



NASHVILLE SYMPHONY
YOUNG PEOPLE'S CONCERTS

SWAN LAKE

GRADES 3-4



Nashville
Symphony



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LETTER FROM THE CONDUCTOR



Dear Teachers and Parents,

Welcome to the Nashville Symphony's Young People's Concert:
Swan Lake!

Students will be transported into the mystical world of the ballet *Swan Lake*, composed by Pytor Tchaikovsky. We are very excited to be collaborating with Nashville School of the Arts again this year as we bring this classic fairytale to life. Students will be able to see how both music and dance work together to create the unforgettable experience that is ballet.

The Education and Community Engagement department at the Nashville Symphony has put together this study guide to help you prepare for the performance. I encourage you to use the resources in this guide before or after the concert. We have included lessons plans and activities that will help familiarize students with the repertoire and concepts that will be introduced in this performance of *Swan Lake*. 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

STANDARD EQUIVALENCIES

Lesson #1

**Core Curriculum Standard:
English Language Arts**

3-5.RI.6

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

3-5.SL.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.

**National Arts Standard:
Music SPI**

8.1.1

Discuss similarities between music and dance and visual art.

8.1.2

Demonstrate similarities between music and dance (movement) and theatre (dramatizations)

Lesson #2

**Core Curriculum Standard:
English Language Arts**

3-5.RL.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character's thoughts, words, or actions).

3-5.RI.9

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**National Arts Standard:
Music SPI**

8.1.3

Perform, combining aspects of music, dance, and theatre.

Lesson #3

**Core Curriculum Standard:
English Language Arts**

3-4 RL.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character's thoughts, words, or actions).

3.RI.7

Use information gained from illustrations (e.g. maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why and how key events occur).

**National Arts Standard:
Music SPI**

8.2.3

Demonstrate the relationship of music to literature, mathematics, science, and/or social studies.

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

- "Act 1 no.2: Valse" and "Act 1: No.3: Scene"
- "Act I no.4 Pas de trois" through "Act I no.5 Pas de deux"

Lesson 1 Activity 2

- "Act 1 No.6 Pas d'action" through "Act 1 no. 9: Finale: Flight of the Swans"
- "Act II No.11: Scene" and "Act II No.12: Scene"

Lesson 2 Activity 1

- "Introduction"
- "Act 1 No 1:Scene" and "Act I No.9: Finale: Flight of the Swans"
- "Act II No.11: Scene"
- "Act III No.22: Neapolitan Dance" and "Act III No.23: Mazurka"
- "Act IV No.29: Finale" (starting at 1:20)

Lesson 2 Activity 2

- "Act II No.13: Dance of the Swans"
- "Act IV No. 29: Finale".

Lesson 3 Activity 2

- "Act III: Russian Dance"
- "Act III No.20 Hungarian Dance"
- "Act III No. 21 Spanish Dance"
- "Act III No.23: Mazurka"

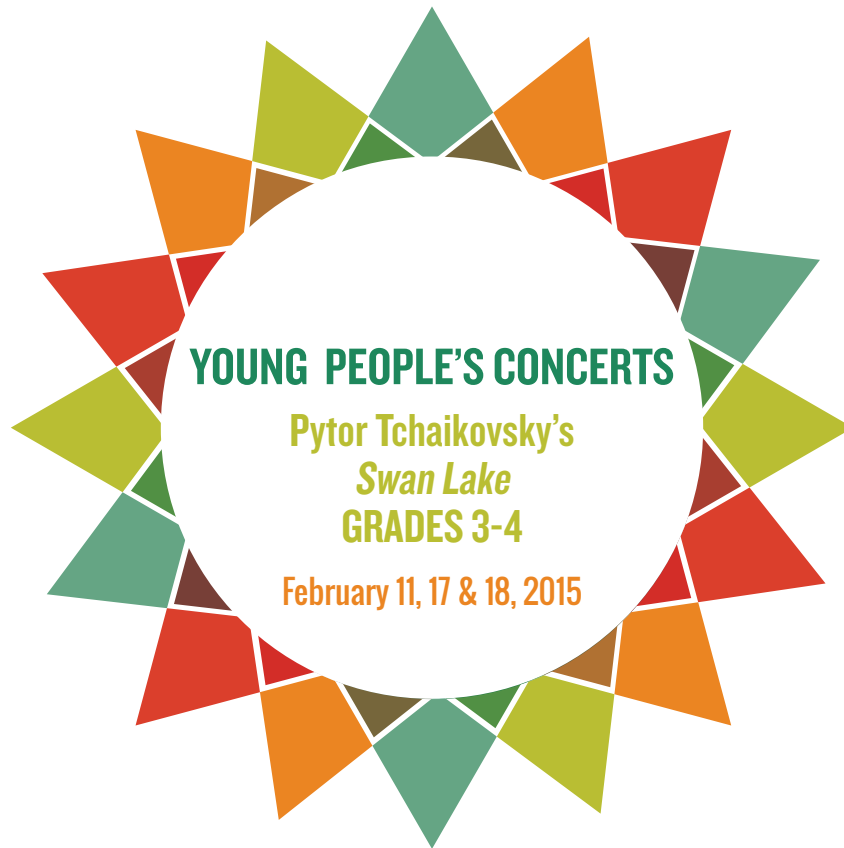
ONLINE MEDIA

Lesson 2 Activity 2

Make A Swan

www.origami-resource-center.com/origami-swan.html

CONCERT PROGRAM



Each year, the Nashville Symphony introduces an acclaimed piece of classical repertoire to students in third and fourth grades. This year we are thrilled to present Tchaikovsky's timeless classic *Swan Lake*. Soar away with beautiful melodies and get lost in the drama of this remarkable piece. We are excited to welcome back dancers from the Nashville School of the Arts to help us bring the story of *Swan Lake* to life on the stage!

LESSON PLAN #1: LEARNING TO SWIM!

Overview of Lesson #1

Activity 1: Activity I: Ballet Soiree (35 minutes)

Activity 2: Tchai Tea (35 minutes)

Lesson Assessment (20 minutes)



Time needed

1 hour 30 minutes



Materials

Tea Cup Coloring Sheet (Teacher Resources)

Coloring Utensils

Ballet Positions (Teacher Resources)

Tchaikovsky Biography (Teacher Resources)

Ballet Facts (Teacher Resources)



Standards

Core Curriculum Standard: English Language Arts 3-5.RI.6

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view the represent.

Core Curriculum Standard: English Language Arts 3-5.SL.4

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

National Arts Standard: Music SPI 8.1.1

Discuss similarities between music and dance and visual art.

National Arts Standard: Music SPI 8.1.2

Demonstrate similarities between music and dance (movement) and theatre (dramatizations)

ACTIVITY I: BALLET SOIREE



Time needed

35 minutes



Objectives

To connect music with other artistic disciplines, such as, dance and filmmaking.



Materials

Ballet Positions and Ballet Facts from
Teacher Resources

1. Make sure that desks and chairs are moved to the edge of the classroom
2. Have students stand up and spread out so that they have enough room to stretch without touching any of the other students
3. Teach students the five ballet positions located in the *Teacher Resources* section in the back of the packet
4. Play “Act 1 no.2: Valse” and “Act 1: No.3: Scene” from *Swan Lake* softly in the background while teaching them the positions
5. After they have become proficient in the positions, begin teaching them the five points about ballet listed in the *Teacher Resources* section at the end of the packet, making sure to associate them with the ballet positions
6. Play “Act I no.4 Pas de trois” through “Act I no.5 Pas de deux” softly in the background while teaching facts. For example, while teaching them the first fact about the history of ballet, demonstrate the first position and have them repeat the fact back to you while copying the position
7. You can make it a competition and give a prize to the student(s) who can remember all five positions and structural facts

ACTIVITY 2: TCHAI TEA



Time needed
35 minutes



Objectives

Learn about the life of the great composer Pytor Tchaikovsky



Materials

Tchaikovsky Biography;
Tea Cup Coloring Sheet;
Coloring Utensils

1. Teach the students about Tchaikovsky using the biography given in the *Teacher Resources* section
2. Encourage them to take notes while you teach because it will be important to them later in the class
3. Play “Act 1 No.6 Pas d’action” through “Act 1 no. 9: Finale: Flight of the Swans” softly in the background while teaching the students about the history of Tchaikovsky
4. Hand each student a copy of the Tea Cup Coloring Sheet
5. Have students write down one fact that stands out to them about Tchaikovsky in their tea cup.
6. Students can have a tea party by walking around and sharing their facts with other students in class. Play “Act II No.11: Scene” and “Act II No.12: Scene” while the students are having their tea party
7. Make sure students write down the facts that other students share with them in order to fill up their tea cup
8. You can give a prize at the end of class to the student with the most “tea” about Tchaikovsky in their cup

Lesson #1 Assessment

Have students take the first fact that they chose from Activity 2 and associate it with their own dance move.

Have students take turns sharing their fact and instructing the class on how to do their dance move.

LESSON PLAN #2: SWAN LAKE

Overview of Lesson #2

Activity 1: Swan Fake (1 hour 15 minutes)

Activity 2: Make-a-Swan (30 minutes)

Lesson 2 Assessment (15 minutes)



Time needed

approx. 2 hours



Materials

Swan Lake Synopsis (Teacher Resources)

Costumes (optional)

Colored Pencils

Construction Paper

Make-a-Swan Instructions (Teacher Resources)



Standards

Core Curriculum Standard: English Language Arts 3-5.RL.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character's thoughts, words, or actions).

Core Curriculum Standard English Language Arts 3-5.RI.9

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

National Arts Standards

National Arts Standard: Music SPI 8.1.3

Perform, combining aspects of music, dance, and theatre.

ACTIVITY I: SWAN FAKE



Time needed

1 hour 15 minutes



Materials

Swan Lake Synopsis;
Costumes (optional)



Objectives

Students will learn about the plot of *Swan Lake* and be able to reiterate and interpret its plot for themselves.

1. Explain the plot of *Swan Lake* to the class using the *Swan Lake* Synopsis given in *Teacher Resources*
2. Split students into 3 or 4 groups and assign them each an act and piece(s) from *Swan Lake*. Listed below are some suggestions.
 - “Act I: Act I No.1:Scene” and “Act I No.9: Finale: Flight of the Swans”
 - “Act 2: Act II No.11: Scene”
 - “Act 3: Act III No.22: Neapolitan Dance” and “Act III No.23: Mazurka”
 - “Act IV No.29: Finale” (starting at 1:20)
3. Give them 30 minutes to listen to their excerpt and come up with a dance/skit for the act. Encourage students to use different types of dancing style, other than ballet, in their skits
4. Have each group take turns acting or dancing their section for the class while the music plays in the background. If you have the resources, you can give the students props and costumes to choose from for their depictions of the acts

ACTIVITY 2: MAKE/DECORATE A SWAN



Time needed

30 minutes



Objectives

To use illustrations in order to better understand the plot of *Swan Lake*



Materials

Square Construction Paper; Coloring Utensils; Make-a-Swan Instructions

1. Play “Act II No. 13: Dance of the Swans”. Discuss how the music sounds like swans dancing. Then read the synopsis of Act IV to the students. Point out that, in the final act, Odette is being comforted by the other swans. Discuss how friends can support each other in difficult times.
2. Let students pick out a piece of colored construction paper and have them write a kind letter to a friend, teacher, or parent inside of the paper.
3. Use the directions listed in the *Teacher Resources* section to help them make their very own swan out of the letter. They can give the swan to the recipient of the letter. As they write the letters and make swans, play “Act IV No. 29: Finale”.

Lesson #2 Assessment

Explain to students that *Swan Lake* has had many different endings depending on the culture of the performers and audiences. Some have been happy and some have been sad. Have students make up their own ending to *Swan Lake* and have them share with other students.

LESSON PLAN #3: GONE FISHING

Overview of Lesson #3

Activity 1: Gone Fishing (45 minutes)

Activity 2: Lake Radnor Fairytale (45 minutes)

Lesson 3 Assessment (15 minutes)



Time needed

1 hour and 45 minutes



Materials

Synopsis of *Swan Lake*; Pictures of Fishes;
The Parts of a Fairytale



Standards

Core Curriculum Standard: English Language Arts 3-4 RL.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character's thoughts, words, or actions).

Core Curriculum Standard: English Language Arts 3.RI.7

Use information gained from illustrations (e.g. maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why and how key events occur).

National Arts Standard: Music SPI 8.2.3

Demonstrate the relationship of music to literature, mathematics, science, and/or social studies.

ACTIVITY I: GONE FISHING

“So long as the human spirit thrives on this planet, music, in some living form, will accompany and sustain it” -Aaron Copland

Imagination Station: Do you find yourself walking to a beat even when you're not listening to music? Why do you think this is?



Time needed

45 minutes



Objectives

To relate music to other disciplines, such as science, and use them to better interpret the plot of *Swan Lake*.



Materials

Synopsis of *Swan Lake*;
Pictures of Fish

1. Review the characteristics of the four main characters in *Swan Lake* with students
 - Odette
 - Prince Siegfried
 - Von Rothbart
 - Odile
2. Explain to students that there is a lake called Lake Radnor right here in Nashville! Tell them that there are many different types of fish that inhabit this lake.
3. Teach the students one fact about each of the four fishes listed below. Then, compare the different species of fish to the main characters in *Swan Lake*. When teaching make sure to show the students the pictures of the different species located in the *Teacher Resources* section. Listed below is a discussion guide:
 - Walleye- Sensitive to light so it mostly feeds at night and dawn; Odette and the other swans are sensitive to light as well! They cannot transform into humans until it is dark outside because of the curse
 - Small Mouth Bass- Was introduced to different types of lakes outside of Tennessee, but they did not fare well because they could tell the difference between the different types of water; Von Rothbart failed in his attempt to trick Prince Siegfried into marrying his daughter Odile because after seeing Odette leaving the ball, Prince Siegfried could tell the difference between the two of them.
 - Catfish- Because of their body types, Catfish usually sink to the bottom of the water rather than float; Odile ends up sinking to the bottom of the lake with her father in the end after the other swans attack her, while Odette and Prince Siegfried eventually float up to heaven.
 - Croppie- Tend to be less active during the day, hiding behind boulders and other objects, while at night they make themselves more visible near the shores; Von Rothbart is similar to the Croppie in that he did not reveal himself to Prince Siegfried as a villain until night time, before he had been hiding out as one of the Prince's mentors.

ACTIVITY 2: LAKE RADNOR FAIRYTALE



Time needed

45 minutes



Objectives

To create stories using *Swan Lake* as an example



Materials

The Parts of a Fairytale worksheet

1. Pass out copies of The Parts of a Fairytale, found in *Teacher Resources*
2. Explain to students that they will be creating their very own Lake Radnor Fairytale similar to *Swan Lake*!
3. Walk them through the sheet explaining the different terms (ex: Protagonist is the hero of the story). There is an example of what a completed sheet should look like in teacher resources. Have the students fill out the sheet based on a story of your choosing using Lake Radnor as the setting.
4. Split them into small groups and have the students share their stories with each other. Play “Act III: Russian Dance”; “Act III No.20 Hungarian Dance”; “Act III No. 21 Spanish Dance”; “Act III No.23: Mazurka” while writing and sharing their fairytales
5. OPTIONAL: If you have time, assign the parts of a story to different sections of the classrooms and assign the students different characters of *Swan Lake* or another story. Have the students stand in the section their character appears. If they are in multiple sections, have them move with the protagonist through the sections.

Lesson #3 Assessment

Have students compare the story of *Swan Lake* to another fairy tale of their choosing. Have them explain which characters are similar and which ones differ throughout the plots of the different stories (ex: Maleficent put Sleeping Beauty to sleep while Von Rothbart turned Odette into a Swan).

TEACHER RESOURCES

- I. Ballet Positions
- II. Five Facts About Ballet
- III. Tea Cup Coloring Sheet
- IV. Tchaikovsky Biography
- V. *Swan Lake* Cut Out Synopsis
- VI. Make A Swan
- VII. Pictures of Fish
- VIII. Parts of a Fairytale

I. BALLET POSITIONS



First position:

Stand with heels together and toes pointed out, with arms held in front as if you are holding a beach ball.



Second position:

With your toes still pointed out, spread your feet apart and hold your arms stretched out to the sides, as if holding a GIANT beach ball.



Third position:

From second position, slide one foot back in, but this time in front of the other foot, so that one heel rests against the arch of the other foot. Raise one arm above your head with the other arm curved in front, like first position.



Fourth position:

From third position, take the front foot a little bit in front of the other, instead of touching. You can keep your arms in the same position.



Fifth position:

This one looks a lot like third position. From the fourth position, bring the back foot up to meet the front again, but this time the back toe rests against the heel of the front foot. Raise both arms above your head in an oval shape.

TEACHER RESOURCES

II. FIVE FACTS ABOUT BALLET

1

First Position: Pre- 19th Century

Ballet was not known for its music until the 19th Century!

Composers did not even like to write for ballets! It was seen as beneath them to compose ballet music.

2

Second Position: Early 19th Century

The “Opera Ballet” became common when ballet music became popular!

In this form, part of the story would be told through dance, while the other part would be sung.

3

Third Position: Mid 19th Century

Ballet pumps (shoes used by dancers) made writing ballet music an exciting challenge!

Because the dancers could move easier in ballet shoes rather than heels, the composers had more freedom to utilize the space in their stories and compositions.

4

Fourth Position: Late 19th Century

Tchaikovsky’s ballets made composers want to write ballet music!

Tchaikovsky became a popular composer for his ballets *Swan Lake*, *Sleeping Beauty*, *The Nutcracker* and more!

5

Fifth Position: 20th Century

Ballet music opened the door for music in movies!

Much like ballets, movies like *West Side Story* require the choreographer and composer work together to form the final product.

TEACHER RESOURCES

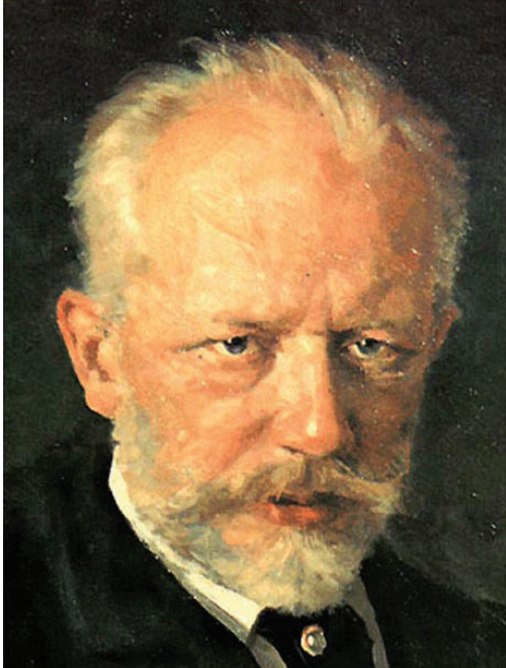
III. TEA CUP COLORING SHEET

My Favorite Fact About Tchaikovsky Is:



Other Facts I Learned:

IV. COMPOSER BIOGRAPHIES



Tchaikovsky

Pyotr Ilyich Tchaikovsky was born on May 7, 1840 in Vyatka, Russia to a family that was known for their work in the military. His father served as a lieutenant colonel, a very important position, in the department of the mines and his grandfather was a physician's assistant in the army. His family shared a love for music and the arts--**at the age of 5, he began taking piano lessons.** Soon his talent for music was easily noticeable. Though his family respected the art form, they wanted him to pursue a career in the military. As a result, **he was placed in the Imperial School of Jurisprudence in St. Petersburg at the age of 10** to make sure he was prepared to continue the family tradition of military excellence. **In 1859 he began working a bureau clerk post, an important position in the military,** which he would continue doing for the next four years. However, this could not keep him from his growing passion for music.

In 1861 Tchaikovsky began taking lessons provided by the Russian Musical Society and, soon after, he was accepted into the first class of the St. Petersburg Conservatory in Russia, where he grew as a composer. **His first piece to be performed for the public, *Characteristic Dances*, opened in 1865** with Johann Strauss II as the conductor. Tchaikovsky had mixed reviews throughout his career: his first and second symphonies were well loved by the public, but his operas, *The Voyevoda* and *Vakula the Smith*, received harsh criticism. He continued to find praise with his symphonic works, releasing his 3rd symphony in 1875. **Among his most acclaimed works are his ballets, the most notable being *Swan Lake* (1876), *Sleeping Beauty* (1890), and *The Nutcracker* (1892).**

Tchaikovsky died on November 6, 1893 of Cholera, a deadly disease. His prolific compositions are still performed often to this day and he is remembered as one of the most talented musicians that ever lived.

TEACHER RESOURCES

V. SWAN LAKE CUT OUT SYNOPSIS

ACT 1

Prince Siegfried celebrates his birthday with friends while his mother worries about him finding a suitable mate. She finds him and tells him that he must find a wife at the royal ball the next evening. Prince Siegfried is not happy! He wants to be able to choose his own wife for love rather than out of duty. Upset at this turn of events, he travels to the woods with a couple friends to hunt swans.

ACT 2

Prince Siegfried, in his haste to escape his problems, gets ahead of his friends and finds himself at a lake where many beautiful swans are gliding across the water. As he watches, he spots a swan who he feels is the most beautiful of all of them. His friends catch up to him, but he tells them to leave so that he can have some time to himself. Right before his eyes, he watches the swan transform into a beautiful maiden named Odette. She explains to him that an evil man, Von Rothbart, who Prince Siegfried just so happens to know, has cursed the other swans and her. The lake itself is composed of the tears that the parents of the girls who have been turned into swans have cried for them. Odette reveals that the only way that they can be transformed back into the maidens that they were is if a man falls in love with her. Prince Siegfried starts to confess his love for her, but is stopped by the evil Von Rothbart. The man forces the girls to perform a dance that will prevent Prince Siegfried from professing his love to Odette, and, soon after, Prince Siegfried is left by himself.

ACT 3

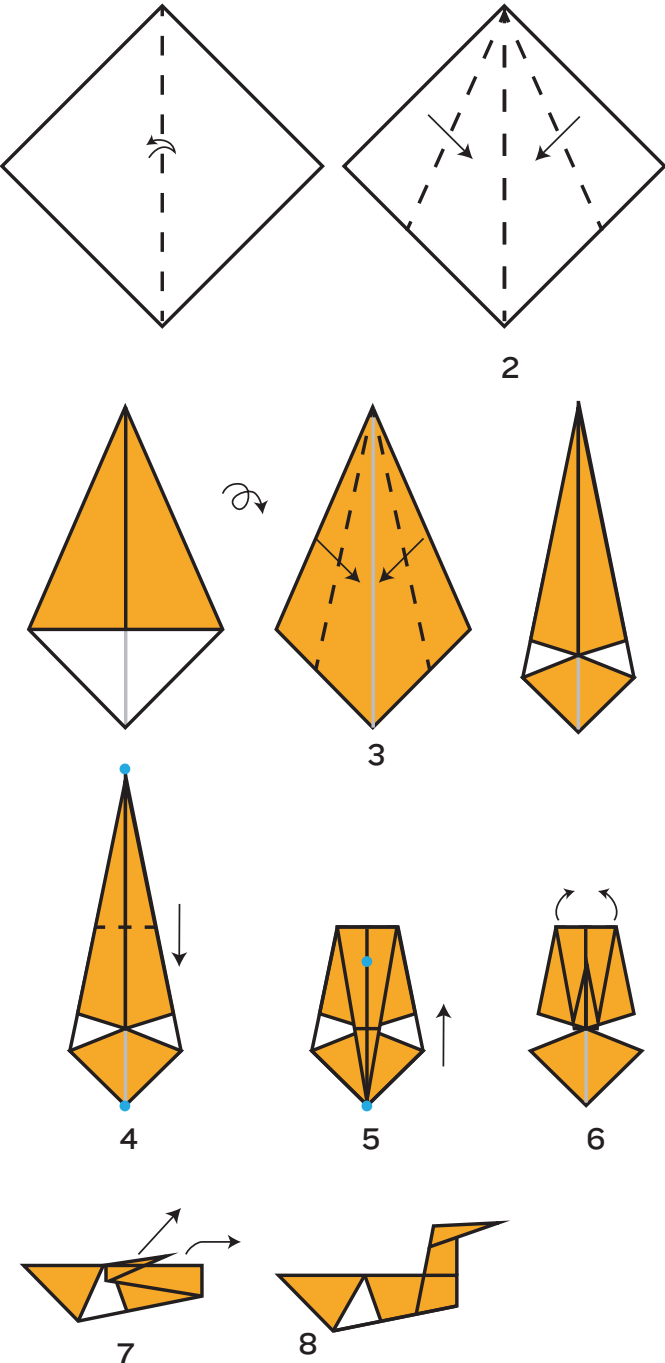
On the night of the ball, Prince Siegfried cannot keep his mind off of Odette and what she had told him at the lake. At his mother's insistence, he dances with many beautiful girls who seek to be his wife, but he finds none of them as appealing as Odette. Von Rothbart arrives with his daughter, Odile, who looks exactly like Odette due to a spell that was cast by her father. Prince Siegfried is fooled by her beauty and confesses his love to Odile, thinking that it is Odette. Odette, who is secretly watching from outside, sees this and quickly runs away, heartbroken. Seeing the real Odette fleeing, Prince Siegfried realizes his mistake and quickly chases after her.

ACT 4

Prince Siegfried follows Odette to the lake where she is being comforted by her swan friends. He explains to her about how he had been tricked by Von Rothbart into thinking that Odile was Odette. Soon after, Von Rothbart and Odile arrive as birds, and Von Rothbart tells Prince Siegfried that he must marry his daughter. A fight between Von Rothbart and Prince Siegfried erupts and Prince Siegfried says that he would rather die with Odette than marry Odile. Odette and Prince Siegfried jump into the lake together and the other swans attack and kill Von Rothbart and Odile. The other swans are turned back into maidens because of the love that Prince Siegfried displayed for Odette. In the end they watch as the spirits of Prince Siegfried and Odette rise to heaven.

TEACHER RESOURCES

VI. MAKE A SWAN



Instructions found on Origami Resource Center: <http://www.origami-resource-center.com/origami-swan.html> (11/6/2014)

TEACHER RESOURCES

VII. PICTURES OF FISH

BLUE WALLEYE



SMALL MOUTH BASS

CATFISH



CROPPIE

TEACHER RESOURCES

VII. PARTS OF A FAIRYTALE - Example

Name of Fairytale	<i>Swan Lake</i>
Protagonist(s) The hero(es)	Prince Siegfried/Odette
Antagonist The Villain	Von Rothbart
Introduction The Beginning of the Story	Odette is cursed by Von Rothbart, and Prince Siegfried argues with his mother about marrying for love.
Problem The Problem the Villain Causes	Von Rothbart has cursed Odette, transforming her into a swan.
Actions What is Done to Solve the Problem	Prince Siegfried must confess his love for Odette
Solution The Answer to the Problem	Odette and Prince Siegfried swear their love for each other, and Von Rothbart and Odile are killed by the other swans.
Moral Lesson The Life Lesson the Story is Trying to Teach the Reader	True love and friendship can never be destroyed

TEACHER RESOURCES

VII. PARTS OF A FAIRYTALE

Name of Fairytale	
Protagonist(s) The hero(es)	
Antagonist The Villain	
Introduction The Beginning of the Story	
Problem The Problem the Villain Causes	
Actions What is Done to Solve the Problem	
Solution The Answer to the Problem	
Moral Lesson The Life Lesson the Story is Trying to Teach the Reader	

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

Why? _____

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

Do you play any musical instruments?

- a. Yes _____
- b. No

List some things you know about ballet

Who composed *Swan Lake*?

- a. Ludwig van Beethoven
- b. Pytor Tchaikovsky
- c. Igor Stravinsky

What do you think the Young People’s Concert will be like?

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

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! We would love to hear from you.

Name: _____ Date: _____

School: _____

Did you enjoy the concert?

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

What was your favorite part of the concert?

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

- a. Yes
- b. No

Which instrument(s) did you like the most?

Are there any instruments you want to learn to play?

NASHVILLE SYMPHONY EDUCATION DEPARTMENT

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were researched and created by the 2014 Summer Interns.

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