

Aim: What does an orchestra do with a melody?

Summary: Students create orchestrations and special orchestral effects.

Materials: Link Up CD, Link Up DVD or Online Community, blank paper, colored pencils or markers, Link Up Student Guides

Time Requirement: four 20-minute sessions

Standards: US 1, 2, 3, 6, 8; NYC 1, 2, 3

Vocabulary: orchestrate, orchestration

Unit 4 Overview


Activity 4.1: Tom Introduces Orchestration

Activity 4.2: Sing "I Bought Me a Cat," Adding Your Own Animal Sounds



Creative Extension 1: Orchestrate Your Own Animal Sounds

Creative Extension 2: "I Bought Me a Bird"

Activity 4.1: Tom Introduces Orchestration

- Watch  Chapter 4: Melodies Are Made to Be Played With.
- Discuss the ideas and vocabulary introduced by Tom.
- Watch the video again.
 - *What should we remember?*
 - *What should we do next?*

Activity 4.2: Sing "I Bought Me a Cat," Adding Your Own Animal Sounds


- On a separate piece of paper, make of list of animals that make interesting sounds.
-  "I Bought Me a Cat,"  Track 20, SG28
 - *How did Aaron Copland turn animal sounds into words (lyrics) in "I Bought Me a Cat"?*
 - *What animals could we add to the song?*
- List alternative animals and their written (sung) sounds.

Example:


Animal	Written (sung) version of the animal's sound
Panda	Ooof ooof, bamboo please

- Sing "I Bought Me a Cat," inserting your own animal names and sounds:
 - I bought me a panda, my panda pleased me, I fed my panda under yonder tree.*
 - My panda says "Ooof ooof, bamboo please."*
 - I bought me a _____, my _____ pleased me, I fed my _____ under yonder tree.*
 - My _____ says _____, etc.*

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: <i>Panda</i>	<i>Ooof ooof</i>	<i>Bassoon</i>	<i>Two long, low Ds</i>

- 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: <i>Wren</i>	<i>Twee twee tweeeeee</i>	<i>Glockenspiel</i>	<i>Two low Ds and a very high D</i>

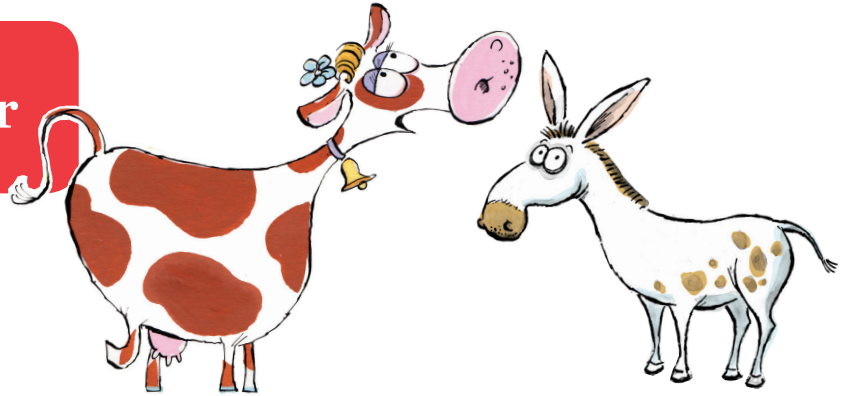
- Share your work with each other.
- Sing “I Bought Me a Cat,” inserting your own bird names and instrument sounds.
- Share your work with Carnegie Hall.



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.

Animal Sound Organizer



Animal name	Written (sung) version of the animal's sound	Instrument(s) used to play the sound	Notated sound

Bird Sound Organizer



Animal name	Written (sung) version of the bird's sound	Instrument(s) used to play the sound	Notated sound