

# Long Beach Symphony

Eckart Preu, Music Director

Presents

## *TOYOTA YOUTH CONCERTS*

January 31 and February 1, 2018



## "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 fortieth annual **Symphony Concerts for Young People - Toyota Youth Concerts**. 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 the newly appointed LBS Music Director, Eckart Preu, 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 stories in history, film and our everyday lives.

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 **2018 Toyota Youth Concerts** are brought to you by

**Toyota Motor Sales-USA**

And generous support from

Valero Energy Corporation, California Arts Council,  
Dwight Stuart Youth Fund, Hennings-Fischer Foundation,  
The Boeing Employee Fund, Will J. Reid Foundation, Arts Council for Long Beach,  
Josephine S. Gumbiner Foundation, Opus Community Foundation,  
Southern California Edison, Wells Fargo Bank, and Wolfe Foundation

# 2018

## TOYOTA YOUTH CONCERTS

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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 "Toyota Youth Concerts." **Mark the concert date on your classroom calendar!**

#### WHEN YOU HAVE 5 OR 10 MINUTES

- ♫ On your classroom computer...Go to [www.longbeachsymphony.org](http://www.longbeachsymphony.org), click on "Education" then "Overview" or "Toyota Youth Concerts"" 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 - or complete the form at [www.longbeachsymphony.org](http://www.longbeachsymphony.org) (Community & Education/Education Resources for Teachers/Toyota Youth Concert Teacher Survey) - 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 **Toyota Youth Concerts 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](http://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  
Ekert Preu, Conductor

***"Symphonic Stories"***  
January 31 and February 1, 2018



**The Star-Spangled Banner**

Music: John Stafford Smith      Words: Francis Scott Key

**"Les Toreador"**

from *Carmen*, Suite No. 1  
George Bizet

**"Chanson du Toreador"**

from *Carmen*, Suite No. 2  
George Bizet

**"Polovtsian Dances"**

from *Prince Igor*  
Alexander Borodin

**"1812 Overture"**

(excerpt)  
Piotr Ilyich Tchaikovsky

**"Ride of the Valkyries"**

from *Die Walküre*  
Richard Wagner

**"Dual of the Fates"**

from *Phantom Menace*  
John Williams

Long Beach Symphony

TOYOTA YOUTH CONCERTS

"Symphonic Stories"



PROGRAM NOTES

At the 2018 Toyota Youth Concerts, the Long Beach Symphony and their guest musicians, the Long Beach Unified School District All-District High School Honor Choir, under the direction of newly appointed Music Director, Eckart Preu, will take the audience on a musical journey discovering the instruments of the orchestra and music inspired by stories in history, film and our everyday lives.

**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>







## George Bizet

(1838-1875)

### **"Les Toreador"**

from *Carmen*, Suite No. 1

### **"Chanson du Toreador"**

from *Carmen*, Suite No. 2



## **LIFE OF George Bizet** (October 25, 1838 - June 3, 1875)

(Historical Context with US History - Bizet was born 5 months after John Wilkes Booth was born and died two months before Herbert Hoover, 31st President of the US was born.)

Georges Bizet was born in Paris, France. Both of his parents were musicians, and encouraged their son to become a composer when he grew up! Bizet loved music, but also loved to read books. His parents wound up hiding his books so that he would spend more time on his music.

When Georges was 10 years old, his father enrolled him in the Paris Conservatory. While he was there, he wrote his only symphony, but it wasn't performed until many years after he died. Bizet graduated from the conservatory with awards in both composition and piano.

Bizet also composed operas, of which *Carmen* is his most famous. When *Carmen* first opened in Paris, the reviews were terrible. Many critics said there were no good tunes in it, so the audiences stayed away. In the middle of the night during the first performances of *Carmen*, Bizet died. He was only 36. Four months later, *Carmen* opened in Vienna, Austria, and it was a smash hit. It is now one of the most popular operas ever written.



## **Les Toreador and Chanson du Toreador from *Carmen*** ***(featuring the LBSD High School Honor Choir)***

### **STORY OF *Carmen***

Paraphrased from 5<sup>th</sup> Grade, Music Connections, Silver Burdett, C1995

*Carmen's* plot is full of colorful characters - smugglers, bullfighters, soldiers and gypsies. Carmen, a fiery, headstrong and beautiful gypsy girl, works in a factory in Seville, Spain. After being arrested because of a fight with another girl in the factory, Carmen is put in the custody of military guard, Don José. Don José falls under Carmen's spell almost immediately and allows her to escape before the arresting officer can take her to prison.

Some time later, Carmen and her friends go to an inn that is the meeting place for a band of smugglers. As Carmen watches two gypsy girls dance to the music of guitars and tambourines, the famous toreador Escamillo arrives with a group of his admirers. As Escamillo sings in excitement of the bullring, his attention is drawn to the beautiful Carmen. Although she is impressed with Escamillo's fame and uniform, Carmen's heart is still set on Don José. After Escamillo departs, two smugglers invite Carmen, along with Don José, to help them carry out a job in their dangerous trade.

That night, as Don José stands guard at the smuggler's hideout in the mountains, Escamillo comes looking for Carmen. A fight ensues between Don José and Escamillo, Carmen and the gypsies rush in and separate the two men. Don José is furious, but Escamillo nonchalantly invites the entire band to the bullfight in Seville.

On the day of the bullfight, Escamillo arrives with the beautiful Carmen by his side. As Escamillo disappears into the arena, Don José, who has been hiding in the crowd, steps out and faces Carmen. He begs her to come back to him. When Carmen refuses, a quarrel ensues and Carmen dies. When Escamillo emerges from the arena to tell Carmen of his triumph in the bullring, he finds her dead, with Don José sobbing at her side.

#### **Additional Resources:**

- *The Music Connection - Grade 5* (pages 32-33); CD 1-25/26

#### **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.



**Alexander Borodin**

(1833-1887)

**"Polovttsian Dances"**

*from Prince Igor*

## **LIFE OF Alexander Borodin** (November 12, 1833 - February 27, 1887)

(Historical Context with US History - Alexander Borodin was born 3 years before the Battle of the Alamo in Texas and died one year after the Statue of Liberty was dedicated in New York.)

Born in St. Petersburg, Russia, Alexander Borodin was the son of a Russian Prince. As a child and student, Borodin was very talented, but not a music prodigy. He could speak German, French, Italian and English, as well as play the piano, flute and cello. He had a passion for chemistry and in 1850 entered a medical academy to study anatomy, botany, chemistry and zoology. Upon graduation he was a surgeon and advanced his scientific studies in Europe. He later taught at the medical academy, established medical courses for women and supervised student work.

Borodin did not compose a tremendous number of musical works. He composed three symphonies, a Tone-poem, and chamber works, including several string quartets. He is most famously remembered for his one opera, *Prince Igor*.

In 1882-1883, Borodin suffered a heart-attack and cholera. He recovered, and in 1887, returning from an important academic engagement and wearing Russia's national costume of a red shirt and high boots, he attended a fancy ball at the academy. As the party reached a climax at midnight, he fell back and died from heart failure.

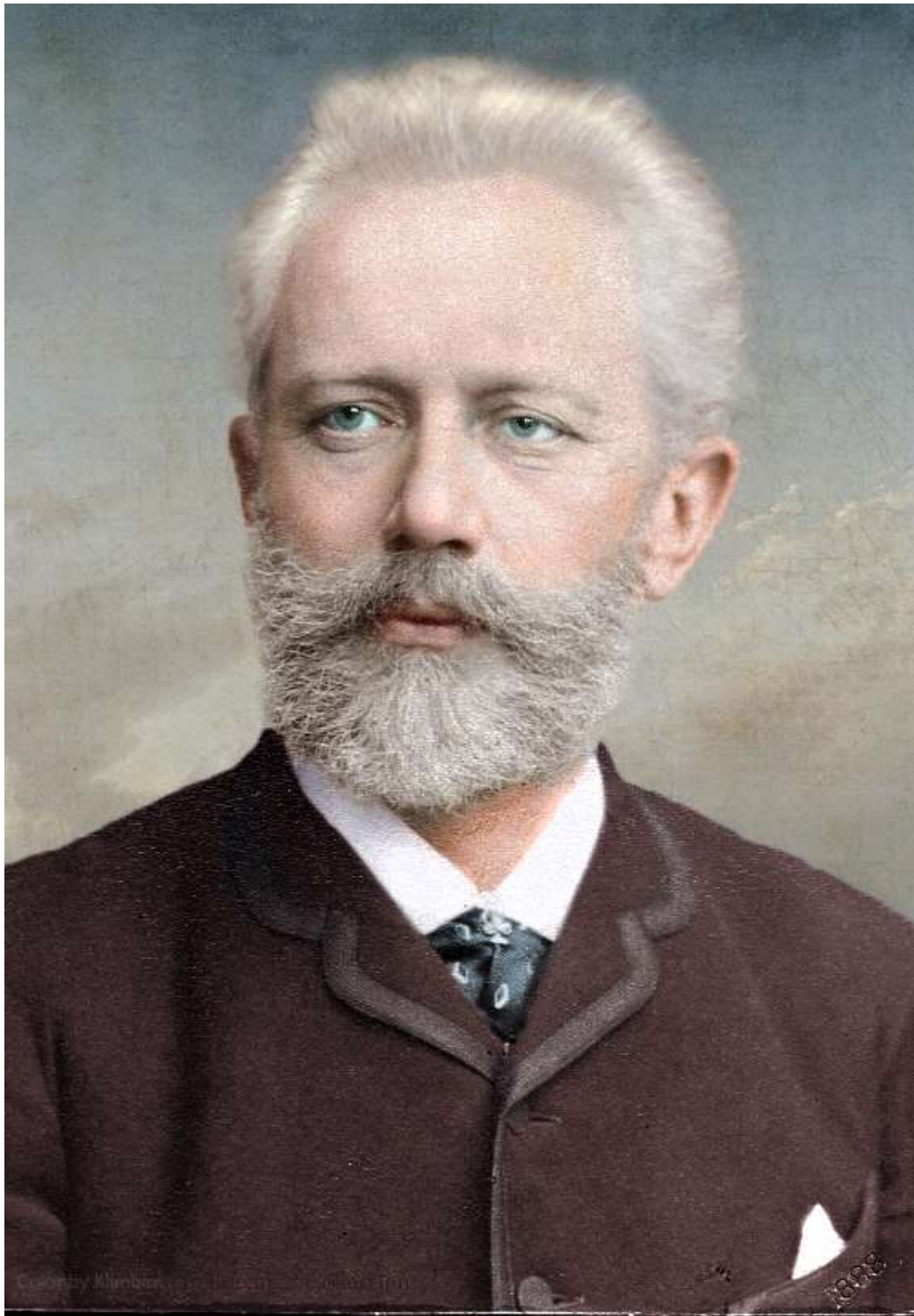
### **Polovtsian Dances** (from *Prince Igor*)

#### ***(featuring the LBSD High School Honor Choir)***

*Prince Igor* is known as one of the greatest Russian operas. It tells a colorful story of the capture of Prince Igor, the son of Vladimir, by the Polovtsian leader - Khan Konchak. During captivity, Konchak entertains his prisoners and calls on his slaves to perform the famous Polovtsian dances. Each dance is engaging, compassionate, then full of fire, fury, resounding madness and passion. Prince Igor escapes, returns home only to find it in ruins. The opera ends with Igor calling on everyone to unite and rebuild their lives.

#### **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.



**Piotr Ilyich Tchaikovsky**

(1840-1893)

**"1812 Overture"**



## **LIFE OF Piotr Ilyich Tchaikovsky (April 25, 1840 - October 25, 1893)**

(Historical Context with US History - Tchaikovsky was born one year before John Tyler succeeded Benjamin Harrison as President of the United States and died two years before Auguste and Louis Lumière premiered the first motion picture in Paris.)

Piotr Ilyich Tchaikovsky was born in Russia on May 7, 1840, the son of a wealthy mining engineer. Although he studied law and worked for the Ministry of Justice, at the age of 23 he gave up his job to study music at the St. Petersburg Conservatory. His music was popular in Russia, as well as in Great Britain and the United States, and he was in great demand as a conductor. Among his most well known compositions are the *1812 Overture* and *Symphonies No. 4, 5 and 6*, and the music he wrote for the ballets, *Swan Lake*, *The Sleeping Beauty* and *The Nutcracker*. Tchaikovsky died in St. Petersburg, Russia on November 6, 1893.



### **1812 Overture, excerpt** ***(featuring the LBSD High School Honor Choir)***

Tchaikovsky wrote the *1812 Overture* in 1880, commemorating the historic defeat of Napoleon's army. He described his composition as "loud and noisy...with no artistic value". We know this not to be true, as it is a much beloved work performed with great fanfare the world over.

#### **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.
- Dallas Symphony Orchestra web site - [www.dsokids.com](http://www.dsokids.com) (Go to "Listen" and select "By Composer", then Piotr Ilyich Tchaikovsky) <http://www.dsokids.com/listen/ComposerDetail.aspx?composerID=35>



# 1812 Overture

Pyotr Ilyich Peter Lynch Tchaikovsky

Musical notation for measures 1-8. The score is in 2/4 time. The right hand (treble clef) plays a melody of eighth and quarter notes, while the left hand (bass clef) provides a steady accompaniment of quarter notes.

Musical notation for measures 9-16. The right hand continues the melodic line with some sixteenth-note passages, and the left hand maintains the accompaniment.

Musical notation for measures 17-24. The right hand features a more active melodic line with sixteenth-note runs, and the left hand continues with the accompaniment.

Musical notation for measures 25-32. The right hand plays a rhythmic pattern of eighth notes, while the left hand continues with the accompaniment. The piece concludes with a double bar line.



**Richard Wagner**

(1813-1883)

**"Ride of the Valkyries"**

*from Die Walküre*

## **LIFE OF Richard Wagner** (May 22, 1813 - February 13, 1883)

(Historical Context with US History - Richard Wagner was born one year after the War of 1812 and died the same year the Brooklyn Bridge and the Metropolitan Opera House in New York City were completed.)

Richard Wagner, born in Leipzig, Germany in 1813, was from a theatrical home that revered theater and music. He was influenced by artists such as Shakespeare, Goethe and Beethoven, with Beethoven providing the inspiration to pursue a music career. He first taught himself composition with the aid of textbooks, then entered into Leipzig University in 1831 as a music student where he immersed himself in harmony and composition. Again, his love of music for the stage guided his music career. He wrote symphonies, chamber works and operas, most notably, *Tannhäuser*, *Lohengrin*, *Der Ring des Nibelungen*, *Tristan und Isolde*, *Die Meistersinger von Nürnberg* and *Parsifal*.

All his adult life he was plagued with financial troubles, until 1864, when King Ludwig II of Bavaria became his benefactor, paid off his debts and provided assistance for the remainder of his life. King Ludwig also aided Wagner by supporting Wagner's efforts to build the Bayreuth Festival Theater, a theater built for his music. In February of 1883, visiting Venice, Wagner died of a heart attack while working at his desk. To this day, Wagner is considered one of the most influential German composers of the 19<sup>th</sup> century.

### **Ride of the Valkyries** (from *Die Walküre*)

"Ride of the Valkyries" is part of the operatic tetralogy, *Der Ring des Nibelungen*, premiered in 1876. It is known as The Ring Cycle comprised of four operas - *Das Rheingold*, *Die Walküre*, *Siegfried* and *Götterdämmerung*. The story is epic and follows the adventure and life of gods, heroes and mythical creatures over a magic ring that grants domination over the entire world.

The "Ride" takes place at the beginning of the third act of the second opera, *Die Walküre*. As the curtain rises, a mountain peak is revealed where the eight Valkyrie sisters have assembled in preparation to transport the fallen heroes to Valhalla. The orchestra plays the familiar tune, while the sisters greet each other and sing their battle-cry above the orchestra.

The Ring is monumental in length. Wagner wrote his masterpiece over the course of twenty-six years. The operas are performed one after the other, over four nights and total playing time is 15 hours!

#### **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.

# Ride of the Valkyries



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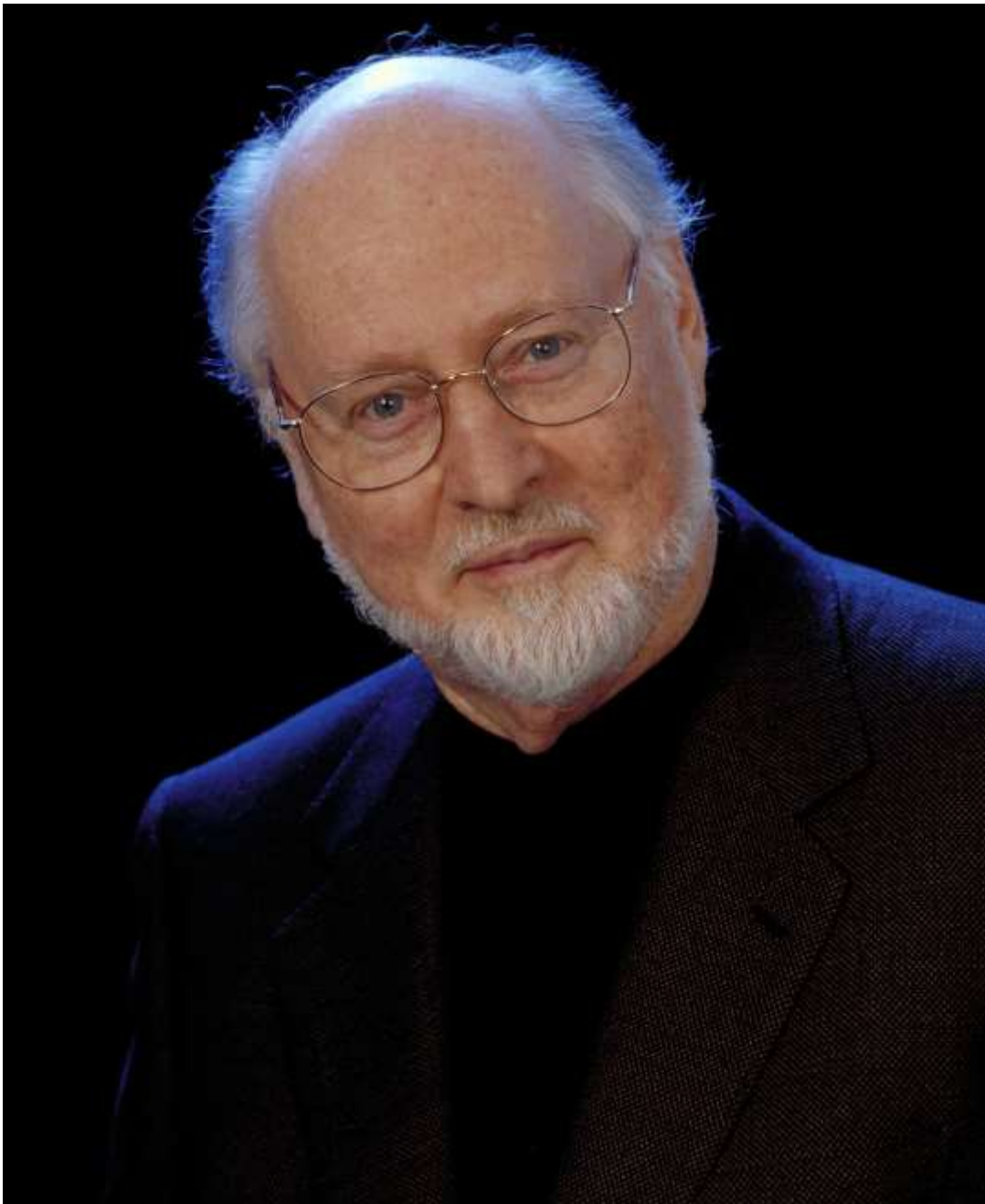


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16





## **JOHN WILLIAMS**

(born - February 8, 1932)

### **"Dual of the Fates"**

(from *Star Wars: Episode I - The Phantom Menace*)

## **LIFE OF JOHN WILLIAMS** (born - February 8, 1932)

(Historical Context with US History - Williams was born 9 months before Franklin Delano Roosevelt was elected President of the United States.)

John Williams was born in New York and moved to Los Angeles with his family in 1948. He loved music and pursued a music career as he attended UCLA and studied composition. After serving in the US Air Force, he studied piano at Julliard School of Music in NYC, worked as a jazz pianist in clubs and on recordings. He then returned to Los Angeles in the 1960's and began his film career. John Williams is one of the most popular and successful American composers of all time. His awards include Academy Awards, Grammys, Golden Globes, Emmys and awards from around the world. He is known for his film music, concert compositions and also as a conductor.

Mr. Williams has composed music for eighty films, including *Jaws*, *E.T.: The Extra-Terrestrial*, *Indiana Jones*, *Saving Private Ryan*, *Jurassic Park*, *Home Alone*, *Hook*, *Empire of the Sun*, *Close Encounters of the Third Kind*, *Superman* and *Star Wars*. Mr. Williams also composed the well-known NBC News theme "The Mission," and theme music for three Summer Olympic Games.



### **"Dual of the Fates" from *Star Wars: Episode I - The Phantom Menace* (featuring the LBSD High School Honor Choir)**

Composed by John Williams and recorded by the London Symphony Orchestra, "Duel of Fates" was written for the *Star Wars: Episode I - The Phantom Menace* soundtrack. Both full orchestra and choir are incorporated in this symphonic piece. The lyrics are based on an old Welsh poem - Cad Goddeu (Battle of the Trees) and is loosely sung in Sanskrit, but not an entirely accurate translation. Williams introduced a choir in his music to give a religious, temple-like feel to this epic saga.



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</i> , Mvt. 2 (page 35; CD 2-6)
Bizet	<i>L'Arlesienne Suite No. 1</i> , "Overture" (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</i> , "Russian Sailors' Dance" (page 122; CD 5-14)
Grofe	<i>Grand Canyon Suite</i> : "Cloudburst" & "On the Trail" (page 162; CD 6-20 & 21)
Handel	<i>Royal Fireworks Music</i> , "Boure" & "Minuet" (page 30; CD 1-30 & 31)
Hovhaness	<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</i> , "Viennese Musical Clock" (page 16; CD 1-11)
Mendelssohn	<i>A Midsummer Night's Dream</i> , "Scherzo" & "Nocturne" (page 68; CD 3-10 & 11)
Menotti	<i>Amahl and the Night Visitors</i> , "Shepherd's Dance" (page 44; CD 2-17)
Mozart	<i>A Little Night Music</i> , "Romance" (pages 82-83; CD 4-4)
Prokofiev	<i>Classical Symphony</i> , "Gavotte" (page 42; CD 2-16)
Sousa	<i>The Stars and Stripes Forever</i> (page 120; CD 5-13)
Stravinsky	<i>Suite No. 2</i> , "Galop" (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</i> , Mvt. 3 (pages 124-125; CD 5-27)
Beethoven	<i>Symphony No. 1</i> , Mvt. 3 (pages 126-129; CD 6 Tracks 1-2; Call Chart 4)
Bizet	<i>Carmen</i> , "Prelude" (pages 32-33; CD 1 Tracks 25-26)
Brahms	<i>Liebeslieder Waltzes</i> , Op. 65, No. 8 (pages 120-121; CD 5-22)
Britten	<i>Young Person's Guide to the Orchestra</i> , Op. 34 (page 130; CD 6-4)
Copland	<i>El salón México</i> (page 178; CD 8-3)
Dvorak	<i>Slavonic Dances</i> , Op. 46, No. 8 (pages 18-19; CD 1-13)
Ginastera	<i>Estancia</i> , Mvt. 1 (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</i> , Mvt. 3 (page 295; CD 12-2)
Ibert	<i>Trois pieces breves for Wind Quintet</i> , No. 1 (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).

# STRING FAMILY



**Violin**



**Viola**



**Cello**



**String Bass**



**Harp**

# WOODWIND Family



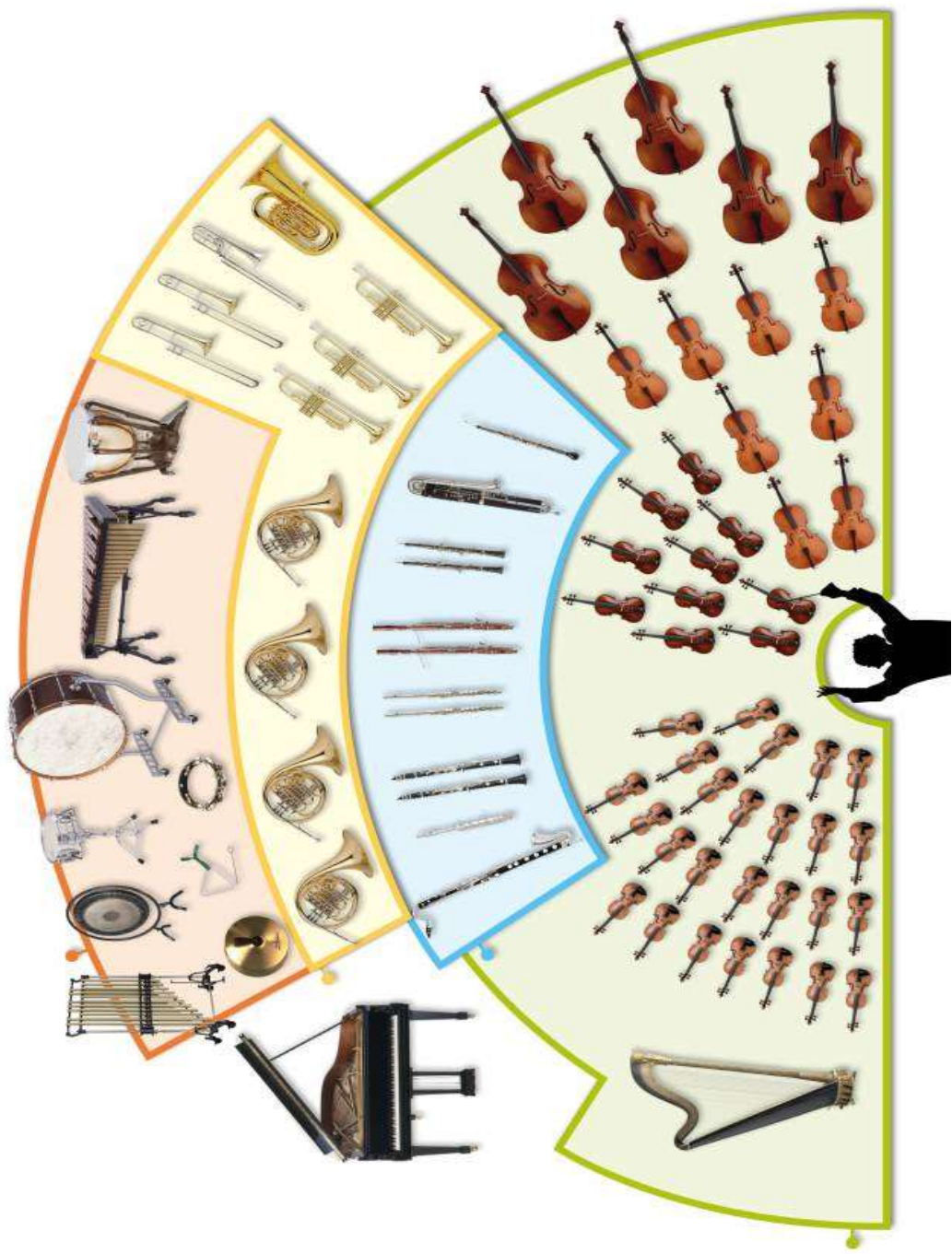
# BRASS family





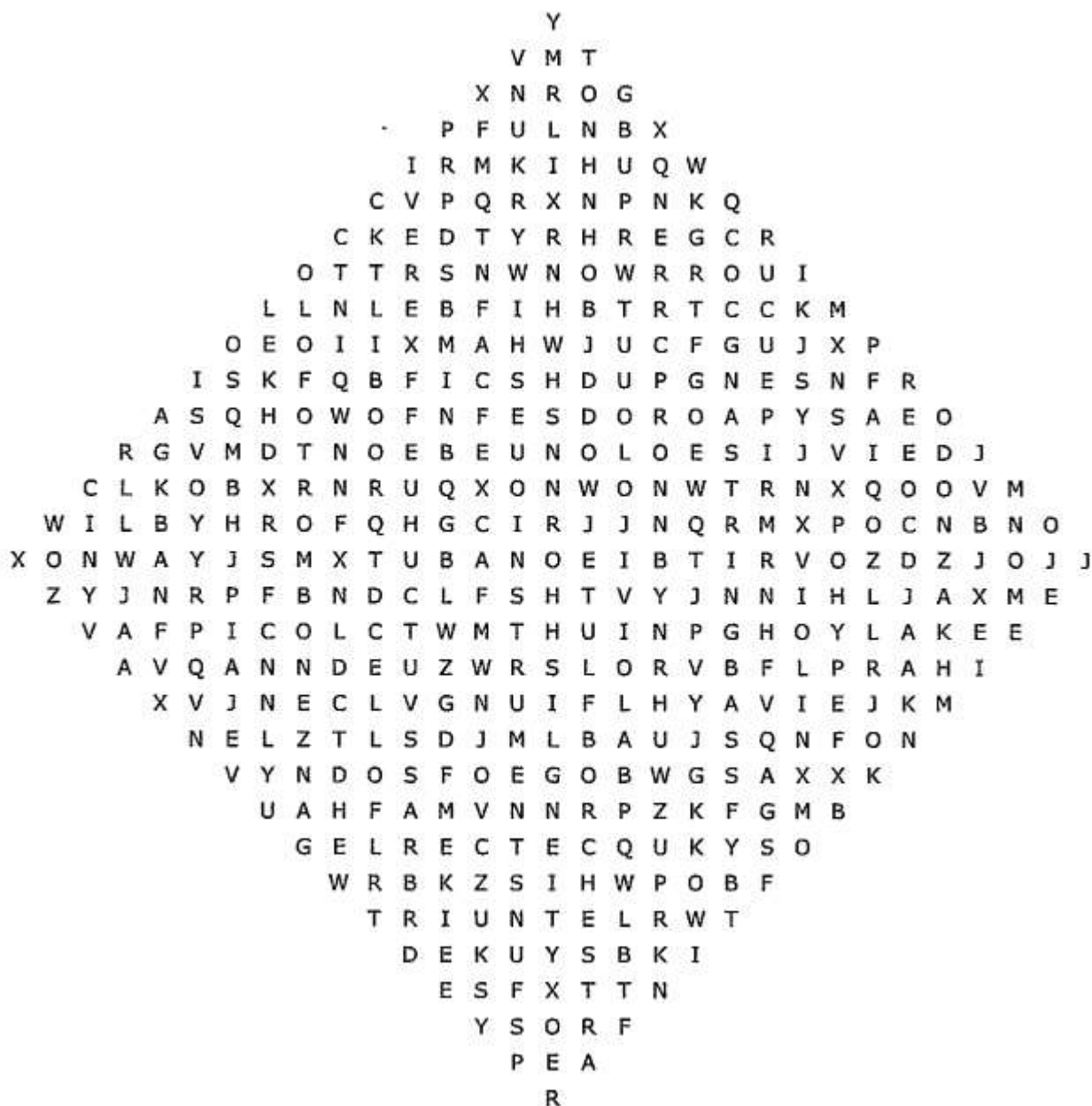






**THE SYMPHONY ORCHESTRA**

# ORCHESTRA WORD SEARCH



## WORD LIST

BASSOON  
BRASS  
CELLO  
CLARINET  
CONDUCTOR  
ENGLISHHORN

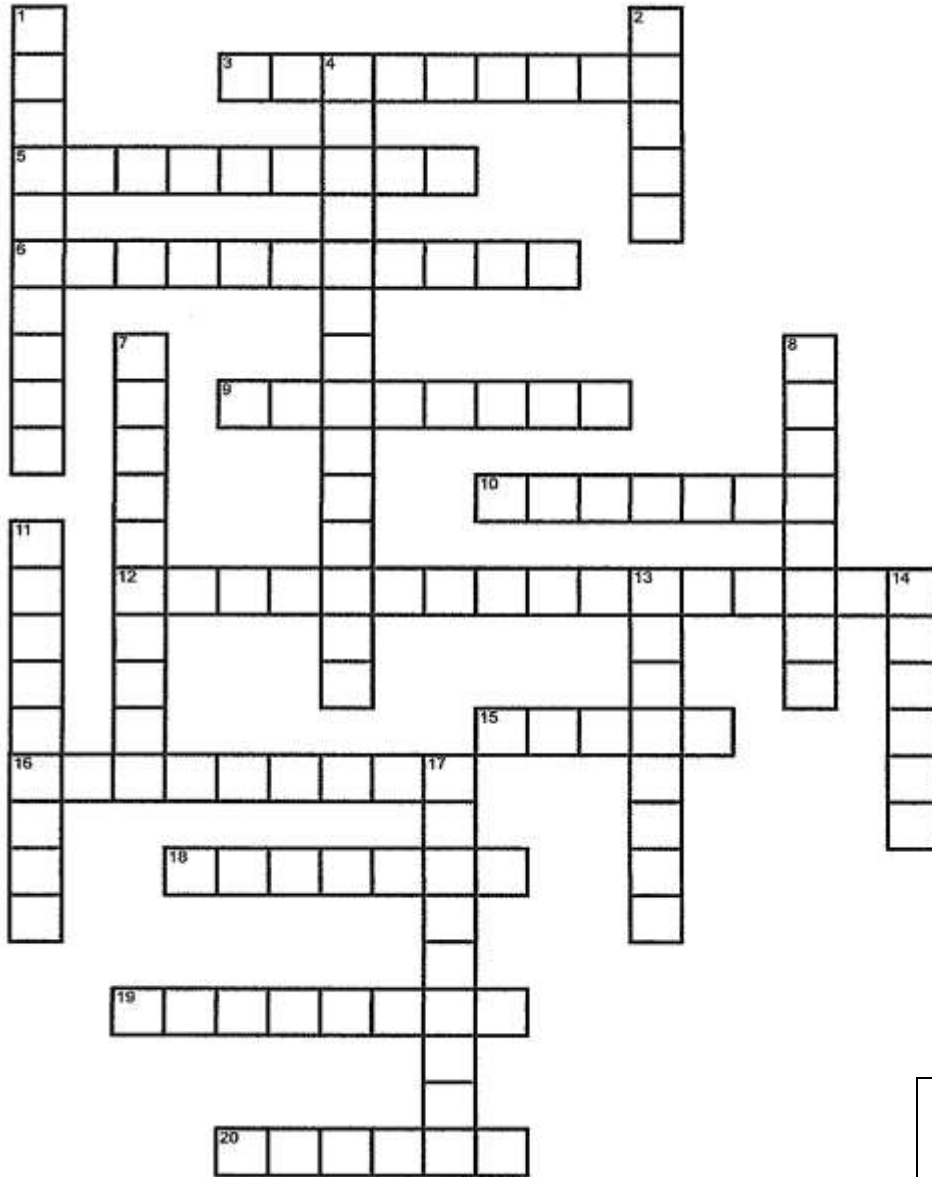
FLUTE  
FRENCHHORN  
HARP  
INSTRUMENTS  
OBOE  
ORCHESTRA

PERCUSSION  
PICCOLO  
STRING  
STRINGBASS  
TROMBONE  
TRUMPET

TUBA  
VIOLA  
VIOLIN  
WOODWIND



# SYMPHONIC STORIES



## Across

- 3. Leader of the orchestra
- 5. Four family ensemble
- 6. Composer of 1812 Overture
- 9. Star Wars composer
- 10. To show appreciation
- 12. Theme of concert
- 15. Carmen composer
- 16. 15 hour opera
- 18. Prince Igor composer
- 19. Four of these in the orchestra
- 20. "Ride" composer

## Down

- 1. Dances in Prince Igor
- 2. Third family of the orchestra
- 4. The Star-Spangled Banner
- 7. Fourth family of the orchestra
- 8. Second family of the orchestra
- 11. Eight sisters
- 13. Matador in Carmen
- 14. First family of the orchestra
- 17. Good behavior in a concert

## Answers Across:

- 3) Conductor
- 5) Orchestra
- 6) Tchaikovsky
- 9) Williams
- 10) Applaud
- 12) Symphonic Stories
- 15) Bizet
- 16) Ring Cycle
- 18) Borodin
- 19) Families
- 20) Wagner

## Answers Down:

- 1) Polovtsian
- 2) Brass
- 4) National Anthem
- 7) Percussion
- 8) Woodwind
- 11) Valkyries
- 13) Toreador
- 14) String
- 17) Etiquette



## 2018 TOYOTA YOUTH CONCERTS

5<sup>th</sup> and selected 4<sup>th</sup> Grades

Schools have been scheduled as follows for the Toyota Youth Concerts. 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, January 31		Thursday, February 1	
<b><u>10:00 a.m. Concert</u></b>	<b><u>11:30 a.m. Concert</u></b>	<b><u>10:00 a.m. Concert</u></b>	<b><u>11:30 a.m. Concert</u></b>
Addams - 4/5	Chavez - 4/5	Alvarado - 4/5	Bryant - 4/5
Barton - 4/5	Cubberley - 4/5	Birney - 4/5	Dooley - 4/5
Bixby - 4/5	Emerson - 4/5	Burbank - 4/5	Edison - 4/5
Fremont - 4/5	Gompers - 5 <sup>th</sup> only	Burcham - 4/5	Herrera - 4/5
Gant - 4/5	Lafayette - 4/5	Carver - 4/5	Hudson - 5 <sup>th</sup> only
Garfield - 5 <sup>th</sup> only	Los Cerritos - 4/5	Cleveland - 4/5	MacArthur - 4/5
Grant - 4/5	Lowell - 4/5	Henry - 5 <sup>th</sup> only	Mann - 4/5
Harte - 5 <sup>th</sup> only	McKinley - 4/5	King - 4/5	Muir - 4/5
Holmes - 5 <sup>th</sup> only	Prisk - 4/5	Lincoln - 4/5	Powell - 4/5
Kettering - 4/5	Stevenson - 4/5	Longfellow - 4/5	Roosevelt - 4/5
Madison - 4/5	Tincher - 4/5	Naples - 4/5	Smith - 4/5
Newcomb - 4/5	Whittier - 4/5	Oropeza - 4/5	Webster - 4/5
Robinson - 4/5	Willard - 4/5	Riley - 4/5	Walnut - (Non-LBUSD)
Signal Hill - 4/5		Twain - 4/5	
Gulf (Non-LBUSD)			

4/5 = All 4<sup>th</sup>/5<sup>th</sup> graders attending, plus all 4/5 Special Needs students

5<sup>th</sup> Only = ONLY 5<sup>th</sup> graders attending, plus all 4/5 Special Needs students

#### 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 cannot accommodate requests for lunch stops on the way back to school. We do however, rotate which "early" schools are assigned to the second concert each year, so everyone takes a turn with the inconvenience. We appreciate your understanding.