

Long Beach Symphony
presents the

2019 Season
Ensembles in the Elementary Schools
for Second and Third Grades

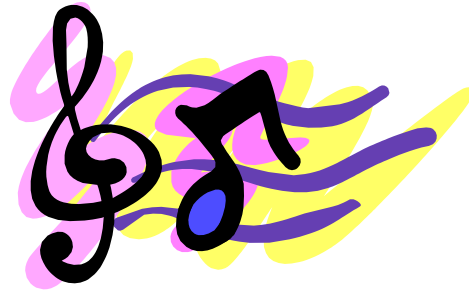


TEACHER RESOURCE GUIDE

Publication Authorized:
Pamela Seki
Assistant Superintendent

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THE 2019 ENSEMBLES IN THE ELEMENTARY SCHOOLS PROGRAM IS GENEROUSLY SPONSORED BY:

Earl B. & Loraine H. Miller foundation, Toyota Motor Sales-USA,
Rudolph J. and Daphne A. Munzer Foundation, California Arts Council,
Hennings-Fischer Foundation, Valero Energy Corporation,
The Boeing Employee Fund, Will J. Reid Foundation,
and Wolfe Foundation



GET READY . . .

GET SET . . .

LET'S GO!

The Long Beach Symphony is pleased to present **Ensembles in the Elementary Schools**. This curriculum-based program offers live, close-up encounters with professional musicians in small string, woodwind, brass, or percussion groups. The ensembles blend music and audience participation to introduce the instruments and music of the symphony orchestra. During January and February, a 40-minute assembly featuring one of the ensembles from the Long Beach Symphony will be presented at your school.

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 ensemble visit!

RIGHT AWAY

- ♪ Check the schedule on the last page of this guide. Note the date, the time and which ensemble will be visiting your school this year. **Mark the ensemble visit on your classroom calendar.**

WHEN YOU HAVE 10 OR 15 MINUTES

- ♪ Use the section "**Making the Connection**" on the next page as a resource for planning your own custom-designed lessons and activities based on the *California Visual and Performing Arts Content Standards* and *The Music Connection*, the district's music textbook series.
- ♪ Invite a student from your school's band or orchestra to visit your class to talk about his or her instrument and to demonstrate how sounds are made. Encourage your students to ask questions.

THE DAY BEFORE THE ASSEMBLY

- ♪ Talk about concert etiquette -- listen politely, respect your neighbors, clap to show your appreciation.

ON THE DAY OF THE ENSEMBLE VISIT

- ♪ **Check the schedule! Be sure your class is seated and ready so the program can begin on time -- you won't want to miss any of the performance!**

AFTER THE ENSEMBLE VISIT

- ♪ Have your students write letters to the ensemble. You can send your letters to the LBUUSD Visual & Performing Arts Office (c/o James Petri) or directly to the musicians at the following address:
Long Beach Symphony
249 E. Ocean Blvd., Suite 200
Long Beach, CA 90802
- ♪ Have your students draw a picture about the ensemble visit. Use the picture as the cover for a booklet that includes a list of new vocabulary words learned.
- ♪ Please fill out the **Evaluation Form** on page 12 of this guide. Send it, along with your students' letters, to the LBUUSD Visual & Performing Arts Office or go directly to the Long Beach Symphony at www.longbeachsymphony.org (Community & Education/Education Resources for Teachers/Elementary Ensemble Teacher Survey). Your suggestions are appreciated and helpful in planning future programs.



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 arts, 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 consist of:

- 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 **Ensembles in the Elementary Schools** program is specifically designed to enhance student learning related to the following Music Content Standards, by giving students an opportunity to:

- Identify visually and aurally individual wind, string, brass or percussion instruments used in a variety of music (Grade 2 - Standard 1.5; Grade 3 - Standard 1.4).
- Describe the way in which sound is produced on various instruments (Grade 3 - Standard 1.5).
- Respond to a live performance with appropriate audience behavior (Grade 2 - Standard 4.4).
- Identify and discuss who composes and performs music (Gr. 2 - Standard 5.2; Gr. 3 - Standard 5.2).

* 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 concepts presented by the Long Beach Symphony Ensembles:

Lessons and Activities From *The Music Connection*, Grade 2

- | | |
|---------------|--|
| Page 13 | Music Around Us - Hearing differences in musical sounds |
| Pages 22-25 | String Sounds - discovering that music can be made by vibrating strings |
| Page 25a | What Do You Hear? 1 - String Sounds (CD 1-25) |
| Page 211 | Being a Good Audience |
| Pages 274-277 | The Sound Bank - Picture and word glossary of instruments (CD 8, Tracks 18-44) |

Lessons and Activities From *The Music Connection*, Grade 3

- | | |
|---------------|--|
| Pages 98-99 | Tone Color - Begin to perceive and understand tone color |
| Page 106 | Percussion Instruments - Become familiar with percussion instruments through listening |
| Page 107 | String Quartet - Become familiar with the string quartet through listening |
| Page 108 | Woodwind Quintet - Become familiar with the woodwind quintet through listening |
| Page 109 | Brass Quintet - Become familiar with the brass quintet through listening |
| Page 111a | What Do You Hear? 7 - Tone Color (CD 4-19) |
| Pages 304-308 | The Sound Bank - Picture and word glossary of instruments (CD 9, Tracks 15-43) |

Your vocal music teacher is also an excellent resource and can help you with questions about using the textbook series or if you would like additional teaching suggestions.

LISTENING SUGGESTIONS



From The Music Connection, Grade 2

| | |
|-------------|---|
| Bizet | <i>Children's Games</i> , "The Ball" (page 31; CD 1-30) |
| Copland | <i>The Red Pony</i> , "Circus Music" (page 101; CD 3-33) |
| Debussy | <i>Children's Corner Suite</i> , "Golliwogg's Cake Walk" (page 257; CD 8-7) and "The Snow is Dancing" (page 134; CD 4-22) |
| Dvořák | <i>Symphony No. 9 in E Minor</i> (from the New World), "Largo" (pages 250, 251; CD 7-55) |
| Grieg | <i>Peer Gynt Suite, No. 1</i> , "In the Hall of the Mountain King" (page 57; CD 2-23) |
| Ives | <i>Circus Band March</i> (page 63; CD 2-29) |
| Mussorgsky | <i>Pictures at an Exhibition</i> , "Ballet of the Unhatched Chicks" (page 43; CD 2-6) |
| Saint-Saëns | <i>Carnival of the Animals</i> , "Aquarium" (page 80; CD 3-11) and "The Swan" (page 83; CD 3-11) |
| Sousa | <i>The Stars and Stripes Forever</i> (page 65; CD 2-31) |
| Tchaikovsky | <i>The Nutcracker</i> , "March" (page 11; CD 1-7) |
| Villa-Lobos | <i>Bachianas Brasileiras, No. 2</i> , "The Little Train of the Caipira" (page 123; CD 4-15) |

From The Music Connection, Grade 3

| | |
|-------------|--|
| Anderson | <i>Trumpeter's Lullaby</i> (page 82; CD 3-22) |
| Bozza | <i>Scherzo</i> (page 108; CD 4-14) - Woodwind Quintet |
| Brahms | <i>Hungarian Dance No. 6</i> (page 13; CD 1-13) |
| Copland | <i>Rodeo</i> , "Hoe-Down" (page 133; CD 5-9) |
| Copland | <i>The Red Pony</i> (page 86; CD 3-28) |
| Cowell | <i>Pulse</i> (page 106; CD 4-12) - Percussion Instruments |
| Haydn | <i>Quartet in G Major, Op. 77, No. 1, Mvt. 4</i> (page 107; CD 4-13) - String Quartet |
| Kabalevsky | <i>The Comedians</i> , "Galop" (page 76; CD 3-16) and "March" (page 76; CD 3-15) |
| Mouret | <i>Rondeau</i> (page 109; CD 4-15) - Brass Quintet |
| Ravel | <i>Mother Goose Suite</i> , "The Conversations of Beauty and the Beast" (page 96; CD 4-3) |
| Stravinsky | <i>The Firebird</i> , "Berceuse" (page 50; CD 2-24) |
| Tchaikovsky | <i>The Nutcracker Suite</i> , "Arab Dance" (page 26; CD 1-28), "Dance of the Reed Flutes" (page 26; CD 1-27), and "March" (page 21; CD 1-23) |

GLOSSARY

Here are some of the terms your students may hear at the ensemble performance:

| | |
|------------------|---|
| beat | Unit of measure of rhythmic time |
| composer | A person who writes music |
| conductor | The person who leads or directs the orchestra |
| dynamics | Varying degrees of volume in the performance of music |
| ensemble | A small group of musicians or singers (pronounced: än - säm´ - bel) |
| harmony | The simultaneous sounding of two or more tones |
| melody | An organized sequence of single notes |
| note | A symbol indicating pitch and rhythm in music |
| orchestra | A large group of musicians playing together on instruments from all four "families" |
| pitch | The "highness" or "lowness" of a tone |
| pizzicato | Plucking the strings of an instrument instead of using the bow (pronounced <i>peed-zee-KAH-toh</i>) |
| quartet | A musical group of four instruments or voices |
| quintet | A musical group of five instruments or voices |
| rhythm | The combination of long and short, even or uneven sounds conveying a sense of movement |
| tempo | The pace at which music moves according to the speed of the underlying beat |

THE LONG BEACH SYMPHONY ENSEMBLES

One of these special ensembles will be visiting your school.

STRING QUARTET (2 Violins, Viola, Cello)



Ensemble Leader - Cindy Moussas

In an interactive and fun manner, the string quartet introduces the instruments of the string family. Through games, children learn how music can express emotions, how to follow a melody as it moves from instrument to instrument, and how musicians follow a conductor.

Ensemble Leader - Julie Metz

Musical selections by famous composers help introduce the students to the violin, viola and cello. Lots of audience participation adds to an engaging performance that features the music of Antonio Vivaldi, Johann Sebastian Bach, Leroy Anderson, and Scott Joplin.

WOODWIND QUINTET (Flute, Oboe, Clarinet, French Horn, Bassoon)



Ensemble Leader - Joe Stone

Music Tells a Story

The quintet presents a lively interactive concert experience demonstrating the woodwind instruments of the orchestra and the characters they portray in musical storytelling. Lots of audience participation with favorite popular and classical repertoire.

BRASS QUINTET (2 Trumpets, French Horn, Trombone, Tuba)



Ensemble Leader - Marissa Benedict

The way sounds are produced on the trumpet, French horn, trombone and tuba is explained. Each brass instrument is then featured in a solo, helping students develop an awareness of the unique sounds of the individual instruments.

PERCUSSION ENSEMBLE (Percussion Instruments and Narrator)



Ensemble Leader - Gary Long

This exciting program explores the percussion family of instruments. Students are introduced to a wide variety of percussion instruments and learn about the important role of rhythm in music. The presentation also demonstrates how the percussion instruments help paint musical pictures in several compositions by well-known composers.

STRING FAMILY



Violin



Viola



Cello



String Bass



Harp

WOODWIND FAMILY



BRASS family



percussion family



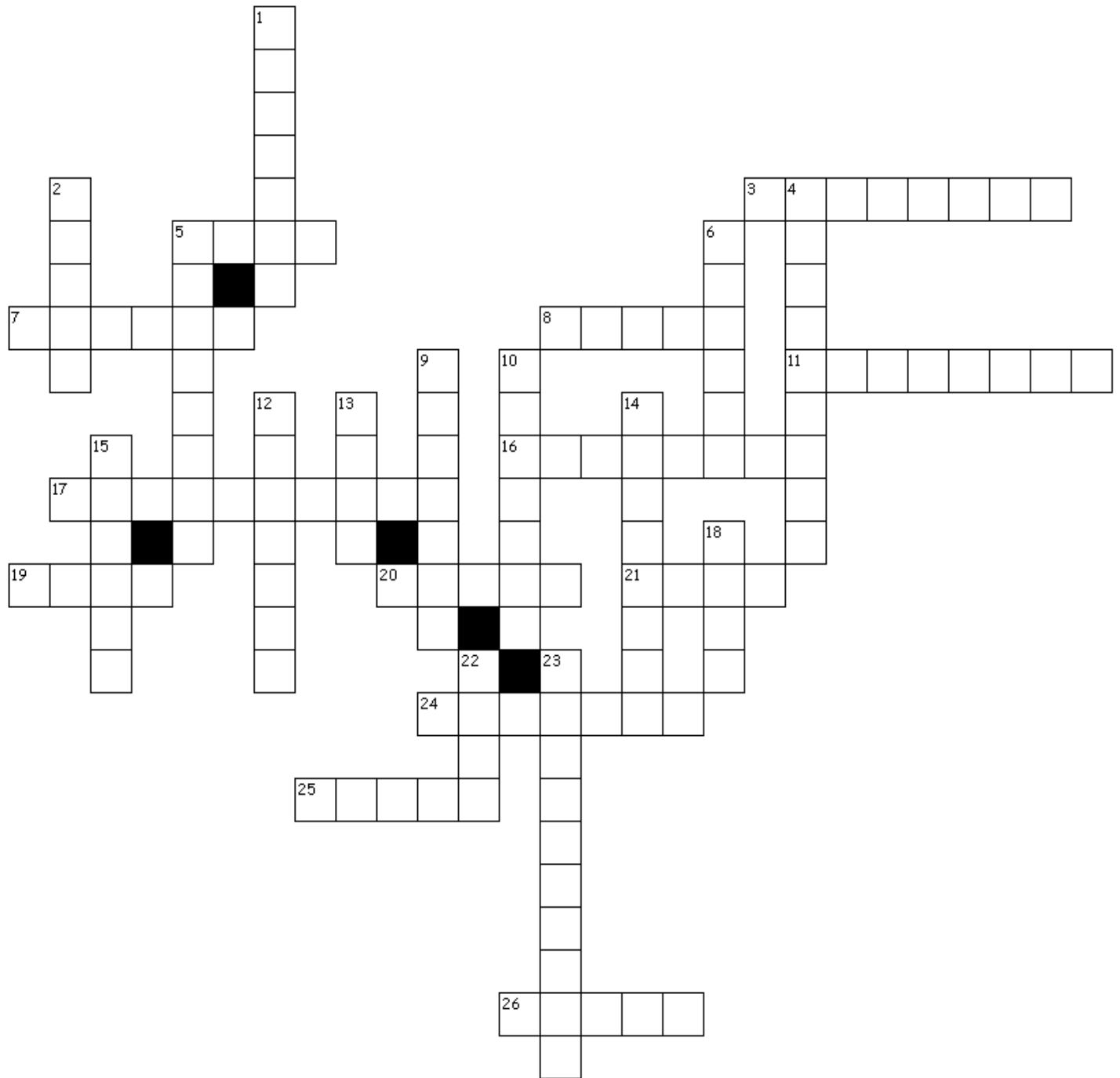
Orchestra Ensemble Word Search

| | |
|-------------------------------|------------|
| S Y Y Y O C W V U Y E S O E Q | BEAT |
| S S G N I A C O D V Y V H L U | BRASS |
| A O C S L K L W O P G Y S B I | DYNAMICS |
| R B U I A R T S E H C R O M N | ENSEMBLE |
| B M E G M H A R M O N Y M E T | HARMONY |
| R Z O A X A C D G M S E C S E | MELODY |
| E Y P B T U N X I N L A E N T | MUSIC |
| O R I P S I Q Y M O I P V E N | ORCHESTRA |
| Y S D S W W X U D V C R O P U | PERCUSSION |
| H R I D O O M Y A A Y C T V E | QUARTET |
| C O O M H T Y H R R D Q I S D | QUINTET |
| N O Q E S G Y W E P T V P A D | RHYTHM |
| W B L B I A P Y Y R J E T P V | STRING |
| T E M P O Q T D O P S K T X L | TEMPO |
| V G U R S X G M Z H X I I Y R | WOODWIND |



| | |
|-------------------------------|-------------|
| D S S W N A T P Y A H N Q Z E | BASS |
| D L Y V L R H D R R O Q V R T | BASSOON |
| X X F O U E O T N I L O I V U | CELLO |
| J W I M R Y S H A E F I F X L | CLARINET |
| F V P S O E T A H X E G G X F | FLUTE |
| Q E X L H B E R N C B A S S N | FRENCHHORN |
| T M K C K O O F O U N T F K Z | INSTRUMENTS |
| C O R K G T O E I M V E C E B | OBOE |
| Q O X A B K K F S T B T R I A | ORCHESTRA |
| S T N E M U R T S N I O W F S | PERCUSSION |
| C L A R I N E T U O T Z N G S | TROMBONE |
| N O K V S T T C C I L S H E O | TRUMPET |
| X U Y E T U Z E R E D L E E O | TUBA |
| Y T M Q K B V D E K G B E L N | VIOLA |
| T U H K Y A A H P K I B S C Z | VIOLIN |

MUSIC and the ORCHESTRA



Puzzle Words

| | |
|-------------|------------|
| Bass | Percussion |
| Bassoon | Piccolo |
| Beat | Quartet |
| Brass | Quintet |
| Cello | String |
| Clarinet | Tempo |
| Duet | Trio |
| Dynamics | Trombone |
| Ensemble | Trumpet |
| Flute | Tuba |
| French horn | Viola |
| Melody | Violin |
| Oboe | Woodwind |
| Orchestra | |

Across

3. Second family of the orchestra
5. Two performers
7. First family of the orchestra
8. Speed of music
11. Groups of musicians
16. Woodwind instrument played with a single reed
17. Fourth family of the orchestra
19. Woodwind instrument played with a double reed
20. String instrument slightly smaller than a bass
21. Unit of time or pulse
24. Four performers
25. Instrument slightly larger than a violin
26. Third family of the orchestra

Down

1. Highest brass instrument
2. Second highest woodwind instrument
4. Four families playing together
5. Volume of music
6. Smallest and highest string instrument
9. Five performers
10. Highest woodwind instrument
12. Lowest and largest woodwind instrument
13. Three performers
14. Brass instrument played using a slide
15. Sequence of notes
18. Lowest string instrument
22. Lowest and largest brass instrument
23. Brass instrument that looks like a Hunting horn



Long Beach Symphony
2019 Ensembles in the Elementary Schools
Evaluation/Survey

Thank you for taking a few minutes to answer the following questions.
Send your completed evaluation to the **LBUSD Visual & Performing Arts Office (Attn: James Petri)** or
complete the evaluation at www.longbeachsymphony.org (Community & Education/Education Resources for
Teachers/Elementary Ensemble Teacher Survey)

School _____

Grade _____

Which ensemble visited your school:

- | | |
|---|---|
| <input type="checkbox"/> String Quartet (Julie Metz) | <input type="checkbox"/> Brass Quintet (Marissa Benedict) |
| <input type="checkbox"/> String Quartet (Cindy Moussas) | |
| <input type="checkbox"/> Woodwind Quintet (Joe Stone) | <input type="checkbox"/> Percussion Ensemble (Gary Long) |

Please circle your rating from 1 (low) to 5 (high):

Low

High

- | | | | | | |
|---|---|---|---|---|---|
| 1. How would you rate your students' reaction to the music performed? | 1 | 2 | 3 | 4 | 5 |
| 2. How would you rate your students' reaction to the verbal parts of the program? | 1 | 2 | 3 | 4 | 5 |
| 3. How would you rate the usefulness of this Teacher Resource Guide? | 1 | 2 | 3 | 4 | 5 |

What curriculum-related concepts did your students learn through the ensemble program?

Your answers to the following will help in the design of appropriate resource materials:

How much preparation and follow-up time were you able to spend on the ensemble program?

- More than two hours
- Between one and two hours
- Less than one hour

Using this year's Teacher Resource Guide as a point of reference, how much information do you feel would be most useful in preparing students for the ensemble visit?

- The current amount of information provided is adequate.
- I would prefer to have **more** information and/or activities provided.

What suggestions do you have for the ensemble program?



2019 LONG BEACH SYMPHONY ENSEMBLE SCHEDULE for 3rd Grade (2nd Grades-Space Permitting)

12/03/18

| SCHOOL | DATE | ASSEMBLY #1 | ASSEMBLY #2 | ENSEMBLE |
|--------------|---------------------|-------------|-------------|-----------------------------|
| Addams | January 8 (Tues.) | 10:15 a.m. | --- | String Quartet – C. Moussas |
| Alvarado | January 29 (Tues.) | 8:15 a.m. | --- | Woodwind Quintet – J. Stone |
| Barton | January 8 (Tues.) | 9:00 a.m. | --- | String Quartet – C. Moussas |
| Birney | January 9 (Wed.) | 8:20 a.m. | --- | Percussion – G. Long |
| Bixby | January 11 (Fri.) | 8:30 a.m. | --- | String Quartet – J. Metz |
| Bryant | January 10 (Thurs.) | 10:15 a.m. | --- | String Quartet – C. Moussas |
| Burbank | January 28 (Mon.) | 9:30 a.m. | --- | String Quartet – J. Metz |
| Burcham | January 11 (Fri.) | 10:00 a.m. | --- | String Quartet – J. Metz |
| Carver | January 14 (Mon.) | 11:00 a.m. | --- | String Quartet – J. Metz |
| Chavez | February 8 (Fri.) | 9:15 a.m. | --- | String Quartet – J. Metz |
| Cleveland | February 4 (Mon.) | 10:30 a.m. | --- | String Quartet – J. Metz |
| Cubberley | January 17 (Thurs.) | 9:15 a.m. | --- | Brass Quintet – M. Benedict |
| Dooley | January 24 (Thurs.) | 10:45 a.m. | --- | String Quartet – C. Moussas |
| Edison | February 8 (Fri.) | 10:30 a.m. | --- | String Quartet – J. Metz |
| Emerson | February 5 Tues.) | 9:15 a.m. | --- | Percussion – G. Long |
| Fremont | January 10 (Thurs.) | 8:40 a.m. | --- | String Quartet – C. Moussas |
| Gant | February 7 (Thurs.) | 8:10 a.m. | --- | Brass Quintet – M. Benedict |
| Garfield | January 9 (Wed.) | 9:35 a.m. | --- | Percussion – G. Long |
| Gompers | January 22 (Tues.) | 12:30 p.m. | --- | Percussion – G. Long |
| Grant | January 18 (Fri.) | 8:15 a.m. | 9:00 a.m. | String Quartet – J. Metz |
| Harte | January 24 (Thurs.) | 12:30 p.m. | --- | String Quartet – C. Moussas |
| Henry | February 5 (Tues.) | 11:00 a.m. | --- | Percussion – G. Long |
| Herrera | January 17 (Thurs.) | 11:15 a.m. | --- | Woodwind Quintet – J. Stone |
| Holmes | February 4 (Mon.) | 9:20 a.m. | --- | Brass Quintet – M. Benedict |
| Hudson | January 23 (Wed.) | 10:40 a.m. | --- | Woodwind Quintet – J. Stone |
| Kettering | January 28 (Mon.) | 10:00 a.m. | --- | Brass Quintet – M. Benedict |
| King | January 15 (Tues.) | 8:30 a.m. | 9:15 a.m. | Brass Quintet – M. Benedict |
| Lafayette | January 14 (Mon.) | 1:00 p.m. | 2:00 p.m. | Percussion – G. Long |
| Lincoln | January 11 (Fri.) | 8:45 a.m. | 9:40 a.m. | String Quartet – C. Moussas |
| Longfellow | January 24 (Thurs.) | 10:30 a.m. | --- | Percussion – G. Long |
| Los Cerritos | January 14 (Mon.) | 9:45 a.m. | --- | Percussion – G. Long |
| Lowell | January 14 (Mon.) | 10:45 a.m. | --- | Woodwind Quintet – J. Stone |
| MacArthur | January 22 (Tues.) | 2:10 p.m. | --- | Percussion – G. Long |
| Madison | January 25 (Fri.) | 9:40 a.m. | --- | Woodwind Quintet – J. Stone |
| Mann | January 28 (Mon.) | 9:10 a.m. | --- | Brass Quintet – M. Benedict |
| McKinley | February 4 (Mon.) | 9:00 a.m. | --- | String Quartet – J. Metz |
| Muir | January 11 (Fri.) | 11:00 a.m. | --- | String Quartet – C. Moussas |
| Naples | January 14 (Mon.) | 12:05 p.m. | --- | Woodwind Quintet – J. Stone |
| Newcomb | January 17 (Thurs.) | 11:00 a.m. | --- | Brass Quintet – M. Benedict |
| Oropeza | January 28 (Mon.) | 8:15 a.m. | --- | String Quartet – J. Metz |
| Powell | January 11 (Fri.) | 12:30 p.m. | --- | String Quartet – C. Moussas |
| Prisk | January 14 (Mon.) | 9:15 a.m. | --- | String Quartet – J. Metz |
| Riley | January 24 (Thurs.) | 9:10 a.m. | --- | Percussion – G. Long |
| Robinson | January 14 (Mon.) | 8:00 a.m. | --- | Percussion – G. Long |
| Roosevelt | January 29 (Tues.) | 10:00 a.m. | --- | Woodwind Quintet – J. Stone |
| Signal Hill | January 25 (Fri.) | 8:10 a.m. | --- | Woodwind Quintet – J. Stone |
| Smith | January 24 (Thurs.) | 8:30 a.m. | 9:30 a.m. | String Quartet – C. Moussas |
| Stevenson | January 16 (Wed.) | 8:30 a.m. | 9:20 a.m. | Brass Quintet – M. Benedict |
| Tincher | February 7 (Thurs.) | 9:30 a.m. | --- | Brass Quintet – M. Benedict |
| Twain | February 4 (Mon.) | 8:00 a.m. | --- | Brass Quintet – M. Benedict |
| Webster | January 23 (Wed.) | 9:10 a.m. | --- | Woodwind Quintet – J. Stone |
| Whittier | January 23 (Wed.) | 12:00 p.m. | 1:20 p.m. | Woodwind Quintet – J. Stone |
| Willard | January 17 (Thurs.) | 10:00 a.m. | --- | Woodwind Quintet – J. Stone |