

Name _____ Class _____

My Music Book for 2026-2027 Concerts for Youth: Railroad Rhythms

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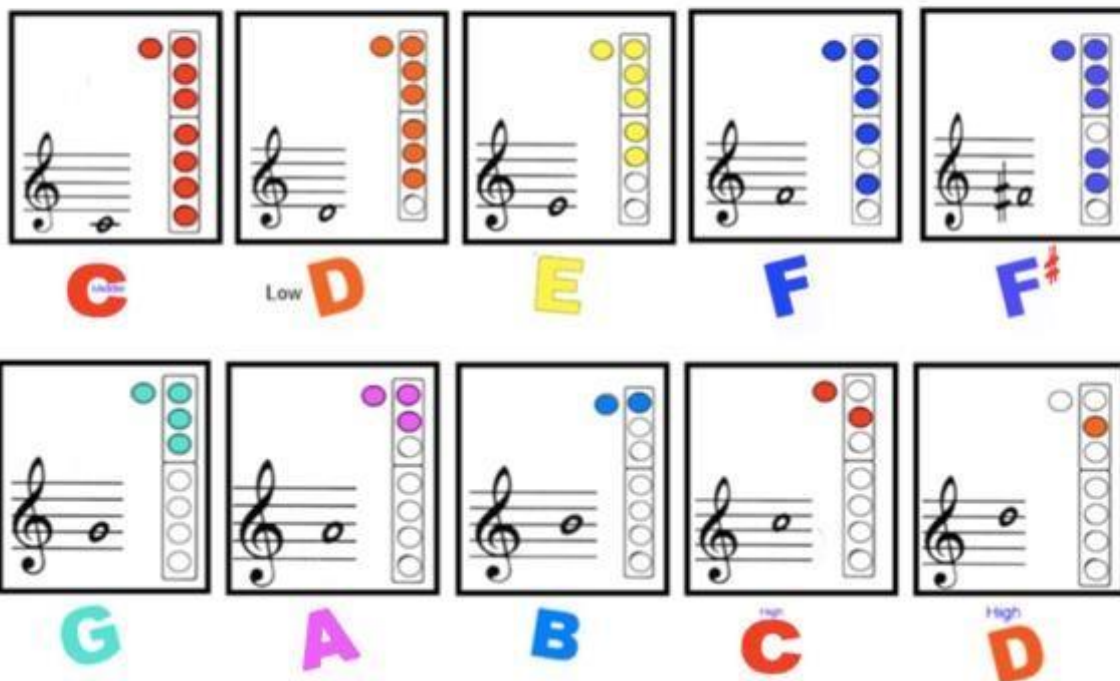
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- ✓ I will learn about reading music, working in a musical ensemble, and concert behavior.
- ✓ I will unite with other students for a concert.
- ✓ I will sing and play my very best to create beautiful music with my Omaha Symphony!

Fingering Chart



Performance GOALS for 2026-2027 Concerts for Youth – Railroad Rhythms

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

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 “Three Blind Mice”.

- I can sing, read, and/or play a recorder melody using G-A-B.

3. I can play and/or sing “The Parting Glass”.

- I can sing, read, and/or play a recorder melody using G-A-B-C'.

4. I can play “Irish Washerwoman”.

- I can clap, read, and/or play a recorder melody using G-A-B-C-D'.

5. I can sing and identify the form of “Rattlin’ Bog”.

- I can read and sing a song on the music staff.
- I can identify the elemental form in a piece of music. (Example: ABA')

6. 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.

7. I can listen and describe elements of music from “The Green Mountain”, “Berko’s Journey”, & “Transcend”.

- 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 ostinato patterns to accompany a listening piece. (Victory Songs, Washerwoman, etc.)

8. 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 with the event.

Most importantly....HAVE FUN!

Three Blind Mice

Three small mice.

Three small mice.

Pined for some fun.

Pined for some fun.

They made up their minds,

To set out to roam.

Said they, "Tis dull to re-main at home".

And all the luggage,

They took was a comb.

These three small mice.

Three small mice.

Three small mice.

Pined for some fun.

Pined for some fun.

They made up their minds,

To set out to roam.

Said they,

"Tis dull to re-main at home".

And all the luggage,

They took was a comb.

These three small mice.

The Parting Glass

Oh, all the money that e'er I had.
I spent it in good company.
And all the harm that e'er I done.
Alas it was to none but me.

And all I've done, for want of wit,
To mem'ry now, I can't recall.
So fill to me, the parting glass.
Good night and joy be with you all.

Oh, all the money that e'er I had.
I spent it in good company.
And all the harm that e'er I done.
Alas it was to none but me.

And all I've done, for want of wit,
To mem'ry now, I can't recall.
So fill to me, the parting glass.
Good night and joy be with you all.

The Rattlin' Bog

Chorus: Hi! Ho! The rattlin' bog
The bog down in the valley-o.
Hi! Ho! The rattlin' bog,
The bog down in the valley-o.

Now in this bog there was a tree,
A rare tree, a rattlin' tree.
The tree in the bog,
And the bog down in the valley-o.

Chorus

Now on this tree there was a branch,
A rare branch, a rattlin' branch.
The branch on the tree,
And the tree in the bog,
And the bog down in the valley-o.

Chorus

Now on this branch there was a limb,
A rare limb, a rattlin' limb.
The limb on the branch,
And the branch on the tree,
And the tree in the bog,
And the bog down in the valley-o.

Chorus

Now on this limb there was a nest,
A rare nest, a rattlin' nest.
The nest on the limb,
And the limb on the branch,
And the branch on the tree,
And the tree in the bog,
And the bog down in the valley-o.

Chorus

Now in this nest there was an egg,
A rare egg, a rattlin' egg.
The egg in the nest,
And the nest on the limb,
And the limb on the branch,
And the branch on the tree,
And the tree in the bog,
And the bog down in the valley-o.

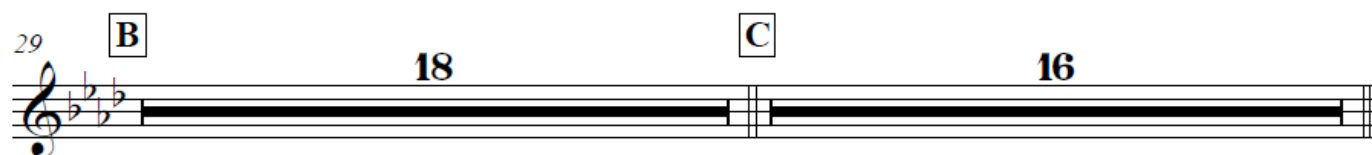
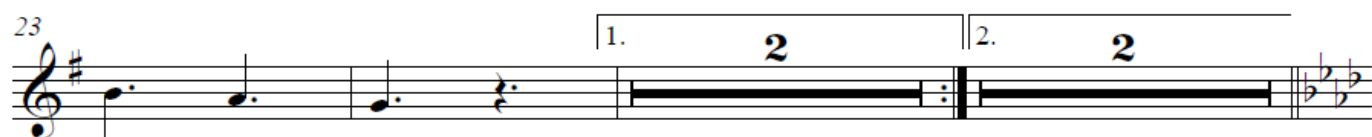
Chorus

Now in this egg there was a bird,
A rare bird, a rattlin' bird.
The bird in the egg,
And the egg in the nest,
And the nest on the limb,
And the limb on the branch,
And the branch on the tree,
And the tree in the bog,
And the bog down in the valley-o.

Chorus x2

Three Blind Mice

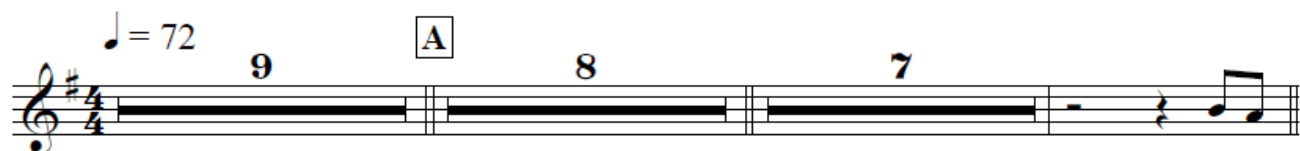
arr. Darren Pettit



Recorder

The Parting Glass

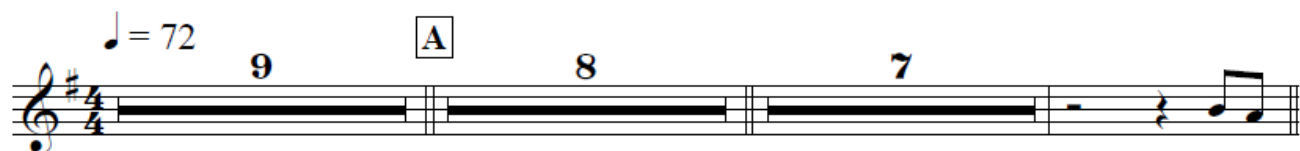
Arr. Darren Pettit



Recorder

The Parting Glass

Arr. Darren Pettit



The Irish Washerwoman

Arr. Darren Pettit

6

A

16

B 8 C 8 8

48

D 8 E 8 F 8 3 G

111

122

4

Recorder

The Irish Washerwoman

Arr. Darren Pettit

$\text{♩} = 82$

6

A

mf

11

16

21

B

C

8

8

8

48

D

8

8

8

72

E

F

8

8

8

96

8

3

107 G

112

116

121

124 **4**

The image shows five staves of musical notation for a recorder. The first staff (measures 107-111) begins with a treble clef, a key signature of one sharp (F#), and a common time signature (C). A box containing the letter 'G' is positioned above the first measure. The notation consists of eighth and sixteenth notes. The second staff (measures 112-115) continues the melody. The third staff (measures 116-120) continues the melody. The fourth staff (measures 121-123) continues the melody and ends with a double bar line. The fifth staff (measure 124) is a whole rest, indicated by a thick horizontal line across the staff and the number '4' above it.