

A large group of students, mostly young women, are seated in a school auditorium, all playing recorders. They are arranged in rows, and the focus is on the students in the foreground. The students are wearing casual clothing like hoodies, jeans, and a blue dress. The auditorium has wooden chairs with grey upholstery. The text is overlaid on the left side of the image.

Link Up:
The Orchestra Sings
**Professional
Development
Session 2025-2026**

Link Up:

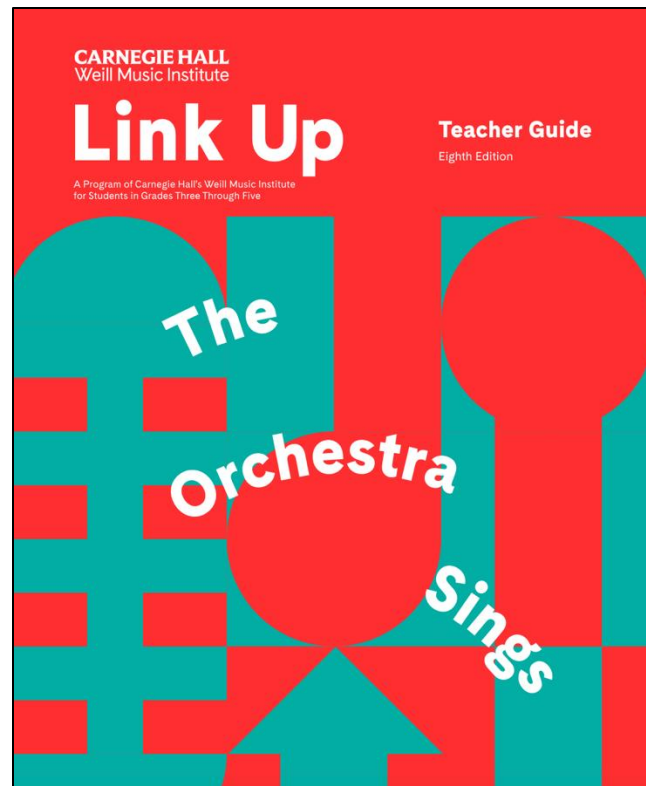
The Orchestra Sings



Melody is one of the universal elements of music and defines the music we know and love. A great melody can express ideas and emotions, help tell a story, and bring people together through song.

Through the **Link Up repertoire**, hands-on activities, and a culminating interactive performance, students will explore what makes a melody great.

Link Up Materials



Red computer monitor icon.

SoundCloud player for Carnegie Hall 1. "Come to Play" (complete). The player shows a waveform and a list of tracks with their durations.

Track	Duration
Carnegie Hall - 1. "Come to Play" (complete)	36.7K
Carnegie Hall - "Come to Play" (vocal part 1)	36.7K
Carnegie Hall - "Come to Play" (vocal part 2)	23.6K
Carnegie Hall - "Come to Play" (vocal part 3)	13.6K
Carnegie Hall - "Come to Play" (vocal part 3)	10K
Carnegie Hall - "Come to Play" (recorder part 2)	9.7K

Video player showing a group of students singing and clapping. The video is titled "Carnegie Hall".

Play Video button.

Row of four small thumbnail images at the bottom: a person playing a piano, a group of students singing, a person playing a recorder, and a person playing a keyboard.

Key Objectives



Students will:

- Perform by singing and playing the soprano recorder or string instruments as soloists, small ensembles and with the orchestra.
- Analyze and interpret the essential musical structures of melody and what makes it sing.
- Connect with the orchestra and explore instruments, families and orchestration.
- Compose and notate new music using the concert melodies as models.
- Develop their imaginative capacities and make personal connections to the music

Soundslice

Soundslice is an **interactive sheet music player** with a variety of features that allow you to explore the music featured in the Link Up curriculum even further.

You can see different instrument and singing parts together on the same score or toggle individual parts on and off.

The screenshot displays the Soundslice interface for a musical score in 4/4 time. The score is divided into two systems. The first system includes Part 1 (Winds) and Part 2 (Trum-pets), both marked 'Steadily' and 'mf'. The second system includes Part 1 (Strings) and Part 2 (Drum - mers), with the drum part marked 'p' (piano). The interface features a playback bar at the bottom with a play button, a progress bar, and controls for speed (set to 100%), volume, and other settings. A dropdown menu shows '2 RECORDINGS' and 'All Parts'. The Soundslice logo is visible in the bottom right corner.

Curriculum Format

The full curriculum is available in this Teacher Guide and online at carnegiehall.org/LinkUpSings, where it is enhanced by a full set of digital resources. **The curriculum is divided into five sections:**



1. Concert
Repertoire



2. Repertoire
Exploration



3. Instrument
Families



4. Concert
Experience



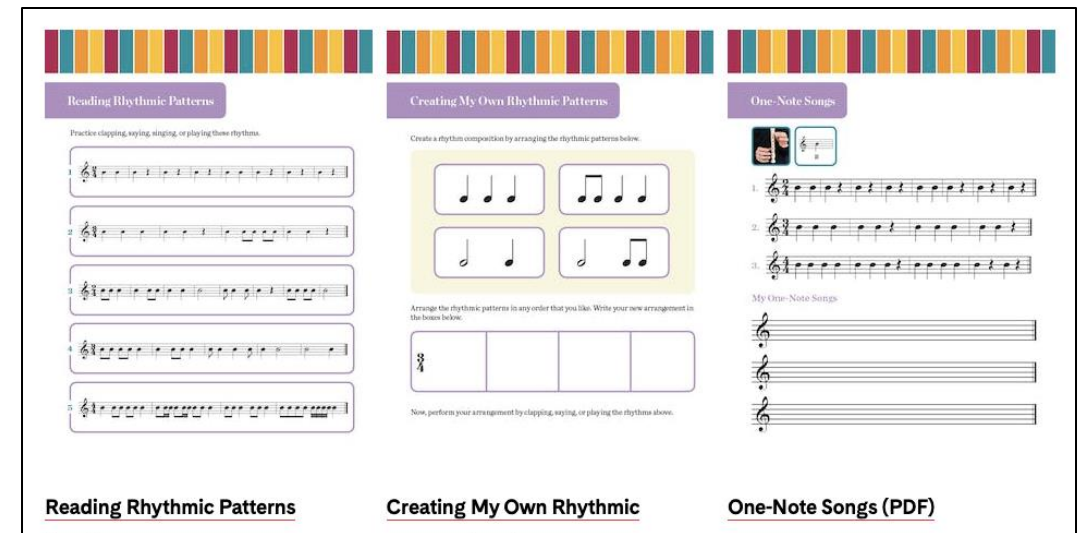
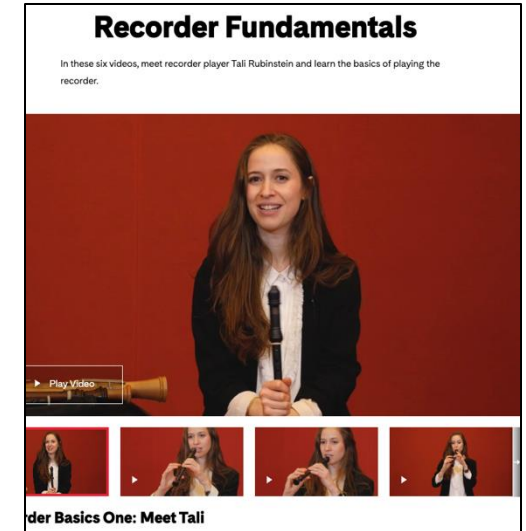
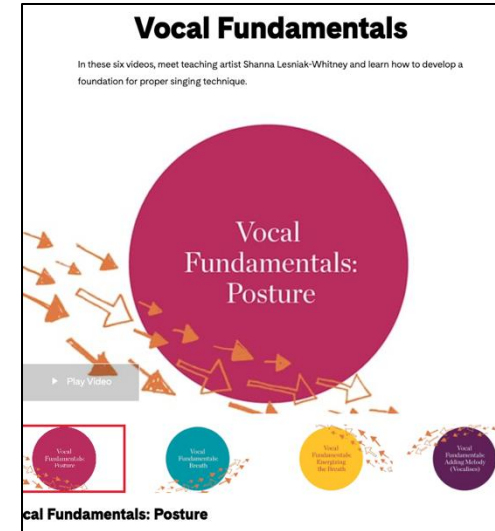
5. Additional
Information

Fundamental Music Skills

Link Up is designed as a supplementary music curriculum and is not intended to be a recorder method book.

Activities and warm-ups that can be used for **introducing recorder and vocal techniques**, as well as introductory lessons on rhythm and melody, can be accessed in the Fundamentals section of the digital curriculum.

<https://www.carnegiehall.org/Education/Programs/Link-Up/National-Program/Fundamentals>

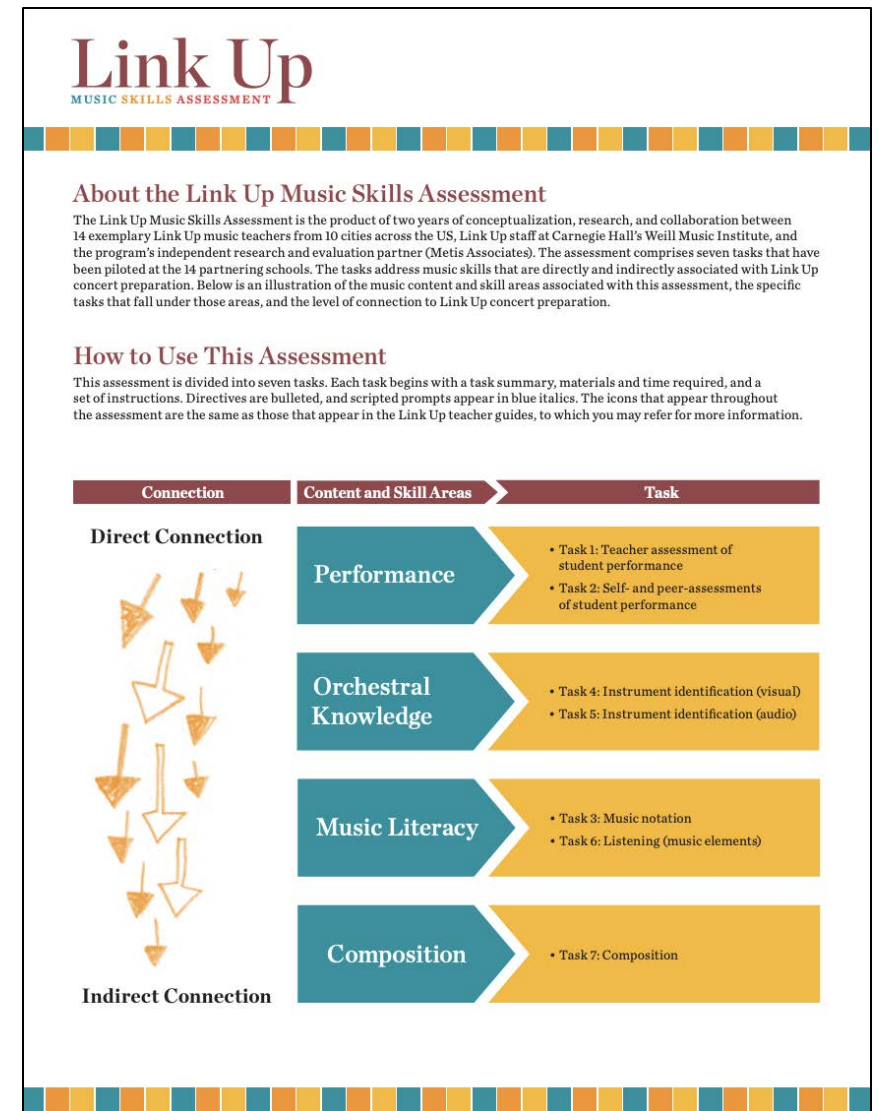


Music Skills Assessment

A Music Skills Assessment **manual and audio tracks that address music skills that are directly and indirectly associated with Link Up concert preparation** are available.

Pages 26-27 (Performance)

<https://www.carnegiehall.org/Education/Programs/Link-Up/National-Program/Assessments-Index>



National Core Art Standards for Music

			Found in section(s):
Common Anchor #1	Generate and conceptualize artistic ideas and work.	Cr Creating	2
Common Anchor #2	Organize and develop artistic ideas and work.		2
Common Anchor #3	Refine and complete artistic work.		1, 2
Common Anchor #4	Analyze, interpret, and select artistic work for presentation.	Pr Performing, Presenting, Producing	1, 2, 4
Common Anchor #5	Develop and refine artistic work for presentation.		1, 2, 4
Common Anchor #6	Convey meaning through the presentation of artistic work.		1, 2, 3
Common Anchor #7	Perceive and analyze artistic work.	Re Responding	2, 3, 4
Common Anchor #8	Interpret intent and meaning in artistic work.		1, 2, 3
Common Anchor #9	Apply criteria to evaluate artistic work.		1, 4
Common Anchor #10	Synthesize and relate knowledge and personal experiences to make art.	Cn Connecting	2, 3
Common Anchor #11	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		2, 3, 4

Common Core State Standards Initiatives

Through hands-on activities and a culminating interactive performance with a professional orchestra, Link Up helps to address the Common Core State Standards, empowering students through learning activities that emphasize college and career readiness and help students

- demonstrate independence
- build strong content knowledge
- respond to the varying demands of audience, task, purpose, and discipline
- comprehend and critique
- value evidence
- use technology and digital media strategically and capably
- come to understand other perspectives and cultures

While the Link Up curriculum focuses primarily on music performance skills, content knowledge, and creativity, students also build core capacities in English and math. Through composition, active listening, describing and analyzing standard repertoire, and a focus on the historical context of orchestral music, Link Up provides students with the opportunity to put these core capacities to use in a new domain. Specific activities throughout the curriculum also address these English and math capacities directly, encouraging reading, writing, and quantitative thinking. Visit [carnegiehall.org/LinkUpSings](https://www.carnegiehall.org/LinkUpSings) for more information.

Standards Addressed

The Link Up program addresses **National Core Arts Standards for Music** and **Common Core State Standards**, as well as benchmarks in the New York City Blueprint for Teaching and Learning in Music.

Page 5 & 76

<https://www.carnegiehall.org/Education/Programs/Link-Up/National-Program/The-Orchestra-Sings/Standards-and-Acknowledgements>

Icon Key



1. Digital Media
Icons



2. Singing Icon



3. Basic
Instrument Icon



4. Recorder Star
Icon



5. Movement
Icon

Pathways for Teachers



1. **Basic Program Path**

(Minimum requirements for culminating concert participation)

2. **Basic+ Program Path**

(If you have more time and/or need additional challenges for your students)

3. **Advanced Program Path**

(If you've completed everything in the Basic and Basic+ program paths)

Repertoire

Song	Composer	Sing	Play	Move	Basic Recorder Notes	Notes
Come to Play	Tom Cabaniss	X	X		Part 2-G,A,B,C,D	
New World Symphony	Antonin Dvorak		X		G,A,B,C	
Ode to Joy	Beethoven	X	X		GA	
Firebird Suite	Igor Stravinsky					Listening Piece
Oye	Jim Papoulis	X		X	None	Spanish and English
Ram Tori Maya	Reena Esmail	X	X		D,E,F#,G,A,B,High D	Recorder Star ONLY
We Shall Not Be Moved	Traditional – arr N. Joachim	X				



Activity	Come to Play	New World	Ode to Joy	Firebird	Oye	Ram Tori Maya	We Shall Not be Moved
Melodies are Made of Patterns (PDF)	X	X					
Discover Counter Melodies	X						
Discover Rhythmic Patterns		X	X				X
Explore Melodic Contour		X	X			X	X
Cultural Influences on Melodies		X				X	
Unlock Patterns in Musical Form			X				
Decode Melodies in Ode to Joy			X				
Melody and Poetry in Ode to Joy			X				
Explore the Firebird Melody				X			
Connecting the Music in the Firebird Story				X			
Follow a Listening Map				X			
Melodies and Movement				X	X	X	
Explore Layers through Unison and Harmony					X	X	X
Sing in Unison and Harmony in Oye					X		
Explore the Taal in Ram Tori Maya						X	
Creative Extension			X				X

Repertoire Exploration

Repertoire Exploration: Explore Layers through Unison and Harmony

Aim: What fundamental elements do compose to create great melodies?

Summary: Students investigate rhythm patterns, melodic contour, and form within melodies, and create their own melodies using these elements

Repertoire Exploration

The Elements of Melody

Aim: What fundamental elements do composers use to create great melodies?

Summary: Students investigate rhythm patterns, melodic contour, and form within melodies, and create their own melodies using these elements.

Standards: National 1, 2, 4, 7; NYC 1, 2, 3, 5

Vocabulary: contour, form, pattern, phrase, rhythm

In language, letters, words, and phrases provide the building blocks for communication. In music, composers create melodies using rhythmic patterns, melodic contour, and phrasing as building blocks. The balance of repetition and melodic surprises takes musicians and the audience on an exciting journey through the music.

Discover Rhythmic Patterns

- Sing and review the melody for  "Ode to Joy" on page 16 or using  Track 7 "Ode to Joy" (vocal part).
- Establish a steady beat in your feet, speaking the lyrics in rhythm, without pitch.
- Next, clap the rhythm of the lyrics as you keep the steady beat in your feet.
 - *When a series of notes and rests repeats, it forms a rhythmic pattern.*
 - *Do you see any repeating patterns?*
 - *How many times do these patterns repeat?*
 - *Why do you think Beethoven chose to include repetition and patterns in his melody?*
- Try this activity with "Come to Play," "New World" Symphony, and "We Shall Not Be Moved."
- **Name that pattern:** Show several rhythmic patterns from the Link Up repertoire or make up your own. As a class, speak, clap, or play each pattern. Then, play one of the patterns and have students identify which pattern is being performed. Students may also take turns leading this activity.
- **Compose your own rhythmic patterns:** Using the  "Ode to Joy" and "Come to Play" rhythms on page 36, have students arrange and perform their own rhythmic patterns.

Explore Melodic Contour

Every melody has a contour: the line or shape that is created by the series of pitches as they go up and down.

- Look at the melodic contour of  "New World" Symphony on page 37.
- Sing the melody using a neutral syllable, solfège, or note names. As you sing, trace the shape of the melody with your finger in the air, or draw the shape on a tablet or paper.
 - *Notice when the melody moves up or down or stays the same.*
 - *Notice when the melody moves by step*
 *or by leap*

 - *Add movement to illustrate the steps and leaps.*
- Try this activity with additional pieces of Link Up repertoire, including "Ram Tori Maya," "Ode to Joy," and "We Shall Not Be Moved."
- Working in pairs, ask one student to "act out" a melody silently with body movement. The movement can include up and down motion, steps and leaps, and varying speeds. Ask the other student to follow the "conductor's" melodic contour by singing or playing the melody on pitched percussion or recorder. Ask students to switch roles and repeat the activity.

Repertoire Exploration: Story Telling Through Music

Summary: Students discover how melodies represent different cultural influences and tell stories through movement and expressive musical elements.

- [Strategies for Engaging Students with Stravinsky's "Firebird Suite"](#)



Creative Extension: My Freedom Song

“**We Shall Not Be Moved**” consists of a series of verses wherein a single line changes in each verse. This allows the song to be sung for as long as a group wants to sing it. **New lyrics can be easily added or changed to communicate an issue that is most urgent at a given time.**

- [Songwriting Strategies Guide](#)

Repertoire Exploration

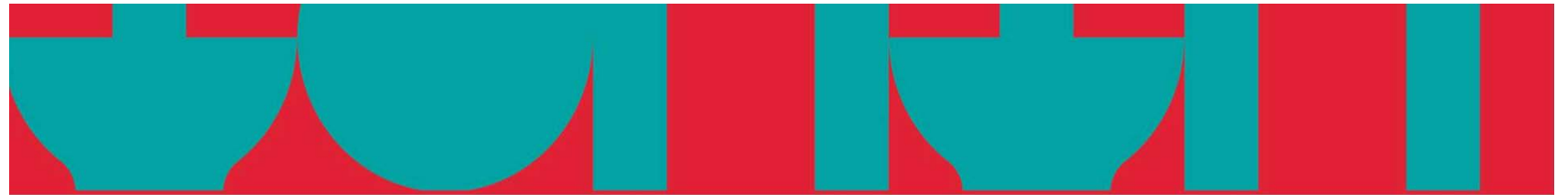
Using Lyrics to Share a Message of Unity and Hope

During the Civil Rights Movement of the 1960s, music played an important role in unifying people against injustice. Freedom songs were designed to be sung in groups, with repetitive melodic phrases and simple, adaptable lyrics. They were often derived from familiar music to encourage a wide number of activists to join in the singing. The lyrics to these songs were then altered, providing a platform to share common struggles and emotions as well as messages of hope and freedom.

- Read the lyrics to “We Shall Not Be Moved” on page 25 and listen to  Track 28 “We Shall Not Be Moved.”
 - *What message do these lyrics communicate?*
 - *What emotions are expressed in this song?*
 - *Why do you think some of the lyrics repeat?*
 - *What elements in the music help communicate the meaning of the words?*
- Play  Track 28 “We Shall Not Be Moved” and practice singing the melody together.
 - Note: This track represents just one version of the melody. Throughout history, performers have added their own unique style to the song, sometimes singing a slightly different rhythm or melodic contour.



Online Resources



☰ Link Up

The Orchestra Sings

Jump to section:

[Share Your Feedback](#)[Concert Repertoire](#)[Repertoire Exploration](#)[Professional Development Videos](#)[Instrument Families](#)[Concert Experience](#)[Additional Information](#)

Melody is one of the universal elements of music and defines the music we know and love. A great melody can express ideas and emotions, help tell a story, and bring people together

Holland Symphony

The Holland Symphony web site:

<https://hollandsymphony.org/link-up-program/>

All about Link Up

Teacher Resources

Past Link Up Concerts

Registrat

The following resource links are available to all participating teachers:

- Teacher Training Recording
 - Passcode: 0A%Qw0k!
- The Orchestra Moves Online Resources
- Teacher Training Presentation
- Moves Repertoire Summary
- Teacher's Guide
- Visual Scores
- Christopher Fashun Samba Workshop
- The Orchestra Map
- HSO Music Mentor Videos
- How to use Sound Slice
- Carnegie Hall Music Educator's Facebook page
- Carnegie Hall Link Up Facebook page
- Carnegie Hall's Music Educator's Tool Box
- About the Featured Recorder



THE ORCHESTRA SINGS

“Come to Play”

Thomas Cabaniss

Repertoire: **Singing, Basic Recorder, Recorder Star**

Recorder Notes Needed:

Part 1: D, E, F#, G, A, B, C, High D

Part 2: G, A, B, C, D (opt. High D, E, F#)

Part 3: D, E, F#, G, A, B, C, High D, High E

Jump to section:

[Sheet Music](#)[Audio](#)[Videos](#)[Repertoire Exploration](#)[Composer Bio](#)

Come To Play

- Link Up Theme Song
- 3 parts can be sung or played. Part 2 is the Basic Recorder.
- Practice each part facing different corners of the room.
- Highlight the music – student sings only their color.
- Not harder or easier, just different!
- Stop to sing the questions, then the answers.
- Students love the studio recording video!



- Why do we all know this piece?
- What makes it an iconic melody?
- Begin by singing on “lu”
- Creative Extension – write your own lyrics

Ram Tori Maya

Video Resources

Highlights:

- Rhythm and hand movements
- Movement is optional at concert
- Connect with visual arts by creating artwork.



The Firebird Suite

The Firebird Story and Listening Map



A magic feather
from her
golden tail
that will protect him
in times
of trouble

Prince Ivan is hunting near an enchanted castle, which belongs to a wicked magician named Kashchei the Immortal. While hunting, Ivan sees a magical golden bird—the Firebird. Ivan catches the magical bird while she is taking golden apples from a nearby tree, and she begs for her freedom. In exchange, the Firebird offers Prince Ivan a magic feather from her golden tail that will protect him in times of trouble. Prince Ivan accepts the feather and sets the Firebird free. Whenever Ivan waves the magic feather, the Firebird will come to his rescue. Meanwhile, the evil magician Kashchei is having a good time capturing beautiful young women and turning handsome young men into stone statues. Ivan sees a beautiful princess and 12 maidens outside the enchanted castle. Prince Ivan falls immediately in love with the princess. He wants

they will be turned into stone. The maidens are forced to return to the sorcerer's castle, but the prince follows them.

Ivan goes into the castle to fight the magician. He is captured, and just when the magician is going to turn him into stone, Prince Ivan remembers the magic feather and waves it. The Firebird returns and makes the magician and his servants do a wild dance, forcing them to dance faster and faster until they all collapse. The dance makes the servants and the evil magician too tired to hurt Ivan. The Firebird then sings them to sleep with a lullaby. The Firebird whispers to Ivan to look for a magic egg, which is the source of all of the evil magician's power. The prince finds the egg and smashes it, and the spell is broken. The princess, her friends, and all



- Listening Piece based on a fairy tale story.
- What is the melody? Can you hear it repeat? Can you play the melody?
- Teach the students how to listen and that it can be just as rewarding as playing or singing.
- What makes the music compelling? Tricky? How do you make the repeated melody not boring?
- Musicians must listen to each other.



THE ORCHESTRA SINGS

“New World” Symphony

Antonín Dvořák

Repertoire: **Basic Recorder, Recorder Star**

Recorder Notes Needed:

Basic Recorder: G, A, B, C

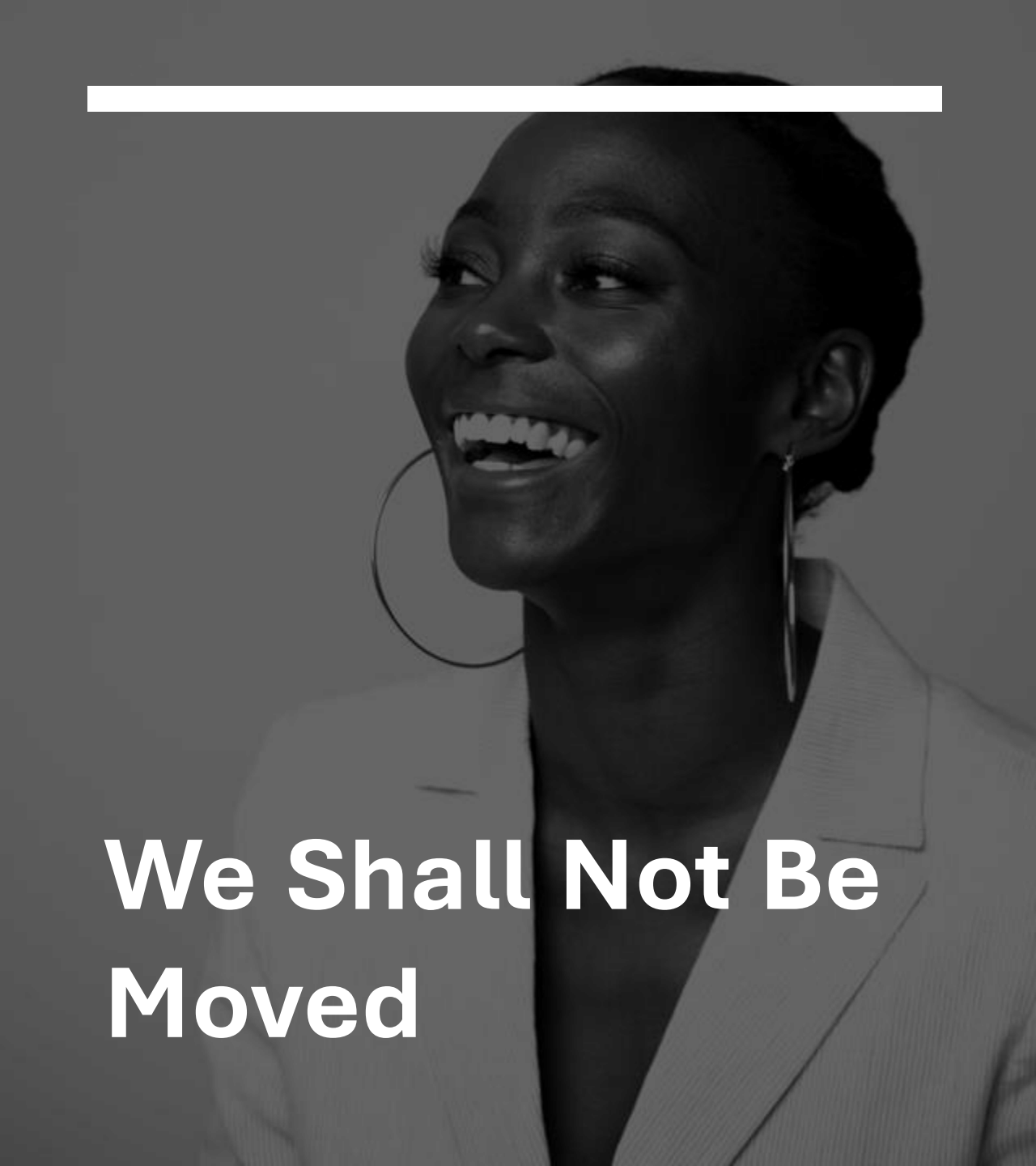
Recorder Star: (opt. C), D, E, G, A, B, C

Jump to section:

[Sheet Music](#)[Audio](#)[Videos](#)[Repertoire Exploration](#)[Composer Bio](#)

- Recorder opportunity
- New video – how can you add notes to change the melody?
- Sing and create your own words

Pages 18-19



We Shall Not Be Moved

- Create your own Freedom Song
- Create student artwork

We shall not, we shall not be moved.
We shall not, we shall not be moved.
Just like a tree that's planted by the water,
We shall not be moved.

We're on the road to freedom, we shall not be moved.
We're on the road to freedom, we shall not be moved.
Just like a tree that's planted by the water,
We shall not be moved.

We walk this road together, we shall not be moved.
We walk this road together, we shall not be moved.
Just like a tree that's planted by the water,
We shall not be moved.

Fighting for our rights, we shall not be moved.
Fighting for our rights, we shall not be moved.
Just like a tree that's planted by the water,
We shall not be moved.

Voices raised together, we shall not be moved.
Voices raised together, we shall not be moved.
Just like a tree that's planted by the water,
We shall not be moved.

Oye

Pages 22-24



Tracks 23-27

Oye

Jim Papoulis



1 Lively 8 VERSE *mf*

Es - tá so - lo llo - ran - do
Es - cú - cha los mí - ra - los

11
en si - len - cio en la os - cu - ri - dad Es - tá son - añ - do
es - cu - cha lo que tra - tan de de - cir Es - tán en bú - sque - da

14
de - se - an - do con es - per - an - za por l'o - por - tu - ni - dad
del ca - mi - no pe - queñ - as vo - ces lla - man - do - te

17
Es - cú - cha - los es - cú - cha - los el - los te lla -
Es - cú - cha - los es - cú - cha - los el - los te lla -

20 *f* CHORUS
man. O - ye Are you list - en - ing? O - ye can you hear them caHing?
man.

23
O - ye! We are cal - ling to you. O - ye Are you list - en - ing

26
O - ye can you hear them caHing? O - ye! Can you hear us?

Oye Choreography





Other Options For Your Students

- Music Mentors in the classroom
- Incorporate the student artwork into the slide show
- Student modelers or choir on stage
- Student co host
- Student drumming group
- Do we need a recorder modeler on stage?

Orchestra Families

- Musician visits are available for the classroom.
- The conductor or soloists can be available by zoom.
- What makes each instrument unique? Related? How is the sound produced?



Instrument Family
Portraits (PDF)



Instrument Family
Sounds (PDF)

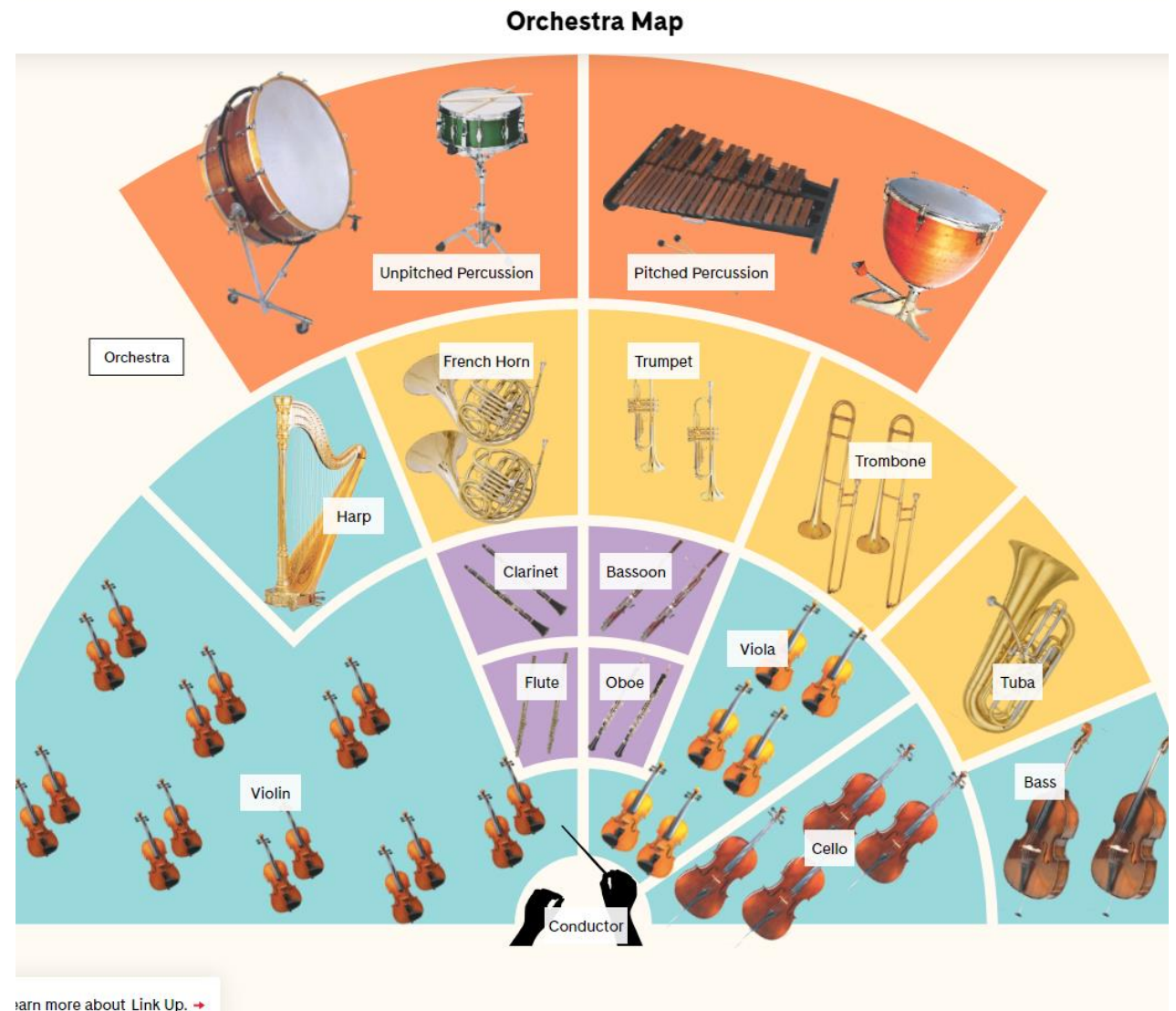


The Orchestra Map
(PDF)

Discover the Orchestra!

Page 59-61

<https://orchestramap.carnegiehall.org>



Music Educators Toolbox

This set of **free online resources** for music teachers includes **lesson plans and activities, summative and formative assessments, video examples, and documented best practices.**



Rhythm & Meter

Browse music lessons and activities on rhythm and meter in Carnegie Hall's Music Educators Toolbox.



Tempo

Browse music lessons and activities on tempo in Carnegie Hall's Music Educators Toolbox.



Articulation

Browse music lessons and activities on articulation in Carnegie Hall's Music Educators Toolbox.



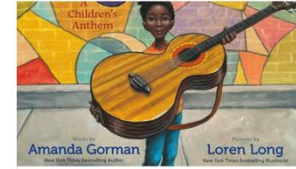
Singing

Browse singing lessons and activities in Carnegie Hall's Music Educators Toolbox.



Supporting Resources

Literacy Links: The Orchestra Sings



Change Sings: A Children's Anthem by Amanda Gorman

Amanda Gorman, presidential inaugural poet and activist, pens a stirring picture book centered on the hope and power of a collective voice. In this story, a young girl leads a cast of characters on a musical journey in which they discover their ability to make change.

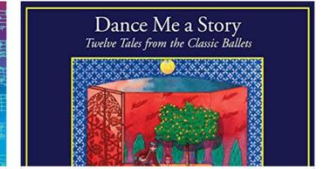
Explore



Ludwig van Beethoven (Getting to Know the World's Greatest Composers) by Mike Venezia

Meet Ludwig van Beethoven in Mike Venezia's humorous (Getting to Know the World's Greatest Composers) series. This definitive biography recounts the composer's life and work, underscoring how canonic works, such as Symphony No. 5, forever changed the sounds of music.

Explore

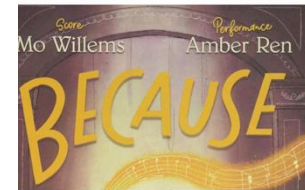


Dance Me a Story by Jane Rosenberg

Dance Me a Story retells twelve stories from great classical ballets such as *Firebird*, *Swan Lake*, and *The Sleeping Beauty*. Each tale is complemented by detailed watercolor illustrations which recreate the grandeur, drama, and grace of a live performance.

Explore

Literacy Links: General



Because by Mo Willems

Mo Willems' moving picture book traces a young girl's journey to the center stage. "Because" of interconnected moments of chance, sacrifice, persistence, and magic, the protagonist discovers a lifelong love of music and grows up to conduct her own symphonies.

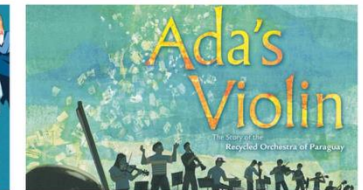
Explore



Orchestra by Avolon Nuovo

In this engaging introduction to the symphony orchestra, Avolon Nuovo explores the orchestra's history, instrument families, and the life and work of luminary composers such as Duke Ellington and Ludwig van Beethoven.

Explore



Ada's Violin by Susan Hood

Susan Hood tells the extraordinary true tale of the Recycled Orchestra of Paraguay, a youth orchestra whose instruments are fashioned from recycled trash. Available in English and Spanish, *Ada's Violin* reveals the profound ways in which music can change the way we see ourselves and our communities.

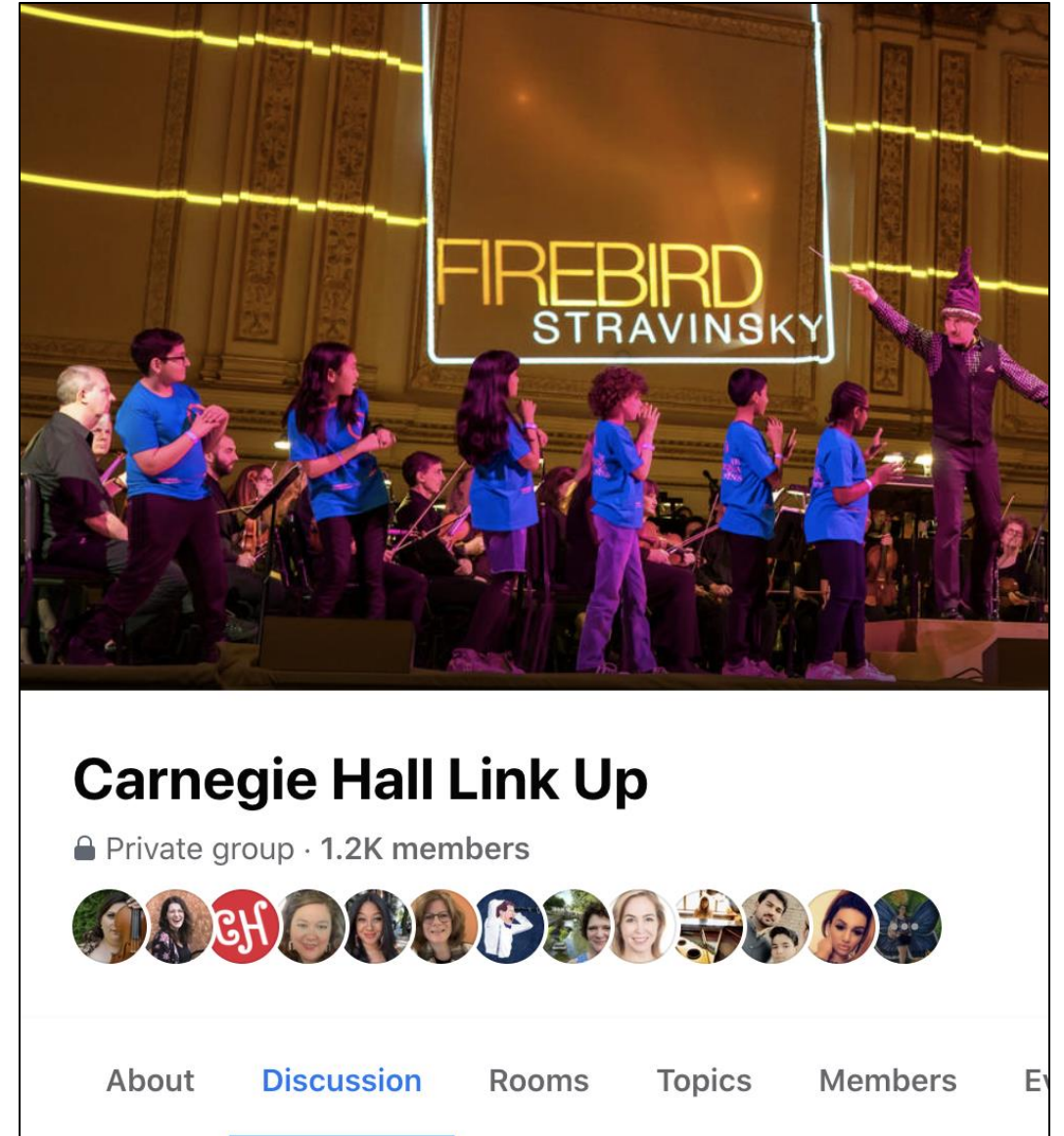
Explore

Facebook Group for Link Up Teachers

Carnegie Hall's Link Up Facebook Group aims to offer a **collaborative and supportive space** for Link Up teachers from across the country and around the world.

Request to join:

<https://www.facebook.com/groups/216358708470341/>





Save the Concert Date:
Tuesday March 24, 2026
9:30 am & 11:00 am
New West Ottawa
Performing Arts Center

THE ORCHESTRA
SINGS!





Q & A

Thank you!

Jayne Gort

**Holland Symphony Link Up
Coordinator**

Phone: 616-886-1344

Email: linkup@hollandsymphony.org

