

Young People's Concert 2019

Lesson Guide

Grade Level	Date		
Grade: 4th Grade	Tuesday, February 5 (9:15 am / 11:00 am / 1:15 pm)		
Nebraska Music Standards			
<p>A. Create: FA 5.4.1.b Create, evaluate, and refine musical ideas with teacher-generated criteria (e.g., melody, rhythm, harmony).</p> <p>B. Perform: FA 5.4.2.a Identify expressive characteristics and components of technique, purpose, and context of selected pieces (e.g., dynamics, tempo).</p> <p>C. Respond: FA 5.4.3.c Examine music performances using elements of music, context, and criteria (e.g., mood, interest) generated by student/teacher.</p> <p>D. Connect: FA 5.4.3.d Connect music to historical and cultural contexts and the arts through responding.</p>			
Theme			
<p style="text-align: center;">“Music Imagination: The Musical Adventures of Melvin the Explorer”</p> <p>Follow Melvin, the Explorer, as he leads us through the world of music in hopes to find the Golden Baton that created all beautiful music. The Golden Baton was created by three powerful beings: Bartokian Bear, Captain Dvorak, and Chordal Lady. But it was stolen by the Monkey King and was hidden in the The Symphonic Temple until someone worthy of the power to bring back the beautiful music.</p>			
Resources			
<ul style="list-style-type: none"> ● Quaver Music Resources shared directly with LPS Teachers ● Artie Almeida Resources ● Passport Activity ● YouTube Videos ● Standard Orff Instruments, Recorders, Ukuleles, etc. 			
Unit Vocabulary			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 50%; padding: 5px;"> <ul style="list-style-type: none"> ● Rhythm ● Melody ● Harmony ● Form ● Meter </td> <td style="width: 50%; padding: 5px;"> <ul style="list-style-type: none"> ● Symphony ● Conductor ● Musician ● Concert Etiquette ● Instrument </td> </tr> </tbody> </table>		<ul style="list-style-type: none"> ● Rhythm ● Melody ● Harmony ● Form ● Meter 	<ul style="list-style-type: none"> ● Symphony ● Conductor ● Musician ● Concert Etiquette ● Instrument
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Music Learning Activities

Lesson 1: MEET THE ORCHESTRA!

Objectives:

- Students will demonstrate and describe appropriate etiquette for attending an orchestra concert.
- Students will identify roles of the different orchestra personnel in addition to standard concert procedure.

Vocabulary:

- Symphony, Conductor, Musician, Concertmaster, Patron, Concert Etiquette

Activities:

- Discuss with students the different events and locations that have different standards and expectations of behavior. Ask the students to act out or describe appropriate behavior for different locations such as the playground, football stadium, their homes, place of worship, etc.
- Check out one or both of the first two videos from the Supplemental Videos list that accompanies this lesson.
- Using Lesson 1 Vocabulary, discuss with students the events that occur before the concert begins and the personnel associated with each event.
- Teach students how to conduct.

Pre-Post Performance Quiz:

[Quiz](#)

Youtube Resources:

“Class Notes: What to do at a Concert” Duration: 5:29

https://www.youtube.com/watch?v=re_SypFujRk “

A short guide to concert etiquette...learn how to attend concerts like a pro!” Duration: 4:22

<https://www.youtube.com/watch?v=etKMvzjASFk>

“Class Notes: What does a Conductor do?” Duration: 6:35

https://www.youtube.com/watch?v=x_6cTbyWP88

“Sesame Street: People in Your Neighborhood – Conductor” Duration: 4:03

<https://www.youtube.com/watch?v=MJ4UGtDLLYc>

Lesson 2: NAUGHTIN, *Amazon Journey*

Country: Brazil

Objectives:

- Students will be introduced to their passport for “Mission Imagination” and be able to identify countries.

Vocabulary:

- Passport/visa, Foley effects

Activities:

- Students will complete their own passport as they study all the music for this YPC concert. [PASSPORT](#)
- Read through theme of the concert (from page 1) while playing recording of Amazon Journey, Duration 1:00 minute. This song can be used as simple background music as students enter class.
- Students will listen and list animal sounds at the beginning of the song.
- Students will recreate sounds with thunder tube, recorder, and drums.

<http://www.mattnaughtin.com/mp3/AmazonJourney.mp3>

Youtube Resources:

- *None to be found, this is a recently commissioned piece.*

Lesson 3: PROKOFIEV, *Peter's Theme* from *Peter and the Wolf*

Country: Russia/Ukraine

Objectives:

- Students will identify instruments and instrument families of the orchestra.
- Students will describe the characters within the story along with their corresponding traits and musical themes.

Vocabulary:

- Orchestra: **Strings**, Percussion, Brass, Woodwinds, theme, motif, narration

Activities:

- *Note to Music Teachers: the LSO will only be playing Peter's theme. However, this is a good song to study in its entirety.*
- Familiarize students with the traditional story by sharing the children's book and viewing short clips.
- Discuss a brief biographical sketch of Prokofiev and review the traditional instrumentation of the score.
- Introduce each character's song and discuss instrument.
- Assign narrators and actors to play each role - Perform the story.

ABOUT THE COMPOSER - Sergei Prokofiev

Russian composer and pianist Sergei Prokofiev was born in 1891 in Sontsovka, a small village in Ukraine. Early on, it was clear that he had musical talent. His mother, who was a very good pianist, encouraged him, and taught him to play the piano. Sergei began composing at the age of five. When he got a bit older, he and his mother moved to St. Petersburg, so that he could study music there. After Prokofiev graduated from school, he traveled around Europe to learn more about music. World War I and the Russian Revolution made living and working in Russia very difficult, so Prokofiev left the country in 1918. Paris eventually became his home, but he also spent time in the United States and the Bavarian Alps. But the whole time he was away from Russia, Prokofiev longed for his homeland. In 1936, he made the unusual decision to move back to the Soviet Union. Prokofiev was a master at using music to tell a story. One of his most famous musical stories is *Peter and the Wolf*, which was written for Russia's Central Children's Theatre. In addition to symphonic music, Prokofiev wrote ballets, operas, and music for films—like *Lieutenant Kijé*.



Youtube Resources:

- Peter and The Wolf story told with music
 - <https://www.youtube.com/watch?v=Ot7m9i70JDg>

Lesson 4: PROKOFIEV, *March from The Love of Three Oranges*

Country: Russia/Ukraine

Objectives:

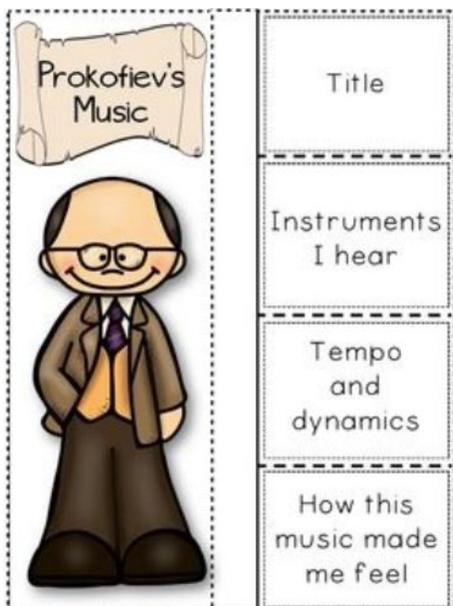
- Students will be able to define a “March.”
- Students will be able to identify a brass fanfare.
- Read [The Love of Three Oranges](#) (yes, there’s a book!).

Vocabulary:

- Meter (duple/triple), fanfare, Orchestra: strings, percussion, **brass**, woodwinds, satirical opera, rondo form

Activities:

- Create locomotor and non-locomotor movements to match articulations, dynamic contrasts, motifs.
- Compare/contrast with Peter and the Wolf
- Hypothesize what the story is about, based on the music that you hear.



<http://www.ilsymphony.org/files/Play%20Me%20a%20Story.pdf>

<https://opera.org.au/home/productions/the-love-for-three-oranges/cheat-sheet>

Youtube Resources:

- March from the Love of Three Oranges, by one man playing four parts
 - <https://www.youtube.com/watch?v=VdjMXU4vnG4>
- Great conductor to watch (Michael Tilson Thomas, San Fran Symphony)
 - <https://www.youtube.com/watch?v=-Ur8dHVxByE>

Lesson 5: ROSSINI, *William Tell: Overture*

Country: Italy

Objectives:

- Students will be able to define and label an introduction, interlude, and coda.
- Students will be able to play the theme on recorder.

Vocabulary:

- Form, introduction, interlude, coda, recorder

Activities:

- Parachute activity
 - Artie Almeida, *Parachutes and Ribbons and Scarves, OH MY!* pg.11
- Flashlight performance
 - Artie Almeida, *Parachutes and Ribbons and Scarves, OH MY!* pg.15
- Recorder performance

Theme From William Tell Overture

G. Rossini

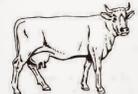
Soprano
Recorder
or
Other Melody
Instrument

The musical score is written on four staves in G major (one sharp) and 4/4 time. The first staff begins with a treble clef, a key signature of one sharp (F#), and a 4/4 time signature. The melody starts with a quarter rest, followed by a quarter note G4, a quarter note A4, and a quarter note B4. This is followed by a repeat sign. The second staff continues the melody with a quarter note C5, a quarter note B4, a quarter note A4, and a quarter note G4. The third staff continues with a quarter note F#4, a quarter note E4, a quarter note D4, and a quarter note C4. The fourth staff concludes the piece with a half note G4, a quarter note F#4, a quarter note E4, and a quarter note D4. A first ending bracket covers the final two measures (G4, F#4), and a second ending bracket covers the final two measures (E4, D4).

- Music listening map example for William Tell Overture

Listening Map 8
William Tell Overture

Use the listening map below to follow Rossini's overture.

<p>1. Prelude</p>  <p>Soaring melody played by a cello soloist and the cello section.</p>	<p>2. Storm</p> <p>Descending scales played by the full orchestra sound like falling rain.</p> 	<p>3. Ranz des Vaches <i>Call to the Dairy Cows</i></p>  
<p>4. Finale</p>  		

ABOUT THE COMPOSER - Gioachino Rossini

Gioachino Rossini, the most popular opera composer of his day, was born in Pesaro, Italy. Like many composers, Rossini learned about music from his parents. Gioachino's father played the horn and the trumpet, and his mother was an opera singer. When Gioachino was a little boy, he learned to play the piano and to sing. In Rossini's day, the opening of a new opera was as exciting as the opening of a new movie is for us. Rossini wrote his first opera when he was 18 years old. His most famous opera is *The Barber of Seville*. And after composing the opera *William Tell* in 1829, when he was 37, Rossini stopped writing operas. After that, Rossini didn't compose again for years. When he was much older, he wrote some music for the church, and he wrote a lot of small pieces to entertain his friends. Because those pieces were not very serious, he jokingly referred to them as "Sins of Old Age."



Youtube Resources:

- William Tell: Overture Just Dance video
 - <https://www.youtube.com/watch?v=Hw-WS-O9pmc>
- Rhythm Reading Video
 - https://www.youtube.com/watch?v=qgyoO_4MY1o&app=desktop

Lesson 6: BADELT, *Pirates of the Caribbean*

Country: Caribbean Islands

Objectives:

- Students will be able to identify ways in which music can tell a story.
- Students will be able to feel the pulse in compound meter.

Vocabulary:

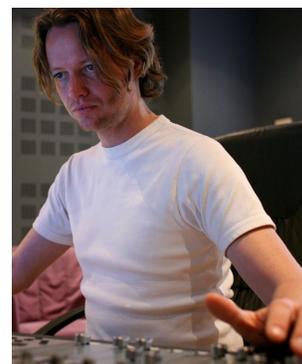
- Compound meter, film music, boomwhacker, hemiola, chords, chord progression, roots, harmony, melody

Activities:

- *How might music help filmmakers to tell a story?* Teacher records responses on the board.
- Show segment of movie clip with MUTED sound. Then, play the clip with sound. *In what way did changing the music/instruments impact the story told in these clips?*
- Sword fighting along to a boomwhacker playalong!
- Students could also perform an Orff arrangement of the piece.

ABOUT THE COMPOSER - Klaus Badelt

Klaus Badelt (Born June 12, 1967) is a German film composer. In 1998, Oscar winning film composer, Hans Zimmer, invited Badelt to work in Santa Monica, California where he worked in collaboration on composing the scores for movies such as *The Prince of Egypt*, *Gladiator*, *Mission: Impossible 2*, and *Pearl Harbor*. One of his more famous scores was for the 2003 film, *Pirates of the Caribbean: The Curse of the Black Pearl*. Klaus also wrote the music for the closing ceremonies for the 2008 Summer Olympics in Beijing, China. In 2013, Klaus founded a startup called Filmhub to create B2B marketplace for content creators and digital streaming services.



Youtube Resources:

- Pirates of the Caribbean score reading
 - <https://www.youtube.com/watch?v=jfvFWTujDtY>
- Pirates scene with different music (wait for an edited link)
 - <https://www.youtube.com/watch?v=rn9V0cN4NWs>
- Orff Arrangement
 - <https://www.youtube.com/watch?v=aFALmPCxsv4>
- Boomwhacker arrangement
 - https://www.youtube.com/watch?v=THrgPM_Thl8
- Boomwhacker Playalong, p. 1
 - <https://www.youtube.com/watch?v=s1DfWHLtTO8>
- Boomwhacker Playalong, p. 2
 - <https://www.youtube.com/watch?v=6OaZaqyZKyl>

Lesson 7: TRADITIONAL, *Row, Row, Row Your Boat*

Country: England

Objectives:

- Students will be able to sing in a canon or play a canon on ukulele/recorder.
- Students will be able to successfully change between chords while singing

Vocabulary:

- Canon/round, accompaniment, steady beat, chord, harmony, ukulele

Activities:

- Students can sing *Row, Row, Row Your Boat* in canon
- Students can accompany themselves on ukulele while singing

Chords for "Row, Row, Row Your Boat"

C Major			
			3

G7			
		1	
2			3

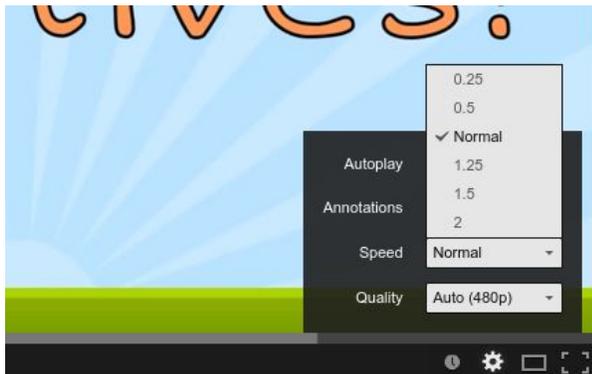
Row Your Boat

C / / / /
Row, row, row your boat
/ / / /
Gently down the stream.
/ / / /
Merrily, merrily, merrily, merrily,
G7 / C /
Life is but a dream.



Youtube Resources:

- Arranged so you can do rounds, Orff accompaniment, or 10 hours of listening!
Hint: you can adjust the speed on the settings of the video to $\frac{3}{4}$, $\frac{1}{2}$, and $\frac{1}{4}$ speed...
 - <https://www.youtube.com/watch?v=DdGINf6Yfts>
- Tutorial picture of where to adjust video speed:



Lesson 8: DVORAK, *Slavonic Dance, Op. 46, No. 1*

Country: Czech Republic

Objectives:

- Students will be able to identify melodic contour and phrasing

Vocabulary

- Contour, phrase, conducting

Activities:

- Teach about Slavic Folk Dance using *Sasha* ([Sashay the Donut](#), New England Dancing Masters, page 30-31)
- Create a parachute routine to match phrases with the students

<https://nyphil.org/~media/pdfs/program-notes/1617/Dvorak-Slavonic-Dances.pdf>

ABOUT THE COMPOSER - Antonin Dvorak

Antonin Dvorak was born in a village just north of Prague. He was the oldest of nine children. His father was a butcher who wanted Antonin to become a butcher, too. But, when he saw how musical Antonin was, he made sure he got a good music education, including violin and organ lessons.

Dvorak got a job as a church organist, but what he really wanted to do was compose. So he entered his compositions in a government-sponsored contest and won! The prize money allowed Dvorak to quit his church job, and made him well known as a composer. In spite of the fact that he never took composition lessons, Dvorak taught composition at the Prague Conservatory. And he also taught in New York City for a couple of years. The last of Dvorak's nine symphonies was written in the United States, and is nicknamed for the fact that it hails "From the New World."



Youtube Resources:

- Slavonic Dance, Op 46, No. 1 watch the conductor!
 - https://www.youtube.com/watch?v=H2amTjF_mkM

Lesson 9: TCHAIKOVSKY, *Waltz of the Flowers* from *The Nutcracker*

Country: Russia

Objectives:

- Students will be able to define “Waltz.”
- Students will be able to perform a Waltz.
- Students will be able to differentiate between articulations such as *legato* and *staccato*.
- Students will be able to conduct in $\frac{3}{4}$ time.

Vocabulary:

- Waltz, time signature, articulation: legato/staccato, ballet, en pointe, 1st-5th position (ballet), conducting

Activities:

- Students can move with scarves and pretend to be flowers.
- Students can learn to waltz with a partner or alone.
- Implement a pat-clap-clap ostinato to accent beat one. Transfer that ostinato to lummi sticks.
- Do a conducting exercise. Demonstrate how this song has a triple meter by counting it as they listen. Show students the pattern for conducting in $\frac{3}{4}$ time. Add rhythm sticks as a ‘baton’, then graduate to ribbon sticks for added flair!

ABOUT THE COMPOSER - Piotr Ilyich Tchaikovsky

Piotr (or Peter, as we would say in English) Ilyich Tchaikovsky was born in Votkinsk, a town in Russia's Ural Mountains. When he was 8 years old, his family moved to the capital city of St. Petersburg. Even though Tchaikovsky was a good musician as a kid, that wasn't considered an "acceptable" profession, so his parents made him study law instead. But even in law school, Tchaikovsky continued to study music. Eventually, he gave up his legal job and went to the St. Petersburg Conservatory. After he graduated, he moved to Moscow to teach at the new conservatory there. It's now named for him. For years, Tchaikovsky had a patroness named Nadezhda von Meck -- a wealthy widow who was a big fan of Tchaikovsky's music. She regularly sent him money so that he could concentrate on composing without having to worry about making a living. But Nadezhda von Meck didn't want to meet Tchaikovsky. For 14 years, they only communicated by writing letters to each other. Tchaikovsky dedicated his Fourth Symphony to his patroness. In 1891, he even came to America for the opening of Carnegie Hall, where he was invited to conduct his music.



Youtube Resources:

- Ballet, shortened version
 - <https://www.youtube.com/watch?v=vrXQ8uAnipo>
- Ballet, full movement:
 - <https://www.youtube.com/watch?v=uljIL0ScpYA>
- Dominoes:
 - <https://www.youtube.com/watch?v=GCTyFp0PpHE>

It's not on YouTube for copyright reasons, but if you have Fantasia, show the clip of Waltz of the Flowers from it!

Lesson 10: MOURET, *Rondeau*

Country: France

Objectives:

- Students will be able to label and identify the parts of a traditional rondeau (same as rondo form).

Vocabulary:

- Rondeau/Rondo, piccolo trumpet, baroque, musical ornaments

Activities:

- Use a familiar activity for teaching rondo form, just applied to this piece!
- Have students create locomotor and non-locomotor movements for each section of the rondo, perform in groups, use props if desired.

ABOUT THE COMPOSER - Jean-Joseph Mouret

French composer whose dramatic works made him one of the leading exponents of Baroque music in his country. Even though most of his works are no longer performed, Mouret's name survives today thanks to the popularity of the Fanfare-Rondeau from his first *Suite de symphonies*, which has been adopted as the signature tune of the PBS program *Masterpiece* and is a popular musical choice in many modern weddings. Mouret composed mainly for the stage. He contributed to the emergence of the distinctively French genres of lyric tragedy and opera-ballet but his jealousy of the rising star of Jean-Philippe Rameau led to the bitterness and madness in which he ended his days.



Youtube Resources:

- Wynton Marsalis, trumpet
 - <https://www.youtube.com/watch?v=PhfnGMzPfc0>

Lesson 11: STRAUSS, *Eljen a Magyar*, (Polka, Op. 332)

Country: England

Objectives:

- Students will be able to define a polka.
- Students will be able to describe the difference between a waltz and a polka.
- Students will be able to identify varying dynamic changes.
- Students will be able to identify varying articulations.

Vocabulary:

- Folk Music, polka, tempo, galop

Activities:

- Create movement based on articulations throughout the piece, connect with a marching-order line of whistlers
- Listening Activity, Play recording of *Eljen a Magyar* by Strauss

ABOUT THE COMPOSER - Johann Strauss II

Johann Strauss, often referred to as Johann Strauss II, was born on October 25, 1825, in Vienna, Austria. His father, Johann Strauss the Elder, was a self-taught musician who established a musical dynasty in Vienna, writing waltzes, galops, polkas and quadrilles and publishing more than 250 works. Johann the Younger went on to write more than 500 musical compositions, 150 of which were waltzes, and he surpassed both his father's productivity and popularity. Compositions such as *The Blue Danube* helped establish Strauss as "the Waltz King" and earned him a place in music history. He died in Vienna in June 1899.



Youtube Resources:

- *Eljen a Magyar* by Strauss
 - <https://www.youtube.com/watch?v=K4F4gDr7CDkaE2Egg>

Assessment	Evidence
Concert Feedback (provided by LSO)	Student Feedback
Music Imagination Passport	Student Reflection Activity
Introducing the Orchestra Quiz	Quiz

*Lesson Plan Written by LPS Music Teachers
Judy Bush, Matt Erb, Laura Keller, Megan O'Brien, Luke Thallas*