchester des Bayerischen Rundfunks. Courtesy of Deutsche Grammophon GmbH, Hamburg under license from Universal Music Enterprises.


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SOPRANO RECORDER FINGERING CHART

Left Hand

Right Hand

C C# D♭ D D# E♭ E F F# G♭ G
G♭ A♭ A A# B♭ B C C# D♭ D D# E♭
E F F# G♭ G G♭ A♭ A A# B♭ B C