

Long Beach Symphony Orchestra
presents the

2014-2015 Season
Ensembles in the Elementary Schools
for Second and Third Grades



TEACHER RESOURCE GUIDE

Publication Authorized:
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Assistant Superintendent

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**THE 2014-2015 ENSEMBLES IN THE ELEMENTARY SCHOOLS PROGRAM
IS GENEROUSLY SPONSORED BY:**

American Federation of Musicians Trust Fund,
BNSF, Boeing Employees Community Fund,
Hennings Fischer Foundation,
The Earl B. and Loraine H. Miller Foundation
Lexus, Port of Long Beach, 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.

. . . 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*

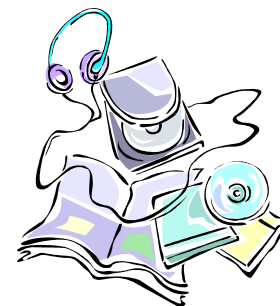
- | | |
|---------------|--|
| Page 13 | Music Around Us - Hearing differences in musical sounds |
| Pages 22-25 | String Sounds - discovering that music can be made by vibrating strings |
| Page 25a | What Do You Hear? 1 - String Sounds (CD 1-25) |
| Page 211 | Being a Good Audience |
| Pages 274-277 | 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 - Cindy Moussas

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

Music Tells a Story

The quintet presents a lively interactive concert experience demonstrating the woodwind instruments of the orchestra and the characters they portray in musical storytelling. Lots of audience participation with favorite popular and classical repertoire.



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.

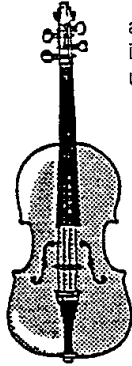
PERCUSSION ENSEMBLE (Percussion Instruments and Narrator)

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.

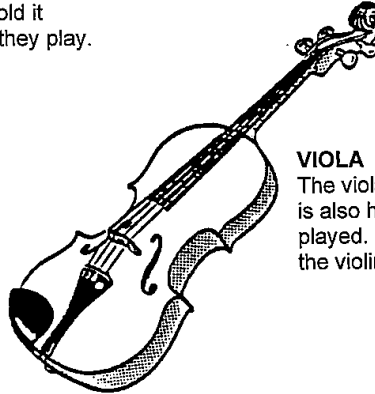


STRINGS



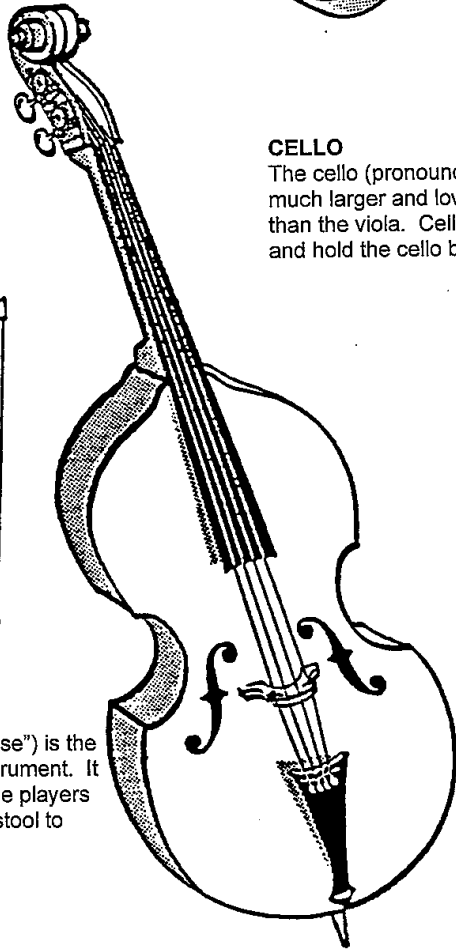
VIOLIN

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



BASS

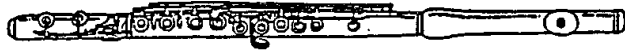
The bass (pronounced "base") is the lowest sounding string instrument. It is nearly six feet tall and the players must stand or sit on a tall stool to play it.

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.

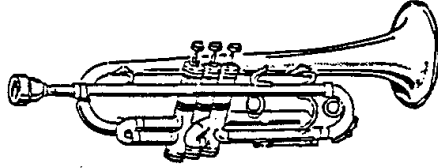


OBOE

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.

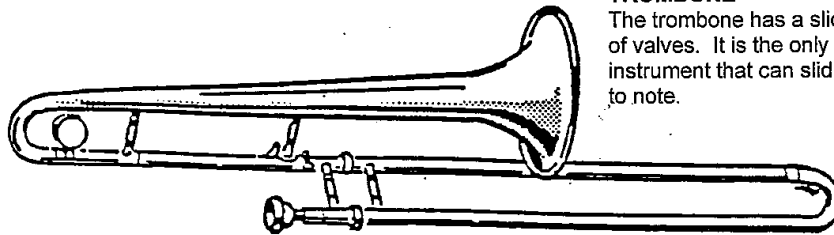
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BRASS



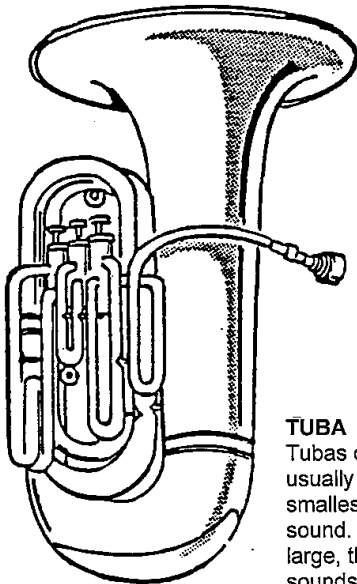
TRUMPET

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.

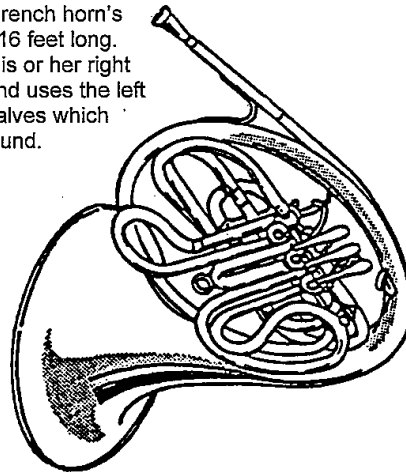


TUBA

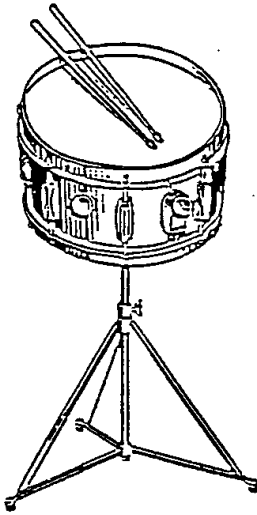
Tubas come in several sizes and usually have four valves. Even the smallest tuba makes a very low sound. Because tubas are so large, they make the lowest sounds in the brass family.

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.

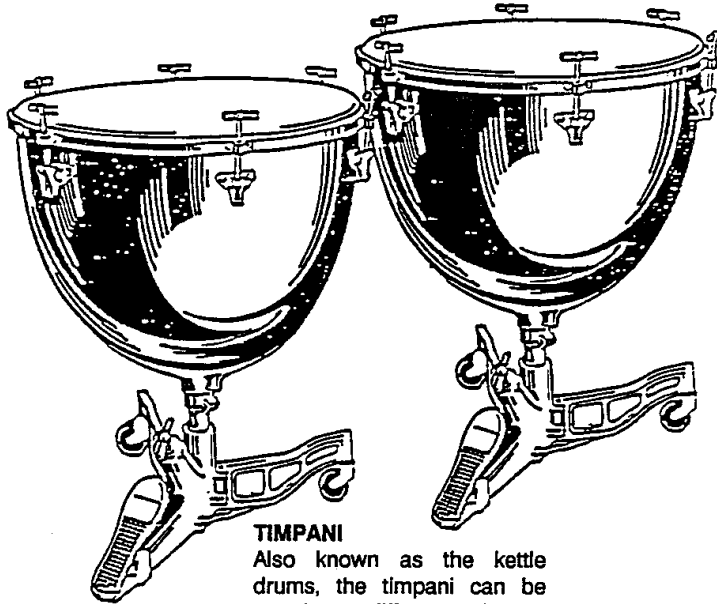


PERCUSSION



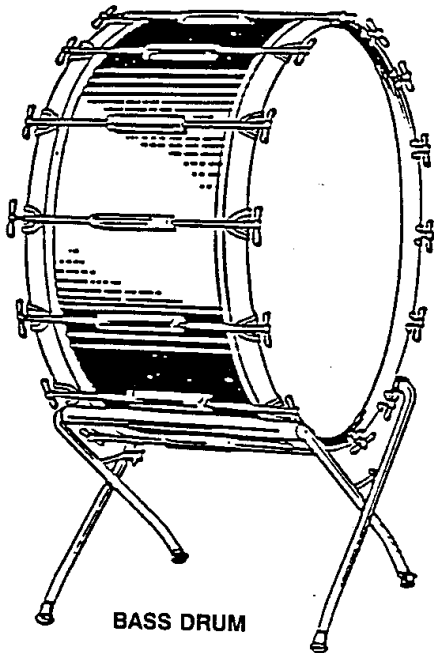
SNARE DRUM

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.

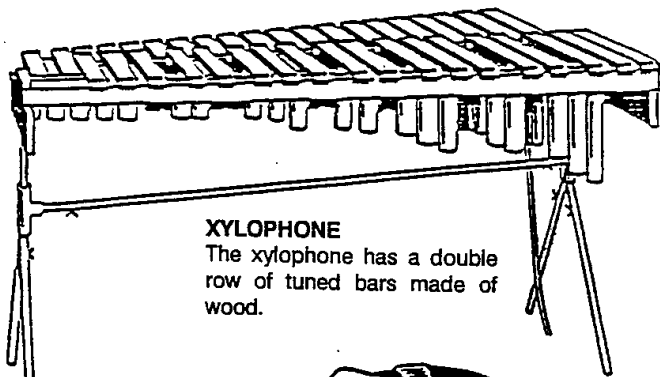


TIMPANI

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

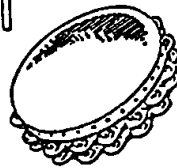


BASS DRUM

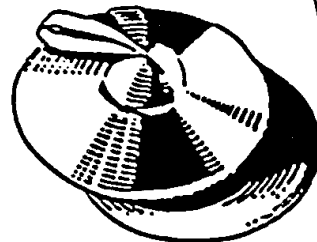


XYLOPHONE

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



TAMBOURINE



CYMBALS

Orchestra Ensemble Word Search

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

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



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

Long Beach Symphony Orchestra

2014-15 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 LBSD Visual & Performing Arts Office (Attn: James Petri)

School _____

Grade _____

Which ensemble visited your school:

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

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?



2015 LONG BEACH SYMPHONY ENSEMBLE SCHEDULE for 3rd Grade (2nd Grades-Space Permitting)

11/13/13

SCHOOL	DATE	ASSEMBLY #1	ASSEMBLY #2	ENSEMBLE
Addams	January 22 (Thurs.)	9:15 a.m.	---	Woodwind Quintet – J. Stone
Alvarado	February 17 (Tues.)	1:15 p.m.	---	Percussion – G. Long
Barton	January 21 (Wed.)	11:00 a.m.	---	String Quartet – C. Moussas
Birney	February 11(Wed.)	8:15 a.m.	---	String Quartet – J. Metz
Bixby	January 12 (Mon.)	12:30 p.m.	---	String Quartet – J. Metz
Bryant	January 22 (Thurs.)	9:15 a.m.	---	Brass Quintet – M. Benedict
Burbank	February 17 (Tues.)	8:15 a.m.	9:50 a.m.	Percussion – G. Long
Burcham	February 23 (Mon.)	10:00 a.m.	---	Woodwind Quintet – J. Stone
Burnett	February 17 (Tues.)	9:30 a.m.	---	Brass Quintet – M. Benedict
Carver	February 24 (Tues.)	8:30 a.m.	---	String Quartet – C. Moussas
Chavez	February 20 (Fri.)	10:50 a.m.	---	Percussion – G. Long
Cleveland	February 23 (Mon.)	8:15 a.m.	---	Woodwind Quintet – J. Stone
Cubberley	January 7 (Wed.)	10:35 a.m.	---	String Quartet – C. Moussas
Dooley	January 21 (Wed.)	9:15 a.m.	---	String Quartet – C. Moussas
Edison	January 12 (Mon.)	9:30 a.m.	11:00 a.m.	String Quartet – J. Metz
Emerson	January 7 (Wed.)	9:15 a.m.	---	String Quartet – C. Moussas
Fremont	January 22(Thurs.)	10:40 a.m.	---	Brass Quintet – M. Benedict
Gant	January 20 (Tues.)	1:00 p.m.	---	String Quartet – J. Metz
Garfield	February 23 (Mon.)	12:15 p.m.	---	Woodwind Quintet – J. Stone
Gompers	February 24 (Tues.)	9:50 a.m.	---	String Quartet – C. Moussas
Grant	January 20 (Tues.)	9:15 a.m.	10:25 a.m.	Brass Quintet – M. Benedict
Harte	February 25 (Wed.)	9:50 a.m.	---	String Quartet – C. Moussas
Henry	February 18 (Wed.)	10:50 a.m.	---	Brass Quintet – M. Benedict
Holmes	January 20 (Tues.)	8:15 a.m.	---	String Quartet – J. Metz
Hudson	February 20 (Fri.)	10:40 a.m.	---	Brass Quintet – M. Benedict
International	February 20 (Fri.)	9:00 a.m.	---	Percussion – G. Long
Kettering	January 23 (Fri.)	10:45 a.m.	---	Brass Quintet – M. Benedict
King	February 11 (Wed.)	8:15 a.m.	9:05 a.m.	Percussion – G. Long
Lafayette	January 13 (Tues.)	9:30 a.m.	11:00 a.m.	String Quartet – C. Moussas
Lee	January 16 (Fri.)	10:00 a.m.	---	Woodwind Quintet – J. Stone
Lincoln	February 12 (Thurs.)	8:15 a.m.	10:00 a.m.	Woodwind Quintet – J. Stone
Longfellow	February 25 (Wed.)	8:15 a.m.	---	String Quartet – C. Moussas
Los Cerritos	February 11 (Wed.)	10:00 a.m.	---	String Quartet – J. Metz
Lowell	January 23 (Fri.)	9:05 a.m.	---	Brass Quintet – M. Benedict
MacArthur	February 12 (Thurs.)	10:00 a.m.	---	Percussion – G. Long
Madison	January 20 (Tues.)	9:30 a.m.	---	String Quartet – J. Metz
Mann	January 16 (Fri.)	2:00 p.m.	---	Woodwind Quintet – J. Stone
McKinley	February 11 (Wed.)	12:45 p.m.	---	Percussion – G. Long
Muir	February 20 (Fri.)	9:15 a.m.	---	Brass Quintet – M. Benedict
Naples	January 16 (Fri.)	12:15 p.m.	---	Woodwind Quintet – J. Stone
Newcomb	February 18 (Wed.)	9:10 a.m.	---	Brass Quintet – M. Benedict
Powell	February 11 (Wed.)	2:15 p.m.	---	Percussion – G. Long
Prisk	January 12 (Mon.)	2:20 p.m.	---	String Quartet – J. Metz
Riley	January 22 (Thurs.)	11:00 a.m.	---	Woodwind Quintet – J. Stone
Robinson	February 17 (Tues.)	8:15 a.m.	---	Brass Quintet – M. Benedict
Roosevelt	January 14 (Wed.)	9:30 a.m.	---	String Quartet – J. Metz
Signal Hill	January 16 (Fri.)	8:15 a.m.	---	Woodwind Quintet – J. Stone
Stevenson	February 17 (Tues.)	9:00 a.m.	10:15 a.m.	String Quartet – C. Moussas
Tincher	January 20 (Tues.)	2:20 p.m.	---	String Quartet – J. Metz
Twain	February 12 (Thurs.)	8:15 a.m.	---	Percussion – G. Long
Webster	February 23 (Mon.)	2:00 p.m.	---	Woodwind Quintet – J. Stone
Whittier	January 14 (Wed.)	8:15 a.m.	---	String Quartet – J. Metz
Willard	February 17 (Tues.)	12:00 p.m.	---	Percussion – G. Long