

Name _____ Class _____

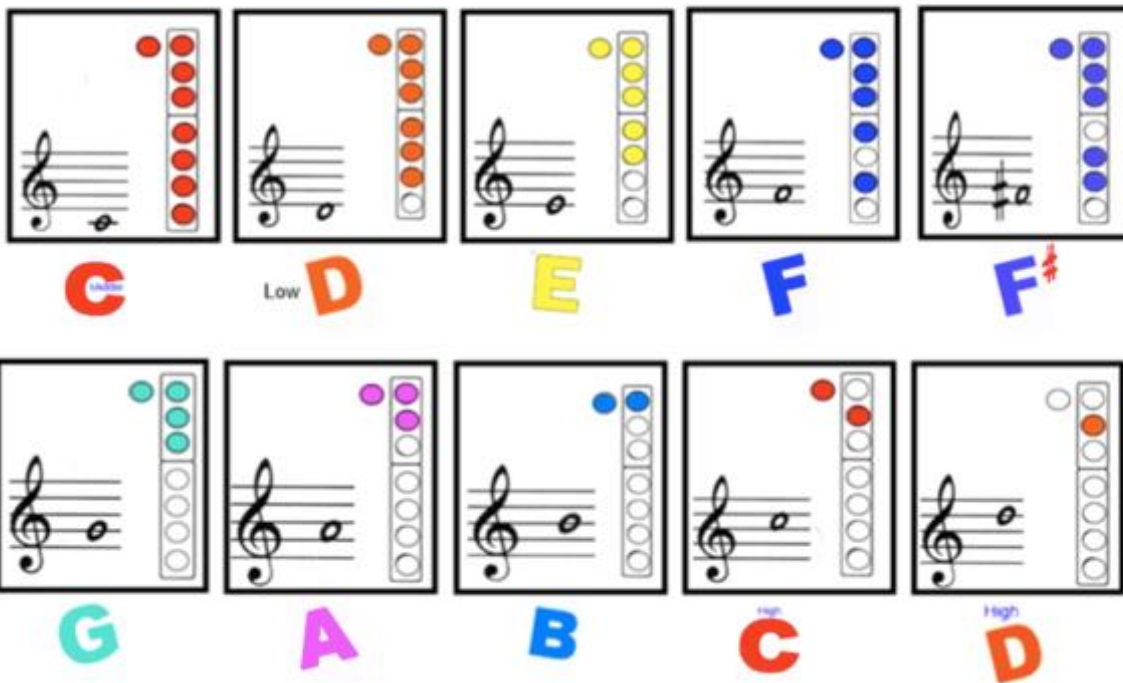
My Music Book 2024-25

Concerts For Youth

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- ✓ I will learn about reading music, working in a musical ensemble, and concert behavior.
- ✓ I will unite with other students for a concert.
- ✓ I will sing and play my very best to create beautiful music with my Omaha Symphony.

Fingering Chart



The Fingering Chart displays ten notes on a treble clef staff, each with a corresponding fingering diagram for a recorder. The notes and their fingerings are:

- C** (C4): All fingers up (1-4).
- Low D** (D4): Left hand up (1-4), right hand up (1-4).
- E** (E4): Left hand up (1-4), right hand up (1-2).
- F** (F4): Left hand up (1-4), right hand up (1-2).
- F#** (F#4): Left hand up (1-4), right hand up (1-2).
- G** (G4): Left hand up (1-4), right hand up (1-2).
- A** (A4): Left hand up (1-4), right hand up (1-2).
- B** (B4): Left hand up (1-4), right hand up (1-2).
- C** (C5): Left hand up (1-4), right hand up (1-4).
- High D** (D5): Left hand up (1-4), right hand up (1-4).



Students will need to have prior knowledge of basic rhythmic notation and absolute pitch names.

Performance GOALS for 2024-25

Concerts for Youth – The Orchestra Swings

1. I can demonstrate how to play the Soprano Recorder.
 - I can show proper playing position:
 - Left hand on top, right hand on bottom
 - Tupperware seal (pads of fingers cover holes)
 - Elbows off knees
 - Sitting up straight
 - I can produce a good recorder tone with warm, slow air.
 - I can show appropriate ensemble behavior by knowing the following procedures:
 - Rest position
 - Playing position
 - How to learn a new song (how to read rhythm, melody, text, and then all combined)
 - How to practice (both in class when given time as well as home practice)
 - Writing down what I need to know so I am prepared for home practice
2. I can play and/or sing “Duke’s Place.”
 - I can sing, read, and/or play a recorder melody using G-C’.
3. I can play and/or sing “I Got Rhythm”.
 - I can sing, read, and/or play a recorder melody using G-A-B.
4. I can play and/or move to “Recorder Mae and the Giant Swing Machine”.
 - I can read, and/or play a recorder melody using G-A-B.
5. I can play and/or sing “When the Saints Go Marching In.”
 - I can sing, read, and or/play a recorder melody using G-A-B-C’-D’.
6. I can sing and/or move to “It Don’t Mean a Thing (If It Ain’t Got That Swing).”
 - I can read and sing a song on the music staff.
 - I can identify elemental form in a piece of music. (example: ABA’)
 - With guidance, I can perform a simple swing dance to accompany the song.

7. I can identify and distinguish instruments from the four instrument families of the orchestra.
- I can name, by sight and sound, the four instrument families of the orchestra: woodwind, brass, strings, and percussion.
 - I can name, by sight and sound, specific instruments from each of the families.
8. I can listen to and describe elements of music from “Juba Dance” and “Riffs”.
- I can analyze a piece of music using musical elements (tempo, pitch, dynamics, etc.).
 - I can identify the composer of each piece and why each piece was written.
 - I can perform choreography and ostinati patterns to accompany a listening piece.
9. I can demonstrate appropriate concert etiquette at the Holland Performing Arts Center (HPAC).
- I can enter the HPAC safely and find my seat in the concert hall quietly.
 - I can keep my hands and feet to myself.
 - I can actively listen to a live performance.
 - I can show appreciation for performances through appropriate applause.
 - I can be respectful to all adults who are helping out with the event.

Most Importantly,
Have Fun!

Duke's Place

Baby! Take me down to Duke's Place.
Wildest box in the town is Duke's Place.
Love that piano sound in Duke's Place.

Saxes do their tricks in Duke's Place.
Drummers swing their sticks in Duke's Place.
Come on, get your kicks in Duke's Place.

I Got Rhythm

I got rhythm
I got music
I got my friend
Who could ask for anything more?

I got daisies
In green pastures
I got my friend
Who could ask for anything more?

Old man trouble,
I don't mind him
You won't find him
'Round my door.

I got starlight,
I got sweet dreams
I got my friend
Who could ask for anything more?

It Don't Mean a Thing

It don't mean a thing
If it ain't got that swing
Doo wah, doo wah, doo wah, doo wah,
Doo wah, doo wah, doo wah, doo wah

It don't mean a thing
All you gotta do is sing
Doo wah, doo wah, doo wah, doo wah,
Doo wah, doo wah, doo wah, doo wah

It makes no difference if it's sweet or hot.
Just give that rhythm everything you got!

It don't mean a thing
If it ain't got that swing
Doo wah, doo wah, doo wah, doo wah,
Doo wah, doo wah, doo wah, doo wah

When the Saints Go Marching In

Oh when the saints
Go marching in

Oh when the saints go marching in

Oh how I want to be in that number
When the saints go marching in

GC Part

Duke's Place

Duke Ellington, Ruth Roberts, Bill Katz, Robert Thiele

12

13

17

21

25

29

33

I Got Rhythm

BAGCDE Part

George and Ira Gershwin



BAG Part

Recorder Mae and the Giant Swing Machine

John Clayton

♩ = 125



When the Saints Go Marching In

BAGC Part

Traditional

4

5

9

13

17

21

25

29

33

When the Saints Go Marching In

CDEFG Part

Traditional

