



NASHVILLE SYMPHONY

YOUNG PEOPLE'S CONCERTS

**BEEP BEEP! THE ORCHESTRA
GOES ON A FIELD TRIP**

K-2



Nashville
Symphony



TABLE OF CONTENTS

3	<i>Concert Program</i>
4	<i>Standards</i>
7	<i>Music Resources</i>
8	<i>Lesson # 1 The Orchestra and its Instruments</i>
18	<i>Lesson # 2 Strings and Percussion</i>
23	<i>Lesson # 3 Brass and Woodwinds</i>
27	<i>Class Surveys</i>
29	<i>Contact Information</i>
30	<i>Sponsor Recognition</i>

CONCERT PROGRAM



Concert Program

Antonín Dvořák | *Slavonic Dance, Op. 72, No. 7*

Giuseppe Verdi | "Triumphal March" from *Aida*

Piotr Ilyich Tchaikovsky | "Dance of the Reed Pipes" from *Nutcracker*

Piotr Ilyich Tchaikovsky | *Sleeping Beauty Waltz*

Wolfgang Amadeus Mozart | Overture to *The Abduction from the Seraglio*

J. David Beasley | *Concerto for Zipalobob*

Johann Strauss Sr. | *Radetzky March*

STANDARDS

Lesson # 1: Intro to the Orchestra

MUSIC

2.GM.R2.A

Demonstrate knowledge of how expressive qualities and music concepts support a musical creation/performance (such as recognizing same/different sections, classroom and/or selected orchestral instruments, or how tempo and dynamics affect the mood of a piece).

LANGUAGE ARTS

K-2.FL.VA.7b

With guidance and support from adults, explore word relationships and nuances in word meanings.

K-2.SL.CC.1

Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate grade level topics and texts.

K.SL.CC.2

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Lesson # 2: Tempo

MUSIC

K.GM.P1.B

With guidance, using voices, instruments, or movement, explore and demonstrate awareness of music contrasts in a variety of music selected for performance.

K-2.GM.R2.A

With guidance, demonstrate awareness of music concepts (such as same/different sections of music, musical sounds, or simple musical characteristics in a listening selection).

LANGUAGE ARTS

K-2.FL.VA.7b

With guidance and support from adults, explore word relationships and nuances in word meanings.

K-2.SL.CC.1

Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate grade level topics and texts.

K.SL.CC.2

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SCIENCE

(part of optional extension)

2. GLE 0207.11.1

Investigate how vibrating objects produce sound.

Lesson # 3: Brass and Woodwinds

MUSIC

K.GM.P1.B

With guidance, using voices, instruments, or movement, explore and demonstrate awareness of music contrasts in a variety of music selected for performance.

K-2.GM.R2.A

With guidance, demonstrate awareness of music concepts (such as same/different sections of music, musical sounds, or simple musical characteristics in a listening selection).

LANGUAGE ARTS

K-2.FL.VA.7b

With guidance and support from adults, explore word relationships and nuances in word meanings.

K-2.SL.CC.1

Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate grade level topics and texts.

K.SL.CC.2

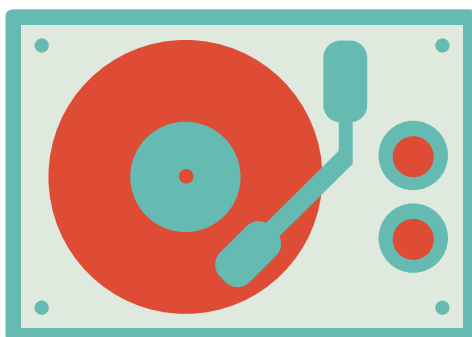
Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

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 2

Wolfgang Amadeus Mozart | Overture to *The Abduction from the Seraglio*

Lesson 3

Giuseppe Verdi | "Triumphal March" from *Aida*

Piotr Ilyich Tchaikovsky | "Dance of the Reed Pipes" from *Nutcracker*

LESSON #1: THE ORCHESTRA & ITS INSTRUMENTS



STANDARDS

Music

- **2.GM.R2.A**
Demonstrate knowledge of how expressive qualities and music concepts support a musical creation/performance (such as recognizing same/different sections, classroom and/or selected orchestral instruments, or how tempo and dynamics affect the mood of a piece).

Language Arts

- **K-2.FL.VA.7b**
With guidance and support from adults, explore word relationships and nuances in word meanings.
- **K-2.SL.CC.1**
Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate grade level topics and texts.
- **K.SL.CC.2**
Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.



OBJECTIVES

- Students will be able to identify the instrument families of the orchestra. Older students will be able to identify individual instruments in each family.



MATERIALS

- Instrument flashcards (pages 10-17)
- 360 degree video of Laura Turner Hall and the Nashville Symphony:
◊ <https://www.nashvillesymphony.org/media/videos>
- DSO kids instrument sound files:
◊ <https://www.mydso.com/dso-kids/learn-and-listen/instruments>
- Interactive orchestra map with recordings
◊ http://www.classicsforkids.com/music/instruments_orchestra.php

LESSON #1: CONTINUED



PROCEDURE

1. Ask students what they know about symphony orchestras. Have they ever heard a symphony? What kinds of music do they play?
2. Show students the 360 degree symphony video, moving the camera perspective around so students get to experience the orchestra from all sides. Ask students if they recognize any of the instruments. What are some of the different ways they are played?
3. Pass out one flashcard to each student. Designate four areas around the room and ask students to group themselves with instruments that they think are like the instrument they have in their hands. For younger students, ask them to stand in a circle and lead an open sort, comparing each instrument one at a time. Instruct students to consider the appearance of the instrument as well as what they observed about how the instrument was played in the 360 video.
4. Once students they have completed their instrument sort, ask them to flip their cards and look at the shapes on the back. Explain that the shapes match according to instrument family. Do all the instruments in the arranged groups match? If not, what family does the instrument belong to and why? Have students then sort themselves by shape, if their shapes do not already match with those in their group.
5. Review each group's instruments one at a time. What do they have in common? How do you think they are played? Use the sound clips on the DSO website to illustrate how each instrument sounds.

Sample descriptions from students:

- a. Brass: instrument is curled, yellow or silver, made of metal, uses a mouthpiece
- b. Woodwind: lots of keys or holes, look like long tubes
- c. String: have strings across top, have bows to play, long neck
- d. Percussion: instruments that have to be struck or hit, have mallets and sticks to play

After they have assessed similarities, tell students the name of their instrument family -- strings, brass, woodwinds, or percussion. Ask students if they play any instruments. What families do these instruments belong to? Where would they sit in the orchestra?

ASSESSMENT

Show students the interactive orchestra map with recordings. Ask students to identify each instrument family on the map. Can they name some of the instruments within each family? Once students have identified an instrument family, play the corresponding sound example.

Optional extension for older students: Begin by taping the instrument (and conductor!) cards to each student's back. Students will roam the room asking each other only "yes" or "no" questions to discover which instrument they have on their back. Once a student believes they have determined which instrument they have, have them report to the teacher. If the student guesses their instrument correctly, give them a new instrument to discover. The student who has collected the most instruments at the end of the game wins!

INSTRUMENT FLASHCARDS



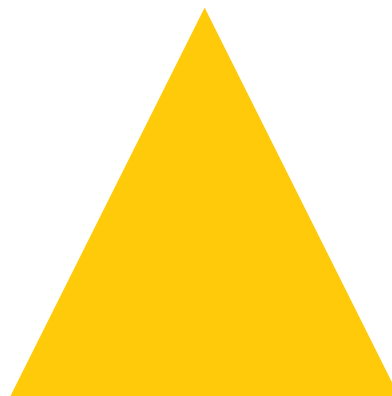
VIOLIN



THE STRING FAMILY



VIOLA

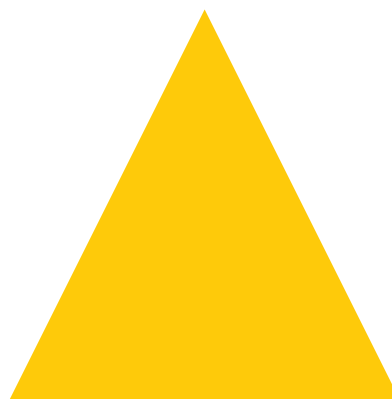


THE STRING FAMILY

INSTRUMENT FLASHCARDS



CELLO



THE STRING FAMILY



DOUBLE BASS

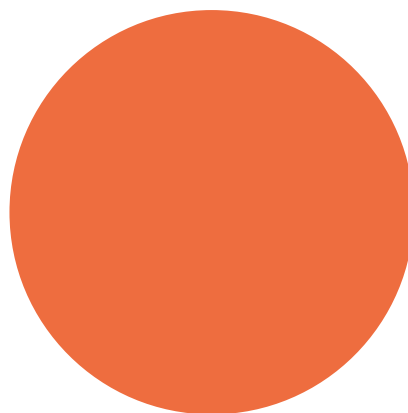


THE STRING FAMILY

INSTRUMENT FLASHCARDS



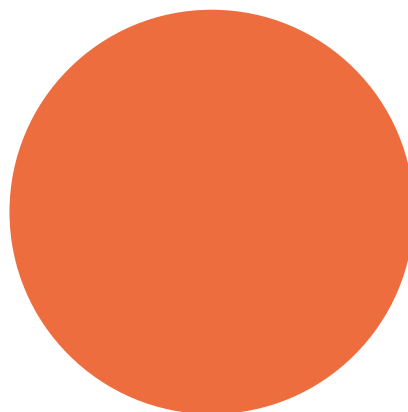
TRUMPET



THE BRASS FAMILY



FRENCH HORN



THE BRASS FAMILY

INSTRUMENT FLASHCARDS



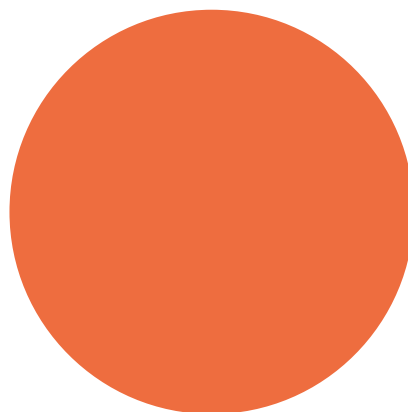
TROMBONE



THE BRASS FAMILY



TUBA



THE BRASS FAMILY

INSTRUMENT FLASHCARDS



BASS DRUM



**THE PERCUSSION
FAMILY**



TIMPANI



**THE PERCUSSION
FAMILY**

INSTRUMENT FLASHCARDS



TRIANGLE



**THE PERCUSSION
FAMILY**



CYMBALS

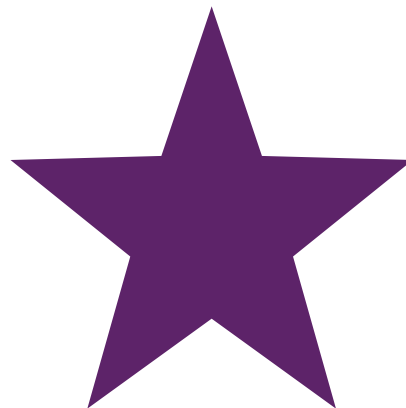


**THE PERCUSSION
FAMILY**

INSTRUMENT FLASHCARDS



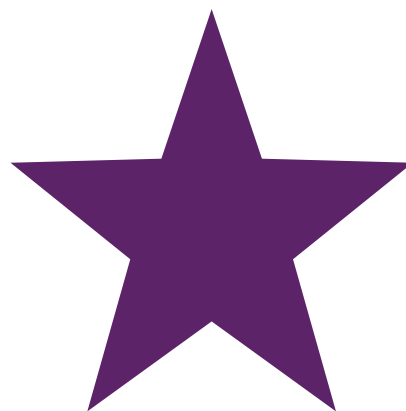
FLUTE



**THE WOODWIND
FAMILY**



CLARINET

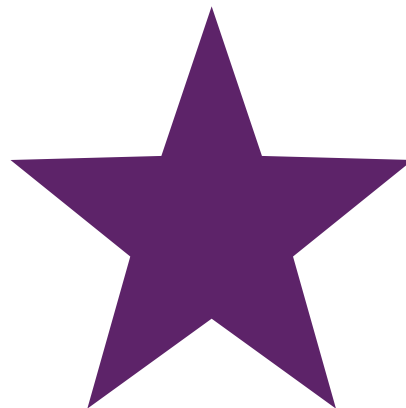


**THE WOODWIND
FAMILY**

INSTRUMENT FLASHCARDS



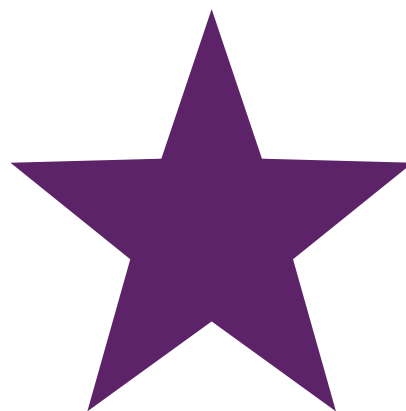
BASSOON



**THE WOODWIND
FAMILY**



OBOE



**THE WOODWIND
FAMILY**

LESSON #2: STRINGS & PERCUSSION



STANDARDS

Music

- **K.GM.P1.B**
With guidance, using voices, instruments, or movement, explore and demonstrate awareness of music contrasts in a variety of music selected for performance.
- **K-2.GM.R2.A**
With guidance, demonstrate awareness of music concepts (such as same/different sections of music, musical sounds, or simple musical characteristics in a listening selection).

Language Arts

- **K-2.FL.VA.7b**
With guidance and support from adults, explore word relationships and nuances in word meanings.
- **K-2.SL.CC.1**
Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate grade level topics and texts.
- **K.SL.CC.2**
Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Science

(part of optional extension)

- **2. GLE 0207.11.1**
Investigate how vibrating objects produce sound.



OBJECTIVES

- Students will be able to identify and describe characteristics of instruments in the percussion and string families.

LESSON #2: CONTINUED



MATERIALS

- *The Orchestra Pit* by Johanna Wright (Copies are available at the Nashville Public Library)
- Recording of Mozart's Overture to *The Abduction from the Seraglio*
- Instrument flashcards (pages 10-17)
- DSO kids instrument sound files:
 - ◊ <https://www.mydso.com/dso-kids/learn-and-listen/instruments>



PROCEDURE

1. Optional: Read the beginning of Johanna Wright's *The Orchestra Pit* and the passages that highlight the string and percussion sections.
2. Lead a discussion on the different kinds of percussion instruments students learned about in lesson one (triangle, cymbals, bass drum, and timpani). If needed, play the corresponding sound clips on the DSO website as a review. Ask students to recall all the different ways percussion instruments can be played -- percussion instruments can be shaken, scraped, or struck to make noise!
3. Lead a discussion on the different kinds of string instruments students learned about in lesson one (violin, viola, cello, and bass). If needed, play the corresponding sound clips on the DSO website as a review. Ask students to recall the different ways string instruments can be played -- string instruments can be played with a bow or plucked with your fingers!
4. Play Overture to *The Abduction from the Seraglio* (beginning - 1:31) for students, asking them to pat their legs in time with the music. Did the music make them feel excited? Happy? Did it make them want to get up and dance? Point out the string and percussion instruments as you hear them.

ASSESSMENT

Divide students into two "teams"-- strings and percussion. Play Overture to *The Abduction from the Seraglio* and help guide students in their response to the music: students stand and pantomime playing one of the instruments in their team's family when their family takes the spotlight in the piece. If time allows, have students switch teams!

Optional Extension Activity:

During the concert, Maestro Enrico will encourage students to join in the music-making by clapping or playing their hand-made instruments! See the teacher resources section of this lesson for drum and string instrument options.

TEACHER RESOURCES

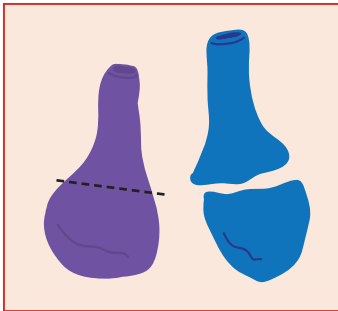
MAKE YOUR OWN DRUM



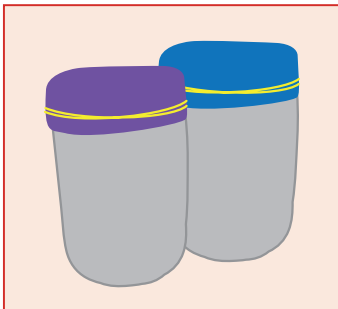
MATERIALS

- Balloons
- Rubber bands or tape
- Decoration materials
- Clean containers such as coffee tins, cans, oatmeal cylinders, etc.

1. Gather a variety of containers such as oatmeal canisters, cans, and coffee tins. Make sure they are all clean and do not have sharp edges.
2. Depending on the age and ability of the students, guide the students in cutting the balloon neck with safety scissors, or prepare the balloons in advance.



3. Instruct each student to stretch the balloon over the mouth of their container, and secure it with a rubber band or tape. Encourage them to experiment with the sound by tapping and, if needed, stretching the balloon tighter or looser around the container.



4. The students can then decorate their drums in their own designs!
OPTIONAL: Students can also add dry rice, beans, or beads to the can to make it a shaker!

Extension for older students:

- ◇ Pour dry rice onto students' drums and ask them to tap the drum head. Instruct students to observe how the rice moves on the drumhead and hypothesize why the rice is moving. Explain that sound is created through vibration, and the vibrations of the drum head cause the movement of the rice.
- ◇ Ask students to experiment with ways to make their drum sound as quiet as possible, no matter how hard they strike it. Most will hold, muffle, or stop their instruments in some way. Students might use their hand to muffle the drumhead or stuff paper or cloth inside to quiet the sound. Explain that they are stopping the vibrations, which causes their instrument to sound quieter.

TEACHER RESOURCES

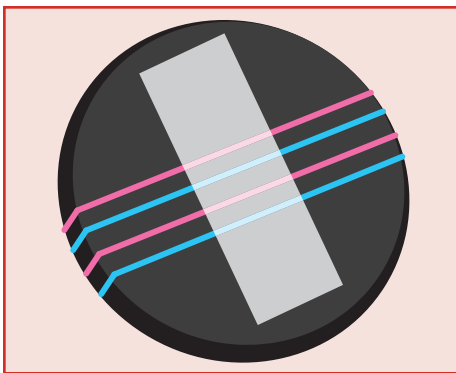
MAKE YOUR OWN BANJO



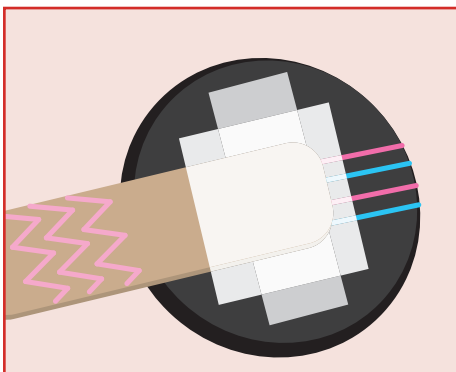
MATERIALS

- Clean jar lids
- Jumbo craft sticks
- Rubber bands
- Tape
- Decorating materials

1. Give each student a jar lid, a jumbo craft stick, and four rubber bands. Show them the photo of a banjo (page 22), and explain that banjos are included in the string family because they produce sound through the vibration of strings. Much like the harp, it is played by plucking the strings.
2. Guide them in securing the bands around the jar with a piece of tape on the back of the lid.



3. Let the students decorate the jumbo craft stick however they like. They can then secure the craft stick to the back of the lid with another piece of tape.



OPTIONAL: Take four sequins/rhinestones/etc., and use craft glue to secure them to the top of the craft stick to make tuning knobs.

TEACHER RESOURCES



BANJO

LESSON #3: BRASS & WOODWINDS



STANDARDS

Music

- **K.GM.P1.B**
With guidance, using voices, instruments, or movement, explore and demonstrate awareness of music contrasts in a variety of music selected for performance.
- **K-2.GM.R2.A**
With guidance, demonstrate awareness of music concepts (such as same/different sections of music, musical sounds, or simple musical characteristics in a listening selection).

Language Arts

- **K-2.FL.VA.7b**
With guidance and support from adults, explore word relationships and nuances in word meanings.
- **K-2.SL.CC.1**
Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate grade level topics and texts.
- **K.SL.CC.2**
Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.



OBJECTIVES

- Students will be able to identify and describe characteristics of instruments in the brass and woodwind families.



MATERIALS

- *The Orchestra Pit* by Johanna Wright (Copies are available at the Nashville Public Library)
- Recording of Verdi's "Triumphal March" from *Aida*
- Recording of Tchaikovsky's "Dance of the Reed Pipes" from *Nutcracker*
- Instrument flashcards (pages 10-17)
- DSO kids instrument sound files:
 - ◊ <https://www.mydso.com/dso-kids/learn-and-listen/instruments>

LESSON #3: CONTINUED



PROCEDURE

1. Optional: Read the passages that highlight the brass and woodwind sections and the end of Johanna Wright's *The Orchestra Pit*.
2. Play "Triumphal March" from *Aida* for students, asking them to pat their legs in time with the music. Did the music make them feel excited? Happy? Did it make them want to get up and dance? Point out the brass instruments as you hear them.
3. Lead a discussion on the different kinds of brass instruments students learned about in lesson one (trumpet, trombone, french horn, and tuba). If needed, play the corresponding sound clips on the DSO website as a review. Ask students to recall the way brass instruments are played -- players buzz their lips (almost like blowing a raspberry) into a mouthpiece to produce sound!
4. Play "Dance of the Reed Pipes" from *Nutcracker* for students, asking them to pat their legs in time with the music. Did the music make them feel excited? Happy? Did it make them want to get up and dance? Point out the woodwind instruments as you hear them.
5. Lead a discussion on the different kinds of woodwind instruments students learned about in lesson one (flute, clarinet, oboe and bassoon). If needed, play the corresponding sound clips on the DSO website as a review. Ask students to recall the different ways woodwind instruments are played -- air is blown over a hole or through a wooden reed (for younger students: into a mouthpiece) to produce sound!

ASSESSMENT

Divide students into two "teams" -- brass and woodwinds. Alternately play clips from Verdi's "Triumphal March" from *Aida* and from Tchaikovsky's "Dance of the Reed Pipes" from *Nutcracker* and help guide students in their response to the music: students stand and pantomime playing one of the instruments in their team's family when their family takes the spotlight in the piece. If time allows, have students switch teams!

Optional Extension Activity:

During the concert, Maestro Enrico will encourage students to join in the music-making by clapping or playing their hand-made instruments! See the teacher resources section of this lesson for wind instrument options.

TEACHER RESOURCES

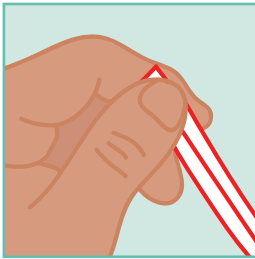
MAKE YOUR OWN OBOE



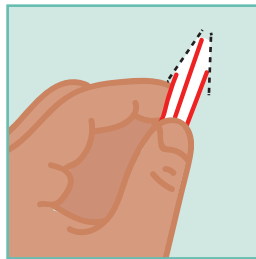
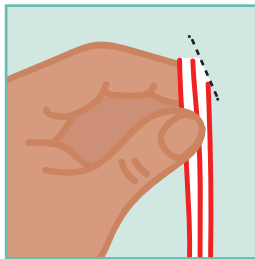
MATERIALS

- Drinking straws
- Scissors

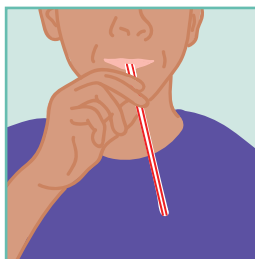
1. Distribute one straw to each student. The straw will need to be straight for this craft -- if there are any bends in the straw, have students cut these off.
2. Instruct students to flatten the tip of the straw on the very end.



3. Have students make two cuts to the flattened end of the straw to form a triangular tip.



4. Tell students to insert the triangular straw tip into their mouth and blow. They may have to experiment with blowing harder or softer and moving the straw in and out of their mouth to make a sound. The two pieces of straw vibrate together to produce sound, just like the double reed of an oboe!



OPTIONAL EXTENSIONS:

- ◇ Cut finger holes into the straw with scissors
- ◇ Experiment with different lengths of straw to create different pitches
- ◇ Create a paper “bell” (a cone shape) and attach to the straw with tape to make the instrument louder

TEACHER RESOURCES

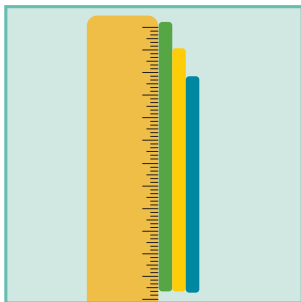
MAKE YOUR OWN PAN FLUTE



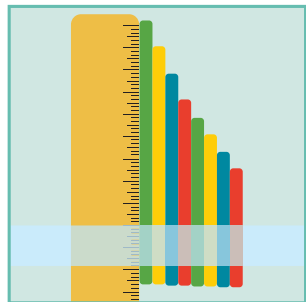
MATERIALS

- Drinking straws
- Scissors
- Ruler
- Tape

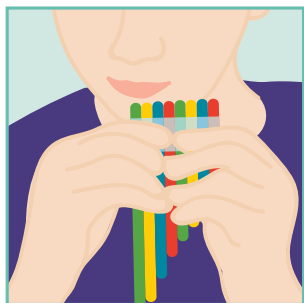
1. Distribute 4 to 8 straws to each student. The straw will need to be straight for this craft -- if there are any bends in the straw, have students cut these off.
2. Have students cut 1 inch from their first straw, 1 ½ inches from their second straw, and so on, cutting an additional ½ inch from each successive straw. Teachers may prefer to precut straws for younger students.



3. Instruct students to line their straws up from shortest to longest, making sure the tops of the straws form a straight line.
4. Distribute a 4-6 inch piece of tape to each student. Keeping the straws lined up, have students tape their straws together by placing the tape across each straw. Wrap the excess tape around the other side of the pan flute.



5. Tell students to blow across the tops of their straws to make music! Ask them to notice the differences in pitches between the different lengths of straw.



CLASS SURVEYS

PRE-CONCERT SURVEY:

Name: _____

Date: _____

School: _____

1. Have you been to a concert at the Schermerhorn Symphony Center before?

- a. Yes
- b. No

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

- a. Yes _____
- b. No

3. Match the composer to his or her composition:

- | | |
|----------------------------|--|
| - Giuseppe Verdi | - <i>Slavonic Dance</i> , Op. 72, No. 7 |
| - Johann Strauss | - "Triumphal March" from <i>Aida</i> |
| - Pyotr Ilyich Tchaikovsky | - "Dance of the Reed Pipes" from <i>Nutcracker</i> |
| - Antonín Dvořák | - <i>Sleeping Beauty</i> Waltz |
| - Pyotr Ilyich Tchaikovsky | - <i>Radetzky</i> March |

CLASS SURVEYS

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 piece of music did you like the most?

5. How did the live performance sound different than the recordings?

NASHVILLE SYMPHONY EDUCATION DEPARTMENT

Walter Bitner

Director of Education and Community Engagement

Kelley Bell

Education and Community Engagement Program Manager

Kristen Freeman

Education and Community Engagement Program Manager

2018 Summer Interns

Emily Church **McKenzie Stephenson**

Website: Nashvillesymphony.org/education

Email: education@nashvillesymphony.org

Phone: 615.687.6398

The Young People's Concert Curriculum Guides
were created by the 2018 summer interns.



Sponsor Recognition

Bonnaroo Works Fund
Bridgestone Americas Trust Fund
Caterpillar Financial Services
Dollar General Corporation
M. Stratton Foster Charitable Foundation
NAXOS
Neal & Harwell
Nissan North America, Inc.
Publix Super Market Charities
Ryman Hospitality Properties Foundation
Samuel M. Fleming Foundation
The Ann & Monroe Carell Family Trust
The Community Foundation of Middle TN
The HCA Foundation
The Hendrix Foundation
The Memorial Foundation
The Metropolitan Government of Nashville and Davidson County
The Mike Curb Family Foundation
Wells Fargo Foundation