



NASHVILLE SYMPHONY

YOUNG PEOPLE'S CONCERTS

WONDERFUL WOODWINDS

GRADES K-2



Nashville
Symphony



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LETTER FROM THE CONDUCTOR



Dear teachers and parents,

Welcome to the Nashville Symphony's Young People's Concert: Wonderful Woodwinds!

Each year we introduce young audiences to the unique strengths and characteristics of a particular family of instruments. This year, the woodwind family takes center stage. The flute, clarinet, oboe, bassoon, and more will take their turns in the spotlight as the orchestra plays Beethoven, Ravel, Grieg, and Sousa.

The Education and Community Engagement department has put together these lesson plans to help you prepare your students for the concert. We have carefully designed activities and lessons that will coincide with the concepts we will be exploring during the performance. I encourage you to use this guide before or after the concert to enhance your students' musical experience. Through a partnership with NAXOS, we are also able to offer free online streaming of music that will be featured in the concert. We hope you enjoy! We look forward to seeing you at the Schermerhorn Symphony Center to hear Nashville's biggest band!

Sincerely,
Vinay Parameswaran

CONCERT PROGRAM



Concert Program

Ludwig van Beethoven | Scherzo from *Symphony No. 7*

Antonin Dvorak | Finale from *Symphony No. 8*

Maurice Ravel | Minuet from *Le Tombeau de Couperin*

Antonin Dvorak | Adagio from *Symphony No. 9*

Nikolai Rimsky-Korsakov | "Alborada" from *Capriccio Espanol*

Morton Gould | "Guaracha" from *Latin-American Symphonette*

Edvard Grieg | "In the Hall of the Mountain King" from *Peer Gynt*

Maurice Ravel | "Les Entretiens De La Belle Et De La Bête" from *La Mère L'Oye*

John Philip Sousa | *Stars and Stripes Forever*

STANDARD EQUIVALENCIES

Lesson #1

Music Standards

6.2.1

Recognize individual instruments and identify how sound is produced.

Common Core

MD.K-2.1

Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

MD.K-2.2

Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Lesson #2

Music Standards

2.1.1

Maintain a steady beat independently.

6.3.2

Label tempo as fast/slow and dynamics as loud/soft.

Common Core

RL.K-2.3

With prompting and support, identify characters, settings, and major events in a story.

SL.K-2.2

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Lesson #3

Music Standards

6.2.1

Recognize individual instruments and identify how sound is produced.

8.1.1

Explore common elements between music and dance, theatre, and/or visual art.

Common Core

SL.K-2.4

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

MUSIC RESOURCES



The Nashville Symphony is pleased to partner with NAXOS. NAXOS has provided exclusive access to their online NAXOS Music Library for teachers using the Young People's Concert Curriculum Guides. Instructions on how to play the music included in all of the lesson plans will be emailed to you when you register for the concert.



Listening Excerpts on <http://www.naxosmusiclibrary.com> under playlists.

Lesson 1 • Activity 1

- Dvorak *Symphony No. 8 in G Major, Op. 88, IV. Allegro ma non troppo* (2:45-3:11)
- Sousa *Stars and Stripes Forever* (2:08-2:40)

Lesson 2 • Activity 1

- Grieg "In the Hall of the Mountain King", *Peer Gynt Suite*

Lesson 3 • Activity 2

- Ravel *Ma mere l'oye (Mother Goose): IV. "Les entretiens de la Belle et de la Bete"* (*Conversation of Beauty and the Beast*)

LESSON #1

Music Resources

Listening Excerpts on <http://www.naxosmusiclibrary.com> under playlists.

Overview of Lesson #1

Activity 1 • I Spy, I Hear (25-35 minutes)

Activity 2 • Sound and Size (15-25 minutes)



Standards

Music Standards:

- 6.2.1 Recognize individual instruments and identify how sound is produced.

Common Core:

- MD.K-2.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- MD.K-2.2 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

ACTIVITY I: I SPY, I HEAR



Objectives

- Students will be able to identify the flute and piccolo visually and aurally.
- Students will be able to describe similarities and differences between the flute and piccolo.



Time needed

25-35 minutes



Materials

- Flute and piccolo (or flute and piccolo images available in teacher resources)
- DSO Kids website with audio samples of flute and piccolo:
<http://www.dsokids.com/listen/by-instrument/.aspx>
- Dvorak's *Symphony No. 8 in G Major, Op. 88, IV. Allegro ma non troppo* (2:45-3:11) on Naxos
- Sousa *Stars and Stripes Forever* (2:08-2:40) on Naxos
- I Spy/Hear instrument assessment

1. Introduce the flute to the class, either using the instrument or image provided. Ask students to guess what material the instrument is made of and hypothesize about what kind of sounds the flute will make.
2. Explain to the students that the flute can be made out of all kinds of metals - from nickel, to brass, silver, or even gold. Play the flute audio samples "Twinkle, Twinkle Little Star" and "Hear it play with the Orchestra" from the given website.
3. Next, introduce the flute's friend the piccolo to the class, either using the instrument or image provided. Ask students to guess what material the instrument is made of and hypothesize about what kind of sounds the flute will make. Do they think the piccolo will sound higher or lower than the flute?
4. Explain that the piccolo can be made out of all kinds of metal (like the flute) or out of wood. Play the piccolo audio samples "Twinkle, Twinkle Little Star" and "Hear it play with the Orchestra" from the given website.
5. Play the flute solo excerpt from Dvorak's *Symphony No. 8 in G Major, Op. 88, IV. Allegro ma non troppo* (2:45-3:11) on Naxos. Then, play the Sousa *Stars and Stripes Forever* piccolo solo (2:08-2:40) on Naxos. Instruct students to raise 1 finger if they are hearing the flute and 2 fingers if they are hearing the piccolo

Assessment

- Ask the students to notice and describe how the sound of the piccolo differs from the sound of the flute. What, if anything, sounds the same? Ask for volunteers to describe a similarity and a difference between the flute and piccolo (their sound, their size, etc.) and create a Venn Diagram on the board as a class.
- Have students complete the "Instrument I Spy" sheet, circling and placing a 1 next to the flute and a 2 next to the piccolo.

ACTIVITY 2: SOUND AND SIZE



Objectives

- Students will recognize the difference between high and low sounds (pitch).
- Students will recognize the relationship between size and pitch.



Time needed

15-25 minutes



Materials

- Empty plastic bottles (enough for each student to have one large 2 liter and one small 20 ounce) OR a flute and piccolo. If bottles are used, ask students to bring their own empty bottles from home if possible.
- Rulers (enough for students to share in pairs)
- Images of a violin and bass, found in teacher resources
- DSO Kids website with audio samples of violin and bass:
<http://www.dsokids.com/listen/by-instrument/.aspx>

1. Ask students if they have ever held a dandelion in their hand and blown off the petals. Explain that this is similar to the way a musician would blow to play the flute or piccolo.
2. Demonstrate blowing across the top of a bottle (OR a flute/piccolo, if available) and explain and demonstrate that blowing directly into the bottle or instrument does not work.
3. Hold up 1 finger and ask students to try blowing across the first (bigger) bottle, listening for a high or low sound. Next, hold up 2 fingers and instruct students to try the second (smaller) bottle, asking them to notice the difference between the two. Which one is higher? Which is lower?
4. In pairs, have students measure the length and circumference of each bottle using a ruler and record the size of each. After determining the length and circumference, ask, "What do you notice about the relationship between the size and the pitch?" (Bigger is lower, smaller is higher).

Assessment

- Ask students to describe how a sound is made on the flute or piccolo (as discovered in class).
- Higher level thinking: Show the image provided in teacher resources of a bass and a violin and ask students to hypothesize which would make a higher sound and which would make a lower sound. Ask students to explain how they reached their hypothesis. Play the corresponding bass and violin audio samples from the DSO Kids website to demonstrate the differences in pitch: <http://www.dsokids.com/listen/by-instrument/.aspx>

LESSON #2

Music Resources

Listening Excerpts on <http://www.naxosmusiclibrary.com> under playlists.

Overview of Lesson #2

Activity I • Mountain Kings Keeping the Beat! (30 minutes)



Standards

Music Standards:

- 2.1.1 Maintain a steady beat independently.
- 6.3.2 Label tempo as fast/slow and dynamics as loud/soft.

Common Core:

- RL.K-2.3 With prompting and support, identify characters, settings, and major events in a story.
- SL.K-2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

ACTIVITY I: MOUNTAIN KINGS KEEPING THE BEAT!



Objectives

- Students will understand the relationship between the music and the story adaptation *In the Hall of the Mountain King*.
- Students will identify the tempo of the musical excerpt aurally and physically.



Time needed

30 minutes



Materials

- Grieg's *In the Hall of the Mountain King* listening excerpt on Naxos
- Story adaptation of *In the Hall of the Mountain King* (page 17)
- Small balls or handheld bean bags

1. Read (or have students take turns reading aloud) *In the Hall of the Mountain King*.
2. Explain that the piece the class is about to hear was written to portray the story of the Mountain King. Play Grieg's *In the Hall of the Mountain King*.
3. Explain that the bassoon is the instrument that is soloing and show the class a picture of the bassoon from *In the Hall of the Mountain King* handout. Have students guess which character in the story they think is being portrayed by the bassoon and explain why.
4. Split students into small groups (groups of 5-7) and seat each group in a circle formation. Give each group a ball or bean bag.
5. Have students practice passing the ball/bean bag from person to person while you clap a steady beat. Instruct students to try and stay with your beat as you speed up and slow down.
6. Next, have students pass the ball/bean bag to the beat while listening to *In The Hall of the Mountain King*. Remind students to pay close attention as the beat changes.

Assessment

- Ask the students how the beat (tempo) changed throughout the piece (getting faster, slower, stayed the same, etc.). How did this affect their game of passing the ball to the beat? Did the students notice any differences in how loud or soft (dynamics) the piece was throughout?
- Ask for student volunteers to share their favorite characters or plot points from *In the Hall of the Mountain King*.

LESSON #3

Music Resources

Listening Excerpts on <http://www.naxosmusiclibrary.com> under playlists.

Overview of Lesson #2

Activity I • Can You Hear the Beauty? Do you Hear the Beast? (45 minutes)

Standards

Music Standards:

- 6.2.1 Recognize individual instruments and identify how sound is produced.
- 8.1.1 Explore common elements between music and dance, theatre, and/or visual art.

Common Core:

- SL.K-2.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

ACTIVITY 1: CAN YOU HEAR THE BEAUTY? DO YOU HEAR THE BEAST?



Objectives

- Students will be able to identify the clarinet and contrabassoon visually and aurally.
- Students will creatively respond to a piece of music by creating visual representations of the characters in the piece.



Time needed

45 minutes



Materials

- DSO Kids website with audio samples of clarinet and contrabassoon:
<http://www.dsokids.com/listen/by-instrument/.aspx>
- Clarinet and contrabassoon (or clarinet and contrabassoon images available in teacher resources)
- Ravel's *Ma mere l'oye (Mother Goose): IV. Les entretiens de la Belle et de la Bete (Conversation of Beauty and the Beast)* on Naxos
- Paper and crayons/colored pencils

1. Introduce the clarinet to the class, either using the instrument or image provided. Ask students to guess what material the instrument is made of and hypothesize about what kind of sounds the clarinet will make.
2. Explain to the students that the clarinet can be made out of many different kinds of wood. Play the clarinet audio samples "Hear the Clarinet" and "Twinkle, Twinkle Little Star" from the given website.
3. Next, introduce the clarinet's friend the contrabassoon to the class, either using the instrument or image provided. Ask students to guess what material the instrument is made of and hypothesize about what kind of sounds the contrabassoon will make. Do they think the contrabassoon will sound higher or lower than the clarinet?
4. Explain that the contrabassoon can be made out of all kinds of metal (like the flute) many different kinds of wood. Play the contrabassoon audio samples "Hear the Contrabassoon" and "Twinkle, Twinkle Little Star" from the given website.
5. Have students fold their piece of paper in half. Explain that in the piece of music they are about to hear, the clarinet will represent the beauty and the contrabassoon will represent the beast.
6. Instruct the students to listen for the clarinet and use the left half of their paper to draw what they imagine the "beauty" would look like based on the musical selection. Play Ravel's *Ma mere l'oye (Mother Goose): IV. Les entretiens de la Belle et de la Bete* from the beginning of the track to 1:30 (available on the Naxos playlist).
7. Next, instruct students to listen for the contrabassoon and use the right half of their paper to draw what they imagine the "beast" would look like based on the musical selection. Play Ravel's *Ma mere l'oye (Mother Goose): IV. Les entretiens de la Belle et de la Bete* from 1:30-1:56 (available on the Naxos playlist). (Since this second excerpt is very short, you may want to play it twice).

Assessment

- Ask for student volunteers to share their drawings with the class. Challenge students to explain why the musical selections caused them to imagine the beauty/beast as they did.

TEACHER RESOURCES

The Flute



The Piccolo



Name: _____

Instrument I Spy



TEACHER RESOURCES

The Violin



The Bass



In the Hall of the Mountain King

Story adapted from Act II of Henrik Isben's play *Peer Gynt*.

Peer Gynt has been up to no good in the town, and the villagers have chased him into the mountains. As Peer wanders the woods, he trips and hits his head on a rock. Oops! Peer has fainted! Lying on the ground in soft moss, he dreams. In his dream, a woman dressed in green tells him about the troll king.

*"The troll king, my father, lives inside the great mountains.
His strength is unheard of, his riches are countless."*

"He sounds quite impressive, but my mother is clever.
Still, I'll visit your dad, and see which parent's better."

In the hall of the mountain king, a great many goblins, trolls, and other creatures crowd around the throne. Some have purple hair, some have green skin, some have blue freckles! What silly noises and dances they make. They hoot and bark and clap and dance around the biggest troll, their king. The mountain king looks at Peer.

"Will you marry my daughter, and rule all my land?"
Peer nods quickly and says, "That sounds really grand!"

*"First you must promise to do a few things:
You must avoid all light and doing good deeds."*

Peer thinks for a moment. "That doesn't sound bad,
Good deeds, they can wait, and the sun's just a fad."

"You must eat our food, it's all very homemade."
"Your food is quite sour, but it's still a fair trade."

"You must wear a long tail—I'll lend one of mine!"
"That seems a bit strange, but I'm sure I'll be fine."

*"Now, your face, it's too pretty, it could use a few scratches,
A few dobs of mud, and some very dark glasses."*

"Now wait just a minute! That I don't like.
I'll take my leave now, while I still have my sight."

"How dare you!" the king shouts, filling with anger,
"I won't let you out, until you marry my daughter!"

"I've got to escape! Which way do I run?
This dream is no longer what I would call fun."

Peer dashes away into tunnels and hallways, trying to find a way out of the mountain. All the creatures surrounding the troll king chase after him, howling and growling. How can Peer leave a dream? He must wake up. Wake up, Peer Gynt!

Just when the goblins and trolls and creatures catch up to Peer, he wakes up, safe on the soft moss on the side of the mountain once more, with no trolls or creatures to be seen.

TEACHER RESOURCES

The Bassoon



The Clarinet



TEACHER RESOURCES

The Contrabassoon



TEACHER RESOURCES

Other Media

“Listen by Instrument” from the Dallas Symphony Orchestra:

<http://www.dsokids.com/listen/by-instrument/.aspx>

PRE-CONCERT SURVEY

Name: _____

Date: _____

School: _____

1. Have you been to a concert before?

- a. Yes
- b. No

2. How often do you listen to classical music?

- a. Almost never
- b. Once in a while
- c. At least once a week
- d. Every day

3. Do you play an instrument? If so, which one?

- a. Yes _____
- b. No

4. What do you think the Young People's Concert will be like?

- a. Boring
- b. Okay
- c. Exciting

Why? _____

5. List the names of some of the instruments you learned about and will hear at the concert:

a. _____

b. _____

c. _____

d. _____

e. _____

POST-CONCERT SURVEY

Name: _____

Date: _____

School: _____

1. Did you enjoy the concert?

- a. Yes
- b. No
- c. Kind of

2. Do you want to come back for another concert?

- a. Yes
- b. No

3. Do you think you will listen to classical music more often?

- a. Yes
- b. No

4. Which instrument(s) did you like the most?

5. Are there any instruments you want to learn to play?

6. Which piece was your favorite? Why?

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