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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

GETTING STARTED

Included in the Tucson Symphony Education Programs curriculum are this Teacher Guide, digital Music Preview Tracks and a “Meet the Instruments” PowerPoint. Schools participating in Music in the Schools will also receive a “Meet the Musicians” packet.

Use these materials to get ready for both the ensemble visits and the orchestra field trip in the spring. Familiarizing students with the works they’ll hear at the concert will help them to internalize the music and discover deeper layers of meaning. This also allows students to develop a sense of ownership of the music, enhancing their overall experience at Young People’s Concerts.

STANDARDS

These materials and the TSO Young People’s Concerts support Arizona’s College and Career Ready Standards, as well as addressing the State of Arizona Music 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 music activities to the other subjects you are teaching.

CONTACT

If you have any questions, comments, or feedback about these materials or TSO Education Programs, please contact the Director of Education, Mateo Mendez at mmendez@tucsonsymphony.org or the Manager of Education, Sean Bresemann at sbresemann@tucsonsymphony.org.

ADVENTURES IN SPACE!

Join the TSO as we journey the cosmos! This program explores the various ways composers have turned the concept of outer space into music. Watch a beautiful sunrise with Richard Strauss' Also Sprach Zarathustra, and soar past a galaxy far far away with James Lee III's Sukkot Through Orion's Nebula! The sun sets and the moon shines with Claude Debussy's beautiful Clair de Lune, and we even get to visit another planet with Gustav Holst's Jupiter! Familiar songs from Star Trek, KPop Demon Hunters, and Star Wars round out our program. Watch as our amazing TSO musicians effortlessly navigate through the twists and turns of space travel. We hope you enjoy the trip!

THIS YEAR'S PROGRAM WILL INCLUDE:

Also Sprach Zarathustra
Star Trek: Main Theme
Sukkot Through Orion's Nebula
Golden
Clair de Lune
The Planets, Jupiter
Star Wars: Main Title

Richard Strauss
Jerry Goldsmith
James Lee III
HUNTR/X
Claude Debussy
Gustave Holst
John Williams

JESSICA MOREL, CONDUCTOR

Students and Teachers of Southern Arizona,



Exposure to music education can occur in various ways during our youth, but the moment of true inspiration often comes unexpectedly. Although I started piano at age 7 and was playing flute in my school band since age 9, I did not experience hearing a live professional orchestra until I was 16 years old. It was at that age that I distinctly remember going to a concert of film music by John Williams at the Hollywood Bowl in Los Angeles. It was an absolute turning point for me. I was completely overwhelmed by the beautiful sounds of the orchestra and the way that the music transported me to a different world. That concert instigated my love for film music, and film music then became a gateway for my love of Classical orchestral music.

I believe that a young person's first time hearing a professional orchestra concert can be a wondrous and magical moment, as it was for me. It opens up the door to discovering a new colorful soundscape that may have never been heard before, and it has the power to inspire our creativity in many different ways. I am honored to be performing some of the same music that first lit up my world when I was young, and I hope that it inspires your musical journey!

Maestra Jessica Morel

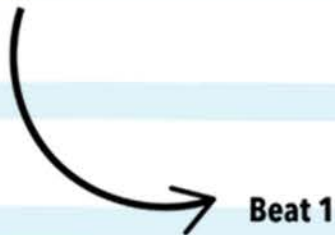
WHAT IS A MAESTRO?

In front of the orchestra, the Maestro is the musician who leads the ensemble and has mastered all the music to be performed in a concert. The maestro is in charge of making sure everyone in the orchestra plays the same speed, and makes decisions about how the music should feel. They might ask, "are the trumpets too loud?" Or, "are the oboes too soft?" The maestro gives musicians feedback at rehearsal before the big concert! And if a musician has a question about the music, the maestro has the answer!

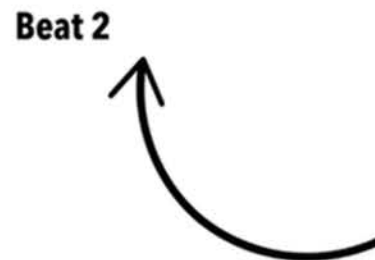
LEARN TO CONDUCT!

For the musicians to follow the maestro, they must show the beat. For music that is duple (two beats repeated), a conductor must have a way to communicate visually which beat is number 1 and which beat is number 2.

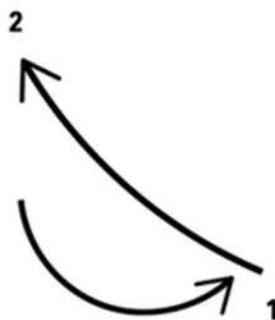
Beat 1 always falls down like this:



Beat 2 always returns up like this:



The complete pattern alternates between Beat 1 and Beat 2:



Conduct with Sean using [this video](#)! Let's start with our right hand up and let it fall when the music starts! Then keep conducting with the music. Repeat: 1...2...1...2... Try several times! Can you show more of the music each time?

ACTIVITY ONE

Opening Up Your Ears

MUSIC PREVIEW TRACKS

Tracks 1-17: Instrument Examples

STEP ONE

- Listening begins by opening up our ears to the world around us. Ask students to write down all the sounds they hear in the classroom for a period of one minute. Create a list of observed sounds.
- Discuss and categorize the kinds of sounds they heard. Were they loud or quiet? Continuous or occasional?
- 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 example, challenge students to come up with complex, descriptive words. It may help to have students imagine they are describing the sound of the instrument to someone who has never heard it.
- Record these words on the board to begin building your class SOUND VOCABULARY. You can use this list of words throughout many other activities. Here are some words for your SOUND VOCABULARY to get you started:
 - Happy, Sad, Loud, Soft, Short, Long, High, Low, Fast, Slow

EXTENSION

- For a bigger listening challenge, ask for words that focus on the characteristics of the music (melody, harmony, color, character) the instruments are playing rather than the instrument's voice.

AZ STATE STANDARDS

ELA-SL.1, 2, 4, 6

ELA-L.3, 5, 6

MEET THE COMPOSER

Sukkot Through Orion's Nebula, JAMES LEE III



Admired for his "bright, pure music" (The Washington Post), with compositions described as "atmospheric and endlessly inventive" (Cincinnati Business Courier), James Lee III is the composer of more than 80 works for orchestra, chamber ensemble, piano, vocals, choral ensemble and more. During the 2024-2025 season, he will be composer-in-residence with the Baltimore Symphony Orchestra.

Raised in the Seventh-day Adventist Church, Lee has taken rich inspiration from faith, history, and knowledge of five foreign languages: German, French, Spanish, Portuguese and Hebrew. Among his career honors, Lee has been recognized with a Charles Ives Scholarship and the Wladimir Lakond Award from the American Academy of Arts and Letters. Lee's compositions have been performed by major orchestras and artists across the United States, Europe and Latin America.

Sukkot Through Orion's Nebula is a festive work for orchestra. Sukkot is a Hebrew word for the "Feast of Tabernacles." In biblical days, this holiday was celebrated on the 15th day of the month of Tishrei (late September to late October). It was the most joyous of the fall festivals that God mandated the Hebrews to observe. It was also a thanksgiving celebration for the blessings of the fall harvest. "Orion's Nebula" refers to a nebula seen in the Orion constellation, visible to us in the fall and winter. The nebula forms a roughly spherical cloud that peaks in density near the core. The cloud displays a range of velocities and turbulence, particularly around the core region.

ACTIVITY ONE

WRITE YOUR OWN MUSIC!

STEP ONE

- Imagine singing a single sound or note. Did you hold it out for a long time or did it only last a moment. Was it a high sound? A low sound? Loud or soft?
- Now try on a sheet of paper to draw a shape which represents that sound.
- Pair up students and encourage them to draw different sounds and sing what they look like! You have just “notated” music – representing sounds with images is a complicated process and has evolved for thousands of years.

STEP TWO

- Have students write on a sheet of paper a whole series of notes of any variety and combination.
- Try to sing these in larger groups or as a class. The teacher can keep it organized by pointing to the notes written.

EXTENTION

- How many different types of sounds can the students come up with and how many different ways can students find to “draw” those sounds? Maybe different colors or size of the shape represent loudness? A long line represents a held note? A different shape conveys a different character of sound?
- Refer back to the SOUND VOCABULARY and explore different ways of writing these sounds.

AZ STATE STANDARDS

ELA-SL.4, 5
ELA-L.3, 5, 6

YOUNG COMPOSERS PROJECT

The Tucson Symphony Young Composers Project (YCP) is a year-long course in which students ages 6 to 18 learn to compose for orchestra.

Musicians in elementary through high school explore the creative process of composition in the classroom and out. They attend TSO dress rehearsals and concerts, meet guest composers and artists, and work directly with TSO musicians.

As the culmination of the project, TSO performs and records each student's original composition!

Now in its 34th year, the Young Composers Project has produced more than 500 new works by student composers.

ACTIVITY THREE

GUIDED LISTENING

MUSIC TRACK

Listen to this piece of music:

[Gustav Holst: The Planets, "Jupiter"](#)

STEP ONE

- Gustav Holst wrote a piece representing the character of each of the planets in our solar system.
- This part of the piece is about Jupiter, and he called it "The Bringer of Jollity."

STEP TWO

- Describe the music using the Sound Vocabulary you have been developing.
- Does the music sound "jolly" to you?
- What words from your Sound Vocabulary might contribute to that feeling?
- If "Jupiter: The Bringer of Jollity" were a person, what we Jupiter be doing?
 - Write a short paragraph describing what Jupiter is doing, or...
 - Draw a picture showing what Jupiter is doing.

EXTENSION

- Holst did not write music about planet earth in his Suite "The Planets."
- Why might he have skipped Earth?
- If you were to write about music about all of Earth, describe what it would sound like. Use your Sound Vocabulary again.
- Would the music represent certain things about our planet? What are they?

AZ STATE STANDARDS

ELA-L.3, 5, 6

ELA-W.3

ACTIVITY FOUR

DESIGNING A CONSTELLATION

OVERVIEW

James Lee III's *Sukkot Through Orion's Nebula* is a musical exploration of a nebula within the constellation of Orion. A constellation is a group of stars that form a distinct pattern, with Orion being The Hunter. Other famous constellations include Ursa Major (The Great Bear), Cygnus (The Swan), and Andromeda (The Princess).

In this activity, you will map out your own constellation!

STEP ONE

Think of what shape you'd like your constellation to be in. This can be anything! An animal, a plant, a person, a building, or anything else you can come up with. After you've thought of your shape, begin to plot your stars. If you're feeling creative, name each of the stars you've placed!

STEP TWO

Remember that some stars in a constellation are brighter than others, with the brightest ones usually in an important place. Use warm colors (red, orange) to color in your bright stars, and use cool colors (blue, purple) to color in your dimmer stars.

STEP THREE

Name your constellation!

EXTENSION

An asterism can be any patterns found in the stars, including constellations and other patterns inside those constellations. These include Orion's Belt in Orion and the Big Dipper in Ursa Major. Connect some, but not all, of your stars to create an asterism, and give that a name as well.

AZ STATE STANDARDS

ELA-L.3, 5, 6

ELA-W.3

MEET THE TUCSON SYMPHONY ORCHESTRA

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 Young People's Concerts is to meet this goal!

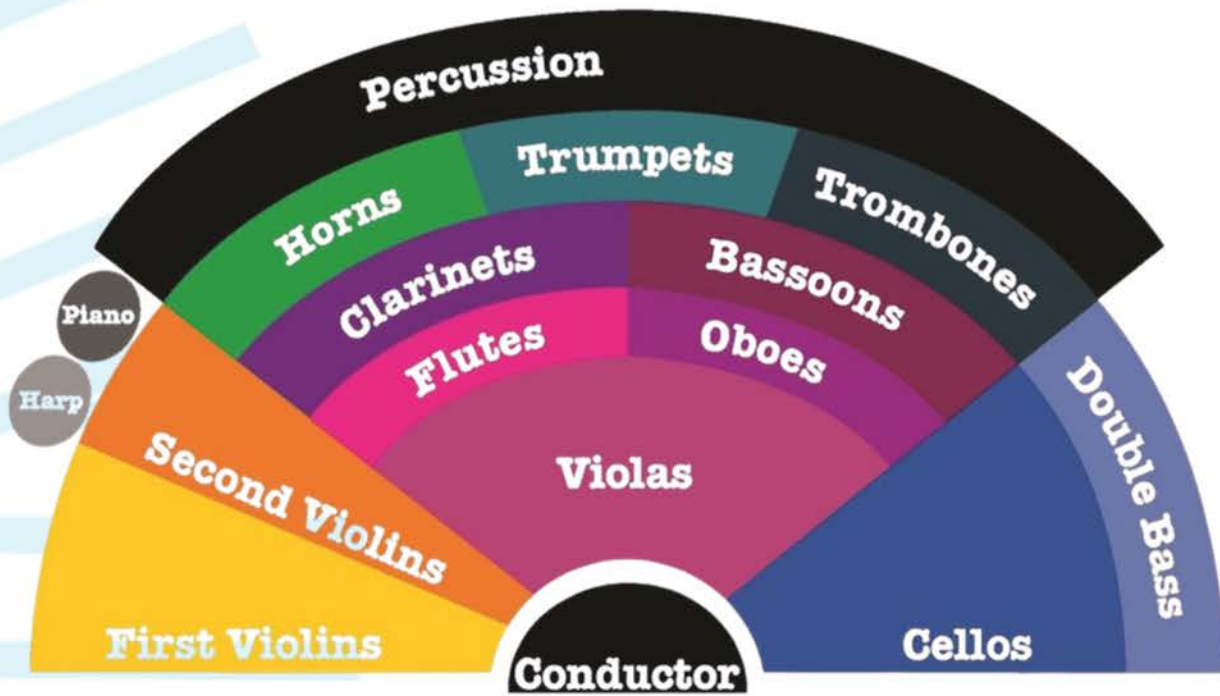
The Orchestra's first performance took place on January 13, 1929 in the Tucson High School Auditorium and featured Beethoven's 7th Symphony. Tickets were just \$5 for the whole season! In 1971, the Symphony had a gala opening at its new performance venue, the City's Music Hall, where they still perform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

The Tucson Symphony Orchestra is made up of around 70 musicians from right here in Tucson and all over the world!

**Tickets were \$5 for the whole season?!
That's the price of a bag of Doritos
right now!**



INSTRUMENTS OF THE ORCHESTRA



STRINGS

The string family consists of violin, viola, cello, and bass. Musicians performing on these instruments make sound by pulling a bow made of wood and hair from a horse's tail across a string, or by plucking the strings with their fingers.

BRASS

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

WOODWINDS

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

PERCUSSION

The percussion family has lots of different instruments! In an orchestra, you'll see timpani, cymbals, bass drum, snare drum, and chimes and many smaller instruments. Percussionists strike, scrape or shake their instruments to make sound.

WHAT IS A CONCERT MASTER?

Ludek Wojtkowski, concertmaster



Ludek Wojtkowski is a violinist, composer, and guitarist from Tucson, Arizona. Before being appointed Associate Concertmaster of the Tucson Symphony, he served as the concertmaster of the Anchorage Symphony Orchestra and was a founding member of the Aurora Borealis String Quartet. He holds degrees in violin performance from the Cleveland Institute of Music and Yale University, where he earned the Broadus Erle Prize in violin.

His own chamber work for piano quintet, soprano and electronics, *Utopia*, was premiered at the Art Basel Contemporary Design Festival in Miami Beach in 2018 in partnership with the Pratt Institute in New York City. When not playing violin, Ludek likes to ski, hike, fish, and enjoy the great outdoors year-round. Ludek additionally holds a Bachelor of Science in Electrical Engineering from the University of Alaska in Anchorage.

HISTORY

- The concertmaster has always been the first chair violinist.
- This person would play with the orchestra and conduct the music from their seat.
- When music became too complicated for the concertmaster to play and conduct, a separate conductor became standard.

RESPONSIBILITIES

- The concertmaster helps the orchestra know when to start the concert and signals the oboe to tune the orchestra before the Maestro comes on stage. All strings use a bow to help make sound, but
- how do they all know when to move the bow up or down together? The concertmaster usually makes this very important decision for every note the strings play. String players do more than just move the bow up and down. They can use only the upper half of the bow or only the lower half.
- Maybe they use the whole bow. There are so many different ways they can make sound and the concertmaster often gives their opinion in rehearsals. Someone's gotta help the Maestro out!

WELCOME TO THE SYMPHONY

PREPARING FOR YOUNG PEOPLE'S CONCERTS

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 concert! If you do need a restroom
- before the performance, please 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. No video or flash photography is allowed during the performance. Still photos with
- no flash are great - remember to tag the TSO! When the lights dim, that is the signal to be very quiet. The concert is about to begin!

DURING THE CONCERT

- Just like professional athletes, 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. Their bow says "Thank you!" 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 tune their instruments exactly right! You can help the musicians by being very quiet during this process. Applaud again when the Maestro walks out and bows to you. Your applause says, "We are excited to be here, and
- ready to listen to what you will play!" Maestro's bow says "Thank you!"
- 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 Maestro drops their arms to their 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 musicians are people, too! They come from all over the world, and from varied backgrounds and experiences. Please be respectful and polite.
- Sometimes, the conductor or actor might ask the audience a question or to be involved in some other way - now is your turn to speak up!

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!

THE LINDA RONSTADT MUSIC HALL



HISTORY

The Linda Ronstadt Music Hall opened its doors in 1970 and has hosted many great musicians over its five-decade lifetime, with many more to come!

**The Music Hall has
over 2,000 seats!**



THE TUCSON SYMPHONY AND THE HALL

The Tucson Symphony Orchestra (TSO) first performed in the Linda Ronstadt Music Hall all the way back in 1971. The orchestra now makes its home in downtown Tucson, performing for tens of thousands of people each year in the very same room as Young People's Concerts.

TSO often shares the stage with famous musicians from all over the world, including Yo-Yo Ma, Itzhak Perlman, Hilary Hahn and so many more, and may one day share the stage with you!

NAMING THE HALL

On May 7, 2022, Tucson Music Hall was renamed after a beloved daughter of Tucson, Linda Ronstadt, who has performed in the venue.

25-26 Teacher Guide



We would like to send a heartfelt "THANK YOU!" to all of our wonderful teachers for the incredible work you do every day, the struggles you face, the obstacles you overcome, and your commitment to your students, and to keep arts education alive. Thank you for finding new ways to engage and inspire your students and thank you for your continued support for TSO education programs.

- From all of us here at the Tucson Symphony



Arizona Music Standards Satisfied with TSO Education Programs:

***The following Arizona Music Standards are achieved through student's participation in TSO's Music in the Schools ensemble visits, KinderKonzerts and Young People's Concerts (grades K-6).**

Anchor Standard #1 - Generate and conceptualize artistic ideas and work

MU.CR.1.Ka, MU.CR.1.1a, MU.CR.1.2a, MU.CR.1.3a, MU.CR.1.4a, MU.CR.1.5a, MU.CR.1.6a

Anchor Standard #7 - Perceive and analyze artistic work

MU.RE.7.Ka, MU.RE.7.1a, MU.RE.7.2a, MU.RE.7.3a, MU.RE.7.4a, MU.RE.7.5a, MU.RE.7.6a
MU.RE.7.Kb, MU.RE.7.1b, MU.RE.7.2b, MU.RE.7.3b, MU.RE.7.4a, MU.RE.7.5a, MU.RE.7.6a

Anchor Standard #8 - Interpret intent and meaning in artistic work

MU.RE.8.k, MU.RE.8.1, MU.RE.8.2, MU.RE.8.3, MU.RE.8.4, MU.RE.8.5, MU.RE.8.6

Anchor Standard #9 - Apply criteria to evaluate artistic work

MU.RE.9.K, MU.RE.9.1, MU.RE.9.2, MU.RE.9.3, MU.RE.9.4, MU.RE.9.5, MU.RE.9.6

TSO Performance Follow-up Questions:

***The following Arizona Department of Education Music standards could be met by holding a discussion following your Tucson Symphony KinderKonzert, Young People's Concert or Music in the Schools Ensemble visits.**

AZ Music Standards Anchor Standard #10 - Synthesize and relate knowledge and personal experiences to make art.

MU.CN.10.Ka, MU.CN.10.1a, MU.CN.10.2a, MU.CN.10.3a, MU.CN.10.4a, MU.CN.10.5a, MU.CN.10.6a
MU.CN.10.Kb, MU.CN.10.1b, MU.CN.10.2b, MU.CN.10.3b, MU.CN.10.4b, MU.CN.10.5b, MU.CN.10.6b

Hold a discussion with your students about their experience listening to the TSO perform today.

1. Have you ever noticed how music can change the way you feel or act? For example, if you hear fast, upbeat music, you might feel more energized and ready to move around. Or, if you hear slow, calm music, you might feel more relaxed and peaceful. Can you think of any other examples of music or music played by the ensemble/orchestra played today and how it made you feel?

2. Some music is written specifically for certain occasions, like birthdays or holidays. What are some songs that you know of that are associated with certain events or celebrations? Why do you think people like to have music as part of those events? What types of events do you think the symphony plays at?

3. In some cultures, people use music to help them work or accomplish tasks. For example, some songs might have a steady beat that helps people keep a steady pace while they're working. Can you think of any examples of work songs that you've heard before? How do they help the workers?

4. Video games, movies, and TV shows often have music in them to help set the mood or create a certain atmosphere. Have you ever noticed how the music in a video game or movie can make you feel more excited or scared? Can you think of any examples of music in media that you've enjoyed or that have stuck with you? Did you hear any music today from the ensemble/orchestra that you recognized from a movie or TV show?

TSO Performance Follow-up Questions (continued)

Anchor Standard #11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

MU.CN.11.Ka, MU.CN.11.1a, MU.CN.11.2a, MU.CN.11.3a, MU.CN.11.4a, MU.CN.11.5a, MU.CN.11.6a, MU.CN.11.Kb, MU.CN.11.1b, MU.CN.11.2b, MU.CN.11.3b, MU.CN.11.4b, MU.CN.11.5b, MU.CN.11.6b

1. **Dance:** How can music inspire movement? Did the music you heard at the performance make you want to dance or move? How do the rhythm and tempo of music affect the way you move?
2. **Visual Art:** How can music influence the way you create art? Can you create a piece of art that represents a song or a musical genre that you heard at today's performance? How does the mood of music affect the colors and shapes you choose for your art?
3. **Dramatic Arts:** How can music enhance a play or a musical? What emotions can music convey that words alone cannot? Can you think of a scene from a play or a movie that is more powerful because of the music?
4. **Literature:** How can music inspire creative writing? Can you write a story or a poem about something you enjoyed at today's performance? How does the mood of music affect the tone of your writing?
5. **Science:** How does music affect the brain? Do you feel different after today's performance? Can you think of any experiments that could test the effects of different types of music on the brain? How might music be used in therapy?
6. **Math:** How is music related to math? Can you find any patterns or rhythms in music that are based on math? How might music be used to teach math concepts?
7. **Social Studies:** How is music related to different cultures and time periods? Can you think of any examples of music that you heard today that reflect the values or beliefs of a particular culture or era? How might music be used to teach history or geography?
8. **Language Arts:** How can music help you learn new words? Did you learn any new words at today's performance? Can you think of any songs in a language you don't know that you still enjoy listening to? How might music be used to teach vocabulary or grammar?



2026-2027 Education Programs

Want to beat the rush and guarantee a spot in next year's programs? Consider registering before the end of this school year for one or more of these exciting opportunities!

Music in Schools: TSO String Quintet, Wind Quintet, and Brass Quintet + Percussion ensembles present programs in school multipurpose rooms, cafeterias and gymnasiums. These 30-minute programs are geared toward 3rd-5th grade students, and are designed to be interactive and personal, allowing students to meet musicians, ask questions, and see and experience music up close without the perceived barriers presented by the traditional concert stage. The cost of \$900 covers all three ensemble visits, as well as 200 free tickets to Young Peoples Concerts in May of 2027.

Young People's Concerts: Young People's Concerts (YPC) are 45-minute programs designed for students in grades 3-6. Each year, YPC brings the power of a live symphony orchestra to more than 80 schools from across Southern Arizona. These programs feature more than just 'Classical' music - your students will be in awe at the sounds of familiar music from movies and TV, side-by-side with great compositions by larger-than-life composers! Price for schools with Title 1 status is \$4/ ticket. Price for all other schools and groups is \$6/ticket. Schools receive 200 free tickets for registering for Music in Schools!

KinderKonzerts: KinderKonzerts brings 4,000 students in grades K-2 and their teachers to the Berger Performing Arts Center for performances by the full Tucson Symphony Orchestra. These culturally diverse, 45-minute concerts utilize a variety of orchestral music combined with acting and storytelling to introduce students to the instruments and musicians of the orchestra, as well as musical concepts that connect to educational themes. Price for schools with Title 1 status is \$4/ ticket. Price for all other schools and groups is \$6/ticket.

Band and Orchestra Clinics: TSO Clinics are designed for middle and high school music programs. TSO musicians work with band and orchestra directors to present a program that caters to the needs and abilities of their students. A typical 1.5-hour session may include a performance, a Q&A session, and instruction on areas of universal need; i.e. warming-up, effective practicing, ensemble playing, tuning, etc. Sessions may also include sectionals or feedback for the entire band/orchestra, at the preference of the music director. TSO ensembles available for workshops include the String Quartet, String Quintet, Brass Quintet, Wind Quintet, and Percussion Ensemble. Other configurations may be available upon request. Pricing may vary.

Please visit www.tucsonsymphony.org or contact education@tucsonsymphony.org for more information. Registration for most programs begins in April and May of 2026.

THE TUCSON SYMPHONY ORCHESTRA

MISSION STATEMENT

- To build and enrich community through the experience of live music of the highest quality.

VISION STATEMENT

- To reflect our many communities and bring them together through music.

VALUES and GUIDING PRINCIPLES

- Excellence: To strive for the highest level of artistic and educational excellence with innovative, creative programming considered through the lens of our many communities.
- Relevance: To perform live music and provide engaging experiences and meaningful learning opportunities for all. To collaborate with others to build relationships and extend the TSO's reach in Southern Arizona.
- Innovation: To pioneer and embrace new ideas and creativity throughout the organization in all aspects of TSO's operations, using technology when appropriate.
- Financial Sustainability: To operate sustainably and responsibly, balancing mission with budgetary accountability and discipline.
- Inclusion: To embrace inclusion, diversity, equity and access (IDEA) as values that will inform all operational areas including hiring practices, programming and marketing. To invest in its people and foster an environment that makes TSO a desirable place to work.

INCLUSION, DIVERSITY, EQUITY and ACCESS

The Tucson Symphony believes that the values of inclusion, diversity, equity and access (IDEA) are essential to the vision of a symphony that serves all of Tucson and Southern Arizona. Our IDEA goals, as a community- supported organization, are:

- To create new opportunities for people to be involved and engaged in what we do in the concert hall, in schools and in all our communities. To amplify the unique voices that have gone unheard in the symphonic setting for far too long. To reflect the rich diversity of our region, and therefore to make us
- stronger and more relevant.

We are committed to implementing a plan that will realize these goals.

