

Appalachian State University's Office of Arts and Cultural Programs
presents

APPlause!

K-12 Performing Arts Series

Wednesday, April 26, 2017

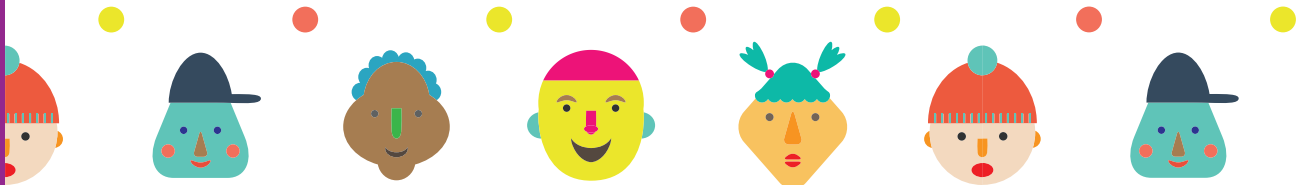
Cathy Fink & Marcy Marxer



photo copyright Michael G. Stewart

As an integral part of the Performing Arts Series, APPlause! matinées offer a variety of performances at venues across the Appalachian State University campus that feature university-based artists as well as local, regional and world-renowned professional artists. These affordable performances offer access to a wide variety of art disciplines for K-12 students. The series also offers the opportunity for students from the Reich College of Education to view a field trip in action without having to leave campus. Among the 2016-2017 series performers, you will find those who will also be featured in the Performing Arts Series along with professional artists chosen specifically for our student audience as well as performances by campus groups.

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Before the performance...

Familiarize your students with what it means to be a great audience member by introducing these theatre etiquette basics:

- Arrive early enough to find your seats and settle in before the show begins (20-30 minutes).
- Remember to turn your electronic devices OFF so they do not disturb the performers or other audience members.
- Remember to sit appropriately and to stay quiet so that the audience members around you can enjoy the show too.

PLEASE NOTE:

***THIS EVENT IS SCHEDULED TO LAST APPROX 60 MINUTES.**

10:00am – 11:00am

- Audience members arriving by car should plan to park in the Rivers Street Parking Deck. There is a small charge for parking in the deck.
- Buses should plan to park along Rivers Street – Please indicate to the Parking and Traffic Officer when you plan to move your bus (i.e. right after the show, or after lunch) so that they can help keep everyone safe.
- Adults meeting a school group at the show will be asked to sign in at the lobby and wait to be escorted to their group by a security guard.

About Cathy Fink & Marcy Marxer:

www.cathymarcy.com

All music available at <http://www.cathymarcy.com/store>

Children's Music GRAMMY Award winners, Cathy Fink & Marcy Marxer have been making music with and for kids and families for over 35 years. Their music is for sharing and their performances invite every audience to sing along, yodel along and even scat sing! They have sung at the Library of Congress, Smithsonian Institution, White House Easter Egg Roll, John F. Kennedy Center for the Arts and at schools, concert halls and community centers all over the world.



Instrumentation:

Five-String Banjo - Originally from Africa, the banjo has gone through many incarnations and influences. In the Appalachian Mountains, it's sound is a melding of African and European roots.

Watch "CATHY & MARCY IN BANJOLAND" on YouTube: <http://tinyurl.com/gsgnze2>

Cello Banjo – This four stringed instrument was originally played in the Banjo Orchestras of the early 1900's, when there were banjos of all different sizes from the tiny piccolo banjo to the giant bass banjo. It is tuned exactly like a cello. Marcy plays the Cello Banjo on this song, "Jubilation" with guitar, cello banjo and beat boxing and puppets: <http://tinyurl.com/hpcyc48>

Ukulele – Portuguese sailors brought a small guitar-like instrument called a "machete" to Hawaii. It was quickly adopted by Hawaiian royalty and became an important part of Hawaiian culture. It was also popular for Tin Pan Alley songs and is currently enjoying a new popularity.

Marcy has FREE Ukulele lessons for kids here: <http://tinyurl.com/josnwhx>

Acoustic Guitar - A wooden box, with strings and a sound hole, originally from Spain. Wikipedia says, "The guitar is a type of chordophone, traditionally constructed from wood and strung with either gut, nylon or steel strings and distinguished from other chordophones by its construction and tuning. The modern guitar was preceded by the gittern, the vihuela, the four-course Renaissance guitar, and the five-course baroque guitar, all of which contributed to the development of the modern six-string instrument."

Electric Guitar – Les Paul (1915-2009) figured out how to attach a metal pickup to his guitar that would convert the vibration of the strings into electric signals. Guitar music has never been the same.

Mandolin – Originally from Italy, the mandolin has eight strings in four courses of two strings together. It is tuned like a violin and played in bluegrass, folk and old-time country music.

Hammered Dulcimer - Often called the "Lumberjack's piano" because of its portability, the hammered dulcimer works like the inside of a piano. On a piano, the player strikes a key, which moves a hammer, which strikes a string inside the piano to make it ring. On the Hammered Dulcimer, the player holds the hammer (with a felt or leather tip) and directly strikes on the strings, which are strung across a trapezoidal board or table with a sound box.

Djembe – One of many African drum types.

Homemade Instruments: Oatmeal Box Banjo, Oatmeal Box Drums, Musical Washboard



Performance Song List & Activities

Subject to Change, but may include the following:

Howjadoo – by Woody Guthrie

Woodrow Wilson Guthrie is best known for his song, "This Land Is Your Land". He wrote many children's songs including "Put Your Finger in the Air", "Mail Myself To You" and "Why, Oh, Why". Check out the Woody Guthrie Center at <http://woodyguthriecenter.org>

Scat Like That – by Cathy Fink

"Scat" is defined as "Jazz singing in which improvised, meaningless syllables are sung to a melody." And as a verb it is defined, "To sing Scat." This big band call-and-response encourages skills in listening, repetition and articulation as children emulate the scat sounds.

From the CD, "Scat Like That" available at www.cathymarcy.com/store

Activities:

*For some extra fun, make up your own scats. Improvise call and response scat singing with students. After they get the hang of it, get them to lead some of the call and response.

Examples for spoken "scat: call and response"

Skit scat kitty cat
Be bop a doo wop
Wee bop a be bop

*Try having 2 students have a "scat" conversation.

*Who were some of Jazz's greatest singers? You may also want to listen to recordings by Louis Armstrong, Ella Fitzgerald, Dinah Washington, etc.

Learn to Yodel/Grandma Slid Down the Mountain - by Rich Wilbur

To yodel, you need to know all of your vowel sounds. This Western story includes a pair of sisters who have learned to yodel together, and practice so often on the farm that one of their cows tries to join in! And don't forget about those consonants.

*Learn to yodel! It uses vowel sounds AA and EE and OO

* Listen to other yodeling and see if you can transcribe it.

Breakfast Power – by Cathy Fink

This song, from the GRAMMY winning recording about health and nutrition, "Bon Appetit! Musical Food Fun", emphasizes the importance of putting fuel into your body every morning, in the form of a healthy breakfast.



Performance Song List & Activities (cont.)

Potato – by Cheryl Wheeler

This is an awesome tongue twister and can be used for linguistics, and nutrition discussions. The potato gets a bad rap in nutrition, but only because of its least healthy version, French fries. A baked potato with a little broccoli and/or cheese is a nutritious meal nearly on it's own.

From the CD, "Bon Appetit!: Musical Food Fun"

They're red, they're white, they're brown

They get that way underground

There can't be much to do

So now they have blue ones too

We don't care what they look like we'll eat them

Any way they can fit on our plate

Every way we can conjure to heat them

We're delighted and think they're just great

Potato potato potato po

Tatopo tatopo tatopo ta

Topota topota topota to

Potato potato potato

Sometimes we ditch the skin

To eat what it's holding in

Sometimes we'd rather please

Have just the outside with cheese

They have eyes but they do not have faces

I don't know if their feelings get hurt

By just hanging around in dark places

Where they only can stare at the dirt

I guess the use is scant

For other parts of the plant

But that which grows in view

Is eating potato too

I imagine them under their acres

Out in Idaho and up in Maine

Maybe wondering if they'll be bakers

Or knishes or latkes or plain



Performance Song List & Activities (cont.)

A Ballet Dancing Truck Driver – by Marcy Marxer

Recording: “CHANGING CHANNELS”

Skill/Concept: Listening, sequencing, fluency, coordination (hand motions), memory

This song also challenges students to be open minded about what jobs can be done by girls and what jobs can be done by boys, or when older, women and men.

When The Rain Comes Down – by Bob Devlin

Recording: “When the Rain Comes Down” by Cathy & Marcy

This simple song is about love and equality and we sing it with Hammered Dulcimer accompaniment and American Sign Language. You can watch and learn the song on YouTube here: <http://tinyurl.com/jarjz4e>

*When the rain comes down
It comes down on everyone
When the rain comes down
It comes down on everyone
No matter if you're rich or poor
No matter if you're great or small
When the rain comes down
It comes down on us all
When the sun shines down
It shines down on everyone
When a flower blooms
It's blooming for everyone...
When a baby smiles
It's smiling for everyone...
When the rain comes down...*

Air Guitar – by Pete Kennedy

Get ready for a rock & roll contest with the electric guitar, some hot licks and big fun.



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The performances are part of the APPlause! Series, presented by Appalachian State University's Office of Arts and Cultural Programs. Featuring local, regional and world-renowned professional artists, the mission of the program is to share university arts resources with the public, private and home school network across our region. Study guide materials connect every performance to the classroom curriculum. With the help of the university's College Access Partnership, school groups can enjoy lunch in an on-campus dining facility, take a campus tour, or observe a demonstration by an Appalachian State professor.

The APPlause! Series receives generous support
from the Clabough Foundation



For more information, contact:

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