

Long Beach Symphony

Presents the
The Earl B. and Loraine H. Miller Foundation

SYMPHONY
CONCERTS FOR YOUNG PEOPLE
February 3 and 4, 2016

"SYMPHONIC STORIES"



Teacher Resource Guide

PUBLICATION AUTHORIZED:
Pamela Seki
Assistant Superintendent

Dear Fourth and Fifth Grade Teachers,

The Long Beach Symphony and the Long Beach Unified School District are pleased to present the thirty-eighth annual **Symphony Concerts for Young People**, sponsored by the **Earl B. and Loraine H. Miller Foundation**. The partnership between the Symphony and the school district provides an opportunity for fourth and fifth grade students to experience the wonders of the concert hall and great symphonic music. Your class will soon join 12,000 other LBUSD students, teachers and parent chaperones for these exceptional concerts at the Terrace Theater in downtown Long Beach.

This year's theme is "**Symphonic Stories**". Under the direction of guest conductor, Dr. Robert Istad, the musicians of the Long Beach Symphony and their guest musicians, the Long Beach Unified School District All-District High School Honor Choir, will take the audience on a journey discovering the instruments of the orchestra and music inspired by literature.

This Teacher Resource Guide has been designed especially for you. The primary goal is to help make the connection between the live concert performance, the California Visual and Performing Arts Content Standards, and *The Music Connection*, the district's music textbook series. We hope you will find the materials helpful in preparing your students for the concert. We look forward to seeing you at the Terrace Theater and sharing this very special musical experience!

Sincerely,
James Petri
LBUSD Music Curriculum Leader



The 2016 Symphony Concerts for Young People are brought to you by
The Earl B. and Loraine H. Miller Foundation



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2016 MILLER FOUNDATION SYMPHONY CONCERTS FOR YOUNG PEOPLE TEACHER RESOURCE GUIDE

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GET READY . . .
GET SET
LET'S GO!

Take a moment to look through the suggestions below. With just a little planning, they can fit into even the busiest schedule and will help your students gain the most from the concert experience!

RIGHT AWAY

- ♫ Check your school's Master Calendar for the date and time you are scheduled to attend the "Symphony Concerts for Young People." **Mark the concert date on your classroom calendar!**

WHEN YOU HAVE 5 OR 10 MINUTES

- ♫ On your classroom computer...Go to www.longbeachsymphony.org, click on "Education" then "Overview" or "Symphony Concerts for Young People" for more information on the LBS and other exciting education opportunities.
- ♫ Use the section "**Making the Connection**" on the next page as a resource for planning your own custom-designed mini lessons or activities based on the **California Visual and Performing Arts Content Standards** and *The Music Connection*, the district's music textbook series.
- ♫ Ask a student who plays in your school's band or orchestra to talk to the class about his or her instrument and to demonstrate how sounds are made. Encourage questions from the class.

THE DAY BEFORE THE CONCERT

- ♫ Talk with your students about concert etiquette - listen politely, respect your neighbors, clap to show your appreciation, and stand, with hats removed, to sing "The Star-Spangled Banner."
- ♫ Practice applauding. How do you know it's time to applaud? When the music ends, the conductor will lower his arms and turn toward the audience. Watch out for "tricky spots" when the music gets very, very soft, but the piece still isn't over yet. Wait for your "cue" from the conductor!

ON THE DAY OF THE CONCERT

- ♫ Be sure your class is ready so the bus can depart school on time! Students should be dressed appropriately for the weather - jackets may be needed while they're waiting outside the theater!
- ♫ Leave all food, drinks (including water bottles), backpacks and other personal belongings at school. Do not leave anything on your bus. You may not be on the same bus for your return to school.
- ♫ Give any last minute instructions to your students before your bus arrives at the theater. You will be escorted to a staging area outside the theater, then inside to your school's reserved seats.
- ♫ Turn off all cell phones, pagers or other electronic devices before you enter the theater.
- ♫ Remain seated when the concert ends. You will receive exit instructions for your school.

Please remember, the use of cameras or recording devices of any kind is NOT PERMITTED inside the concert hall.

Your patience and flexibility are greatly appreciated!

Nearly 3,000 students, teachers and chaperones attend each concert and your safety is a top priority.

You will be given an **Evaluation Form** at the concert. Please complete the form as soon as you get back to school and send it through district mail to the LBUSD Visual and Performing Arts Office - your input will help in planning future concerts.

MAKING THE CONNECTION . . .

. . . WITH THE CONTENT STANDARDS



The *Visual and Performing Arts Content Standards for California Public Schools** define what all students should know and be able to do in the arts (music, dance, theatre and visual arts). Arts education, as part of the core curriculum, cultivates the whole child, gradually building many kinds of literacy while developing intuition, imagination and dexterity into unique forms of expression and communication. It is the school district's belief that every child should have access to a balanced, comprehensive and sequential program of study in the arts, and that every child should experience the power and beauty of the arts and the joy, creativity, and intellectual stimulation that arts education programs provide.

The Component Strands for Music for Grades K-5 are:

- 1.0 ARTISTIC PERCEPTION - Processing, Analyzing, and Responding to Sensory Information
Through the Language and Skills Unique to Music
- 2.0 CREATIVE EXPRESSION - Creating, Performing, and Participating in Music
- 3.0 HISTORICAL AND CULTURAL CONTEXT - Understanding the Historical Contributions and Cultural Dimensions of music
- 4.0 AESTHETIC VALUING - Responding to, Analyzing, and Making Judgments About Works of Music
- 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS - Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

The Long Beach Symphony's **Symphony Concerts for Young People program** is specifically designed to enhance student learning related to the following Music Content Standards, by giving students an opportunity to:

- Identify and compare music from diverse cultures and time periods (Grade 4 - Standards 3.2 and 3.4).
- Use specific criteria when judging the relative quality of musical performances (Grade 4 - Standard 4.1).
- Identify different or similar uses of musical elements in music from diverse cultures (Gr. 5 - Standard 3.2).
- Identify and analyze differences in tempo and dynamics in contrasting music selections (Gr. 5 - Standard 4.1).
- Develop and apply appropriate criteria to support personal preferences for musical works (Gr. 5 - Stnd. 4.2).

* For links to the California Visual and Performing Arts Framework and the Content Standards, visit the California Department of Education web site at www.cde.ca.gov/ci/vp/cf.

. . . WITH THE MUSIC TEXTBOOK SERIES

The LBSD music textbook series, *The Music Connection*, has a wealth of lessons, activities and CD recordings that correlate with the Symphony Concerts for Young People. (For additional suggestions, see page 9 of this Resource Guide.)

Lessons and Activities From *The Music Connection, Grade 4*

- Pages 122-123 Tone Color - The Symphony Orchestra
- Pages 124-129 The Sound of Strings, Woodwinds, Brass and Percussion
- Page 131a What Do You Hear? 9 (Resource Book p. 37; CD 5-24)
- Page 131b Assessment 14 (Resource Book p. 19)
- Pages 202-203 "The Star-Spangled Banner" (CD 8-13)
- Pages 306-309 The Sound Bank - Picture and word glossary of instruments (CD 10, Tracks 38-57)
- Activity Master - Instruments of the Orchestra (Resource Book p. 247)

Lessons and Activities From *The Music Connection, Grade 5*

- Page 126 Example of a conductor's score (from Beethoven's *Symphony No. 1*)
- Page 135a What Do You Hear? 8 (Resource Book p. 41; CD 6-9)
- Page 135b Assessment 11 - Instruments of the Orchestra (Resource Book p. 16)
- Page 173 Audience Etiquette
- Pages 222-223 "The Star-Spangled Banner" (CD 9-19)
- Pages 334-339 The Sound Bank - Picture and word glossary of instruments (CD 12, Tracks 32-56)

Long Beach Symphony Orchestra
Dr. Robert Istad, Conductor

"SYMPHONIC STORIES"

February 3 and 4, 2016



The Star-Spangled Banner

Music: John Stafford Smith Words: Francis Scott Key

"Introduction" and "Dance of the Knights"

from Romeo and Juliet

Sergei Prokofiev

"March of the Fairies" and Song of the Fairies"

from Midsummer Night's Dream

Felix Mendelssohn

"Eating Song"

from Sir John in Love

Ralph Vaughan Williams

"No. 1, Zadok the Priest, HWV258"

from Coronation Anthems

George Frideric Handel

"Flight of the Bumblebee"

from Tale of the Tsar Saltan

Nikolai Rimsky-Korsakov

"I Bought Me a Cat" and Ching-a-Ring Chaw"

from Old American Songs

Aaron Copland

"America the Beautiful"

Arr. Mark Wilberg

Long Beach Symphony
Miller Foundation
SYMPHONY CONCERTS FOR YOUNG PEOPLE
"SYMPHONIC STORIES"

PROGRAM NOTES

At the 2016 Symphony Concerts for Young People, the Long Beach Symphony and their guest musicians, the Long Beach Unified School District All-District High School Honor Choir, under the direction of guest conductor, Dr. Robert Istad, will take the audience on a musical journey discovering the instruments of the orchestra and music inspired by literature.

THE STAR-SPANGLED BANNER

(Audience with Orchestra)

Music: John Stafford Smith

Words: Francis Scott Key

During the War of 1812, American lawyer Francis Scott Key watched the British bombardment of Fort McHenry from aboard a British ship in the Baltimore harbor. When he looked out toward the city the following morning, the American flag was still flying and he was inspired to write the words that later became the "The Star-Spangled Banner." Congress established the song as our national anthem in 1931.

Additional Resources:

- *The Music Connection - Grade 4* (pages 202-203); CD 8-13
- *The Music Connection - Grade 5* (pages 222-223); CD 9-19
- Library of Congress web site: <http://lcweb2.loc.gov/cocoon/ahas/html/patriotic/patriotic-home.html>





Sergei Prokofiev

(1891 - 1953)

"Introduction" and "Dance of the Knights"
From Romeo and Juliet

LIFE OF SERGEI PROKOFIEV: (April 23, 1891 - March 5, 1953)

(Historical Context with US History - Prokofiev was born 4 years after the Statue of Liberty was dedicated in New York and died the same year as Dwight Eisenhower was inaugurated as the 34th President of the United States.)

Born in the Ukraine in 1891, Prokofiev was the only child of a wealthy and cultured family. He began to compose music at age 5, entered the St. Petersburg Conservatory at age 13, made his debut as a composer and pianist four years later, and graduated in 1914. During his life he wrote symphonies, concertos for piano, violin and cello, film music, music for ballet - including *Romeo and Juliet*, opera - including *The Love for Three Oranges*, and music for the much beloved children's story - *Peter and the Wolf*. Prokofiev is remembered as one of the greatest Russian composers of the 20th Century.

"INTRODUCTION" and "DANCE OF THE KNIGHTS"

(from *Romeo and Juliet*)

Written for the Bolshoy Ballet and based on William Shakespeare's play of the same name, *Romeo and Juliet* is one of the most famous love stories ever written. This is the story of the Capulet and Montague families who have had many disagreements and fighting over many years. Juliet, a Capulet, is being introduced and married to a count. Romeo of the Montagues and his friends hear of the party and decide to go in disguise. The "Introduction" and "Dance of the Knights" bring us closer to that moment when Romeo and Juliet see each other for the first time and fall in love.

Additional Resources:

- Long Beach Symphony web site, <http://www.longbeachsymphony.org> (Go to "Education" and select "Resources for Teachers") Web site contains additional material for teachers and students, and by clicking on the music note icon (♪) you can listen to sounds and examples of other music.



13. Танец рыцарей Dance of the Knights:

76 Allegro pesante $\text{♩} = 100$

Picc.

Fl.

Ob.

Cingl.

Cl.

Cl. b.

Fag.

C. fag.

C-tto

I. II

Tr- ba

III

I. II

Cor.

III. IV

V. VI

Tr- ni

e

Tuba

Timp.

Tr- lo

T- rino

T- ro

Gr. a.

Arpe

P- no

Allegro pesante $\text{♩} = 100$
senza sord.

senza sord. pesante

senza sord. pesante

senza sord. pesante

arco pesante

non div.

f pesante

10. Псковские г. 84



Felix Mendelssohn-Bartholdy

(1809-1847)

"March of the Fairies" and "Song of the Fairies"
From *Midsummer Night's Dream*

LIFE OF FELIX MENDELSSOHN-BARTHOLDY (February 3, 1809 - November 4, 1847)
(Historical Context with US History - Mendelssohn was born the same year as James Madison was inaugurated as fourth President of the United States and died two months before gold was discovered at Sutter's Mill in California.)

Born in 1809 into a distinguished and artistic family in Hamburg, Germany, Mendelssohn was one of the leading figures of early 19th century European Romanticism. He first appeared in public as a pianist at the age of nine and performed his first original compositions when he was eleven years old.

Mendelssohn appeared as a pianist and conductor throughout Europe, making frequent trips to England. In spite of his busy schedule as pianist, conductor and teacher, he was a prolific composer whose works include five symphonies, among the best of the 19th century's organ and choral music, as well as concertos for violin and piano. His romanticism shows most clearly in his use of orchestral color and his fondness for "program music" depicting places, events or stories.

"MARCH OF THE FAIRIES" and "SONG OF THE FAIRIES"

from *Midsummer Night's Dream* (featuring the LBSD High School Honor Choir)

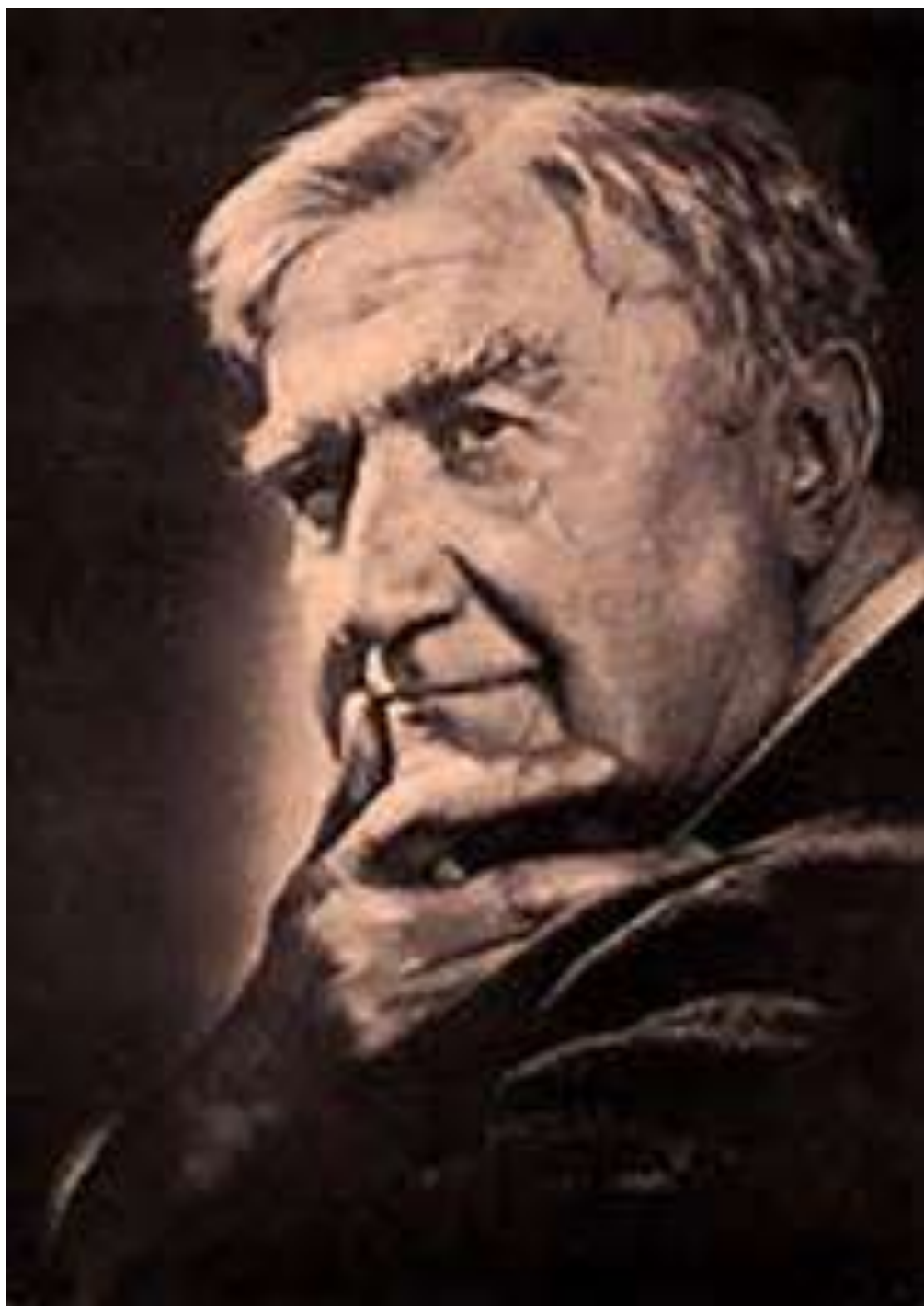
As a teenager he had written five operas, much piano music and an octet for strings, when he discovered the plays of William Shakespeare. Mendelssohn immediately fell in love with Shakespeare's romantic, dream-like story of fairies and magical transformations in *A Midsummer Night's Dream*.

In 1826, at the age of seventeen Mendelssohn composed the "Overture" based on Shakespeare's story. Seventeen years later, he was asked by the King of Prussia to compose incidental music to complement his earlier overture. The play was set in Athens and revolved around four days leading up to a wedding on May Day, a traditional day for a wedding feast in Shakespeare's time. The theme of this music gives one a feeling of joy and excitement.

"March of the Fairies" and "Song of the Fairies" opens Act II, Scene II. Shakespeare is known for his colorful words. Listen as the fairies sing about snakes, hedgehogs, newts, worms, spiders, beetles and snails - all to cast a magic spell and lullaby.

Additional Resources:

- Long Beach Symphony web site, <http://www.longbeachsymphony.org>
(Go to "Education" and select "Resources for Teachers") Web site contains additional material for teachers and students, and by clicking on the music note icon (♪) you can listen to sounds and examples of other music.



Ralph Vaughan Williams
(1872-1958)

"Eating Song"
From *Sir John in Love*

LIFE OF RALPH VAUGHAN WILLIAMS (October 12, 1872 - August 26, 1958)

(Historical Context with US History - Vaughan Williams was born 14 years before the Statue of Liberty was dedicated in New York Harbor and died the same year the first satellite, Explorer I, was launched into outer-space.)

Ralph Vaughan Williams was born in Gloucestershire, England. He studied music at Cambridge University and the Royal College of Music, London. Vaughan Williams composed hymns, symphonies, repertoire for voice and accompaniment, operas, as well as stage and film music. He served in the Royal Army during WWI and was known as a classic country gentleman.

"The EATING SONG" ("Back and side go bare") (featuring the LBSD High School Honor Choir)

Vaughan Williams loved literature and the plays of William Shakespeare. The opera, *Sir John in Love*, based on Shakespeare's - *The Merry Wives of Windsor*, tells a story of love, switched identities, fairies in a haunted forest (actually the main characters dressed in costumes) and merriment with lots of food and drink. The "Eating Song" is a rousing song celebrating the joy of food and eating too much!

Additional Resources:

- Long Beach Symphony web site, <http://www.longbeachsymphony.org>
(Go to "Education" and select "Resources for Teachers") Web site contains additional material for teachers and students, and by clicking on the music note icon (♪) you can listen to sounds and examples of other music.





George Frideric Handel

(1685 – 1759)

“Zadok the Priest”
From *Coronation Anthems*

LIFE OF George Frideric Handel (February 23, 1685 – April 14, 1759)

(Historical Context with US History - Handel lived and traveled in Europe at the same time that our founding fathers, George and Martha Washington, Thomas Jefferson, Benjamin Franklin, Abigail and John Adams (and many others) were born and beginning to plant a foundation for the independence of the first thirteen colonies.)

Handel was born in Germany, and the first in his family to show any definite musical gift. His father was a barber by trade, wanted Handel to study law, and forbade Handel to think of a music career. Handel's mother secretly smuggled a small keyboard into the attic where the young genius taught himself the basics of music. When he was seven years old, his father took him to the royal court where Handel played the organ for the Duke, and so impressed everyone by his talents that his father was persuaded to let Handel study music. This began his life in the world of music. Handel was playing the violin, harpsichord, oboe and organ by the age of eleven. He wrote operas and oratorios, established an opera company in Italy and traveled the world. He adopted England as his new home and became a British citizen in 1727. One of his most famous works, the *Messiah*, was completed in 1740. *Music for the Royal Fireworks (1749)* was his last royal commission: music to accompany a grand fireworks display in London's Green Park. Two years later, Handel's eyesight began to fail, and for the last seven years of his life he was totally blind.

"ZADOK THE PRIEST"

(featuring the LBUSD High School Honor Choir)

"Zadok the Priest" was composed by George Frideric Handel for the coronation of King George II in 1727, and is part of four songs known as the Coronation Anthems. "Zadok the Priest" is in three parts. The first is "Zadok the Priest" which begins with soft strings and builds in intensity until the full chorus and orchestra produce a fanfare like introduction. Second is "And All the People Rejoiced" which imitates a dance in 3/4 time, followed by the third song, "God Save the King". *Zadok the Priest* has been sung at every British coronation during the anointing of the sovereign since 1727.

Additional Resources:

- Long Beach Symphony web site, <http://www.longbeachsymphony.org>
(Go to "Education" and select "Resources for Teachers") Web site contains additional material for teachers and students, and by clicking on the music note icon (♪) you can listen to sounds and examples of other music.



Nikolai Rimsky-Korsakov

(1844-1908)

"Flight of the Bumblebee"

From Tale of the Tsar Saltan

LIFE OF NIKOLAI RIMSKY KORSAKOV (March 18, 1844 - June 21, 1908)

(Historical Context with US History - Rimsky-Korsakov was born four years before gold was discovered at Sutter' Mill in California and the same year Harriet Tubman escapes from slavery and becomes one of the most effective and celebrated members of the Underground Railroad.)

Rimsky-Korsakov was a Russian composer born in 1844. He began studies on the piano at age 6 and was enrolled at the Naval Academy at St. Petersburg at age 12 where he continued his studies in music. Upon graduation in 1862, he went on a three year assignment as a midshipman with the Russian Navy and retired from the navy in 1873. From 1871 to 1908 he was a professor of composition and instrumentation at the St. Petersburg Conservatory. From 1886 to 1890 he also was conductor of the Russian Symphony.

"FLIGHT OF THE BUMBLEBEE"

In 1899-1900, Rimsky-Korsakov wrote his opera *The Tale of Tsar Saltan*. He was a master at using the instruments of the orchestra to create pictures and stories. In "Flight of the Bumblebee" he used the string family to create a musical "bumblebee." But, this is no ordinary insect—this bee is really a prince. In the story, a magic swan turns the prince into a bumblebee so that he can visit the Tsar Saltan without being seen. As you listen to the music, picture in your mind a bumblebee buzzing around the Tsar and then quickly flying away so it doesn't get caught!

Flight of the Bumble-Bee N. Rimsky-Korsakoff

Vivace ♩ = 180

Flutes *f* *dim.*

FL. *p*

Vln. I *pp*

Vln. I

Vln. I

Additional Resources:

- *The Music Connection - Grade 5* (pages 96-97); CD 4-17
- Long Beach Symphony web site, <http://www.longbeachsymphony.org>
(Go to "Education" and select "Resources for Teachers") Web site contains additional material for teachers and students, and by clicking on the music note icon (♩) you can listen to sounds and examples of other music.



Aaron Copland
(1900-1990)

"I Bought Me a Cat" and "Ching-a-Ring Chaw"
From Old American Songs

LIFE OF AARON COPLAND (November 14, 1900 - December 2, 1990)

(Historical Context with US History - Copland was born three years before the Wright Brothers made the first plane flight at Kitty Hawk, N.C. and 15 years before the first long distance telephone service was demonstrated between New York and San Francisco.)

Born in Brooklyn, New York, Copland was the son of Russian immigrants and became one of the most beloved figures of twentieth-century American music. His music was a truly "American sound" infusing elements of jazz and folk music. He composed music for ballet, orchestra, voice, and film scores. He received countless national and international awards, including the Presidential Medal of Freedom.

Copland's two collections entitled *Old American Songs* are based on 19th century tunes. He kept the original melodies of most of the songs, so it is primarily in the orchestra accompaniments that we hear his genius as an arranger.

"I BOUGHT ME A CAT"

(featuring the LBSD High School Honor Choir)

"I Bought Me a Cat" is a comedy song in the style of "Old MacDonald," with a verse repeating and adding a new animal with each verse (the last "animal" being a wife!). The song affords the soloist or choir the opportunity to impersonate the various animals and the accompaniment simulates barnyard sounds of the cat, duck, goose, hen, pig, horse and cow.

"CHING-A-RING CHAW"

(featuring the LBSD High School Honor Choir)

"Ching-a-Ring Chaw" is a fast-paced song filled with syncopation and quick syllabic treatment. The accompaniment is characterized by afterbeats, string pizzicato and trombone solos. Listen for the banjo effect in the refrain, "ching-a-ring-a ching ching."

Additional Resource:

- *The Music Connection - Grade K* (page 199); CD 5-4 "I Bought Me a Cat"
- Long Beach Symphony web site, <http://www.longbeachsymphony.org>
(Go to "Education" and select "Resources for Teachers") Web site contains additional material for teachers and students, and by clicking on the music note icon (♪) you can listen to sounds and examples of other music.





MACK WILBERG

(born - 1955)

"America the Beautiful"

LIFE OF MACK WILBERG (born - 1955)

(Historical Context with US History - Wilberg was born 3 years before the first satellite, Explorer I, was launched into outer-space and 4 years before Alaska and Hawaii became the 49th and 50th states.)

Mack Wilberg has distinguished himself as a composer, arranger, conductor, choral clinician and is the current music director of the Mormon Tabernacle Choir (MTC). He was the associate director of the choir and music director of the Temple Square Chorale for The Church of Jesus Christ of Latter-day Saints (LDS Church) from May 1999 until his appointment as director in March 2008.

Mr. Wilberg received his bachelor's degree in music from Brigham Young University and his master's and PhD from the University of Southern California (USC). He is an excellent pianist and his compositions have been performed, not only by the MTC, but by leading choirs and performers throughout the world.

"AMERICA THE BEAUTIFUL", Arranged by: Mack Wilberg (featuring the LBSD High School Honor Choir)

In 1895, Katherine Lee Bates, a professor of English at Wellesley College, (Massachusetts) visited Pike's Peak in Colorado. She was so inspired by the beauty of the vast expanse below that she wrote a poem called "America the Beautiful." Samuel A. Ward, an American composer, set the poem to music. "America the Beautiful" was the first patriotic song for which native-born Americans wrote both the words and music. At the concert, the audience will be invited to sing along on the first verse, then the orchestra and choir will perform the final verse in the concert's dynamic finale.

Additional Resources:

- The Music Connection - Grade 4 (pages 104-105) Vocal Combinations; "America, the Beautiful", CD 4-26, 4-27, 4-28
- The Music Connection - Grade 4 (pages 194-195); "America, the Beautiful" CD 8-5
The Music Connection - Grade 5 (page 225); CD 9-22
- Long Beach Symphony web site, <http://www.longbeachsymphony.org>
(Go to "Education" and select "Resources for Teachers") Web site contains additional material for teachers and students, and by clicking on the music note icon (♪) you can listen to sounds and examples of other music.

There are so many styles and composers of music, we are able to explore only a few of them at this concert. We hope you will have an opportunity to learn more about the variety of music that has become such an important part of our lives. Don't be afraid to explore, listen, imagine and dream. Please look at the following page for examples of music from our district's music textbook.

LEARN MORE ABOUT IT ...

From *The Music Connection Textbook Series*: SUPPLEMENTARY LISTENING SUGGESTIONS

From *The Music Connection, Grade 4*

Anderson	<i>Sleigh Ride</i> (pages 214-215; CD 8-26)
Anderson	<i>Syncopated Clock</i> (page 128; CD 1-12)
Beethoven	<i>Symphony No. 7, Mvt. 2</i> (page 35; CD 2-6)
Bizet	<i>L'Arlesienne Suite No. 1, "Overture"</i> (page 94; CD 4-16)
Chávez	<i>Toccata for Percussion</i> (page 128; CD 5-22)
Eddleman	<i>Tales from the Latin Woods</i> (pages 124-127; CD 5 Tracks 16, 18, 20, 21)
Gliere	<i>The Red Poppy, "Russian Sailors' Dance"</i> (page 122; CD 5-14)
Grofe	<i>Grand Canyon Suite: "Cloudburst" & "On the Trail"</i> (page 162; CD 6-20 & 21)
Handel	<i>Royal Fireworks Music, "Boure" & "Minuet"</i> (page 30; CD 1-30 & 31)
Hovhanness	<i>And God Created Great Whales</i> (page 136; CD 6-1)
Ives	<i>Variations on "America"</i> (pages 196-197; CD 8-8)
Kodaly	<i>Hary Janos Suite, "Viennese Musical Clock"</i> (page 16; CD 1-11)
Mendelssohn	<i>A Midsummer Night's Dream, "Scherzo" & "Nocturne"</i> (page 68; CD 3-10 & 11)
Menotti	<i>Amahl and the Night Visitors, "Shepherd's Dance"</i> (page 44; CD 2-17)
Mozart	<i>A Little Night Music, "Romance"</i> (pages 82-83; CD 4-4)
Prokofiev	<i>Classical Symphony, "Gavotte"</i> (page 42; CD 2-16)
Sousa	<i>The Stars and Stripes Forever</i> (page 120; CD 5-13)
Stravinsky	<i>Suite No. 2, "Galop"</i> (page 72; CD 3-17)

From *The Music Connection, Grade 5*

Bach	<i>Fugue in G Minor</i> (page 122; CD 5-25)
Bach	<i>Brandenburg Concerto No. 2, Mvt. 3</i> (pages 124-125; CD 5-27)
Beethoven	<i>Symphony No. 1, Mvt. 3</i> (pages 126-129; CD 6 Tracks 1-2; Call Chart 4)
Bizet	<i>Carmen, "Prelude"</i> (pages 32-33; CD 1 Tracks 25-26)
Brahms	<i>Liebeslieder Waltzes, Op. 65, No. 8</i> (pages 120-121; CD 5-22)
Britten	<i>Young Person's Guide to the Orchestra, Op. 34</i> (page 130; CD 6-4)
Copland	<i>El salón México</i> (page 178; CD 8-3)
Dvorak	<i>Slavonic Dances, Op. 46, No. 8</i> (pages 18-19; CD 1-13)
Ginastera	<i>Estancia, Mvt. 1</i> (pages 72-73; CD 3-18)
Gould	<i>American Salute</i> (pages 50-51; CD 2 Tracks 15-16; Call Chart 2)
Handel	"Hallelujah Chorus," from <i>Messiah</i> (pages 172-173; CD 7-14)
Haydn	<i>String Quartet No. 2, Mvt. 3</i> (page 295; CD 12-2)
Ibert	<i>Trois pieces breves for Wind Quintet, No. 1</i> (page 123; CD 5-26)
Larsen	<i>Four on the Floor</i> (pages 64-65; CD 3-5; Call Chart 3)
Mozart	"Overture," <i>The Magic Flute</i> (pages 170-171; CD 7-12)
Mussorgsky	"Samuel Goldenberg and Schmuyle," <i>Pictures at an Exhibition</i> (page 94; CD 4-15)
Orff	<i>Carmina Burana</i> (excerpts) (pages 44-47; CD 2 Tracks 11-13)
Rimsky-Korsakov	"The Young Prince and the Young Princess," <i>Scheherazade</i> (page 96; CD 4-17)
Saint-Saens	<i>Danse macabre</i> (page 234; CD 10-7)
Satie	<i>Gymnopedie, No. 1</i> (page 10; CD 1-8)

From Silver Burdett, publisher of *The Music Connection* - Information about instruments, composers, etc.

<http://www.sbgmusic.com/html/teacher/reference.html>

Do you know the families of the orchestra?



Strings: violin, viola, cello and string bass (harp)

String instruments make sounds when the strings vibrate. The strings are stretched over sound boxes, usually made of wood, of various shapes. Most stringed instruments are held between the chin and shoulder or rested on the floor. These instruments are "bowed", but may also be plucked or strummed. A bow is a straight, strong stick of wood with hairs tightly strung between the two ends. When the hairs are drawn across the instrument's strings, making them vibrate, a musical tone results. A string player holds the instrument with the left hand and uses the fingers of that hand to depress the strings for different pitches. The right hand draws the bow across the strings. String players must do two different things, one with each hand, to make music.

Woodwind: flute, oboe, clarinet and bassoon

Woodwind instruments are made of metal and wood. These instruments make a sound when the air inside them vibrates. These instruments are played by blowing air over a hole (flute), or by vibrating a reed (clarinet), or by vibrating two reeds against each other (oboe and bassoon). The player changes the size of the instrument, making it longer or shorter by opening or closing holes along the instrument's length.

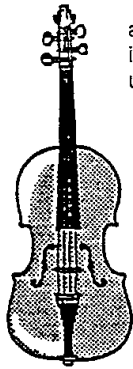
Brass: trumpet, trombone, French horn and tuba

Brass instruments, made of metal and brass, make a sound by a player making the air inside the instrument vibrate by "buzzing" their lips against a mouthpiece. The lips are held tightly together, and the air is forced between them to make the vibration. To change a pitch on a brass instrument, a player tightens their lips even more, or by pressing a valve or a combination of valves (trombones use a slide). When a valve is pressed, another length of tubing is added, which changes the instrument's size by making it longer or shorter.

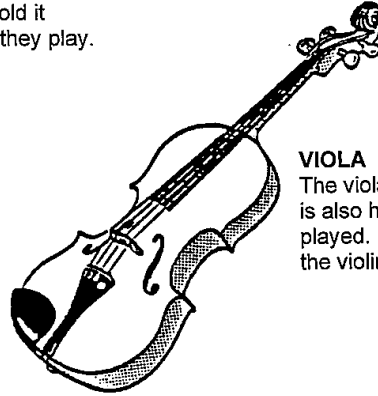
Percussion: timpani, snare, bass drum, gong, triangle, maracas, xylophone, piano and almost anything that makes a noise.

Percussion instruments can be struck, shaken, or scraped. They can create definite pitch (notes) or indefinite pitch (sounds).

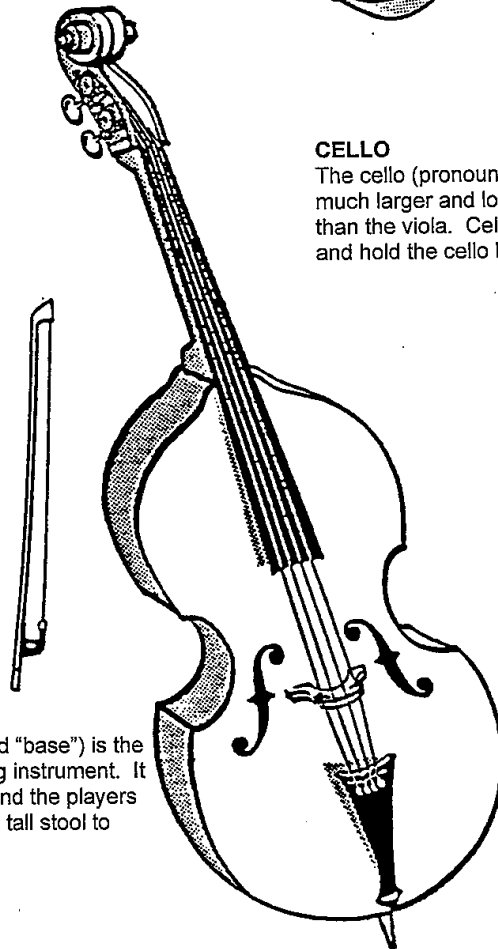
STRINGS



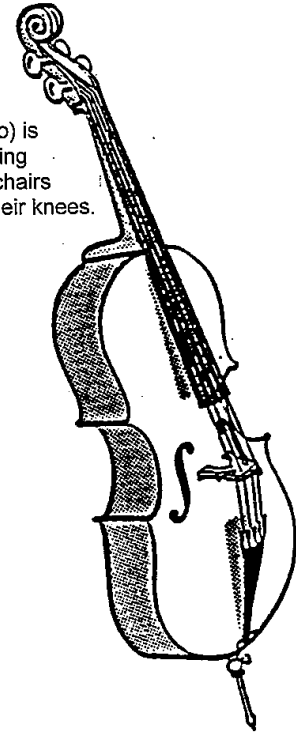
VIOLIN
The violin is the smallest and highest sounding string instrument. Violinists hold it under their chins when they play.



VIOLA
The viola (pronounced vee-oh'-la) is also held under the chin when played. It makes a lower sound than the violin because it is a little larger.



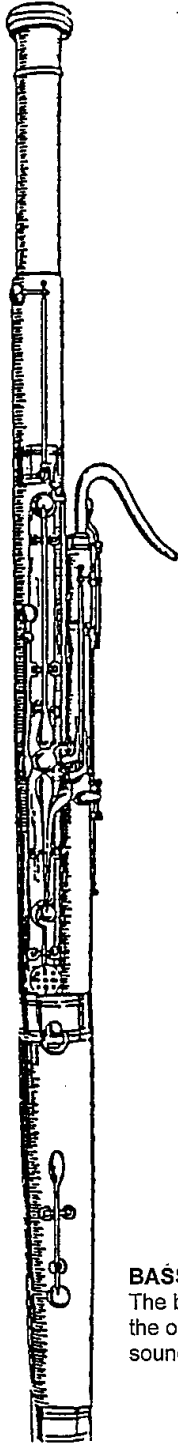
CELLO
The cello (pronounced chef'-lo) is much larger and lower sounding than the viola. Cellists sit in chairs and hold the cello between their knees.



BASS
The bass (pronounced "base") is the lowest sounding string instrument. It is nearly six feet tall and the players must stand or sit on a tall stool to play it.

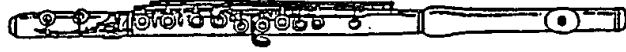
CM - 3

WOODWINDS



BASSOON

The bassoon has a double reed like the oboe. It can play very, very low sounds because it is so big.



FLUTE

The flute is usually made of silver instead of wood now. It is held up to the right side and the player blows across the hole in the mouthpiece.



CLARINET

The clarinet has a thin piece of wood called a "reed" fastened across a hole in its mouthpiece. It can play from very low to very high.

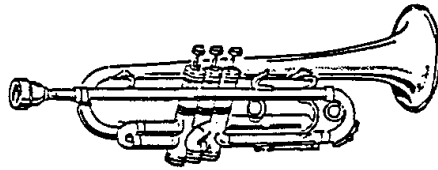


OBOE

The mouthpiece of the oboe is made of two thin pieces of wood (a double reed) placed together then fastened to a small tube. It can play very high, clear tones. It is the instrument you hear first when the orchestra tunes.

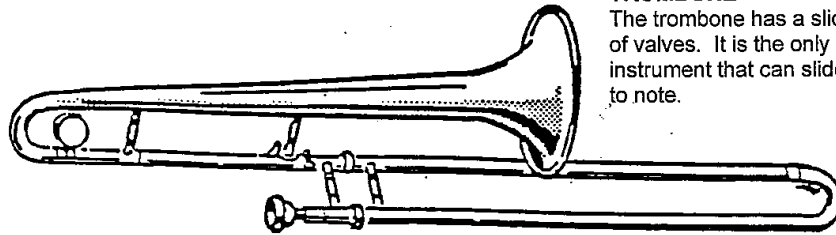
CM - 4

BRASS



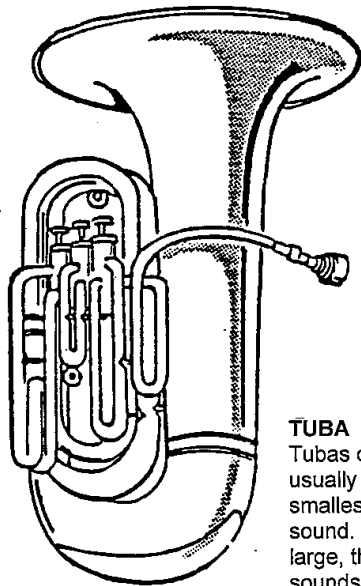
TRUMPET

The trumpet has the highest sound of the brass instruments. It has three valves that help change its sound when they are pressed down.



TROMBONE

The trombone has a slide instead of valves. It is the only wind instrument that can slide from note to note.

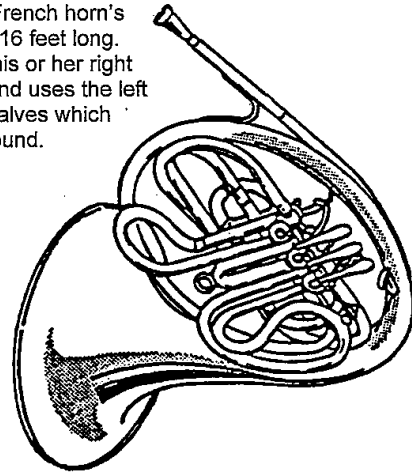


TUBA

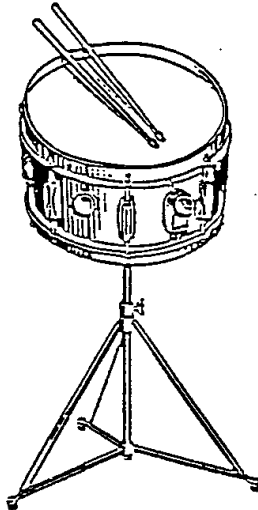
Tubas come in several sizes and usually have four valves. Even the smallest tuba makes a very low sound. Because tubas are so large, they make the lowest sounds in the brass family.

FRENCH HORN

If you unwound a French horn's tubing, it would be 16 feet long. The player keeps his or her right hand in the "bell" and uses the left hand to push the valves which help change the sound.

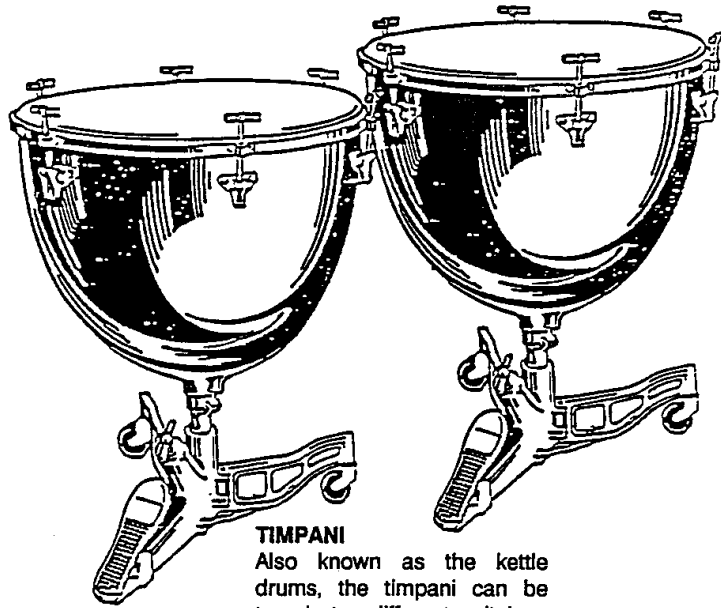


PERCUSSION



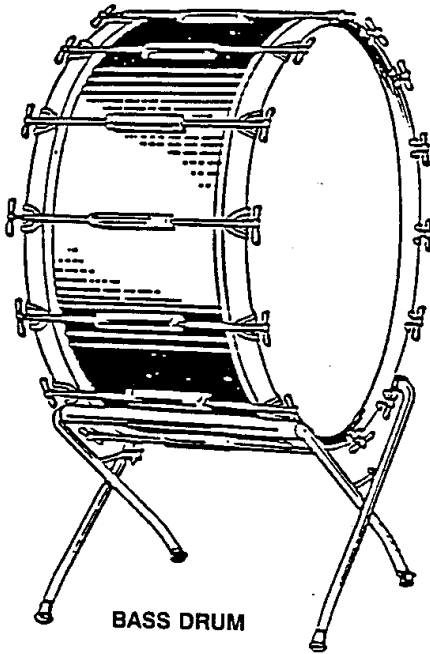
SNARE DRUM

The special sound of the snare drum comes from metal strings stretched across the bottom drum head. The metal strings rattle when the drum is struck with the sticks.

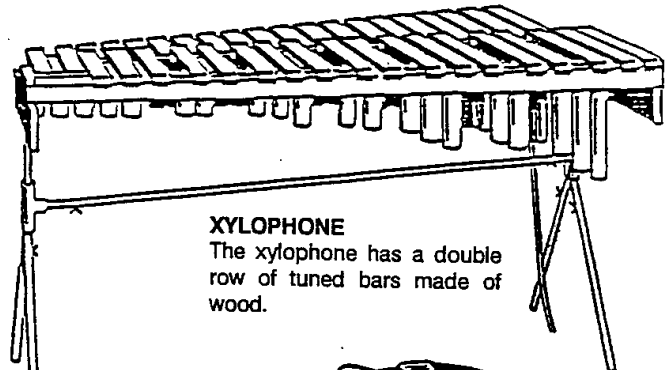


TIMPANI

Also known as the kettle drums, the timpani can be tuned to different pitches. There may be two or more timpani in the orchestra.

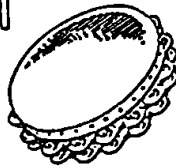


BASS DRUM

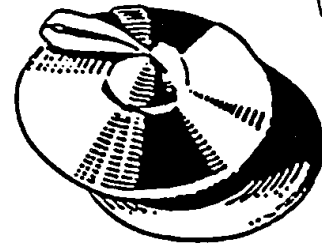


XYLOPHONE

The xylophone has a double row of tuned bars made of wood.

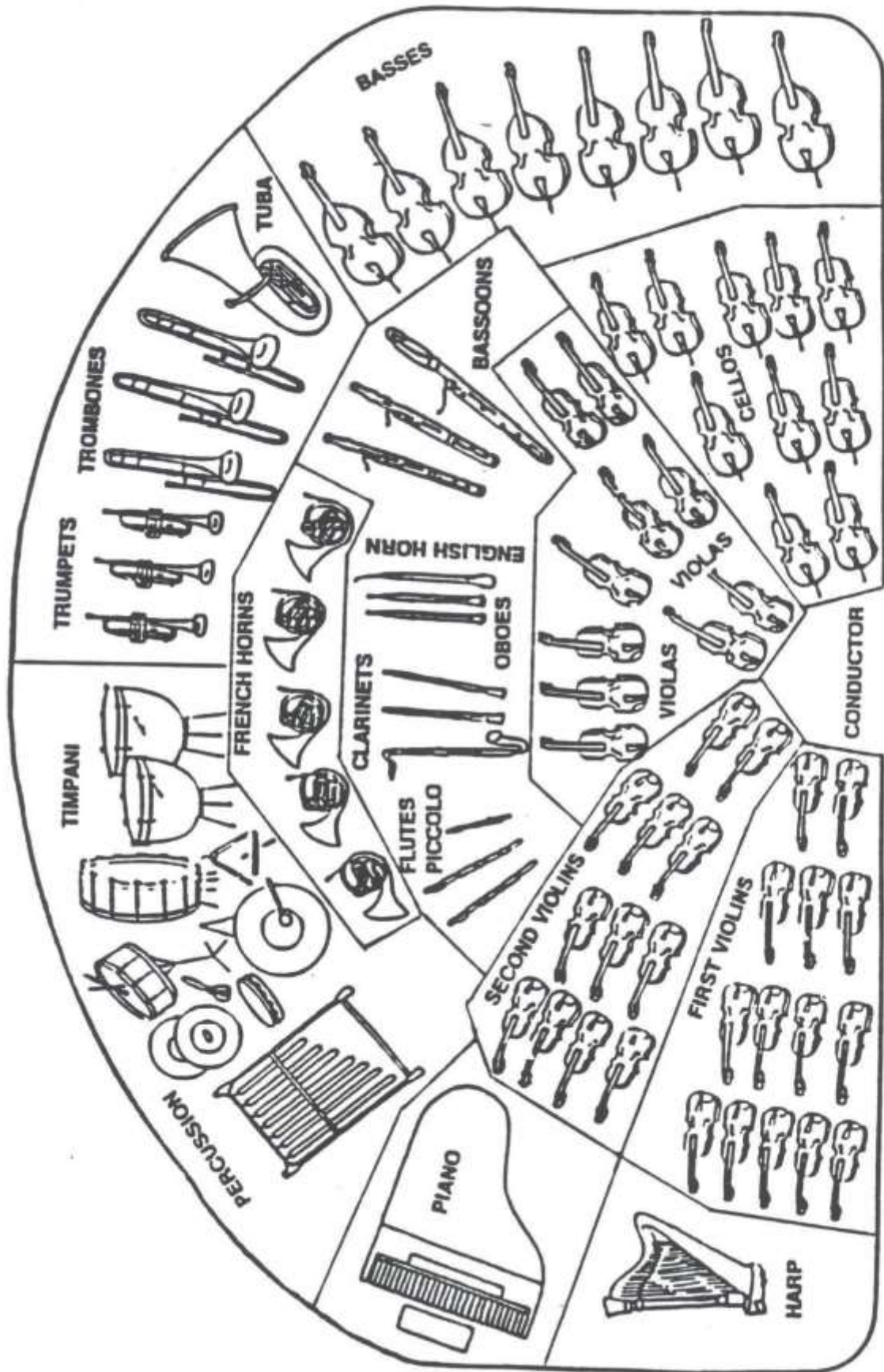


TAMBOURINE



CYMBALS

CM - 6



THE SYMPHONY ORCHESTRA

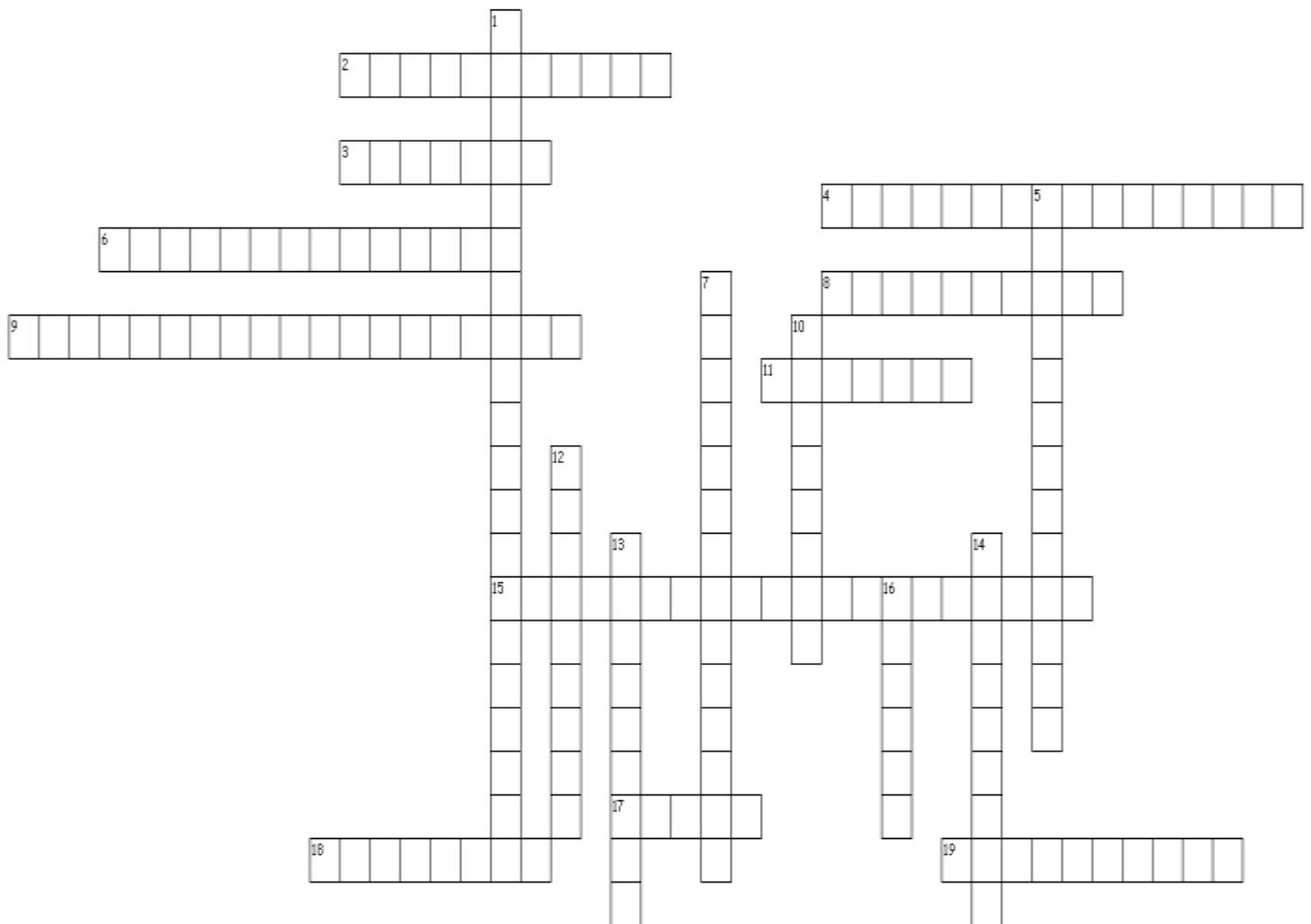
Orchestra Word Search

P H M T I R W E N U N B N T I
V W R F O N Y W Q K O A B U U
S T N E M U R T S N I S E B G
O I T O K Q R O A R S S D A Y
D D H I B U S R H N S O B J B
B A S S M O T N C H U O F P T
F Z G P A S E G Q E C N M K E
W R E L E T R W N X R N T U T
Q T O H D V R M Z E E O E Y U
Y I C I N I L O I V P E D R L
V R J J I A T C M O T I X H F
O C L A R I N E T B L Z V P N
M G T X X I W A N S O L C K P
H E W I B N G C F R B N E D W
V S C L V S G W H I O Q E C Z

BASS
BASSOON
CELLO
CLARINET
FLUTE
FRENCHHORN
INSTRUMENTS
OBOE
ORCHESTRA
PERCUSSION
TROMBONE
TRUMPET
TUBA
VIOLA
VIOLIN



SYMPHONIC STORIES



Across

2. Composed music about fairies
3. First family of the orchestra
4. Theme of Concert
6. Prokofiev ballet of true love
8. Vaughan Williams song about eating
9. Song about Pikes Peak
11. Composer of Ching-Ring Chaw
15. Fairies dancing in the forest
17. Third family of the orchestra
18. Four of these in the orchestra
19. Fourth family of the orchestra

Down

1. Story in Tale of the Tsar Saltan
5. Song about animals
7. Song played for coronations
10. Second family of the orchestra
12. Director of the orchestra
13. Insect visiting his father
14. Ballet composer for Romeo and Juliet
16. Composed Zadok the Priest

Answers Across: 2) Mendelssohn, 3) Strings, 4) Symphonic Stories, 6) Romeo and Juliet, 8) Eating Song, 9) America the Beautiful, 11) Copland, 15) Midsummers Night Dream, 17) Brass, 18) Families, 19) Percussion
Answers Down: 1) Flight of the Bumblebee, 5) I Bought Me a Cat, 7) Zadok the Priest, 10) Woodwind, 12) Conductor, 13) Bumblebee, 14) Prokofiev



2016 SYMPHONY CONCERTS FOR YOUNG PEOPLE

5th and selected 4th Grades

Schools have been scheduled as follows for the Symphony Concerts for Young People. Both the concert and bus transportation are free of charge and the Visual and Performing Arts Office will make all arrangements for your buses.

CONCERT SCHEDULE

Wednesday, February 3		Thursday, February 4	
<u>10:00 a.m. Concert</u>	<u>11:30 a.m. Concert</u>	<u>10:00 a.m. Concert</u>	<u>11:30 a.m. Concert</u>
Addams - 5 th only	Bryant - 4/5	Carver - 4/5	Burbank - 4/5
Alvarado - 5 th only	Cubberley - 4/5	Emerson - 4/5	Chavez - 4/5
Barton - 5 th only	Edison - 4/5	Gompers - 4/5	Garfield - 4/5
Birney - 4/5	Fremont - 4/5	Henry - 4/5	Lee - 4/5
Bixby - 4/5	Hudson - 4/5	Holmes - 4/5	Lincoln - 4/5
Burcham - 4/5	International - 4/5	King - 4/5	Los Cerritos - 4/5
Cleveland - 4/5	Kettering - 4/5	Longfellow - 4/5	Muir - 4/5
Dooley - 4/5	Lafayette - 4/5	Mann - 4/5	Robinson - 4/5
Gant - 4/5	Lowell - 4/5	MacArthur - 4/5	Signal Hill - 5 th only
Grant - 4/5	Powell - 4/5	McKinley - 4/5	Stevenson - 5 th only
Harte - 4/5	Prisk - 4/5	Naples - 4/5	Willard - 5 th only
Madison - 4/5	Roosevelt - 5 th only	Newcomb - 4/5	New City
Riley - 4/5	Smith - 5 th only	Twain - 5 th only	Gulf (Non-LBUSD)
Waldorf (Non-LBUSD)	Tincher - 5 th only	Webster - 5 th only	
		Whittier - 5 th only	

10:00 Concert

Buses depart your school between 9:00 and 9:10 a.m. The concert starts at 10:00 a.m. and ends approximately at 10:50 a.m. Buses will usually arrive back at school between 11:30 a.m. and 12:00 noon.

11:30 Concert

Buses depart your school between 10:15 and 10:30 a.m. The concert starts at 11:30 a.m. and ends approximately at 12:20 p.m. Buses will usually arrive back at school between 12:45 and 1:30 p.m.

LUNCH NOTE: We apologize to schools attending the second concert that have to make special arrangements with their cafeterias for a late lunch. Unfortunately, our budget can not accommodate requests for lunch stops on the way back to school. We do however, rotate with "early" schools are assigned to the second concert each year, so everyone takes a turn with the inconvenience. We appreciate your understanding.