

Long Beach Symphony Orchestra
Enrique Arturo Diemecke, Music Director
presents the

2012-2013 Season
Ensembles in the Elementary Schools
for Second and Third Grades



TEACHER RESOURCE GUIDE

Publication Authorized:
Christine Dominguez
Deputy Superintendent

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**THE 2012-2013 ENSEMBLES IN THE ELEMENTARY SCHOOLS PROGRAM and SCYP
IS GENEROUSLY SPONSORED BY:**

Arts Council for Long Beach, Bess J. Hodges Foundation, Boeing Employees Community Fund,
Evalyn M. Bauer Foundation, Hennings Fischer Foundation,
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The Earl B. and Loraine H. Miller Foundation,
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and Windes & McClaughry Accountancy Corporation



GET READY

GET SET

LET'S GO!

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

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

RIGHT AWAY

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

WHEN YOU HAVE 10 OR 15 MINUTES

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

THE DAY BEFORE THE ASSEMBLY

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

ON THE DAY OF THE ENSEMBLE VISIT

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

AFTER THE ENSEMBLE VISIT

- ♪ Have your students write letters to the ensemble. You can send your letters to the LBUUSD Visual & Performing Arts Office (c/o James Petri) or directly to the musicians at the following address:

Long Beach Symphony Orchestra
555 E . Ocean Blvd., Suite 106
Long Beach, CA 90802

- ♪ Have your students draw a picture about the ensemble visit. Use the picture as the cover for a booklet that includes a list of new vocabulary words learned.
- ♪ Please fill out the **Evaluation Form** on page 5 of this guide. Send it, along with your students' letters, to the LBUUSD Visual & Performing Arts Office or directly to the Long Beach Symphony Orchestra. Your suggestions are appreciated and helpful in planning future programs.

MAKING THE CONNECTION . . .



. . . WITH THE CONTENT STANDARDS

The *Visual and Performing Arts Content Standards for California Public Schools** define what all students should know and be able to do in the arts (music, dance, theatre arts and visual arts). Arts education, as part of the core curriculum, cultivates the whole child, gradually building many kinds of literacy while developing intuition, imagination and dexterity into unique forms of expression and communication. It is the school district's belief that every child should have access to a balanced, comprehensive and sequential program of study in the arts, and that every child should experience the power and beauty of the arts and the joy, creativity, and intellectual stimulation that arts education programs provide.

The Component Strands for Music for Grades K-5 consist of:

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

The Long Beach Symphony's **Ensembles in the Elementary Schools** program is specifically designed to enhance student learning related to the following Music Content Standards, by giving students an opportunity to:

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

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

. . . WITH THE MUSIC TEXTBOOK SERIES

The LBSD music textbook series, *The Music Connection*, has a wealth of lessons, activities and CD recordings that correlate with the concepts presented by the Long Beach Symphony Orchestra Ensembles:

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

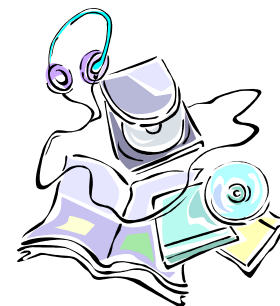
- | | |
|---------------|--|
| Page 13 | Music Around Us - Hearing differences in musical sounds |
| Pages 22-25 | String Sounds - discovering that music can be made by vibrating strings |
| Page 25a | What Do You Hear? 1 - String Sounds (CD 1-25) |
| Page 211 | Being a Good Audience |
| Pages 274-277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

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

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

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

LISTENING SUGGESTIONS



From *The Music Connection, Grade 2*

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

From *The Music Connection, Grade 3*

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

GLOSSARY

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

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

THE LONG BEACH SYMPHONY ORCHESTRA ENSEMBLES

One of these special ensembles will be visiting your school.

STRING QUARTET (2 Violins, Viola, Cello)



Ensemble Leader - Kira Blumberg

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

Ensemble Leader - Julie Metz

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

WOODWIND QUINTET - Joe Stone, Leader (Flute, Oboe, Clarinet, French Horn, Bassoon)

This ensemble introduces the students to the woodwind family of instruments and gives them a special glimpse into the life and times of Mozart. The program encourages student participation through several musical activities and helps foster a sense of appreciation for different types of music.



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



Ensemble Leader - Marissa Benedict

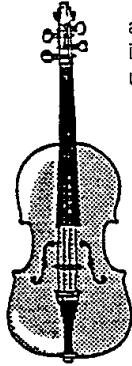
The way sounds are produced on the trumpet, French horn, trombone and tuba is explained. Each brass instrument is then featured in a solo, helping students develop an awareness of the unique sounds of the individual instruments.

PERCUSSION ENSEMBLE - Gary Long, Leader (Percussion Instruments and Narrator)

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

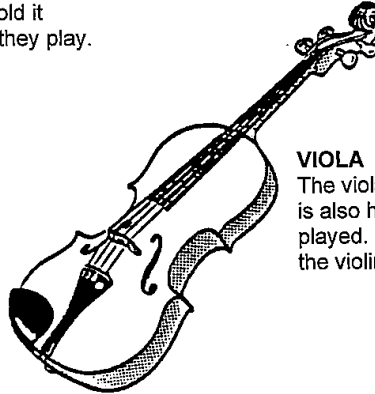


STRINGS



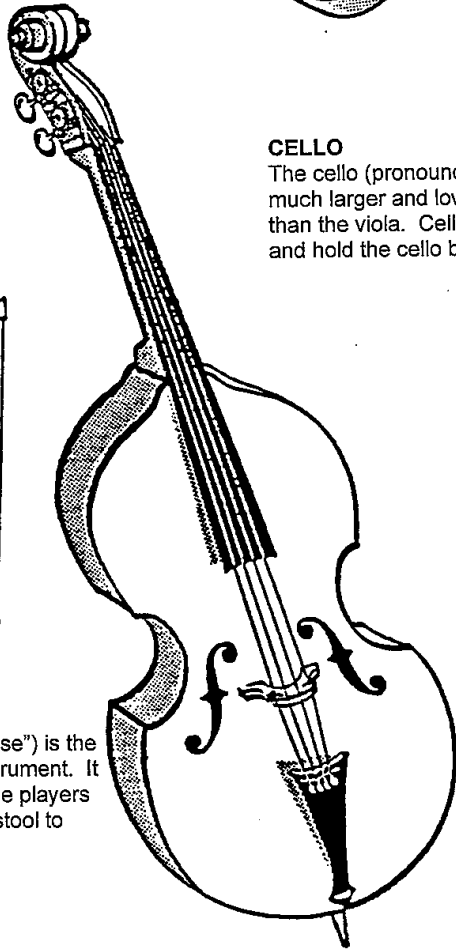
VIOLIN

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 che'l-lo) is much larger and lower sounding than the viola. Cellists sit in chairs and hold the cello between their knees.



BASS

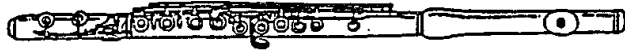
The bass (pronounced "base") is the lowest sounding string instrument. It is nearly six feet tall and the players must stand or sit on a tall stool to play it.

WOODWINDS



BASSOON

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



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.

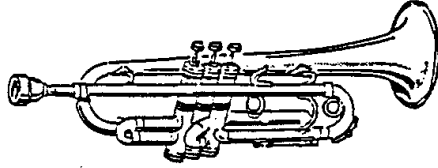


OBOE

The mouthpiece of the oboe is made of two thin pieces of wood (a double reed) placed together then fastened to a small tube. It can play very high, clear tones. It is the instrument you hear first when the orchestra tunes.

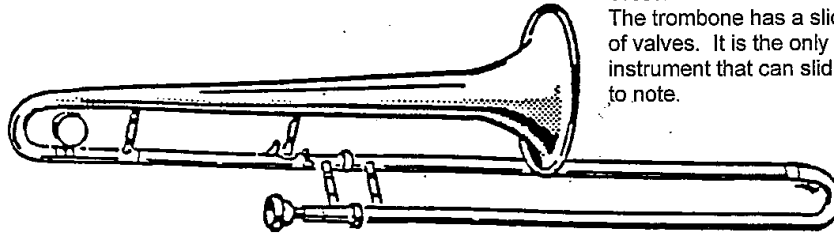
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BRASS



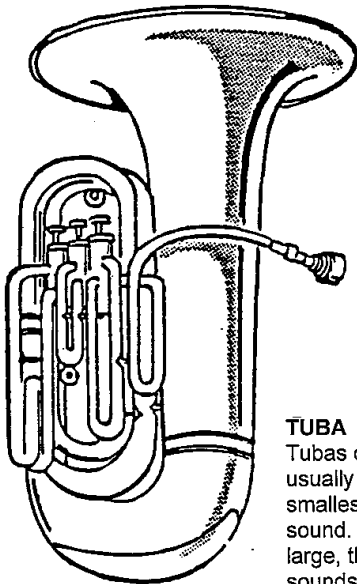
TRUMPET

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.

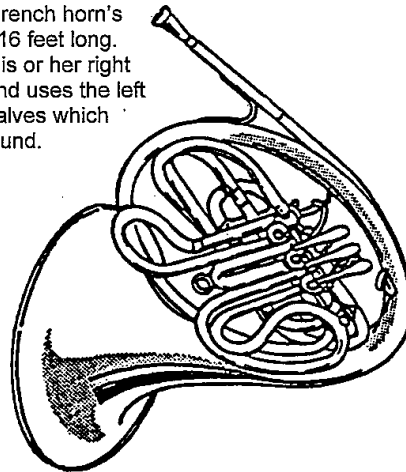


TUBA

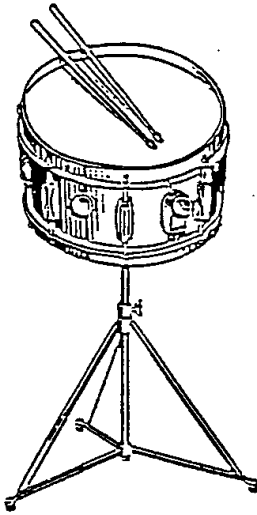
Tubas come in several sizes and usually have four valves. Even the smallest tuba makes a very low sound. Because tubas are so large, they make the lowest sounds in the brass family.

FRENCH HORN

If you unwound 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.

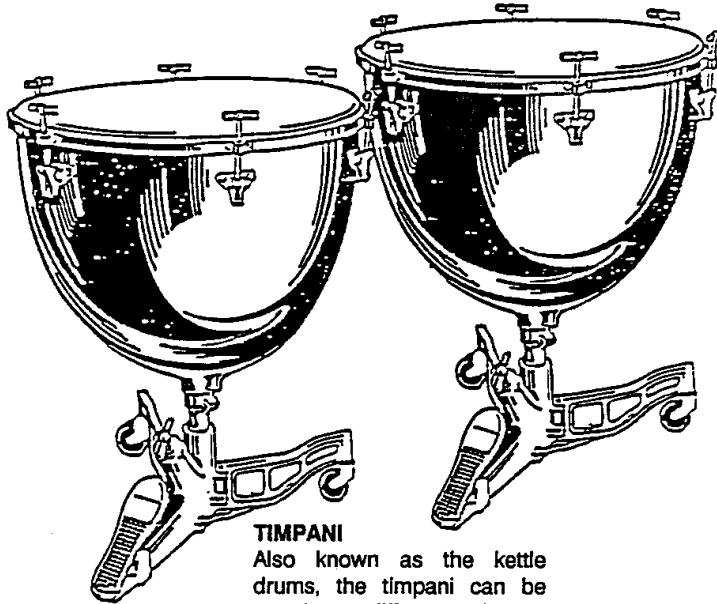


PERCUSSION



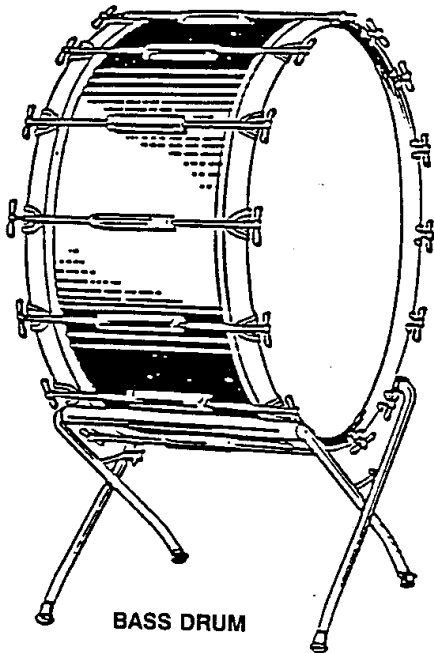
SNARE DRUM

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.

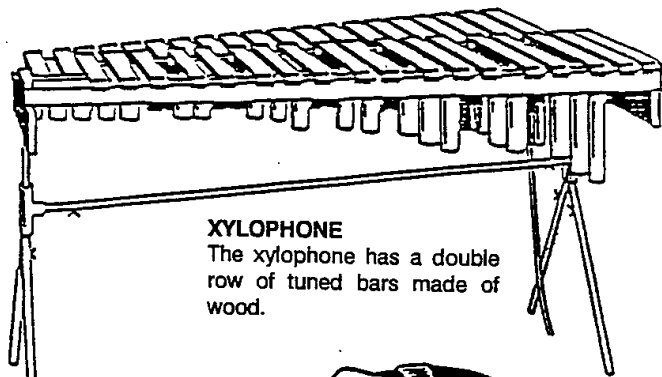


TIMPANI

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

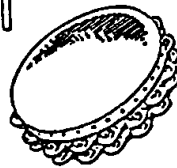


BASS DRUM

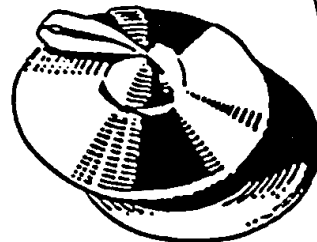


XYLOPHONE

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



TAMBOURINE



CYMBALS

Orchestra Ensemble Word Search

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

BEAT
 BRASS
 DYNAMICS
 ENSEMBLE
 HARMONY
 MELODY
 MUSIC
 ORCHESTRA
 PERCUSSION
 QUARTET
 QUINTET
 RHYTHM
 STRING
 TEMPO
 WOODWIND



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

BASS
 BASSOON
 CELLO
 CLARINET
 FLUTE
 FRENCH HORN
 INSTRUMENTS
 OBOE
 ORCHESTRA
 PERCUSSION
 TROMBONE
 TRUMPET
 TUBA
 VIOLA
 VIOLIN

Long Beach Symphony Orchestra
2012-13 Ensembles in the Elementary Schools
Evaluation/Survey

Thank you for taking a few minutes to answer the following questions.
Send your completed evaluation to the LBUUSD Visual & Performing Arts Office (Attn: James Petri)

School _____

Grade _____

Which ensemble visited your school:

String Quartet (Kira Blumberg)

Brass Quintet (Marissa Benedict)

String Quartet (Julie Metz)

Woodwind Quintet (Joe Stone)

Percussion Ensemble (Gary Long)

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

Low

High

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

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

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

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

More than two hours

Between one and two hours

Less than one hour

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

The current amount of information provided is adequate.

I would prefer to have **more** information and/or activities provided.

What suggestions do you have for the ensemble program?



2013 LONG BEACH SYMPHONY ENSEMBLE SCHEDULE

for 3rd Grade (2nd Grades-Space Permitting)

10/22/12

<u>SCHOOL</u>	<u>DATE</u>	<u>ASSEMBLY #1</u>	<u>ASSEMBLY #2</u>	<u>ENSEMBLE</u>
Addams	February 1 (Fri.)	9:00 a.m.	---	Brass Quintet – M. Benedict
Alvarado	January 31 (Thurs.)	12:20 p.m.	---	String Quartet – K. Blumberg
Barton	January 29 (Tues.)	10:00 a.m.	---	Brass Quintet – M. Benedict
Birney	January 30 (Wed.)	12:45 p.m.	---	Woodwind Quintet – J. Stone
Bixby	February 8 (Fri.)	8:45 a.m.	---	Percussion Ensemble – G. Long
Bryant	January 17 (Thurs.)	10:15 a.m.	---	String Quartet – K. Blumberg
Burbank	January 23 (Wed.)	10:15 a.m.	---	Brass Quintet – M. Benedict
Burcham	January 29 (Tues.)	9:30 a.m.	---	String Quartet – J. Metz
Burnett	February 7 (Thurs.)	1:35 p.m.	---	Percussion Ensemble – G. Long
Carver	January 29 (Tues.)	12:40 p.m.	---	String Quartet – J. Metz
Chavez	January 30 (Wed.)	2:00 p.m.	---	Woodwind Quintet – J. Stone
Cleveland	January 28 (Mon.)	12:15 p.m.	---	String Quartet – J. Metz
Cubberley	January 29 (Tues.)	11:00 a.m.	---	String Quartet – J. Metz
Dooley	February 5 (Tues.)	2:00 p.m.	---	Percussion Ensemble – G. Long
Edison	January 23 (Wed.)	9:00 a.m.	---	Brass Quintet – M. Benedict
Emerson	January 16 (Wed.)	9:30 a.m.	---	String Quartet – K. Blumberg
Fremont	February 4 (Mon.)	9:10 a.m.	---	Woodwind Quintet – J. Stone
Gant	February 4 (Mon.)	10:40 a.m.	---	Woodwind Quintet – J. Stone
Garfield	January 16 (Wed.)	12:15 p.m.	---	String Quartet – K. Blumberg
Gompers	January 28 (Mon.)	2:00 p.m.	---	String Quartet – J. Metz
Grant	February 5 (Tues.)	8:40 a.m.	10:00 a.m.	Percussion Ensemble – G. Long
Harte	January 30 (Wed.)	8:15 a.m.	9:50 a.m.	Brass Quintet – M. Benedict
Henry	January 16 (Wed.)	11:10 a.m.	---	String Quartet – K. Blumberg
Holmes	January 25 (Fri.)	8:30 a.m.	---	Woodwind Quintet – J. Stone
Hudson	February 7 (Thurs.)	10:30 a.m.	---	Percussion Ensemble – G. Long
International	January 23 (Wed.)	8:30 a.m.	---	String Quartet – J. Metz
Kettering	February 8 (Fri.)	10:15 a.m.	---	Percussion Ensemble – G. Long
King	January 29 (Tues.)	8:50 a.m.	---	Brass Quintet – M. Benedict
Lafayette	February 4 (Mon.)	12:20 p.m.	1:10 p.m.	Woodwind Quintet – J. Stone
Lee	January 25 (Fri.)	8:20 a.m.	---	Brass Quintet – M. Benedict
Lincoln	January 31 (Thurs.)	8:15 a.m.	9:05 a.m.	String Quartet – K. Blumberg
Longfellow	January 23 (Wed.)	12:15 p.m.	1:15 p.m.	String Quartet – J. Metz
Los Cerritos	February 1 (Fri.)	10:15 a.m.	---	Brass Quintet – M. Benedict
Lowell	February 8 (Fri.)	2:05 p.m.	---	Percussion Ensemble – G. Long
MacArthur	January 30 (Wed.)	10:00 a.m.	---	Woodwind Quintet – J. Stone
Madison	January 25 (Fri.)	10:00 a.m.	---	Woodwind Quintet – J. Stone
Mann	January 23 (Wed.)	10:00 a.m.	---	String Quartet – J. Metz
McKinley	January 24 (Thurs.)	9:30 a.m.	---	Brass Quintet – M. Benedict
Monroe	January 30 (Wed.)	11:20 a.m.	---	Woodwind Quintet – J. Stone
Muir	January 16 (Wed.)	1:50 p.m.	---	String Quartet – K. Blumberg
Naples	February 8 (Fri.)	12:50 p.m.	---	Percussion Ensemble – G. Long
Newcomb	February 6 (Wed.)	9:00 a.m.	---	Woodwind Quintet – J. Stone
Powell	January 24 (Thurs.)	10:45 a.m.	---	Brass Quintet – M. Benedict
Prisk	January 17 (Thurs.)	9:00 a.m.	---	String Quartet – K. Blumberg
Riley	February 5 (Tues.)	12:40 p.m.	---	Percussion Ensemble – G. Long
Robinson	January 28 (Mon.)	10:00 a.m.	---	String Quartet – J. Metz
Roosevelt	January 17 (Thurs.)	1:00 p.m.	1:45 p.m.	String Quartet – K. Blumberg
Signal Hill	January 25 (Fri.)	9:30 a.m.	---	Brass Quintet – M. Benedict
Stevenson	February 7 (Thurs.)	12:20 p.m.	---	Percussion Ensemble – G. Long
Tincher	February 6 (Wed.)	10:30 a.m.	---	Woodwind Quintet – J. Stone
Twain	January 29 (Tues.)	2:10 p.m.	---	String Quartet – J. Metz
Webster	February 7 (Thurs.)	9:15 a.m.	---	Percussion Ensemble – G. Long
Whittier	January 31 (Thurs.)	1:30 p.m.	---	String Quartet – K. Blumberg
Willard	January 28 (Mon.)	8:15 a.m.	---	String Quartet – J. Metz