

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

**2013-2014 Season**  
**Ensembles in the Elementary Schools**  
for Second and Third Grades

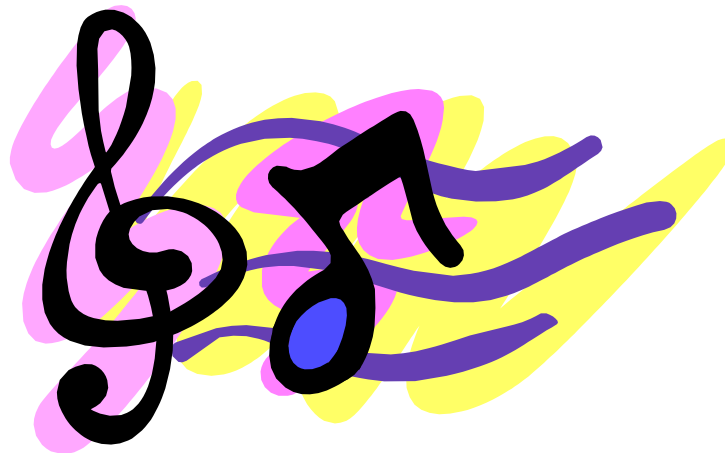


**TEACHER RESOURCE GUIDE**

Publication Authorized:  
Christine Dominguez  
Deputy Superintendent

## CONTENTS OF TEACHER RESOURCE GUIDE

Get ready . . . Get set . . . Let's go!	1
Making the Connection . . .	2
. . . With the California Visual & Performing Arts Content Standards	
. . . With the Music Textbook Series, <i>The Music Connection</i>	
Listening Suggestions	3
Glossary	3
Introducing The Long Beach Symphony Orchestra Ensembles	4
String Family Guide	5
Woodwind Family Guide	6
Brass Family Guide	7
Percussion Family Guide	8
Orchestra Ensemble Word Search	9
Evaluation Form	10
2013-14 Long Beach Symphony Orchestra Ensemble Schedule	<i>Back page</i>



THE 2013-2014 ENSEMBLES IN THE ELEMENTARY SCHOOLS PROGRAM and SCYP  
IS GENEROUSLY SPONSORED BY:

American Federation of Musicians Trust Fund,  
BNSF, Boeing Employees Community Fund,  
Hennings Fischer Foundation,  
Lexus and  
Valero



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 10 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](http://www.cde.ca.gov/ci/vp/cf).

## . . . WITH THE MUSIC TEXTBOOK SERIES

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

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

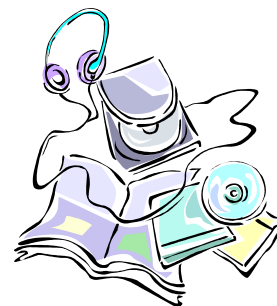
- |               |  |
|---------------|--|
| Page 13       | Music Around Us - Hearing differences in musical sounds                        |
| Pages 22-25   | String Sounds - discovering that music can be made by vibrating strings        |
| Page 25a      | <b>What Do You Hear? 1</b> - String Sounds (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     | <b>What Do You Hear? 7</b> - 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:

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

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 (Flute, Oboe, Clarinet, French Horn, Bassoon)

### Joe Stone - Leader

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.

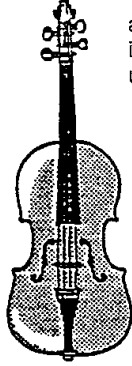
## PERCUSSION ENSEMBLE (Percussion Instruments and Narrator)

### Ensemble Leader - Gary Long

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.

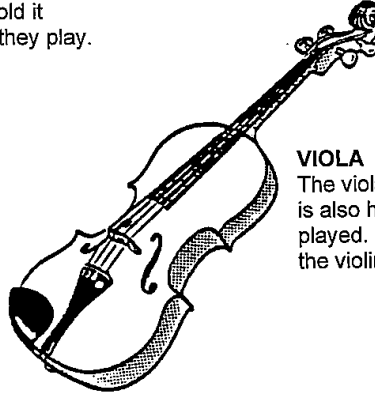


# STRINGS



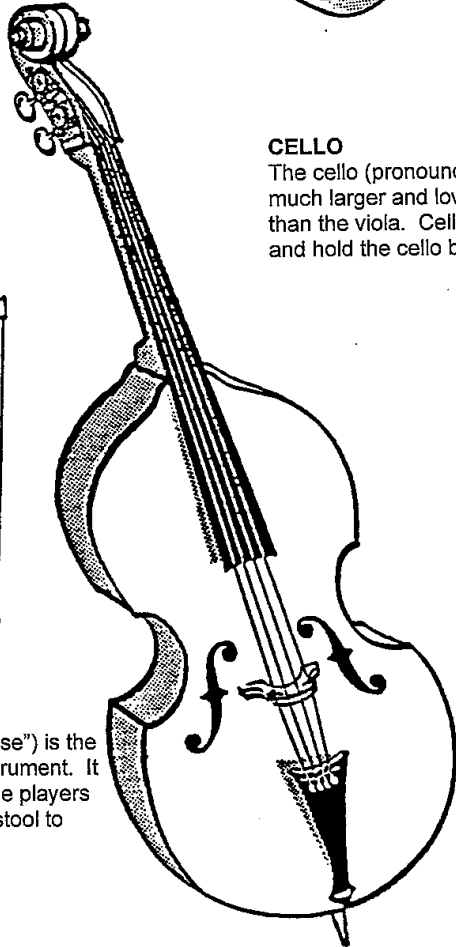
## VIOLIN

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



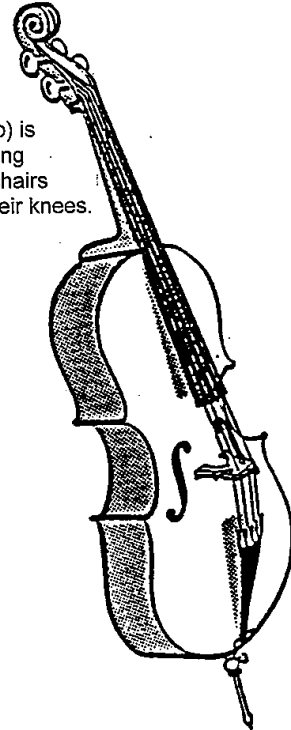
## VIOLA

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



## BASS

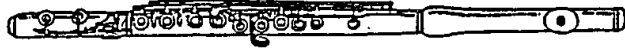
The bass (pronounced "base") is the lowest sounding string instrument. It is nearly six feet tall and the players must stand or sit on a tall stool to play it.

# 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

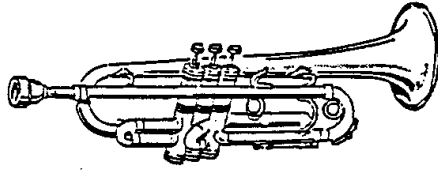
The mouthpiece of the oboe is made of two thin pieces of wood (a double reed) placed together then fastened to a small tube. It can play very high, clear tones. It is the instrument you hear first when the orchestra tunes.



CM - 4

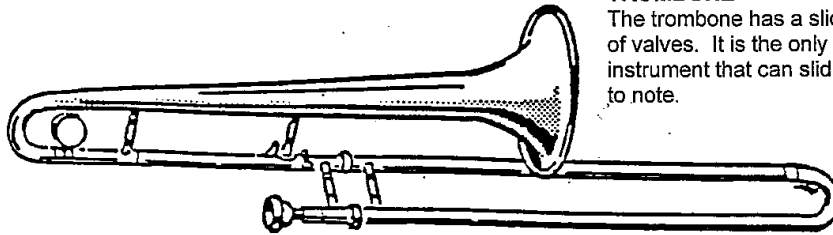


# BRASS



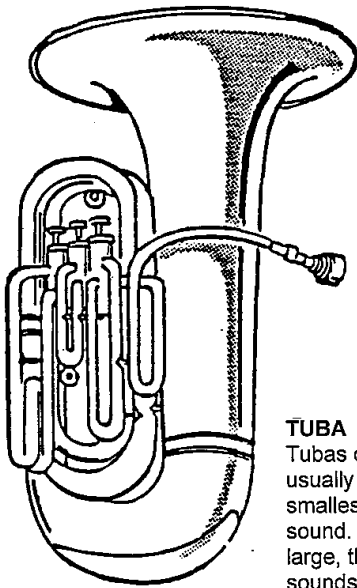
## TRUMPET

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.

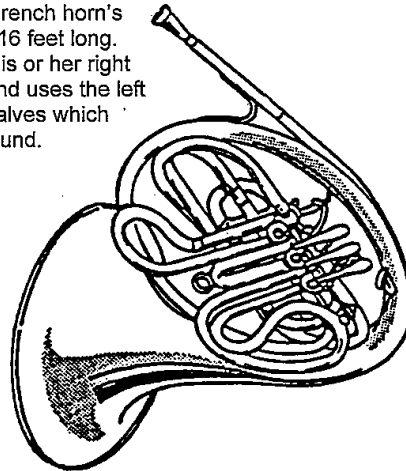


## TUBA

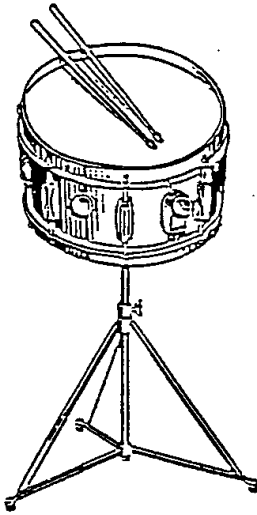
Tubas come in several sizes and usually have four valves. Even the smallest tuba makes a very low sound. Because tubas are so large, they make the lowest sounds in the brass family.

## 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.

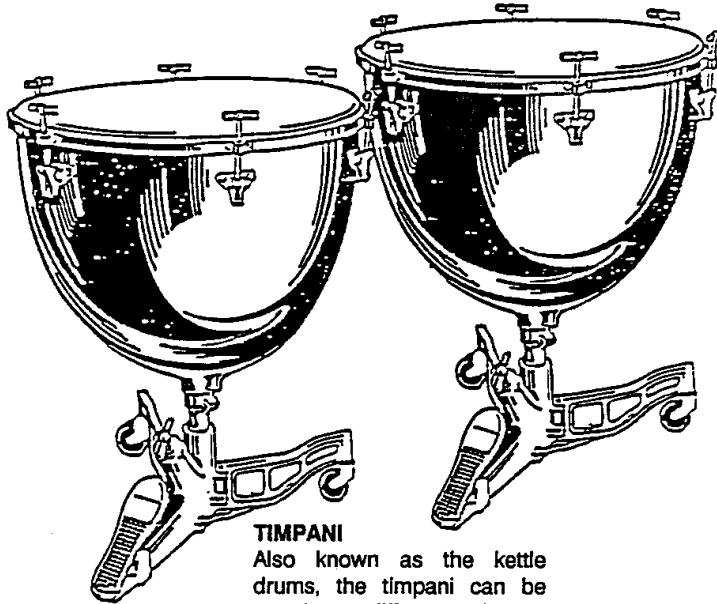


## PERCUSSION



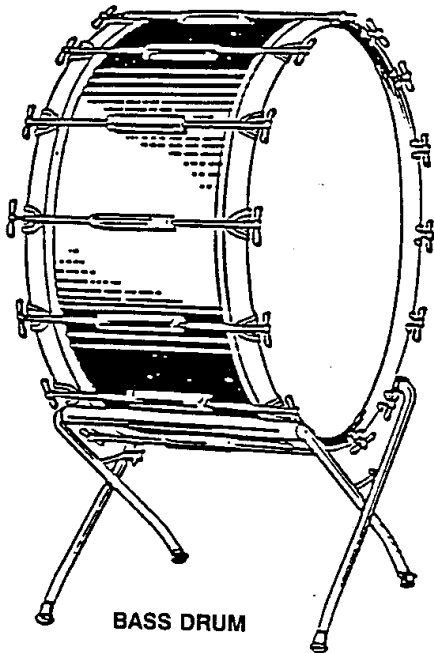
### SNARE DRUM

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.

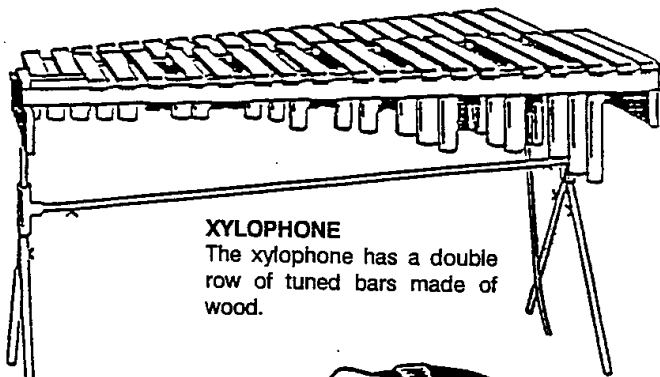


### TIMPANI

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

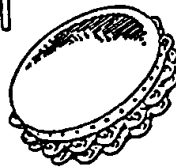


### BASS DRUM

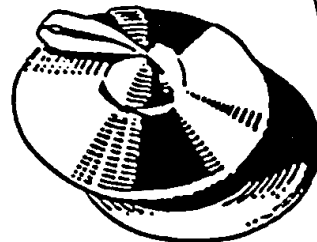


### XYLOPHONE

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



### TAMBOURINE



### CYMBALS

## Orchestra Ensemble Word Search

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

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



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

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

# Long Beach Symphony Orchestra

## 2013-14 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 LBUSD Visual & Performing Arts Office (Attn: James Petri)

School \_\_\_\_\_

Grade \_\_\_\_\_

Which ensemble visited your school:

- |   |   |
|---|---|
| <input type="checkbox"/> String Quartet (Linda Stone) | <input type="checkbox"/> Brass Quintet (Marissa Benedict) |
| <input type="checkbox"/> String Quartet (Julie Metz)  | <input type="checkbox"/> Percussion Ensemble (Gary Long)  |
| <input type="checkbox"/> Woodwind Quintet (Joe Stone) |   |

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

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

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?

---



---



---



## 2014 LONG BEACH SYMPHONY ENSEMBLE SCHEDULE

### for 3<sup>rd</sup> Grade (2<sup>nd</sup> Grades-Space Permitting)

11/13/13

<u>SCHOOL</u>	<u>DATE</u>	<u>ASSEMBLY #1</u>	<u>ASSEMBLY #2</u>	<u>ENSEMBLE</u>
Addams	January 15 (Wed.)	9:00 a.m.	---	String Quartet – J. Metz
<b>Alvarado</b>	<b>February 11 (Tues.)</b>	<b>1:00 p.m.</b>	---	<b>Woodwind Quintet – J. Stone</b>
Barton	January 15 (Wed.)	10:30 a.m.	---	String Quartet – J. Metz
Birney	February 24 (Mon.)	9:00 a.m.	---	Percussion Ensemble – G. Long
Bixby	January 31 (Fri.)	12:15 p.m.	---	Brass Quintet – M. Benedict
Bryant	February 7 (Fri.)	2:15 p.m.	---	Woodwind Quintet – J. Stone
Burbank	February 4 (Tues.)	8:15 a.m.	9:15 a.m.	String Quartet – J. Metz
Burcham	January 27 (Mon.)	12:45 p.m.	---	Brass Quintet – M. Benedict
Burnett	February 4 (Tues.)	12:30 p.m.	---	Woodwind Quintet – J. Stone
Carver	January 15 (Wed.)	11:15 a.m.	---	Percussion Ensemble – G. Long
Chavez	January 17 (Fri.)	2:15 p.m.	---	Brass Quintet – M. Benedict
Cleveland	January 29 (Wed.)	8:15 a.m.	---	String Quartet – L. Stone
Cubberley	January 27 (Mon.)	2:00 p.m.	---	Brass Quintet – M. Benedict
Dooley	February 3 (Mon.)	2:00 p.m.	---	Woodwind Quintet – J. Stone
Edison	February 4 (Tues.)	9:30 a.m.	10:45 a.m.	Woodwind Quintet – J. Stone
Emerson	January 31 (Fri.)	1:45 p.m.	---	Brass Quintet – M. Benedict
Fremont	February 25(Tues.)	8:30 a.m.	---	Percussion Ensemble – G. Long
Gant	January 15 (Wed.)	12:40 p.m.	---	Percussion Ensemble – G. Long
Garfield	February 24 (Mon.)	10:20 a.m.	---	Percussion Ensemble – G. Long
Gompers	January 14 (Tues.)	9:45 a.m.	---	Brass Quintet – M. Benedict
Grant	February 3 (Mon.)	12:15 p.m.	1:15 p.m.	String Quartet – L. Stone
Harte	February 3 (Mon.)	12:30 p.m.	---	Woodwind Quintet – J. Stone
<b>Henry</b>	<b>January 27 (Mon.)</b>	<b>2:20 p.m.</b>	---	<b>String Quartet – J. Metz</b>
Holmes	January 14 (Tues.)	8:30 a.m.	---	Brass Quintet – M. Benedict
Hudson	January 28 (Tues.)	10:30 a.m.	---	String Quartet – J. Metz
International	January 17 (Fri.)	12:45 p.m.	---	Brass Quintet – M. Benedict
Kettering	January 31 (Fri.)	9:15 a.m.	---	String Quartet – L. Stone
King	February 5 (Wed.)	8:30 a.m.	10:00 a.m.	String Quartet – L. Stone
Lafayette	January 14 (Tues.)	9:15 a.m.	10:15 a.m.	String Quartet – J. Metz
Lee	February 4 (Tues.)	9:10 a.m.	---	String Quartet – L. Stone
Lincoln	February 26 (Wed.)	9:00 a.m.	10:00 a.m.	Percussion Ensemble – G. Long
Longfellow	January 16 (Thurs.)	10:30 a.m.	---	Percussion Ensemble – G. Long
Los Cerritos	February 3 (Mon.)	10:45 a.m.	---	String Quartet – L. Stone
Lowell	February 7 (Fri.)	1:00 p.m.	---	Woodwind Quintet – J. Stone
MacArthur	January 14 (Tues.)	11:30 a.m.	---	Brass Quintet – M. Benedict
Madison	February 3 (Mon.)	9:30 a.m.	---	String Quartet – L. Stone
Mann	February 25 (Tues.)	9:45 a.m.	---	Percussion Ensemble – G. Long
McKinley	January 29 (Wed.)	9:15 a.m.	---	String Quartet – J. Metz
Muir	February 4 (Tues.)	2:15 p.m.	---	Woodwind Quintet – J. Stone
Naples	January 31 (Fri.)	10:40 a.m.	---	String Quartet – L. Stone
<b>Newcomb</b>	<b>January 27 (Mon.)</b>	<b>1:00 p.m.</b>	---	<b>String Quartet – J. Metz</b>
Powell	January 29 (Wed.)	10:55 a.m.	---	String Quartet – J. Metz
Prisk	January 15 (Wed.)	9:30 a.m.	---	Percussion Ensemble – G. Long
Riley	January 29 (Wed.)	10:00 a.m.	---	String Quartet – L. Stone
Robinson	February 11 (Tues.)	9:40 a.m.	---	Woodwind Quintet – J. Stone
Roosevelt	February 11 (Tues.)	2:15 p.m.	---	Woodwind Quintet – J. Stone
Signal Hill	January 16 (Thurs.)	9:00 a.m.	---	Percussion Ensemble – G. Long
Stevenson	January 28 (Tues.)	12:30 p.m.	1:20 p.m.	Brass Quintet – M. Benedict
Tincher	January 15 (Wed.)	2:15 p.m.	---	Percussion Ensemble – G. Long
Twain	January 14 (Tues.)	1:15 p.m.	---	Brass Quintet – M. Benedict
Webster	January 28 (Tues.)	9:00 a.m.	---	String Quartet – J. Metz
Whittier	February 11 (Tues.)	8:15 a.m.	---	Woodwind Quintet – J. Stone
Willard	February 4 (Tues.)	10:30 a.m.	---	String Quartet – L. Stone