

October 23rd, 2020

Ep.7-Remote Theme Song

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19:30

STUDENTS: Hello!

(a cappella drumbeat)

ANNE ZBITNEW: Okay. What we're going to... We're going to record everything, some different things. Dave's going to ask you to make some sounds, maybe say your name. Remember the name of our podcast is the CICE Team, so that might be something that we'll say. But we're going to do this for a few minutes and really have some fun with it.

STUDENT: Okay.

DAVID CLARK: Okay, so here's the first thing I think that will be really cool. Everybody... And I'll get Ms. Anne to ask individually. Everybody just say your name first, because what I'm going to end up doing is I'm going to take the things that you say and I'm going to put

them through funny things that make music out of them, and then we're going to piece them together with beats underneath it, so it's going to sound very cool. But we want to have your names, so if you could please ask each person individually for their name?

ZBITNEW: Do you want first name and last name?

CLARK: Yes. Well, you can do one where it's just first names, and then first name and last name. You can say your name, you can sing your name, you can say your name a bunch of times, anything you want to do. For instance, I'll show you. Ask me my name.

ZBITNEW: What's your name?

CLARK: (singing) Dave! Ask me my name.

ZBITNEW: What's your name?

CLARK: (beatboxing) Dave. Ask me my name.

ZBITNEW: What's your name?

CLARK: (singing in various octaves) Dave. Dave! Dave. Ask me my name.

ZBITNEW: What's your name?

CLARK: Dave.

ZBITNEW: What's your name?

CLARK: David Clark.

ZBITNEW: What's your name?

CLARK: (singing) David Clark!

ZBITNEW: What's your name?

CLARK: (yelling in various octaves) Dave. Dave. Dave. David Clark, Clark,
Clark. (yelling) David Clark!

ZBITNEW: Okay. How's that sound?

STUDENT: (laughing)

STUDENT: Funny.

STUDENT: Funny.

ZBITNEW: So...

CLARK: Let's start with somebody.

ZBITNEW: Who... Does anybody want to go first? Analee, do you want to
go first?

STUDENT: Okay.

ZBITNEW: What's your name?

STUDENT: My name is Analee. My name is Analee.

ZBITNEW: What's your name?

STUDENT: My Name is Analee!

CLARK: Okay. Now, what's your first name and your last name?

STUDENT: My name is Analee Capencoo. My name is Analee Capencoo.

CLARK: Perfect. Thank you, Analee. Next.

ZBITNEW: Armell, do you want to go next?

STUDENT: My name is Armell. My name is Armell.

CLARK: Now, first name and last name.

STUDENT: My name is Armell Capencoo.

CLARK: Perfect.

ZBITNEW: Eddie, do you want to go next?

STUDENT: Eddie. My name is Eddie. Did you get that?

CLARK: Yeah, yeah, we got it. Can you do your first name and your last name?

STUDENT: My name is Eddie (indiscernible). My name is Eddie (indiscernible).

ZBITNEW: Good job. Jason, do you want to go next?

CLARK: First name and last name.

STUDENT: Jason Vega. My name is Jason. My name is Jason. Jason Vega.

CLARK: Perfect.

ZBITNEW: Awesome.

CLARK: Excellent. Thank you.

ZBITNEW: Okay. Justin, do you want to go next?

CLARK: Let's test our voices. Go, like, ah! (singing) Ah!

STUDENT: Okay.

(breathing heavily)

My name is Justin (indiscernible)! Yeah! Yeah.

CLARK: That was great!

STUDENT: My name is Justin (indiscernible). My name is Justin
(indiscernible), yo.

CLARK: Perfect.

ZBITNEW: That was awesome. Thanks, everybody.

CLARK: The next thing I--

ZBITNEW: Can we do the CICE Team? Because that's the name of the
podcast.

CLARK: Yeah, yeah. Let's get everybody, first by yourselves, and then
we're going to try it together and see if we can really make a
sound. Do you want to say, "This is the CICE Team," or, "We are
the CICE Team"?

STUDENT: We are sounds good.

CLARK: Done. Deal. Okay. Let's start with the...

(indiscernible chatter)

Okay, let's start. Let's start with Justin.

STUDENT: Okay.

CLARK: You can sing it, you can say it, whatever you want.

STUDENT: (singing) We are the (indiscernible)! Yeah!

CLARK: Yeah!

ZBITNEW: Good job.

CLARK: You want to do one more so that we have two really good ones?

STUDENT: We are the (indiscernible). Yeah!

ZBITNEW: Jason, do you want to do this?

STUDENT: We are... We are CICE Team.

CLARK: Yeah, you got it. Is there another way that you want to say it?

Any other way? Do you want to say it faster, slower, higher,
lower?

STUDENT: No, I'm good.

CLARK: That's good. Even saying that is good because I'm going to use
that stuff, too. Okay.

ZBITNEW: Eddie. Eddie, do you want to say, "We are the CICE Team"?

CLARK: Or you can sing it if you want.

ZBITNEW: Or you can sing it, or you can whisper it, or you can say it loud or say it quiet. Whatever you want to do.

STUDENT: We are the CICE Team.

ZBITNEW: Say it again?

CLARK: Maybe one more time? Sounding good. Your mic sounds really good.

STUDENT: Okay. We are the CICE Team.

ZBITNEW: Armell, do you want to go next?

STUDENT: We are the CICE Team.

CLARK: Yeah. And you can sing it if you want to sing it, too. Like, (singing) "We are the CICE Team."

ZBITNEW: (laughs)

STUDENT: (singing) We are the CICE Team.

CLARK: (laughing) It's okay.

ZBITNEW: Great. Analee, do you want to say it or sing it?

STUDENT: (singing) We are the CICE Team. Yeah!

CLARK: Okay. (laughing) Nice. Do you want to do one more? That would be very good.

STUDENT: (singing) We are the CICE Team. Yeah!

CLARK: Okay. This is excellent. Good work, friends. So the next thing we're going to do is try to say it together. So I'll do one, two, three, and then we'll all sing, "We are the CICE Team!" Is everybody ready?

STUDENTS: Yeah.

CLARK: Okay. So I'm going to count to three and we're going to sing, "We are the CICE Team!"

STUDENT: Okay.

CLARK: One, two, three.

STUDENTS: (singing) We are the CICE Team!

CLARK: Nice! Let's do one more. One, two, three.

STUDENTS: (singing) We are the CICE Team!

CLARK: I love it. Okay, okay. Now, we could do it where... Analee and Armell, if you just sing C like this. (singing) C! I'll count to three and you sing just C, and then I'm going to get Eddie to sing I, and then Jason to sing C, and then Justin to sing E. So you guys are just going to sing C. I'm going to count to three. C! Ready? One, two, three.

STUDENTS: C!

CLARK: Eddie, you're going to do I. One, two, three.

STUDENT: (singing) I!

CLARK: Okay. And we're going to get Jason. One, two, you're going to be C.

STUDENT: (singing) C!

CLARK: And then, Justin, you're going to be E! Yeah! One, two, three.

STUDENT: (singing) E! Yeah!

CLARK: Okay. So now, let's make a beatbox. So first we're going to start... Everybody, I'm going to go on the count of three like this. I'm going to go, one, two, three, and then we're all going to go: (grunting) Ready? One, two, three.

STUDENTS: (grunting)

CLARK: One, two, three.

STUDENTS: (grunting)

CLARK: And then we... Okay, we've got that. Now, we're going to go... Now we're going to go... And we're also now, on the count of three, we're going to go... One, two, three, we're going to go boom, boom! One, two, three.

STUDENTS: Boom, boom!

CLARK: Beautiful. Let's do it again. One, two, three.

STUDENTS: Boom, boom!

CLARK: Perfect. And now, we're going to go... This time, I'm going to count to three and we're going to go, bap! We're just going to go, bap! One, two, three.

STUDENTS: Bap!

CLARK: One, two, three.

STUDENTS: Bap!

CLARK: Now, let's try... This is good. So I can make a drum beat out of that, but I'm going to see if we can just have fun and take it a step further and make our own drum beat by going like this:
Boom, boom, bap! Boom, boom, bap! Boom, boom, bap! Boom, boom, bap! Ready? One, two, you know what to do.

STUDENTS: Boom, boom, bap! Boom, boom, bap! Boom, boom, bap! Boom, boom, bap! Boom, boom, bap!

CLARK: This is good. Okay. We've got enough to make a drumbeat now. Now, let's go like this. Let's everybody clap together because Justin already started the clap and we'll go, (grunting and

clapping). And if it's hard for you to clap, don't worry about it. You can slap your arms or your legs. You can't see my legs but I'm hitting my legs. Or you could tap your desk, whatever you've got going. Don't tap the computer because that will just go (cracking noise) Okay, ready? So we're going to go like this. We're going to go like, (grunting and clapping). One, two, you know what to do.

STUDENTS: (clapping and grunting)

CLARK: Good. So we're going to take these parts and we're going to go... Now, if we could make... Are you guys okay doing this stuff with me?

STUDENT: Yeah.

CLARK: Yeah, it's going to turn out very cool. We're going to make this sound. We're going to go and make this sound. (hissing rhythmically) That's it. You got it. It goes (hissing rhythmically). That's going to go with our drumbeat that goes, boom, bap! Boom, boom, bap! (hissing rhythmically) Here we go. One, two, (hissing rhythmically).

STUDENTS: (hissing rhythmically)

CLARK: Perfect. Now we're going to make... Now we're going to do this.
We're going to go, one, two, three. (singing high note). One, two
three, (singing high note). Ready? One, two, three.

STUDENTS: (singing) Ah!

CLARK: One, two, three.

STUDENTS: (singing) Ah!

CLARK: One, two, three.

STUDENTS: (singing) Ah!

CLARK: Okay, this is good. We've got that and then... Let's do onw
where we say, (singing) Oh, yeah! One, two, three.

STUDENTS: (singing) Oh, yeah!

CLARK: One, two, three.

STUDENTS: (singing) Oh, yeah!

CLARK: And let's do one where it goes, (singing) Come on! Come on!
One, two, three.

STUDENTS: (singing) Come on!

CLARK: One, two, three.

STUDENTS: (singing) Come on!

CLARK: Okay. And then let's do an all right. Why don't we do, "All right!"

No. We've already got one like that. (singing): All right! One, two, three.

STUDENTS: All right!

CLARK: One, two, three.

STUDENTS: (singing) All right!

CLARK: Beautiful. And now, let's see if we can do this. We're going to go... I'm just going to hit save because it sounded really good. We're going to go, (singing) Yeah! One, two, you know what to do.

STUDENTS: (singing) Yeah!

CLARK: Now we're going to change the note and we're going to go, (singing) Yeah! One, two, three.

STUDENTS: (singing) Yeah!

CLARK: (singing) Yeah!

STUDENTS: (singing) Yeah!

CLARK: Change the note again. One. (singing) Yeah! One, two, three. You got it.

STUDENTS: (singing) Yeah!

CLARK: Okay. Now, we're going to do... What are we going to do? We

need to collect one more sound. Let me think. It's going to be...

ZBITNEW: Do you want an object?

CLARK: No, we'll get to the... We'll get the objects in one second.

There's one vocal sound. We had to get a few. We've got all right, come on, yeah, yeah. We've got a drum sound, we've got us singing really neat harmonies. And then... Oh, yes. We'll say... We'll just say hello. We'll just say hello together. Do it any way you want. Here we go. On a count to four this time. Hello. One, two, three, four.

STUDENTS: Hello!

CLARK: Now we're going to say, "Thank you." One, two, three, four.

STUDENTS: Thank you!

CLARK: And then we're going to say, "Goodbye." One, two, three, four.

STUDENTS: Goodbye.

CLARK: And then we'll go... There was one thing that I forgot to ask you earlier to do, and that would be... We could say, "You know what I mean?" It's going to sound cool. We'll go, "You know what I mean?" One... I'm going to count to three this time. One, two, three.

STUDENTS: You know what I mean?

CLARK: Yeah, that's good. That sounds really good. Let's do it again.

One, two, three.

STUDENTS: You know what I mean?

CLARK: (laughing) All right, this is good. Okay, let's clap for ourselves now.

(clapping)

(cheering and screaming)

CLARK: Yeah. Okay. So now, there's... In your rooms, you guys have, like, stuff that anybody... that you can make sound with. Like, for instance, if you have pens, you know, or anything near you, you can take your pen and you can tap any surface. So if we go like, (tapping). So let's all take something that we've got near us that we can--

ZBITNEW: Your hands.

CLARK: You can use your hands, too. You can tap with your hands on something. And then let's do a whole bunch of tapping together. It doesn't have to be in any time. We're just going to make sound, okay? So I'm going to count to three, and then we're

going to make sound. Are you guys ready? You've got a coin, you've got a pen, you've got something that goes tickety, tickety, dingdong. This is good. Okay, here we go. One, two, three. Let's tap!

(tapping)

CLARK: Okay, good. I like your pen. We're going to do your pen again. So I'm going to just get your pen. First, we're going to do Justin's pen. One, two... One, two, Justin's pen.

(pen clicking)

Perfect. Okay, who's next?

ZBITNEW: Eddie?

CLARK: Jason, do you have something you want to tap or make noise with individually? I'll count you in. One, two, three, four.

(tapping)

Yeah, I like that sound. I like both those sounds. Okay, Eddie? And you have those sticks, and you're doing stuff, so I'm going to count you in. One, two, you know what to do.

(tapping)

Okay. That's excellent. Okay, good. So now we've got some

sounds. These are all samples that we're going to... I'm going to turn to beats or music. Now, let's get everybody to do one last thing because I guess you have to talk about your project quite a bit. Justin, do you have another sound that you want to make before I sign off my part of what I'm doing here?

(tapping)

Nice. I'm going to hit save there and say, see you later, friends.

ZBITNEW: Bye.

CLARK: Thank you.

STUDENTS: Thank you.

STUDENT: Thank you for the nice music.

CLARK: Thank you. My pleasure. Each and every one of you have a beautiful day.

STUDENTS: Hello.

(a cappella drumbeat)

STUDENT: We are CICE Team.

STUDENT: We are the CICE Team.

STUDENT: We are the CICE Team.

STUDENT: We are the CICE Team. Yeah!

STUDENTS: Come on!

(a cappella drumbeat)

STUDENTS: All right!

STUDENT: Analee Capencoo.

STUDENT: Armell Capencoo.

STUDENT: Eddie (indiscernible).

STUDENT: Justin (indiscernible), yo.

STUDENT: Jason Vega.

(a cappella drumbeat continues)

STUDENTS: Goodbye.

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