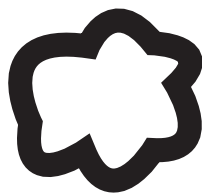


# PICTURETHIS

*study guide*



*presented by*

SYMPHONY **NH**

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# THANK YOU

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## ABOUT SYMPHONY NH

Founded in 1923, Symphony NH is New Hampshire's oldest professional orchestra. Known as Nashua Symphony until 2012, Symphony NH performs concerts across the state. Recent seasons include concerts in Nashua, Peterborough, Keene, Concord, and Lebanon.

Symphony NH is led by Music Director Jonathan McPhee, who is known for his award-winning education programs in addition to having a celebrated international conducting career.

Symphony NH created Picture This in 2008 in partnership with the Nashua Public Schools.



# PICTURE THIS

The full orchestra concert, *Picture This*, lasts 45-50 minutes and gives students the experience of a live orchestra. Just like singing in a choir, having so many musicians on stage greatly impacts the audience in ways a recording cannot.

Music on the program of *Picture This* includes works ranging from “standard” composers to music from movies students will quickly recognize. With guidance from Music Director Jonathan McPhee and pictures displayed on a projected slide show, students will learn about how music can tell a story, take you to another time, and create characters (with the help of your imagination, of course).

## Main Learning Points

Students will learn about the different composers and when and where they lived.

Students will hear all of the orchestra instruments that they will be able to learn through their school systems.

## Program

WILLIAMS	<i>Indiana Jones March</i> (excerpt)
BEETHOVEN	Symphony No. 3 in E-flat Major (excerpt from first movement)
MENDELSSOHN	<i>A Midsummer Night's Dream</i> (excerpts)
SIBELIUS	<i>Finlandia</i> (excerpt)
STRAVINSKY	<i>The Rite of Spring</i> (excerpt from Part II)
HOLST	<i>The Planets</i> (excerpts from Mars/Venus)
PROKOFIEV	<i>Scythian Suite</i> (excerpt)
BADAELT	<i>Pirates of the Caribbean Suite</i>

*The following pages include a few classroom activities that can be used before or after the Picture This concert to compliment the main learning points.*



# CLASSROOM ACTIVITIES

## Concert Etiquette Activity

*Students prepare for the concert experience.*

**Grades:** 3-4

### Key Objectives:

Students will discuss and practice appropriate concert behavior.

### Outline:

1. Ask the students to list places or situations where they might be part of an audience (i.e. rock concert, tennis match, football game, movie theater, sitting at home watching television with the family.) Create a list of answers where everyone can see them.
2. Discuss the way audience behavior in various settings would be different. **How does an audience behave at a sports game vs. a movie theater?**
3. Discuss how different venues or activities have different expectations for audience behavior.
4. Discuss how an audience can positively or negatively affect the performer/athlete. **How do you feel if you're speaking in class and someone interrupts you or is talking while you're talking? How do you feel if you're at the plate at kickball and everyone is cheering you on?**
5. Assign a group of two or more students to act out behavior that would occur at various venues at the front of the classroom. For example, have two students pretend to be playing tennis or acting in a play.
6. Instruct the rest of the class to pretend that they are the audience for the event being portrayed. Instruct the "audience" to show their appreciation for the performers/athletes pretending in front of the class.
7. Critique the "audience" behavior and discuss why certain behavior was appropriate or inappropriate for the situation. Talk about audience reactions such as applause, yelling or whistling and when it is appropriate or inappropriate. Reference page 8 for concert hall guidelines.
8. Ask the performers to tell the class how the "audience" behavior affected their efforts.

### Concluding Points:

Students should be aware that their behavior as an audience member affects the performers as well as other students in the audience.

### Applicable NH Standards from New Hampshire Social Studies Curriculum Framework:

**Standard 9E:** Demonstrate audience behavior appropriate for the context and style of music performed



# CONCERT HALL ETIQUETTE

We are looking forward to your visit to Symphony NH and the concert halls we perform in! Please take a moment to review some common concert hall etiquette with your class before attending the performance. Enjoy the show!

## Do

- Arrive at Lebanon Opera House early.
- Use the restroom before the performance (preferably before you leave your school).
- Turn off cell phones, pagers, watch alarms, and other electronic devices.
- Keep your feet on the floor.
- Show your appreciation of the performers by applauding at the appropriate times.
- Stay with your group or school at all times.
- Wait for your school or group to be dismissed by the announcer after the show.

## Don't

- Stand in the aisles or stairwells.
- Put your feet on the seats or balcony railing.
- Talk, sing, hum, or fidget.
- Take pictures or record the performers during the concert.
- Kick the seat in front of you.
- Eat, drink or chew gum in the hall.



# CLASSROOM ACTIVITIES

## Science of Sound

*Students participate in a variety of stations that illustrate how vibrations create sound and music.*

**Grades:** 3-4

### Materials:

- Triangle Instrument
- Bucket full of water (large enough for Triangle to fit inside)
- Long, heavy rope like clothesline
- Pitched classroom instruments
- Plastic soda bottles (**smaller** than 2 liter size preferable)
- Paper towels, since water is involved

### Key Objectives:

Students will use a variety of activities to learn about how vibrations create sound and music.

Students will learn about the relationship between sound waves and pitch.

### Outline:

#### Station 1: How Instruments Make Sound

1. Explain to students that sound and music come from vibrations and that those vibrations reach our ear as waves. Today the students will be able to “see” sound.
2. To “see” sound, a student must strike the triangle so it rings
3. While the triangle is ringing, dip just the bottom of the triangle into the bucket of water.  
*This takes a little practice with striking the triangle with the right force and dipping it into the water quickly enough and not too deep.*
4. When done correctly, the vibrating triangle will cause the water to jump up around it, showing that the triangle is vibrating to create the sound.  
*With a large enough triangle, students can also gently rest the ringing triangle against their hand to feel the vibrations.*

#### Station 2: What Does Sound Look Like?

1. Explain to students that different pitches (high sounds like a flute and low sounds like a tuba) are created by waves of different speeds. We saw sound with the triangle and the water and now we’re going to put that sound under a magnifying glass.  
*A good analogy is jumping into a swimming pool: if a very small child jumps into a pool they will create waves but small waves. If a very large adult jumps into a pool they will create much larger waves.*
2. Have a group of students stand in a row, spaced evenly along the rope and holding it in front of themselves.
3. Explain that a high pitch has a fast and small wave and have students shake the rope up and down quickly to replicate this shape.

*continued on next page*

## Station 2: What Does Sound Look Like? *continued*

4. If that is what a high pitch looks like, **what might a low pitch look like?** (Answer: slow and large)
5. Students can take turns with one student playing high, middle, and low pitches on a pitched percussion instrument and the group of students holding the rope replicating what the sound wave looks like.

## Station 3: DIY Wind Instruments

1. Prompt this activity with a discussion of instruments in the Woodwind Family. **What are instruments in the Woodwind Family?** (Answer: piccolo, flute, oboe, English horn, clarinet and bassoon). Remind students that these instruments make music by air being blown into a reed, and keys and holes are used to create different pitches. (Students will see these instruments in action at the *Peter and the Wolf* Wind Quintet Concert!)
2. Fill plastic bottles each half-way with water. To turn these bottles into musical instruments, students should hold the bottles below their mouth and blow over the top of the bottle (this might take some practice).
3. Once students have accomplished the basic blowing technique, have them change the amount of water in the bottles - pouring water from one bottle to the other so one has more and the other has less. **How is the pitch created by the bottle different? Does more water make the pitch higher or lower?** (Answer: More water makes the pitch higher, and less water makes the pitch lower. The water changes how the bottle vibrates to create sound like keys and holes on Woodwind instruments)
4. Students can experiment with different water amounts in each bottle and create a melody that they perform.
5. Have two students each blow on their own bottle at the same time. **What does it sound like when two students each blow on a bottle with different amounts of water at the same time?** (Answer: This can create two different pitches at the same time)

## Concluding Questions:

### How do instruments create sound?

Instruments vibrate to create sound and music. We saw this by dipping the triangle into the water.

### What does sound look like?

Sound is a wave. A high pitch is a fast and small wave. A low pitch is a large and slow wave.

### How do instruments create high and low pitches?

Instruments change sound vibrations with key and holes (wind instruments), keys and slides (brass instruments), size (percussion instruments), and string length (string instruments). We saw this by adding more water or taking water out of the water bottles.

## Applicable NH Standards from New Hampshire Social Studies Curriculum Framework:

**Standard 2:** Perform on instruments, alone and with others, a varied repertoire of music.

**Standard 6:** Listen to, analyze, and describe music.

# CLASSROOM ACTIVITIES

## Conducting 101

*Students learn how to conduct different types of music.*

**Grades:** 3-4

### Materials:

- Music recordings in a variety of meters and styles.
- Percussion instruments (for a longer lesson)

### Key Objectives:

Students will learn about different roles in the orchestra.

Students will learn how to conduct simple beat patterns.

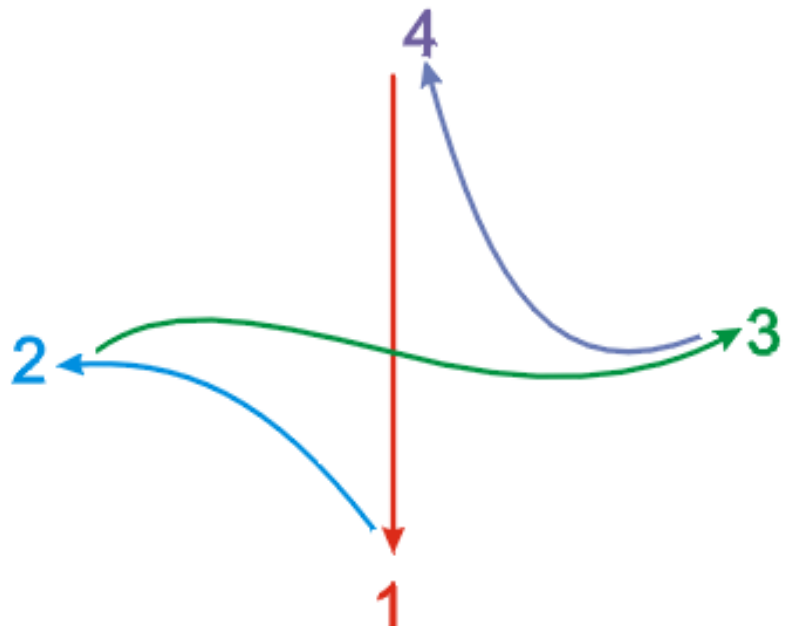
### Outline:

1. Explain to students that an orchestra is made up of musicians on all types of instruments and a conductor leads them so they can play together. The conductor stands on a podium in front of the musicians, and he or she uses a baton or his or her hands to show the musicians when and how to play.
2. Draw the pattern for 4/4 conducting on the white board, and have students practice moving one of their hands in the pattern. Practice this slowly and quickly.
3. Play a piece of music in 4/4. Begin by having the students clap along to the beat, and then they can try conducting along with the music.
4. Ask the students how they might show if the music should be loud and soft (i.e. conducting with larger motions for loud music and smaller motions for soft music).
5. Repeat steps 2-4 for 3/4 time signature.
6. Students can practice conducting an orchestra of their classmates performing on percussion instruments. Students on instruments should play with the student conductor and follow directions for dynamics.

### Applicable NH Standards from New Hampshire Social Studies Curriculum Framework:

**Standard 2:** Perform alone and with others, a varied repertoire of music.

**Standard 10:** Identify the range of careers in the field of music.





# CLASSROOM ACTIVITIES

## About the Composer: Ludwig van Beethoven

*Students will learn about the composer Ludwig van Beethoven, whose Symphony No. 3 will be performed at the full orchestra concert.*

**Grades:** 3-4

### Materials:

- Meet the Composer Activity Sheet (2 pages)
- Pencils

### Key Objectives:

Students will learn about Ludwig van Beethoven's life.

Students will learn about Ludwig van Beethoven's work and life in relation to different musical instruments.

Students will learn about Ludwig van Beethoven's career.

### Outline:

1. Work through the Meet the Composer Activity Sheet as a class, small groups, or individually.

### Keys for the Activity Sheet:

Growing up, Beethoven learned to play the **inaop** \_\_\_\_\_ (piano), **ivloni** \_\_\_\_\_ (violin), and **alvoi** \_\_\_\_\_ (viola).

A composer **riewts** \_\_\_\_\_ (writes) music.

A String Quartet is made up of two violins, a viola, and a **loekl** \_\_\_\_\_ (cello).

Strings: Violin, Viola, Cello, Double Bass, Harp, Piano

Woodwinds: Piccolo, Flute, Oboe, Clarinet, Bassoon

Brass: French Horn, Trumpet, Trombone, Tuba

Percussion: Timpani, Bass Drum, Xylophone, Snare Drum, Cymbals, Triangle, Tambourine, etc.

A conductor leads an **chorraset** \_\_\_\_\_ (orchestra).

## Applicable NH Standards from New Hampshire Social Studies Curriculum Framework:

**Standard 9:** Understand music in relation to history and culture

# MEET THE COMPOSER

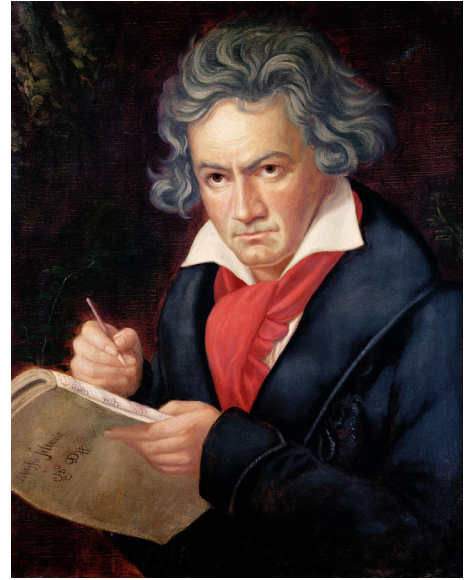
# Ludwig van Beethoven

LOOD-vig von BAY-toe-ven

Ludwig van Beethoven was born in Germany on December 17th 247 years ago and lived for 57 years. When did he live? \_\_\_\_\_

Do the math here

\_\_\_\_\_ + \_\_\_\_\_



Unscramble the words to find the answers:

Growing up, Beethoven learned to play the **inaop** \_\_\_\_\_, **ivloni** \_\_\_\_\_, and **alvoi** \_\_\_\_\_.

Beethoven was a great performer, but chose a career as a composer.

A composer **riewts** \_\_\_\_\_ music.

Some of Beethoven's earliest compositions were for **String Quartet**. A String Quartet is made up of two violins, a viola, and a **loekl** \_\_\_\_\_.

Beethoven also composed nine **symphonies**. A symphony is music written for an orchestra. How many instruments from an orchestra can you name?

Strings

Woodwinds

Brass

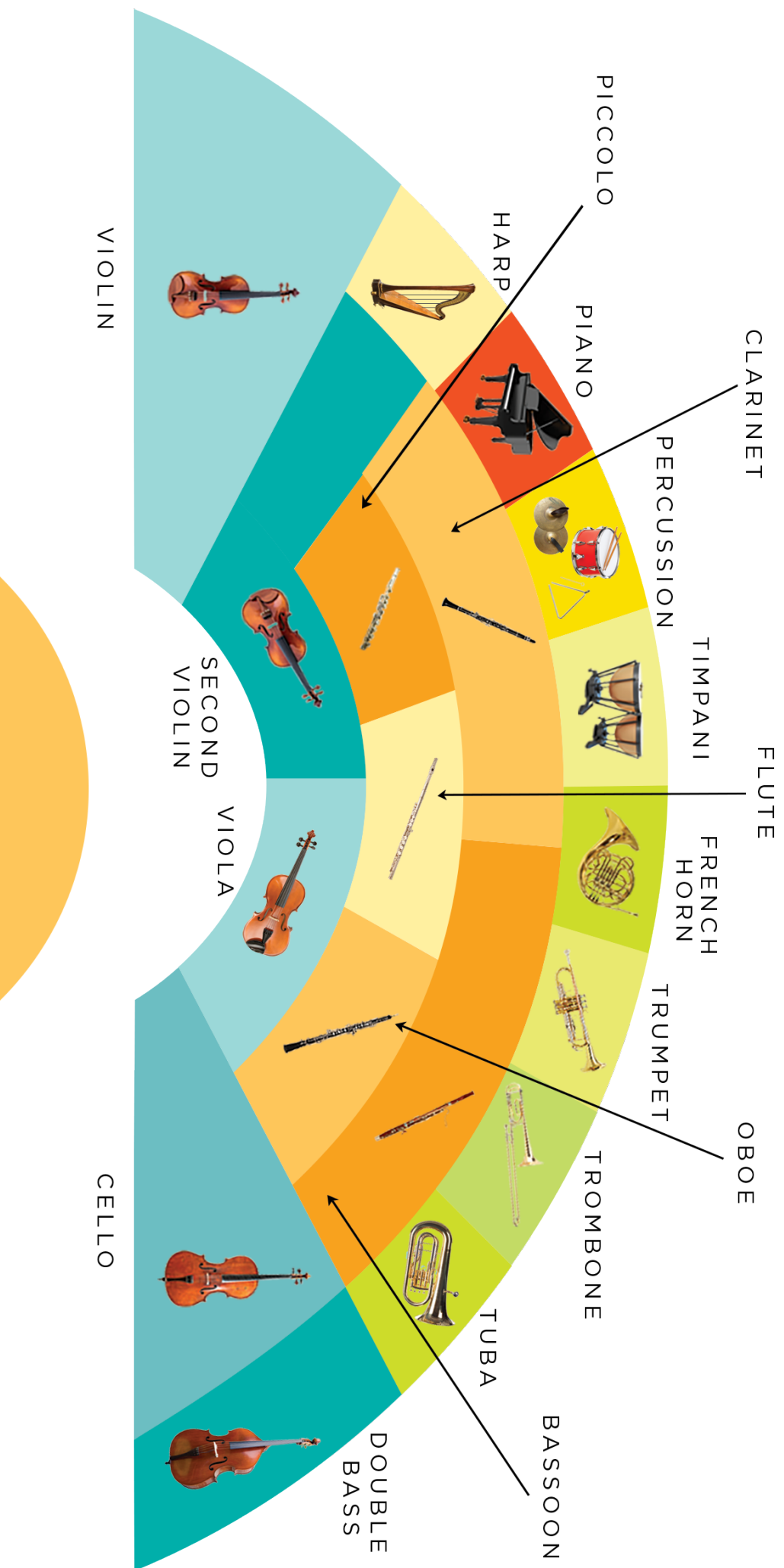
Percussion

*Check your answers on the next page.*

Beethoven was also a conductor and conducted much of his own music.

A conductor leads an **chorraset** \_\_\_\_\_.

**BEETHOVEN P. 1**



# PROGRAM EVALUATION

THANK YOU for attending Symphony NH's "Picture This" educational concert. We are already looking forward to our concerts next year and would greatly appreciate your feedback and suggestions on what we are doing well and what we could do better. Your participation in this form will help us continue to bring our program to your district and others around the state in years to come.

Name: \_\_\_\_\_ School: \_\_\_\_\_ Number of Students: \_\_\_\_\_

Please estimate for what number of students in your class this was their first live orchestra experience: \_\_\_\_\_ students

Please select how strongly you agree or disagree with the following statements:

The format, pacing, and musical excerpts from the "Picture This" orchestra concert interested and engaged my students.

Strongly Agree      Somewhat Agree      Indifferent      Somewhat Disagree      Strongly Disagree

Comments: \_\_\_\_\_

The format, pacing, and musical excerpts from the "Peter and the Wolf" wind quintet concert interested and engaged my students.

Strongly Agree      Somewhat Agree      Indifferent      Somewhat Disagree      Strongly Disagree

Comments: \_\_\_\_\_

The "Picture This" and "Peter and the Wolf" concerts were unique experiences for my students that helped enhance the work we do in my classroom.

Strongly Agree      Somewhat Agree      Indifferent      Somewhat Disagree      Strongly Disagree

Comments: \_\_\_\_\_

Please list below any comments from your students about their experience in the concerts:

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Please list below any additional comments you have about the program (positive and constructive):

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Thank you for your feedback! Please return your form to:

Symphony NH | 6 Church Street | Nashua, NH 03060      or      [audrey@symphonynh.org](mailto:audrey@symphonynh.org)