



NASHVILLE SYMPHONY
YOUNG PEOPLE'S CONCERTS

BRASS BASH!
GRADES K-2



Nashville
Symphony

MUSIC **EDUCATION** CITY



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LETTER FROM THE CONDUCTOR



Dear Teachers and Parents:

Welcome to the Nashville Symphony's Young People's Concert: Brass Bash!

During this program, students will learn all about the bold and exciting brass family. The performance will include works from composers such as Haydn, Copland, Sousa and many more, all showcasing the variety and wonder of the brass family. In addition, we will be treated to the classic tale of Tubby the Tuba.

The Education and Community Engagement department at the Nashville Symphony has put together this study guide to help you prepare for the performance. We have worked to develop activities and lesson plans that directly connect with the music and concepts that will be explored during the concert. In order to maximize the experience for your students, I encourage you to use the resources in this guide before or after the concert. 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 own beloved orchestra.

Sincerely,
Vinay Parameswaran

CONCERT PROGRAM



“Saint Louis Blues”

W.C. Handy

Fanfare for the Common Man

Aaron Copland

“Hornsignal” from *Symphony No. 31*

in D major

Joseph Haydn

Seventy-Six Trombones from

The Music Man

Meredith Williams

Tubby the Tuba

George Kleinsinger

The Stars and Stripes Forever

John Philip Sousa

STANDARD EQUIVALENCIES

Lesson #1: The Sound of Brass

Activity 1: Introduction to Brass

Activity 2: Compare and Contrast

Music Standards

6.0

Listening and Analyzing – Recognize selected instruments by sight and/or sound

7.0

Evaluating – Discuss a musical performance using teacher-given criteria

Common Core

K-2.RI.9

Identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures)

K-2.SL

Ask and answer questions about key details in a text read aloud or information presented orally or through other media

Lesson #2: Musical Form

Activity 1: A March

Activity 2: Music as Poetry

Music Standards

6.0

Listening and Analyzing – recognize same and different sections in familiar pieces of music

8.0

Interdisciplinary Connections – experience relationships between music and language arts/identify the sequence of events in a song, poem or story

STANDARD EQUIVALENCIES

Common Core

K-2.L.4

Determine or clarify the meaning of unknown words and phrases

K-2.SL

Ask and answer questions about key details in a text read aloud or information presented orally or through other media

K-2.G.1-2

Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter circles).

Lesson #3: The World of Brass

Activity 1: You-Saphone!

Activity 2: Trumpet Travel

Music Standards

9.0

Historical and Cultural Connections – experience music from various historical periods and cultures

3.0

Improvising

Common Core

K-2.SL.2

Ask and answer questions about key details in a text read aloud or information presented orally or through other media

K-2.RI.9

Identify basic similarities in and differences between two texts on the same

STANDARD EQUIVALENCIES

Lesson #4: Compose Yourself

Activity 1: Being a Composer

Activity 2: Conductor Detective Game

Music Standards

1.0

Singing – sing, with others, a simple song

4.0

Composing – compose short melodies using limited pitches

Common Core

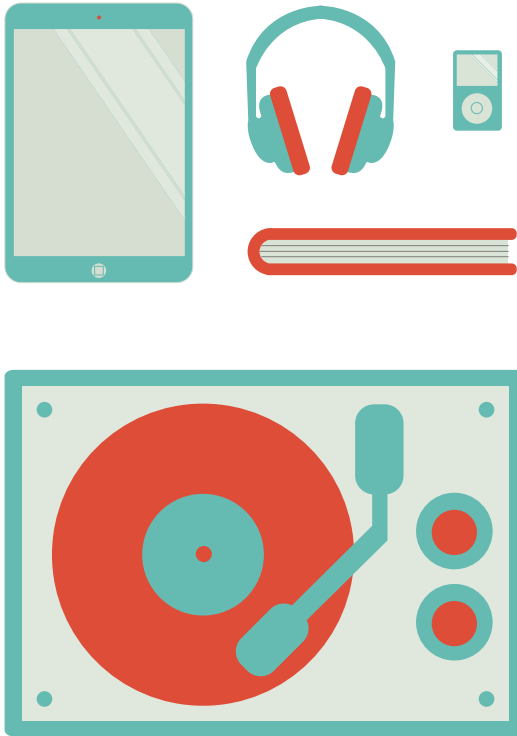
K-2.SL.2

Ask and answer questions about key details in a text read aloud or information presented orally or through other media

K-2.G.1-2

Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter circles)

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.



Lesson #1 Activity #1

Listening Excerpts on <http://nsokids.org>

"Fanfare for the Common Man"

Aaron Copland

"Hornsignal"

from Symphony No 31

Joseph Haydn

Pulcinella-XVII. Viv

Igor Stravinsky

Symphony No. 6: III Vivace

Sergei Prokofiev

Lesson #1 Activity #2

"Flight of the Bumble Bee" from The Tale of Tsar Saltan (Casino)

Nikolai Rimsky-Korsakov

"Flight of the Bumble Bee" from The Tale of Tsar Saltan

Nikolai Rimsky-Korsakov, arr. T. Wyss

"Flight of the Bumble Bee" from The Tale of Tsar Saltan

Nikolai Rimsky-Korsakov, arr. D. Hunsberger

Lesson #2 Activity #1

The Stars and Stripes Forever

John Philip Sousa

Lesson #3 Activity #2

Concertino Rustico for Alphorn and String Orchestra

Ferenc Farkas

OTHER MEDIA

Books:

“Meet The Orchestra” by Ann Hayes

“The Remarkable Farkle McBride” by John Lithgow

Websites:

www.tubbythetuba.com

LESSON PLAN #1: THE SOUNDS OF BRASS

Overview of Lesson #1

Music Standards:

6.0 Listening and Analyzing – Recognize selected instruments by sight and/or sound,

7.0 Evaluating – Discuss a musical performance using teacher-given criteria

Common Core:

K-2.RI.9 – Identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures),

K-2.SL. – Ask and answer questions about key details in a text read aloud or information presented orally or through other media

ACTIVITY #1: INTRODUCTION TO THE BRASS



Time needed

30 minutes



Objectives

To identify orchestral brass instruments and their sounds.



Materials

Access to <http://www.nsokids.org/>
and NAXOS listening excerpts

“Match The Sounds” Activity Page in
Teacher Resources section of this packet

1. Make a copy of the “Match the Sounds” activity page for each student, found in the Teacher Resources section of this packet.
2. Go to the NSO Kids website and click on “Our Instruments” to explore all the instruments of the orchestra, focusing specifically on the brass family. Each instrument has a “Hear It” button where a scale and short musical selection is played. (Please note, the instruments are arranged alphabetically, beginning with bass and ending with violin).
3. When you and the students have explored the instruments on nsokids.org, try listening to instruments in context of a symphony. Use excerpts from the following pieces, available online through NAXOS streaming:

Trumpet: The first 1:30 of “Fanfare for the Common Man”

French Horn: Haydn’s Symphony No 31 “Hornsignal” Movement 1 – Allegro

Trombone: Stravinsky’s Pulcinella: Vivo

Tuba: Prokofiev’s Symphony No. 6: III Vivace starting at 1:40 – 2:00

4. Now play the tracks a second time in a different order. This time, the students will be asked to draw a line from the number of the track to the instrument that is being featured in the selection. If students need help, give context clues, such as, “This piece features the highest voice in the brass family,” etc. If you would like to simplify the exercise, you can use the NSO Kids Online examples of instrument sounds, rather than the orchestral pieces.

5. Once you’ve finished playing the selections through, review the correct answers with your students. The answers are dependent on the order in which you play the selections.

Helpful Hint: Storybooks are great resources to introduce students to the concept of instruments and the symphony. “Meet the Orchestra” by Ann Hayes describes each instrument in lyrical detail. “The Remarkable Farkle McBride” by John Lithgow is a fun, rhyming book about a boy who learns to play lots of instruments in the symphony.

ACTIVITY #2: COMPARE & CONTRAST



Time needed

20 minutes



Materials

Access to three versions of Rimsky-Korsakov’s “The Tale of Tsar Saltan: Flight of the Bumble Bee, Op. 57”. Brass, woodwinds, and strings versions are available through NAXOS streaming.



Objectives

To be able to understand the different characteristics between the brass sound and the sounds of other instrument families such as strings and woodwinds.

1. Listen to each of the three examples of the “Flight of the Bumble Bee” but do not tell the students the name of the piece.
2. Explain to the students that they are listening to the same piece of music. However, it is being performed by different musical instruments. Does the music remind you of an animal, or maybe an insect? How does the music make you feel?
3. Have students compare and contrast the two groups: One is a brass band while the other ensemble is predominantly strings and woodwinds. What is different about the sounds? What is similar? Which one sounds more like a bumble bee? Reveal that the name of the piece is “The Flight of the Bumble Bee.”

Assessment

Divide the students into small groups. Ask questions about the characteristics of different brass instruments. Which instrument is played with a slide? Which instrument has the lowest voice in the brass family is? Have the students talk it out, and decide on an answer together.

LESSON PLAN #2: MUSICAL FORM

Overview of Lesson #2

Music Standards:

6.0 Listening and Analyzing – recognize same and different sections in familiar pieces of music

8.0 Evaluating – Interdisciplinary Connections – experience relationships between music and language arts/identify the sequence of events in a song, poem or story

Common Core:

K-2.L.4 – Determine or clarify the meaning of unknown words and phrases

K-2.SL – Ask and answer questions about key details in a text read aloud or information presented orally or through other media

K-2.G.1-2 – Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter circles).

ACTIVITY #1: A MARCH



Time needed

30 Minutes



Objectives

To learn the form of “Stars and Stripes Forever” or AABB form



Materials

The NAXOS online recording of “The Stars and Stripes Forever”
“John Philip Sousa, The March King” information sheet in
Teacher Resources

1. Review “John Philip Sousa, The March King” information sheet in Teacher Resources. Share with the students who Sousa was and why he was an important composer. Describe marches and ask the students if they would like to hear a march.
2. Play John Philip Sousa’s “The Stars and Stripes Forever” on the NAXOS online listening selections. Have students feel the rhythm and beat of the march by walking around and stomping their feet, or by sitting and patting their hands to the beat.

3. Once the students become familiar with the piece, note that there are different sections. Have them stand in one or two circles and have them start in one direction and change direction when they hear a new section.

4. As a guide for when new sections occur, refer to “John Philip Sousa, The March King” information sheet in Teacher Resources.

ACTIVITY #2: MUSIC AS POETRY



Time needed

30 Minutes



Objective

Compare the form of a march to poetic form.



Materials

Poems given

1. Briefly explain to the students that poetry and music are alike. Poetry can follow patterns just like music can. Lines of poetry can repeat or rhyme to create patterns, in the same way that musical phrases repeat within a song.

2. Read an example using the following poem in AABBCC rhyming pattern, which follows a similar pattern to “The Stars and Stripes Forever”

- (A) Brass instruments can be very loud
- (A) They can sound brassy and bold and proud
- (B) Trombones are special; they have a slide
- (B) Their range is all over, like a roller-coaster ride
- (C) Trumpets play up high and tubas play down low
- (C) To make a sound you must use air, so blow, blow, blow!

3. Now see if the students can finish the lines of the poem using context clues, what they already known about brass instruments, and following poems have the AABB rhyme scheme. Provide a word bank on the board, if necessary.

1. I'm so big, but I don't gloat
I can play the lowest note
Doobie, doobie, doobie, dooba
Move aside, here comes the _____. (Tuba)

2. I'm the highest voice in the brass family
I used to announce the kings and the queens
I may be the smallest brass you can get
But I buzz, buzz, buzz, cause I am the _____. (Trumpet)

3. You can hear me far and wide
I'm special cause I have a slide
I have a bold brassy tone
Brumpa De Dump, I'm the _____. (Trombone)

4. I'm all coiled up into a spiral
With a mellow sound that none can rival
I can sound distant and forlorn
Oui, c'est moi, the _____. (French horn)

Assessment

Illustrate the patterns in music. Assign a shape (triangle, circle, etc.) to each section of the Sousa's march. Have students cut out these shapes from construction paper, or you can draw examples of these shapes on the board. Listen to the music once through. Have students raise cut-outs of the shape as each section occurs. If you are not using cut-outs, have the students draw the shapes on a piece of blank paper as they hear the different sections. The different sections are outlined in “John Philip Sousa, The March King” information sheet in Teacher Resources.

LESSON PLAN #3: THE WORLD OF BRASS

Overview of Lesson #3

Music Standards:

9.0 Historical and Cultural Connections – experience music from various historical periods and cultures

3.0 Improvising

Common Core:

K-2.SL.2 – Ask and answer questions about key details in a text read aloud or information presented orally or through other media

K-2.RI.9 – Identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures)

ACTIVITY #1: LISTENING EXERCISE



Time needed

30 minutes



Objective

To understand how brass instruments are played



Materials

“Parts of the Brass Instrument” in Teacher Resources
“You-saphone Worksheet” in Teacher Resources

If empty plastic bottles are available: Use the top half of plastic soda or water bottles, duct tape, ribbons, stickers, and paint.

If bottles are not available: Simply use the “You-saphone Worksheet” in Teacher Resources

Preparation: Collect plastic bottles or have each student bring in an empty bottle. This can be a good way to explain

recycling to the students. We are going to make model instruments out of recycled plastic! Cut off the top half of the soda bottles with sharp scissors or a craft knife (do not let the children do this). You can smooth and rough edges if needed by covering the exposed rim with duct tape. Please note, if the prep time is not available, this exercise can also be done by having students draw their instruments on the “You-saphone Worksheet” rather than construct them.

Background information: John Phillip Sousa, the composer of Stars and Stripes Forever, invented his own instrument called the sousaphone! A sousaphone is a version of the tuba but is unique because it faces forward and wraps around the player. It was created so that tuba players could march in a band or parade. Today, just like Sousa and the sousaphone, you and your students are going to create their own instruments! A You-saphone!

1. Explain that brass instruments are played by “buzzing” lips on a mouthpiece which is amplified by the tubing of a horn. Have students practice “buzzing” their lips between their thumb and first finger without puffing out their cheeks. Hint: If you have a brass instrument in your classroom, use this as an example of how to buzz and how it creates sound in a horn.

2. Introduce the basic parts of the brass instruments: mouthpiece, valves, slide (trombone only) and bell. With your students, complete and review the worksheet “Parts of Brass Instruments” in Teacher Resources to test their knowledge of instrument parts.

3. Have the students create their own brass instruments using the top half of plastic bottles; this will be the “mouthpiece” of their instrument. Make sure they add “valves” (buttons attached on top) and a “bell” (construction paper made into a cone added to end of bottle). Provide paint, markers and stickers for the students to decorate their instruments.

4. *If bottles are not available, using paper and coloring utensils, have students create their own brass instrument using the “You-saphone Worksheet” in Teacher Resources. Have students draw a picture of their invention based upon their new knowledge of brass instruments! Remind students of brass characteristics such as:*

- *Every brass instrument must have a mouth piece*
- *A larger bell at the end of the horn will create a louder sound*
- *The longer the tubing of the instrument the lower notes it can make*
- *It can have a slide like a trombone or valves like a trumpet*

5. Have students share their drawing or construction of their invented instrument, explaining what their instrument would sound like, what type of music it would play, how big it is, what it’s made out of, etc.

6. Finally students can name their instruments just how Sousa named his horn the sousaphone (Students name + “saphone”)

7. Lesson Extension (5 – 8 minutes)

The Brass Bash concert also includes a performance of Kleisinger’s Tubby the Tuba. Read about Tubby the Tuba online at <http://www.tubbythetuba.com> or read a copy of the book from your local library to learn about Tubby the Tuba’s adventures. A Tubby the Tuba coloring page is located at www.tubbythetuba.com/play.html

ACTIVITY #2: TRUMPET TRAVEL: BRASS AROUND THE WORLD



Time needed

30 minutes



Objective

To learn about other instruments played around the world that share characteristics with instruments in the brass family



Materials

Information Sheets for Karnay and Alphorn
Online Listening Excerpts

Introduction: We have learned that brass musicians play their instruments by buzzing their lips against a mouthpiece. This technique is also used to play other instruments around the world. Let's travel!

1. Introduce the Karnay by using the information sheet in Teacher Resources. This instrument is traditionally played in the countries of Iran, Tajikistan, and Uzbekistan.
2. An excellent resource when exploring the karnay is the Uzbek music Web site: http://www.uzbekmusic.uz/our_music.html. The site has listening excerpts you can download. Click on the first track "Karnay Girbony" to hear an example of how the Karnay sounds. Discuss with the students what instrument from the brass family it sounds like and how the Karnay is different or similar. Some things to note about the Karnay: it sounds similar to a trumpet, but it has a limited number of notes because it does not have any valves. It is also made out of brass.

Hint: To remind the students how the other brass instruments sound, relisten to the excerpts on NSOKids.org.

3. Introduce the alphorn by using the information sheet "The Alphorn" in Teacher Resources.
4. Use NAXOS online streaming to play an alphorn concerto called "Concertino Rustico for Alphorn and String Orchestra." Discuss with the students how the two horns, the karnay and the alphorn, sound or look similar. (They both have a brass-like sound. They both have bells, etc.) How are they different? (The alphorn is much longer. It is played with the instrument touching the ground, etc.)

LESSON PLAN #4: COMPOSE YOURSELF

Overview of Lesson #4

Music Standards:

1.0 Singing – sing, with others, a simple song

4.0 Composing - compose short melodies using limited pitches

Common Core:

K-2.SL.2 – Ask and answer questions about key details in a text read aloud or information presented orally or through other media

K-2.G.1-2 – Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter circles).

ACTIVITY #1: BEING A COMPOSER



Time needed

30 minutes



Objective

The students become familiar with the composing process.



Materials

Composer Worksheet

1. Ask the students what a composer does, explain briefly that they write pieces of music.
2. As a class, come up with four different shapes and make up different sounds that can be spoken or sung for each shape. For example: a circle can be an “ooh” sound and a square can be a “ha!” sound.
3. Pass out the “Composer Worksheet” that can be found in Teacher Resources and have each student create their own song using the symbols agreed upon. Explain that they are composing! Where they put the symbol on the staff determines the order which the sounds are made. They are “read” from left to right. Also, where the symbol is on the staff defines what pitch or note is sung, for example, higher on the staff means a higher note. Encourage the students to include a variety of shapes and sounds in their compositions.

ACTIVITY #2: CONDUCTOR DETECTIVE GAME



Time needed

40 minutes



Objective

The students learn about what a conductor is and what it is like to follow a conductor.



Materials

Conductor Information Page in Teacher Resources

1. Review the Conductor Information Page. Explain how in an ensemble the musicians must all pay close attention to the conductor in order to play music together.
2. Have children sit in a circle and pick one student to be the Detective. He or she will leave the room or go to a place they cannot see the circle.
3. Choose a student to be the Conductor, make sure everyone in the circle know who that is.
4. The Conductor begins to make a motion – pat head, tap feet, etc. The rest of the students in the circle should imitate the motion. After a short period of time, the Conductor can also change the movement to something different. The conductor should also experiment with speeding up or slowing down the movement, the way a real conductor controls the tempo.
5. Bring the Detective in from outside the room. Have the Detective guess who the Conductor is, limit the number of guesses to two or three.
6. Repeat as long as desired or until students all have had a chance to be either the Conductor or the Detective.

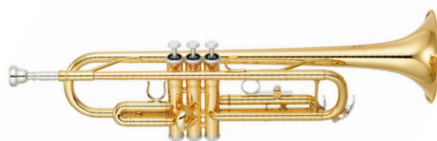
Assessment

Complete the Pre and Post Concert Quizzes with your class at the end of this packet. We hope you enjoy the concert!

TEACHER RESOURCES: MATCH THE SOUNDS

Draw a line connecting the sound sample to the instrument.
Listen as your teacher plays the examples.

#1



Trumpet

#2



French Horn

#3



Trombone

#4



Tuba

TEACHER RESOURCES: JOHN PHILIPS SOUSA THE MARCH KING



JOHN PHILIP SOUSA

*John Philip Sousa (1854 – 1932) is perhaps the most famous composer of marches in the world. He wrote *The Stars and Stripes Forever* on Christmas Day in 1896. The piece has become so famous that it is the official National March of the United States! When it is played, many people instantly think about America because of this piece's patriotic themes. You have likely heard this march on the Fourth of July. Sousa wrote so many popular marches that he is often referred to as "The March King!"*

What is a march? Marches are musical pieces that have a strong beat and regular time. Marches are mostly written to be performed by a military band, like the United States Marine Band. Marches are important because they provide a strong beat to walk or march to. When you go to a parade, you often hear bands playing marches as they parade through the streets!

FORM OF THE STARS AND STRIPES

Intro-AA-BB-CD-CD-C

0:00 – 0:04 Introduction

0:04 – 0:19 **A:** First Strain

0:19 – 0:34 **A:** First Strain Repeated

0:34 – 0:48 **B:** Second Strain (softly)

0:48 – 1:03 **B:** Second Strain Repeated (louder)

1:03 – 1:34 **C:** Trio

1:34 – 1:55 **D:** Dogfight

1:55 – 2:25 **C:** Trio + piccolos

2:25 – 2:47 **D:** Dogfight

2:47 – 3:22 **C:** Entire ensemble

TERMS TO KNOW

STRAIN

Separate and distinct melody into which a march is divided

TRIO

The third and most predominant melody in a march

Dogfight

A short interlude that separates the start of a strain, commonly called dogfight due to its loud and intense contrasting quality

TEACHER RESOURCES: PARTS OF BRASS INSTRUMENTS

Do you know the parts of the Brass Instruments? If so, try the following game:

- 1) Draw a triangle around the **mouthpiece** of each instrument
- 2) Draw a circle around the **bell** of each instrument
- 3) Draw a square around the **valves** of each instrument
- 4) Question: Which one of these instruments has a **slide**?

Answer: _____.



YOU-SAPHONE WORKSHEET

John Phillip Sousa invented his own instrument called the **Sousaphone!**

Use this sheet to imagine and draw your own brass instrument.

You can call it Your Name + Saphone or your name+phone!

Remember, all brass instruments have three things:

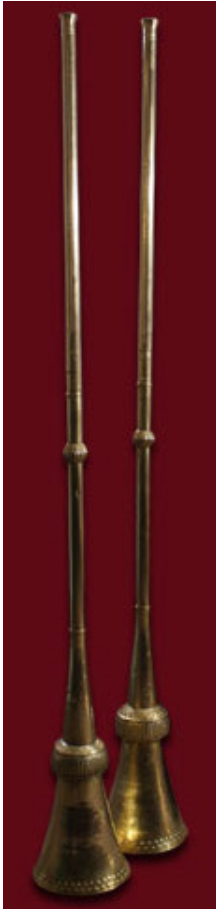
- 1) A **mouthpiece**, that you blow into
- 2) **Valves** or a **slide** so that you can change the notes
- 3) A **bell**, where the beautiful, brassy sound comes out!

MY NAME IS _____

AND THIS IS MY _____!

(Your name+saphone or your name+phone)

The Karnay



The Karnay is a very special instrument. Traditionally in Uzbekistan, every celebration, victory, or announcement of New Year was declared on Karnay instruments. Tunes are transmitted via an oral tradition from master to apprentice.

The Karnay is made out of a long brass tube. It is played standing up. Unlike orchestral brass instrument, the tubing is not coiled (think of the French horn). However, the instruments are all similar in that they have a mouthpiece, a bell, and are also made out of brass.

The Karnay has existed since ancient times. This is known, because it has been buried with Uzbek kings and royalty. It is not only played in Uzbekistan, but also in Iran and Kajikistan. In addition to celebrations, it can be played for signals and fanfares, like a herald of war or a declaration of victory. As a signal instrument it would also let the people know of disasters like fire or war.

Because the karnay is such an old and religious instrument there are special things that players do before playing it, such as changing clothes to symbolize the starting of a new journey. It is also important that it stays upright. A Karnay is never stored underneath things or stepped over, it must be respected.

Additional Resources:

“Shodlik” is a music group that plays traditional music in Uzbekistan. Their website provides a lot of useful information about Uzbek instruments. Visit www.uzbekmusic.uz/our_music.html for listening excerpts and for more information. The song that is we will be listening to is called “Karnay’s Call.” It is described as the following:

“It’s an example of the key role the Karnay plays in Uzbek history and culture. When the Karnay is blown the resulting sound is akin to the noise of wild animals, which are directly associated in Uzbek culture with the universe. In this piece the sounds of the Karnay are by turns whirling, teasing, growling and buzzing, bewitching anyone within earshot.”



The Alphorn

The Alphorn is an instrument that shares some similar characteristics with the brass instruments that we have been studying. It looks like a long curved tube with a bell at the end, however it is usually made from wood, such as spruce and pine, instead of brass. It is played by buzzing on a mouthpiece at one end. It does not have any valves with which to change the pitch. The alphorn has been around for a very long time and is used in alpine countries like Sweden, Russia, Germany, Hungary, and Romania.

An alphorn's sound can travel long distances and can be heard from up to four miles away! The Swiss farmers first used the alphorns to signal each other across the valleys. In this way, they could summon help, communicate with the people in the village, and announce daily activities. The alphorn can also “talk with the animals” and it can be used to bring in the cows from the pasture or to calm the cows during milking. The music of the alphorn became a source of pride for Swiss people, and many valleys had their own tune. The shepherds eventually used this instrument to pass the time and to entertain other shepherds. This skill was passed down from father to son for many generations. Today, there are thousands of alphorn musicians that perform together and play in bands. There is an alphorn concerto that you can listen to using NAXOS online streaming.

Additional Resources:

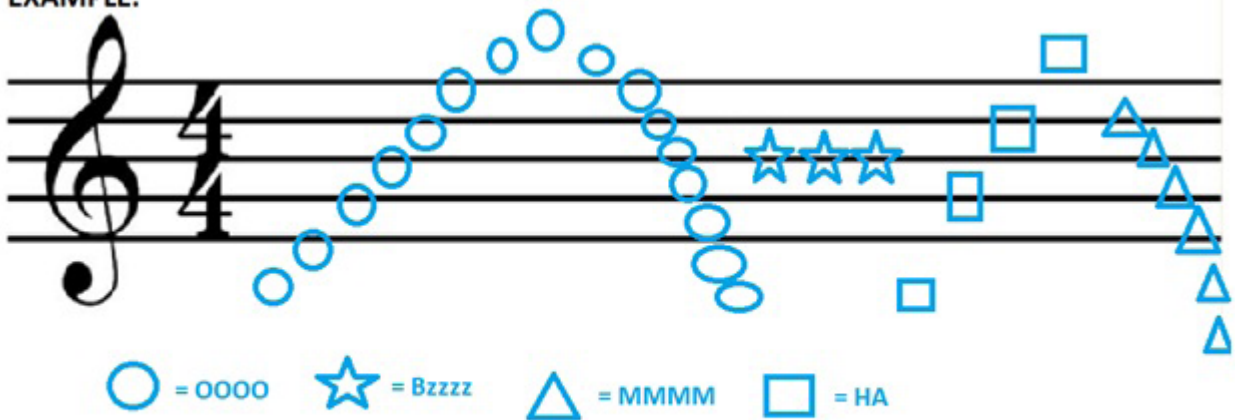
What would it be like to learn to play the alphorn? When an American teenager named Zach Cooper moved to Switzerland, he decided to try to learn! He created a wonderful Web site called The Alphorn Project: www.learnalphorn.com. He has posted some interesting videos that show his process of learning to play the alphorn as well as a history of the instrument.



COMPOSER WORKSHEET

Try your hand at composing! Using the key and the staff below, compose a piece using shapes that represent sounds. Try “singing” a piece you’ve composed with your classmates!

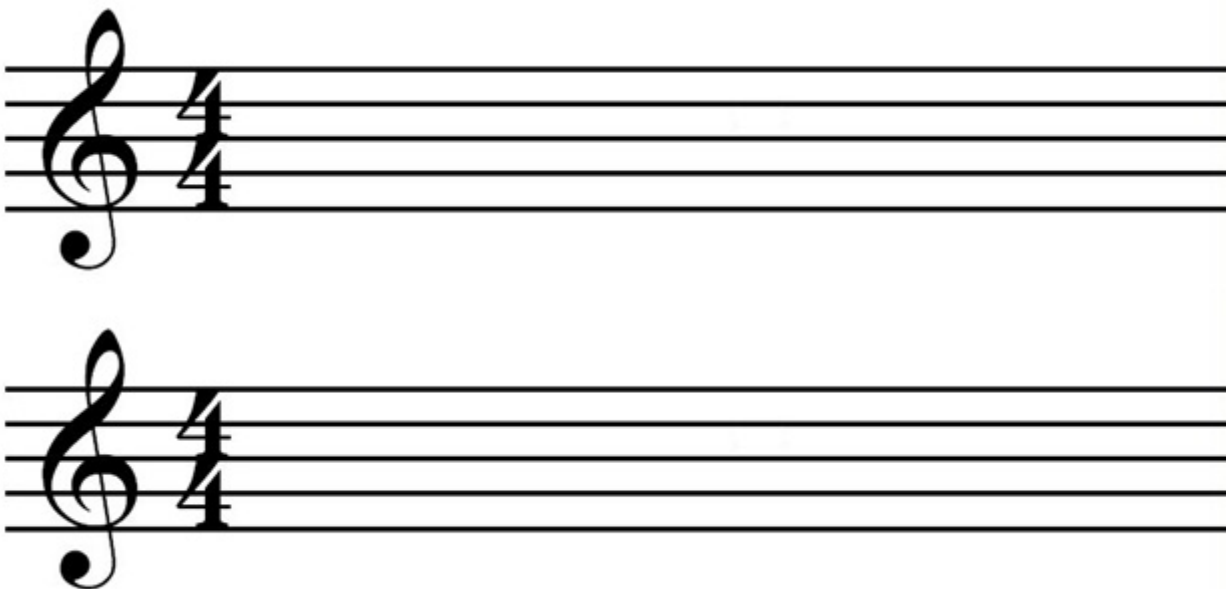
EXAMPLE:



The example shows a musical staff in 4/4 time with a treble clef. The staff contains a sequence of shapes: a series of circles forming an arch, three stars, a square, and a series of triangles forming a descending line. Below the staff is a legend:

- = OOOO
- ☆ = Bzzzz
- △ = MMMM
- = HA

Compose your own piece here:



Two blank musical staves in 4/4 time with a treble clef, provided for the student to compose their own piece.

THE CONDUCTOR

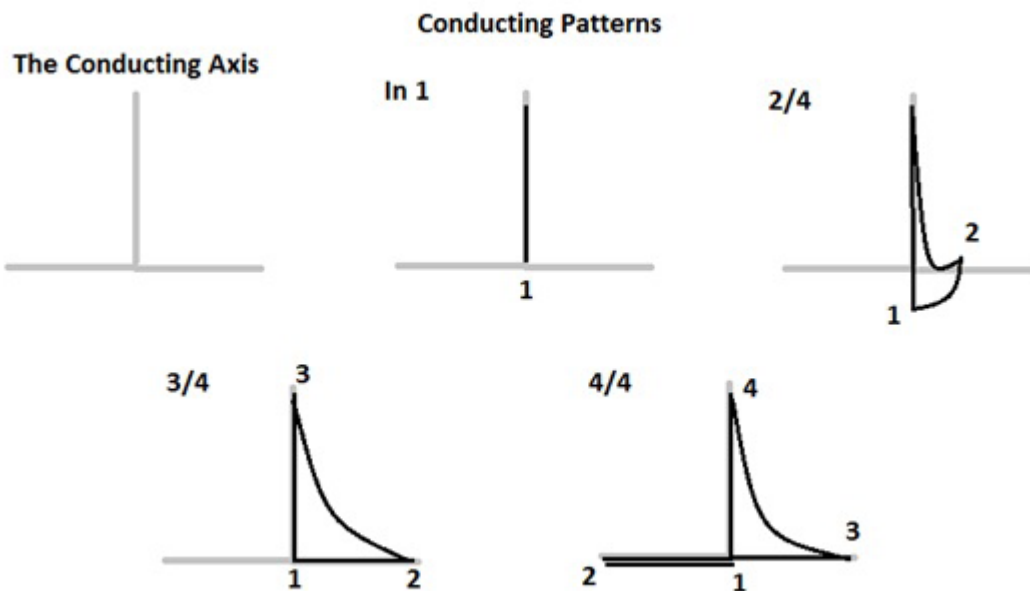


Giancarlo Guerrero

The Conductor stands in front of an ensemble of musicians. He or she does not play an instrument. Instead a conductor “plays” the entire ensemble by conducting everyone. The conductor is in charge of interpreting the music and keeping the orchestra together as they play.

Another way to think of the conductor is as the orchestra’s leader or guide. Sometimes they are called the Music Director. This is because he or she studies the music score, plans the musical program, runs the rehearsals, and chooses the guest artists. The music that you hear at the symphony was all selected by the conductor!

How do they do it? The conductor keeps time for each piece using certain patterns. He or she uses a baton – the little stick that you see, to show these patterns. Try some of these simple patterns shown in the figure below, have the students copy you. You can use pencils for your “baton.”



Try conducting along to some of your favorite songs. “Take Me Out to the Ball Game” or “Twinkle, Twinkle” are in 2/4 time. “Rock-a-bye Baby” is in 3/4 time. Most popular songs are in 4/4 time.

PRE-CONCERT QUIZ

Before the concert, discuss concert “etiquette”—how to behave—with your class. When do you clap? What do you do with your cell phone? What is the camera policy at the Schermerhorn? You can also fill out this quiz before you leave for the concert:

Name: _____

Date: _____

School: _____

Have you ever been to a concert before?

- a. Yes
- b. No

Do you enjoy listening to music?

- a. Yes
- b. No

Do you play any musical instruments?

- a. Yes _____
- b. No

At a classical music concert, which of the following is appropriate?

- a. Clap at the end of a piece to show the musicians you enjoyed it
- b. Clap along to the music and tap your feet
- c. Get up and dance!

POST-CONCERT QUIZ

Share your experience with the Symphony! You can mail your pre- and post-concert quizzes to The Education Department at **1 Symphony Place, Nashville, TN 37201**. You can even add a personal letter for the conductor or the musicians! We would love to hear from you!

Name: _____

Date: _____

School: _____

Did you enjoy the concert?

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

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

Would you like to attend another classical music concert in the future?

- a. Definitely
- b. Maybe
- c. Probably Not
- d. Definitely Not

Where is the conductor in this picture?



Which of the following is a brass instrument?



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