



A Guide to the Musical Rainbow Series

What is a Musical Rainbow?

Musical Rainbows are 30-minute programs featuring Cleveland Orchestra musicians and guests that introduce children to the instruments of the orchestra one at a time. Each program will feature a single instrument or instrument family with narration, demonstration, audience participation, and short solo selections. Children are led through the program by a host who encourages audience participation and introduces children to appropriate concert behavior. Although each program theme and content will vary, all will include an introduction to the instrument(s), discussion of the instrument family, several brief musical performances by the musician(s), and audience participation.

How to prepare for your trip to Severance Hall:

To make the experience meaningful for children, review program information, concert behavior and some of the musical activities related to the performance. For example:

1. Review which instrument(s) will be played that day and discuss its family of instruments (a reference is included on page 9 of this guide).
2. Practice one of the program songs out loud, then silently through inner hearing and movement. Students can “sing” *Twinkle, Twinkle* or *Eensy Weensy Spider* in their heads while performing the movements (inner hearing, or audiation, is a crucial musical skill!).
3. Remind students that dimming lights is a signal that the concert is about to start and their cue to quiet down.
4. The audience should wait until the musicians bring their instrument away from playing position before starting to applaud.

What can you expect when you arrive at Severance Hall?

Severance Hall staff and ushers will escort your school into Reinberger Chamber Hall, which is off of Smith Lobby by the ticket box office, where the performance will take place.

What will happen during the program?

The program will begin when the host and pianist enter the stage. The host will greet the audience, introduce the pianist, and then introduce the musician(s). Musicians may do an unexpected introduction, perhaps playing off stage or by starting with a silly joke. Next, the instrument will be introduced by the host and musician. They will review its name, how the instrument makes sound, what family the instrument belongs to, and will demonstrate the special sounds the instrument can make. The musician will play short solo pieces, often written specifically for the featured instrument. Repertoire will vary for each performance. The host will encourage the audience to participate at various times during the program. This may include singing a song from the song list, maintaining a steady beat by marching, clapping, or conducting, and answering questions.

Songs in Musical Rainbows may include:

Bingo

Twinkle, Twinkle Little Star

Eensy Weensy Spider

Old MacDonald

Row, Row, Row Your Boat

Are You Sleeping?

This Old Man

Wheels on the Bus

Happy Birthday

Skip to My Lou

Head, Shoulders, Knees & Toes

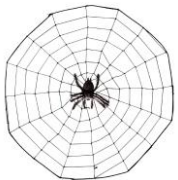
If You're Happy and You Know It

Miss Mary Mack

Do Re Mi

Yankee Doodle

Pop Goes the Weasel



How can you take the Musical Rainbow experience into the classroom?

Children create meaning through prior experiences. You can make the Musical Rainbow experience meaningful for your students by using one or several of these activities before and after visiting Severance Hall:

- Show students pictures of the featured instrument and its family. Pictures are included in this guide, and can also be found online at www.dsokids.com and in children's stories, such as *Zin, Zin, Zin: A Violin* by Lloyd Moss or *M is for Melody* by Kathy-jo Wargin and Katherine Larson.
- Make connections to science by discussing how the instrument makes sound. Vibrations come alive for children when they are able to see them. This can be demonstrated with string movement or by placing beads on a vibrating object.
- Make a similar instrument to the featured instrument through recycled materials.
- Familiarize your students with the sound of the featured instrument before coming to Severance Hall. You can play an example while looking at the instrument's picture, mimic playing the instrument while listening to a recording, and/or use suggested repertoire for movement activities. By immersing your students in the instrument's sound you will prepare them for more sensitive and meaningful listening during the performance. Visit www.dsokids.com to hear sound clips of various musical instruments.



Photo by Roger Mastroianni



Photo by Roger Mastroianni

The Vibrant Violin

with
Yoko Moore

Friday, October 27, 10am
Saturday, October 28, 11am

The violin is the smallest and most high-pitched instrument in the string family. It is made of wood, has four strings, and produces sound when the player draws a bow (a long wooden stick with horse hair attached) across the strings. The player changes the notes by playing on the four different strings, and by moving the position of their fingers on each string. Usually a violinist will only play one string at a time, but sometimes they play two strings at once, which is called a double stop.

Suggested Activities:

- The book *Mole Music*, by David McPhail, tells the story of how Mole learns to play beautiful music on his violin, and how Mole changes the world through his playing. Read *Mole Music*, then listen to different violin pieces and ask the students what kind of effect they think the music would have on others.
- The modern violin was first made in Italy. Have students find Italy on a map or globe.
- Did you know that a violin is the same thing as a fiddle? It's just called by a different name depending on what kind of music you play. Play videos or recordings of fiddle tunes for your class (folk tunes, country bands, Irish traditional music) – ask students to show you how they would dance to this music. Then, play recordings of the “violin” music below – how would they dance to this music? Does one piece sound like a combination of both?

Suggested Listening

Bach: *Partitas and Sonatas for Solo Violin*
Copland: “Hoedown” from *Rodeo*

Brahms: *Violin Concerto, 3rd movement*
Rimsky-Korsakov: *Scheherazade* (opening)



Photo by Roger Mastroianni

The Happy Horn

with
Hans Clebsch

Friday, February 23, 10am
Saturday, February 24, 11am

The horn is a member of the brass family. It descended from the ancient hunting horn, which was used hundreds of years ago to help hunters during a hunt. It is made of a coiled brass tube that widens into a bell. To produce sound, the player blows into the mouthpiece while buzzing their lips. Horn players can change the pitch by pressing the valves with their left hand, changing the speed at which they are blowing air into the instrument, and/or putting their right hand inside the bell.

Suggested Activities:

- Have students buzz their lips like a French horn player. Ask the students how they can change the pitch of the sounds they are making.
- Watch or listen to *Peter and the Wolf* by Sergei Prokofiev. The character of the Wolf is portrayed by the French horn. Discuss with students how the sound qualities of the instruments correspond to the qualities of the characters.
- Horns (and other instruments of the Brass family) are made of brass. Discuss brass and other types of metal with your students. How is brass made? How is it different than other metals? How is brass shaped into the instruments played by brass players?

Suggested Listening

Strauss: *Till Eulenspiegel*

Hindemith: *Sonata for Horn & Piano*

Telemann: *Horn Concerto in D Major*

Schumann: *Konzertstück for 4 Horns & Orchestra*



Photo by Roger Mastroianni

The Brilliant Bass

with
Henry Peyrebrune

Friday, March 9, 10am
Saturday, March 10, 11am

Like the violin, the double bass is a member of the string family. It is the largest major instrument in the string family, and it produces the lowest notes. The bass is so big that bassists stand up or sit on a tall stool in order to play it. Like other string instruments, the bass is made of wood. Bassists produce sound by drawing a bow across the strings, and they change pitch by placing their fingers in different positions on the strings.

Suggested Activities:

- The strings on the bass are so big that you can see the vibrations made when the bassist pulls the bow across the strings. Use elastic or another stretchy material to show how strings vibrate. Stretch the material between your hands, and have students gently pluck the material and watch the movements it makes. Experiment with materials of different lengths and thicknesses.
- Compare the sizes of the four string instruments (violin, viola, cello, double bass) using pictures. Lead students in saying the names of the instruments together, but change the pitch of your voices to show the different sizes (highest voice for violin, lowest voice for double bass). You can also add movement – wave arms in the air for violin, tap shoulders for viola, tap knees for cello, touch the ground for double bass. You could even turn this into a game of musical “Simon Says!”
- Play recorded examples of different string instruments. Ask the students to identify which example is the lowest. Recorded examples can be found at www.dsokids.com.

Suggested Listening

Dittersdorf: *Concerto No. 2 in E-flat Major*

Dragonetti: *Waltz No. 1*

Saint-Saëns: “Elephants” from *Carnival of the Animals*

Eccles: *Sonata in G Minor*



Photo by Roger Mastroianni

The Fabulous Flute

with
Marisela Sager

Friday, April 20, 10am
Saturday, April 21, 11am

The flute is one of the smallest and highest instruments in the woodwind family, but unlike the other members of the woodwind family, it does not have a reed. A flutist makes sound by blowing across a small hole in the top of the instrument, and changes the notes by moving their fingers on different keys. Many flute players also play the piccolo, which is an even smaller and higher version of the flute.

Suggested Activities:

- You can create a similar sound to the flute by blowing across the top of an empty plastic water bottle. Once students are able to make a sound (it takes some practice – pucker up like you are going to whistle, place the bottle against your lower lip, and blow), fill the bottles with different amounts of water. What happens to the sound when you add water?
- Many composers thought that the flute sounded like a bird. See how many kinds of birds your students can name, and talk about how they are alike and different (a few to get started: eagle, hummingbird, flamingo, ostrich, penguin, etc.). Choose one kind of bird and ask students to imagine that they are that bird – how would they move? Listen to one of the pieces below (or any piece of flute music) and move like your chosen bird – then switch to a different kind of bird. After a few rounds, you can call on students to choose birds.

Suggested Listening

Vivaldi: *Il Gardellino (The Goldfinch)*

Saint-Saëns: “The Aviary” from *Carnival of the Animals*

Debussy: *Prelude to the Afternoon of a Faun*

Bach: *Partita in A Minor for Solo Flute*



Photos by Roger Mastroianni

Powerful Percussion

with
Thomas
Sherwood

Friday, May 4, 10am
Saturday, May 5, 11am

The percussion family is the largest in the orchestra and includes any instrument that makes a sound when it is hit, shaken, or scraped. You might think that the piano is part of the string family (because it has strings inside) but it is actually a member of the percussion family! When a player presses a piano key, it activates a hammer inside the piano that strikes a string to produce a sound. Some percussion instruments can make different pitches or notes, like the piano or xylophone, and some do not have a pitch, like the bass drum, cymbals or tambourine.

Suggested Activities:

- Students can make simple rhythm instruments with household items. You can make drums out of coffee cans, or partially fill empty water bottles with beads and seal the cap to create shakers. See what interesting rhythm instruments you can create only using materials found in your classroom!
- Lead students in playing different rhythm patterns using percussion instruments or body percussion (clapping or patting hand on their lap). Try a call-and-response activity, and invite students to take a turn being the leader.
- Practice your syllable work using percussion instruments. Ask students to tap out their name on a drum, or use percussion instruments to tap the syllables of your favorite classroom rhymes.

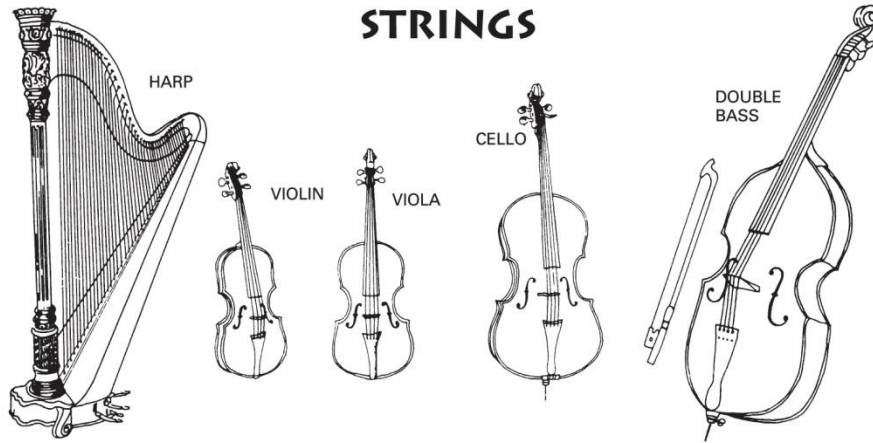
Suggested Listening

Saint-Saëns: "Fossils" from *Carnival of the Animals*
Ginastera: *Cantata Para la America*

Creston: *Concertino for Marimba and Orchestra*
Kodály: "Viennese Musical Clock" from *Hary Janos Suite*

THE INSTRUMENTS OF THE CLEVELAND ORCHESTRA

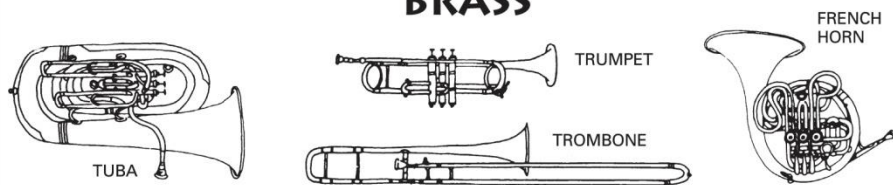
STRINGS



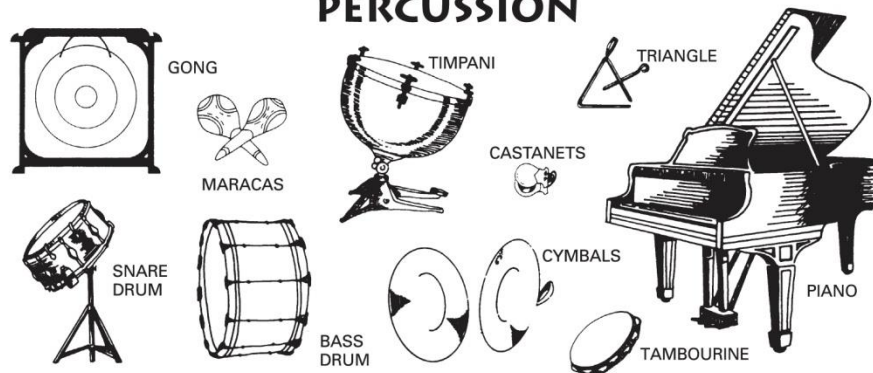
WOODWINDS



BRASS



PERCUSSION



How Do Musical Rainbows Align With Ohio Early Learning and Development Standards?

Social and Emotional Development

- Communicate a range of emotions in socially acceptable ways
- Manage the expression of feelings, thoughts, impulses, and behaviors
- Demonstrate socially competent behavior with peers such as helping, sharing, and taking turns

Physical Well-Being and Motor Development

- Demonstrate locomotor skills with control, coordination, and balance (hop, gallop, skip)
- Use non-locomotor skills with control, coordination, and balance (bending, twisting, stretching)
- Coordinate the use of hands, fingers, and wrists to manipulate objects and perform tasks

Approaches Toward Learning

- Demonstrates self-direction while participating in a range of activities
- Develop, initiate, and carry out simple plans to obtain a goal
- Express individuality, life experiences, and what they know through a variety of media
- Express interest in and show appreciation for the creative work of others

Language and Literacy

- Use language to share observations, ideas, and experiences; problem-solve, reason, and predict
- Determine the meanings of unknown words/concepts using context clues
- Demonstrate understanding of opposites
- Ask and answer questions about characters and events in a story
- Use phrasing, intonation, and expression in shared reading of familiar books, poems, songs
- Differentiate between sounds that are the same and different

Cognition and General Knowledge

Mathematics

- Sort and classify objects by one or more categories
- Recognize, duplicate, and extend simple patterns
- Describe and compare objects using measurable attributes
- Order objects by measurable attributes (biggest to smallest)

Science

- Observe objects and events in their environment and describe observations
- Describe, compare, sort, classify, and order
- Compare and contrast objects and events
- Use observable information (five senses) to categorize objects and materials

Processes and Skills

- Communicate about past events and anticipate familiar routines
- Recreate complex ideas, events, and situations with personal adaptations