

Welcome to *Cuesheet*, a performance guide published by the Education Department of the John F. Kennedy Center for the Performing Arts and the National Symphony Orchestra (NSO) in Washington, D.C. This *Cuesheet* is designed to help you prepare your students for the performance *Got Rhythm?*



Glenn Donnellan plays the violin.

Ed Cabarga plays the clarinet.

Joe Connell plays percussion.

Adel Sanchez plays the trumpet.

Rick Barber is the group's bass player.

National Symphony Orchestra Kinderkonzert

GOT RHYTHM?

ABOUT THE CONCERT

Five musicians who regularly perform in the 100-member National Symphony Orchestra (NSO) have joined together to teach young children about music in the Kinderkonzert, *Got Rhythm?*

This concert explores rhythm in music. The musicians will explore where rhythm comes from—from the world around us and from

inside our own bodies. They will play music from many different countries and cultures, and show how rhythm is related to language. They will also demonstrate how different rhythms make people feel like moving. The musicians will invite students to play with the group using simple rhythm instruments.

The activities in *Cuesheet* are designed to help your students learn to feel, hear, and play rhythm.

National Symphony Orchestra

Leonard Slatkin, Music Director



SOUNDS MAKE

Oral Language, Steady Beat, Gross Motor Coordination

EVERYDAY SOUNDS

Explain to students that all music has rhythm. Many people like to move music's rhythm. Everyday sounds have rhythm too. It is also fun to move to "everyday sounds!"

Invite students to say these "everyday" sounds, and coordinate their speaking with each movement.



Say: beat beat beat beat

Move: hand tapping on the chest



Say: tick tock tick tock

Move: tilt head to the left, tilt head to the right



Say: bounce bounce bounce bounce

Move: hand tapping the floor



Say: drip drip drip drip

Move: index finger tapping the opposite hand

Listening

RHYTHMS IN MUSIC

Help students identify the following rhythms in music:

In Anderson's "Syncopated Clock":

- ▶ the rhythm of a ticking clock

In Rossini's "William Tell Overture":

- ▶ the rhythm of galloping horses' hooves

In Vivaldi's "Spring" Concerto (first movement):

- ▶ the rhythm of singing birds, thunder, and lightning

(For recording information, see Music Resources, page 4)

Mathematical Groupings, Steady Beat

GROUPING SOUNDS

Explain to students that in music, sounds are organized into groups and patterns. Lead students in exploring the five different groupings below, A through E. Clap each grouping for the students, inviting them to listen and repeat what they hear. As the leader, you must keep a steady beat. To play each rhythm evenly, establish the beat by counting, "1-2-3-4" before you demonstrate each example.

When you see , clap your hands and say "clap." When you see the word "rest," hold your hands out to the side and quietly say "rest."

	Count: 1	2	3	4
A				
B		"rest"		"rest"
C			"rest"	"rest"
D	"rest"	"rest"		
E	"rest"		"rest"	

After the exercise, remind students that rhythm is created when sounds are organized into groups. When you repeat each group of sounds, it makes a pattern. Also tell students that when they listen to music, they may enjoy listening for simple rhythms that they can recognize and remember.

RHYTHM!

Oral Language, Listening, Steady Beat

WORDS HAVE RHYTHM

Count: 1 2 3 4

A	Bee 	Bee 	Bee 	Bee 
B	Bee 	Bee 	Bum-ble 	Bee 
C	Bum-ble 	Bum-ble 	Bee 	Bee 
D	Hon-ey 	Bear 	Fluf-fy 	Cat 
E	Yel-low 	Duck 	Fur-ry 	Bat 
F	Bum-ble 	Bee 	Bee 	Bee 

Explain to students that when people speak, their words make different rhythms. Lead students in exploring the six different word phrases (A through F) in the chart above. Clap each phrase for the students and invite them to listen and repeat what they hear. As the leader, you must keep a steady beat. To play each rhythm evenly, establish the beat by counting, “1-2-3-4” before you demonstrate each example.

To make these rhythms, clap once for each syllable. For example, you will clap one time when you say the word, “bee” or “bear” and clap two times when you say the word “bum-ble” or “hon-ey.”

Oral Language, Syllables, Steady Beat

PRACTICING WORD RHYTHMS

To practice more word rhythms, use the insert page titled “Words Make Rhythm.” On this insert are four word phrases with pictures underneath the syllables in each word.

Follow these four steps for using each word example on the insert:

- ▶ Read aloud the first word phrase, emphasizing the syllables in each word to give the words rhythm. Invite students to repeat the word phrase.
- ▶ Read aloud the word phrase as you clap the syllables. Invite students to copy your example.
- ▶ Read aloud the word phrase and, as you speak, use your finger to tap the picture below each syllable. Your finger tapping will create a rhythm. Students copy your example, speaking and tapping on the desk or floor.
- ▶ Finally, tap the pictures with your finger as you silently say the words in your head. Invite students to copy your example, tapping the rhythm without speaking the words.

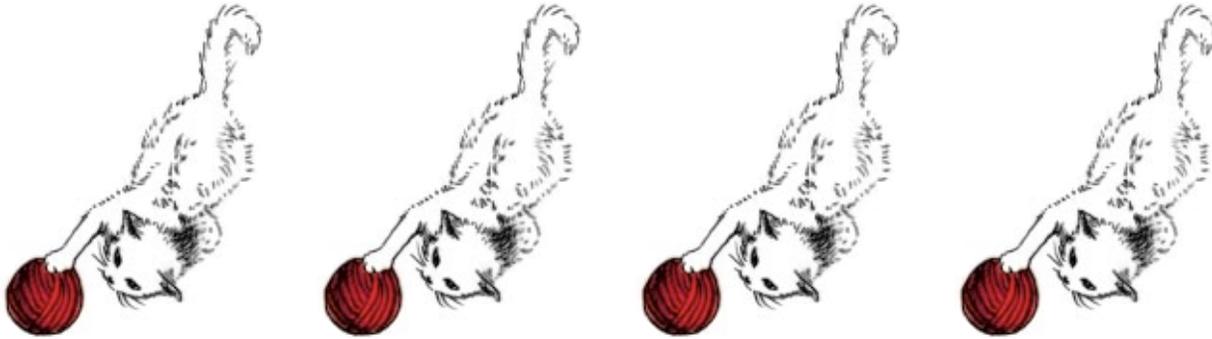
MORE WORD RHYTHMS

To further develop students’ awareness of word rhythms, read aloud and discuss stories with rhythmic language.

(See Reading Resources, page 4)

WORDS MAKE RHYTHM!

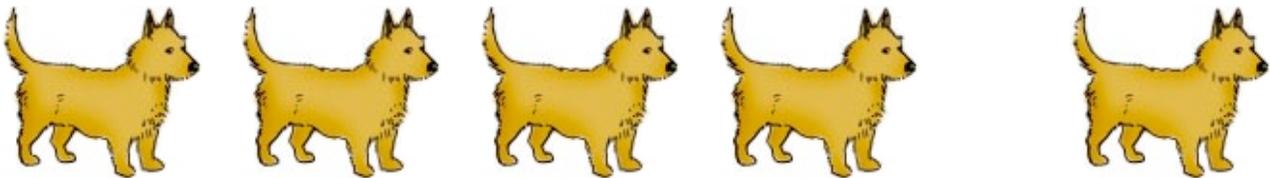
1. cra — zy kit — ty



2. blue but — ter — fly



3. ti — ny lit — tle dog



4. won — der — ful worm

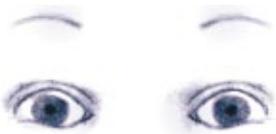


MUSICIANS NEED A GOOD AUDIENCE

Directions: Use this



to read about going to a concert.



watch



listen



audience



music



clap



like

Going to a Concert

When you



and



to a concert, you are part of the



The



is an important part of the concert.

To hear all the



, the



must



carefully!

If you talk, people in the



will not be able to



When the



ends,



if you



the



GOING TO THE KENNEDY CENTER

INTRODUCING THE KENNEDY CENTER

This may be your students' first visit to the Kennedy Center. Explain to students that many people go to the Kennedy Center every day to see and hear dance, theater, or music performances on one of its seven stages. Students will hear the concert in the Theater Lab.

Explain that the class will enter the Kennedy Center at the Hall of States. Tell students to look overhead where they will see the flags of the 50 states, the District of Columbia, and the five U.S. Territories. To get to the Theater Lab, students will ride inside a large elevator to the Kennedy Center's top floor. A large banner that says "Theater Lab" hangs on the wall outside the theater. In the theater, a person wearing a red jacket—the usher—will show students where to sit.

Almost 500 people can watch a performance together in the Theater Lab!

Written Language, Reading Symbols

BEING A GOOD AUDIENCE

To prepare students to participate in the concert, use the insert page titled "Being a Good Audience." Show students the pictures and explain the key. Then read the text aloud, stopping at the pictures and inviting students to use the key and assist in completing the sentences.



The Kennedy Center is the home of the National Symphony Orchestra.

Oral Language, Recall

AFTER THE CONCERT

Lead students in a discussion about the concert:

- ▶ What instrument(s) did you like best? Why?
- ▶ What music from the concert did you like best?
- ▶ What new things did you learn? What did you learn about rhythm?

Lead students in a discussion about their role as audience members:

- ▶ Were members of the audience good listeners? How could you tell?
- ▶ What were you invited to do during the concert? Why?

Reading Resources

You and your students may want to read books with rhythmic language:

Fleming, Denise. *In the Tall, Tall Grass*. NY: Henry Holt & Company, Inc., 1995.

Martin, Bill. *Brown Bear, Brown Bear, What Do You See?* NY: Henry Holt & Company, Inc., 1995.

Martin, Bill and John Archambault. *Chicka Chicka Boom Boom*. NY: Aladdin Library, 2000.

Thorne, Donna Sloan and Marilyn Sloan Felts. *Buzz and Ollie's Steady Beat Adventure*. Sloan Publishing, 2002.

Music Resources

You and your students may want to listen to...

Anderson, Leroy. "The Best of Leroy Anderson," MCA 11710.

Rossini, Giacomo. "Rossini Overtures," Orchestre symphonique de Montreal, Charles Dutoit, conductor, Universal 467427.

Vivaldi, Antonio. "The Four Seasons," Israel Philharmonic Orchestra, Zubin Mehta, conductor, Polygram Records 419214.



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**National Symphony Orchestra
Kinderkonzerts
Got Rhythm?**

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Cuesheet

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