

Name _____ Class _____

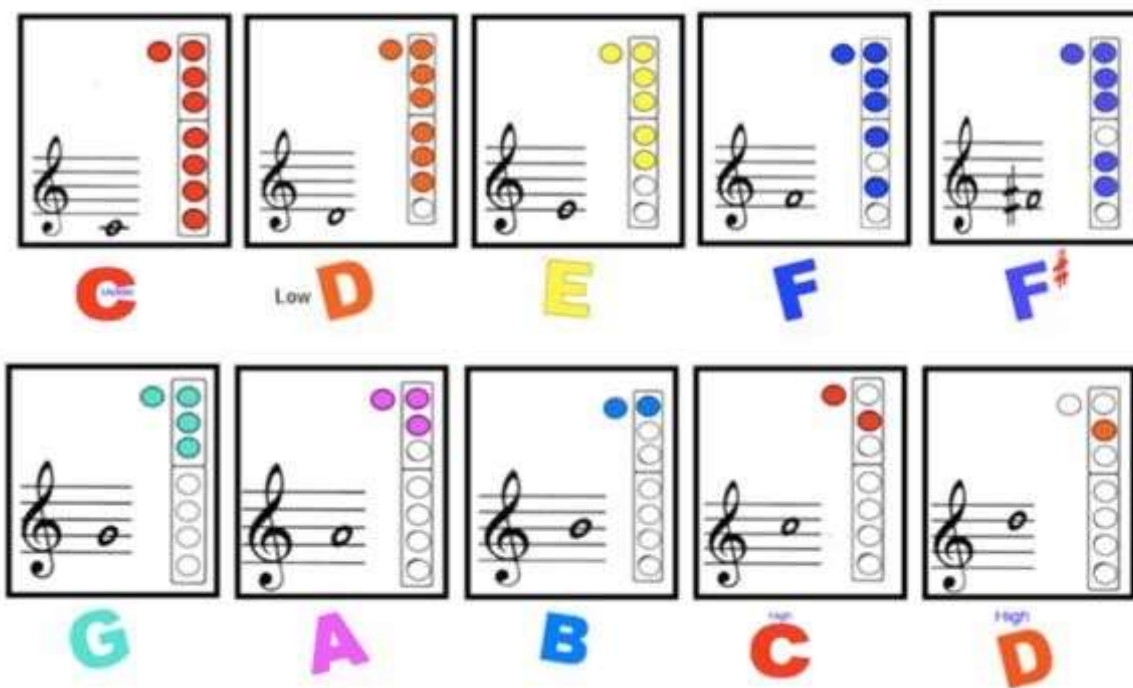
My Music Book 2023

Concerts For Youth

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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





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

Performance GOALS for 2022-23

Concerts for Youth – Latin Rhythms

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 “Un, Dos, Tres”

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

3. I can play and/or sing “Cielito Lindo”.

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

4. I can play and/or sing “La Llorona”.

- I can sing, read, and/or play a recorder melody using G-A-B-C’-D’ and/or C-D-E-F#-G.

5. I can compose an original musical work using the pitches G-A-B-C’-D’.

- I can compose music that shows my understanding of rhythm, pitch, and form.
- I can perform my composition.
- I can evaluate my composition performance and make changes to make my composition stronger.

6. I can sing and identify the form of “Oye”.

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

7. 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.

8. I can listen and describe elements of music from “Malaguena”, “Musica Indigena”, “Cidade”, “Danzon No. 2”, “Baile de Baijo”, & “Sinfonia No. 3”.

- 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. (Baile)

9. 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!

Cielito Lindo

De-la Sierra Morena Cielito Lindo vienen bajando.

Un par deojitos negros Cielito Lindo de contrabando.

Ay, ay, ay, ay. Sing out and don't cry.

As singing out rejoices my pretty sunshine all of our sad hearts.

Una fleche en el aire Cielito Lindo lanzó Cupido.

Y' como-fue jugando Cielito Lindo yo fu-iel herido.

Ay, ay, ay, ay. Canta y' no llores.

Porque cantando se alegran Cielito Lindo los conrazones.

Ay, ay, ay, ay. Sing out and don't cry.

As singing out rejoices my pretty sunshine all of our sad hearts.

Un, Dos, Tres

Un, Dos, Tres.

Pan chocolatey café.

Un, Dos, Tres.

Pan chocolatey café.

Un, Dos, Tres.

Pan chocolatey café.

Un, Dos, Tres.

Pan chocolatey café.

La Llorona

I can see the flowers, Llorona. Flowers there in the meadow.
I can see the flowers, Llorona. Flowers there in the meadow.

When the wind moves them, they look like they're
Crying, crying, crying Llorona.

When the wind moves them, they look like they're
Crying, crying, crying Llorona.

Oh my dear Llorona, Llorona, Llorona. I'll never forget you.
Oh my dear Llorona, Llorona, Llorona. I'll never forget you.

Aunque la vida me cueste Llorona.
No deja re-de quererte.

Aunque la vida me cueste Llorona.
No deja re-de quererte.

Oye

Está solo, llorando
En silencio, en la oscuridad
Está soñando, deseando
Con esperanza, por la oportunidad
Escúchalos, escúchalos, ellos te llaman

Oye are you listening?
Oye can you hear them calling?
Oye we are calling to you.
Oye are you listening?
Oye can you hear them calling?
Oye can you hear us?

Escúchalos, míralos
Escucha lo que tratan de decir
Están en búsqueda del camino
Pequeñas voces llamándote
Escúchalos, escúchalos, ellos te llaman

Oye are you listening?
Oye can you hear them calling?
Oye we are calling to you.
Oye are you listening?
Oye can you hear them calling?
Oye can you hear us?

Cielito Lindo

Traditional
arr. Enrico Lopez-Yañez

[GABC] Recorder Part

The musical score for the Recorder Part of "Cielito Lindo" is written in 3/4 time. It consists of six systems of music, each starting with a measure number. The score includes several repeat signs with first and second endings. The measures are labeled with letters A through F in boxes.

Measure 14: **A**

Measure 16: **B**

Measure 8: **C**

Measure 16: **D**

Measure 15: **E**

Measure 3: **F**

La Llorona

Traditional
arr. Enrico Lopez-Yañez

[GABCD] Recorder Part

The musical score is written for a recorder in 3/4 time. It consists of nine staves of music. The first staff begins at measure 8 and includes a section marker 'A' above the staff. The second staff begins at measure 12. The third staff begins at measure 17. The fourth staff begins at measure 22 and includes a section marker 'B' above the staff. The fifth staff begins at measure 41 and includes section markers 'C' and 'D' above the staff. The sixth staff begins at measure 59. The seventh staff begins at measure 63 and includes a section marker 'E' above the staff. The eighth staff begins at measure 67. The ninth staff begins at measure 71 and includes section markers 'F' and 'G' above the staff. The score includes various musical notations such as whole notes, half notes, quarter notes, eighth notes, and rests. There are also section markers labeled A, B, C, D, E, F, and G, and measure numbers 8, 12, 17, 22, 41, 59, 63, 67, and 71. The score ends with a double bar line.

Un, Dos, Tres

Angélica Negrón

$\text{♩} = 80$ 8 **A**

mf (Singing Part Only)

12

B 16 **C** 7

mf

43

p

47

mf 2

D

52

(Orchestra Plays) (You Play) (Orchestra Plays) (You Play)

56

(Orchestra Plays) (You Play) (Orchestra Plays) (You Play)

60

(Orchestra Plays) (You Play) (Orchestra Plays) (You Play)

64

(Orchestra Plays) (You Play) (Orchestra Plays)

E

67

(You Play) Whoooooshhhhhh..... 3

Student Composition

Link Up Composition Project

1. Copy one card/box into each box in your A row. Be sure to put 2 beats (the whole card) into each box!

2. Choose a note name for each box from these:

G A B C D

3. Play your rhythm on the pitches you chose. Change anything you don't like.

Tips: To sound good, end on ta or two. To sound good, end your song on G.

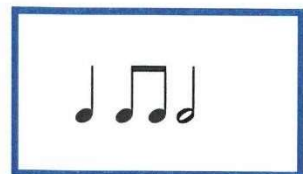
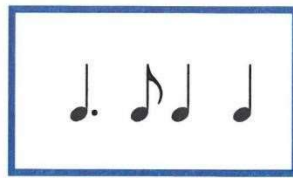
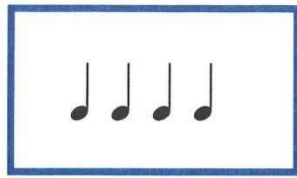
4. Start at #1 and do the same process to create your B section.

5. Choose a form for your song from these elemental forms:

AABAABABAABBAAABABBAABAA

6. Now, choose a title for your song. What does it make you think of? What would you like someone else to feel/think when they play or hear your song?

Remember: NO COPYRIGHTED NAMES! (Titles must be original and school-appropriate to be submitted.)



(title)

(name)

A

B

Form: _____