

The Louisiana Philharmonic Orchestra
Early Explorers Concert
Pre-Kindergarten through First Grade

Orchestra ABC's



David Torn, Guest Conductor
2017-2018

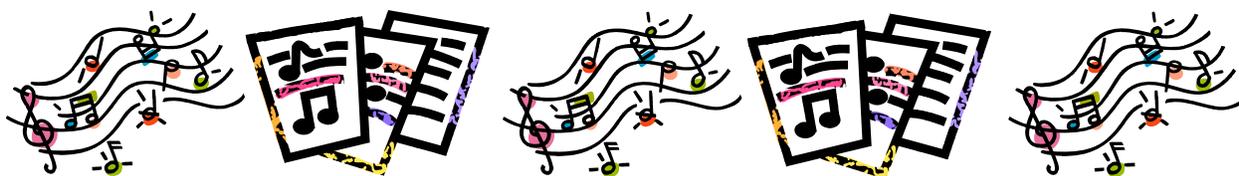
Teacher Information Packet
and Study Guide with LA Benchmarks

The Louisiana Philharmonic Orchestra
Welcome to our
2017-2018
Early Explorers Concert
Orchestra ABC's

Welcome to an adventure in music education! Your students will explore scientific connections and listen to the LPO perform exciting orchestral music.

Upon entering the concert venue, an LPO staff member will greet your group with a musician station map and direct you to the first musician station in the venue. Each area will be numbered and correspond to a musical ensemble. After classes visit three or four stations (approximately 20-25 minutes), the whole orchestra will come together for a 25-minute concert.

Please make copies of this packet for all teachers involved. Thank you for all you do on a daily basis for the benefit of your students, especially for introducing them to great classical music.



*We welcome your comments and suggestions regarding the
LPO's Educational Programs. Comments can be sent by mail to:*
Education Department
Louisiana Philharmonic Orchestra
1010 Common Street, Suite 2120
New Orleans, LA 70112
education@lpomusic.com



Office Location:

1010 Common Street
Suite 2120
New Orleans, LA 70112
504.523.6530 ext. 501
www.lpomusic.com

The LPO is the only full-time musician-governed orchestra in the U.S. It was founded in 1991 by former members of the New Orleans Symphony Orchestra. The musicians made great sacrifices to keep a full-time professional symphony orchestra in the state of Louisiana. Twenty-six years later, the LPO continues to explore new approaches to bringing the full orchestral experience into the minds and hearts of a diverse student population. With performances serving 12 parishes, our 2017-2018 season will address many educational benchmarks.

Immerse your students in great music and give them a cultural experience that can be a part of their future.

The orchestra consists of :
39 String players
12 Woodwind players
12 Brass players
2 Percussion players
1 Timpanist
1 Harpist



Carlos Miguel Prieto, *Adelaide Wisdom Benjamin Music Director and Principal Conductor*, is considered one of the most dynamic young conductors in the music world and currently holds a total of three music directorships. In his native country of Mexico, he leads the Orquesta Sinfónica de Minería as well as the country's most important orchestra, the Orquesta Sinfónica Nacional de México. In the United States, Prieto contributes enthusiastically to the cultural renewal of New Orleans in his eleventh season with the LPO. Carlos Miguel, also an accomplished violinist, became a member of Cuarteto Prieto at a very young age. With them, he has performed in the most important venues of Mexico, the U.S., and Europe.

As *Guest Conductor* of the LPO, David Torns conducts the orchestra's education series as well as community performances. Recently appointed Associate Conductor of the Baton Rouge Symphony Orchestra, Torns continues to be recognized for his vibrant personality, musical depth, and his ability to communicate an infectious joy for music to both musicians and audiences alike. A graduate of the Blair School of Music at Vanderbilt University and the College of Creative Arts at West Virginia University, Torns began his musical studies at the age of five on the violin in his native city of San Diego, California. The LPO is excited to have David Torns with us for his seventh LPO educational season.





CONCERT DAY INSTRUCTIONS

PLEASE DISCUSS PROCEDURES AND APPROPRIATE BEHAVIOR WITH STUDENTS BEFORE THE CONCERT!

The following guidelines will help make concert attendance more enjoyable:

1. Please go over your Teacher Guides with your students so that they are as well-prepared as possible. Lessons you can incorporate into your curriculum are included.
2. Please plan to arrive 5-10 minutes before your concert start time at 10AM (or 11:30AM). An LPO staff member will greet you with an explorer station map at 10AM (or 11:30AM) and direct you to meet musicians of the orchestra at three varying stations. Once you are finished with the musician stations, please enter the hall in an orderly fashion and follow instructions to your seats.
3. LPO Staff may ask some chaperones to sit in the concert hall during the explorer stations to ensure students have the best possible experience.
4. Please remind students to go to the restroom and get drinks prior to leaving school. Since our concert is brief, we want them to see all of it. **If a student must get a drink or go to the restroom, he or she must be accompanied by a chaperone. Please limit these activities to emergencies.**
5. Please turn off all mobile phones and pagers. Watches set to beep on the hour should also be turned off. **FLASH PHOTOGRAPHY AND VIDEO RECORDING ARE NOT PERMITTED IN THE CONCERT HALL.**
6. Remind students that we will dismiss schools after the concert. Their patience is greatly appreciated.



CONCERT ETIQUETTE



Applause: The word applause comes from the Latin root “*applausus*,” which means “the beating of wings.” When you go to a concert, you clap your hands to show your appreciation of the performers and their work.

When to clap:

- When the concertmaster, or lead violinist, walks on stage.
- When the conductor walks on stage.
- When a musical piece is all finished. You will know it is the end of the piece when our conductor, Mr. Torns, puts his arms to his side and turns to face you, the audience!

Program:

Louisiana Philharmonic Orchestra

2017-2018 Early Explorers

Orchestra ABC's

David Torn, Guest Conductor



Gioachino Rossini
(1792-1868)

Overture to *Barber of Seville*

Richard Strauss
(1864-1949)

Introduction to *Also Sprach Zarathustra*

Dmitry Kabalevsky
(1904-1987)

Galop from *The Comedians*

Gustav Holst
(1843-1907)

Dargason from *St. Paul's Suite*

PDQ Bach
(1807-1742)?

Vite, tout de suite from *Octoot*

James Kessler
(1947-)

ABC Musical Showcase

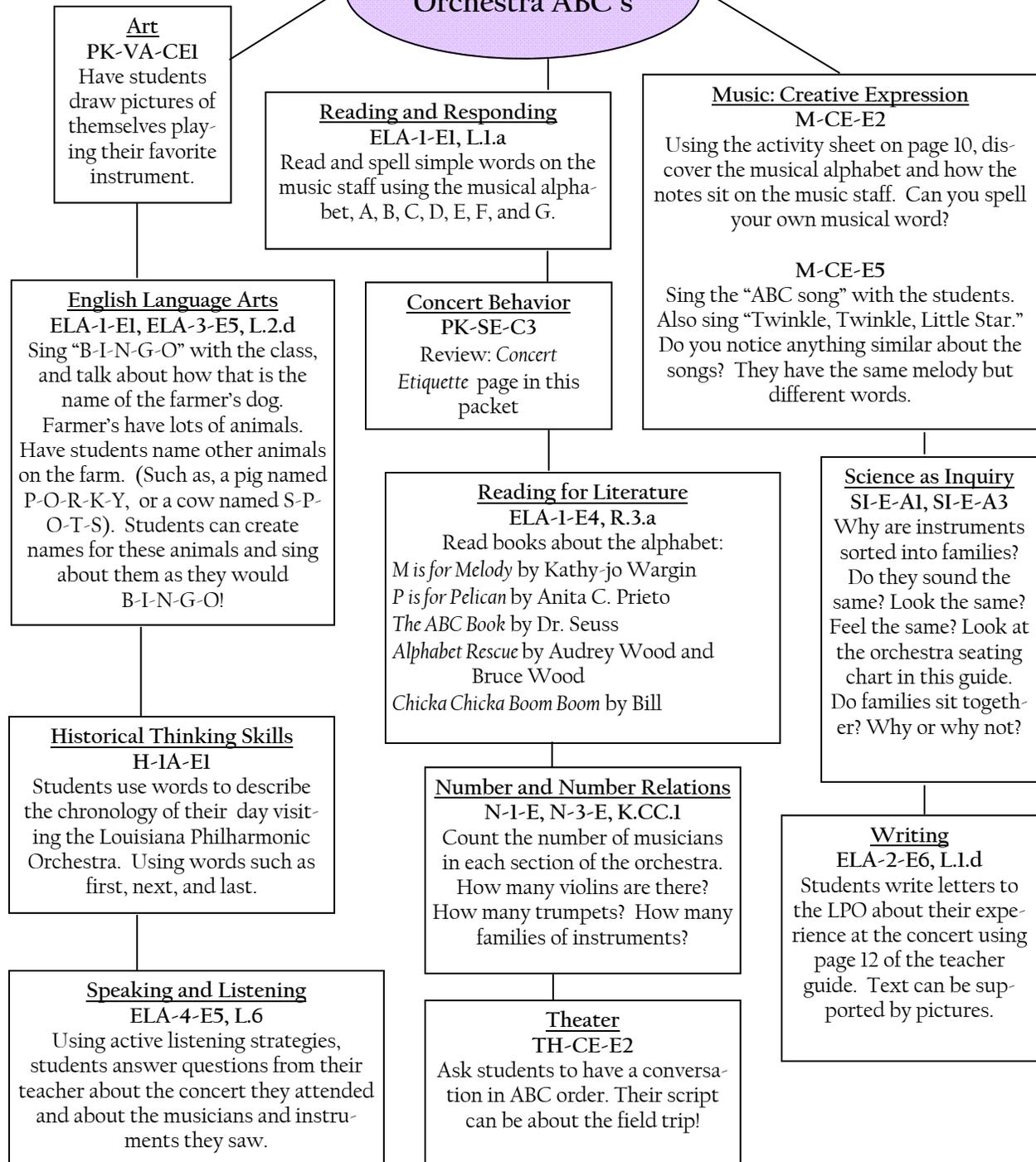
Helping your group prepare for the
Early Explorers Concert



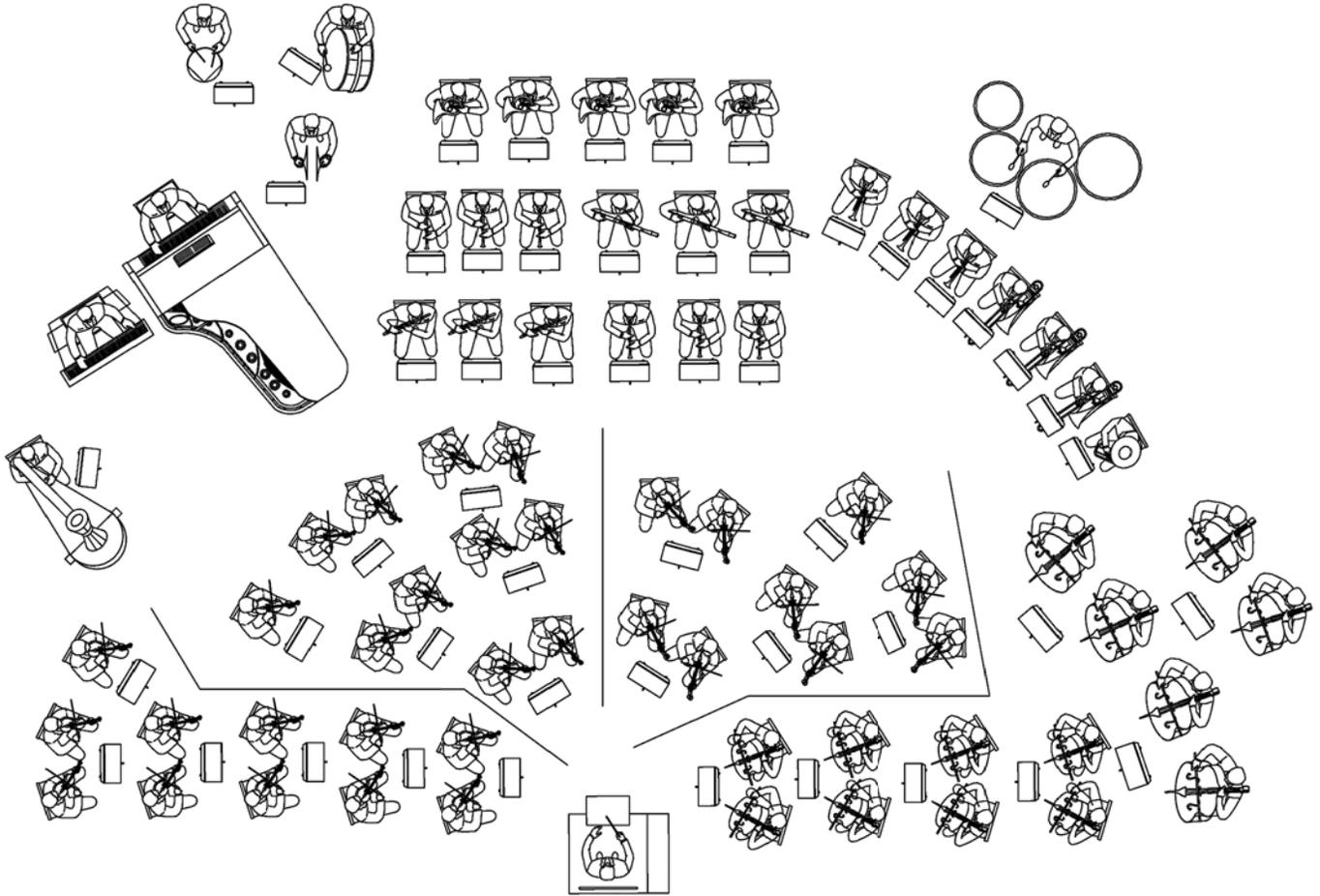
- Listen to our Spotify playlist here: <https://goo.gl/R7MmGT>
- to become familiar with the music beforehand.
- Discuss concert format, applause, and audience behavior with students, teachers, and chaperones.
- Incorporate activities on the following pages into your regular curriculum.

**Benchmark Connections
For
The Louisiana Philharmonic Orchestra**

**Concert Theme:
Orchestra ABC's**



Meet the Orchestra!



The string family is the largest family in the orchestra. This is because it takes many string instruments to make a sound that balances with the other instrument families. The instruments in the string family are the violin, viola, cello, and double bass. They are all made of wood and have a similar curvy shape, but their sizes differ. The violin is the smallest and highest sounding string instrument. The viola, cello, and double bass are progressively larger and lower sounding. All stringed instruments have strings stretched over them. They are played with a bow—a long stick with horsehair attached to it. The bow is pushed or pulled across the strings.

Woodwind instruments look like long sticks. They make sound when a player blows into them. The instruments in the woodwind family include the flute, piccolo, clarinet, oboe, English horn, and bassoon. The piccolo and flute are made of metal. All of the others are constructed from wood. The different shapes and materials of each instrument help to create its own unique sound. The orchestra often has two, three, or four of each woodwind instrument. Woodwind musicians often play solos because woodwinds can be heard even when there are many other instruments playing.

As their name implies, the instruments of the brass family are made of brass. Brass players produce sound by "buzzing" their lips together on the surface of the instrument's mouthpiece. Brass family members are the trumpet, French horn, trombone, and tuba. The orchestra usually has one or two of each brass instrument and sometimes more. Brass instruments are loud. For this reason, they are often used in military bands, which play outdoors much of the time. Brass instruments are long brass tubes that flare at one end. Because they are so long, the tubes are bent and coiled into compact shapes so they can be held easily.

The percussion family includes any instrument that is struck, scraped, or shaken. Some percussion instruments have no pitch. They produce sharp sounds that provide the rhythmic beat for the orchestra. The drum, woodblock, maraca, tambourine, cymbal, gong, and triangle are un-pitched percussion instruments. Other percussion instruments have pitch and can play melodies. The xylophone, marimba, glockenspiel, chimes, and orchestra bells are pitched percussion instruments. Percussion instruments are probably the oldest instruments. All cultures have instruments that correspond with the instruments of the orchestra and can be bowed, plucked, blown, or struck.



Orchestra by the Letter!



A is for Audience and Applause. After the Orchestra has finished playing, the audience will clap their hands to applaud the Orchestra on a job well done. Be sure to give applause for the *ABC song!*



B is for Brass which is one of the families of the orchestra! The instruments in this family are made of metal, and musicians use a mouthpiece that they 'buzz' into to make sounds. The bell on the instrument projects their sound.



C is for Composer. That is the person who writes the music that the orchestra is playing today. Kabalevsky composed *Galop* from *The Comedians*.



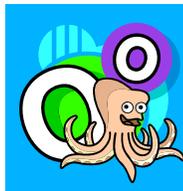
D is for Drums! You can make drums in your classroom or at home with the help of a teacher or parent.



H is for Holst, the composer of the St. Paul's Suite which features the string section of the orchestra.



L is for LPO! LPO stands for Louisiana Philharmonic Orchestra and is your local orchestra.



O is for Orchestra! Can you name the four instrument families after seeing today's concert? Also *Overture*, like the opening piece on

our concert.



P is for Percussion, which is the family in the back of the orchestra that is made up of drums, shakers, cymbals, chimes, and timpani! A percussion instrument is anything that is struck, scraped, or shaken.



S is for Strings and Symphonies! The string family is the largest in the orchestra, made up of violins, violas, cellos, basses, harps, and pianos. Composers have written large pieces called symphonies for orchestras with big string families.



V is for Variation. This is when a main melody, or theme, is changed slightly each time it is played. Can you count how many different variations are in James Kessler's *ABC Variations*?



W is for Woodwinds. These instruments were all originally made from wood, and the players use wind from their lungs to make sounds. Some also use a tiny piece of wood, called a reed, to make a sound.



Z is for Also Sprach Zarathustra. This piece was composed by Richard Strauss. It features the brass section and translates to mean "Thus Spoke Zarathustra," who was a fictitious Persian prophet.

See Below for more Teacher Resources!

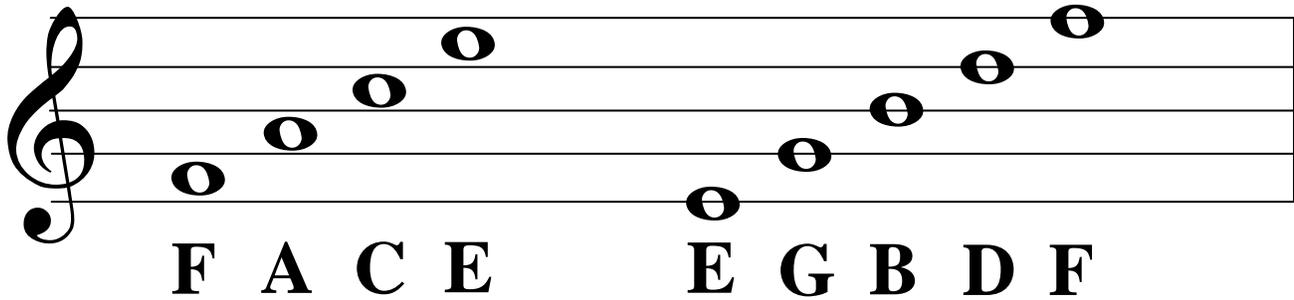


For more lesson plans, and music education resources, please visit www.LPOmusic.com and click EDUCATION.

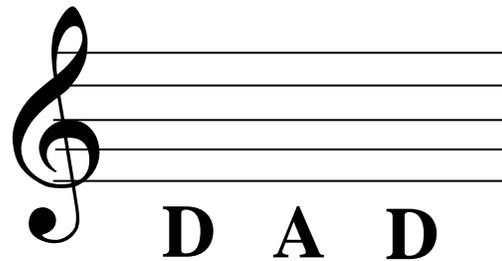
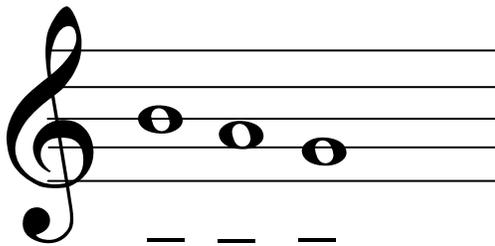
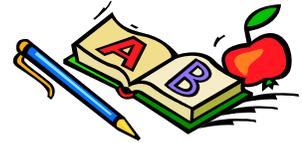


The lesson plan in this teacher guide was created as a part of the Arts Education Initiative by the Louisiana Department of Education. Visit: www.louisianabelieves.com/resources/library/k-12-arts-resources

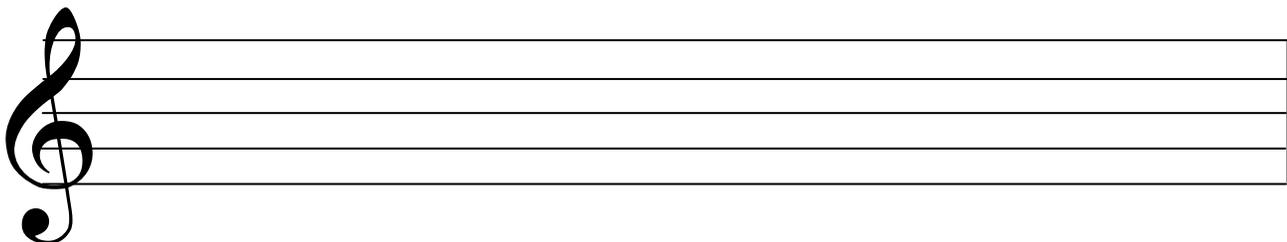
Musical Letters



The musical alphabet uses the letters A, B, C, D, E, F, and G to represent notes. We use a musical staff made up of 5 lines. The notes are placed on the 5 lines or the 4 spaces in between. We remember what notes are on the spaces by saying “*FACE* is on the *SPACE!*” We remember notes on the lines by using the pneumatic device, “*Every Good Boy Does Fine* is on the *LINE!*”



Name the notes and draw the notes! Use the musical staff at the bottom to make your own words, such as *cab*, *egg*, *feed*, *bead*, *fade*, *deaf*, *bed*, and many more!



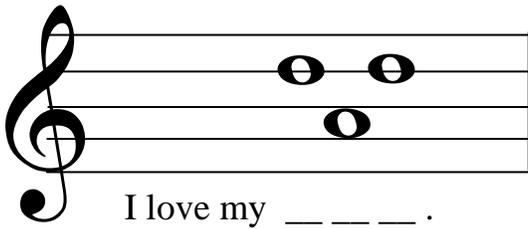
Is your name in the musical alphabet? If so, draw it on the staff above!



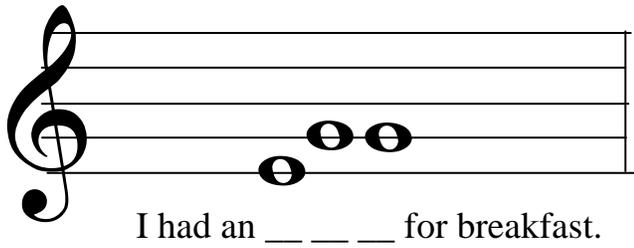
Ask your music teacher to play the words that you’ve written on the staff.

Musical Sentences

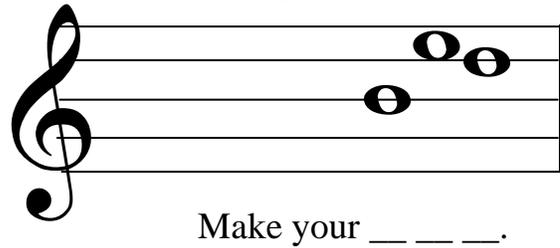
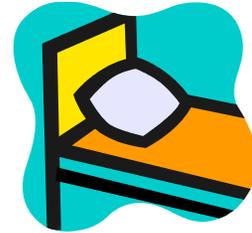
Read the notes to complete the sentences.
Use the note chart on page 8 to help read the notes.



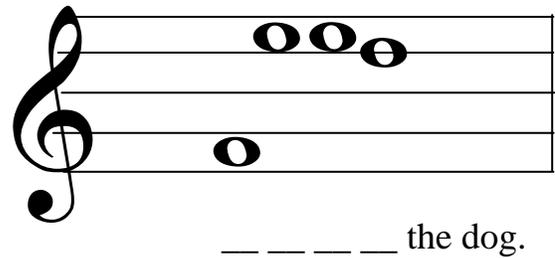
I love my _____ .



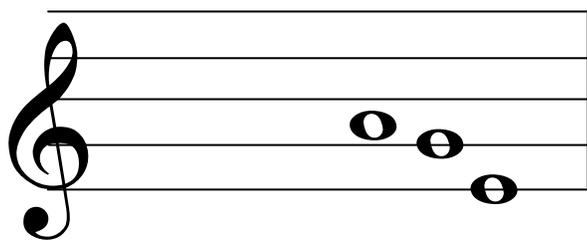
I had an _____ for breakfast.



Make your _____ .



_____ the dog.



What is your _____ ?

I am _____ years old!



Title B-I-N-G-O
Time Frame 40 minutes
Overview Students sing a song and perform a rhythm pattern from within the song on classroom instruments. Students read the rhythm pattern and create new words that correspond with the rhythm pattern.
Standard Creative Expression

Arts Benchmark	
Recognize and imitate simple melodies and rhythmic patterns using voice, musical instruments, or other sound sources.	M-CE-E1

Foundation Skills Communication, Resource Access and Utilization

Student Understandings

Students demonstrate ability to remember and reproduce basic melodies and rhythmic patterns through singing and playing classroom instruments. Students sing songs in tune as appropriate for their voice ranges. They perform rhythmic patterns through speaking and singing, using body percussion, and playing a variety of classroom instruments.

Grade Level Expectations (GLEs)	
Grade 1	English Language Arts
6.	Identify words in categories with shared conceptual or definitional characteristics (ELA-1-E1)
41.	Create phonetically spelled written work that can be read by the writer and others (ELA-3-E5)

Interdisciplinary Connections

Students create words to complete the grid. They identify words with definitional characteristics to sing new song lyrics.

Vocabulary

song lyrics

Materials and Equipment

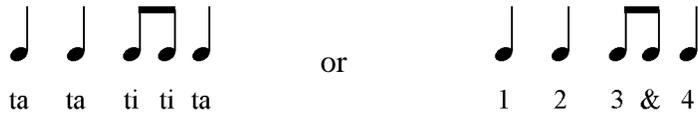
chalk board, smart board, chart paper or overhead projector; non-pitched percussion instruments (rhythm sticks, claves, tone blocks, hand drums); melodic instrument on which to accompany the song

Prior Knowledge

Students have knowledge of farm animals and basic knowledge of quarter notes and eighth-note pairs.

Sample Lesson

B-I-N-G-O is a folksong from the United States. Sing or play a recording of the song and invite students to sing along. Allow students to play non-pitched percussion instruments in place of letters that are omitted as the song progresses. At the conclusion of the song, all letters will have been omitted and students will tap the rhythm of the word B-I-N-G-O [quarter note, quarter note, 2 eighth notes, quarter note]. Write this rhythm on the board with the counts (1, 2, 3 & 4), or with rhythm syllables (e.g., ta, ta, ti-ti ta), as well as the letters (B-I-N-G-O) underneath.



Tap and count the rhythm, tap and sing B-I-N-G-O. Have students do the same before they begin the song.

B-I-N-G-O

There was a farmer had a dog And Bingo was his name-o. B-I-N-G-O B-I-N-G-O B-I-N-G-O And Bingo was his name-o.	There was a farmer had a dog And Bingo was his name-o. <i>Clap-I-N-G-O</i> <i>Clap-I-N-G-O</i> <i>Clap-I-N-G-O</i> And Bingo was his name-o.	There was a farmer had a dc And Bingo was his name-o. <i>Clap-Clap-N-G-O</i> <i>Clap-Clap-N-G-O</i> <i>Clap-Clap-N-G-O</i> And Bingo was his name-o.
---	---	---

Continue words as above, replacing another letter with a clap each time the verse is sung.

Ask students to think of other animals that the farmer may have had. To organize information, prepare a *word grid*, as shown below, on a source that makes it visible to students. Write those names in the grid as shown in the example, “Pig.” Adjust the grid as needed.

Divide the class into groups of four to five students and direct each group to provide names for the animals listed. The names must have five letters and must reflect or describe a characteristic of the animal (i.e., appearance, living habits, etc.). For example, the pig may receive the names Pinky, Porky, Messy, Dirty, or Muddy. Encourage students to use the dictionary when needed. Each group must decide on only one name for each animal. Complete the grid by entering each group’s choices.

Animals	Group 1	Group 2	Group3	Group 4
Pig				

Re-assemble the class and have students vote on the best name for each animal. Circle the names selected and sing new song lyrics for the song B-I-N-G-O by substituting those different animals and their new names.

Sample Assessments

Formative

- Did students clap the notated rhythm of the song B-I-N-G-O accurately?
- Were students able to maintain the melody and rhythm of the song when substituting new words?



My letter to the LPO

Dear Louisiana Philharmonic Orchestra,

I came to an Early Explorers Concert on _____ (date).

My favorite part of the concert was _____

I learned _____

Next time, I would love to hear _____

I drew a picture about the concert in the space below.

Your friend,

_____ (name)

Teachers: Please mail this letter to:
Education Department
Louisiana Philharmonic Orchestra
1010 Common Street, Suite 2120
New Orleans, LA 70112



Early Explorers series of the
Louisiana Philharmonic Orchestra
is made possible by:



THE POWER OF PEOPLE™

**The Theresa Bittenbring
Marque & John Henry
Marque Fund**



**Mary Freeman
Wisdom
Foundation**

**Edward Wisner
Donor Advised Fund**

**The Keller Family
Foundation**

**Lois and Lloyd
Hawkins Jr.
Foundation**

**Kabacoff
Family
Foundation**

**RosaMary
Foundation**



Supported in part by a grant from the Louisiana Division of the Arts, Office of Cultural Development, Department of Culture, Recreation & Tourism, in cooperation with the Louisiana State Arts Council, Funding has also been provided by the National Endowment for the Arts, a Federal agency



CITY OF NEW ORLEANS



This program is supported in part by a Community Arts Grant made possible by the City of New Orleans as administered by the Arts Council of New Orleans.