

# Long Beach Symphony

Eckart Preu, Music Director

Presents

## ***TOYOTA YOUTH CONCERTS***

**January 31 and February 1, 2019**



## 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-first 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 "**Up, Up and Away!**". 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 Orchestra, 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 **2019 Toyota Youth Concerts** are brought to you by

**Toyota Motor Sales-USA**

And generous support from

Earl B. & Loraine H. Miller foundation, Toyota Motor Sales-USA,  
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and Wolfe Foundation

# 2019

## TOYOTA YOUTH CONCERTS

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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](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 - Std. 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 LBUSD 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 <i>Symphony No. 1</i> )        |
| 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  
Ekart Preu, Conductor



January 31 and February 1, 2019

**The Star-Spangled Banner**

Music: John Stafford Smith      Words: Francis Scott Key

**"Mars"**

from *The Planets Suite*  
Gustav Holst

**"Flight of the Bumblebee"**

Nikolai Rimsky-Korsakov

**"The Swan"**

from *Carnival of the Animals*  
Camille Saint-Saëns

**"Adventures on Earth"**

from *E.T. the Extra Terrestrial*  
John Williams

**"Nimbus 2000"**

from *Harry Potter*  
John Williams

**"Over the Rainbow"**

Harold Arlen

**"A Whole New World"**

from *Aladdin*  
Alan Menken

**"Superman March"**

from *Superman*  
John Williams

**"Star Trek"**

Michael Giacchino



# Long Beach Symphony

## TOYOTA YOUTH CONCERTS



### PROGRAM NOTES

At the 2019 Toyota Youth Concerts, the Long Beach Symphony and their guest musicians, the Long Beach Unified School District All-District High School Orchestra, 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 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/ahas/html/patriotic/patriotic-home.html>





## GUSTAV HOLST

(1874-1934)

"Mars"

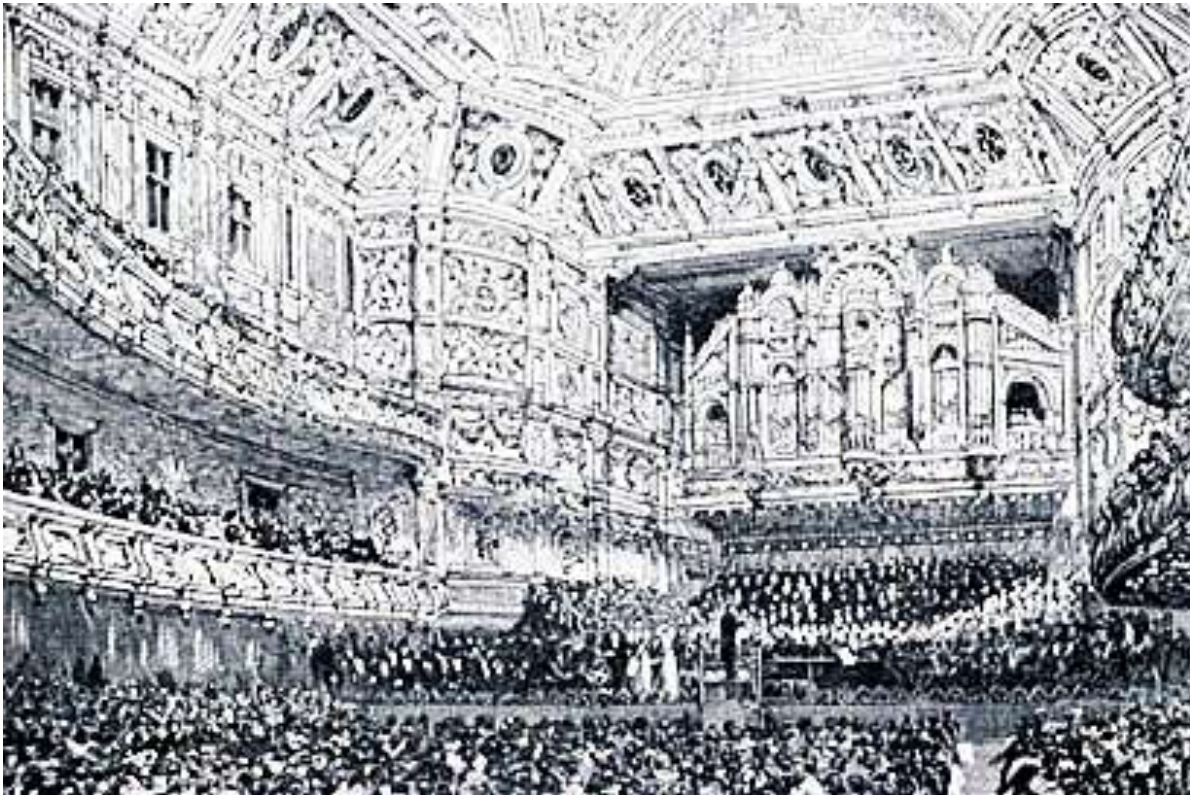
From *The Planets Suite*



## LIFE OF GUSTAV HOLST (September 21, 1874-May 25, 1934)

(Historical Context with US History - Holst was born 12 years before the Statue of Liberty was dedicated in New York Harbor and died two years after Amelia Earhart completed the first solo nonstop transatlantic flight by a woman.)

Holst came from a common lower-middle class background. Both his parents were musical, his father an organist and piano teacher in his home town of Cheltenham, England. Holst followed in his father's footsteps and also had a position as organist before attending the Royal College of Music where he also learned trombone. After his schooling, he earned a meager living as a professional trombonist, married in 1901 and then began his teaching career at several well-known English schools. Holst was revolutionary as a teacher, shunning traditional methods and always demanding the best of his students. Despite his heavy and time-consuming teaching load, he continued to compose, often using English folk songs. Holst's most famous work is the orchestral suite "*The Planets*" (composed 1914-1916). His health began to decline and he died in 1934.



The Queen's Hall, London, England where *The Planets* premiered in 1918

## **MARS from *The Planets Suite***

***(featuring the LBUUSD All-District High School Honor Orchestra)***

*The Planets* was Holst's musical portrait of the solar system, except for Earth and Pluto (which had not been discovered when Holst wrote his music). There was always a close relationship between Holst's music and other subjects in which he was interested. When Holst studied astrology, a primitive form of astronomy, he found that each planet was attributed with a very individual character or personality. He took those characteristics and used his imagination to write music about each of the known planets.

### **The Movements**

Mars, The Bringer of War

Venus, The Bringer of Peace

Mercury, The Winged Messenger

Jupiter, The Bringer of Jollity

Saturn, The Bringer of Old Age

Uranus, The Magician

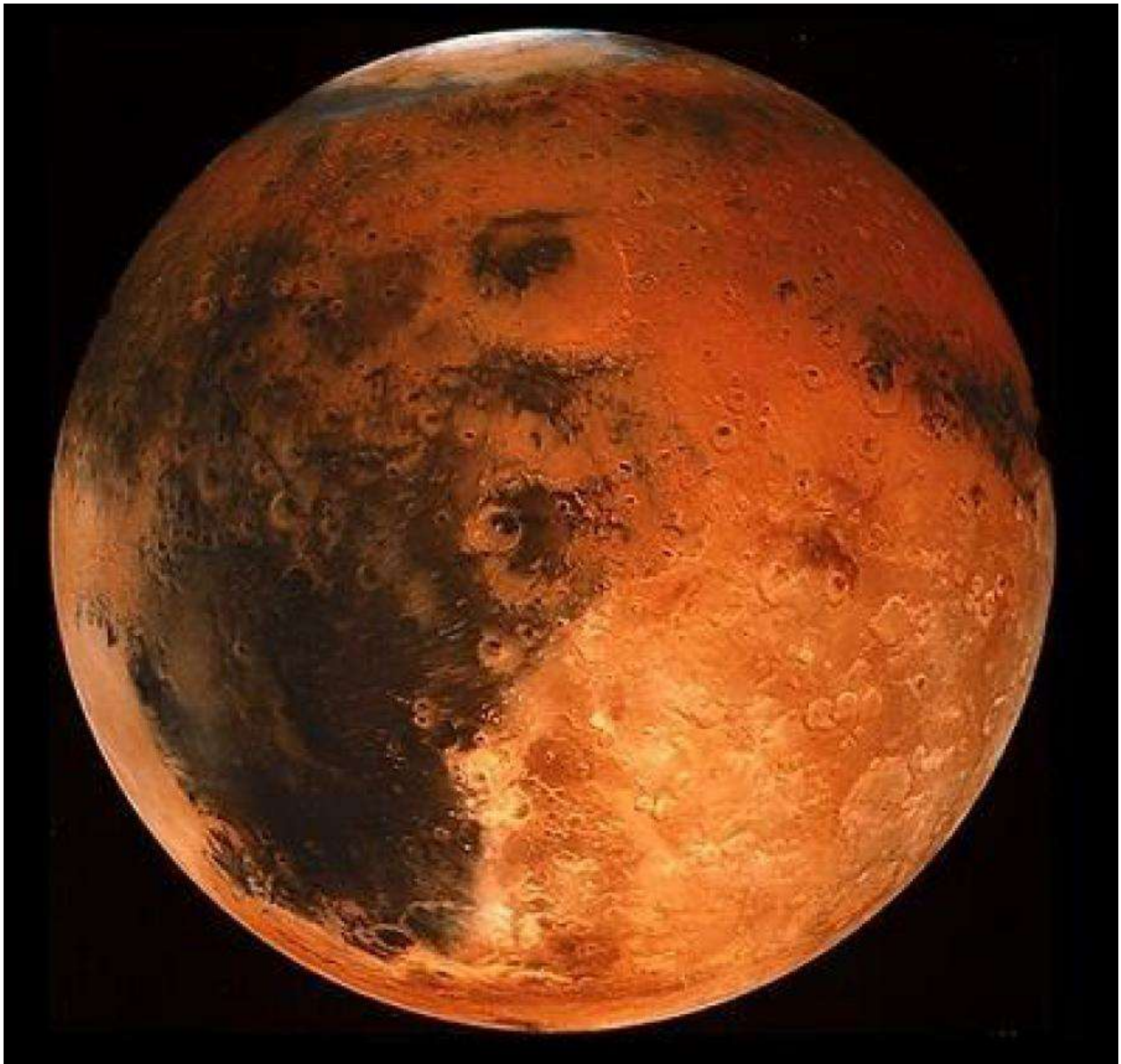
Neptune, The Mystic

**"Mars, The Bringer of War"**, the first of seven movements, was composed in 1914, right before World War I. Holst's first movement represents the Roman god of war, Mars. The piece opens with a simple tapped rhythm on the timpani and violin. Over this, the bassoons and horns play a slow four note phrase:



This is repeated several times, as the opening theme gets faster and the brass instruments add to the intensity. A new theme enters through the trombones and the horns. The violins extend the new theme, then the trumpets and tuba chase each other with a shrieking five-note motif which goes higher and higher. The howling discord ends with a final chord in a thundering quadruple *forte* (very, very loud).





Mars (the Red Planet) is the fourth planet from the Sun. Roughly half the size of Earth, Mars is famous for its red color and the speculation it has sparked about life on other planets. The red color is caused by iron oxide – rust – on the planet's surface.





**Nikolai Rimsky-Korsakov**

(1844-1908)

**"Flight of the Bumblebee"**

*From Tale of the Tsar Saltan*

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

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

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

### "FLIGHT OF THE BUMBLEBEE" (from The Tale of Tsar Saltan)

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

**Flight of the Bumble-Bee** N. Rimsky-Korsakoff

**Vivace** ♩ = 180

Flutes *f* *dim.*

Fl. *p*

Vln. I *pp*

Vln. I

Vln. I





**Camille Saint-Saëns**

(1835-1921)

**"The Swan"**

From *Carnival of the Animals*

## **LIFE OF Camille Saint-Saëns (October 9, 1835 - December 16, 1921)**

(Historical Context with US History - Saint-Saëns was born one year before the Battle of the Alamo and died one year after Warren G. Harding was elected President of the United States.)

Camille Saint-Saëns was a child prodigy like Mozart and Mendelssohn. He was born in Paris, France in October of 1835. His father died just after he was born and his mother and an aunt brought him up and began his piano lessons at age two. He was composing music by the age of three and playing piano concertos by Mozart and Beethoven by age ten. He also was interested in archeology, geology, astronomy and philosophy.

At the young age of thirteen, he entered and studied music at the Paris Conservatory and while he was a virtuoso on piano, he also was an accomplished organist. Saint-Saëns wrote music in almost every musical form including 5 symphonies, thirteen operas, ten concertos, oratorios, chamber music, more than one hundred songs, and one of the first to write music for film.

Saint-Saëns was an avid traveler, enjoyed performing and visiting countries all over the world, but his favorite was Algiers, Algeria on the African continent. In fact, in 1921, he suddenly died while visiting Algiers.

### **The SWAN (from *Carnival of the Animals*)** ***(featuring the LBSD All-District High School Honor Orchestra)***

One of Saint-Saëns most well-known works is *Carnival of the Animals*, a musical suite. He forbid its performance in its entirety during his lifetime. He only permitted "The Swan" to be performed, and only so because he wrote it as a musical joke for a friend. He felt the other movements were "beneath his dignity" as a composer.

#### ***Carnival of the Animals: Movements***

1. Introduction and Royal March of the Lion
2. Hens and roosters
3. Wild Donkeys Swift Animals
4. Tortoises
5. The elephant
6. Kangaroo
7. Aquarium
8. Characters with Long Ears
9. The Cuckoo in the Depths of the Woods
10. Aviary
11. Pianists
12. Fossils
13. The Swan
14. Finale

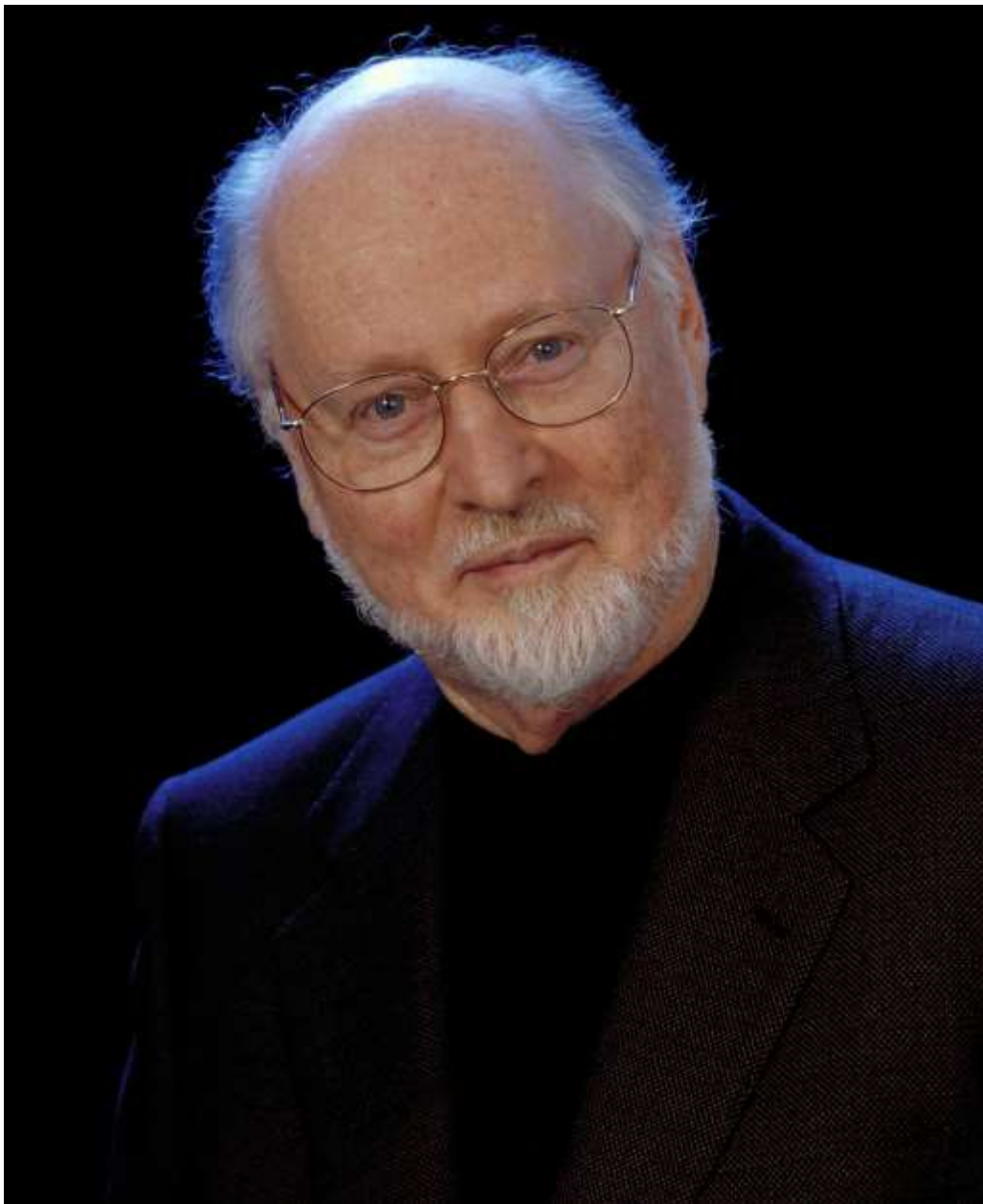
"The Swan" is the thirteenth of fourteen movements in *Carnival of the Animals*. The piece is in 6/4 time, with a key signature of G major. The slow cello melody is accompanied by almost constant broken chord figurations on the piano or strings.

# The Swan

Camille Saint-Saëns

Adagio

The musical score is for the piece 'The Swan' by Camille Saint-Saëns, marked 'Adagio'. It is written for piano in 3/4 time with a key signature of one sharp (F#). The score is divided into four systems, each containing four measures. The first system begins with a piano (*p*) dynamic marking. The right hand features a melody with long, flowing lines and a large slur spanning measures 1 through 4. The left hand provides a steady accompaniment of eighth notes. The second system starts at measure 5 and continues the melodic and accompanimental patterns. The third system begins at measure 9 and shows a change in the right-hand melody. The fourth system starts at measure 13 and concludes the excerpt with a final melodic flourish in the right hand and a consistent eighth-note accompaniment in the left hand.



## **JOHN WILLIAMS**

(born - February 8, 1932)

### **"Adventures on Earth"**

(from *E.T. The Extra-Terrestrial*)

### **"Nimbus 2000"**

(from *Harry Potter and the Sorcerer's Stone*)

### **"Superman March"**

(from *Superman*)

## **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.

### **"ADVENTURES ON EARTH" from *E.T.: The Extra-Terrestrial*** ***(featuring the LBSD All-District High School Honor Orchestra)***

*E.T.: The Extra-Terrestrial* is an amazing story of a friendship that develops between Elliott, a young boy, and a kind visitor from another planet. E.T. becomes lost on Earth and Elliott tries to help him contact his home planet in hopes he might be rescued. They hide from scientists and government agents trying to get their hands on the alien. Both experience an adventure greater than either of them could have imagined.

### **"NIMBUS 2000" from *Harry Potter and the Sorcerer's Stone*** ***(featuring the LBSD All-District High School Honor Orchestra)***

In *Harry Potter and the Sorcerer's Stone*, Harry receives a Nimbus 2000 broomstick from Professor McGonagall after making the Gryffindor Quidditch Team. John Williams used music to help show Harry's excitement in receiving and then riding this special broom. Hang on - use your imagination and soar with Harry up, up and away!





**"SUPERMAN MARCH" from *Superman***

***(featuring the LBUSD All-District High School Honor Orchestra)***

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 the music note icon (♪) 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 musical score for the Superman Fanfare is written in 4/4 time. It consists of four distinct musical ideas:

- Idea 1:** Starts with a mezzo-forte (*mf*) dynamic. The melody features a triplet of eighth notes (G4, A4, B4) followed by a quarter note (C5). The bass line has a half note (G3) and a quarter note (B2).
- Idea 2:** Continues the melody with a triplet (B4, C5, D5) and a quarter note (E5). The bass line has a half note (C3) and a quarter note (E2). The dynamic increases to forte (*f*).
- Idea 3:** Returns to the mezzo-forte (*mf*) dynamic. The melody has a triplet (G4, A4, B4) and a quarter note (C5). The bass line has a half note (G3) and a quarter note (B2).
- Idea 4:** Features a more complex melody with triplets and a final triplet of eighth notes (B4, C5, D5) with an accent (^). The bass line has a half note (G3) and a quarter note (B2).

### The MARCH:

The musical score for the Superman March is written in 12/8 time. It consists of four measures, each with a specific chord label above the staff:

- Measure 1:** Labeled with a **G** chord.
- Measure 2:** Labeled with an **A** chord.
- Measure 3:** Labeled with a **B** chord.
- Measure 4:** Labeled with a **C** chord.

The melody is characterized by eighth and sixteenth notes, while the bass line features a steady eighth-note pattern.

### The LOVE THEME:

The musical score for the Superman Love Theme is written in 4/4 time. It consists of two main sections:

- Fanfare:** The top staff shows a melody starting with a quarter note (G4), followed by eighth notes (A4, B4), and a quarter note (C5). It ends with a half note (B4) and a quarter note (A4).
- Love Theme:** The bottom staff shows a melody starting with a half note (G4), followed by a quarter note (A4), and a half note (B4). It ends with a quarter note (C5) and a half note (B4).

Arrows indicate the relationship between the two sections: one arrow points from the end of the Fanfare section to the beginning of the Love Theme section, and another arrow points from the beginning of the Fanfare section to the end of the Love Theme section.



**Harold Arlen**

(1905 - 1986)

**"Over the Rainbow"**

(from *The Wizard of Oz*)

## **LIFE OF Harold Arlen** (February 15, 1905 - April 23, 1986)

(Historical Context with US History - Arlen was born 3 months after Theodore Roosevelt was re-elected President of the United States and died three months after the first Martin Luther King Day was observed.)

Harold Arlen was born in Buffalo, New York, the son of a cantor, and showed musical promise and learned piano at a young age. As a young man he formed a band, became successful as a pianist, singer and composer, then moved to New York City. His first well-known song was "Get Happy" and wrote songs for Broadway and Hollywood films.

In the mid-1930's, he spent more time in California and teamed up with lyricist E.Y. Harburg. In 1938, Metro-Goldwyn-Mayer hired this team to compose songs for *The Wizard of Oz*. The most famous song, and beloved since first being heard was "Over the Rainbow", which won an Academy Award for Best Music, Original Song and was voted the 20<sup>th</sup> Centuries No. 1 song by the recording Industry Association of America (RIAA) and the National Endowment for the Arts (NEA). He composed over 500 songs and many became known worldwide. Arlen died in his Manhattan, NY apartment at the age of eighty-one.

### **"OVER THE RAINBOW" (from The Wizard of Oz)**

"Over the Rainbow", a ballad, was written for the movie *The Wizard of Oz* and sung by actress Judy Garland. She played the role of Dorothy Gale and sings this song after an unpleasant event with her dog, Toto. Her Aunt Em tells her "Find a place where you won't get into any trouble". She walks off with Toto and begins the song by asking - "Some place where there isn't any trouble. Do you suppose there is such a place, Toto? There must be. It's not a place where you can get to by a boat, or a train. It's far, far away. Behind the moon, beyond the rain..."



## **OVER THE RAINBOW**

Harold Arlen - Music, E.Y. Harburg - Lyrics

Somewhere over the rainbow  
Way up high,  
There's a land that I heard of once in a lullaby.

Somewhere over the rainbow  
Skies are blue,  
And the dreams that you dare to dream really do come true.

Someday I'll wish upon a star  
And wake up where the clouds are far behind me,  
Where troubles melt like lemon drops  
Away above the chimney tops  
That's where you'll find me.

Somewhere over the rainbow  
Blue birds fly,  
Birds fly over the rainbow  
Why then, oh why can't I!

If happy little blue birds fly beyond the rainbow,  
Why, oh why can't I?





**Alan Menken**

(b. 1949)

**"A Whole New World"**

(from *Aladdin*)

## **LIFE OF ALAN MENKEN** (born - July 22, 1949)

(Historical Context with US History - Menken was born 8 months after Harry Truman was re-elected President of the United States.)

Alan Menken, born in New York City to a dentist father and an actress, dancer and playwright mother. At an early age, he developed an interest on music, played the piano and violin, and began composing music at age 9. He found that his love of composing songs was his passion and pursued this path to great acclaim.

Menken is best known as a musical theater and film score composer and pianist, specifically films produced by Walt Disney Animation Studios. He composed music for *The Little Mermaid*, *Beauty and the Beast*, *Aladdin*, *Pocahontas*, *Newsies* and *the Hunchback of Notre Dame*. His awards include two Academy Awards, eight Oscars, eleven Gammy Awards and a Tony Award.

## **"A WHOLE NEW WORLD" (from Aladdin)**

Composed in 1992 for the Disney movie Aladdin, this is the movies love and theme song. The lyrics to "A Whole New World" describes Aladdin showing the princess, Jasmine, that there exists a life of freedom outside of her confined world. Also the lyrics acknowledge their love for each other while riding a magic carpet.



## **A WHOLE NEW WORLD**

Alan Menken - Music, Tim Rice - Lyrics

I can show you the world  
Shining, shimmering, splendid  
Tell me, princess, now when did  
You last let your heart decide?

I can open your eyes  
Take you wonder by wonder  
Over, sideways and under  
On a magic carpet ride

A whole new world  
A new fantastic point of view  
No one to tell us no  
Or where to go  
Or say we're only dreaming

A whole new world  
A dazzling place I never knew  
But when I'm way up here  
It's crystal clear  
That now I'm in a whole new world with you  
Now I'm in a whole new world with you

Unbelievable sights  
Indescribable feeling  
Soaring, tumbling, freewheeling  
Through an endless diamond sky

A whole new world  
Don't you dare close your eyes  
A hundred thousand things to see  
Hold your breath - it gets better  
I'm like a shooting star  
I've come so far  
I can't go back to where I used to be

A whole new world  
Every turn a surprise  
With new horizons to pursue  
Every moment red-letter  
I'll chase them anywhere  
There's time to spare  
Let me share this whole new world with you

A whole new world  
That's where we'll be  
A thrilling chase  
A wondrous place  
For you and me





**Michael Giacchino**

(b. 1967)

**"Star Trek"**

(Main Theme from *Star Trek*)



## **LIFE OF MICHAEL GIACCHINO** (born - October 10, 1967)

(Historical Context with US History - Giacchino was born 8 months after the Twenty-fifth Amendment to the United States Constitution was ratified.)

Michael Giacchino is a composer for film, television and video games. Born in Riverside Township, New Jersey, he began his love of creating music with animation in his the basement of his home. In high school his parents assisted his adventure in accompanying him on visits to the School of Visual Arts in New York City, which later he was enrolled and graduated.

After graduating he accepted a position at Universal Studios and then Disney Studios. Here he worked on video games based on Disney films and then worked for Dreamworks Studios. He composed scores for the television series *Lost*, *Alias* and *Fringe* and film scores such as *The Incredibles*, *Mission: Impossible III*, *Ratatouille*, *Star Trek*, *Jurassic world*, *Coco* and *Incredibles 2*. His honors include an Academy Award, an Emmy Award and three Grammy Awards.

## **STAR TREK (Main Theme)**

Composed in 2008 for the motion picture of the same name and released in 2009, *Star Trek* takes the audience on an adventure in the 23<sup>rd</sup> century. Based on the original series by Gene Roddenberry, the plot captures how James T. Kirk became captain of the USS Enterprise and how all the beloved characters, including Spock, evolve and become part of this great team and exciting adventure.

The music is "out of this world" and the theme assists in taking the listener on an adventure, emphasizing each character and letting us travel through space, time and going... "where no one has gone before".



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</i> , No. 1 (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



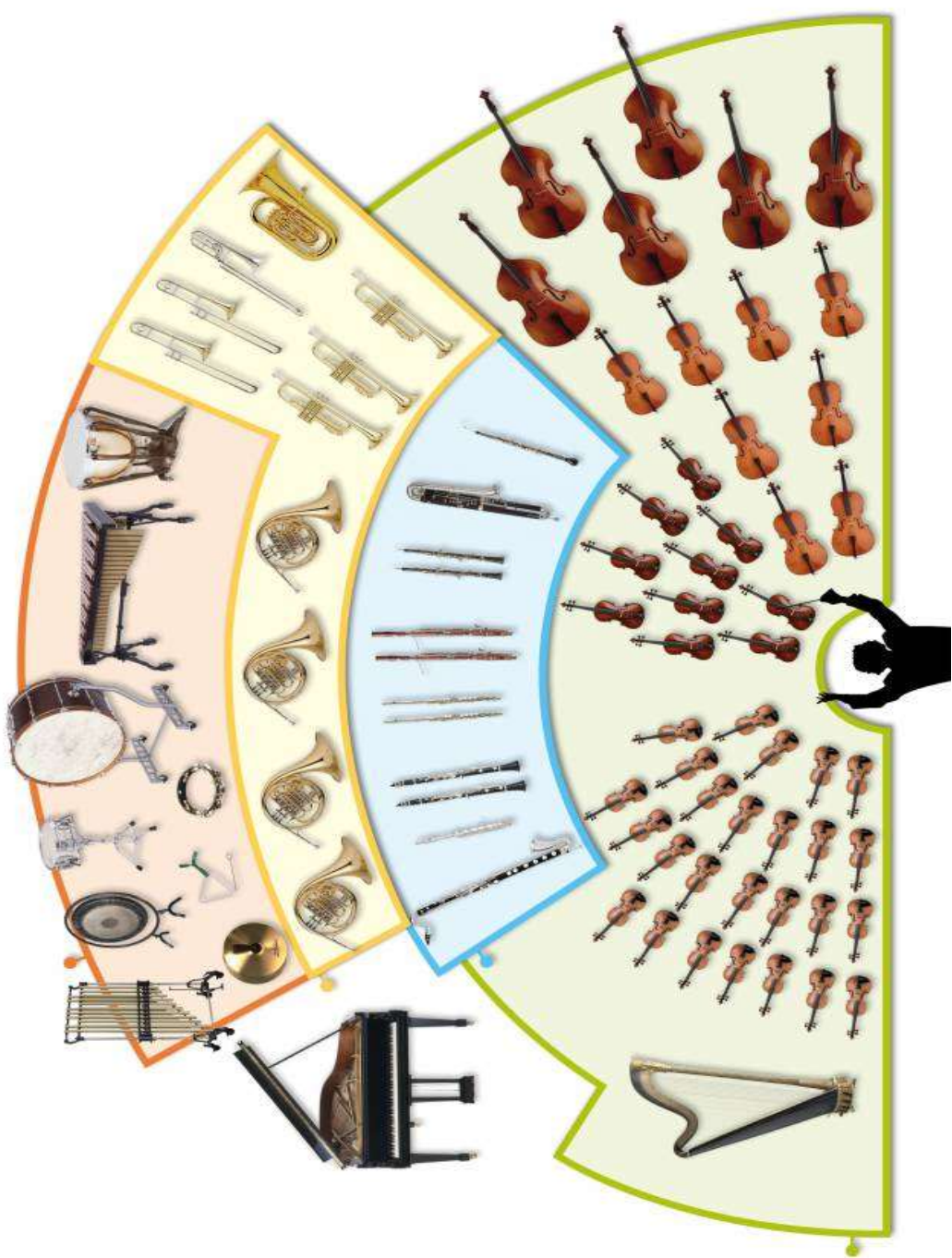


# BRASS family



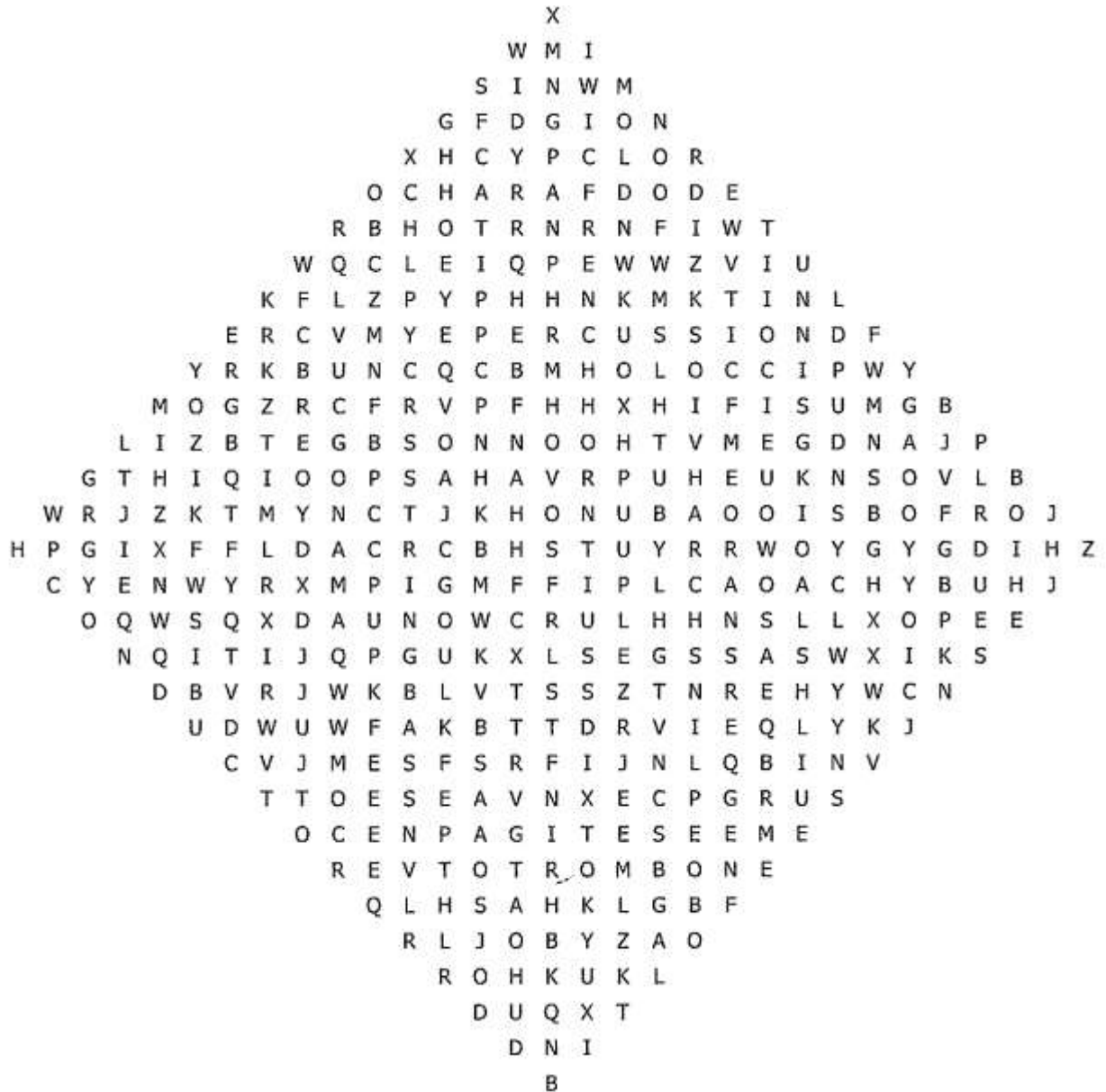






THE SYMPHONY

# ORCHESTRA WORD SEARCH



## WORD LIST

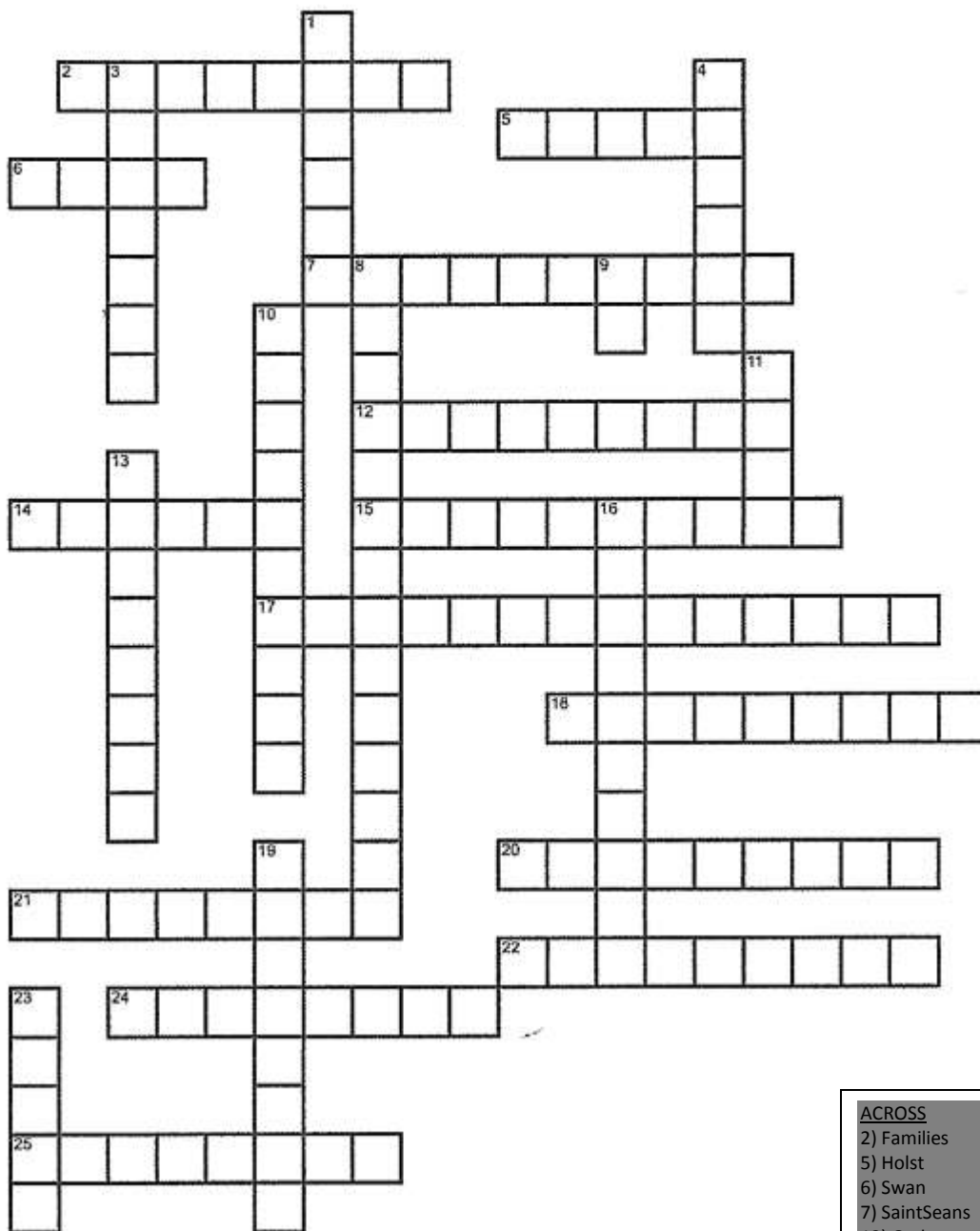
BASSOON  
BRASS  
CELLO  
CLARINET  
CONDUCTOR  
ENGLISHHORN

FLUTE  
FRENCHHORN  
HARP  
INSTRUMENTS  
OBOE  
ORCHESTRA

PERCUSSION  
PICCOLO  
STRING  
STRINGBASS  
TROMBONE  
TRUMPET

TUBA  
VIOLA  
VIOLIN  
WOODWIND

# UP, UP and AWAY



## Across

- 2 Four of these in an Orchestra
- 5 Composer of Planets
- 6 Carnival-Animals
- 7 Composer of Carnival of the Animals
- 12 Four Family Ensemble
- 14 Harry's Last Name
- 15 Space Ship
- 17 Dorothy Sings
- 18 Flying Insect
- 20 Good Behavior in a Concert
- 21 Second Family in the Orchestra
- 22 Leader of the Orchestra
- 24 To Show Appreciation
- 25 Flying Man

## Down

- 1 Flying Broom
- 3 Flying Carpet
- 4 First Family in the Orchestra
- 8 Aladdin Sings
- 9 Alien
- 10 Over the Rainbow Movie
- 11 Holst Planet
- 13 Space Adventure
- 16 Fourth Family in the Orchestra
- 19 Composer of E.T. and Superman
- 23 Third Family in the Orchestra

## ACROSS

- 2) Families
- 5) Holst
- 6) Swan
- 7) SaintSeans
- 12) Orchestra
- 14) Potter
- 15) Enterprise
- 17) OvertheRainbow
- 18) Bumblebee
- 20) Etiquette
- 21) Woodwind
- 22) Conductor
- 24) Applause
- 25) Superman

## DOWN

- 1) Nimbus
- 3) Aladdin
- 4) String
- 8) AWholeNewWorld
- 9) ET
- 10) WizardofOZ
- 11) Mars
- 13) StarTrek
- 16) Percussion
- 19) Williams
- 23) Brass



## 2019 TOYOTA YOUTH CONCERTS

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

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

### CONCERT SCHEDULE

Thursday, January 31		Friday, February 1	
<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>
Carver	Alvarado	Addams	Bryant
Cleveland	Burbank	Barton	Burcham
Dooley	Chavez	Birney	Gompers
Grant	Cubberley	Bixby	Henry
Harte	Edison	Garfield	Herrera
Lincoln	Emerson	Gant	Kettering
MacArthur	Fremont	Holmes	King
Newcomb	Hudson	Longfellow	Lafayette
Riley	Mann	Naples	Los Cerritos
Robinson	Muir	Roosevelt	Lowell
Tincher	Oropeza	Signal Hill	Madison
Whittier	Stevenson	Smith	McKinley
	Webster	Twain	Powell
	Willard		Prisk

**NOTE: ALL 4<sup>th</sup> and 5<sup>th</sup> grade students will attend this year.** If there are any combo classes of 3<sup>rd</sup>/4<sup>th</sup> or 3<sup>rd</sup>/4<sup>th</sup>/5<sup>th</sup> students, space is available for ONLY 4<sup>th</sup> and 5<sup>th</sup> 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.