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 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). Programs will vary from entertaining introductions of musicians to musicians playing offstage before an introduction is made. 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 your visit to 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-j0 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.
The percussion family is the largest in the orchestra. Percussion instruments include any instrument that makes a sound when it is hit, shaken, or scraped. Some percussion instruments can make different pitches or notes, like the xylophone, timpani or piano, and some do not have a definite pitch, like the bass drum, cymbals or tambourine. Percussionists have to learn to play many different instruments, unlike most members of the string, woodwind and brass families.

Suggested Activities:

- Make your own simple rhythm instruments with household items. Make drums out of coffee cans, partially fill empty water bottles with rice and seal the cap to create shakers, or tie jingle bells onto string for the children to shake. See what interesting rhythm instruments you can create only using materials found in your classroom!

- Using basic percussion or homemade instruments (drums, tambourines, shakers), have your students go on a “treasure hunt” for percussion instruments in your room. Can children identify the instruments that they find?

- Lead students in playing a steady beat and varied rhythm patterns using percussion instruments or body percussion (clapping or patting hands on their lap). Maintain a steady beat with a recording or ask another child to start a beat that the class follows. Students can echo your rhythm pattern in call-and-response style, or take turns playing a rhythm that the other students imitate.

Suggested Listening

Saint-Saëns: “Fossils” from Carnival of the Animals    Bizet: “Les Toreadors” from Carmen
Kodály: “Viennese Musical Clock” from Hary Janos Suite
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 many 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 with a “hoo” sound), 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 different 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. Remember, they can be imaginary birds too!

Suggested Listening
- Bizet: “Intermezzo” from Carmen Suite No. 1
- Debussy: Prelude to the Afternoon of a Faun
- Saint-Saëns: “The Aviary” from Carnival of the Animals
- Vivaldi: Il Gardellino (The Goldfinch)
The cello is the second largest instrument in the string family – bigger than a violin or viola, but smaller than a double bass. It has four strings that vibrate to make sound when a player draws the bow (a long wooden stick with horse hair attached) across them. The player changes the notes by playing on the four different strings, and also by moving the position of their fingers on each string. String players can also make sounds by plucking the strings, which is called *pizzicato*.

Suggested Activities:

- Unlike violin, viola and bass players, who can all stand to play their instruments, cellists sit down to play, and can feel the sound vibration where the cello rests on the front of their body. Help students feel the vibrations in the sound they make by touching their chest or nasal cavity while singing a sustained tone.
- 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!”

**Suggested Listening**

- Bach: Suites for Solo Cello
- Saint-Saëns: “The Swan” from *Carnival of the Animals*
The trumpet is the smallest and highest instrument in the brass family. A trumpet player creates sound on their instrument by buzzing their lips into a mouthpiece, and changes the notes by moving the position of their lips and moving their fingers on three valves.

Suggested Activities:

- Recycle empty paper towel or wrapping paper tubes by turning them into brass instruments! Have students try buzzing their lips against the tube. If they have trouble with this, they can also sing through the tube to make a unique sound.
- The trumpet’s predecessor is the bugle, which looks like a trumpet but has no valves. Bugles are still used to signal the beginning of the day (“Reveille”) and the end of the day (“Taps”) in the military. Listen to sound clips of these two songs (you can find them on YouTube or free sound effect websites). Have students pretend to go to sleep when they hear “Taps” and “wake up” when they hear “Reveille.”
- Trumpets are often used for fanfares to announce something important. Choose something that happens every day in your classroom (snack time, clean-up time, hand-washing, etc.) and make up a fanfare to go with it (listen to Bizet or Copland below for examples). Whenever it’s time for that activity, students can sing and pretend to play their special trumpet fanfare.

Suggested Listening

Anderson: Bugler’s Holiday  
Bizet: “La Garde Montante” from Carmen Suite No. 2
Copland: Fanfare for the Common Man  
Mussorgsky: “Promenade” from Pictures at an Exhibition
The viola is the second largest instrument in the string family – bigger than a violin, but smaller than a cello. It has four strings that vibrate to make sound when a player draws the bow across them. Just like the other instruments in the string family, the player changes the notes by playing on the four different strings, and also by moving the position of their fingers on each string. Usually a violist will only play one string at a time, but sometimes they use their bow to play two strings at once, which is called a double stop.

Suggested Activities:

- Make your own string instruments using boxes and rubber bands. Students can stretch several different size rubber bands around any box with one side open (shoe box, tissue box with top cut off, etc.). What do you see when you pluck the rubber bands? What do you hear? Do different sized rubber bands make different sounds? What about different sized boxes?

- Revisit the game of musical “Simon Says” from your cello prep lesson! 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.

Suggested Listening

Beethoven: Symphony No. 5, 2nd movement
Bruch: Kol Nidrei

Britten: Young Person’s Guide to the Orchestra, var. F
Walton: Concerto for Viola and Orchestra

The Victorious Viola

with

Lembi Veskimets

Friday, May 27, 10am
Saturday, May 28, 10 & 11am
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 (anticipates what happens next in a sequence)
- Use prior knowledge and information to assess, inform, and plan
- 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
- Order objects by measurable attributes (biggest to smallest)

Science
- Observe objects and events in their environment and describe observations
- Compare and contrast objects and events
- Communicate observations through a variety of methods (pictures, dramatization)
- 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