The Louisiana Philharmonic Orchestra
Early Explorers Concert

Pre-Kindergarten through First Grade

Sounds and Shapes of the LPO!

David Torns, Conductor
2019-2020
Teacher Information Packet and Study Guide with LA Benchmarks
Welcome to our 2019-2020 Early Explorers Concerts Sounds and Shapes of the LPO!

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
2533 Columbus Street, Suite 202
New Orleans, LA 70119
education@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 2019-2020 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 the leading Mexican conductor of his generation. A highly respected cultural leader, Prieto is Musical America’s 2019 Conductor of the Year. He possesses a wide-ranging repertoire, has led over 100 world premieres, an dis a champion of American and Latin American composers. Prieto is serves as Music Director and Principal Conductor of the Louisiana Philharmonic Orchestra, Music Director of Orquesta Sinfónica Nacional de México and Orquesta Sinfónica de Minería in Mexico, and Music Director of the Orchestra of the Americas. Prieto is a graduate of Princeton University and received his MBA from Harvard Business School. 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 tenth 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 arrive by 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. CAMERAS AND RECORDING DEVICES 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
2019-2020 Early Explorers Concerts
Sounds and Shapes of the LPO!
David Torns, Guest Conductor

Giacchino Rossini (1792-1868)       Overture to William Tell
Pyotr Ilyich Tchaikovsky (1840-1893) “Trepak” from The Nutcracker
Arcangelo Corelli (1653-1713)       “Allegro” from Concerto Grosso in G minor, Op. 6, No. 8
P.D.Q. Bach (1807-1742)?           “Tout a coup le bout” from Octot
Paul Dukas (1865-1935)             “Fanfare” from La Peri
John Philip Sousa (1852-1932)      Semper Fidelis

Helping your group prepare for the Early Explorers Concert

Listen to our Spotify playlist here: https://open.spotify.com/playlist/2NUZEWtL4CLngkHRK2Tw7d
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:
Sounds and Shapes of the LPO!

Art
PK-VA-CE1
Have student draw a picture of themselves playing their favorite instrument.

Music: Creative Expression
M-CE-E1
Using classroom instruments (jingle bells, rhythm sticks, bucket drums, etc) have students sit in a drum circle and imitate and create various rhythm patterns given by teacher and classmates.

Science as Inquiry
SI-E-A1, SI-E-A3
Why are instruments sorted into families? Do they sound the same? Look the same? Feel the same? Look at the orchestra seating chart in this guide. Do families sit together? Why or why not?

Math: Measurement
M-1,2,3-E (K.MD.2)
Use comparative and superlative vocabulary in measurement settings (e.g., longest, shortest, biggest) to describe the instruments within a family. How does this affect an instrument’s pitch?

Reading
ELA-1-E4 (CC-R1.1.2, RI-K.2)
Read books about shapes:
The Greedy Triangle by Marilyn Burns
The Shape of Things by Dayle Ann Doyle
Shapes, Shapes, Shapes by Tana Hoban
Bear in a Square by Stella Blackstone
The Silly Story of Goldilocks and the Three Squares by Grace Maccarone

Arts/Process Skills
VA-CE-M3 Lesson Plan:
“Walking the Line”
http://teachers.net/lessons/posts/3798.html

Visual Arts and Patterns
VA-CA-E1 and P-1-E
Teachers may use pictures from page 12 for this Lesson Plan:
Creating “AB” Patterns
http://www.artsedge.kennedy-center.org/content/3813/

Speaking and Listening
ELA-4-E5 (SL.K.1.2)
Using active listening strategies, students answer questions from their teacher about the concert they attended and about the musicians and instruments they saw.

Music: Critical Analysis
M-CA-E4
Teachers use the links on p.10 to help students identify the sounds of each instrument pictured on p. 11. Students identify orchestra instruments by name and timbre. They will also sort into families and complete patterns of musical instruments.

Geometry/Art
G-4-E (K.G.5)
Draw on Shapes! Add lines and other shapes to make the objects that you would find at the concert, in your classroom, or at home. Use page 9 in this guide for some ideas and have students come up with their own as well.

Writing
ELA-2-E1 (CC-W.K.1.3)
Write a simple story about a circle that meets a square. What do they have in common? What are their differences? Could they make a pattern?

Speaking and Listening
ELA-4-E5 (SL.K.1.2)
Using active listening strategies, students answer questions from their teacher about the concert they attended and about the musicians and instruments they saw.

Concert Behavior
M-AP-E6
Review: Concert Etiquette on p. 3
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.

Text Courtesy of the Atlanta Symphony Orchestra
Program Notes

Gioachino Rossini (1792-1868) Overture to William Tell

Rossini was an Italian composer who gained his famed for his 39 operas though he also wrote some chamber music as well as piano pieces and sacred music. His best known works were his comic operas including The Barber of Seville and his final opera William Tell (1829).

Arcangelo Corelli (1653-1713) “Allegro” from Concerto Grosso in G minor, Op. 6, No. 8

Corelli was an Italian violinist and composer of the Baroque era. His concerti grossi remain extremely popular among musicians. His Op. 6, also known as the Christmas Concerto, seems to rise above the rest as it has been featured in major motion pictures!

Paul Dukas (1865-1935) “Fanfare” from La Peri

Dukas was a French composer and his ballet La Peri was his final major work. The big brass fanfare to open the ballet was actually a last minute addition to the work. Historians theorize that the fanfare was added to calm the noisy audiences before the ballet began.

P.D.Q. Bach (1807-1742)? “Tout a coup le bout” from Octoot

P.D.Q. Bach is a fictitious composer invented by the musical satirist Peter Schickele who combines his musicalological scholarship with parodies and slapstick comedies. “Tout a coup le bout” combines Baroque woodwind music with “Camptown Races,” Octoot is written for a woodwind octet which includes 2 flutes, 2 oboes, 2 clarinets, and 2 bassoons.

Pyotr Ilyich Tchaikovsky (1840-1893) “Trepak” from The Nutcracker

Russian composer Tchaikovsky wrote “Trepak” as the Russian Dance feature in his 1892 ballet, The Nutcracker. This energetic dance, led by the tambourine in the percussion section, has dancers spinning and jumping across the stage. It is always a favorite for audiences as one of the most exciting dances of the whole ballet.

John Philip Sousa (1854-1932) “Semper Fidelis”

Sousa was an American composer and conductor known better as “The March King.” He primarily composed patriotic and military marches serving as director of the United States Marine Band for twelve years. “Semper Fidelis” is the official march of the United States Marine Corps. The words “Semper Fidelis” are Latin for “Always Faithful.”
Match the Shapes!

1. Use a straight line to match the 4-sided shapes.
2. Use a wavy line to match the shapes with 3 sides.
3. Use a dotted line to match shapes with 5 sides or more.
4. Use a zig-zag line to match shapes with 1 side.

HEXAGON: 6 SIDES

CIRCLE: 1 SIDE

RECTANGLE: 4 SIDES

OCTAGON: 8 SIDES

TRIANGLE: 3 SIDES

TRAPEZOID: 4 SIDES

SQUARE: 4 SIDES

PENTAGON: 5 SIDES
Draw on Shapes!

Using the shapes given, draw objects that you recognize from your home and classroom.

Can you turn this oval into a drum? Don’t forget the drumsticks!

Can you turn a triangle into a rooftop? Draw the house and chimney!

What can a square be? Or how can a square make a sound?

Teachers, also have students identify instruments by their timbre. Can students match the sound to the instrument picture? Or the sound to the family?
Orchestra Instruments

These instruments are all a part of the orchestra! Cut them out and sort them into their families: String, Brass, Woodwind and Percussion.

Teachers, make additional copies of this page so that students can make ABAB, AABB, AABAAB patterns using cutouts of these instruments.
Dear Louisiana Philharmonic Orchestra,

I came to an Early Explorers Concert on

____________________________________ (date).

My favorite part of the concert was____________________________________

____________________________________________________________________

I was surprised by ____________________________________________

____________________________________________________________________

I learned ____________________________________________

____________________________________________________________________

I am glad ____________________________________________

____________________________________________________________________

Your friend,

____________________________________ (name)

Teachers: Please mail this letter to:
Education Department
Louisiana Philharmonic Orchestra
2533 Columbus Street, Suite 202
New Orleans, LA 70119
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