



# HOLIDAYS AROUND THE WORLD

## TEACHER GUIDE

Kupferberg Center Performances @ Queens College

The Teacher Guide is a convenient source of background information, mini-lessons, and pre- and post-concert activities that coordinate with the performance and Student Guide to encourage learning across the curriculum. Most activities can be easily adapted to suit different age groups. This Guide supports the "Blueprint for Teaching & Learning in the Arts," and includes City and State Learning Standards. Click on the URL's to link directly to suggested websites. Feel free to reproduce these materials, as well as Student Activity Pages that may be posted on this website.

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Please send documentation (photographs, compositions, etc.) of class activities based on this guide so we can share your successes with other schools attending Revelations performances. Thanks!

### ABOUT THE COMPANY

Now in its 59th season, **Queens Symphony Orchestra (QSO)** is the borough's *only* professional orchestra and the oldest and largest professional arts organization in Queens. QSO is made up of professional, union musicians who also perform on Broadway, with the New York City Ballet, and other freelance orchestras. Its first conductor, David Katz, founded the orchestra in 1953. The current Music Director, Constantine Kitsopoulos, is in his sixth season with QSO. Maestro Kitsopoulos is in a rare position in the orchestral world in that he is only the third Music Director in the 59-year history of Queens Symphony Orchestra.

The Young People's Concerts are one of the most important contributions that Queens Symphony Orchestra makes to the community by bringing music education to the area's youth. These concerts provide students of New York the opportunity to experience a live, professional symphonic concert in an outside performance hall with the emphasis placed on orchestral music in an educational and interactive format. These concerts serve up to 8,000 children per year. This is the first year that QSO is offering its Young People's Concerts through REVELATIONS, and we are delighted to be hosting this wonderful series for our community schools. Visit [www.queenssymphony.org](http://www.queenssymphony.org) for more information, and to download a copy of QSO's Study Guide.

### CURRICULUM FOCUS: MUSIC

**Coordinate with Student Guide: Meet the Instruments of the Orchestra**

**NYC Arts Standard: 2**

**NYC Blueprint for the Arts: Music: Music Literacy**

Answers:

- String: *Other string instruments include: Guitar, banjo, mandolin, lute, ukulele, fiddle, and zither.*
- Brass: *Other brass instruments include: bugle, horn, and cornet.*
- Woodwinds: *Closing and opening holes or valves shortens or lengthens the amount of space the air has to vibrate. Shorter lengths create higher pitches; longer lengths create lower pitches. Other woodwind instruments include: Fife, panpipe, clarinet, saxophone, and bassoon.*
- Percussion: *Other percussion instruments may include: drums, cymbals, xylophones and chimes.*

**Activity: Listening****Teaching Point: Identify instruments by their sound.****NYC Arts Standard: 2****NYC Blueprint for the Arts: Music: Music Literacy****NYC Blueprint for the Arts: Theater: Theater Making****NYC Blueprint for the Arts: Dance: Dance Making**

Whole Group: Listen to the CD of *Peter and the Wolf* by Prokofiev. A different instrument represents each character in the story.

*Strings-Peter**Tympani- Hunter's Guns**Flute – Bird**Horns – Wolf**Clarinet – Cat**Oboe – Duck**Bassoon – Peter's Grandfather*

Theater Connection: Use classroom puppets or create sock or shadow puppets and act out the story of *Peter and the Wolf*, creating original dialogue for each section. Perform pieces for other classes or parents.

Whole Group: Listen to the CD of *Carnival of the Animals* by Saint-Saens. Identify the instruments and the animals each represents.

Dance Connection: Create a movement piece from the story by dividing the class into small groups and having each group create movements that go with the music. Perform pieces for other classes or parents.

**RESOURCES****Books/CD**

Lach, William. *Can You Hear It?* Harry N. Abrams: 2006.

Levine, Robert. *Story of the Orchestra: Listen While You Learn About the Instruments, the Music and the Composers Who Wrote the Music!* Black Dog & Leventhal Publishers, 2000.

Prelutsky, Jack; Saint-Saens, Camille. *The Carnival of the Animals (Book and CD.)* Knopf Books for Young Readers: 2010.

Schulman, Janet; Prokofiev, Sergei. *Sergei Prokofiev's Peter and the Wolf: With a Fully-Orchestrated and Narrated CD.* Knopf Books for Young Readers: 2004.

**Websites**

[www.nyphilkids.org/](http://www.nyphilkids.org/) - lots of information and interactive activities about the orchestra, music, and instruments.

[www.PlayMusic.org](http://www.PlayMusic.org) - Interactive introduction to instruments of the orchestra.

**Activity: The Conductor's Score****Coordinate with Student Guide: Meet the Instruments of the Orchestra****NYC Arts Standard 2****NYC Blueprint for the Arts: Music: Music Literacy**

Photocopy the following page for your students to complete:

## THE CONDUCTOR'S SCORE

A score is the written music that shows all the instrumental parts on one very large page. Here is one page from a score. This is what a conductor looks at while he or she is conducting an orchestra.

Allegro ♩ = 145

Piccolo

Flutes I & II

Oboes I & II

Cor Anglais

Clarinets in B $\flat$  I & II

Bass Clarinet

Bassoons I & II

Contra Bassoon

I II  
Horns in F  
III IV

Trumpets in C I & II

Trombones I & II

Bass Trombone & Tuba

Timpani

Percussion S.D.  
Cym.  
B.D.

Violin I

Violin II

Viola

Cello

Bass

Name each instrument and draw a line to connect it to its correct place in the score.



**CURRICULUM FOCUS: SCIENCE**

**Coordinate with Student Guide: How Pitch Changes**

**Teaching Point: Sounds are affected by the thickness or thinness of the materials making the sound.**

**NYC Science Standards: 1a, 6a, 6b, 6c, 8a, 8b**

**NYS Math Standards: Number Sense and Operations Strand, Measurement Strand, Communication Strand, Connections Strand, Representation Strand.**

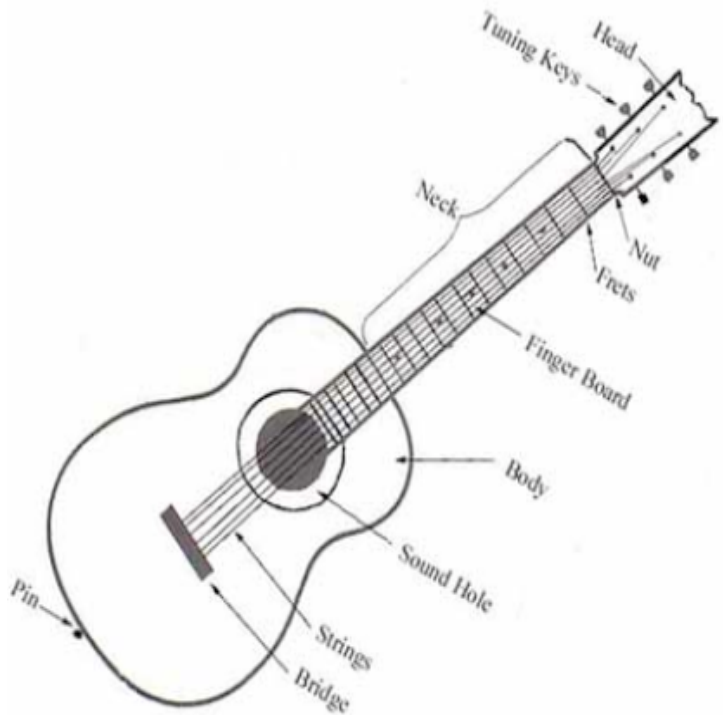
Small Groups: Provide small groups with short boxes, long boxes and thick and thin rubber bands. Have each group write their hypothesis, then test it by placing the different rubber bands on the boxes, plucking the rubber bands and recording the results on their data charts.

Answer Key: What Happens to the Sound (Pitch)?

	Thin Rubber Band	Thick Rubber Band
Short Box	<i>Sound is high</i>	<i>Sound is low</i>
Long Box	<i>Sound becomes higher</i>	<i>Sound becomes higher, but not as high as thin rubber band</i>

*Conclusion: The sound (pitch) is higher when the rubber band is thin and fully stretched. The sound (pitch) is lower when the rubber band is thicker and not stretched as much. The highest sound was made by the thin rubber band on the long box. The lowest sound was made by the thick rubber band on the short box.*

Whole Group: Following the experiment, show the students a stringed instrument such as a guitar, violin, ukulele or even an auto harp. Ask: What do you observe about the strings? (*they are different widths, colors, etc*). How will this make a difference to the sound it makes? (*the thicker strings will have a lower pitch*). Why are the strings placed over an opening in the instrument? (*the sound hole helps to project the sounds.*) Pick each string to demonstrate its sound. Demonstrate the function of the tuning pegs. Ask: What will happen if I tighten the string when I turn the tuning peg? (*the string will have a higher pitch*). What if I loosen the string? (*the string will have a lower pitch*). What will happen if I shorten or lengthen the strings by placing my finger over different frets? (*pitch will be higher or lower*).



**Extension Activity: Make shoebox guitars with your class.**

Materials

1 Shoe Box per child, Scissors, Rubber Bands (various widths), Crayons



Procedure

1. Cut a fist-sized hole in the center of the shoebox lid.
2. Place 4-6 rubber bands of varying widths longwise across the box.
3. Place a crayon at either end under the rubber bands to lift them off the surface of the lid.
4. Strum away!

**RESOURCES**

**Books**

*Mine Music: How to Make and Play Instruments and Why They Work* by Tom Walther. Little, Brown, 1981.

*Making Simple Musical Instruments: A Melodious Collection of Strings, Winds, Drums & More* by Hopkin & Morgenthal. Lark Books, 1999.

**Websites**

<http://www.home.earthlink.net/~graypoodles/index.html> - illustrated directions for making simple instruments from found materials.

**CURRICULUM FOCUS: MATH**

**Coordinate with Student Guide: Calendars of the Sun and Moon**

**NYS Math Standards: Measurement Strand, Communication Strand, Connections Strand, Representation Strand.**

**NYS Core Curriculum: Measurement and Standards**

**For additional Math activities, please click here. [establish link to QSO grant activity pages]**

**Activity: Using Calendars**

- Grades K-1: Use calendar to count and skip count from numbers 1-30. Write numbers on shapes to introduce patterns (triangle, square, triangle, square, etc). Create a hundred-day caterpillar by adding a caterpillar segment for every day you are in school.
- Grades 1-2: use calendar to count to important days (how many days until Halloween? Thanksgiving?). Keep track of days by adding a straw to a pocket chart for each day, then bundling those into groups of tens to illustrate 10s and 1s place. Celebrate the 100<sup>th</sup> day with math activities.
- Grades 3-4: use calendar to teach math operations, i.e., multiplication (how many days in a week? How many days in a month?  $4 \times 7 =$ ).
- Grades 5-8: Explore the different calendars: lunar, solar, Gregorian, Julian, Mayan, etc. and the cultures which use them. How does each calendar compensate for "losing" time (adding leap years, etc.)?

**Bulletin Board Activity: Make A Rhythm Tree**

**NYS Math Standards: Measurement Strand, Communication Strand, Connections Strand, Representation Strand.**

**NYS Core Curriculum: Measurement and Standards**


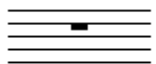





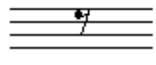

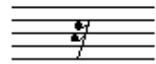
**NYC Arts Standards: 1,2**

**NYC Blueprint for the Arts: Music: Music Making**  
**NYC Blueprint for the Arts: Arts: Art Making**

MATERIALS: Oak tag, green construction paper, crayons, markers, pencils.

**PROCEDURE:**

1. Make a tree trunk from oak tag with a lot of branches, enough to cover bulletin board.
2. Pre-cut green leaves from construction paper; older students can cut their own leaves.
3. Students take ONE leaf and draw ONE of the following on it: whole note, half note, quarter note, eighth note(s) or quarter rest.
4. In small groups, students arrange leaves to add up to a pre-determined number of beats into a cluster. For instance, one branch can be a measure of 4/4 time, another can be ¾ time. Students may use any combination they wish.
5. Have each group count the clusters created by the other groups.

Name	Note	Rest
Whole Note		
Half Note		
Quarter Note		
Eighth Note		
Sixteenth Note		

**CURRICULUM FOCUS: SOCIAL STUDIES**

**Coordinate with Student Guide: Holidays Around the World Board Game**

**NYC Social Studies Standard: 2**

**Core Curriculum Standard: Research to Build and Present Knowledge**

Partners: Allow time for students to play *Holidays Around the World* board game.

Whole Group: Compare and contrast. What do the holidays you read about in the game have in common? How are they different?

Individual Work: Choose your favorite holiday. Compare and contrast it with a holiday you learned about from this performance. Write about at least 3 points of comparison.

**Coordinate with Student Guide: Holiday Match Up**

**Answer Key**

<i>Diwali</i>	<i>The Hindu Festival of Lights, symbol of the victory of good over evil, brightness over darkness, and truth over falsehood.</i>
<i>Kurban Bayrami</i>	<i>This Islamic holiday commemorates Allah presenting Abraham with a ram to sacrifice so his son Ishmael would live.</i>
<i>Kwanzaa</i>	<i>This holiday celebrates seven principles: Umoja (Unity), Kujichagulia (Self-Determination), Ujima (Collective Work and Responsibility), Ujamaa (Cooperative Economics), Nia (Purpose), Kuumba (Creativity), and Imani (Faith).</i>
<i>Chinese New Year</i>	<i>This holiday celebrates the end of winter with feasts and firecrackers.</i>
<i>Hanukkah</i>	<i>This holiday commemorates the miracle of the oil lamps that burned for 8 days when there was only oil enough for one day.</i>
<i>Christmas</i>	<i>This holiday is really a birthday celebration for the baby Jesus.</i>

**Activity: Discover More About Winter Solstice**

Have students take quiz about solstice traditions online at:

<http://quizzes.familyeducation.com/winter/sun/55397.html?detoured=1>

**Activity: Write A Porquoi Story**

**Teaching Point:** *Porquoi*, or “Why?” stories explained natural phenomenon to ancient people.

**NYC ELA Standards:** 2a, 4a, 4b, 5b

**Core Curriculum Standard: Text Types and Purposes: Write Narrative**

Whole Group: Explain: The Winter Solstice is usually December 21<sup>st</sup> or 22<sup>nd</sup> and is the shortest day of the year around the world. It comes exactly six months after the summer solstice, the longest day of the year. The northern regions have so few hours of daylight that in countries located very far north, there is no sunlight at all. In ancient times there was no scientific explanation for this phenomenon, and people became frightened that the sun was losing its power. They made up *Porquoi* stories to explain what was happening, and performed rituals to save the sun and restore its strength. When the sun started returning for longer each time, they felt justified that their rituals were working.

Small Groups: Take a natural phenomenon, such as the solstice, the seasons, storms, etc., and write a *Porquoi* story to explain it. Design a ritual that would go with each story.

Share: When complete, have each group share their stories with the whole group, and act out the ritual.

Extension: Write dialogue for the stories in small groups, and then act them out with the ritual they created for the whole class.

**CURRICULUM FOCUS: LANGUAGE ARTS**

**NYC ELA Standards:** 2a, 4a, 4b, 5b

**Core Curriculum Standard: Text Types and Purposes: Opinion Pieces**

**Teaching Point: How To Write a Persuasive Letter**

Whole Group: Describe key points of writing a persuasive letter.

Individual Work: Instruct students to write a letter inviting an exchange student to join their family for whatever holiday their family celebrates. Persuade the student to join them at this particular time by describing all the wonderful things about the holiday, using details to describe the traditions and what the exchange student can expect to see, hear, and taste. Choose your exchange student from anywhere in the world.

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