



NEW YORK  
PHILHARMONIC  
KURT MASUR, MUSIC DIRECTOR

# New York. Philharmonic Activity Book



**VISIT THE  
NEW YORK PHILHARMONIC  
KIDZONE!**

**AT**

**WWW.NYPHILKIDS.ORG**

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# STRING FAMILY

**S**TRINGS ARE STRETCHED ACROSS THESE INSTRUMENTS. SOME ARE TIGHT TO MAKE HIGH NOTES AND OTHERS LOOSE TO MAKE LOW NOTES. WHEN YOU PLUCK OR DRAW A BOW ACROSS THE STRINGS, YOU GET A SOUND!





**VIOLIN**



**VIOLA**



**CELLO**



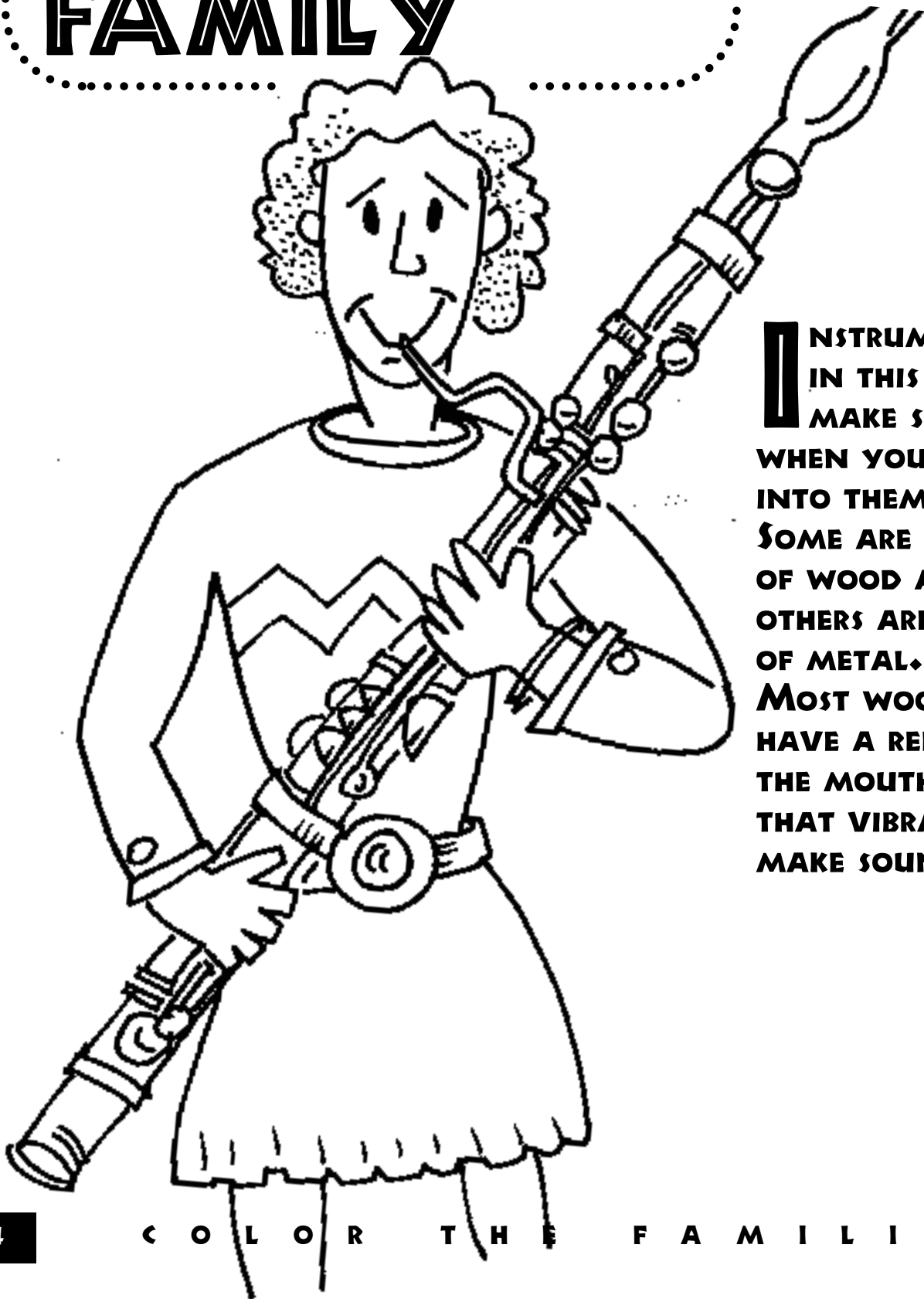
**DOUBLE  
BASS**



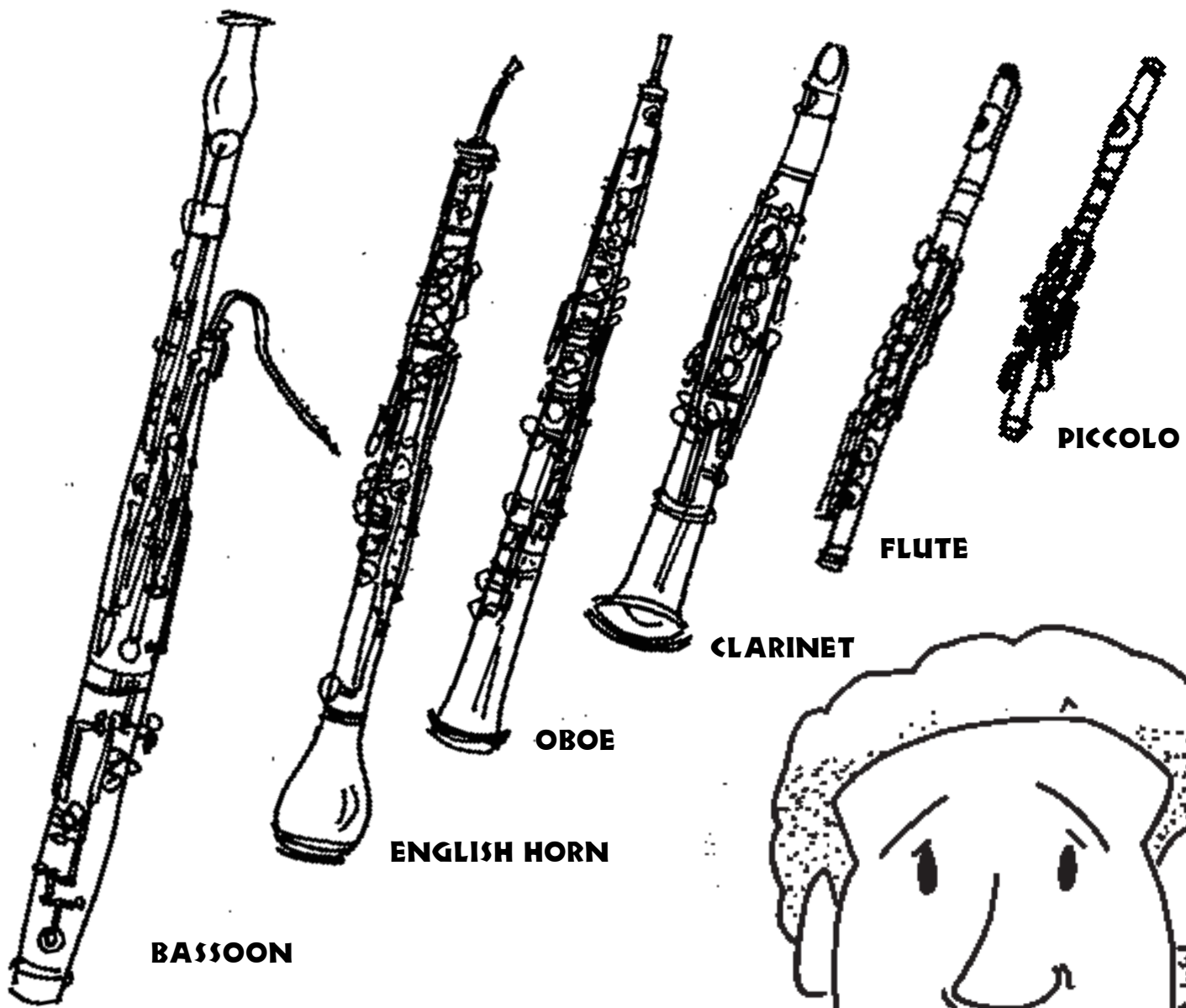
**O F T H E O R C H E S T R A**



# WOODWIND FAMILY



**I**NSTRUMENTS  
IN THIS FAMILY  
MAKE SOUNDS  
WHEN YOU BLOW  
INTO THEM.  
SOME ARE MADE  
OF WOOD AND  
OTHERS ARE MADE  
OF METAL.  
MOST WOODWINDS  
HAVE A REED IN  
THE MOUTHPIECE  
THAT VIBRATES TO  
MAKE SOUND.



**BASSOON**

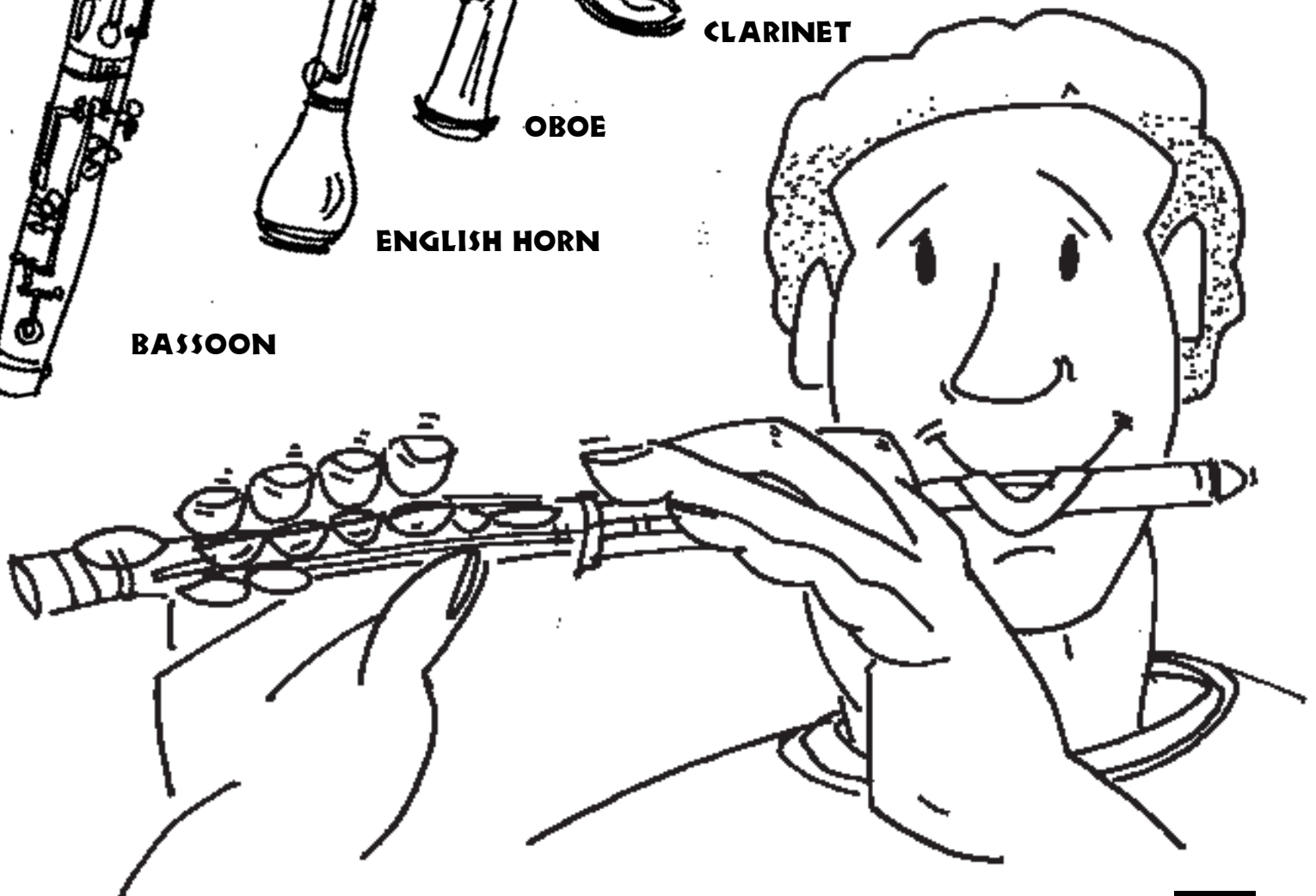
**ENGLISH HORN**

**OBOE**

**CLARINET**

**FLUTE**

**PICCOLO**

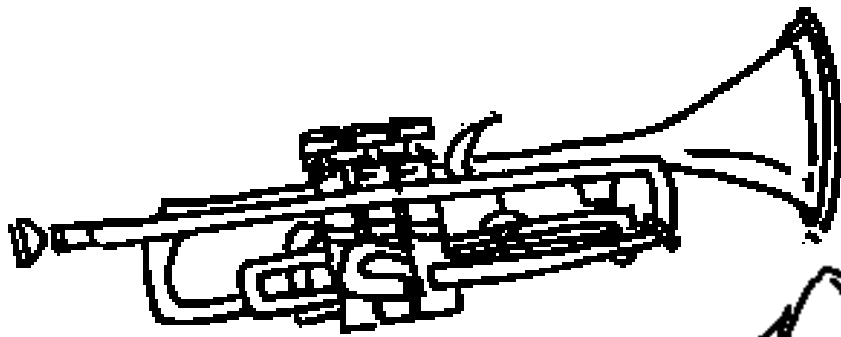


# BRASS FAMILY

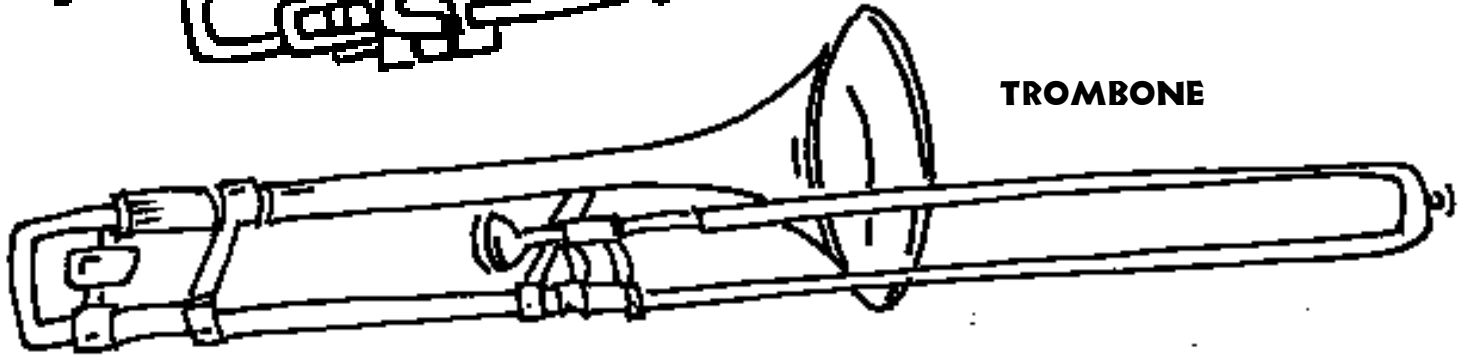


**B**RASS INSTRUMENTS ARE LONG, COILED METAL TUBES WITH VALVES. TO MAKE A SOUND, YOU BUZZ YOUR LIPS AS YOU BLOW INTO THE MOUTHPIECE.

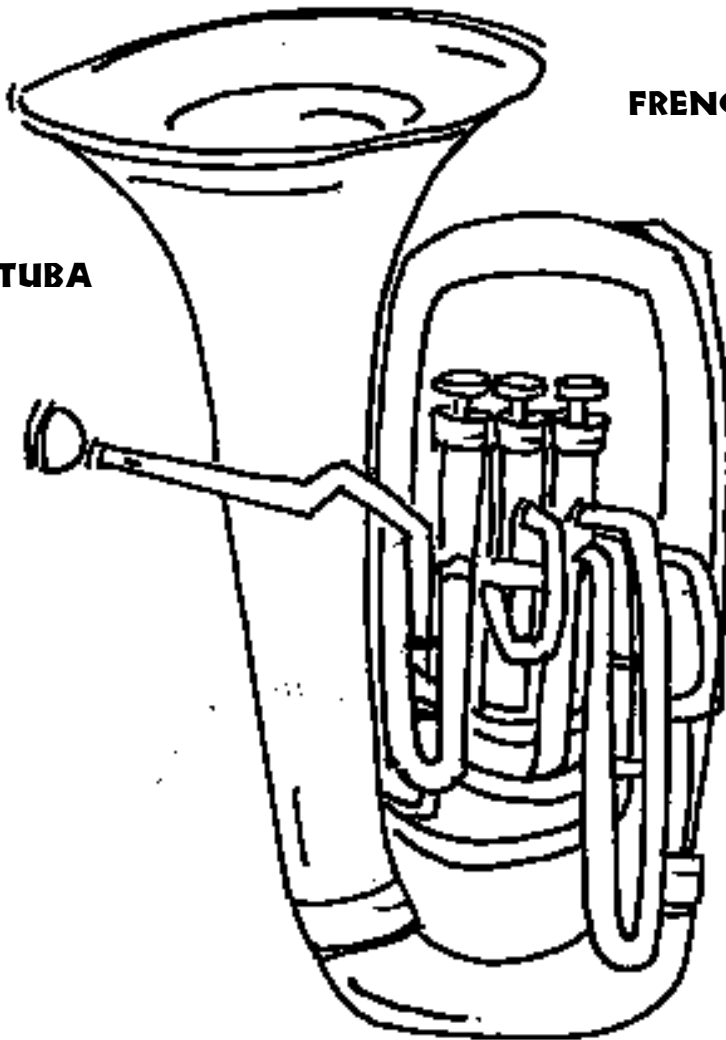




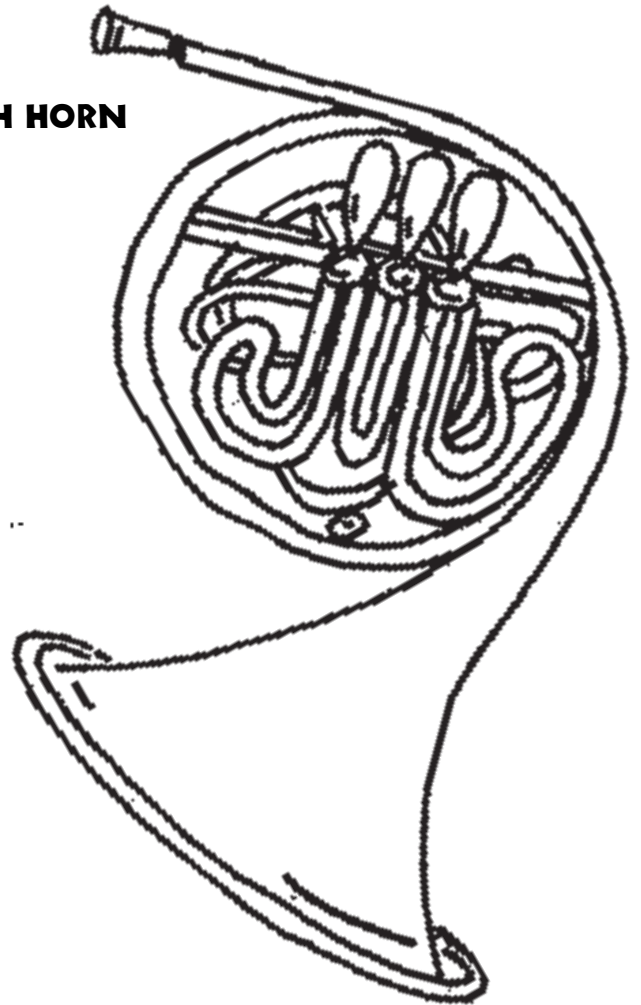
**TRUMPET**



**TROMBONE**



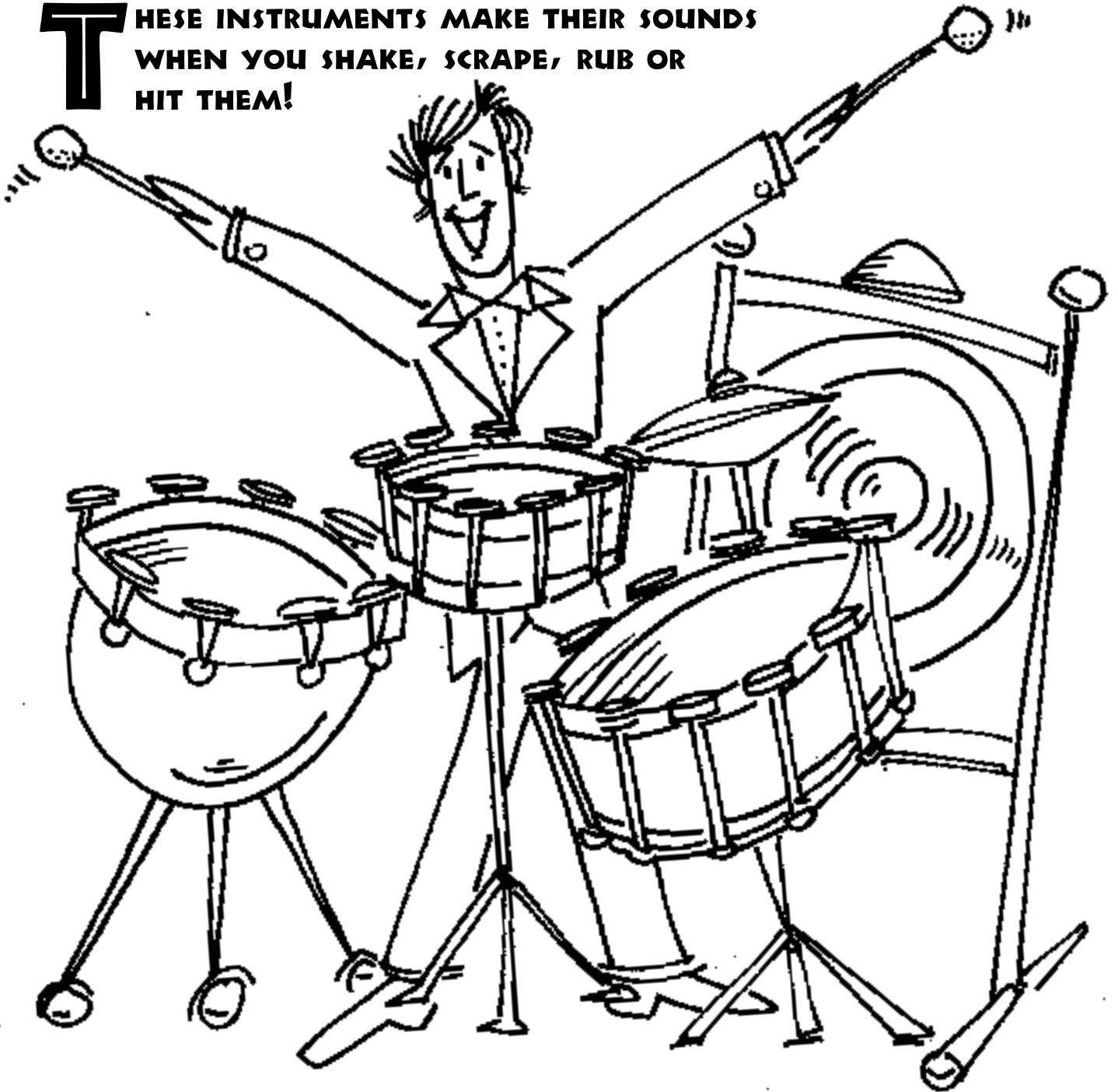
**TUBA**

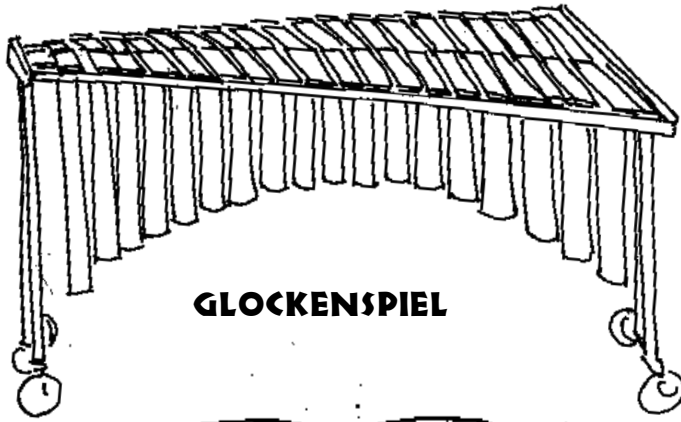


**FRENCH HORN**

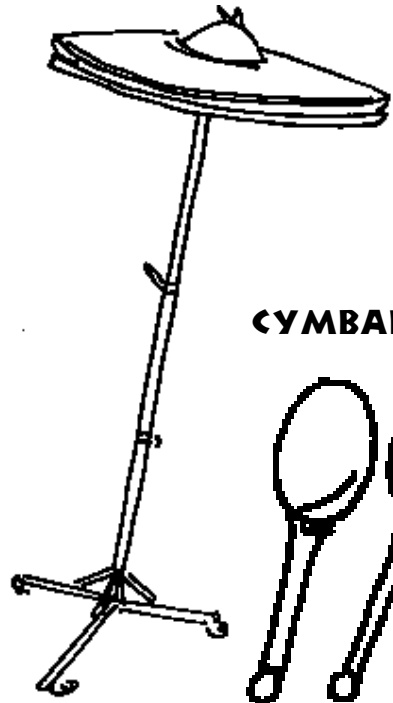
# PERCUSSION FAMILY

**T**HESE INSTRUMENTS MAKE THEIR SOUNDS  
WHEN YOU SHAKE, SCRAPE, RUB OR  
HIT THEM!





**GLOCKENSPIEL**



**CYMBAL**

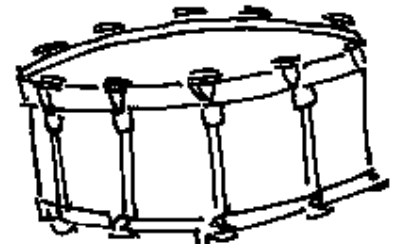
**MARACAS**



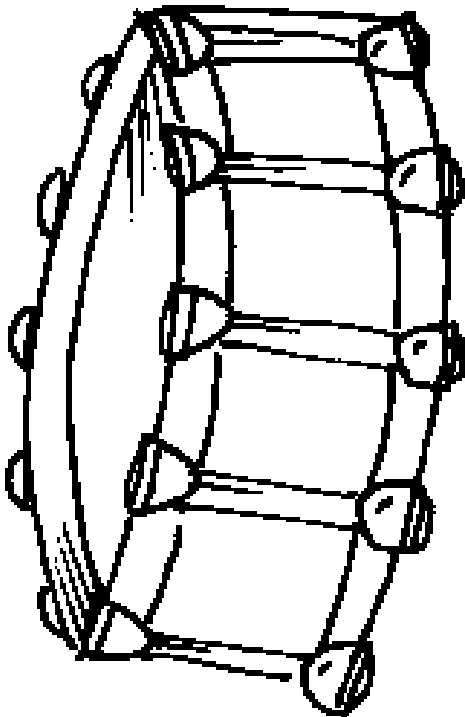
**BONGOS**



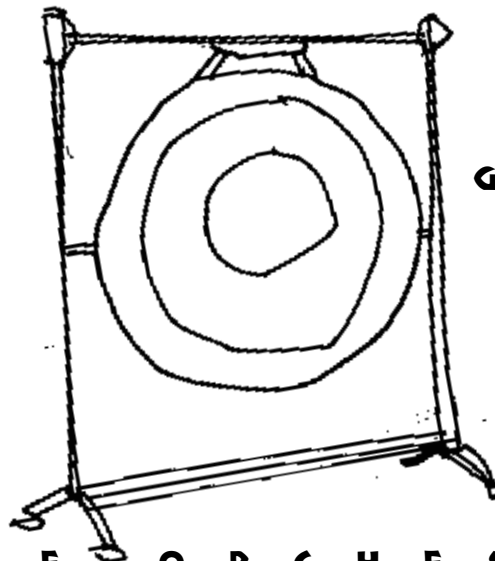
**TIMPANI**



**SNARE  
DRUM**



**BASS DRUM**



**GONG**

# INSTRUMENT TIC-TAC-TOE

Can you connect three squares of instruments that are in the same family?

TIMPANI	BASS	BASSOON
SNARE DRUM	CLARINET	VIOLIN
FLUTE	OBOE	VIOLA

VIOLIN	CELLO	VIOLA
FLUTE	MARACAS	TRUMPET
BASS	PICCOLO	ENGLISH HORN

TROMBONE	VIOLIN	TIMPANI
PIANO	TRIANGLE	RECORDER
XYLOPHONE	OBOE	HARP

PIANO	TRUMPET	HARP
SNARE DRUM	FRENCH HORN	CELLO
VIOLA	TUBA	BASSOON

# COMPOSERS DIAL-A-NAME

**D**o you know who wrote the following pieces? Use the numbers and matching letters on the telephone to figure out the last names of each composer. The first one is done for you.

1. PETER AND THE WOLF by PROKOFIEV  
7 7 6 5 6 3 4 3 8

2. APPALACHIAN SPRING by \_\_\_\_\_  
2 6 7 5 2 6 3

3. PETROUCHKA by \_\_\_\_\_  
7 8 7 2 8 4 6 7 5 9

4. NEW WORLD SYMPHONY by \_\_\_\_\_  
3 8 6 7 2 5

5. RHAPSODY IN BLUE by \_\_\_\_\_  
4 3 7 7 4 9 4 6

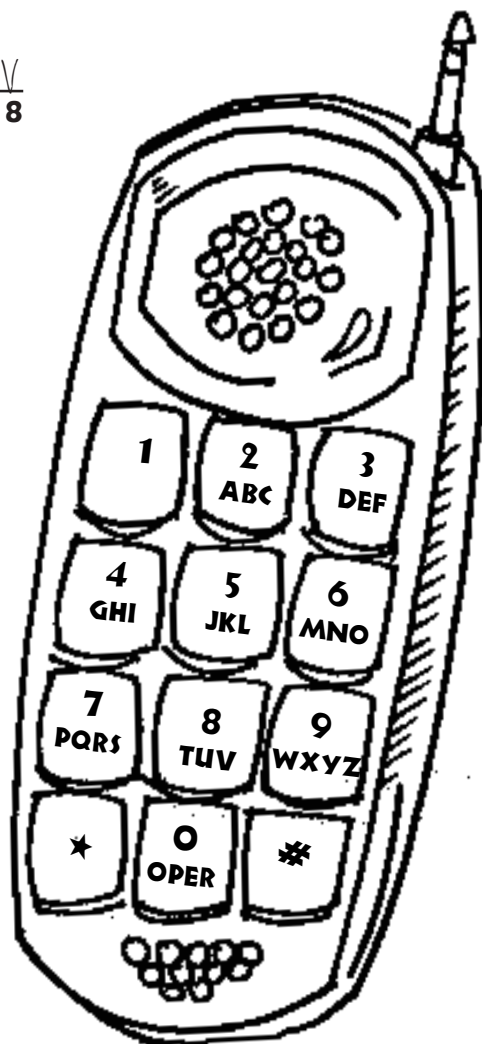
6. EMPEROR CONCERTO by \_\_\_\_\_  
2 3 3 8 4 6 8 3 6

7. LA VALSE by \_\_\_\_\_  
7 2 8 3 5

8. CENTRAL PARK IN THE DARK by \_\_\_\_\_  
4 8 3 7

9. PICTURES AT AN EXHIBITION by \_\_\_\_\_  
6 8 7 7 6 7 4 7 5 9

10. YOUNG PEOPLE'S GUIDE TO THE ORCHESTRA by \_\_\_\_\_  
2 7 4 8 8 3 6





# NOTE-READING PUZZLE

**R**EAD THE NOTES BELOW AND THEN WRITE THE WORDS ON THE PUZZLE. THE FIRST ONE IS DONE FOR YOU.

## CROSS:

1.                      4.                      5.                      9.                      10.

C   A   B

13.                      15.                      16.                      17.                      19.                      21.                      22.

## DOWN:

2.                      3.                      6.                      7.                      8.                      9.

11.                      12.                      13.                      14.                      18.                      20.                      21.

# INSTRUMENT FILL-IN-THE-BLANK

---

Based on the clues, can you fill in the correct instrument?

- 1♦ I am made of wood and strings and am played with a bow. I am the highest and smallest member of the string family. I sit at the front of the orchestra.  
I am a \_\_\_\_\_.
- 2♦ I have 88 keys that, when played, hit strings inside of me. I am in both the string and percussion families. I usually play solos in front of the orchestra.  
I am a \_\_\_\_\_.
- 3♦ I am used in marching bands to keep the beat. In marching bands the musician wears me on a strap, but in the orchestra I have my own stand. I make a low sound.  
I am a \_\_\_\_\_.
- 4♦ I am often used to teach music in the classroom. I am made of plastic or wood. My lowest note is a low C. You must blow very softly or else I'll squeak.  
I am a \_\_\_\_\_.
- 5♦ I am made of metal and I am shiny and can play very high. I am the highest instrument of the brass family. I am a \_\_\_\_\_.
- 6♦ I have a long wooden body that sticks up in the middle of the orchestra. I play the grandfather in *Peter and The Wolf*. I can make very low sounds.  
I am a \_\_\_\_\_.
- 7♦ I am the largest member of the string family. My strings are the longest and I can play the lowest notes. I am a \_\_\_\_\_.
- 8♦ I am the member of the brass family that can play lowest and when my tubing is stretched out, it is also the longest. But don't let my big size and low sounds fool you! I am the youngest member of the brass family. I am a \_\_\_\_\_.
- 9♦ I am a member of the woodwind family. My mellow sound is made when a single piece of wood (a REED) vibrates against my mouthpiece. I am the cat in *Peter and the Wolf*. I am a \_\_\_\_\_.
- 10♦ I am sometimes called a kettle drum because I look like a big cooking kettle. I am also known by another name that starts with a "t". I am a member of the percussion family. I am the \_\_\_\_\_.

# MUSICAL INSTRUMENT SEARCH

.....  
 : D E N O H P A R B I V P C Y M B A L :  
 : L Y R E C O R D E R P I C C O L O T :  
 : P E N O H P O L Y X B A G P I P E I :  
 : R U E O A R A H T I C N R C E M T D :  
 : D L A N I G R I V E C O R N E T D N :  
 : R T M U R D E R A N S F R A T I U G :  
 : O E L J E H I I N M D O H I S E G I :  
 : H H O E L N C N U E A R N W N S N B :  
 : C R M B I I O R Y B H T E O P A A T :  
 : I O H A O P D B U B F E H P P A E N :  
 : V D R G R E S T M T A P V M R N L O :  
 : A H M G L I T N E O O S I I O A Z J :  
 : L N O T A R M N E X R T S R O I H N :  
 : C R T R U N I B A K P T D D T L E A :  
 : E E X M N R N S A E C R E H R L I B :  
 : K E P B A S S O O N U O E I G U R N :  
 : T E K L E T U L F M H R L U E U M S :  
 : T E C T R I A N G L E G B G T A R R :  
 .....

Can you find these hidden musical instruments? You'll find the answers forward, backward and diagonally.

**BAGPIPE**

**BASS DRUM**

**BASSOON**

**CLARINET**

**CORNET**

**CYMBAL**

**FLUTE**

**GLOCKENSPIEL**

**GUITAR**

**HARP**

**HORN**

**KETTLEDRUM**

**MARIMBA**

**OBOE**

**ORGAN**

**PIANO**

**PICCOLO**

**RECORDER**

**SAXOPHONE**

**SNARE DRUM**

**TIMPANI**

**TRIANGLE**

**TROMBONE**

**TRUMPET**

**TUBA**

**VIBRAPHONE**

**VIOLIN**

**XYLOPHONE**

# MUSICAL WORD SCRAMBLE

Out of this scramble of words, circle all that have to do with music.  
There are 32 musical words to find.

HAPPYALIKEDECRESCENDOTRUEHARMONYDESKTOPEMAILALLOTTONTRUCKDIRTRHYTHM  
DEPARTMENTPIANOOFTEENS SMALLCOMPACTWOODWINDSPAPERSTACKAUTOMOBILETUBBLE  
VIOLETLOVESNACKRECESSSTIMBRESORRYHYSTERICSPHANTOMXYLOPHONEANIMALEATS  
CLARINETCARPETARMADILLOBANANAWORKSHEETTWIRLBIRDBASKETBALLTOUCHDOWNFORTENO  
TEMPOABOUTREADINGWATERPLANETDINOSAURCACTUSCHORDFALCONAMERICASHUTDOWN  
SOARMELODYPIZZICATOSNAKETURNHIKINGNIGHTWINDBLOWNMONKEYAFRICALLEGENDARY  
AROUNDPLAYSTACCATOFLYINGTICKETCRESCENDOGREENTREESOURNEWSSTANDVARIATIONTO  
STUFFYTISSUEHAY-WAGONWIREDYNAMICS AIRPLANECOUNTRYSYSTEMCOMPUTERLEAVEFOR  
LONDONDISSONANCEORNERYCABSUPPLYFIGURES PERCUSSIONYELLOWPOMEGRANATEBRASS  
VERYSILLYLEGATOCADENZAMOUSE-PADWISHBOXOFTURNIPSSTRINGS SHADOWFANTASTICA  
INSTRUMENTIRELANDCALLPHONELINESACCENTSNAMEFATHERSYNERGYRECORDERSTRIKEOUT  
LEGISLATURESYMPHONYTURNBEACHBLANKETCONCERTOFEATHERZOOBOATHAWAII TEXTURE  
COUCH-POTATOVIDEOSMALLCEREALCONDUCTORENERGETICFALLBRIDGEPHILHARMONICOFTEN  
GOODRADIOWILDASPARAGUSORCHESTRALIVINGPINKSHIRTOVERALLSHAMBURGERFINISHED.



# HOMEMADE INSTRUMENTS

Welcome to the Make Your Own Instrument Pages! We have included a few ideas for instruments that you can make by yourself using material found around the house. Try these out! If you're interested in more homemade instrument ideas you can go to the New York Philharmonic's webpage and click on Kidzone! ([www.nyphilkids.org](http://www.nyphilkids.org))

**HAVE FUN!**

## KAZOOS AND FLAZOOTS

### KAZOO

#### YOU WILL NEED:



- A PLASTIC COMB  
*one or more of the following:*
- A SHEET OF PAPER
- WAX PAPER
- PLASTIC SHOPPING BAG
- PLASTIC WRAP

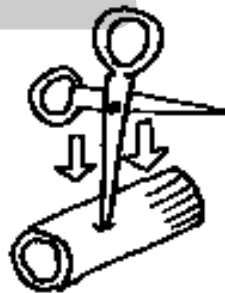
Put the comb to your lips and stretch your material across the other side. Hum a little tune into the comb. The material will vibrate along with your voice (this is called sympathetic vibration). Try one or two of the other materials to see if there is any change in sound.



### FLAZOOT

#### YOU WILL NEED:

- TWO BALLOONS
- TWO RUBBER BANDS
- A CARDBOARD TUBE ABOUT 4" LONG AND 1" WIDE, WITH WALLS AROUND 1/8" THICK



Get an adult to help you drill a hole halfway down the tube. You don't really need a drill. Just use one scissor blade to make a small hole. You can enlarge it by then drilling with closed scissors. The hole should be about 1/2" wide. Trim off the excess cardboard carefully until you have a nice neat hole.



Cut the necks off the two balloons and stretch one over one end of the tube. Secure it in place with the rubber band. Repeat the process for the other side of the tube. Make sure the balloons are stretched nice and tight.

Put your lips up to the hole and gently blow across it. If you don't get a sound right away, you might want to practice with an empty soda bottle. Once you have got the sound with a bottle, then go back and try your Flazoot. When you have a steady sound, gently push on the rubber walls.



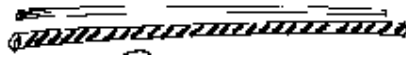
*As you push, the pitch should get higher.*

Also try pushing one side at a time, or with different amounts of pressure on each side. You will soon discover that you are Flazootling away!



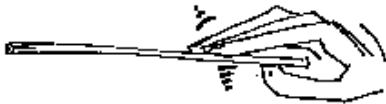
# STRAWBONE

## YOU WILL NEED:



■ **two telescoping plastic straws** (one must be able to slide inside the other). For example, one of the white-paper-wrapped straws you get in a restaurant or a deli should fit nicely inside a fast-food restaurant straw (the striped ones).

## HOW TO MAKE IT:

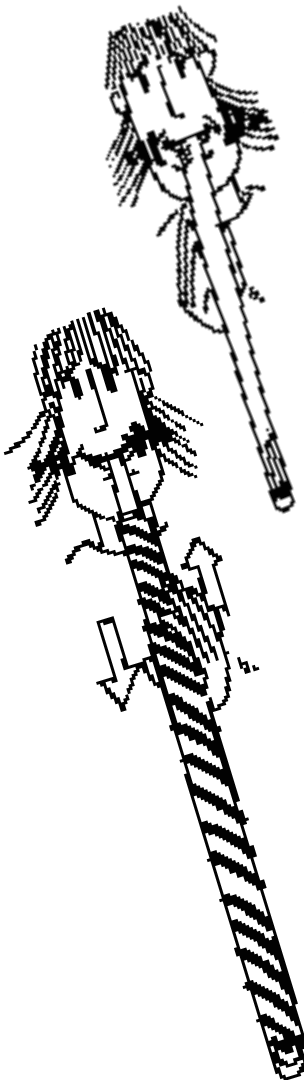


**F**latten one end of the thinner straw by smushing it a bit, or creasing the sides with your fingernails.



**T**hen, using relatively sharp scissors (maybe ask an adult to help you), cut the corners off the flattened end.

## HOW TO PLAY:



**P**ut the flattened end of the straw in your mouth with the open sides to the sides of your mouth. Bite down a bit with your lips — not your teeth — and blow as hard as you can through the straw. Make sure air is coming out the other end, or the sound will not happen.

**I**f you don't get a buzzing sound, try flattening the straw a bit more, or putting it a bit further in or out of your mouth. Also, you might try really pushing with your stomach muscles as you blow.

**O**nce you get a good sound, slide the bigger straw onto the one you're blowing, and slide it up and down as you blow. You should be getting a nice trombone effect.

## VARIATIONS:

**W**IND INSTRUMENTS OFTEN WORK BETTER WITH A FUNNEL ON THE END.

**TAKE A NICE THICK PIECE OF CONSTRUCTION PAPER AND SHAPE IT INTO A CONE WITH A HOLE JUST BIG ENOUGH FOR THE END OF YOUR STRAW OR CARDBOARD TUBE.**

**TAPE IT INTO PLACE. NOW BLOW YOUR STRAW OR TUBE AGAIN.**

**THE SOUND SHOULD BE MUCH LOUDER!**

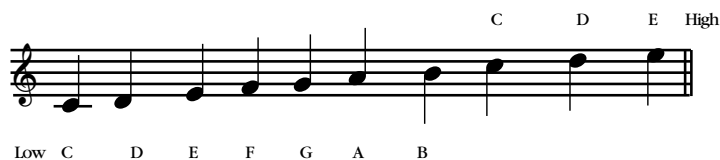


# HOW TO MAKE A MUSICAL POSTCARD

**T**his is a project to share with a friend. A Musical Postcard can give a musical “picture” of your home and life. The two things you’ll need for this project are a blank cassette tape and a tape recorder.

1. Take a day or two to “collect” sounds from your home by making a list or tape recording them. Your list may include things like a baby crying, a busy street, pets, or a washing machine. Be aware of certain times of day that may have more sounds than others, like lunchtime or when company visits.
2. Begin to create a “musical portrait” of a day in your life. Choose 3 or 4 parts of your day at home which are most interesting. These choices will become the sections of a piece which will be your Musical Postcard. You might also want to include sounds from your day at home. Your choices might be: 1. Morning 2. Playtime 3. My Pet 4. Washing Dishes.
3. Make a list of the mood, feelings, or sounds associated with each section. For example: Morning — alarm clock, sleepy, rushed, excited.
4. Now make a list of musical ways to represent each section. An example for “Morning” might be: recorder trills, a soft melody, fast rhythms only.
5. Compare both lists from steps 3 and 4 to guide you as you begin composing music for each section.

To help you compose you might want to use a recorder. Look at the fingering chart on page 31 for some notes you could use:



- It will help if you sing or hum the music before you try “finding” the notes on the recorder.
- Determine when the melody goes up or when it goes down.

It may take some time to experiment before you complete each section — DON'T GIVE UP! Keep in mind this is your own personal Musical Postcard so there aren't any real “rules” — just be happy with the music you compose!

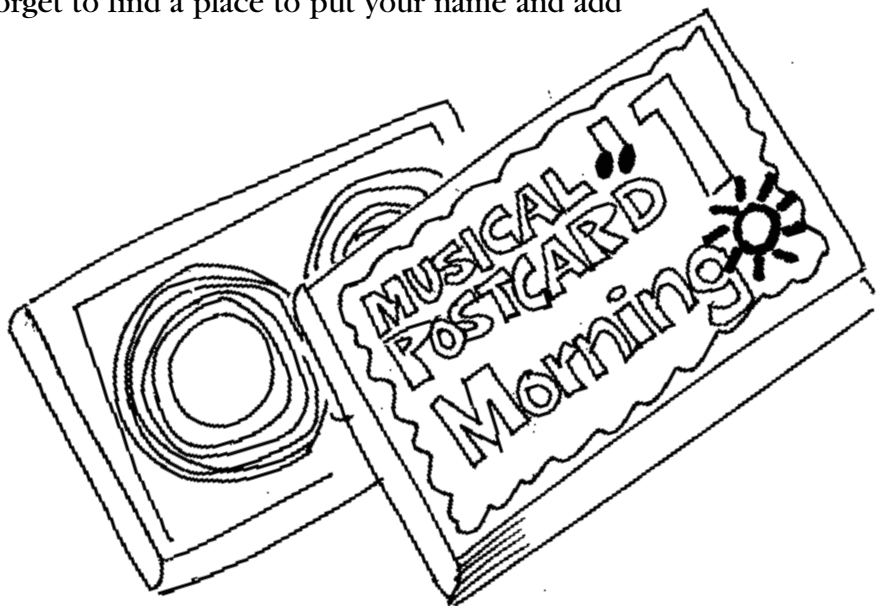
6. Once you have music, you should try to write it down in some way so you can remember what it sounds like.

Here are some ideas for some extra things you might want to add:

- **LYRICS**
- **DIFFERENT RHYTHMS**
- **HOMEMADE INSTRUMENTS**
- **A TITLE**
- **EXTRA PEOPLE TO PERFORM**
- **SOME ACTUAL "COLLECTED SOUNDS"**
- **LAYERS**
- **COMBINED MELODY AND RHYTHM**

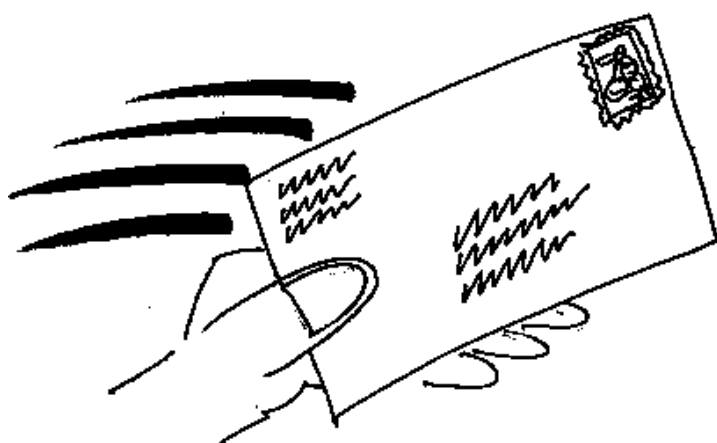
7. Rehearse your sections in preparation to record your Musical Postcard.
8. Set up a tape recorder and record each section separately. Plan ahead so you don't have to re-record. When you finish you can "test it out" by playing it for a friend.
9. You should now make an insert for the cassette cover which lists the names of your sections. Don't forget to find a place to put your name and add your own decorations.

**YOU'RE  
NOW  
READY  
TO SEND  
YOUR  
PERSONAL  
MUSICAL  
POSTCARD!**



## ABOUT THE PEN PAL PROJECT

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**T**he Pen Pal Project is a fun way to meet and keep in touch with friends in other schools by writing and exchanging letters. On the next page, you can write to someone your age, who is learning about music, just like you! You can write about yourself, what types of music you like, your neighborhood, your school, or anything that interests you.

## HOW TO WRITE TO A PEN PAL

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**U**se the blank letter on the next page to write to your Pen Pal. The letter should include your name, age, and school, so that your Pen Pal can write back to you.

Then, simply cut it out, fold the letter into an envelope (see the back of the blank letter page), and give the letter to your teacher.

Your teacher or another adult will make sure that your letter gets to your Pen Pal.

That's all you need to know to get started with the Pen Pal Project!

**HAVE FUN!**





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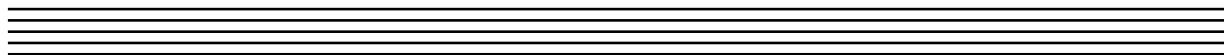
**P E N P A L P R O J E C T**


# SO, YOU WANT TO READ MUSIC!?!

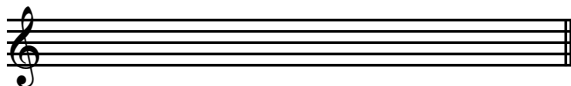


**T**here are many steps to learning to read music. It is like learning to read all over again, but not quite so complicated. If you follow these step by step instructions and be patient and practice, before long it will all make sense to you.

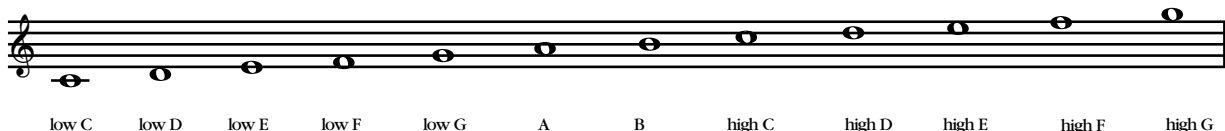
1. This is a **STAFF**. It is the “road” of music. The staff is made of 5 lines with spaces in between. It never moves so it helps us always to know where we are.



2. Next is a **CLEF**. There are many kinds of clefs but for now you need to know only one: the treble clef. It looks like this  and sits on the left side of each staff like this:




3. Next come the **PITCHES** or **NOTES**. Each note tells us what fingering to play by where it sits on the staff. Some notes sit on the lines of the staff and some sit in the spaces between the lines. It is very important to remember that each note has its own place on the staff and never moves. For example, a note on the bottom line of the staff is always an E. You may already know some fingerings on the recorder (for a complete fingering list, go to page 31). You might know low C, D, E, F, G, A, B, high C, high D. You may even know high E and high F. Or even more! What do these notes look like in music? Where do they sit on the staff?









Practice playing the notes on the recorder and looking at them on the staff. Pretty soon your mind will connect a place on the staff with the fingering on the recorder — and the “reading” will be automatic.

## HERE IS AN EXERCISE TO TRY:



4. You will notice in the exercises above that each exercise has a **DOUBLE BAR** at the end of the staff that looks like this . A double bar signals that the piece or exercise is finished. It's like a period at the end of the sentence.
5. The next step is to learn how **RHYTHMS** are written. Each note on the staff tells us what pitch to play, as we learned above, but it also tells us what rhythm to play. The rhythm will tell us how many beats or counts to play for each note. It is important to count steadily — to not speed up or slow down.

 = <b>WHOLE NOTE = 4 BEATS</b>	 = <b>DOTTED HALF NOTE = 3 BEATS</b>
 = <b>HALF NOTE = 2 BEATS</b>	 = <b>EIGHTH NOTE = 1/2 BEAT*</b>
 = <b>QUARTER NOTE = 1 BEAT</b>	 = <b>SIXTEENTH NOTE = 1/4 BEAT</b>

\* Eighth and sixteenth notes are sometimes connected by a bar at the top. This happens when there are two or more of the same kind of beat in a row.






$$\text{♩} + \text{♩} = \text{♪♪} = \text{TWO } \frac{1}{2} \text{ BEATS} = \text{1 FULL BEAT}$$

$$\text{♩} + \text{♩} + \text{♩} + \text{♩} = \text{♩♩♩♩} = \text{FOUR } \frac{1}{4} \text{ BEATS} = \text{1 FULL BEAT}$$

6. Now let's try an exercise to practice reading notes and rhythms.

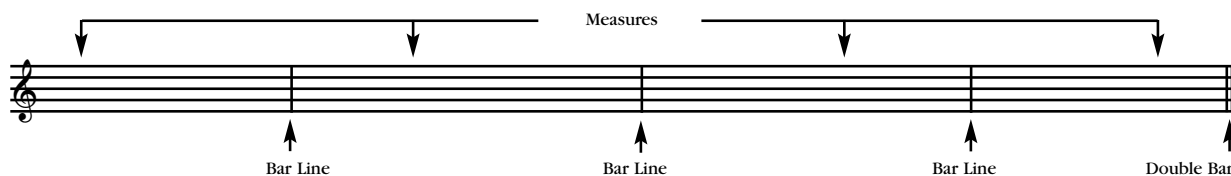


7. Next we have to add rests for when there are silences in the music.

 = <b>WHOLE REST = 4 BEATS</b>	 = <b>EIGHTH REST = 1/2 BEAT</b>
 = <b>HALF REST = 2 BEATS</b>	 = <b>SIXTEENTH REST = 1/4 BEAT</b>
 = <b>QUARTER REST = 1 BEAT</b>	

## 8. NOW THERE ARE ONLY A FEW MORE DETAILS.

When music is written it is broken up into pieces so that the reader can keep track of where they are. Each piece is called a **MEASURE**. The line that separates measures is a bar line.



A **TIME SIGNATURE** is used for organization. It is two numbers divided by a line like this:  $\frac{4}{4}$

9. The number on the top tells how many beats are in each measure. The bottom number tells what kind of note gets a beat. So in 4/4 time there are 4 quarter (4) notes in the measure. In 3/8 time there are 3 eighth (8) notes. A time signature sits at the beginning of each piece to the right of the treble clef.

Here are some examples:



10. Now use what you just learned about reading music and try playing the recorder tunes on the next pages. Remember to be patient and don't give up. Learning to read music takes practice and patience...

**YOU CAN DO IT!!!**

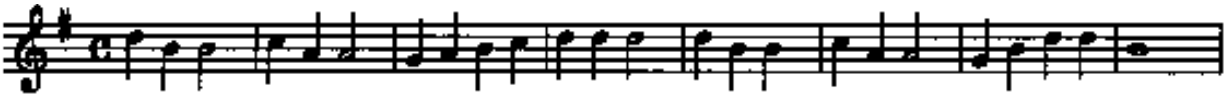


# RECORDER TUNES

**W**elcome to the Recorder Tunes pages. You will find an array of tunes... from simple to more difficult. Pick and choose as you wish... or use these pages to practice tunes that you are working on with your class. If you need to refer to the fingering chart you'll find it on page 31. **HAVE FUN!**

## LIGHTLY ROW

Traditional



D B B \_ C A A \_ G A B C D D D \_ D B B \_ C A A \_ G B D D B \_ \_ \_



A A A A A B C \_ B B B B B C D \_ D B B \_ C A A G B D D G \_ \_ \_

## FAIS DO DO

Traditional



B \_ A G \_ G A G A B \_ A B \_ A G \_ G A B A G \_ \_



B \_ C D A \_ A B C D A \_ A B C D A G A B C D A \_ \_



B \_ A G \_ G A G A B \_ G B \_ A G \_ G A B A G \_ \_

## NEW WORLD SYMPHONY - 2ND MOVEMENT

Antonin Dvořák



B D D \_ B A G A B D B A \_ \_ \_ B D D \_ B A G A B A G G \_ \_ \_



# FOLK MELODY

Traditional

C E G C \_ \_ D \_ \_ B A G A \_ \_ G \_ \_ C D E G \_ \_  
 (low)(low) (low)

A \_ \_ G E C D \_ \_ \_ \_ G E G C \_ \_ A \_ \_ G E C  
 (low)(low) (low) (low) (low) (low) (low)

C \_ \_ D \_ \_ E D E G \_ \_ A \_ \_ D E D C \_ \_ \_ \_  
 (low) (low) (low)(low) (low) (low)(low)(low) (low)

# SHEPHERD'S SONG FROM SYMPHONY NO. 6

Ludwig van Beethoven

B \_ \_ G D B \_ \_ G D G B D B C \_ \_ \_ A  
 (low)

C \_ \_ A D B \_ \_ G B A E F# D D G \_ \_ \_ \_  
 (low) (low) (low)

The note "F#" is played by covering all the holes except the 4th and 7th.  
 (See the fingering chart on page 31.)

# DORMITE NIÑITO

Traditional Honduran

D G G A B B B D G B A \_ E E E E A A D G B A G \_  
 (low) (low) (low)

# ODE TO JOY

Ludwig van Beethoven

Musical notation for the first two staves of 'Ode to Joy'. The first staff contains the melody, and the second staff contains a lower octave version of the same melody. Below each staff are the corresponding letter notes.

B B C D D C B A G G A B B A A \_ B B C D D C B A G G A B A G G

A A B G A B C B G A B C B A G A D \_ B B C D D C B A G G A B A G G  
(low)

# THE BAMBOO FLUTE

Traditional Chinese

Musical notation for the first two staves of 'The Bamboo Flute'. The first staff contains the melody, and the second staff contains a lower octave version of the same melody. Below each staff are the corresponding letter notes.

A D B A F# F# A F# E D \_ B D F# A B F# A \_ \_ \_

D B F# B A \_ B A F# B A \_ A D B A F# A E F# E D \_ \_ \_

# MOCKINGBIRD

Traditional Appalachian

Musical notation for the first two staves of 'Mockingbird'. The first staff contains the melody, and the second staff contains a lower octave version of the same melody. Below each staff are the corresponding letter notes.

D B B B C B A A A \_ D D A A A A B A G G \_

D B B B C B A A A \_ D D A A A A B A G G \_

# LULLABY

Traditional Congolese



G A G E A A A \_ G A G E G \_ G \_



A G A E A A A \_ G A G E G \_ G \_ E \_ \_ \_

# TWINKLE, TWINKLE LITTLE STAR

Traditional



G G A A E E D \_ C C B B A A G \_ D D C C B B A \_



D D C C B B A \_ G G D D E E D \_ C C B B A A G \_

# JINGLE BELLS

Traditional



B B B B B B B D G A B \_ \_ \_ C C C C C B B B B A A B A \_ D \_



B B B B B B B D G A B \_ \_ \_ C C C C C B B B B D D C A G \_ \_ \_

# RUSSIAN DANCE FROM *PETROUCHKA*

Igor Stravinsky

B C D E D C B A A B \_ B C D E D C B A A B \_

B C D E D C B A A B B B C D E D C B A G F E \_

# SIMPLE GIFTS

Traditional

DD G GA B G B C D D C B A G A D A D A B A F#D D G F#G A B A A

B C D D A A A A A G G G \_ D \_ B A B C B A G A B B C D B

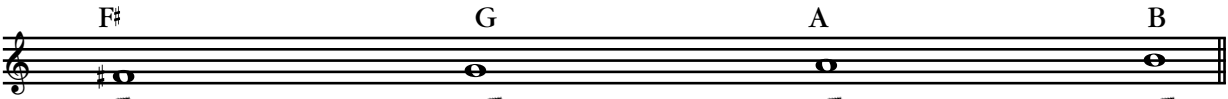
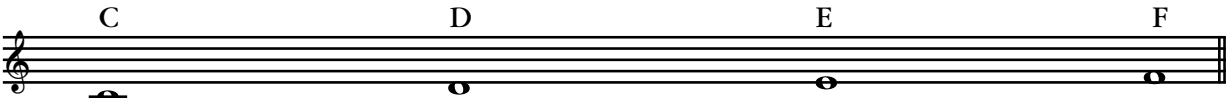
A A B A D G G A B B C D C B A A A C B A G G G G \_

# GO TELL AUNT RHODY

Traditional

B \_ B A G \_ G \_ A \_ A C B A G \_ D \_ D C B \_ B B A G A B G \_ \_

# FINGERING CHART



● = HOLE CLOSED  
○ = HOLE OPEN

# ANSWERS PAGE

## INSTRUMENT TIC-TAC-TOE

- |                               |                             |
|-------------------------------|-----------------------------|
| 1. flute-clarinet-bassoon     | 2. violin-cello-viola       |
| 3. xylophone-triangle-timpani | 4. tuba-french horn-trumpet |

## COMPOSERS DIAL-A-NAME

- |              |               |           |               |             |
|--------------|---------------|-----------|---------------|-------------|
| 2. Copland   | 3. Stravinsky | 4. Dvorak | 5. Gershwin   |             |
| 6. Beethoven | 7. Ravel      | 8. Ives   | 9. Mussorgsky | 10. Britten |

## INSTRUMENT FILL-IN-THE-BLANK

- |            |                |              |             |             |
|------------|----------------|--------------|-------------|-------------|
| 1. violin  | 2. piano       | 3. bass drum | 4. recorder | 5. trumpet  |
| 6. bassoon | 7. double bass | 8. tuba      | 9. clarinet | 10. timpani |

## NOTE-READING PUZZLE

## MUSICAL INSTRUMENT SEARCH

D	E	N	O	H	P	A	R	B	I	V	P	C	Y	M	B	A	L
L	Y	R	E	C	O	R	D	E	R	P	I	C	C	O	L	O	T
P	E	N	O	H	P	O	L	Y	X	B	A	G	P	I	P	E	I
R	U	E	O	A	R	A	H	T	I	C	N	R	C	E	M	T	D
D	L	A	N	I	G	R	I	V	E	C	O	R	N	E	T	D	N
R	T	M	U	R	D	E	R	A	N	S	F	R	A	T	I	U	G
O	E	L	J	E	H	I	I	N	M	D	O	H	I	S	E	G	I
H	H	O	E	L	N	C	N	U	E	A	R	N	W	N	S	N	B
C	R	M	B	I	O	R	Y	B	H	T	E	O	P	A	A	T	
I	O	H	A	O	P	D	B	U	B	F	E	H	P	P	A	E	N
V	D	R	G	R	E	S	T	M	T	A	P	V	M	R	N	L	O
A	H	M	G	L	I	T	N	E	O	O	S	I	O	A	Z	J	
L	N	O	T	A	R	M	N	E	X	R	T	S	R	O	I	H	N
C	R	T	R	U	N	I	B	A	K	P	T	D	D	T	L	E	A
E	E	X	M	N	R	N	S	A	E	C	R	E	H	R	L	I	B
K	E	P	B	A	S	S	O	O	N	U	O	E	I	G	U	R	N
T	E	K	L	E	T	U	L	F	M	H	R	L	U	E	U	M	S
T	E	C	T	R	I	A	N	G	L	E	G	B	G	T	A	R	R

## MUSICAL WORD SCRAMBLE

- |             |           |           |            |            |              |
|-------------|-----------|-----------|------------|------------|--------------|
| DECRESCENDO | TIMBRE    | CHORD     | VARIATION  | LEGATO     | SYMPHONY     |
| HARMONY     | XYLOPHONE | MELODY    | DYNAMICS   | CADENZA    | CONCERTO     |
| RHYTHM      | CLARINET  | PIZZICATO | DISSONANCE | STRINGS    | TEXTURE      |
| PIANO       | FORTE     | STACCATO  | PERCUSSION | INSTRUMENT | CONDUCTOR    |
| WOODWINDS   | TEMPO     | CRESCENDO | BRASS      | ACCENTS    | PHILHARMONIC |
|             |           |           |            | RECORDER   | ORCHESTRA    |

# LEARN ABOUT THE ORCHESTRA!

## CHECK OUT KIDZONE, THE NEW YORK PHILHARMONIC'S WEB SITE JUST FOR YOU.

IT'S ALL ABOUT MUSIC: LISTEN, READ, PLAY AND INVENT!

[WWW.NYPHILKIDS.ORG](http://www.nyphilkids.org)

### DO YOU KNOW WHAT A VIOLA IS? HAVE YOU EVER HEARD ONE?

Visit the Instrument Storage Room to see and hear all the instruments that musicians play to make an orchestra sound great.

<http://www.nyphilkids.org/lockerroom/index.html>

### THE MAD SCIENTIST CAN SHOW YOU HOW TO MAKE YOUR VERY OWN INSTRUMENTS WITH STUFF YOU HAVE AT HOME.

Check out the Instrument Lab and learn what you can do with a Metrocard and a tube!

<http://www.nyphilkids.org/lab/index.html>

### CREATE YOUR VERY OWN TUNE ON YOUR COMPUTER!

The Composer's Workshop shows you how to play with rhythm, tempo - you can even conduct. <http://www.nyphilkids.org/composition/index.html>

### WHERE IN THE WORLD IS THE NEW YORK PHILHARMONIC? READ ABOUT THEIR TRAVELS TO FAR AWAY PLACES IN THE NEWSSTAND!

And while you're there, check out *Front Row, Center*, where you can submit your own musical ideas. <http://www.nyphilkids.org/newsstand/index.html>

### WHICH ORCHESTRA MEMBER LIKES TO LISTEN TO SALSA MUSIC? WHO GOES ROLLERBLADING TO RELAX?

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<http://www.nyphilkids.org/studio/index.html>

### LOTS OF SPECIAL GUESTS VISIT THE PHILHARMONIC.

They came to conduct, play instruments and sing. Visit the Conductor and Soloist Dressing Rooms to see who is making a special appearance.

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<http://www.nyphilkids.org/gallery/index.html>





New York Philharmonic  
Education Department  
132 West 65<sup>th</sup> Street  
New York, NY 10023  
[www.newyorkphilharmonic.org](http://www.newyorkphilharmonic.org)