Long Beach Symphony Orchestra

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

SYMPHONY
CONCERTS FOR YOUNG PEOPLE
January 29 and 30, 2015

“Discovering New Worlds”

Teacher Resource Guide

PUBLICATION AUTHORIZED:
Pamela Seki
Assistant Superintendent
Dear Fourth and Fifth Grade Teachers,

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

This year’s theme is “Discovering New Worlds”. Under the direction of guest conductor, Johannes Müller-Stosch, the musicians of the Long Beach Symphony Orchestra 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 travel, outer-space and literature.

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

Sincerely,

James Petri
LBSD Music Curriculum Leader

The 2015 Symphony Concerts for Young People are brought to you by
The Earl B. and Loraine H. Miller Foundation

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# 2015 Miller Foundation
## Symphony Concerts for Young People
### Teacher Resource Guide

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

RIGHT AWAY

✓ Check your school’s Master Calendar for the date and time you are scheduled to attend the “Symphony Concerts for Young People.” Mark the concert date on your classroom calendar!

WHEN YOU HAVE 5 OR 10 MINUTES

✓ On your classroom computer...Go to www.longbeachsymphony.org, click on “Education” then “Overview” or “Symphony Concerts for Young People” for more information on the LBSO and other exciting education opportunities.

✓ Use the section “Making the Connection” on the next page as a resource for planning your own custom-designed mini lessons or activities based on the California Visual and Performing Arts Content Standards and The Music Connection, the district’s music textbook series.

✓ Ask a student who plays in your school’s band or orchestra to talk to the class about his or her instrument and to demonstrate how sounds are made. Encourage questions from the class.

THE DAY BEFORE THE CONCERT

✓ Talk with your students about concert etiquette - listen politely, respect your neighbors, clap to show your appreciation, and stand, with hats removed, to sing “The Star-Spangled Banner.”

✓ Practice applauding. How do you know it’s time to applaud? When the music ends, the conductor will lower his arms and turn toward the audience. Watch out for “tricky spots” when the music gets very, very soft, but the piece still isn’t over yet. Wait for your “cue” from the conductor!

ON THE DAY OF THE CONCERT

✓ Be sure your class is ready so the bus can depart school on time! Students should be dressed appropriately for the weather - jackets may be needed while they're waiting outside the theater!

✓ Leave all food, drinks (including water bottles), backpacks and other personal belongings at school. Do not leave anything on your bus. You may not be on the same bus for your return to school.

✓ Give any last minute instructions to your students before your bus arrives at the theater. You will be escorted to a staging area outside the theater, then inside to your school’s reserved seats.

✓ Turn off all cell phones, pagers or other electronic devices before you enter the theater.

✓ Remain seated when the concert ends. You will receive exit instructions for your school.

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

Your patience and flexibility are greatly appreciated!

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

You will be given an Evaluation Form at the concert. Please complete the form as soon as you get back to school and send it through district mail to the LBUSD Visual and Performing Arts Office - your input will help in planning future concerts.
The Visual and Performing Arts Content Standards for California Public Schools* define what all students should know and be able to do in the arts (music, dance, theatre and visual arts). Arts education, as part of the core curriculum, cultivates the whole child, gradually building many kinds of literacy while developing intuition, imagination and dexterity into unique forms of expression and communication. It is the school district’s belief that every child should have access to a balanced, comprehensive and sequential program of study in the arts, and that every child should experience the power and beauty of the arts and the joy, creativity, and intellectual stimulation that arts education programs provide.

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

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

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

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

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

... WITH THE MUSIC TEXTBOOK SERIES

The 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 Symphony No. 1)
- Page 135a What Do You Hear? 8 (Resource Book p. 41; CD 6-9)
- Page 135b Assessment 11 - Instruments of the Orchestra (Resource Book p. 16)
- Page 173 Audience Etiquette
- Pages 222-223 "The Star-Spangled Banner" (CD 9-19)
- Pages 334-339 The Sound Bank - Picture and word glossary of instruments (CD 12, Tracks 32-56)
Long Beach Symphony Orchestra
Johannes Müller-Stosch, Conductor

“Discovering New Worlds”
January 29 and 30, 2015

The Star-Spangled Banner
Music: John Stafford Smith Words: Francis Scott Key

“Mambo”
from West Side Story
Leonard Bernstein

Jupiter
from The Planets Suite
Gustav Holst

Symphony No. 9 in E minor, op. 95
4th mvmt., “From the New World”
Antonín Dvořák

“Infernal Dance” and “Finale”
from The Firebird Suite
Igor Stavinsky

Star Wars
John Williams
Long Beach Symphony Orchestra
Miller Foundation
SYMPHONY CONCERTS FOR YOUNG PEOPLE

“Discovering New Worlds”

PROGRAM NOTES

At the 2015 Symphony Concerts for Young People, the Long Beach Symphony Orchestra and their guest musicians, the Long Beach Unified School District All-District High School Orchestra, under the direction of guest conductor, Johannes Müller-Stosch, will take the audience on a musical journey discovering the instruments of the orchestra and music inspired by travel, outer-space and literature.

THE STAR-SPANGLED BANNER (Audience with Orchestra)
Music: John Stafford Smith  Words: Francis Scott Key
During the War of 1812, American lawyer Francis Scott Key watched the British bombardment of Fort McHenry from aboard a British ship in the Baltimore harbor. When he looked out toward the city the following morning, the American flag was still flying and he was inspired to write the words that later became the “The Star-Spangled Banner.” Congress established the song as our national anthem in 1931.

Additional Resources:
- The Music Connection - Grade 4 (pages 202-203); CD 8-13
- The Music Connection - Grade 5 (pages 222-223); CD 9-19
LEONARD BERNSTEIN
(1918 - 1990)

“Mambo”
From West Side Story
Leonard Bernstein, the son of a bookstore owner, was born in Lawrence, Massachusetts. At an early age, Leonard was captivated by music, especially piano music. His father initially opposed Leonard studying music, but eventually supported his music education. Leonard was an excellent student and pianist, studied composition at Harvard University (Cambridge, Mass.) and conducting at the Curtis Institute in Philadelphia. He excelled as a conductor and in 1943, became assistant conductor of the New York Philharmonic Orchestra. On November 4th, with no rehearsal and very short notice, he made his conducting debut with the orchestra after the guest conductor became ill and could not conduct. The performance was a resounding success and cemented Leonard as a leading American conductor. He went on to guest conduct many of the world's greatest orchestras.

Besides conducting, Leonard Bernstein's other passion was composition. His first successes were his ballet - *Fancy Free*, the musical - *On the Town*, and an operetta - *Candide*. But, Bernstein will best be remembered for his 1957 musical - *West Side Story*.

Leonard Bernstein lives in history as one of the first truly great American educated conductors and will always be remembered, not only for conducting, but for his passion to introduce classical music to millions around the world.

*West Side Story* (written in collaboration with Stephen Sondheim and Jerome Robbins), a modern and brilliant adaptation of Shakespeare's classic Romeo and Juliet, premiered on Broadway in 1957 and was made into a film in 1961 that won ten Oscars, including Best Picture. This was one of the first musicals to explore a serious subject with wide social implications. Set in a small, run-down section of New York City, it portrayed the tragedy of juvenile delinquency and urban violence. Bernstein's use of Latin American rhythms throughout the musical gives a flavor of the culture representing the Sharks, while more contemporary music represents the Jets. In "Mambo," the two rival gangs have come together for a community dance. It is during this dance that Maria (the Sharks leader's sister) first meets Toni (the leader of the Jets).

Additional Resources: The Music Connection - Grade 5 (pages 80-81) An American Composer - Leonard Bernstein
GUSTAV HOLST

(1874-1934)

Jupiter

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 Cheltonham, 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
JUPITER from The Planets Suite

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

“Jupiter, The Bringer of Jollity”, the fourth of seven movements, was composed in 1914, right before World War I. This planet bursts onto the scene with turbulence, bustle and fanfares. Three themes are introduced before the tempo slows and the strings and horns play the best loved of all Holst’s melodies:

The music reverts to the three tunes heard earlier, followed by a dramatic key change and then into a final presto (very fast) ending.
Jupiter is the fifth planet from the Sun and the largest planet in the Solar System.
ANTONIN DVOŘÁK
(1841 – 1904)

Symphony No. 9 in E minor, op. 95
4th mvmt., “From the New World”
LIFE OF ANTONIN DVOŘÁK (September 8, 1841 – May 1, 1904)
(Historical Context with US History - Dvořák was born eight years before the start of the California Gold Rush and died 4 months before the assassination of President William McKinley.)

Dvořák, considered one of the greatest Czechoslovakian composers, was born in 1841. Following in the family tradition, he was trained as a butcher. He really did not like this line of work, and after convincing his father, he pursued his career in music. He attended a church music school in Prague, studied and excelled playing the viola, and after graduation, was employed with various orchestras. This is also the time he began composing and was noted for his melodic compositions and the brilliance of his orchestrations.

In 1892, he was invited to come to America as the director of the National Conservatory of Music, a post he held until 1895. It was in 1893 that his secretary, Josef Kovarik, suggested a holiday in his Iowa hometown of Spillville. Dvořák’s also visited, Omaha (NE), St. Paul (MN), Buffalo (NY), Niagara Falls (NY), and Chicago (IL), where he conducted his works at the 1893 Columbian Exposition (The Chicago World’s Fair). In 1895, he longed for his homeland and returned to Prague where he spent his final years teaching, conducting and composing. After a brief illness, Dvořák died on May 1, 1904.

SYMPHONY NO. 9 in E MINOR, op. 95, 4th Mvmt.
"From the NEW World” was premiered on December 16, 1893 in New York’s New World Music Hall (later named Carnegie Hall). It was during Dvořák’s American journey he composed this major work. Dvořák’s inspiration for this composition came from his love of folk music. Native or otherwise, folk music was the influential theme for all his works. The “New World” was no exception, many believe he used the African-American spiritual as the foundation for this work.

Additional Resources:
The Music Connection - Grade 5 (pages 18-19); CD 1-13
IGOR STRAVINSKY
(1882 - 1971)

“Infernal Dance” and “Finale”
From The Firebird Suite
LIFE OF IGOR STRAVINSKY (June 17, 1882 – April 6, 1971)  
(Historical Context with US History - Stravinsky was born one year after Clara Barton began the Red Cross and died the year the Twenty-sixth Amendment to the Constitution, lowering the voting age from 21 to 18, was passed.)

Stravinsky was born in Russia. He came from a musical family, his father an opera singer. Igor loved music and wanted to pursue that career, but his family wanted him to be a lawyer. When he was nineteen he turned seriously to music and studied with the famous composer Rimsky-Korsakov. Stravinsky spoke four languages and loved going to the movies. He lived in Hollywood, California for much of his life. He found it relaxing to stand on his head and thought his music was “best understood by children and animals.”

The Firebird, which Stravinsky considered his first full-fledged work, was premiered by the Ballets Russes in Paris in 1910. The theme of the ballet is typical of many Russian legends, in which good triumphs over evil.

In the story, the hero, Ivan Tsarevich wanders into the kingdom of the evil King Kastchei. While roaming through a sinister forest, Ivan meets the Firebird and captures her. When he succumbs to her pleas to be set free, she rewards him with a magic feather. Upon investigating the castle exterior, Ivan meets a princess and 12 maidens and immediately falls in love with the princess. He wants her to go away with him, but the princess tells him she and the maidens are captives of the evil king. If anyone should try to rescue them, the king would turn them to stone. Ivan goes to the castle to ask for the princess, but he is captured, and just as he is about to be turned to stone, Ivan waves the magic feather and summons the Firebird. After Ivan awakens Kastchei’s entire monstrous kingdom, the Firebird arrives to rescue him by forcing Kastchei and his magicians to dance more and more ferociously until they collapse from exhaustion into a deep sleep (“Infernal Dance”). Then the Firebird whispers to Ivan, “look for a magic egg, the source of the king’s power.” Ivan locates the egg, smashes it, and the spell is broken. The last scene takes place in Ivan's court where he prepares to marry the beautiful princess (“Finale”).

Additional Resources:
Classics for Kids website http://www.classicsforkids.com/index.asp (see “Past Shows” for Stravinsky’s “Infernal Dance”)

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JOHN WILLIAMS
(born - February 8, 1932)

Star Wars
Theme from Star Wars
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.

STAR WARS (main theme) was written in 1977 and played at the beginning of every Star Wars film. John Williams wanted the theme to represent heroism and adventure, which was well represented in each film. The title in the film script is also referred to as "war drums". Mr. Williams composed the music with a military flare and played by a strong brass section. (He is partial to brass, as he played brass as a young man.) The opening is "fanfare" in nature, after a short introduction, the theme goes into the most recognized melody, played by the trumpets. The strings come in next, followed by a contrasting second theme (Princess Leia's Theme), then a return of the main theme by brass, and then the strings re-enter to help finish the composition. In later films, the theme was used to represent Luke Skywalker, one of the main characters in the Star Wars story. This musical motif has become one of the recognizable phrases of music in the history of film.
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**

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

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).
STRAINS

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

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

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

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

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

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

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

CM - 4
BRASS

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

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

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

TUBA
Tubas come in several sizes and usually have four valves. Even the smallest tuba makes a very low sound. Because tubas are so large, they make the lowest sounds in the brass family.
SNARE DRUM
The special sound of the snare drum comes from metal strings stretched across the bottom drum head. The metal strings rattle when the drum is struck with the sticks.

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

BASS DRUM

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

TAMBOURINE

CYMBALS
Orchestra Word Search

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

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

**Across**
8. Name of Dvorak’s Sym., No. 9
10. Third family in the orchestra
11. Holst’s solar system suite
12. Songs of the people
14. Second family in the orchestra
15. Bernstein’s Romeo and Juliet
7. Outer space story
9. Star Wars composer
13. End of story or work

**Down**
1. Four families make up this group
2. Ivan’s magic feather
3. Person who directs the orchestra
4. Fourth family in the orchestra
5. First family in the orchestra
6. The Bringer of Jollity

*Down:* 1) Orchestra, 2) Firebird, 3) Conductor, 4) Percussion, 5) String, 6) Jupiter, 7) Star Wars, 9) Williams, 13) Finale
2015 SYMPHONY CONCERTS FOR YOUNG PEOPLE
5th and selected 4th Grades

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

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<th>Thursday, January 29</th>
<th>Friday, January 30</th>
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<tr>
<td><strong>10:00 a.m. Concert</strong></td>
<td><strong>11:15 a.m. Concert</strong></td>
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<td>Birney 4/5</td>
<td>Bryant 4/5</td>
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<tr>
<td>Bixby 4/5</td>
<td>Chavez 4/5</td>
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<tr>
<td>Burcham 4/5</td>
<td>Cubberley 4/5</td>
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<td>Carver 4/5</td>
<td>Edison 4/5</td>
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<td>Gompers 4/5</td>
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<td>Fremont 4/5</td>
<td>Hudson 4/5</td>
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<td>Grant 4/5</td>
<td>King 4/5</td>
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<td>MacArthur 4/5</td>
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<tr>
<td>Newcomb 5 only</td>
<td>Mann 4/5</td>
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<tr>
<td>Stevenson 4/5</td>
<td>McKinley 5 only</td>
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<tr>
<td>Twain 4/5</td>
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<tr>
<td>Whittier 4/5</td>
<td>Roosevelt 4/5</td>
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<td></td>
<td>Willard 4/5</td>
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**10:00 Concert**

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

**11:15 Concert**

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

**LUNCH NOTE:** We apologize to schools attending the second concert that have to make special arrangements with their cafeterias for a late lunch. Unfortunately, our budget can’t 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.