



Presents

TOYOTA YOUTH CONCERTS

February 6 and 7, 2020

**COURAGE IN
CONCERT**

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 forty-second annual **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 "**Courage in Concert**". Under the direction of Long Beach Symphony 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 imagination, adventure, space, and stories in 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 **2020 Toyota Youth Concerts** are brought to you by

Toyota Motor Sales-USA

And generous support from

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Superintendent Chris Steinhauser, and Music Curriculum Leader James Petri*

2020 TOYOTA YOUTH CONCERTS TEACHER RESOURCE GUIDE

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GET READY . . . GET SET

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, 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 (Community & Education/Education Resources for Teachers/Toyota Youth Concert Teacher Survey) - your input will help in planning future concerts.

MAKING THE

. . . 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.

. . . WITH THE MUSIC TEXTBOOK SERIES

The LBUSD music textbook series, *The Music Connection*, has a wealth of lessons, activities and CD recordings that correlate with the Toyota Youth Concerts. (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
Eckart Preu, Conductor



February 6 and 7, 2020

The Star-Spangled Banner

Music: John Stafford Smith Words: Francis Scott Key

"Ruslan and Ludmila"

Mikhail Glinka

"Double Trouble"

from *Harry Potter and the Prisoner of Azkaban*

John Williams

"Anvil Chorus"

from *Il Trovatore*

Giuseppe Verdi

Symphony No. 4, mvt. 4

Peter Ilyich Tchaikovsky

"Harry in Winter"

from *Harry Potter and the Goblet of Fire*

Patrick Doyle

"Hallelujah Chorus"

from *Messiah*

George Frideric Handel

"Exsultate Justi"

from *Empire of the Sun*

John Williams

"Superman March"

from *Superman*

John Williams

Long Beach Symphony

TOYOTA YOUTH CONCERTS



PROGRAM NOTES

At the 2020 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 Music Director, Eckart Preu, will take the audience on a musical journey discovering the instruments of the orchestra and music inspired by imagination, adventure, space, and stories in 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/ihas/html/patriotic/patriotic-home.html>





MIKHAIL GLINKA

(1804-1857)

"Ruslan and Ludmila"

LIFE OF Mikhail Glinka (June 1, 1804 -February 15, 1857)

(Historical Context with US History - Glinka was born one month after Lewis and Clark began their expedition to explore the West and find a route to the Pacific Ocean. Glinka died one month before James Buchanan was inaugurated 15th President of the United States.)

Known for being the first author of Russian opera, Mikhail Glinka was born in Russia to a wealthy noble family. His early childhood was neither easy nor pleasant. He suffered abuse and then barely survived Napoleon's invasion of 1812. His mother helped him survive and was a guiding influence throughout his life.

Music was Glinka's therapy. He was home-schooled and studied music and languages every day. The family even hired an orchestra to perform at home, some of his happiest memories. At age 12, Glinka went to study at the Boarding School for Nobility in St. Petersburg. He took violin, piano and voice lessons, studied with European celebrities of the time and this is where he began his compositions.

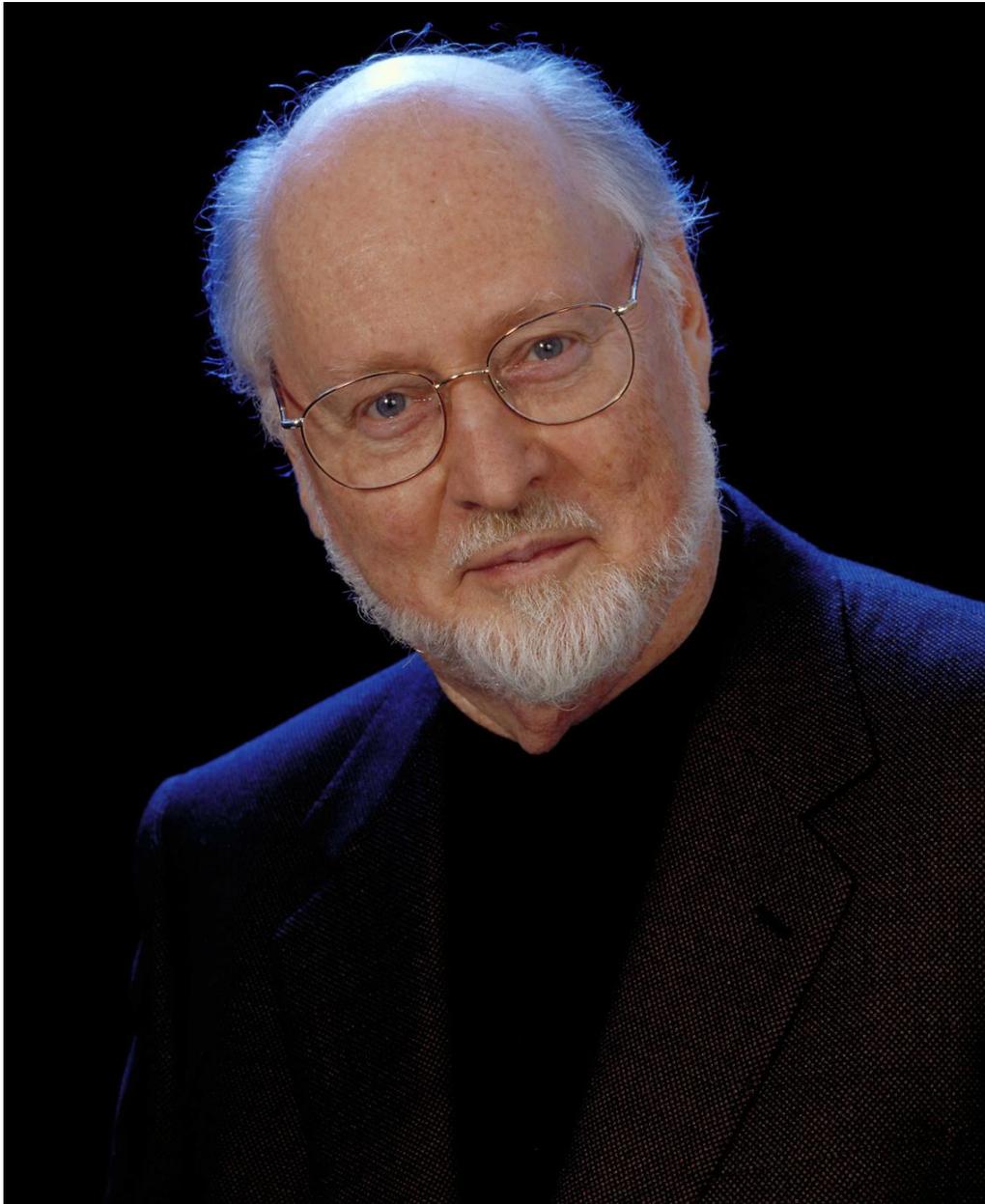
For the next 23 years, he wandered throughout Europe, especially, Germany, Italy, France and Spain. In his travels, the music of each county and region, as well as meeting many famous composers (Berlioz, Mendelssohn and Meyerbeer) influenced his compositions and his notoriety as a serious composer. Glinka's favorite composers were Ludwig van Beethoven, Franz Liszt and Frederic Chopin.

Returning to Russia, he wrote and premiered in 1836 the first Russian opera - "The Life of the Tsar". Then his second opera in 1842 was "Ruslan and Ludmila". He continued to travel and was extremely popular outside of Russia. In December 1856, Glinka produced a concert in Berlin, Germany featuring his own music. After great success, he had an all-night party for friends and guests. Being exhausted, he caught a cold that led to his death on February 15, 1857.

"Ruslan and Ludmila" (Overture)

Composed by Mikhail Glinka between 1837 and 1842, the opera was based on the 1820 poem of the same name by Alexander Pushkin. Glinka had a fascination with folk tales and songs and thus, set his sites on this satirical fairy tale by his friend Pushkin. In the tale, the beautiful Ludmila is courted by three admirers. Through actions and sorcery, both good and evil, her hand is won by the Russian knight, Ruslan.

The overture to *Ruslan and Ludmila* was written late in the creative process. Rehearsal was already in production when the overture was completed. The music opens with mighty chord progressions, interspersed with scrambling scales in the strings, wickedly fast passages then to a softer, slower cantabile section. As the composition progresses, a second theme is produced similar to the first. After the first theme returns, the coda (or ending) performed by full orchestra lets us know that this music is part of a good love story with a happy ending. To this day, this overture is a favorite curtain-raiser.



JOHN WILLIAMS

(born - February 8, 1932)

"Double Trouble"

(from *Harry Potter and The Prisoner of Azkaban*)

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.)

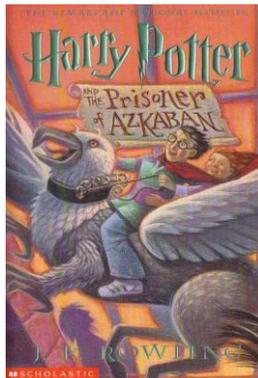
John Williams was born in New York and moved to Los Angeles with his family in 1948. He loved music and pursued a music career as he attended UCLA and studied composition. After serving in the US Air Force, he studied piano at Julliard School of Music in NYC, worked as a jazz pianist in clubs and on 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 ninety 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.

"Double Trouble" from Harry Potter and the Prisoner of Azkaban *(featuring the LBUUSD High School Honor Choir)*

In the third part of the Harry Potter series, The Prisoner of Azkaban follows Harry Potter's third year at Hogwarts. He and his friends investigate Sirius Black, an escaped prisoner from Azkaban and his involvement with good and evil.

Written in 2004 for the Harry Potter movie, The Prisoner of Azkaban, "Double Trouble" was performed by the Frog Choir at the Hogwarts Welcome Back Feast. While singing, the choir holds toads and ravens. The lyrics are based on lines and parts in the famous scene from William Shakespeare's *Macbeth*.



DOUBLE TROUBLE

(Harry Potter and The Prisoner of Azkaban)

Double, double, toil and trouble
Fire burn and cauldron bubble
Double, double, toil and trouble
Something wicked this way comes.

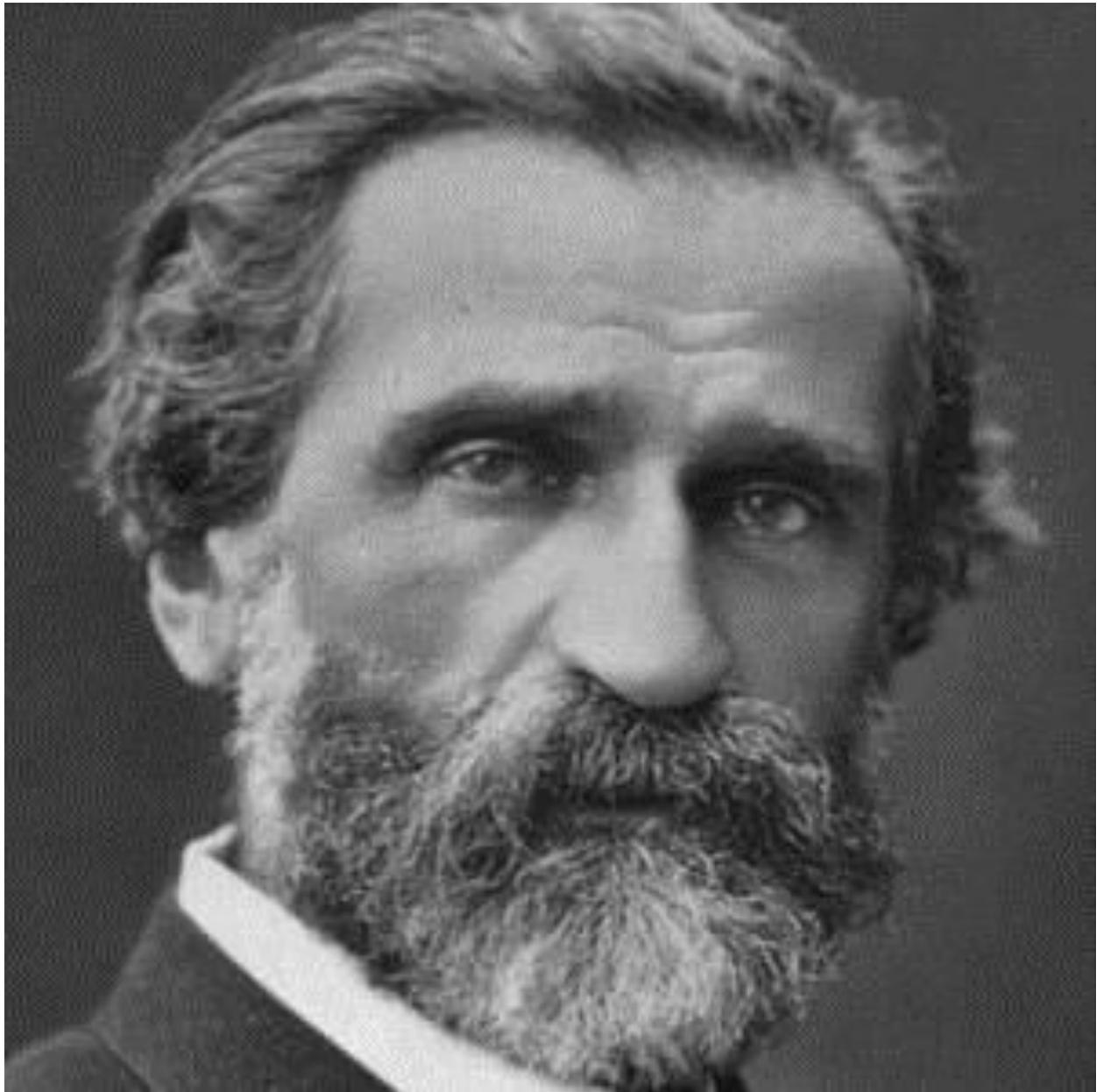
Eye of newt and toe of frog,
Wool of bat and tongue of dog,
Adder's fork and blind-worm's sting,
Lizard's leg and howlet's wing.

Double, double, toil and trouble
Fire burn and cauldron bubble
Double, double, toil and trouble
Fire burn and cauldron... bubble
Eye of newt and toe of frog,
Wool of bat and tongue of dog,
Adder's fork and blind-worm's sting,
Lizard's leg and howlet's wing.

Double, double, toil and trouble
Fire burn and cauldron bubble
Double, double, toil and trouble
Fire burn and cauldron... bubble

Something wicked this way comes.
Double, double, trouble, trouble (Fire burn and cauldron)
Fire burn and cauldron... bubble
Something wicked this way comes.

Something wicked **THIS WAY COMES!**



GIUSEPPE VERDI

(1813-1901)

"Anvil Chorus"
(Chorus of the Gypsies)
*From *Il Trovatore**

LIFE of Giuseppe Verdi (October 10, 1813-January 27, 1901)

(Historical Context with US History - Verdi was born 4 years after Abraham Lincoln and died one and a half months before Benjamin Harrison, 23rd President of the US.)

Giuseppe Verdi was born in the Italian town of Le Roncole. His father, a small businessman owning a modest general store, recognized the talent of his son at a very young age. Verdi's father approached a music-loving merchant in their town who then helped pay for Verdi's music education. Under the care of a cathedral organist, Verdi flourished in his new environment. Upon learning more about composition and counterpoint, Verdi was sent to Milan and became a private student of the chief conductor of La Scala (Milan's famous opera house). This helped set the stage for Verdi and opera.

Verdi wrote his first opera at age 26, which earned him an important contract to produce operas at La Scala. Verdi went on to write some 26 operas, many are the most famous operas ever written, including *Nabucco*, *Rigoletto*, *Il Trovatore*, *La Traviata*, *Aida*, *Otello* and *Falstaff*.

Later in his life, Verdi turned to his farm and to politics, but did return to writing his last two operas by the urging of a close friend. Verdi was a master of the theater, knowing how to balance music, acting, staging and scenery. His music is filled with lyric beauty, passions of human behavior, and tunes that are some of the best-known today.

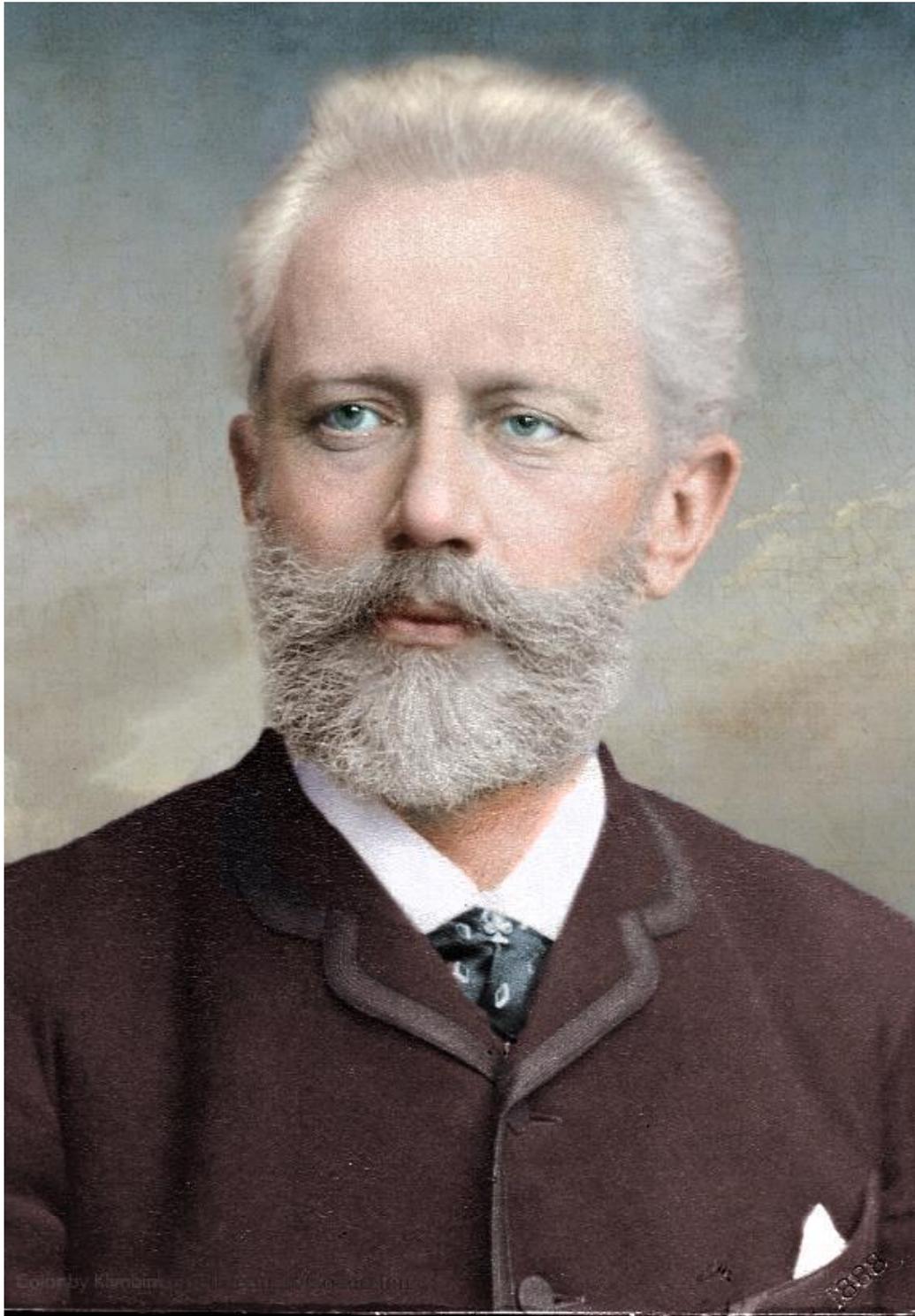
Verdi was a wealthy man and cared deeply for his fellow musicians. He died in Milan in January 1901. He left his fortune to a home for aged musicians which he had built in Milan and this house still stands today.

Chorus of the Gypsies-"Anvil Chorus" from *Il Trovatore* ***(featuring the LBSD All-District High School Honor Choir)***

STORY OF *Il Trovatore*

The plot centers around characters from a well-to-do family and a band of gypsies. There is love, betrayal, twists in identities, loss of life, joy and sadness. "Anvil Chorus" is sung while Azucena, who is thinking of her mother who died years earlier, is sitting by a fire in a Gypsy camp in the mountains. As day breaks, the Gypsies begin their daily tasks of hammering on their anvils and working at their handicrafts. Then the Gypsies leave to sell their wares in the village.





PIOTR ILYICH TCHAIKOVSKY

(1840-1893)

Symphony No. 4, mvt. 4

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.



Symphony No. 4 in F minor, Op. 36 (mvt. IV)

Tchaikovsky's *Symphony No. 4* was composed in 1877. It has four movements: Andante, Andantino, Scherzo and Finale. Tchaikovsky wrote this work over the course of 8 months. While writing, he faced personal and professional challenges that brought him sadness, yet he persevered knowing this was going to be an important work for him.

In a letter to a friend, he explained his vision for this work. When mentioning the fourth movement, he asked that one look for joy. If not within yourself, but look at others. He wrote, "Picture the festive merriment of ordinary people. Hardly have you managed to forget yourself and to be carried away by the spectacle of the joys of others...do not say everything in this world is sad. Joy is a simple but powerful force. Rejoice in the rejoicing of others."

Additional Resources:

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



PATRICK DOYLE

(born - April 6, 1953)

"Harry in Winter"

(from *Harry Potter and the Goblet of Fire*)

LIFE OF Patrick Doyle (b. April 6, 1953)

(Historical Context with US History - Doyle was born two months before the U.S. entered the Korean War conflict.)

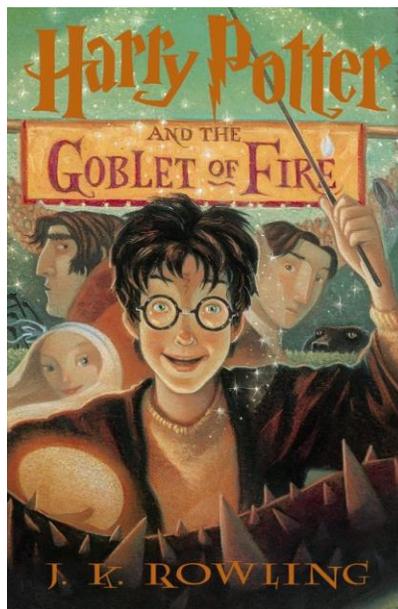
Patrick Doyle was born on April 6, 1953. He is a Scottish film composer and is a graduate of the Royal Scottish Academy of Music and Drama. He studied piano and singing and then in 1987, joined the Kenneth Branagh's Renaissance Theater Company as an actor, composer and musical director.

Doyle is best known for his work composing for film. He composed for: *Henry V*, *Sense and Sensibility*, *Hamlet*, *Gosford Park*, *Harry Potter and the Goblet of Fire*, *Eragon*, *Rise of the Planet of the Apes*, *Thor*, *Cinderella* and *Murder on the Orient Express*. He has been nominated for two Academy Awards and two Golden Globe Awards and received other outstanding awards throughout out his career.

"Harry in Winter" (Harry's Love Song) from Harry Potter and the Goblet of Fire

Harry Potter and the Goblet of Fire is the fourth fantasy film in the Harry Potter series. The story follows Harry's fourth year at Hogwarts. The Goblet of Fire chooses Harry to compete in the Triwizard Tournament.

"Harry in Winter" is a tranquil theme that represents Harry Potter during winter scenes throughout this movie. The theme appears in the film during the sequence in which Harry asks Cho Chang to the Yule Ball and then during the film's closing credits.





GEORGE FRIDERIC HANDEL

(1685 - 1759)

"Hallelujah Chorus"

From *Messiah*

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 1741. *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.

"Hallelujah Chorus" from *Messiah*

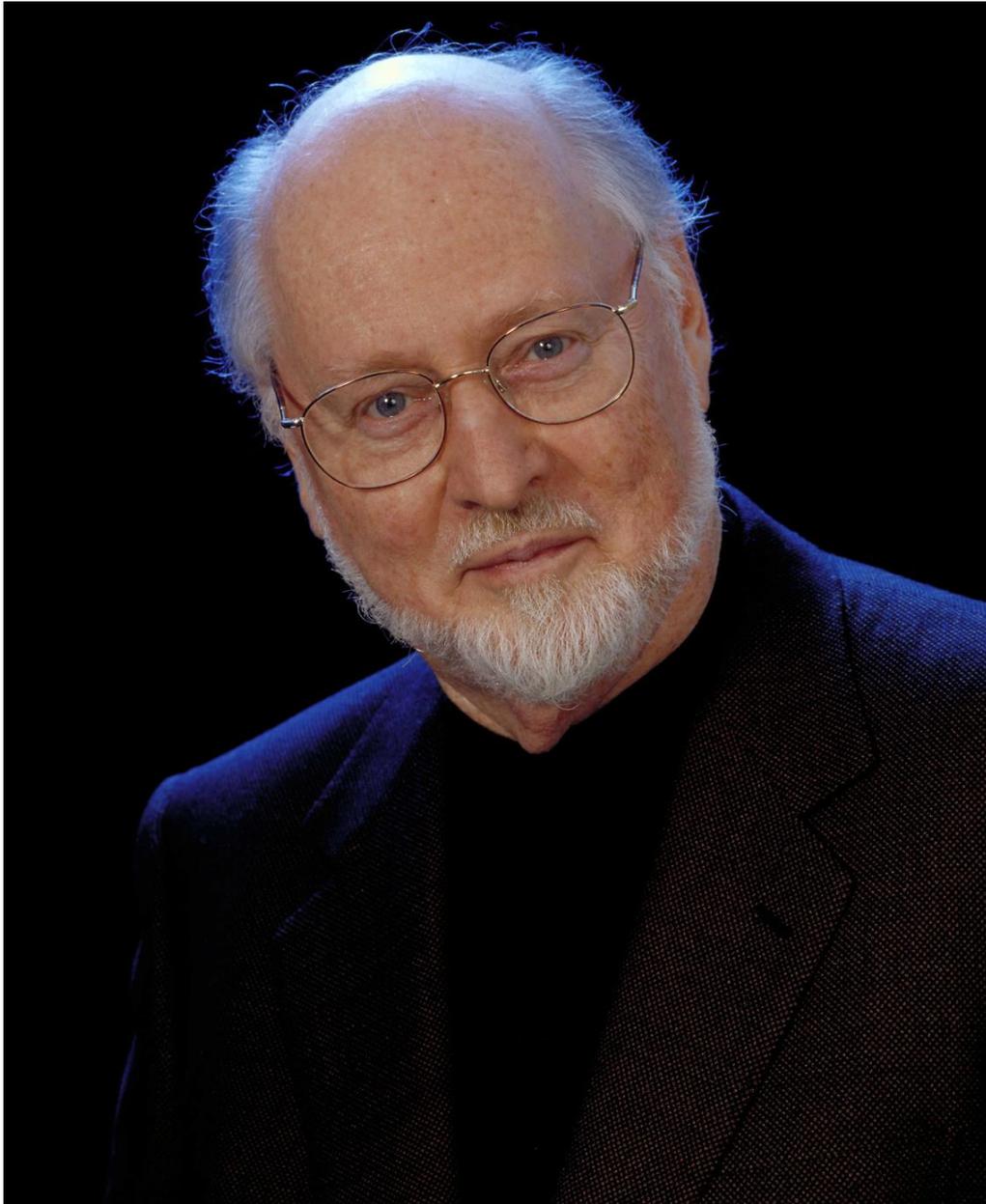
(featuring the LBUSD All-District High School Honor Choir)

Messiah, an oratorio (a large-scale musical composition for solo voices, chorus and orchestra), by George Frideric Handel was premiered in Dublin, Ireland on April 13, 1742. This monumental work was actually composed in 1741 over a 24 day period (August 22 -September 14, 1741). The work is in three parts, with the "Hallelujah Chorus" closing part two. After its modest beginning, the oratorio gained in popularity and has become one of the best-known and most frequently performed works around the world.



Messiah
an Oratorio

Title page of Handel's autograph score



JOHN WILLIAMS

(born - February 8, 1932)

"Exsultate Justi"

(from *Empire of the Sun*)

"Superman March"

(from *Superman*)

"Exsultate Justi" from Empire of the Sun
(featuring the LBUUSD All-District High School Honor Choir)

Empire of the Sun, a film released in 1987, is the story of an English boy, living in Shanghai, China when the Japanese invade the country and all foreigners are forced into camps. An American sailor is also captured and while in the camp together, looks out for the young boy. Though the boy is separated from his parents and living in a hostile environment, he never loses sight of his spirit, which provides a beacon of hope for others held captive with him.

"Exsultate Justi", written by John Williams for *Empire of the Sun*, is a composition giving its listener a sense of exultation and praise. Despite the overwhelming and at times hopeless situation a person may feel, the song assists in reaching for the impossible and giving hope and uplifting radiance to that spirit that lives within the soul.



"Superman March" from *Superman*

John Williams' Superman theme is one of the most recognizable themes in film history. It captures the film character's features: unstoppable power, triumphant heroism, stabilizing presence, and romance.



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 "Listening Activities", you can listen to sounds and examples of other music.

The Superman theme is in three parts: a fanfare, a march, and a love theme.

The FANFARE:

The Fanfare section consists of two systems of piano accompaniment. The first system is divided into 'Idea 1' and 'Idea 2'. 'Idea 1' features a triplet of eighth notes in the right hand and a bass line with a triplet of eighth notes. 'Idea 2' continues with a triplet of eighth notes in the right hand and a bass line with a triplet of eighth notes. The second system is divided into 'Idea 3' and 'Idea 4'. 'Idea 3' features a triplet of eighth notes in the right hand and a bass line with a triplet of eighth notes. 'Idea 4' features a triplet of eighth notes in the right hand and a bass line with a triplet of eighth notes. The music is in 4/4 time and features dynamic markings like *mf* and *f*.

The MARCH:

The March section consists of two systems of piano accompaniment. The first system is labeled '4th' and features chords G and A. The second system is labeled 'B' and 'C'. The music is in 12/8 time and features a steady eighth-note bass line. The first system is labeled '4th' and the second system is labeled 'B' and 'C'.

The LOVE THEME:

The Love Theme section consists of two systems of piano accompaniment. The first system is labeled 'Fanfare' and the second system is labeled 'Love Theme'. The music is in 4/4 time and features a melodic line in the right hand and a bass line in the left hand. The first system is labeled 'Fanfare' and the second system is labeled 'Love Theme'.

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, "Bouree" & "Minuet"</i> (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, "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).

STRING FAMILY



Violin



Viola



Cello



String Bass



Harp

WOODWIND FAMILY

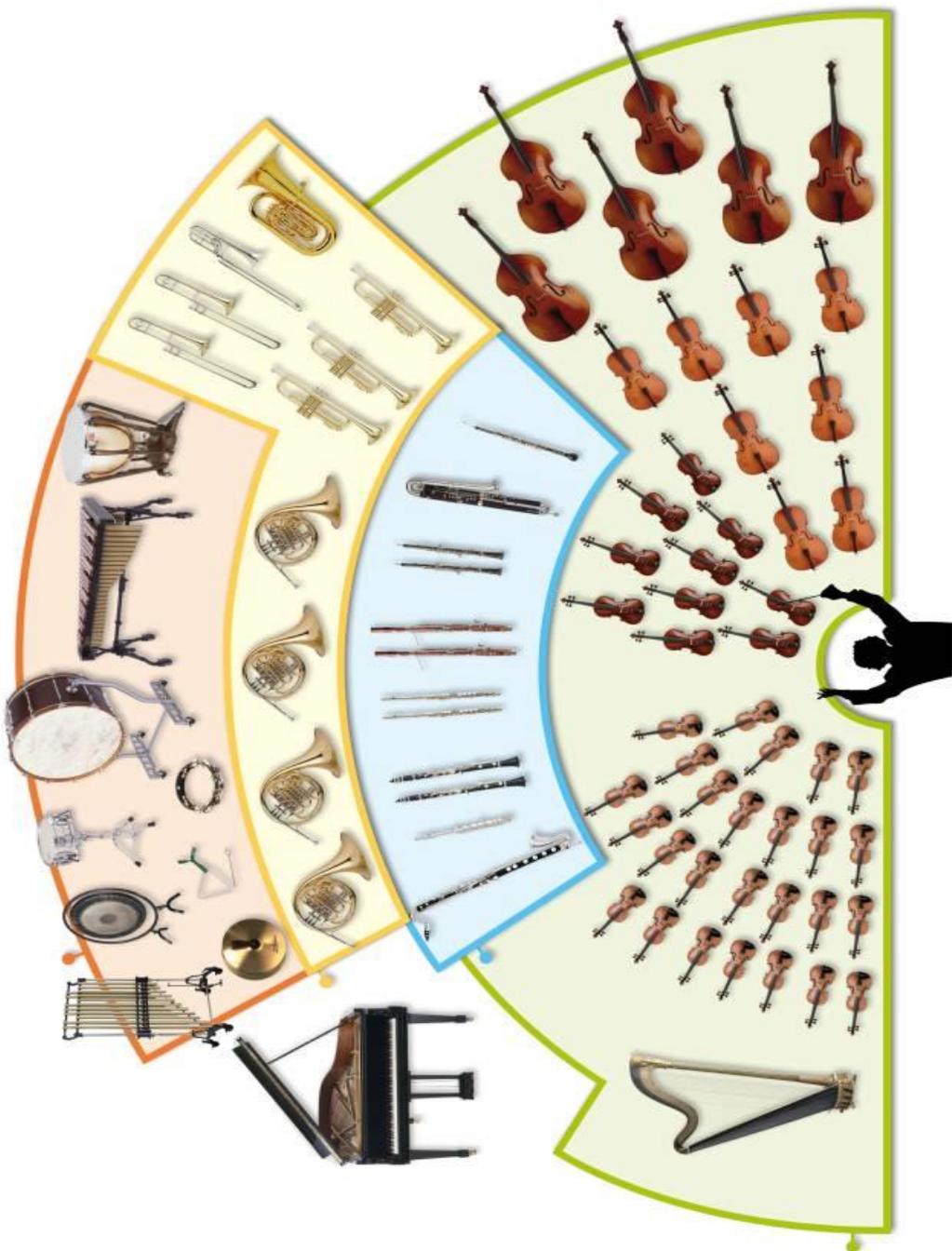


BRASS family



PERCUSSION family





THE SYMPHONY

ORCHESTRA WORD SEARCH

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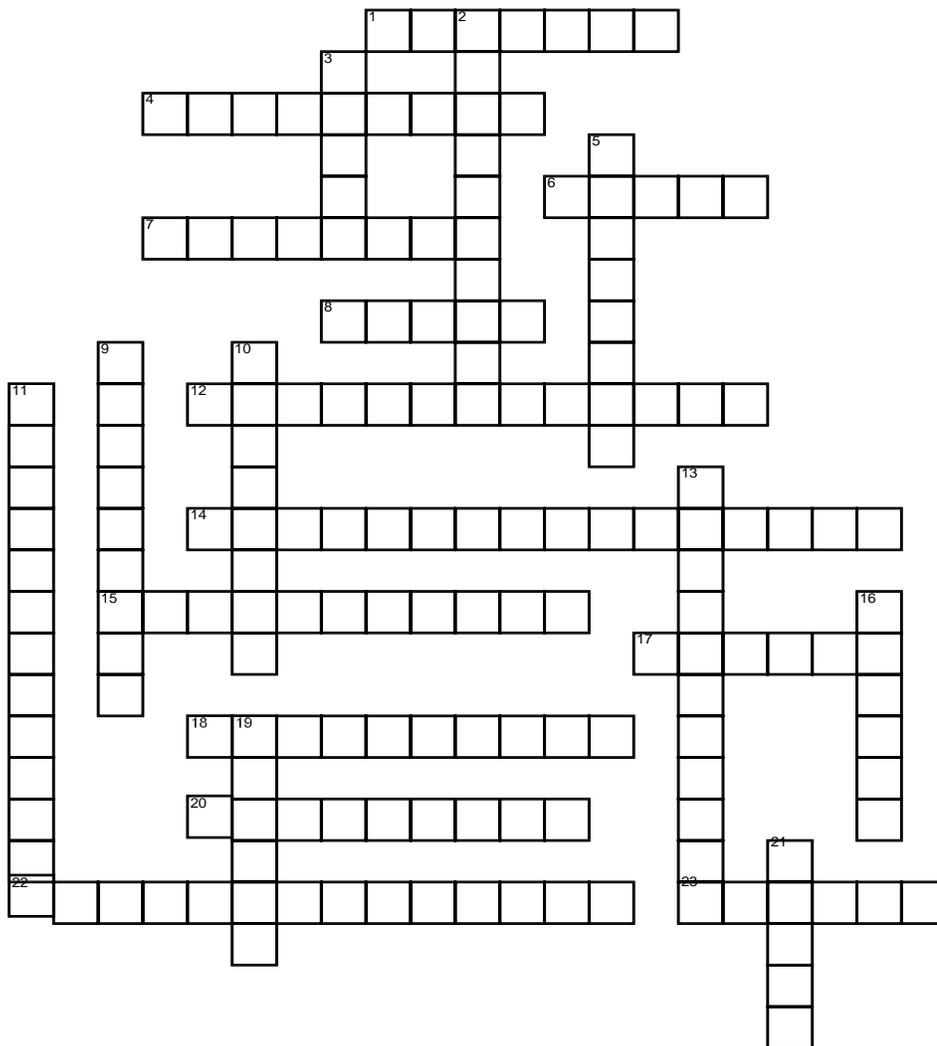
BASSOON
 BRASS
 CELLO
 CLARINET
 CONDUCTOR
 ENGLISHHORN

FLUTE
 FRENCHHORN
 HARP
 INSTRUMENTS
 OBOE
 ORCHESTRA

PERCUSSION
 PICCOLO
 STRING
 STRINGBASS
 TROMBONE
 TRUMPET

TUBA
 VIOLA
 VIOLIN
 WOODWIND

COURAGE in CONCERT



ACROSS

- 1 To show appreciation
- 4 Four of these in the orchestra
- 6 Harry in Winter composer
- 7 Superman composer
- 8 A musician plays...
- 12 Harry Potter Love song
- 14 Theme of this concert
- 15 Nutcracker composer
- 17 Ruslan and Ludmila composer
- 18 Chorus from Messiah
- 20 Good behavior at a concert
- 22 Movie with Exsultate Justi
- 23 First family of the orchestra

DOWN

- 2 Fourth family of the orchestra
- 3 Italian Composer
- 5 Second family of the orchestra
- 9 Leader of the orchestra
- 10 The Star-Spangled Banner or _____ Anthem
- 11 Frog Choir song
- 13 Chorus of the Gypsies
- 16 Messiah composer
- 19 The Star-Spangled Banner or National _____
- 21 Third family of the orchestra

Answers Across:

- 1) Applaud
- 4) Families
- 6) Doyle
- 7) Williams
- 8) Music
- 12) Harry in Winter
- 14) Courage in Concert
- 15) Tchaikovsky
- 17) Glinka
- 18) Hallelujah
- 20) Etiquette
- 22) Empire of the Sun
- 23) String

Answers Down:

- 2) Percussion
- 3) Verdi
- 5) Woodwind
- 9) Conductor
- 10) National
- 11) Double Trouble
- 13) Anvil Chorus
- 16) Handel
- 19) Etiquette
- 21) Brass



OFFICE OF CURRICULUM, INSTRUCTION AND PROFESSIONAL DEVELOPMENT
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2020 TOYOTA YOUTH CONCERTS

4th and 5th 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

Thursday, February 6		Friday, February 7	
<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>
Barton	Alvarado	Addams	Henry
Burcham	Bryant	Birney	Herrera
Carver	Chavez	Bixby	Hudson
Cleveland	Cubberley	Burbank	Lafayette
Gant	Dooley	Fremont	Lowell
Garfield	Edison	Harte	MacArthur
Grant	Emerson	Kettering	McKinley
Holmes	Gompers	Longfellow	Muir
Lincoln	Los Cerritos	Naples	Powell
King	Mann	Robinson	Prisk
Madison	Oropeza	Roosevelt	Tincher
Newcomb	Webster	Smith	Whittier
Riley	Willard	Stevenson	
Signal Hill		Twain	

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.