



Arts Education for Young People

WEST END SYMPHONY

TEACHER GUIDE

Kupferberg Center Performances

The Teacher Guide provides background information, Learning Standards, and pre- and post-concert activities that coordinate with the performance and Student Guide to encourage learning across the curriculum. For your convenience, this guide is also available as a .pdf with direct links to all suggested websites. Visit KupferbergCenter.org/revelations and click on "Teacher Guides."

CONCERT PROGRAM

IMAGINATION WITH MUSIC

Eugene Gamiel, *Conductor*
Bruce Bonvissuto, *Assistant Conductor*

"I'm Popeye the Sailor Man"

Meet the Families of the Symphony Orchestra:
Strings, Woodwinds, Brass, Percussion
Plus a Jazz Interpretation of "Popeye"

Trumpet Tune and Ayre by H. Purcell

Soloist, Aaron Flagg

Literacy Through Music with "The Nightingale"

Adapted from the story by Hans Christian Andersen by Roslyn Gamiel
Original music by Jack Gale Storyteller, Sandra Billingslea

Demonstration: The Brass Instruments of the Orchestra

"BINGO" in Traditional and Dixieland Styles

Sing Along

"What A Wonderful World" by Weiss/Thiele
Surprise Selections, Guitar and Vocal Solos by Sturgess Pardalis
"Orchestral Recipe" with a Latin Twist

School Chorale

"Climb Every Mountain" by Rogers & Hammerstein
"America the Beautiful" by Bates and Ward

Finale

"When the Saints Go Marchin' In," New Orleans Hymn
Featuring the West End Symphony Dixieland Marching Band

IT'S ALL IN THE FAMILY

NYC Arts Standard: 3

Benchmarks for Arts Learning: Music Benchmark: Music Literacy, Instrumental

Review the different families of instruments pictured in the Student Guide. The guide includes only the orchestral instruments that will be featured at the concert; however, you may want to provide pictures of others. Have a "Show & Tell" of instruments available at school and ask students to bring some from home. Help students classify the instruments into the four families: strings, brass, percussion, woodwinds, or use the graph below that classifies by vibrations and other characteristics. An excellent reference book that illustrates a myriad of instruments is *Musical Instruments of the World: An Illustrated Encyclopedia by the Diagram Group*. Facts on File Publications, 1976.

- The text below includes additional information about the instruments which you can share with your students. If possible, have at least one sample instrument from each of the four families to demonstrate in class. If any of your students play instruments, invite them to demonstrate to their classmates.

- The "Listening Guide" has suggested classical pieces that highlight each of the different families of instruments. Play one of each of these recordings in class to help familiarize students with the sounds of the different instruments. Have students identify "lead" instruments in some of their favorite recordings.

STRINGS

Vibrating strings make the sound on these instruments, all members of the violin family. A horsehair bow is pulled across the tightly stretched strings to make them vibrate. When fingers press on the strings, they make them shorter or longer – and change the pitch. Plucking the strings -- a technique called *pizzicato* -- gives a different sound.

🎧 LISTENING GUIDE

"String Quartet" by Hayden
"Serenade for Strings" by Dvorak or Elgar
"Simple Symphony" by Britten

Question: Which of the strings has the highest sound?
Which has the lowest sound?

Answer: In order from highest to lowest: Violin, Viola, Cello, Double bass (or Bass).

Question: What other string instruments can you name?

Answer: Guitar, banjo, mandolin, harp, piano, lute, ukulele, fiddle, zither.

BRASS

These instruments are made of metal. All are blown to produce sound. Sound is produced when the

musician's lips vibrate as she or he blows into a cup-shaped mouthpiece. Valves are pressed to change the flow of air and to create high and low pitches.

The more metal tubing in the instrument, the lower the sound, or pitch.

🎧 LISTENING GUIDE

"Fanfare for the Common Man" by Copland
"Canzonas for Brass" by Gabrieli
"Suite from West Side Story" for Brass Quintet
by Bernstein

Question: What other brass instruments can you name?

Answer: French horn, tuba, bugle, horn, and cornet.

ACTIVITY: Inventor's Place

NYC Science Standards: 8c, 8d

Ask students to invent their own brass instrument on paper. They should understand that the larger the instrument, or, the more tubing it accommodates, the lower the sound it produces. All instruments will need blowholes to introduce air. They may or may not have valves or slides to determine pitch. Display their plans and drawings on a bulletin board. Here are some suggestions to brainstorm.

PLANNING CHART

Shape: straight, curved, looped, circular, tubing, conical

Material: Metal (brass, chrome, gold), plastic, PVC, rubber, paper, wood, bone, cardboard, glass

Pitch: high, low

Size: big, small

Valves: yes, no

Blowhole: yes

WOODWINDS

These instruments are made of metal or wood (originally, they were all wood). Sound is made by blowing to make a column of air vibrate in the instrument. On the flute and piccolo, sounds are made by blowing across the edge of the mouthpiece. Some woodwinds also have one or two tiny, thin pieces of cane, or reed, in the mouthpiece. This creates additional vibrations. Clarinets and saxophones have a single reed; the oboe, English horn and bassoon are double reed instruments. When fingers open or close the holes along the length of the instrument, the pitch is changed.

LISTENING GUIDE

"Three Short Pieces for Woodwinds" Quintet by Ibert
 "Summer Music" by Samuel Barber
 "La Cheminée du Roi René" (The Chimney of King René) by Milhaud

Question:

What other woodwind instruments can you name?

Answer:

Fife, panpipe, recorder, clarinet, saxophone, bassoon.

PERCUSSION

Percussion means to strike together to produce a noise. Percussion instruments are struck, shaken, stamped or scraped to produce sound. Other common percussion instruments in the western orchestra include the drums, triangles, tambourines, cymbals, xylophones and chimes.

Question: What other percussion instruments can you name?

Answer: Gongs, bells, marimba, shekere, rattle, castanets, guiro, claves.

LISTENING GUIDE

* Have students bring in their own recordings that feature percussion instruments.

* Ensembles featuring percussion:

Talujon <http://www.talujon.com/>
 and Babatunde Olatunji, "Love Drum Talk"

SCIENCE AND SOUND

NYC Science Standards: 1a, 8a, 8b

Coordinate with Student Guide

This experiment focuses on how vibrations produce sound. Blowing across soda bottles is familiar to many. The pitch of the note produced in this way varies with the amount of liquid left in the bottle. This is because the air in the bottle has a certain "springiness" that decreases as the air space gets smaller. As the springiness decreases, the rate of vibration increases (much as a tighter rubber band will vibrate more quickly).

And, of course, a faster vibration means a higher tone.

Answers to Guide: woodwinds, brass, and organ.

Activity: Instrument Characteristics

Rewrite chart on the chalkboard and have children add the names of other instruments to the list, as children learn about them.

<i>INSTRUMENT</i>	Air	Strings	Percussion	Vegetable	Metal	Wood	Animal
Flute	✓				✓		
Drum			✓			✓	✓(skin)
Trumpet	✓				✓		
Oboe	✓			✓(reed)	✓		
Tambourine					✓		✓
Violin		✓				✓	
Shekere			✓	✓(gourd)			

LANGUAGE ARTS: CREATE A POEM

NYC Language Arts Standards 2c, 4a, 4b, 5b

Mini-Lesson: Nurturing Rooms.

Objective: Children demonstrate their ability to observe and describe an object from the object's perspective.

Method: Place descriptive and action words in the chart and use them to create the poem. On an easel or chalkboard, draw a chart with six columns. Label each as follows: *See, Hear, Touch, Taste, Talk, and Wonder*. Select an instrument and complete the chart with descriptive and action words, as we did in this example.

GUITAR

SEE	HEAR	TOUCH	TASTE	TALK	WONDER
Brown Curved Hole Strings	Soft plucking Loud strumming Vibrations	Wood Smooth Silky	<i>(Might apply more to woodwinds & brass)</i>	His fingers are fast on my strings; Fingers pluck slow sounds;	Will the next melody he plays on me be sad or make me want to dance?

Complete this activity once as a group. After filling in the chart, use the words to create a poem. After the children practice as a group, have children work in small groups or individually. They can read their poems aloud to the class as a riddle for the others to solve, as per the following example:

Who Am I?

My body is brown and curved
Smooth and silky to the touch
My strings weep sad soft sounds
Then vibrate to a dance beat
Irresistible
Like me.

RESOURCES

Building Instruments

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

www.nyphilkids.org/ - lots of information and interactive activities about the orchestra, music, and instruments.

www.PlayMusic.org - Interactive introduction to instruments of the orchestra.

<http://www.menc.org/guides/IHWE/ihwes1.html#instruments> - directions for making many instruments.

Make 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.

About the Orchestra

Story of the Orchestra: Listen While You Learn About the Instruments, the Music and the Composers Who Wrote the Music!! by Meredith Hamilton (Illustrator), Robert T. Levine. Black Dog & Leventhal, 2000.

The Story of the Incredible Orchestra: An Introduction to Musical Instruments and the Symphony Orchestra by Bruce Koscielniak (Illustrator). Houghton Mifflin, 2000

Animal Orchestra by Tiber Gergely (Illustrator), et al. Golden Books, 2001.

Te presento a la orquesta by Ann Hayes, et al. Voyager Picture Book Paperback Spanish edition, 1995.

Enrichment

Educator's Reference Desk: The site lists many additional lesson plans for all grades. Start with this one:

Lesson Plan #: AELP-MUS0005 – Music appreciation for grades 2,3,4

<http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Arts/Music/MUS0005.html>