

21-22 Teacher Guide

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MUSIC IS ONE WAY FOR YOUNG PEOPLE TO CONNECT WITH THEMSELVES, BUT IT IS ALSO A BRIDGE FOR CONNECTING WITH OTHERS. THROUGH MUSIC, WE CAN INTRODUCE CHILDREN TO THE RICHNESS AND DIVERSITY OF THE HUMAN FAMILY AND TO THE MYRIAD RHYTHMS OF LIFE.

DANIEL A. CARP

THEME: SEASONS

These 45-minute concerts utilize a variety of classical music to illustrate how music can communicate with the listener to create a mood, sense of place, characters and action - all to tell a story in music.

This year, explore music by classical greats Brahms, Bach, and Beethoven while learning about the seasons and making friends with a **tree named Arby**.

Bring your singing voices too, because there's sure to be a sing-along!



CONCERT

KinderKonzerts are performed by the Tucson Symphony Orchestra at the Berger Performing Arts Center at the Arizona School for the Deaf and Blind. 4,000 students and teachers from across Southern Arizona attend eight concerts over four days.

THIS YEAR'S PROGRAM

Variations on a Theme by Haydn
"Spring" from The Four Seasons
Take Me Out to the Ballgame
Symphony No. 6, "Thunderstorm"
Double Play
Sleigh Ride
SEASONS Theme Song

Johannes Brahms
Antonio Vivaldi
Albert von Tilzer, arr. Rosenhaus
Ludwig van Beethoven
TJ Cole
Leroy Anderson
Brahms, arr. Hartford Symphony



Kelly Corcoran **KINDERKONZERTS CONDUCTOR**

Named "Best Classical Conductor" in 2015 by the Nashville Scene, Kelly Corcoran is a passionate advocate for the robust place of classical music in our lives and the lives of future generations. Corcoran is Artistic Director of Intersection, a contemporary music ensemble dedicated to challenging the traditional concert experience with concerts for all ages

Originally from Massachusetts and a member of the Tanglewood Festival Chorus for more than 10 years, Corcoran received her Bachelor of Music in vocal performance from The Boston Conservatory and her Master of Music in instrumental conducting from Indiana University. She made her professional conducting debut in 2004, conducting the National Symphony Orchestra where she studied with her primary mentor, Leonard Slatkin.

21-22 Teacher Guide

GETTING STARTED

Included in the TSO Education Programs curriculum are a Teacher Guide, Music Preview Tracks, and a “Meet the Instruments” card set.

- ▶ Use the instrument cards and music tracks to learn about the instruments students will see at the orchestra concert in the spring.
- ▶ Use the activities in this guide and music tracks as preparation before and follow up after KinderKonzerts.
- ▶ Repeated listenings to the individual pieces of music help students to internalize the music and discover deeper layers of meaning. This also allows students to develop a sense of ownership of the music.

STANDARDS

These materials and the TSO KinderKonzerts support Arizona’s College and Career Ready Standards, as well as addressing the State of Arizona Arts Standards.

MODIFICATIONS

You are the expert in judging the appropriate difficulty of lessons for your students, and we encourage you to modify each lesson accordingly. Look for opportunities to connect these activities to the other subjects you are teaching. For example, connect colors or structure in music to colors and structure in paintings, architecture, poetry, nature, literature, etc.

We invite you to share with us your own ideas and alternatives.

CONTACT

If you have any questions, comments, or feedback about these materials, how to use them, or TSO Education Programs, please contact Director of Education [Andrew O'Neal aoneal@tucsonsonyphony.org](mailto:aoneal@tucsonsonyphony.org)

ACTIVITY ONE

OPENING UP YOUR EARS

MUSIC PREVIEW TRACKS

1-17: [Instrument Examples - Various](#)

STEP ONE

Listening begins by opening up our ears to the world around us. Ask students to identify all the sounds they hear in the classroom for a period of one minute. Create a list of observed sounds on the board.

- ▶ Discuss and categorize the kinds of sounds they heard. Were they loud or quiet? Continuous or occasional? High or low?
- ▶ Ask them to listen a second time, focusing on sounds they didn't notice the first time. Can they hear more sounds? Quieter sounds? Their own breathing or heartbeat?
- ▶ Listen a third time, this time for sounds happening outside the classroom. Does opening the window or door change what they hear? Encourage students to be specific with their wording about what they hear, such as "car horn" or "car door slammed" instead of just "car."

STEP TWO

Listen to the [Instrument Examples](#). If you are limited by time, try to focus on examples belonging to contrasting instruments, such as flute and double bass, or trumpet and bassoon.

- ▶ After listening to each instrument's excerpt, challenge students to come up with descriptive words about the sound of the instrument. It may help to have students imagine they are explaining it to someone who has never heard it.
- ▶ Record these words on the board to begin building your class Sound Vocabulary.

EXTENSION

For a bigger listening challenge, ask for words that focus on the sound of the instrument (its voice) as opposed to the characteristics of the music it is playing. Is the music happy, but the instrument sounds creepy? Is the music slow, but the instrument sounds bright?

STANDARDS

AZCCRS K-2.SL.1, AZCCRS K-2.L.6

ACTIVITY TWO

WHAT'S THAT NOTE?

Introductory music game for primary age classes

STEP ONE

Using a piano or other pitched classroom instrument (xylophone, bells, etc.) select notes far apart from each other so that one is very high and one is very low.

- ▶ **NOTE:** On the piano, keys to the left are lower pitch, and keys to the right are higher pitch. On the xylophone, the larger bars are lower pitch, the smaller bars are higher pitch.
- ▶ Play one of these extreme notes for the students and ask them to reach high if they hear a high note, and touch the floor if they hear a low note.
- ▶ Repeat the game using different notes. Make sure to play a variety of extremely high and extremely low notes.

STEP TWO

Now, play two notes in a row. Ask students to listen to the two notes first with their eyes closed. Then play the two notes again.

- ▶ Have students show you with their bodies which note is high and which is low.
- ▶ Play the pair of notes twice and make sure students are hearing the difference between the higher and lower note.

STEP THREE

A common difficulty is to confuse high and low pitch with loud and soft volumes. Try notes at different volumes with your class.

- ▶ Have students show you loud and soft by spreading their arms wide for loud sounds, and bringing their arms close together for soft sounds.

STEP FOUR

Lastly, try to combine high and low pitches with loud and soft sounds for students to demonstrate with their bodies.

HAVE FUN!

STANDARDS
AZCCRS K-2.SL.2

ACTIVITY THREE

HEARING COLORS

MUSIC PREVIEW TRACKS

27: [Variations on a Theme by Haydn, mvt. IV - Johannes Brahms](#)

30: [Symphony No. 6, mvt. IV "Thunderstorm" - Ludwig van Beethoven](#)

STEP ONE

Discuss with your class how different pieces of music provide their own unique feelings, affecting the listener in different ways. For example, some pieces relax you while others make you want to jump up and down. In a similar way, music can have specific "colors" in the sound, like red for crazy, blue for calm, green for eerie, etc.

- ▶ Listen to [Variations](#) and have students paint or draw what they hear in the music.
- ▶ Ask them to paint any colors or feeling that the music inspires.
- ▶ Continue listening to the piece until students have completed their work. Post these pieces of art on one side of the room.

STEP TWO

Listen to [Thunderstorm](#) while students create works of art reflecting the colors they hear in this new piece.

- ▶ Post these pieces of art on the other side of the room.

STEP THREE

Hold a compare and contrast discussion about the artwork created to these two different pieces of music.

- ▶ What similar colors do students see in each group of paintings? Are there other similarities?
- ▶ What differences do they see between the two groups of artwork? Are there any similarities between the two groups?
- ▶ How would they describe the feelings of the two different pieces of music, based on the colors they see? Do those differences appear in the drawings?

STANDARDS

AZCCRS K-2.SL.6, AZCCRS K-2.L.5

ACTIVITY FOUR

YOUR LIFE AS MUSIC

MUSIC PREVIEW TRACKS

32: [Sleigh Ride - Leroy Anderson](#)

28: ["Spring" from The Four Seasons - Antonio Vivaldi](#)

STEP ONE

Before playing the piece, ask your students to consider this question while they listen:

- ▶ Does this music remind you of something you've seen or experienced in your own life? What do you remember or think about when you hear this music?
- ▶ Listen to [Sleigh Ride](#), then go around the room and ask students to share their reactions to this question. Is there a specific event, activity, or feeling that comes to mind? Where do you pretend you are when listening to this piece of music?
- ▶ If the music makes them think of a certain experience, ask them to try to identify what in the music makes them think of that experience.

STEP TWO

Repeat Step One with [Spring](#). This might be a bit more challenging since it is not so readily identifiable. Remind them to use their imaginations, not just their memories! To expand on the discussion, ask the following questions about each piece of music:

- ▶ If this were the soundtrack to something in your life, what would be happening, who would be there, what time of day would it be, etc.?
- ▶ If you could hear this music at any point in your day or week, where or when would you listen to it?
- ▶ What might it do for your energy or mood if you listened to it then? Would it reflect your mood, or change it? Why do you think it would have that effect?

EXTENSION

Assign students to draw a picture about an event that happened in their life that one of these pieces brings to mind. You can continue to play the piece while they draw.

STANDARDS

AZCCRS K-2.SL.5, AZCCRS K-2.L.6

ACTIVITY FIVE

MUSIC TELLS A STORY

MUSIC PREVIEW TRACKS

35: [Double Play - TJ Cole](#)

STEP ONE

A composer is someone who writes music, just like an author writes stories.

- ▶ Composers tell a story with their music, just like authors tell a story with their words.
- ▶ Review the elements of a story with your class, like character, setting, action, emotion, etc.
- ▶ Listen to [Double Play](#) and have students listen for story elements and imagine a story the music could be telling.

STEP TWO

Listen to [Double Play](#) a second time, and have students draw a picture describing the story they hear in the music.

- ▶ Have each student share their story drawings with the class or in small groups.
- ▶ What story do they think the composer is telling? Where is the setting? Who is the character? What is the action?
- ▶ What did they hear in the music that signifies that character, action, etc.?

WRITING EXTENSION

Assign students to write or describe a story or poem inspired by the story they imagine when they listen to the music. We'd love to see what your students come up with! Send stories to the TSO at:

Tucson Symphony Orchestra
ATTN: Education Department
2175 N. Sixth Ave
Tucson, AZ 85705

STANDARDS

AZCCRS K-2.W.3, AZCCRS K-2.L.2

BE PART OF THE CONCERT!

SING-ALONG LYRICS TO SEASONS THEME SONG

SEASONS THEME SONG

MUSIC PREVIEW TRACKS

33: [SEASONS Theme \(study recording\) - Vocal Sample](#)

34: [SEASONS Theme \(study recording\) - Piano Sample](#)

Students will be singing this theme multiple times throughout the concert, so make sure you practice the words and motions with your class. Use both recordings:

- ▶ In the [Vocal Sample](#), the piano plays through the tune once, then vocals sing along a second and third time to give you a sense of how the words line up.
- ▶ Once you are comfortable with how the tune goes, use the [Piano Sample](#) to lead your class through the song. This track plays the tune three times.

LYRICS

Way up in the tree tops [raise hands up above head]
Seasons swirl all around me [wave hands back and forth]
Can you see my branches? [stick out arms like branches]
Can you tell me what you see? [looking around with hand shading eyes]

TAKE ME OUT TO THE BALLGAME

MUSIC PREVIEW TRACKS

29: [Take Me Out to the Ball Game - Albert von Tilzer, arr. Rosenhaus](#)

LYRICS

Take me out to the ball game
Take me out with the crowd
Buy me some peanuts and crackerjacks
I don't care if I never get back [shake head no]

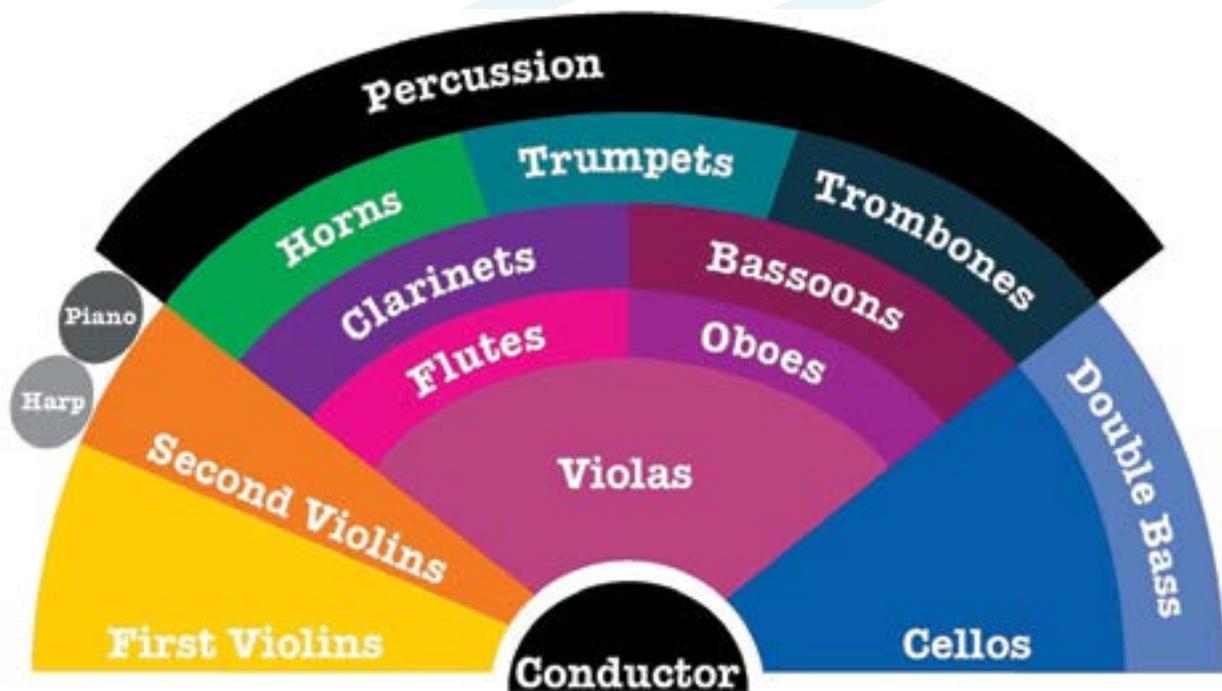
Let me root, root, root for the home team [pump fist in the air]
If they don't win it's a shame
For it's ONE, TWO, THREE strikes you're out [count on fingers]
at the old ball game

MEET THE TSO

The mission of the Tucson Symphony Orchestra is to engage, educate and transform our community through live musical experiences of the highest quality. TSO's goal for engagement is to bring music to the community and the community to music. The aim of KinderKonzerts is to meet this goal!

The Orchestra's first performance took place on January 13, 1929 in the Tucson High School Auditorium and featured Beethoven's 7th Symphony. Tickets were just \$5 for the whole season! In 1971, the Symphony had a gala opening at its new performance venue, the City's Music Hall, where they still perform today.

ORCHESTRAL INSTRUMENTS



STRINGS

The string family consists of violin, viola, cello, and bass. Musicians make sound by pulling a bow with hair across the string, or by plucking the strings with their fingers.

BRASS

The brass family consists of trumpet, horn, trombone, and tuba. The instruments are made of metal, and musicians buzz their lips against a mouthpiece while blowing air into the instrument.

WINDS

The wind family consists of flute, clarinet, oboe, and bassoon. Musicians blow air into the mouthpiece or through thin wooden reeds on their instrument to produce sound.

PERCUSSION

The percussion family has lots of different instruments! Usually in an orchestra you'll see timpani, cymbals, bass drum, snare drum, and chimes. Musicians hit these with a mallet to make sound.

21-22 Teacher Guide

WELCOME TO THE SYMPHONY

PREPARING FOR KINDERKONZERTS

BEFORE THE CONCERT

- ▶ Leave any food or drinks at school or on the bus. Only water bottles are allowed inside.
- ▶ Make sure you use the restroom before you get on the bus. Lines will be long at the hall!
- ▶ If you do need a restroom before the performance, wait until after your school is seated. No more than 3 students with an adult are allowed at a time. Ushers will not permit unaccompanied children to exit the hall without a teacher or chaperone.
- ▶ Leave your phones and electronics at home! NO photography or video is allowed during the performance.
- ▶ When the lights dim, that is the signal to be very quiet. The concert is about to begin!

DURING THE CONCERT

- ▶ The musicians are warming up their muscles when you arrive, and doing some last minute fine-tuning of the music.
- ▶ Applaud when the concertmaster (first chair violinist) walks out and bows.
- ▶ The concertmaster will turn to the orchestra and signal for them to tune their instruments. Notice all the sounds the musicians make in order to get their instruments exactly to the right note! You can help the musicians by being very quiet while the orchestra tunes.
- ▶ Applaud again when the conductor walks out and bows to you. Your applause says, "We are excited to be here, and ready to listen to what you will play!"
- ▶ Watch and listen when the orchestra plays, so as not to miss anything. The signal to applaud at the end of a piece is when the conductor drops his arms to his sides. The musicians are always glad to see smiling faces and hear warm applause when they have finished playing.

REMEMBER

- ▶ The musicians can hear the audience talking just as much as the audience can hear the orchestra. Help the orchestra play their best by staying very quiet. The best time to talk to your friends about the concert is on the bus back to school!
- ▶ Sometimes, the conductor might ask the audience a question - now is your turn to

SPECIAL ACCOMODATIONS

The TSO offers wheelchair access to every event. Please let us know at least one full month in advance if you need wheelchair access or other special accommodations for any students or chaperones. Wheelchairs are not provided at the venue.

WE HOPE YOU ENJOY THE PERFORMANCE AND COME BACK AGAIN SOON!

Student Feedback Sheet



By:

2021-22

Tucson Symphony Orchestra Education Programs

