

My Orchestra



Canton Symphony Orchestra

Learning Materials

PreK - 1st Grade



CANTON
SYMPHONY
ORCHESTRA



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MUSIC DIRECTOR

Sponsored By:

The Hoover Foundation



Partnered With:

Compassion Delivered

About This Learning Guide:

The Canton Symphony Orchestra and Compassion Delivered have come together to produce a collaborative concert that will educate students about music through nutrition. We hope these learning materials will allow educators and students to engage with food and music in their own classrooms. This program is geared to Pre-K-1st Grade Music ODE Standards and My Plate nutritional resources, and can be easily adapted for both the classroom and home school families. All nutritional information is taken directly from MyPlate.org.

The following classroom materials can be used to enhance the concert experience by allowing students to dive deeper into the topics and music featured in the concert.

All video and audio links are accessible through the Kinder Concert Learning Materials page and the CSO Youtube playlist.

For more information contact Caroline Eberhard, Manager of Education and Community Engagement, at ceberhard@cantonsymphony.org or 330-452-3434 x604

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Composers and Food Groups

For more information, visit the Kinder Concert learning guide page on the CSO website.

Composers

Food Groups

Ludwig Van Beethoven

Vegetables

Fanny Mendelssohn

Fruits

Patrick Castagne

Grains

Aaron Copland

Proteins

Camille Saint Saens

Dairy

Igor Stravinsky

Full Plate

My Orchestra Concert Program

This concert features the five food groups and 6 pieces of music. The concert will be broken into five sections based on the different food groups and instrument families. Throughout this learning guide, students will discover the ways in which music and nutrition are similar. Each food group is necessary for creating a healthy, balanced plate; consuming a variety of nutrients helps our bodies stay healthy, strong, and “in-tune”. Music can often be described in a similar way - each part of the orchestra, and every aspect of music, is necessary to create the sounds we love. By comparing nutrition to the musical arts, we can make the music come to life!

1. Vegetables (Strings)

Beethoven - Symphony No. 2, movement 2

2. Fruits (Strings)

Fanny Mendelssohn - Overture in C Major

3. Grains (Woodwinds)

Patrick Castagne, arr. Andrew Samlal -

National Anthem of Trinidad and Tobago

4. Proteins (Brass)

Copland - Rodeo

5. Dairy (Percussion)

Camille Saint Saens - Danse Macabre

6. Closing piece/Full Plate

Stravinsky - Firebird Suite

A Trip to the Symphony

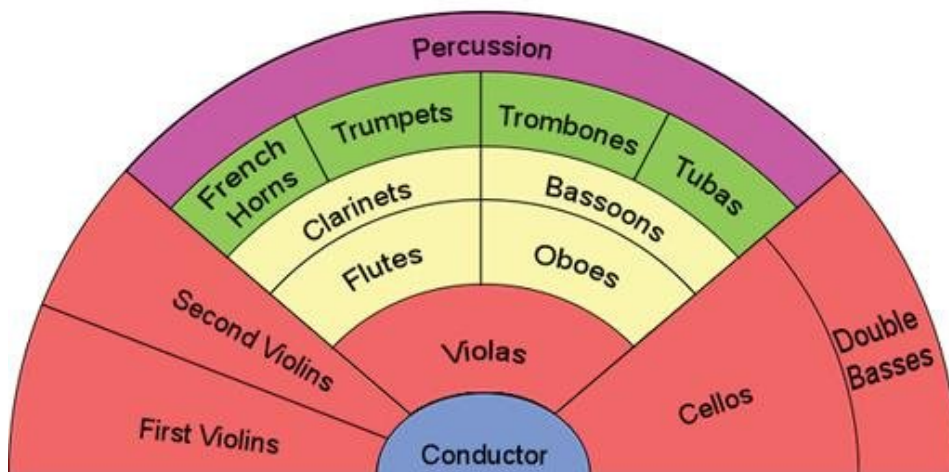
What should you expect when you visit the symphony? The audience and musicians both play an important part in the concert so let's learn what to expect!

The Symphony Audience:

- Sits quietly and listens carefully to all the details of the music.
- Remains seated while the music is playing.
- Supports the musicians through appropriate and excited applause.

The Symphony Musicians and Concert:

- Musicians take their seat onstage and warm-up their instruments to perform.
- When the musicians become silent, so should the audience.
- The concertmaster (first violin player) steps onstage and the audience claps to support them and the full orchestra.
- The concertmaster bows to say thank you on behalf of the orchestra.
- The concertmaster will turn to the oboe to tune the orchestra.
- The oboe plays an A pitch and all instruments match the pitch to make sure the orchestra will sound good for its performance. (*The audience is silent while the orchestra tunes.*)
- The concertmaster will sit in the front seat of the violin, closest to the conductor.
- The conductor walks onstage and the audience claps. Usually the whole orchestra will stand when the conductor walks onstage but the audience stay seated.



During the Concert:

- The audience does not clap between the movements of the piece.
- The audience does clap at the end of the concert! Wait till the conductor puts down both arms and turns to face the audience.

A Trip to the Symphony (teacher notes)

CONNECTION TO ODE STANDARDS

Music

K.2CO Attend a music performance demonstrating appropriate audience behavior for the context and style of music performed.

1.2CO Attend music performances demonstrating appropriate audience behavior for the context and style of music performed.

As your students wait for the concert begin, they can anticipate the procedure on the previous handout and know how to respond appropriately.

Suggested Activity:

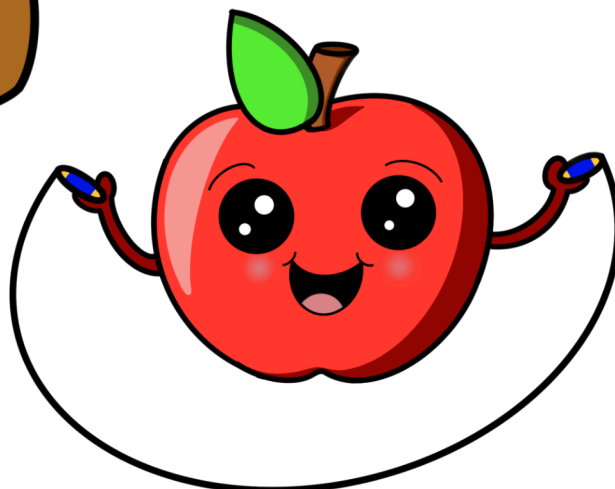
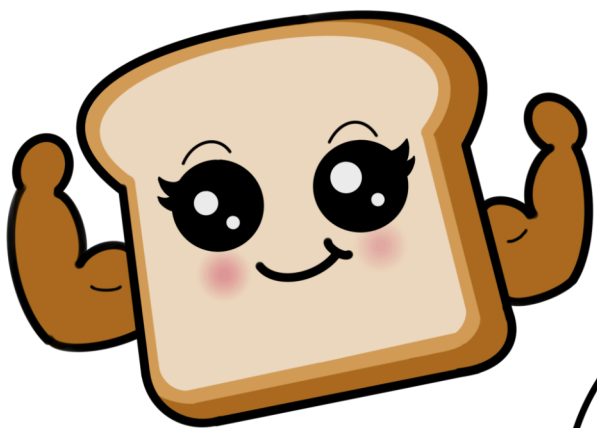
1. Assign your students a role to play:
 - conductor
 - concertmaster
 - oboe player
 - other musicians
 - audience
2. Students will act out their part as they read through 'A Trip to the Symphony'.

Note:

Please prepare your students so that restrooms and water fountains will only be used in an emergency. If you have to take a student while the concert is in progress, please wait till the music has stopped between pieces to leave or return to your seats. *Ushers will be available to assist you if needed.*

Vocabulary List:

- **Musical composition** (music composition or simply composition) - refers to an original piece or work of music, either vocal or instrumental, the structure of a musical piece, or the process of creating or writing a new piece of music. People who create new compositions are called **composers**.
- **Symphony** - an elaborate musical composition for full orchestra (strings, woodwinds, brass & percussion), typically in four movements.
- **Orchestra** - a group of instrumentalists, most often comprised of string, woodwind, brass, and percussion sections and playing classical music.
- **Dynamics**: the volume level of sounds in different parts of a music performance. This can refer to loud, soft, and more.
- **Food Group**: a collection of foods that all have similar traits and nutritional benefits.



Composer 1: Ludwig Van Beethoven

Ludwig van Beethoven- Composer and Pianist (1770-1827)

Beethoven was a composer and pianist from Germany. His music connects the Classical and Romantic periods, and he is known as a composer who pushed the boundaries of what music had the possibility to sound like to people who lived in the time that he did. Beethoven's time as a composer is mostly split up into 3 different periods- early, middle, and late. During the middle period of his time writing music, Beethoven started to go deaf. Even when he became totally deaf and was unable to even talk to people without passing notes back and forth, he still composed some of the most complex music of his life. Beethoven created over 700 pieces of music that we know about.



Portrait by Joseph Karl Stieler, 1820

My favorite food is mac 'n cheese!



Portrait of Beethoven as a young man, c. 1800 by Carl Traugott Riedel

Featured Piece: Symphony No. 2, 1st Movement

Ludwig van Beethoven (1801)

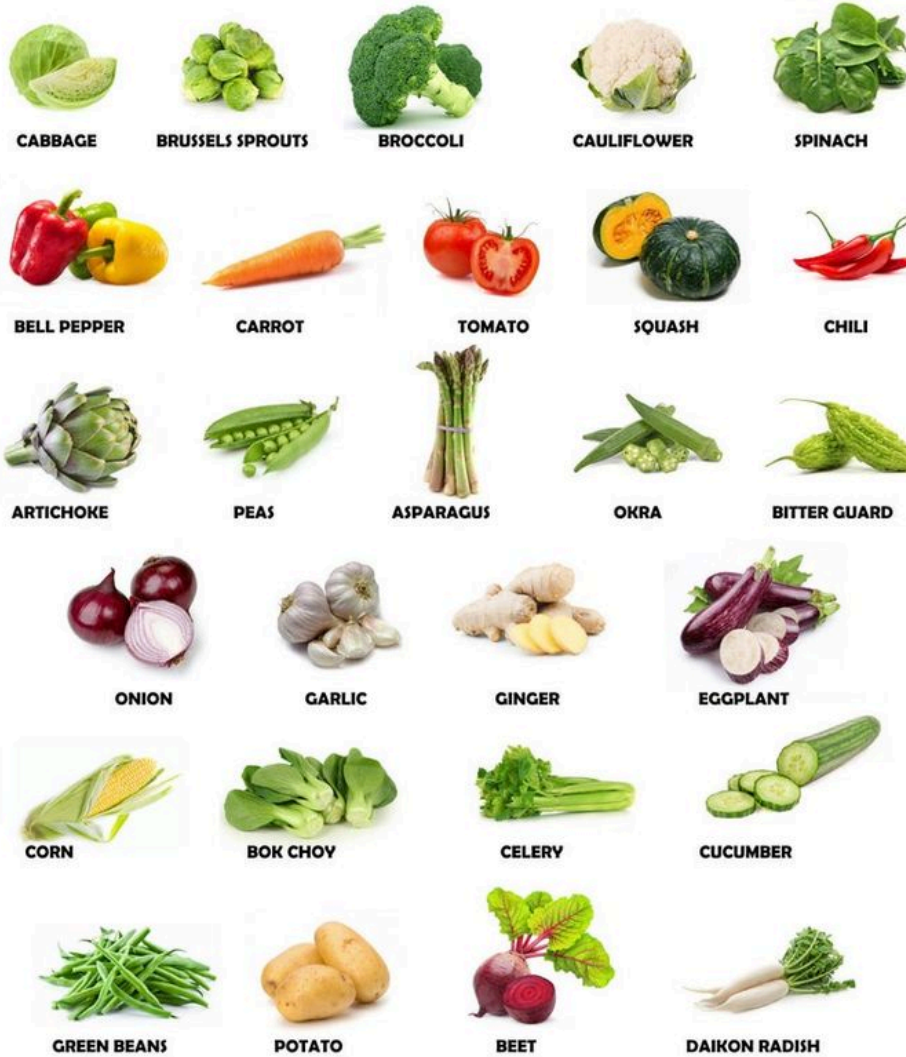
Beethoven wrote his second symphony between 1801-1802, during a time when his hearing loss was becoming more pronounced, and affecting his daily life. It premiered in 1803 in Vienna, and Beethoven conducted it himself. This work is representative of his early period.

Symphony No. 2 has four movements: 1. Adagio molto - Allegro con brio 2. Larghetto 3. Scherzo:Allegro 4. Allegro molto. An excerpt from the first movement will be featured on the concert, and is sonata allegro form. Symphonies often use a minuet for the third movement, but instead Beethoven chose to use a scherzo. This piece is known for being riddled with musical jokes, especially in the last two movements. It can be argued that Symphony No. 2 is Beethoven's least recognizable symphonic work.

Food Group 1:

VEGETABLES

Children ages 4-8 years old need 1½ to 2½ cups of vegetables per day



Eating vegetables provides health benefits. People who eat fruits and vegetables as part of an overall healthy diet are likely to have a reduced risk of some diseases.

Nutrients:
Potassium maintains healthy blood pressure

Fiber helps cholesterol, heart health, and the digestive track

Vitamin A keeps eyes and skin healthy

Vitamin C keeps your immune system strong, and help your body heal cuts and wounds

What counts as a cup of vegetable?
The following examples count as 1 cup from the Vegetables Group:

- 1 cup of raw or cooked vegetables or vegetable juice
- 2 cups of raw leafy salad greens

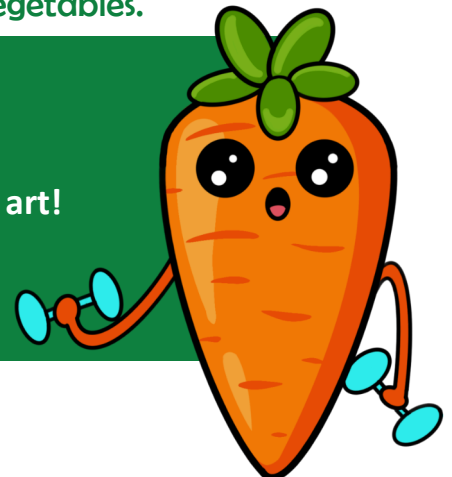
What foods are in the Vegetable Group?

Any vegetable or 100% vegetable juice counts as part of the Vegetable Group. Vegetables may be raw or cooked and can be fresh, frozen, canned, or dried. They can be whole, cut-up, or mashed.

Vegetables are organized into 5 subgroups based on their nutrients: dark green; red and orange; beans, peas, and lentils; starchy; and other vegetables.

Fun with Food: Additional Lessons

- Try growing vegetables in your classroom!
- Use cut up vegetables dipped in paint to make art!
- Make instruments out of veggies!



Composer 2: Fanny Mendelssohn

Fanny Mendelssohn (1805-1847)- Composer and Pianist

Fanny Mendelssohn was a Romantic era pianist and composer from Germany. She began showing an affinity for music when she was quite young and had a blossoming talent for composing and playing piano. Fanny was quite close to her younger brother, Felix, who shared many of the same musical talents and is also renowned. Because of her gender, Fanny struggled with the desire to publish her music and uphold the strict expectations of her social status. Her earliest published works were released under her brother's name, and it was not until 1846 that she would publish her works under her own name. Throughout her career, she composed over 450 pieces, mostly compiled of works for piano, lieder (art songs), a few cantatas, and an orchestral overture.



Portrait By Moritz Daniel Oppenheim

We don't know my favorite food, but sauerkraut is common in my home country Germany. Sauerkraut is fermented cabbage!



Portrait By Wilhelm Hensell

Featured Piece: Overture in C Major

Fanny Mendelssohn (1830)

Fanny Mendelssohn's Overture in C Major was written in 1830 when she was about 26 years old, and was her only orchestral composition. The piece is written in sonata form, and starts slow and gradual before building up to the lively main theme. She debut the piece at one of her mother's home musical gatherings, and she nervously conducted it herself, saying "Had I not been so shy, and embarrassed with every stroke, I would've been able to conduct reasonably well. It was great fun to hear the piece for the first time in two years and find everything the way I remembered. People seemed to like it—they were very kind, praised me, criticized a few impractical passages, and will return next Saturday. Thus I took part in an unexpected pleasure." The work remained unpublished during her lifetime, and did not begin to take a place in the spotlight for over 100 years.

Fruits

Children ages 4-8 years old need 1 to 2 cups of fruits per day

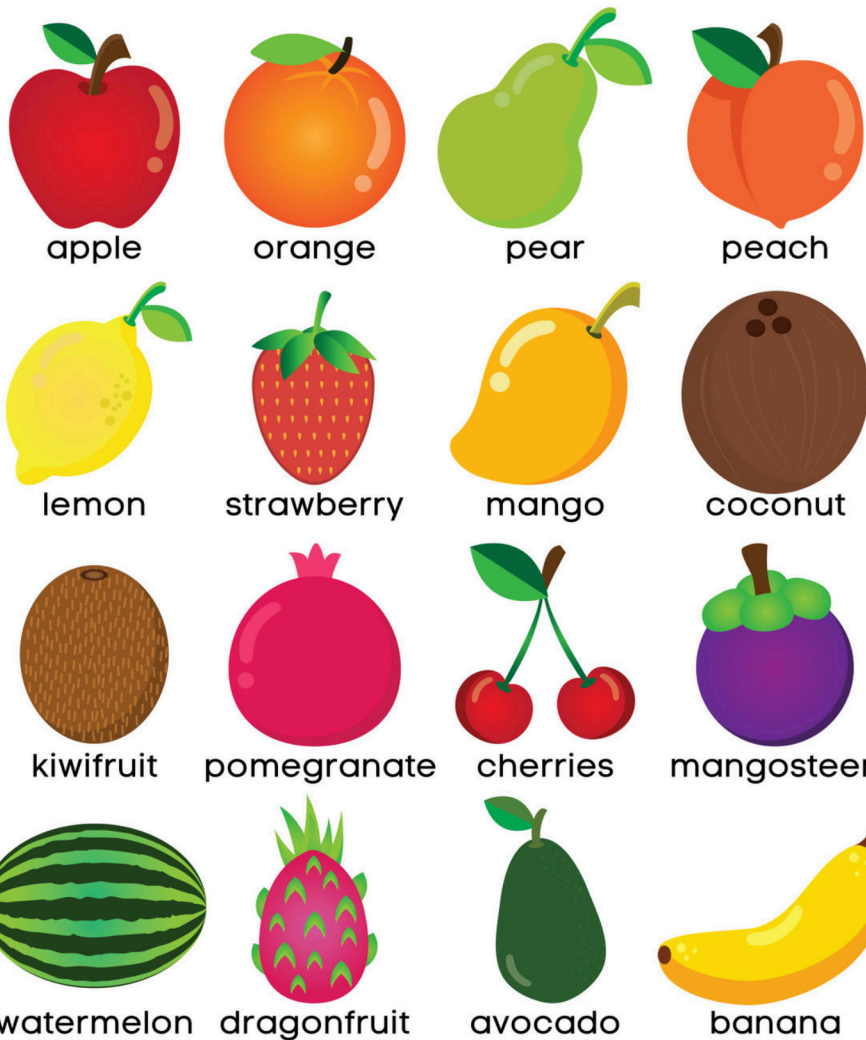
What counts as a cup of fruits?

In general, the following counts as 1 cup from the Fruit Group:

1 cup of fruit

½ cup of dried fruit

1 cup of 100% fruit juice



Eating fruit has many health benefits. People who eat fruits and vegetables as part of an overall diet may lower their risk for certain diseases. Fruits provide nutrients needed to maintain your health and body.

Nutrients:
Potassium maintains healthy blood pressure

Fiber helps cholesterol, heart health, and the digestive track

Vitamin C keeps your immune system strong, and help your body heal cuts and wounds

What foods are in the Fruit Group?

The Fruit Group includes all fruits and 100% fruit juice. Fruits may be fresh, frozen, canned, or dried/dehydrated. Fruits can be eaten whole, cut up, pureed (mashed), or cooked. At least half of the recommended amount of fruit eaten should come from whole fruit, rather than 100% fruit juice.

Fun with Food: Additional Lessons

- Make your own berry jam, and jam to music while you cook!
- Hide plastic fruit and have a scavenger hunt!
- Use fruit as a canvas! Paint your art on the skin!
- Sort different fruits by shape!



Composer 3: Patrick Castagne

Patrick Castagne- Composer and Pianist (1916-2000)

Patrick Castagne was a Trinidadian composer who is best remembered for writing the National Anthem of Trinidad and Tobago. He played the piano and had a band, but gained the most recognition in his career for his pre-Carnival “Dimanche Gras” shows. He wrote many other songs and calypsoes during his life and was rewarded Trinidad and Tobago’s Chaconia Medal (for Public Service and Music) in 1994. He composed multiple national anthems in his life, including the national anthem for the West Indies Federation, which was later adopted by Trinidad and Tobago. Later in life, Castagne was appointed as a Member of the Most Excellent Order of the British Empire (MBE).



In Trinidad, we love to eat curries, stews, barbeque, and breads!



Featured Piece: National Anthem of Trinidad and Tobago

Patrick Castagne, arr. Andrew Samlal (1958-1962)

The national anthem of Trinidad and Tobago, which also goes by the name "Forged from the Love of Liberty", was adopted after the region became independent in 1962. His piece was selected as the anthem in a competition with over 1000 entries, for the way it reflected the strength of the people of Trinidad and Tobago.

The Canton Symphony Orchestra’s Kinder Concert Conducting Fellow is Andrew Samlal, who is originally from Trinidad and Tobago. This anthem is typically played on steel pan drums and a variety of percussion instruments, but Andrew has arranged an orchestral version which will be presented at the concert.

WHOLE GRAINS

Children ages 4-8 years old need 4 to 6 oz (or equivalent) of grains per day. At least half of this should be whole grains.

What counts as a cup of grains?

The following are some grain food portions that are equal to one ounce:

1 slice of bread

1 cup of ready-to-eat cereal

½ cup of cooked rice, cooked pasta, or cooked cereal

Eating grains, especially whole grains, provides health benefits. People who eat grains regularly may have a reduced risk of some diseases. Grains provide many nutrients that are vital for the health and maintenance of our bodies.



WHEAT BERRIES



OATMEAL



QUINOA



BROWN RICE



BUCKWHEAT



CORN



BARLEY



AMARANTH



KANIWA



FREEKEH



WILD RICE



TRITICALE



SORGHUM



BULGUR



BLACK RICE



SPELT

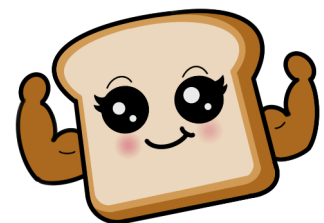
Nutrients: B-vitamins, thiamin, riboflavin, and niacin help the metabolism by releasing energy from food. B-vitamins also keep the nervous system healthy.

Fiber helps cholesterol, heart health, and the digestive track

Iron helps carry oxygen in the blood.

Magnesium builds bones and releases energy from the muscles

Selenium helps the immune system and protects cells from oxidation



What foods are in the Grains Group?

Foods made from wheat, rice, oats, cornmeal, barley, or another cereal grain is a grain product. Bread, pasta, breakfast cereals, grits, and tortillas are examples of grain products. Foods such as popcorn, rice, and oatmeal are also included in the Grains Group.

Grains have two subgroups: whole grains and refined grains.

Whole grains have the entire grain kernel, which includes the bran, germ, and endosperm. Some whole-grain examples are whole-wheat flour, bulgur (cracked wheat), oatmeal, and brown rice.

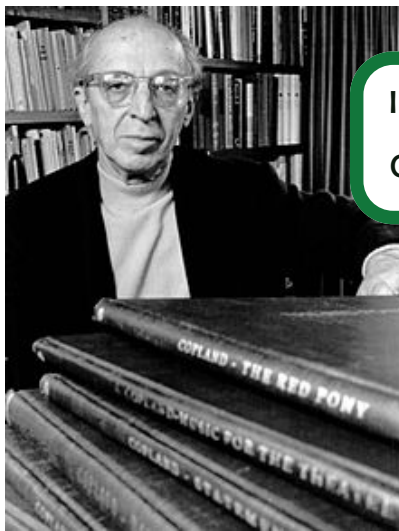
Refined grains have been milled, a process that removes the bran and germ. This is done to give grains a finer texture and improve their shelf life. But it also removes dietary fiber, iron, and many B vitamins.

Some examples of refined grain products are white flour, corn grits, white bread, and white rice.

Composer 4: Aaron Copland

Aaron Copland- Composer, Conductor, and Pianist (1900-1990)

Aaron Copland was an American composer, pianist, teacher, and conductor. Copland began writing music when he was eight years old and by the time he was 15, knew he wanted to be a composer. He studied composition with Rubin Goldmark, another esteemed American composer. Copland was extremely passionate about the new styles of music emerging from Europe, as well as the new modernist techniques as well. His music had a unique sound that combined those musical ideas along with the jazz and popular music styles in America. Copland composed many types of works including ballets, orchestral pieces, chamber music, opera, and film scores. Many refer to Copland as the “Dean of American Composers” and his works were pivotal in defining the American



Featured Piece: Hoe Down from *Rodeo*

Aaron Copland (1801)

A hoedown is a type of folk or square dance set in duple meter. This style of music originated in Appalachia, and often features fiddling. Aaron Copland's *Hoedown* is by far the most famous of its style, and comes from the ballet *Rodeo*, which premiered at the Metropolitan Opera House in 1942. *Rodeo* was Copland's second "cowboy ballet" after *Billy the Kid*, but largely departs in style from its predecessor. *Hoedown* became famous from its use in advertisement from American Beef Producers, who coined the phrase "Beef. It's what's for dinner." This piece of music has been covered many times, and has been rearranged into a variety of musical settings including jazz. The main theme of *Hoedown* is a vamp based on the first bar of American folk song "Bonyparte" or "Bonaparte's Retreat," played by fiddler William Hamilton Stepp. The end of the piece brings back this inspiration in canon form. The piece features many instrumental solos, and the Irish theme "Gilderoy" can be heard in the clarinet and oboe.

Food Group 4: Protein

PROTEIN RICH SOURCES

@thebitingtruthkids

Children ages 4-8 years old need 3 to 5½ oz-equiv of protein sources per day

Protein foods provide nutrients important for maintaining your health and body.

Many Americans get the right amount of protein needed from meat, poultry, and eggs, but do not meet the recommendations for seafood or nuts, seeds, and soy products. Meeting this can help increase the amount of important nutrients your body needs, like unsaturated fats, dietary fiber, and vitamin D. It also helps limit the amount of sodium and saturated fats from you get from processed meat and poultry.

What counts as an ounce-equivalent in the Protein Foods Group?

The following examples count as 1 ounce-equivalent from the Protein Foods Group:

1 ounce of meat, poultry or fish
¼ cup cooked beans
1 egg
1 tablespoon of peanut butter
½ ounce of nuts or seeds
¼ cup (about 2 ounces) of tofu
1 ounce tempeh, cooked



1 Egg
(7g protein)



1 can Tuna
(20g protein)



½ cup Yoghurt
(8g protein)



2 tbsp Hummus
(2g protein)



1 cup Edamame Beans
(9g protein)



1 cup Milk
(8g protein)



1 tbsp Nut Butter
(3.5g protein)



2 slices Cheese
(10g protein)



½ cup Lentils
(6g protein)



80g Cooked Chicken
(23g protein)



100g Tofu
(12g protein)

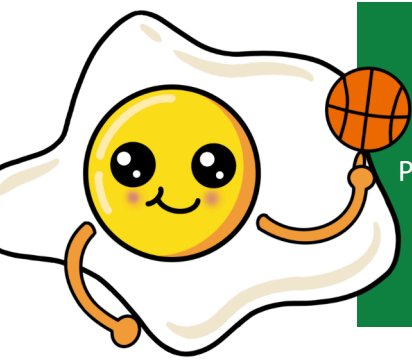


½ cup Pulse Pasta
(14g protein)

What foods are in the Protein Foods Group?

Protein Foods include all foods made from seafood; meat, poultry, and eggs; beans, peas, and lentils; and nuts, seeds, and soy products. Beans, peas, and lentils are also part of the Vegetable Group. Eat a variety of protein foods to get more of the nutrients your body needs. Meat and poultry choices should be lean or low-fat, like 93% lean ground beef, pork loin, and skinless chicken breasts. Choose seafood options that are higher in healthy fatty acids (called omega-3s) and lower in methylmercury, such as salmon, anchovies, and trout.

If you are vegetarian or vegan, the advice to eat meat, poultry, and seafood does not apply to you. Vegetarian protein options include beans, peas, lentils, nuts, seeds, and soy products.



Fun with Food: Additional Lessons

Make your own instrument! Put beans in a can and shake!

Making pine cone bird feeders:

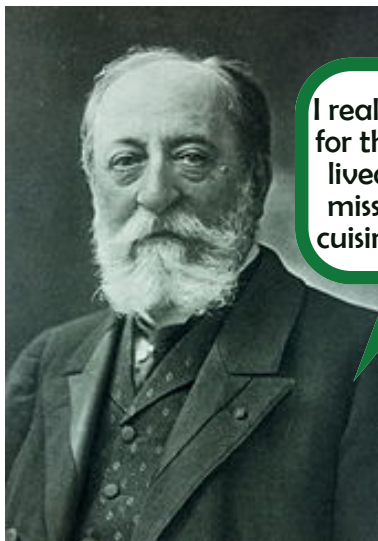
Part 1: As a class, venture outside to find pine cones. Back in the classroom, attach a string and coat the pine cones with peanut butter and bird seed.

Part 2: Hang up the pine cones outside by a classroom window. Make daily observations about the types of birds that visit and the different sounds they make.

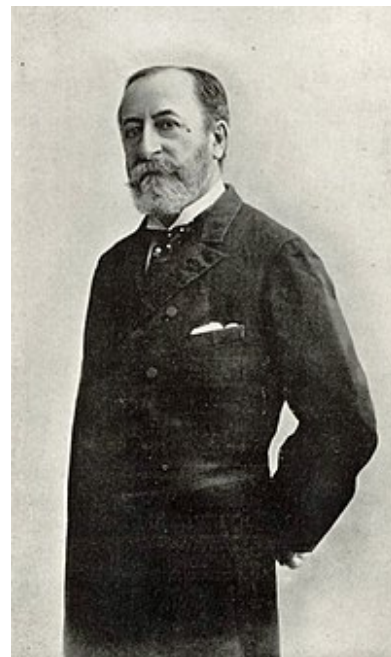
Composer 5: Camille Saint-Saëns

Camille Saint-Saëns- Composer and Pianist (1770-1827)

Charles-Camille Saint-Saëns was a Romantic era composer and organist. The young Saint-Saëns was a child prodigy, making his first concert debut when he was 10 years old. He began studying at the Paris Conservatoire when he was thirteen. It was there that he was first introduced to playing the organ and composing. Saint-Saëns was deeply inspired by the music of Schumann, Liszt, and Wagner, but preferred to compose within the established norms of classical music and the traditional French sound. He composed music across many different genres and styles, including: orchestral works, operas, solo works for voice and instruments, and chamber music. His music was given his distinct voice through his brilliant use of harmony and rhythm



I really did not care for the food when I lived in London. I missed the french cuisine from home!



Featured Piece: Danse Macabre

Camille Saint-Saëns (1874)

Danse Macabre is a french name that translates to “Dance of Death.” The piece, composed by Camille Saint-Saëns, is a symphonic poem for orchestra. Originally, the piece was written as an art song for voice and piano with a French text by the poet Henri Cazalis, based on the play *Danza macàbra* by Camillo Antona-Traversi. The vocal line was replaced with a solo violin part. This piece is based on the tale that Death appears at midnight every year on Halloween. Death calls forth the dead from their graves to dance for him while he plays his fiddle (here represented by a solo violin). His skeletons dance for him until the cockerel crows at dawn, when they must return to their graves until the next year. This piece is rife with themes that each emulate different parts of the story. Though not originally well received, *Danse Macabre* is now one of the most iconic musical pieces of its time.

Food Group 5:

DAIRY

Children ages 4-8 years old need 2½ cups of dairy per day

What counts as a cup in the Dairy Group?

In general, the following counts as 1 cup from the Dairy Group:

1 cup of milk, yogurt, or soy milk

1½ ounces of natural cheese



Eating or drinking dairy products offers health benefits, like building and maintaining strong bones. Dairy Group foods provide nutrients that are vital for the health and maintenance of the body. These nutrients include calcium, potassium, vitamin D, and protein.

Nutrients:
Potassium maintains healthy blood pressure

Calcium and Vitamin D build strong bones and teeth

What foods are included in the Dairy Group?

The Dairy Group includes milk, yogurt, cheese, lactose-free milk and fortified soy milk and yogurt.

The Dairy Group does not include foods made from milk that have little calcium and a high fat content. Examples of this are cream cheese, sour cream, cream, and butter.

Fun with Food: Additional Lessons

Dairy is very moisturizing. Make your own goats milk soap!

Draw music notes on a tray with a can of whipped cream!

Make milk jug planters for the garden!

Grow seedlings in yogurt containers!



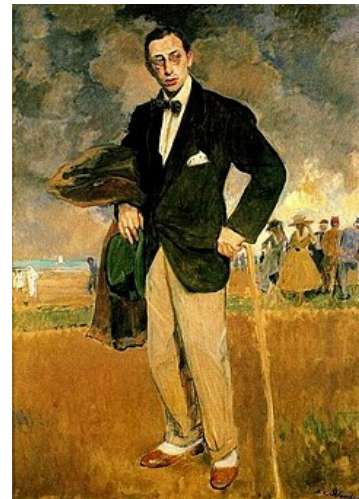
Composer 6: Igor Stravinsky

Igor Stravinsky- Composer (1882-1971)

Igor Stravinsky was a Russian composer who is considered to be one of the leading pioneers of modernist music in the 20th century. As a child, Stravinsky took lessons in piano and music theory but his parents expected him to go on and study law. He met the son of famed composer Nikolai Rimsky-Korsakov while in law school and soon began taking lessons with Nikolai himself. His career as a composer truly kicked off when he was commissioned by Sergei Diaghilev to write his first 3 ballets: *Firebird* (1910), *Petrushka* (1911), and *The Rite of Spring* (1913). *The Rite of Spring* was revolutionary for causing many composers to reevaluate their approach to rhythm, as well as for inciting a riot at the premiere. He was one of the first composers to adopt Schoenberg's 12-tone technique and his compositions using these techniques have inspired the works of many other composers



I love honey!



Featured Piece: “The Firebird” Suite - Finale

By Jacques-Emile
Blanche

Igor Stravinsky (1882)

The Firebird is an orchestral ballet composed by Stravinsky in 1910 for the Paris season of Sergei Diaghilev's Ballets Russes company; it was choreographed by Michel Fokine in collaboration with Alexandre Benois. It is based on the Russian fairy tales of the Firebird and the blessing and curse it possesses for its owner, as well as the poem "A Winter's Journey" by Yakov Polonsky. Unlike *The Rite of Spring*, *The Firebird* was a huge instantaneous success. The piece makes use of leitmotifs that emulate the mortal and supernatural elements of the story. Stravinsky was known for his unusual use of rhythm, and *The Firebird* may be the first use of this "metrical irregularity." Much of Stravinsky's works were composed in direct competitive response to those of Rimsky-Korsakov, and Stravinsky often made use of the same themes and folk songs.

Lesson 1: The Full Plate

Healthy Choices



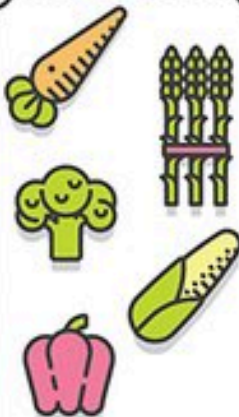
Fruits

Focus on whole fruits and choose 100% fruit juice.



Vegetables

Eat a variety of vegetables.



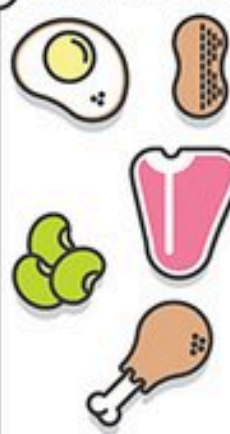
Grains

Choose whole-grain versions when eating grains.



Proteins

Eat a variety. Choose lean meats and seafood.



Dairy

Low-fat and fat-free options are the best choices.



Limit



Limit extras by choosing foods with less sodium, saturated fats, and added sugar.

Water



Drink water instead of soda, energy or sports drinks, or other drinks with added sugar.

Activity

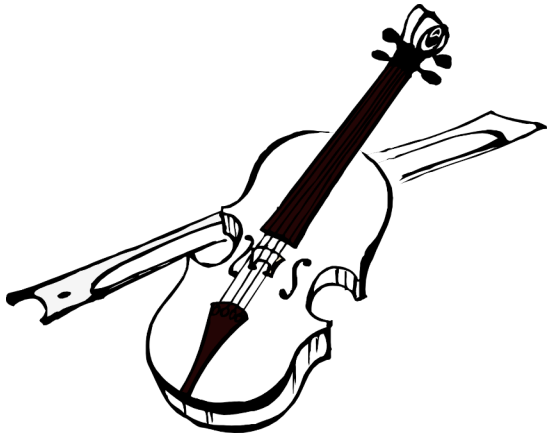


Aim to be active every day. Kids need 60 minutes or more of activity each day!

Adapted from the USDA Center for Nutrition Policy and Promotion's ChooseMyPlate.gov Web site.

Instrument Family 1: The String Family

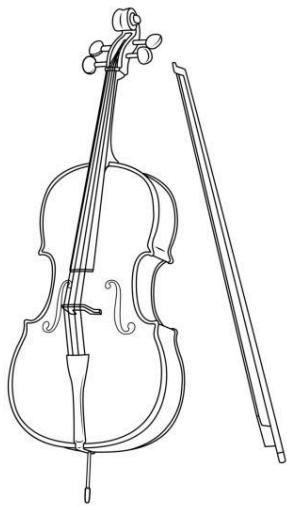
String instruments are made of wood and are named for how they use strings to produce sounds. The bodies are made of wood, but since they are hollow in the inside the sound vibrates from within the instrument. Sound is produced on these instruments by vibrating the string with the bow or plucking the strings with your finger.



Violins are the smallest instrument of the string family and can play the highest of all the string instruments. Within the orchestra, there are more violins than any other instrument in the orchestra. Violins are split into two sections: Violin 1's who primary play the melody and Violin 2's alternate between harmony and melody.



Violas are slightly larger and have thicker strings than violins which give them a richer and warmer sound than the violin. Violas normally play the harmony parts.



Cellos are larger than violins and violas and thicker strings than both of them. They sound most like the human voice out of the various string instruments and can produce a wide range of pitches. Cellos play both melody and harmony parts within the orchestra.



Double Bases are the largest of all of the string instruments. They can play the lowest notes because of their long strings. They usually play the harmony because of how low they sound. Double bass players usually have to stand or sit on a stool to be able to play them.

Instrument Family 2: The Woodwind Family

Woodwind instruments got their name since they were all originally made of wood when they were first developed. Now woodwind instruments can be made of wood, plastic, metal, or a mix of these materials. The sound on woodwinds is made by blowing into the mouthpiece (clarinet), reeds (oboe & bassoon), or headjoint (flute) and the pitch is adjusted by pressing keys with your fingers.

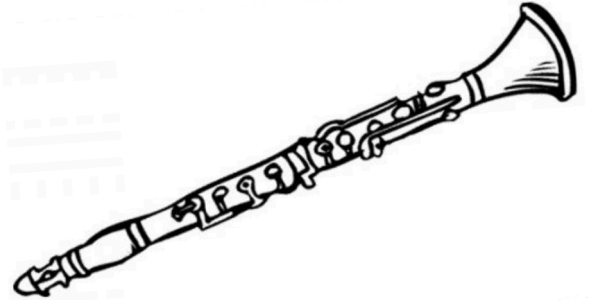
Instruments like the clarinet, oboe, and bassoon use reeds in order to make their sound. The clarinet uses a single reed that vibrates to make the sound when the mouthpiece is blown into. Oboe and bassoon used double reeds which are made of two pieces of cane that are tied together, a double reed is like a mouthpiece all in its own. Smaller woodwinds make higher sounds and larger woodwinds make lower sounds.



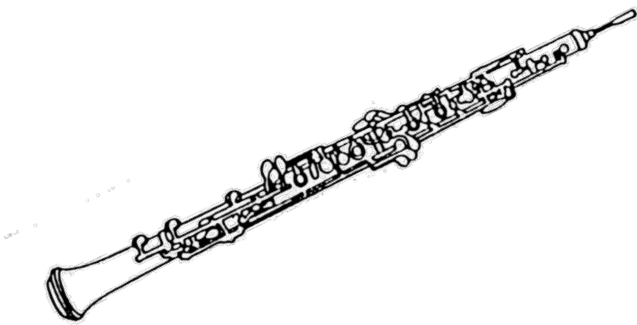
Flutes are the highest of the woodwind instruments.

They are usually made of metal and produce sound by blowing across the hole in the headjoint.

The instrument is held sideways and normally is playing the melody. The flute family also includes the piccolo which is half the size of the flute and plays up an octave. The piccolo is heard often in the orchestra as well and is normally made of wood.



Clarinets have a broad range which is used in both melodies and harmonies in the orchestra. Clarinets have a rich low range and resonant high range that can sing over the orchestra. Clarinets are held upright and sound is made by blowing into the combination of mouthpiece and reed. Many orchestral pieces require clarinetists to play multiple clarinets within one piece, so you'll often see them on stage set up with multiple clarinets.



Oboes are the higher of the two double reed instruments seen in the orchestra. The oboe has a very unique tone which makes it stand out compared to the other woodwinds. The instrument is held up and down and sound is created by blowing into the double reed. Oboes have the special job of tuning the orchestra before each concert.



Bassoon is the lowest woodwind instrument. It is a double reed along with oboe. Bassoon has a similar range to the cello and a very distinct tone. Bassoons often play harmonies but sometimes have the melody as well.

Instrument Family 3: The Brass Family

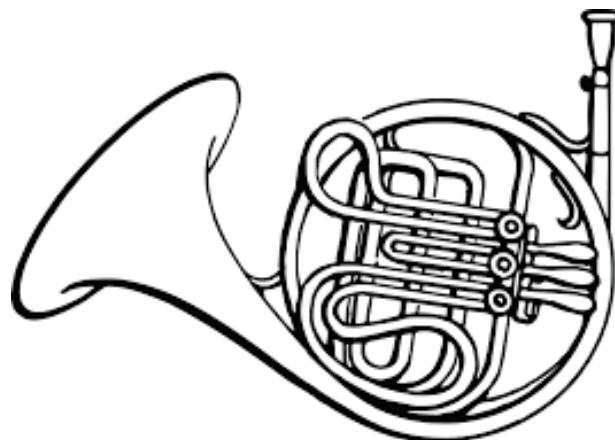
Brass instruments got their name because they were originally made of brass. These instruments are some of the loudest in the orchestra. These instruments produce sound by buzzing your lips against the metal mouthpieces. The instruments are made of long lengths of metal pipes that have been wrapped in a way that makes them possible to hold. Most brass instruments have valves that open and close different lengths of the piping. Pitch is mainly adjusted by changing how fast or slow the buzzing into the mouthpiece is.



Trumpets are the highest instrument of the brass family. They have a bright and vibrant sound which is featured in both melody and harmony parts in the orchestra. The trumpet is held horizontally out in front of you and has three valves to help change pitch.



Trombones are the brass instrument that doesn't have valves, it has a slide instead. The trombone is held horizontally out in front of you and you use your right hand to adjust the slide between the 7 different positions. Trombones have a similar range to cellos and bassoons, and they normally play the harmony.



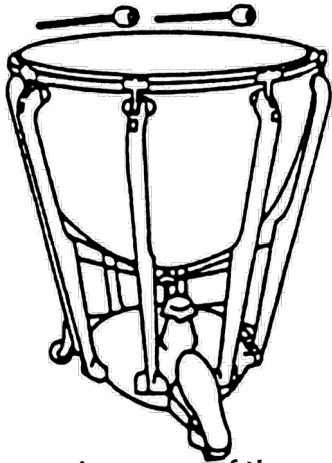
Horns are similar to the viola and are like the middle range brass instrument. Horns have a very unique mellow sound which can cover a large dynamic range from quiet to loud. Horns can play both harmony or melody parts within the orchestra. Horns have 3 valves and are played with your right hand in the bell which can adjust the tone of the sound you produce.



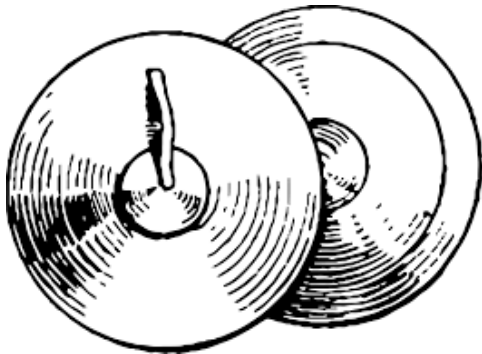
Tubas are the largest and lowest instruments in the brass family. The deep rich sound of the tuba serves as an anchoring point within the orchestra. There is normally just one tuba in the orchestra and they play harmonies. There are many different sizes of tubas which determines how high or low that they can play. Tubas rest on your lap and the bell faces up when you play. Tubas use valves to adjust the notes and need a lot of air when they are played.

Instrument Family 4: The Percussion Family

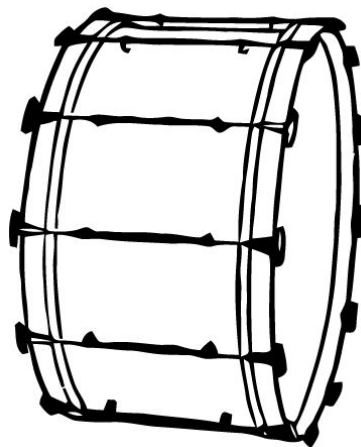
The percussion family is the largest family in the orchestra. To be a percussionist, the players need have the knowledge of hitting instruments with the right amount of strength at the right time, and play many different styles of instrument. There are two main types of percussion instruments: melodic and rhythmic. Melodic instruments include things like the xylophone and piano because they can play many different pitches and create melodies. Rhythmic percussion, like snare or bass drums, are mainly used for rhythms and do not have pitch. Percussionists will often be playing multiple instruments within a piece.



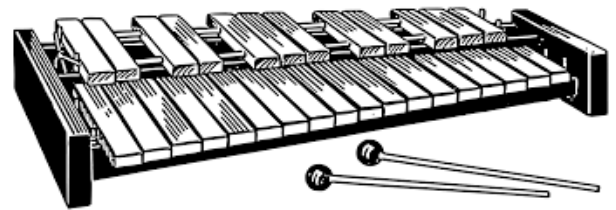
Timpanis are one of the most important orchestra percussion instruments. Often the timpani players in an orchestra will only be responsible for handling the timpani parts. The timpanis look like upside down tea kettles with a drum head stretched across the top. Timpanis are a tuned drum and orchestras will normally have 4-5 timpanis tuned to different pitches set up for a performance. One of the most difficult things about the timpani is the musician often needs to change the tuning of the drum by ear through out a performance. Timpanis are essential because they support the melody, harmony, and rhythm of the orchestra.



Cymbals are some of the loudest instruments in the orchestra. Mostly known for being crashed together in big musical moments, these bronze discs can be used in many ways in the orchestra. They come in many sizes and are lower the larger they are. They can be played by hitting two together (called crash cymbals), or use sticks and mallets to create different sound effects with them.

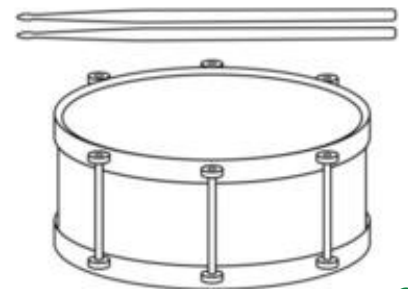


Snare drums are a small un-tuned drum. They have a set of wire-wrappings under them which give them a rattling sound when hit. The snare can be turned on and off depending what the music requires. They are mainly used to keep rhythm or for drum rolls. Using sticks, mallets, or brushes can create different distinct sounds.



Keyboard percussion instruments like the xylophone, marimba, glockenspiel, and vibraphone are also essential to the percussion family. The xylophone has wooden keys arranged like the notes on piano and resonators that give the instrument its bright sound. The marimba has plastic resonators attached to the keys which give it a mellow more rounded sound compared to the xylophone. The vibraphone has metal keys and resonators, as well as an electric motor that gives vibrato, a wiggly, sound when pressing down its pedal. There is also the glockenspiel, also called the orchestral bells, which are like a metal xylophone and create a bell like twinkle when it with a hard mallet.

Bass Drum is the biggest and lowest instrument of the percussion family. It is like a giant snare drum, but without the snare. It is un-tuned and giant mallets with a soft head are used to make its big booming sounds. It can sound like booming thunder to even soft whispers.



Lesson 2: My Orchestra

CONNECTION TO ODE STANDARDS

K.1CR Experience a wide variety of vocal and instrumental sounds.

1.1CR Improvise short rhythmic and melodic patterns using a variety of sound sources.

K.4PE With guidance, play a variety of classroom instruments, alone and with others and demonstrate proper techniques.

K.5PE Demonstrate and maintain a steady beat while performing simple rhythmic echoes.

1.4PE With limited guidance, play a variety of classroom instruments, alone and with others and demonstrate proper techniques.

K.2RE Explore a variety of classroom instruments (metals, skins and woods).

1.2RE Explore selected musical instruments aurally and visually.

K.3CO Investigate concepts shared between music, other art forms and other subject areas.

1.3CO Connect concepts shared between music, other art forms and other subject areas.

K.PS.1: Objects and materials can be sorted and described by their properties.

Learning Objective: Students will learn about the dietary needs of human beings, and how these are similar to characteristics of instruments and instrument families.

Materials: “George Meets the Orchestra” video: <https://youtu.be/M0Jc4sPOBEE?si=68ShtWBEHSif2O8U>; Choose My Plate: A lyrical rendition video; Instrument and food group fact pages

Read this: Let’s meet the orchestra! Today, we will learn about the five different food groups, and compare them to the different families of the orchestra.

Activity Part 1: Learn about My Plate

1. Watch Choose My Plate: A lyrical rendition video (included in youtube playlist)
2. Project or hand out to students the “My Plate” coloring page. If handing out, print the instrument plate on the back side.
3. Ask to students to “build their plate” by drawing in foods that belong in each section. Alternatively, students can cut out foods from printouts or magazines and glue them to the plate.

Activity Part 2: Instrument Families

1. Watch “George Meets the Orchestra” video: <https://youtu.be/MmiGVh7fnZ4>
2. Fill out the Instruments side of worksheet together as a class. Students should write , draw , or glue the provided printouts of all instruments into each family section. Write answers on the board to help with spelling.

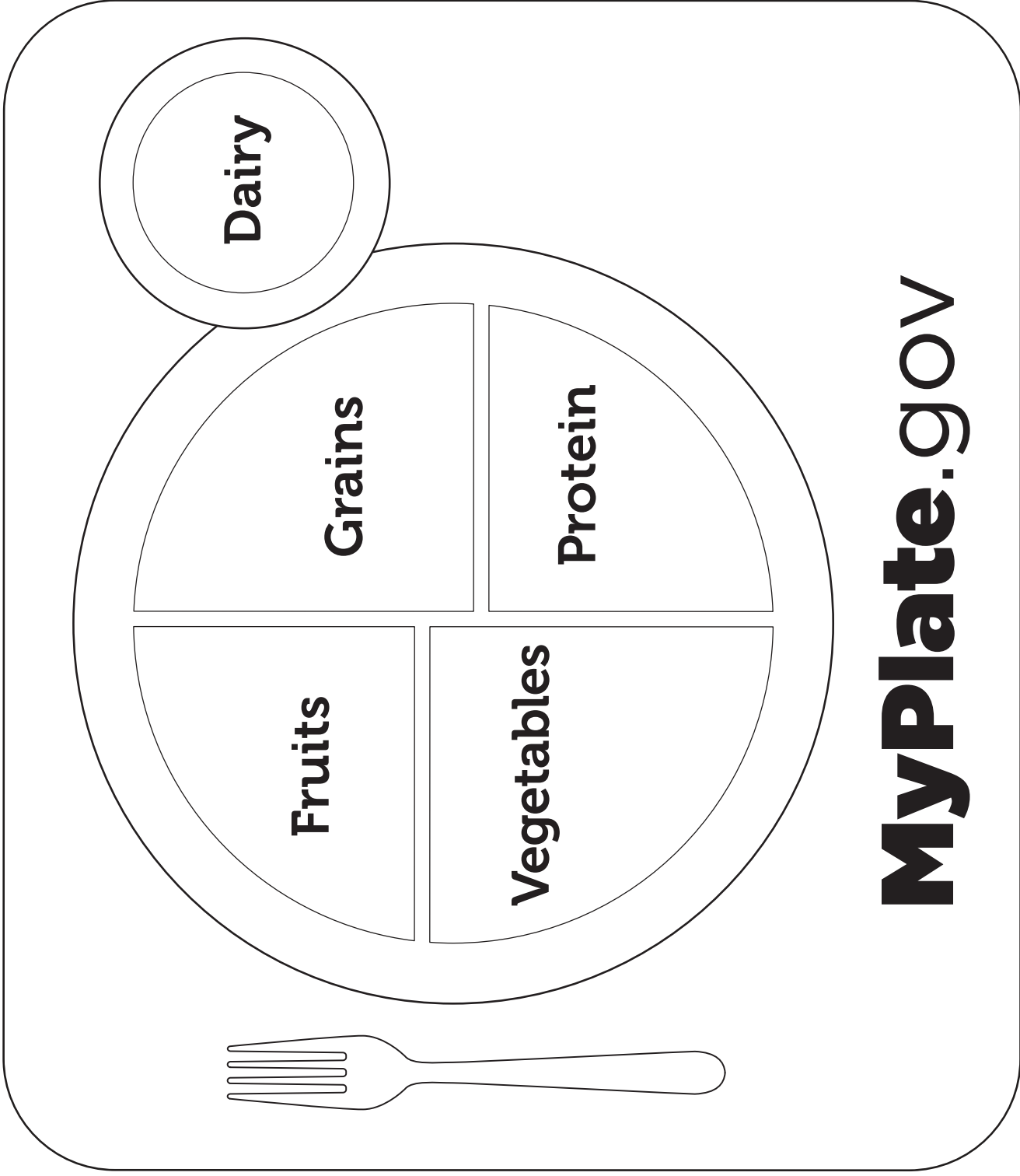
Activity Part 3: Comparing

1. Ask students what food groups and instruments may have in common. Fill out the venn diagram together. Some answers may include: vegetables like celery are stringy, strings are like fiber, cellos are pear shaped, brass sound strong like how protein makes us strong, percussion are the smallest family like how dairy is the smallest part of My Plate, you can put food and some instruments in your mouth, grains can make popping sounds like percussion.
2. **Bonus!** If you have percussive classroom instruments available, hand one to each student and play a simple 4/4 beat. Have students echo the beat you play. Allow students to be the “leader” and create a new beat, with guidance. Ask students to compare the shapes, sounds, and materials of the instruments, and how these characteristics compare to foods.

Name _____



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Department of
Agriculture

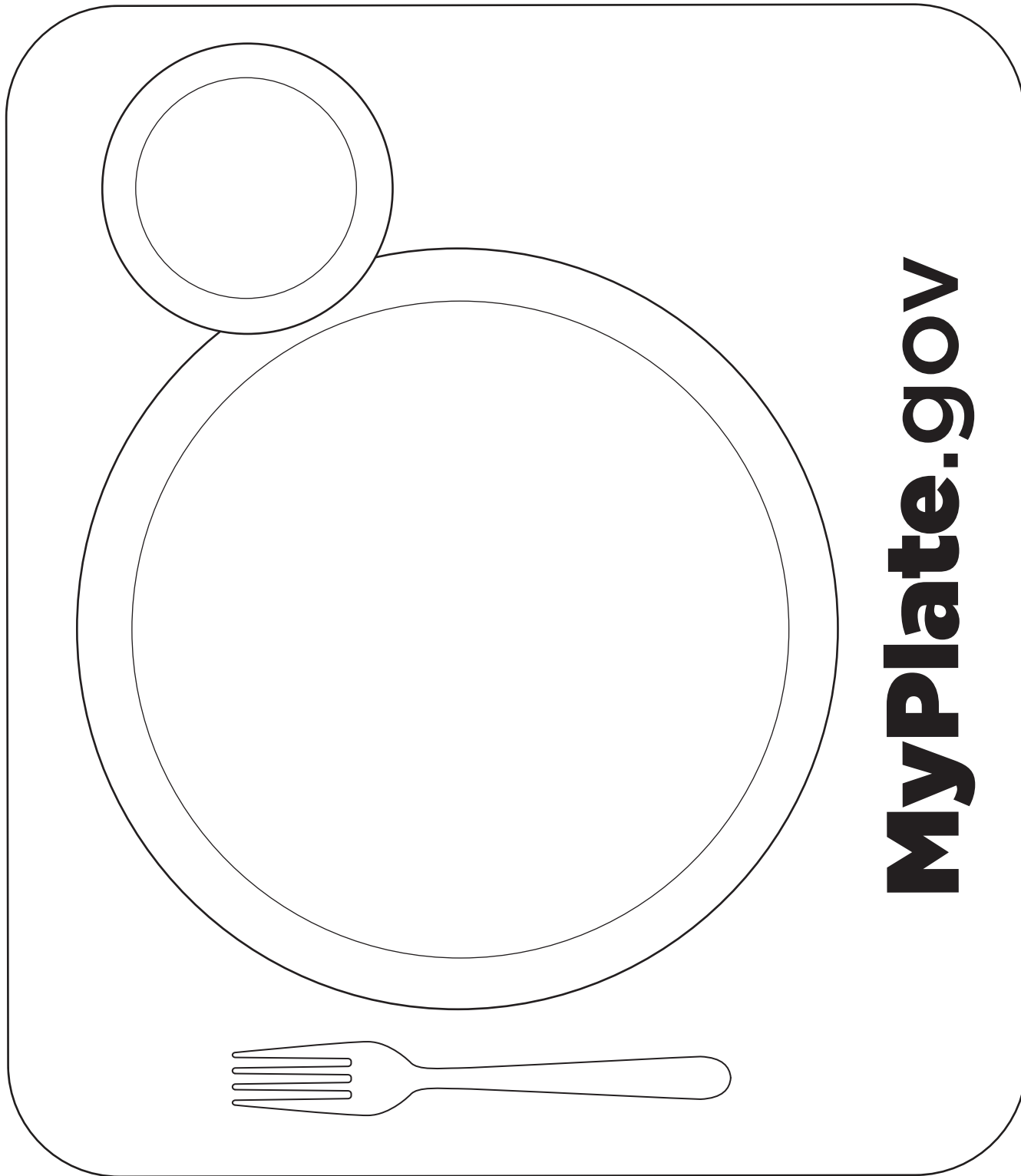


MyPlate.gov



United States
Department of
Agriculture

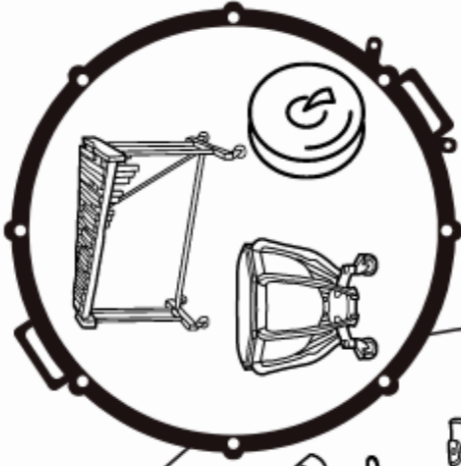
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Name _____

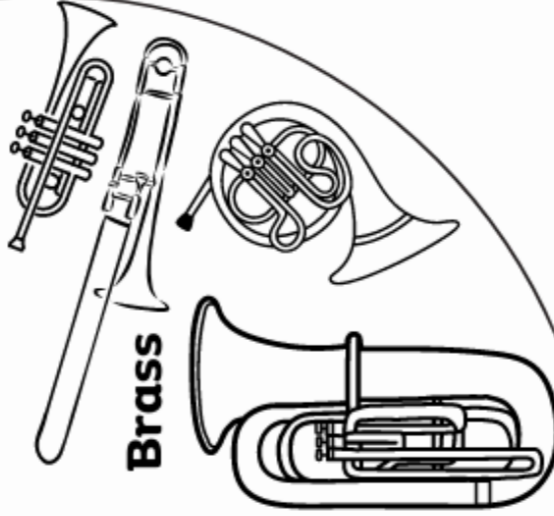
Percussion



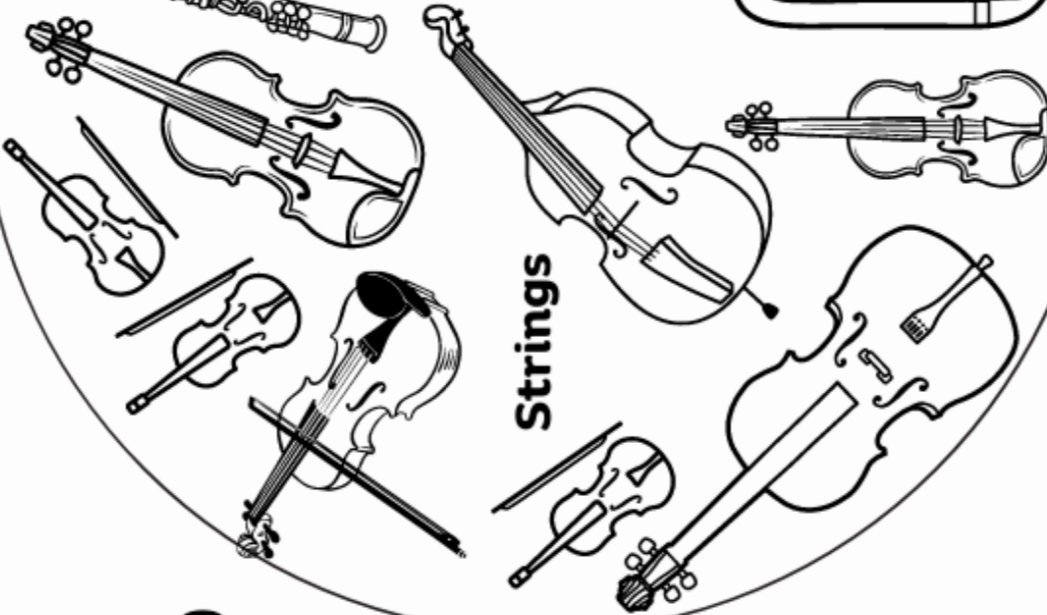
Woodwinds



Brass



Strings



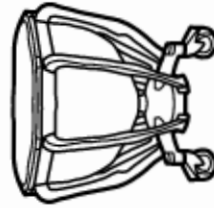
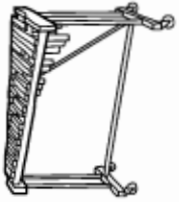
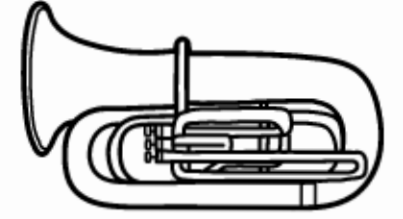
My Orchestra!

Woodwinds

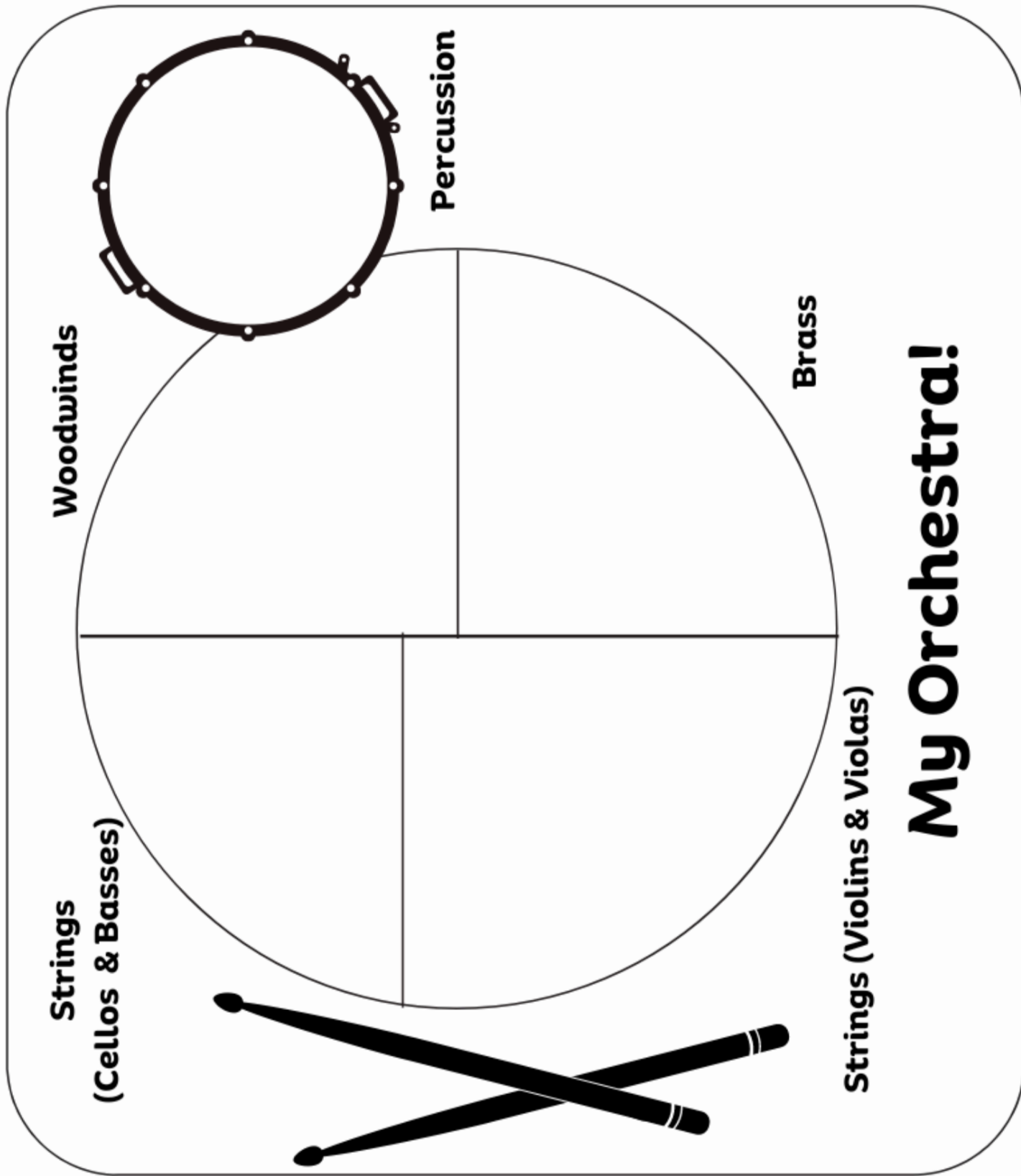
Brass

Strings

Percussion



Name _____

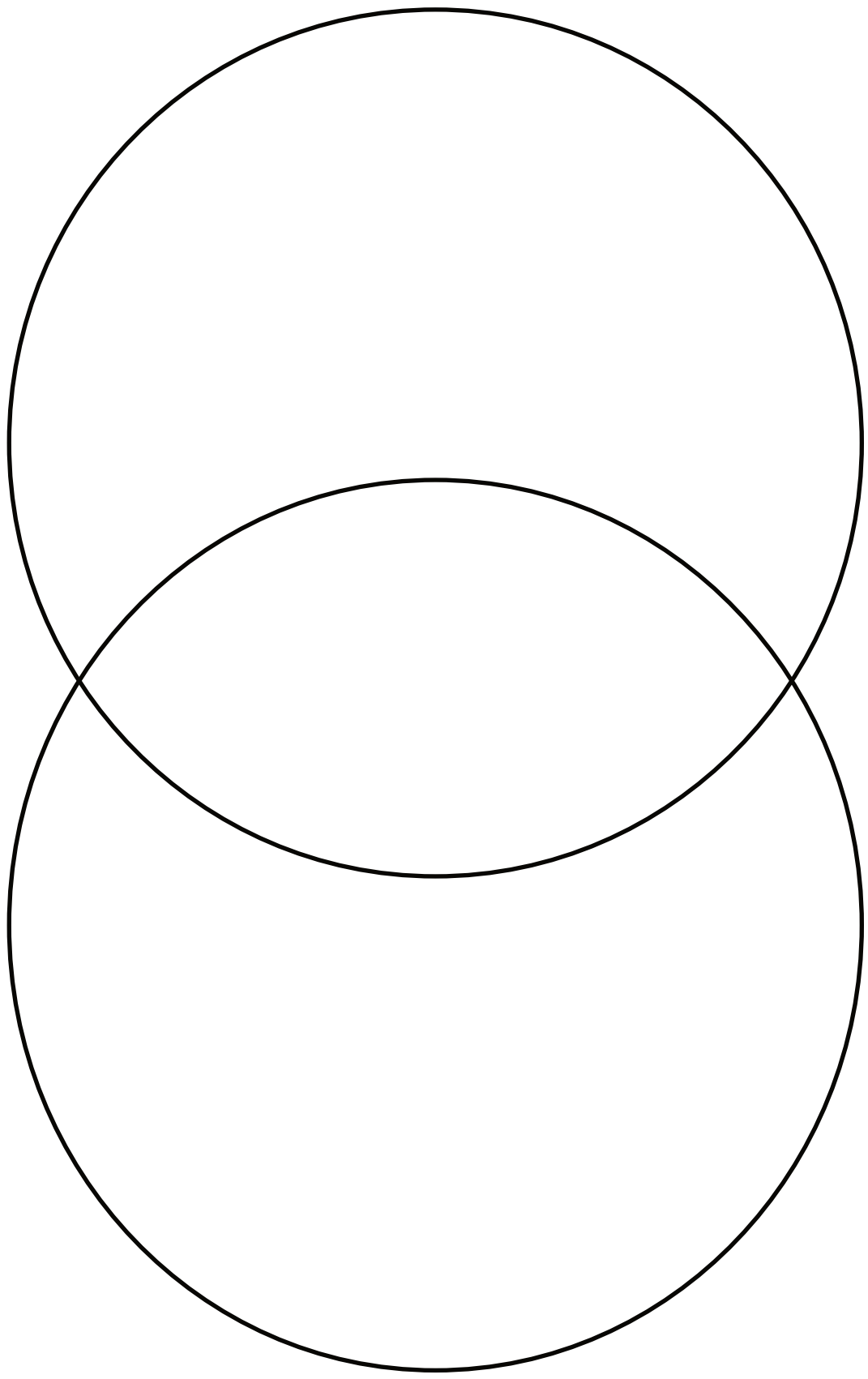


My Orchestra!

Name _____

Food Groups

Instruments



Lesson 3: Orchestral Listening

CONNECTION TO ODE STANDARDS

K.2RE Explore a variety of classroom instruments (metals, skins, and woods).

1.2RE Explore selected musical instruments aurally and visually.

4.2RE Classify instruments by their families.

INSTRUMENT FAMILIES

Instruments are grouped into families because of characteristics they have in common. The families sit near each other in the orchestra and make sounds from their instruments in the same way.

String Family: Make sound by vibrating a string using a bow or plucking with a finger. They are typically made of wood and have the same basic shape.

Woodwind Family: Make sound by using air to vibrate a reed or blow air across an opening in the instrument. All used to be made of wood, and now some are made of metal.

Brass Family: Make sound by “buzzing” the musician’s lips together and blowing air into the instrument. They are all made of metal, specifically brass.

Percussion Family: Make sound by striking the instrument with your hands or a mallet/stick, scraping it, or hitting instruments against each other. This family has the most instruments!

Learning Objective: Students will understand the different instrument families of the orchestra.

Materials: Instrument Family worksheet, recordings of instruments and music (found in CSO youtube playlist)

Listening Activity:

1. Play six clips from *My Orchestra*. Have the students identify which instrument family is being featured.
 - 1: Beethoven - *Symphony No. 2, mvt. 2* (strings)
 - 2: Mendelssohn - *Overture in C Major* (strings)
 - 3: Castagne - *National Anthem of Trinidad and Tobago* (woodwinds)
 - 4: Copland - *Hoedown* (brass)
 - 5: Saint-Saëns - *Danse Macabre* (percussion)
 - 6: Stravinsky- *Firebird Overture* (all: 1. strings & timpani, 2. Woodwinds, 3. Brass, 4. Percussion throughout)

Optional Worksheet Activity:

1. Review the different families of the orchestra with the students. A link to instrument demonstrations is on the CSO website.
2. After the review, have the students work on the Instrument Family worksheet. They will label the instruments and match the picture of an instrument with the family it belongs to. If your students struggle with spelling, ask them to verbally identify or draw a line to the correct instrument.

Worksheet: Instrument Families

Identify the instruments using the word bank and draw a line to which family it belongs to.

1



2



3



4



5



6



7



8



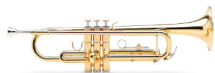
9



10



11



12



Word Bank:

- Violin/Viola Trumpet
- Cello French Horn
- Double Bass Trombone
- Flute Tuba
- Oboe Timpani
- Clarinet Snare Drum
- Bassoon

Instrument Families:

String

Woodwind

Brass

Percussion

13



Lesson 4: Grab yer partner, its a Hoedown!

CONNECTION TO ODE STANDARDS

K.1CR Experience a wide variety of vocal and instrumental sounds.

K.6PE Duplicate same and different (fast/slow, loud/quiet, high/low, long/short).

K.1RE. With prompting and support, listen to music of various styles, composers, periods and cultures.

K.3RE Recognize same and different (fast/slow, loud/quiet, high/low, long/short).

K.4RE Respond to music using movement, dance, drama or visual art.

1.1RE With guidance, listen to music of various styles, composers, periods and cultures.

1.4RE Respond to music using movement, dance, drama or visual art.

K.3CO Investigate concepts shared between music, other art forms and other subject areas.

1.3CO Connect concepts shared between music, other art forms and other subject areas.

1.PS.2: Objects can be moved in a variety of ways, such as straight, zigzag, circular and back and forth.

Learning Objective: Students will recognize “Hoedown” from *Rodeo* and be more engaged with the concert by being able to recognize the rhythms.

Materials: Recordings of “Hoedown” from *Rodeo* (on CSO Youtube)

Read this: A “Hoedown” is a type of music often played while square dancing. Square dancing is often accompanied by a “patter call”— a “patter call” is a spoken or sung call that alerts the dancers to a change in step pattern. Today, we are going to listen to Copland’s “Hoedown” and do-si-do into our next lesson!

Activity:

1. Tell the students that they should always be ready to listen to “Hoedown” and step to the beat. Explain that this piece of music is in 2/4 time, meaning that they will count their steps in a 1-2-1-2 pattern. *Optional: Show the difference between fast and slow by playing the Beethoven or Mendelssohn after and stepping slower!*
2. Assign each student a dance partner. Tell them that every time they hear the start of “Hoedown,” they should step to the beat over to their partner and link arms. This is great for establishing a buddy system.
3. Play “Hoedown”. This can be played as class is coming in, lining up, even at random times. This is great to pull out after a slower activity to get the class energized. When energized (*Optional: When students are listening to “Hoedown”, flex arms to look strong, since the brassy sound represents protein, which builds strong healthy muscles*).
4. Optional additional “patter call” instructions:
 - Walk in straight line only with sharp corners to change direction.
 - Walk in curving lines or circles.
 - Hop to the beat.
 - Walk to a point in 8 beats and then retrace your steps in 8 beats. (*try with longer amounts*)
5. Explain that strong muscles help us move in lots of different ways! Ask these questions: is the piece loud or soft? What instrument family do you most hear? Do we think eating enough protein can help us zigzag, hop, and run in a circle

Lesson 5: Brass at the Rodeo!

CONNECTION TO ODE STANDARDS

K.1CR: Experience a wide variety of vocal and instrumental sounds.

K.1RE: With prompting and support, listen to music of various styles, composers, periods, and cultures.

K.3RE: Recognize same and different.

1.2RE: Explore selected musical instruments aurally and visually.

1.3RE: Identify elements of music using developmentally appropriate vocabulary.

Learning Objective: Students will be able to identify various brass instruments that are featured in Copeland's Rodeo and observe the contrast between quiet and short sounds.

Materials: Recording of the piece (on CSO YouTube) Instrument.

Read this: Today we're going to learn about one particular instrument family, the brass family! Be ready to listen and share your observations.

Activity Part:

1. Play for students the recording of Copeland's Rodeo with the video so they can see the highlighted instruments. Ask them to pay attention for anything that sticks out to them. Some suggestions include: Does this piece sound loud or soft? Does it sound fast or slow? Does it remind you of anything? What instruments do you hear?
2. After listening to the piece for the first time, ask the class for any initial observations that they have. For example, what instruments stood out to them? What was the same and what was different about the sounds that they heard in the piece? Hopefully they noticed the different instrumental solos, particularly trumpet and trombone, and that the piece goes back and forth between soft and loud sections.
3. Discuss the how trumpet and trombone are brass instruments. Reference fact sheets.
4. Play the piece for the class again, pausing when you hear these sections being featured. Highlight spots that are solos or when you can pick out their sounds with the rest of the orchestra.
 1. 0:05, Trumpets with the violins.
 2. 1:12, Brass in the background.
 3. 1:38, Trumpet feature.
 4. 2:02, Trumpets and strings go back and forth.
 5. 2:09, Brass countermelody.
 6. 2:17, Brass feature.
 7. 2:33, Trombone solo.
 8. 3:03, Trumpets with strings.
5. Ask the class if they realized that the brass instruments are almost always playing in the strong/loud sections of the piece. Towards the end of the video there is a good example of all the brass playing in the last loud section.
6. Point out the fact that there are a lot of string players and a lot less brass players. Brass instruments make very strong sounds so you don't need nearly as many brass instruments as string instruments to get the same effect. Brass instruments are similar to protein in the way that they make the orchestra stronger! But they are used in moderation, just like the way you should consume protein.

Lesson 6: Expressive Orchestra

CONNECTION TO ODE STANDARDS

K.1CR: Experience a wider variety of vocal and instrumental sounds

K.3RE Recognize same and different (fast/slow, loud/quiet, high/low, short/long)

1.1RE: With guidance, listen to music of various styles, composers, periods, and cultures.

1.4RE: Respond to music using movement, dance, drama, or visual art.

1.7RE With limited guidance, identify patterns of same and different sections and phrases.

1.3CO Connect concepts shared between music, other art forms and other subject areas.

Learning Objective: Students will be able to compare different characteristics of music (ex. high/low, loud/soft, fast/slow) through listening to and comparing Beethoven Symphony No. 2 Mvt. 1 and Fanny Mendelssohn's Overture in C Major.

Materials: Recordings of each piece (on CSO YouTube)

Read this: Let's get to know Beethoven and Fanny Mendelssohn! As we listen to their music, think about how each piece makes you feel.

Activity Part 1: Listening

1. Tell the students that they will be listening to piece(s) with many similar and different characteristics. Ask them to try and pay attention to the different parts that they notice this in. (Depending on how much time you have you can play the entirety of both the Beethoven and Mendelssohn and compare them, or just compare the same/different parts within each piece.)

Activity Part 1: Time Stamps

1. Time Stamps for each piece:

Beethoven:

1. 0:00-3:43 Introduction (Mix of loud and quiet, slow, long)
2. 3:43-7:55 Main Themes
3. Theme 1 (Low, Loud, Fast, Long)
4. Theme 2 (High, Soft, Fast, Short)
5. 7:55-9:36 Development (Soft, Fast, High, Short)
6. 9:36-11:00 Recapitulation (Same as Main Themes section)
7. 11:00-End Coda (Mix of Loud/Soft, Fast, High/Low, Short)

Mendelssohn:

1. 0:00-2:40 Introduction (Soft, Slow, High, Long)
2. 2:40-4:40 Main Themes
3. Theme 1 (Fast, Loud, High, Short)
4. Theme 2 (Fast, Soft, High, Long)
5. 4:40-6:53 Development (Loud, Fast, High, Short)
6. 6:53-8:25 Recapitulation (Same as Main Themes)
7. 8:25-End Coda (Loud, Long, High, Fast)

Activity Part 2: Feeling the music

1. As the students listen, encourage them to walk around the room and match their movements to the current style of the piece.
2. For example, big/small movements for loud and soft, slow/fast movements depending on tempo
3. If you are lacking space for students to be up and walking around, students could move their arms around.
4. After you are done listening, discuss the different characteristics that the students heard within the music.
5. Explain to students that expression tells us what feeling a piece of music has. Ask them what expression they think each piece would have.

Lesson 7: Recognizing Musical Themes

CONNECTION TO ODE STANDARDS

K.1CR: Experience a wider variety of vocal and instrumental sounds

1.1RE: With guidance, listen to music of various styles, composers, periods, and cultures.

1.4RE: Respond to music using movement, dance, drama, or visual art.

1.3CO: Connect concepts shared between music, other art forms and other subject areas.

1.1CO: Explore how music communicates feelings, moods, images, and meaning.

Learning Objective: Students will listen and be able to identify musical themes within Beethoven Symphony No. 2 Mvt. 1 and/or Fanny Mendelssohn's Overture in C major.

Materials: Recordings of each piece (on CSO YouTube), Paper, Writing/Coloring Utensils

Read this: Beethoven's *Symphony No. 2* and Fanny Mendelssohn's *Overture in C major* both have many recurring themes that come back. In many ways, these pieces are similar, just like how fruits and vegetables are different food groups but still share many qualities. Let's learn to recognize the different themes so we can tell them apart. You wouldn't want to be like the tomato, always getting mistaken for a vegetable when it's actually a fruit!

Activity:

1. Give each student 2 pieces of paper and something that they can write/draw with.
2. Play each of the 2 main themes from Beethoven 2 Mvt.1, and have students write/draw what they feel/picture when they hear them (1 theme per side of sheet). Repeat these sections up to 5 times until students can easily identify the sound.
 1. Theme 1 is from 3:40-4:15
 2. Theme 2 is from 4:31-5:00
3. Now, play the entire piece from beginning to end, or at least until both themes have played at least once. Have students hold up their paper when they hear each theme in the music. You or a student leader with a good grasp on the themes can lead the class in when to raise their papers.
4. Repeat steps 3 and 4, but with the students listening to the Mendelssohn Overture in C major.
 1. Theme 1 is from 2:40-3:00
 2. Theme 2 is from 3:47-4:15
5. Once you have listened to and recognized the themes in each piece, have the class discuss how the themes in each piece differ in character and style.
6. Here are some examples of comparisons:
 1. Mendelssohn Theme 1 is very fast, high, and short compared to Beethoven's Theme 1 which is low and long.
 2. The 1st and 2nd themes in each piece differ in character from each other
 1. Example: Theme 1 and Theme 2 in the Beethoven are different because Theme 1 is low, loud, and long, while Theme 2 is high, soft, and short.
 3. The Theme 2's in each piece are both fast, soft, and high but the Mendelssohn has longer notes where the Beethoven is shorter in this theme.
7. See what your students come up with!

Optional: Short and Long Sounds in Danse Macabre

CONNECTION TO ODE STANDARDS

K.4PE Play a variety of classroom instruments, alone and with others, and demonstrate proper techniques.

K.5PE Demonstrate and maintain a steady beat while performing simple rhythmic echoes.

K.1RE. Listen to and explore the music of various styles, composers, periods and cultures.

K.2RE Explore a variety of classroom instruments (metals, skins and woods).

Learning Objective: Students will be able to recognize the differences between long and short sounds through listening to Saint-Saens's *Danse Macabre*.

Materials: Recordings of piece (on CSO YouTube), long pasta, short pasta, Video: https://youtu.be/YyknBTm_YyM?si=Cs9ehLIYuiytaNBd

Read this: In *Danse Macabre*, there are many long and short sounds. Today, we will use pasta to build our own rhythmic melodies!

Activity: Building Rhythms

1. Each student will be given some pieces of pasta. Each student should have a few pieces of a longer pasta shape and then some pieces of a shorter pasta shape.
2. Explain to the class that the long pieces represent long sounds and the short pieces represent short sounds.
3. Build a 4-8 beat rhythm and perform it for the class. Clap out the rhythm and have the students repeat your rhythm back to you.
4. Have each student try building their own rhythm using short and long sounds, then have a few student volunteers present their rhythms to the class.
5. Once students have a good grasp of short and long sounds, play them each of these examples from *Danse Macabre*. Have them identify which one features short sounds and which one features long sounds.

1. Short: 0:26

2. Long: 0:40

After the students have been able to identify the which example is short and which is long, continue to play the piece. These rhythms repeat many times throughout *Danse Macabre*. Ask students to make the rhythms they hear with their pasta as they listen!

Optional Activity: Building Melodies

Once your students have a good grasp of building rhythms, it is time to try building melodies. Give your students any 5 notes (C,D,E,F,G are probably the easiest to use) and have them assign notes to each beat in the rhythm. Students can do this individually, in small groups, or as a whole class. Use a piano or MIDI software to play the student compositions for the class!

Lesson 8: Make Rhythm Macabre

CONNECTION TO ODE STANDARDS

K.4PE Play a variety of classroom instruments, alone and with others, and demonstrate proper techniques.

K.5PE Demonstrate and maintain a steady beat while performing simple rhythmic echoes.

K.1RE. Listen to and explore the music of various styles, composers, periods and cultures.

K.2RE Explore a variety of classroom instruments (metals, skins and woods).

Learning Objective: Students will learn the basic history of percussion and demonstrate a variety of rhythms in a call-and-response

Materials: Classroom or body percussion instruments (tambourines would be ideal), sample rhythms.

Read this: In *Danse Macabre*, the xylophone, timpani, triangle, and other percussive instruments are heavily featured. Today, we are going to listen to and mimic *Danse Macabre* and then make our own percussion songs!

Activity Part 1 (optional): Making Instruments

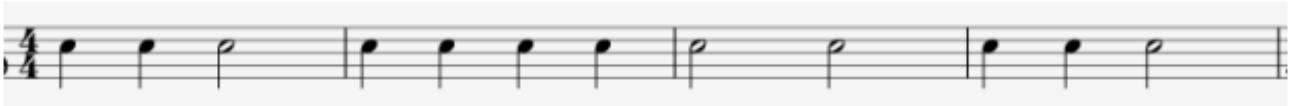
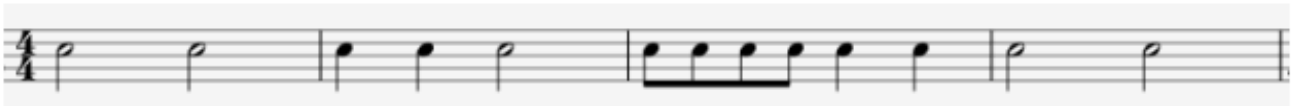
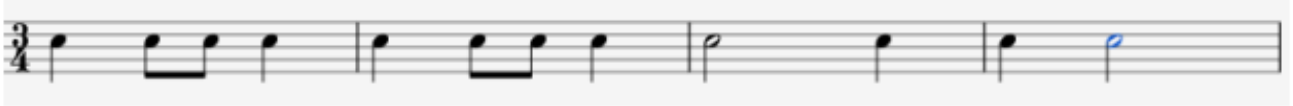
1. Read through the following article before class. Based on materials you have available, pick an instrument to craft. *Note: This exercise works best when making instruments that rattle like tambourines or can be pounded like drums.* <https://feltmagnet.com/crafts/Music-Instruments-for-Kids-to-Make>
2. Have students craft their own percussion instrument.

Activity Part 2: Call and Response

1. Have each student take a drum, tambourine, or homemade percussion instrument. Students can also use body percussion for this activity (clapping, etc.).
2. Play a rhythm (examples attached) and have the students repeat it back you to you.
3. Optional: Choose a student to lead the call-and-response activity

Handout: Call and Response

Example Rhythms:



Lesson 8.5 (optional): Danse Macabre Cont.

Learning Objective: Students will learn the basic history of percussion and demonstrate a variety of rhythms in a call-and-response activity.

Materials: Classroom or body percussion instruments (tambourines would be ideal), sample rhythms.

Read this: In *Danse Macabre*, the xylophone, timpani, triangle, and other percussive instruments are heavily featured. Today, we are going to listen to and mimic *Danse Macabre* and then make our own percussion songs!

Activity Part 1:

1. Listen to *Danse Macabre*.
2. Ask students to play the violin theme from *Danse Macabre*. Lead them in practicing the rhythm together.

Activity Part 2: Call and Response

1. Have each student take a drum, tambourine, or homemade percussion instrument. Students can also use body percussion for this activity (clapping, etc.).
2. Have the class learn the ghost theme and the skeleton theme from *Danse Macabre*.
3. Break the class into two sections, and have them play each theme one after the other. Optional: If your class is ready for this step, have them play the rhythms in canon
4. Optional: break the class into three sections and repeat step 3, adding the violin theme in.
5. Next listen to *Danse Macabre* again. Ask students to play along when they hear the theme. You may use the accompanying listening map to guide students through the activity and help recognize when the themes will return.
6. Ask students the following questions: What are skeletons made out of? (bones!) Which food group gives us strong and healthy bones? (dairy!) To play these themes, we used percussion instruments. How are the percussion family and the dairy food group similar? (they are both the smallest sections! They both are the foundation—rhythm is the foundation of music just like bones are the foundation of our bodies). Mr. Ghost doesn't have any bones—he must not have had enough dairy!

Handout: Call and Response

Violin theme from Danse Macabre

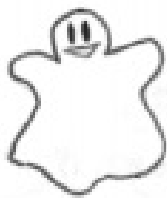
Mouvement modéré de Valse

Hfe.

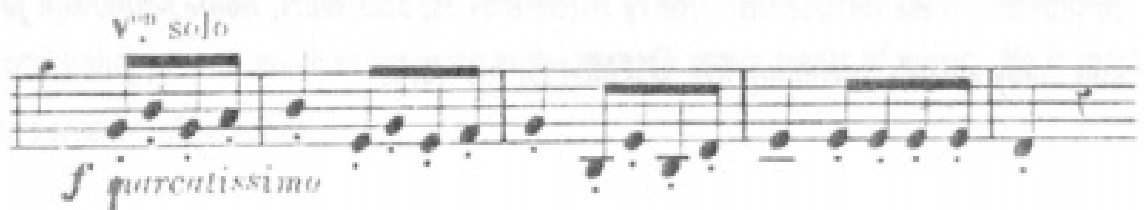


Ghost and Skeleton themes from Danse Macabre

Legato sounds are smooth, long, and connected. Sometimes, the notes are marked with long curved lines over or under them.



Notes in music that have a distinctly short sound are called staccato. They are sometimes marked with dots over or under them.



Lesson 9 (optional): Firebird Composition

CONNECTION TO ODE STANDARDS

K.2CR Compose simple rhythms using standard and/or iconic notation.

K.3CR Compose simple melodies (using contour, iconic or kinesthetic representation).

1.2CR Compose simple, four-beat rhythms using quarter notes, eighth notes and quarter rests using standard and iconic notation and a variety of sound sources.

1.3CR Compose bitonic, tritonic or trichordal melodies (sm; s-m-l or d, r, m) in treble clef in a variety of tonal centers.

Learning Objective: Students will compose and perform a short composition.

Materials: “Composing Your Own Rhythm” Worksheet and ‘Composing Your Own Melody’ worksheet, *Firebird Suite Finale* musical example

Read this: In *Firebird Suite Finale*, the brass and woodwinds play a highly recognizable melody line, which is supported by the other parts. Today, we are going to listen to the *Firebird Suite Finale* and then make our own pitched-percussion songs

Activity Part 1: Hearing Rhythm

1. Project or hand out copies of the trumpet line from *Firebird Suite Finale*. As a class, practice clapping the melody rhythm.
2. Listen to *Firebird Suite Finale*. With guidance, ask the students to raise their hand when they hear the practiced rhythm.

Activity Part 2: Composing Rhythm

1. Using the ‘Compose Your Own Rhythm’ worksheet, students will help create a 4 bar rhythm by filling in the missing sections. This can be done individually or as a class. Read through the instructions as a group and remind students of the following musical terms (Beat, Quarter Note, Eighth Note, Rest).
2. Have students perform their rhythm on a non-pitched percussion instrument, or by using body percussion.

Activity Part 3: Composing Melody

1. Ask students to count how many different notes are used in the trumpet line of the *Firebird Suite Finale*. The answer should be five.
2. Using the ‘Compose Your Own Melody’ worksheet, students will create a 5-note 4-bar melody. Read through the instructions as a group.
3. (Optional) With guidance, have students perform their melody on pitched classroom instruments, or by singing. Read through the instructions as a group and remind students of the following musical terms (Pitch, Note).






Trumpet (brass) line from Firebird Suite Finale. This theme is also repeated in the woodwinds.

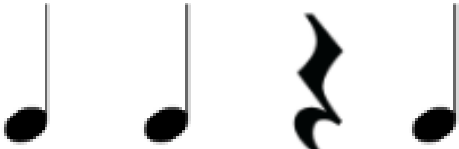
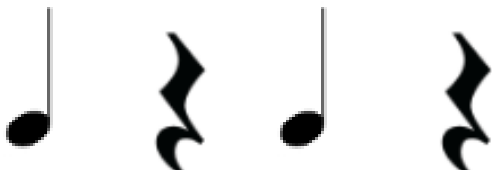
2 *Piu mosso* 4 *Allegro non troppo* 7 *f*

Name _____

Worksheet: Compose Your Own Rhythm

Rules:

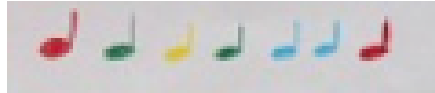
1. Use  ,  , and at least one  .
2. End on a  or  .
3. Each box must have 4 beats.

<p>1.</p> 	<p>2. Make Your Own!</p>
<p>3.</p> 	<p>4. Make Your Own!</p>

Worksheet: Compose Your Own Melody

Take the rhythm from the “Compose Your Own Rhythm” worksheet, and make it into a melody! The rhythms from boxes 1-4 will go in the boxes with the same number on this page. As you draw the rhythms, use different colors to show what pitches you want. Red/orange will sound low, green will sound medium, and pink will sound high.

Example:



<p>1.</p>	<p>2. Make Your Own!</p>
<p>3.</p>	<p>4. Make Your Own!</p>

Lesson 10: My Own Anthem

CONNECTION TO ODE STANDARDS

K.1CR Experience a wide variety of vocal and instrumental sounds.

K.2PE Explore the four voices — singing, speaking, whispering and calling.

K.3PE Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures.

K.6PE Duplicate same and different (fast/slow, loud/quiet, high/low, long/short).

1.3PE Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm.

1.1RE With guidance, listen to music of various styles, composers, periods and cultures.

K.1RE. With prompting and support, listen to music of various styles, composers, periods and cultures.

K.3RE Recognize same and different (fast/slow, loud/quiet, high/low, long/short).

K.4RE Respond to music using movement, dance, drama or visual art.

1.5RE Share observations and opinions about personal musical experiences and musical selections of various styles, composers, periods and cultures.

Learning Objective: Students will sing in a variety of ways and explore the difference between loud and soft. Students will keep a steady beat.

Materials: Recording of “*National Anthem of Trinidad and Tobago*,” Recording of “*Star Spangled Banner*,” paper to draw on, anthem lyric sheets, and “My Anthem” worksheet.

Read this: For this activity, we will be listening to two national anthems and singing along. A national anthem is a song that expresses a country’s identity. Think about how our national anthem is similar or different to other anthems. After comparing them, we will then create our own anthems!

Activity Part 1: National Anthem of Trinidad and Tobago

1. Listen to recording of *National Anthem of Trinidad and Tobago* from CSO Youtube playlist.
2. As they listen, as the students to draw on the worksheet how the music makes them feel.
3. Repeat steps 1-2 using the Star Spangled Banner.
4. Have a class discussion and ask the following questions: how did the music make us feel? Were these fast songs or a slow songs? What was similar about them? What was different? Which did you like better?

Activity Part 2: Sing along

1. Hand out anthem lyric sheets. Play video links for each.
2. As the students listen, ask them to circle the parts or words that repeat (parts that are the same).
3. As a class, sing along to both anthems.

Activity Part 3: My Own Anthem

1. Hand out “My Anthem” worksheets.
2. Remind students that a national anthem is a song that expresses a country’s identity. Ask students to write or draw their own personal anthem. What represents them? How do they want their song to make others feel?
3. *Optional: Students can use the “Compose Your Own Melody” Activity to set their anthems to music.*

Optional Continued Learning:

1. Write an anthem for the five food groups! What information would you include?
2. As there are 5 sections, this would be a great chance to try writing in ABA form; create a “chorus” that repeats in between each verse about one of the food groups.
3. This anthem can be created individually or as a class.

How the National Anthem of Trinidad and Tobago makes me feel:

A large, empty rounded rectangular box with a thick black border, intended for a student to write their response to the question above.

How the Star Spangled Banner makes me feel:

A large, empty rounded rectangular box with a thick black border, intended for a student to write their response to the question above.

Name _____

My Anthem:

A large, empty rounded rectangular box with a thick black border, intended for writing an anthem. The box is centered on the page and occupies most of the lower half of the page.

National Anthem of Trinidad and Tobago Lyrics

Singing Voice (medium)

Forged from the love of liberty
In the fires of hope and prayer
With boundless faith in our destiny
We solemnly declare:
Side by side we stand
Islands of the blue Caribbean sea,
This our native land
We pledge our lives to thee.
Here every creed and race find an equal place,
And may God bless our nation
Here every creed and race find an equal place,
And may God bless our nation.

Star Spangled Banner

Singing Voice (medium)

Oh, say, can you see
By the dawn's early light
What so proudly we hail'd
At the twilight's last gleaming?
Whose broad stripes and bright stars
Through the perilous fight
O'er the ramparts we watch'd
Were so gallantly streaming?
And the rocket's red glare
The bombs bursting in air
Gave proof through the night
That our flag was still there
O say, does that star-spangled banner yet wave
O'er the land of the free
And the home of the brave?

Lesson 11 (optional): Building a Musical Recipe

CONNECTION TO ODE STANDARDS

K.1CR: Experience a wide variety of vocal and instrumental sounds.

K.3CO: Investigate concepts shared between music, other art forms and other subject areas.

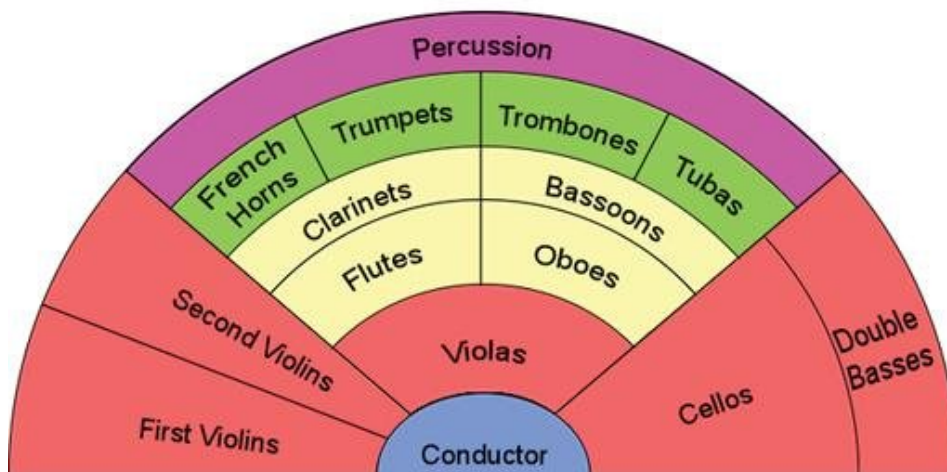
1.3CO: Connect concepts shared between music, other art forms and other subject areas.

Learning Objective: Students will be able to describe the balanced make up of an orchestra through listening to the Finale of Stravinsky's Firebird Suite. Students will also relate the balanced of the instrument families from this piece to a balanced plate of all the food groups.

Materials: Provided coloring pages, recording of piece (on CSO YouTube)

Activity Part 1:

1. Start by reviewing the instrument family fact sheets, so students have the different instrument families fresh in their minds for listening to the recording of Firebird.
2. Play the recording of Firebird for the class a couple of times. Do they hear one instrumental family sticking out more than the others? Or, does the piece sound evenly balanced between the different types of instruments
3. Show the students the diagrams of the layout of the orchestra and the MyPlate balanced meal. Explain that orchestras are very similar to a healthy plate because for the orchestra to play and sound the best it needs to have balanced sections of the instruments. This relates to how eating balanced portions of the various food groups help us be healthy and strong.
4. Talk about which instruments compare to each food group:
 1. Strings (Fruits and Vegetables)
 2. Woodwinds (Grains)
 3. Brass (Protein)
 4. Percussion (Dairy)
5. After reviewing the different instrument families and their relations to the food groups, students can either draw the different types of instruments in on the MyPlate coloring page or color in the instruments on the MyOrchestra coloring page.



Lesson 11 (cont.): Building a Musical Recipe

Optional Continued Learning: Spicing Up Your Music

1. Explain to students that there is more to making music exciting than just having all of the instruments playing. Instruments can be thought of as the core ingredients of making a piece of music happen. However, elements like melody, harmony, rhythm, dynamics, and expression are what make a piece really stand out. These are like the spices of music.
2. Define the different musical spices for your students:
 1. *Melody is the main line of a piece of music. The melody is comprised of various pitches that come one after another.*
 2. *Rhythm is the regular pattern of beats and sounds in music. It is built by having a combination of how long or short you play a note and silence between notes. It makes the melody more interesting because it would be boring if everything was the same length in time. Rhythm also has a close relationship with the tempo of the piece, which dictates how fast or slow the piece should go.*
 3. *Harmony accompanies melody. Harmony is created when there are multiple voices or instruments playing different pitches at the same time. It adds more depth to the piece.*
 4. *Dynamics are how loud or soft you play. Music would be pretty boring if everything was played at the same level. Some instruments project more than others because of how they are built or make sound. Dynamics are super important to make sure every instrument has a chance to shine.*
 5. *Expression in music makes it easier to relate to what we are hearing and make it more interesting. Music can convey many emotions just like people can, and incorporating expression into the music makes it really come to life.*
3. Now that students understand the different musical spices, listen to Firebird and try and find different examples of these parts of music. What emotions do they think the music is expressing? Here are some examples of the other spices:
 1. *The horn solo at the beginning is the example of the melody of this piece, with the string instruments being the harmony.*
 2. *The rhythm in the first half of the piece is slower with longer notes, and is much faster with shorter notes at the end.*

Lesson 12 (optional): Musical Vocabulary

CONNECTION TO ODE STANDARDS

K.1RE. With prompting and support, listen to music of various styles, composers, periods and cultures.

K.5RE Share observations and opinions about personal musical experiences and musical selections of various styles, composers, periods and cultures.

1.1RE With guidance, listen to music of various styles, composers, periods and cultures.

1.3RE Identify elements of music using developmentally appropriate vocabulary.

1.5RE Share observations and opinions about personal musical experiences and musical selections of various styles, composers, periods and cultures.

Learning Objective: Students will learn musical vocabulary and be able to match appropriate vocabulary to listening examples.

Materials: Vocabulary Worksheet, audio of musical examples (on CSO website)

Activity Part 1 (optional):

1. Have the students fill out the musical vocabulary worksheet to the best of their ability. Students will match the vocabulary word to its definition. (Note: these lessons are written for grades 3-5. Some of the vocabulary may not be familiar to younger students. This activity can be done as a class.)
2. Review the worksheet with the students. Have the students correct any incorrect answers.

Activity Part 2:

1. Play two contrasting music examples for the students (on CSO website). As the students listen, have them write down age-appropriate vocabulary from the first half of the activity they feel matches the piece of music on the back of the worksheet (or blank paper). Students may use other words to describe the music other than what is included in the word bank.
 - Example 1: Beethoven - *Symphony No. 2, mvt. 1*
 - Example 2: Stravinsky - *Firebird Suite Finale*
1. After listening and writing down their vocabulary words, have the students explain why they chose the words they did. If corrections need to be made, work together as a class to make needed changes.

Word Bank:


Loud
Soft
Fast
Slow
High
Low

Notes
Beat
Pitch
Rhythm
Rest
Instrument
Feel

Worksheet: Musical Vocabulary

Match the vocabulary word with its definition.

Words:

1. Piano (p)
2. Forte (f)
3. Largo
4. Moderato
5. Presto
6. Orchestra
7. Crescendo (cresc./ <)
8. Decrescendo (decresc./ >)
9. Repeat Sign ()
10. Beat
11. Note
12. Rest
13. Rhythm
14. Melody
15. Pitch
16. Musician

Definitions:

- A. Patterns of long and short sounds and silences
- B. An instrumental ensemble that consists of string instruments along with woodwind, brass, and percussion instruments
- C. Quiet or soft
- D. How high or low a sound seems
- E. Shows that the music should gradually get quieter
- F. Moderately, medium speed
- G. A symbol that is used to mark silence for a specific amount of time
- H. A symbol used to show a musical tone and designated period of time
- I. Very fast
- J. Organized pitches and rhythm that make up a tune or song
- K. A symbol that indicates that certain measures or passages are to be sung or played twice
- L. Loud or strong
- M. Shows that the music should gradually get louder
- N. Very slow
- O. The steady pulse in music
- P. A person who makes music by singing or playing an instrument

Post Concert Reflection:

CONNECTION TO ODE STANDARDS

Music

K.1RE. With prompting and support, listen to music of various styles, composers, periods and cultures.

K.4RE Respond to music using movement, dance, drama or visual art.

K.5RE Share observations and opinions about personal musical experiences and musical selections of various styles, composers, periods and cultures.

K.7RE Discuss and identify songs that are used for a variety of occasions in various cultures.

K.1CO Experience how music communicates feelings, moods, images and meaning.

K.2CO Attend a music performance demonstrating appropriate audience behavior for the context and style of music performed.

K.3CO Investigate concepts shared between music, other art forms and other subject areas.

1.1RE With guidance, listen to music of various styles, composers, periods and cultures.

1.2RE Explore selected musical instruments aurally and visually.

1.3RE Identify elements of music using developmentally appropriate vocabulary.

1.4RE Respond to music using movement, dance, drama or visual art.

1.5RE Share observations and opinions about personal musical experiences and musical selections of various styles, composers, periods and cultures.

1.1CO Explore how music communicates feelings, moods, images and meaning.

1.2CO Attend music performances demonstrating appropriate audience behavior for the context and style of music performed.

1.3CO Connect concepts shared between music, other art forms and other subject areas.

Learning Objective: Students will reflect on their concert experience and analyze the performance by expressing feelings through reflection questions and creating artwork informed by their experience.

Materials: Reflection worksheet and art page

Activity:

1. After viewing the concert, have the students reflect on the music they heard. Which pieces did they like the best? What did they like about them?
2. Discuss the instruments seen at the concert. Take a vote: which was the students' favorite and why?
3. After a discussion about the concert, how it made them feel and the experience itself, students will create artwork based on their experience.
4. Have the students share their artwork with each other and discuss why they created what they did.



Post-Concert Art

Name _____

Draw your favorite food from each food group:

Draw your favorite instrument or draw how your favorite song made you feel: