

CARNEGIE HALL

Weill Music Institute

Link Up

Pete Checchia

“This partnership changes the playing field for us. It allows us to reach more students across our whole state.”

—Executive Director,
Mississippi Arts Commission

Visit carnegiehall.org/LinkUpNational or call 212-903-9628 to learn more and bring Link Up to your community.



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“This is a remarkable opportunity for us to help broaden the reach of classical symphonic music in West Michigan. We are incredibly fortunate to be able to offer such an amazing educational and performance opportunity for elementary school students; it is one they will truly remember their entire lives.”

—President/CEO,
West Michigan Symphony



What is Link Up?

Link Up, a program of Carnegie Hall's Weill Music Institute, pairs orchestras across the country with students in grades 3–5 at schools in their local communities to explore orchestral repertoire through a hands-on music curriculum. Students participating in Link Up attend a culminating concert where they sing and play recorder or violin with the orchestra from their seats. Students also compose and perform their own pieces inspired by the orchestral music they studied.

Since 2003, Carnegie Hall has partnered with local, professional, community, and university orchestras to offer Link Up at sites across the United States. Through this partnership, Carnegie Hall aims to support orchestras' existing education programs, strengthen their partnerships with local schools, and provide the highest quality curricula, resources, professional development, and other support.



"I feel [the Link Up program] is a great opportunity for the kids to interact and engage with the symphony orchestra. For many, it expands their horizons to possible career opportunities."

—Second-Grade Teacher,
Albany, Georgia

Carnegie Hall provides at no cost:

- Downloadable curriculum guide for teachers with accompanying CD and DVD
- Link Up workbook for each student
- Professional development resources and webinar for lead teachers and orchestra administrators
- Complete repertoire list, scores and parts for select pieces, concert script, and concert visuals
- Access to Carnegie Hall's Online Resource Center
- Link Up Online Community, which connects teachers, Carnegie Hall staff, and featured contributors to share ideas, student work, videos, and photos
- Carnegie Hall brand guidelines and fundraising templates
- Ongoing support and consultation regarding professional development, program implementation, and media/publicity planning

Your organization provides:

- Culminating interactive concert(s) featuring an orchestra and conductor
- Recruitment of local students and teachers for participation
- Professional development workshop(s) and direct support for participating local teachers
- Soprano recorders for all participants
- Program related needs, both artistic and administrative
- Ongoing communication with Carnegie Hall regarding program implementation

Curriculum and Concert Options

1

Link Up: The Orchestra Moves

Composers create musical movement using motifs, melodic direction, steps and leaps, dynamics, and orchestration. Through the Link Up repertoire, hands-on activities, and a culminating interactive performance, students discover ways in which the orchestra moves.

Repertoire highlights:

- Beethoven's Symphony No. 5, first movement
- Strauss's *The Blue Danube*
- Mendelssohn's "Nocturne" from *A Midsummer Night's Dream*

2

Link Up: The Orchestra Sings

Composers and musicians create melodies, which can be sung or played on instruments. When an orchestra plays these melodies, the orchestra sings. Students explore melody in a range of colorful orchestral repertoire, sing, play the recorder or violin, compose, and perform in a culminating concert.

Repertoire highlights:

- Dvořák's Symphony No. 9, "From the New World," second movement
- Beethoven's "Ode to Joy"
- Copland's "I Bought Me a Cat"

3

Link Up: The Orchestra Rocks

Rhythm is a universal element of music. Composers and musicians play with elements of musical time, creating patterns of sound and silence that are expressive and exciting. Through the Link Up repertoire, students explore rhythm, pulse, and groove as listeners, composers, and performers of music.

Repertoire highlights:

- Steve Reich's *Clapping Music*
- Terry Riley's *In C*
- Holst's "Mars" from *The Planets*



Curriculum Examples

SG 7

Two-Note Songs

1.

2.

3.

My Two-Note Songs

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Recorder Basics

Basic recorder technique is outlined in each student and teacher curriculum guide, including fingerings and notations for melodies to be played at the culminating concert.

Families of the Orchestra

Students become familiar with the instruments and sections of the orchestra.

SG 39

Orchestra Organizer

Woodwinds
(wooden tubes, blown)

Brass
(metal tubes, buzzed lips)

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SG 40

Percussion
(struck, shaken, or scraped)

Strings
(wooden box with strings, bowed or plucked)

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ICON KEY

- The Online Community icon alerts you to materials to peruse or share on the Link Up Online Community. The videos of Tom at the start of each unit are posted on the Online Community, in addition to being included on your Teacher DVD. Visit carnegiehall.org/linkup to access the Online Community.
- The Link Up CD icon guides you to tracks on the Link Up CD.
- The Listen, Clap, Say, Sing, Show, Play icon prompts you to use any combination of our six techniques that you prefer, in any order, to teach a melody.
- The Student Assessment icon suggests useful moments to have students complete a quick performance self-assessment. You can use this to track students' progress throughout the year. A blank template is included with each piece of concert repertoire. If you would like to use the template more often, we encourage you to photocopy, distribute, and collect the completed templates as often as you would like.
- Performance icons indicate on which instrument(s) your students can prepare and perform each piece of Link Up repertoire. Some selections are for one instrument only, while others can be sung or played. For more information about which option to choose for each piece, see page 8.
- The Singing icon indicates that students can sing the piece at the culminating concert.
- The Recorder and Violin icon indicates that students can play the piece on soprano recorder or violin at the culminating concert. Optional bowings () are shown on the applicable music.
- The Recorder Star icon indicates that the piece is geared toward more experienced recorder players. Advanced violin players can also play these parts.
- Blue borders are used to indicate Creative Extensions.

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SG 10

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

Trum - pets sound - ing

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

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PATHWAYS FOR TEACHERS

Basic Program Path (Minimum Requirements)	Basic+ Program Path (More Sessions, Intermediate Recorder)	Advanced Program Path (Many Sessions, Advanced Recorder)
<p>Unit 1: Students learn to sing</p> <ul style="list-style-type: none"> • "Come to Play" (Part 2) • "Ode to Joy" • "Simple Gifts" • "I Bought Me a Cat" • "To Make Words Sing" • "Oye" (Part 1) <p>Unit 1: Students learn to play</p> <ul style="list-style-type: none"> • "New World" Symphony <p>Unit 2: Complete</p> <ul style="list-style-type: none"> • Students learn to decode melody patterns. <p>Unit 3: Complete</p> <ul style="list-style-type: none"> • Students learn about the orchestra. 	<p>First, complete the Basic Program Path (see left).</p> <p>Unit 1: Students learn to sing</p> <ul style="list-style-type: none"> • "Come to Play" (Parts 1 and 3) • "Oye" (Part 2) <p>Unit 1: Students learn to play</p> <ul style="list-style-type: none"> • "Come to Play" (Part 2) • "Simple Gifts" • "To Make Words Sing" <p>Unit 4: Complete</p> <ul style="list-style-type: none"> • Students learn to play with melodies. <p>Unit 5: Complete</p> <ul style="list-style-type: none"> • Students create music. 	<p>First, complete the Basic+ Program Path (see left).</p> <p>Unit 1: Students learn to play</p> <ul style="list-style-type: none"> • "Come to Play" (all parts) • "Ode to Joy" • "New World" Symphony • "Simple Gifts" <p>Unit 6: Complete</p> <ul style="list-style-type: none"> • Students delve deeper into melody patterns and repertoire. <p>Unit 7: Complete</p> <ul style="list-style-type: none"> • Students reflect. • Complete all outstanding units and activities.

Performance Icons and Curriculum Pathways

The curriculum guide includes every piece that students will need to know in order to be successful participants in the Link Up concert, and performance icons indicate on which instrument(s) students can prepare and perform each piece. Some selections are for one instrument only, while others can be sung or played. explore the repertoire.

Melodies Are Made to Share
Focal Work: Stravinsky's Finale from *Firebird Suite*

UNIT 5

Aim: What does an orchestra do with a melody?
Summary: An orchestra shares—and plays with—a melody. Students create maps of Stravinsky's Finale and their own orchestration of a finale structure.
Materials: Link Up CD, Link Up DVD or Online Community, blank paper, colored pencils or markers, Link Up Student Guides
Time Requirement: six 20-minute sessions
Standards: US 1.6, 7, 8, 9; NYC 1, 2, 3
Vocabulary: accompaniment, finale, dynamics, instruments, tempo, accent, tremolo

Unit 5 Overview
Activity 5.1: Tom Introduces Melodies Are Made to Share
Activity 5.2: Listening Challenge—Hearing the Big Changes
Activity 5.3: Make a Listening Map
Creative Extension 1: Build a Grand Finale
Creative Extension 2: Follow a Listening Map
Creative Extension 3: Connecting the Music with the *Firebird* Story

Activity 5.1: Tom Introduces Melodies Are Made to Share

- Watch Chapter 5: Melodies Are Made to Share.
- Discuss the ideas and vocabulary introduced by Tom.
- Watch the video again.
 - What should we remember?
 - What should we do next?

Activity 5.2: Listening Challenge—Hearing the Big Changes
Firebird Melody



• Stravinsky plays this melody many times in a row. What elements of the music does he change to keep you listening?
• Play Track 47 (Finale from *Firebird Suite*)
• How many times does the music change in a big way? As the music plays, raise a hand each time it changes, and keep count of the number of times you raise your hand.

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Lesson Plans

Each unit in the curriculum includes a summary of educational goals, materials required, time required, music learning standards addressed, vocabulary introduced, and specific activities through which students explore the repertoire.

UNIT 4

Creative Extension 1: Orchestrate Your Own Animal Sounds

- Play Tracks 21–22 (“I Bought Me a Cat” animal sound excerpts)
 - How did Aaron Copland turn animal sounds into orchestral sounds in this song?
 - What animals could we add to the song?
 - Which instruments would play those animal sounds?
- Model and complete Animal Sound Organizer (SG47).
- Advanced students also model creating the notated versions of an animal sound.

Animal name	Written (sung) version of the animal's sound	Instrument(s) used to play the sound	Notated sound
Ex: Panda	Ooof ooof	Bassoon	Two long, low Ds

- Using Track 23, sing “I Bought Me a Cat,” inserting your own animal names and sounds.
- Share your work with Carnegie Hall.

Creative Extension 2: “I Bought Me a Bird”

- What kinds of sounds do different birds make?
- Use available instruments (e.g., recorders, glockenspiels, or violins) to invent and play bird-like sounds.
- Name your bird.
- Say your bird's sound (as a lyric).
- Play your bird's sound.
- Advanced students model creating the written/sung and notated versions of a bird sound.
- Complete the Bird Sound Organizer (SG47).

Bird name	Written (sung) version of the bird's sound	Instrument(s) used to play the sound	Notated sound
Ex: Wren	Twee twee tweeeeee	Glockenspiel	Two low Ds and a very high D

- Share your work with each other.
- Sing “I Bought Me a Cat,” inserting your own bird names and instrument sounds.
- Share your work with Carnegie Hall.

Share your work with us!
If you and your students completed Creative Extension 1 or 2 and invented alternative animal sounds, please capture your work as audio, video, photos, or scans, and send it to Carnegie Hall. You can share your students' animal sounds on the Online Community, and we may select several for inclusion in the concert.

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Student Assessments

Performance assessment rubrics follow each repertoire selection in the student guide so that teachers and students can track progress throughout the year.

SG 20

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:

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National Link Up Partners

- Acadiana Symphony Orchestra
- Albany Symphony Orchestra
- Austin Symphony Orchestra
- The Buffalo Philharmonic Orchestra
- Carnegie Hall—Lewisburg, West Virginia
- Dallas Symphony Orchestra
- El Paso Symphony Orchestra
- Elgin Symphony Orchestra
- Fort Worth Symphony Orchestra
- Gulf Coast Symphony
- Hartford Symphony Orchestra
- Kansas City Symphony
- Las Vegas Philharmonic
- Meridian Symphony Orchestra
- Mississippi Arts Commission
- Mississippi Symphony Orchestra
- Omaha Symphony
- Sacramento Philharmonic Orchestra
- South Arkansas Symphony Orchestra
- South Carolina Philharmonic
- St. Louis Symphony
- The University of Southern Mississippi Symphony Orchestra
- Vocal and Instrumental Teaching Artist Academy (VITA)
- West Michigan Symphony

Visit carnegiehall.org/LinkUpNational or call 212-903-9628 to learn more and bring Link Up to your community.

“We’re excited to participate in any type of program that gets students interested in school and excited about music.”

—Elementary School Principal, Sacramento, California

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Jennifer Taylor

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“I absolutely love the program and feel that it has pushed me to have my students perform at a much higher level. [The program is] really a great opportunity for the kids in this area to learn recorder skills and to become familiar with our concert hall and symphony.”

—Lead Teacher,
Omaha Symphony

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