



Alabama
Symphony
Orchestra

Education

EXPLORER CONCERTS

2018 - 2019 TEACHER GUIDE

Alabama Symphony Orchestra Education initiatives...

empower our community to celebrate and advance our symphonic culture by actively supporting the endeavor for excellence in music education. We seek to become an indispensable partner in the education of our community's children and to create sustainable, meaningful programs and partnerships that foster strong relationships with schools and families. As Alabama's orchestra, we aspire to reach all citizens of the greater Birmingham area and the state of Alabama, truly diverse audiences reflective of our unique makeup, and to provide programming that is ever more relevant, imaginative, and exciting. Through a world-class orchestra that offers extraordinary performances, we strive to inspire in our community a life-long passion for music, learning, and creativity.

Education Concert Calendar

Explorer Concerts

Pre-K - 2nd grade

Are you ready for a musical adventure? The Alabama Symphony Orchestra presents a special program for our youngest audience members. One that is casual, interactive, and lots of fun!

September 27, 2018 | 9:30 am & 11 am
Northpark Baptist Church, Trussville

October 9, 2018 | 9:30 & 11 am
Vestavia Hills Unites Methodist

October 11, 2018 | 9:30 am & 11 am
Dawson Family of Faith

October 12, 2018 | 9:30 am & 11 am
Dawson Family of Faith

Sensory Friendly Concert: Tuneful Trick-or-Treat

Join the Alabama Symphony Orchestra for some harmonious hocus pocus in a welcoming and Sensory Sensitive environment! Costumes are encouraged!

Sunday, October 14, 2018 | 3pm
Alys Stephens Center, Jemison Concert Hall
Christopher Confessore, Conductor

Young People's Concerts

3rd - 6th grade

Explore the orchestral beyond in this stellar program geared towards 3rd - 6th grade, and featuring music from Holst's The Planets, Mason Bate's Mothership, and lots of familiar surprises along the way.

Out of this World!

November 7 & 8 | 10 am
Samford University's Wright Center
Christopher Confessore, Conductor

Alabama Symphony Youth Orchestra

Under the direction of Kevin Fitzgerald, the ASYO is made up of some of the most musically talented youth from across our state!

Fall Concert* | Saturday, November 17, 2018 at 2 pm
Alys Stephens Center, Jemison Concert Hall

Holiday at the Galleria* | Sunday, December 2, 2018
at 2 & 4 pm

Come hear the ASYO play Holiday favorites near the Carousel at the Riverchase Galleria.
Proudly presented by Riverchase Galleria.

**Side by Side Concert with the Alabama Symphony
Orchestra | Sunday, February 24, 2019** at 3 pm
Alys Stephens Center, Jemison Concert Hall
Featuring the 2019 Lois Pickard Grand Prize Winner

Spring Concert* | Saturday, May 18, 2019 at 2 pm
Alys Stephens Center, Jemison Concert Hall
Featuring the 2019 ASYO concerto competition winner

Email dsirkot@alabamasymphony.org for more information or visit alabamasymphony.org

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 Club
Jeff & Susanne Thomas
Kathy and Mat Whatley

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Alabama
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Education

Dear Teachers and Parents,

We are delighted to provide this Teacher Guide to accompany the 2018-2019 Alabama Symphony Orchestra Explorer Concerts. This guide is designed to enhance your students' experience at the Symphony. While the lessons enclosed are certainly not required, we think your students will have fun doing these activities while learning something about the Symphony and the music they will hear at the concert.

How to use this guide:

- 1. Lessons:** Lessons are designed to be customized to your classroom or home. Use as many as you like, add and shorten them ad libitum! Whether you are a music teacher or an English teacher, we encourage you to peruse this guide and see what is useful in your classroom. We hope you will find these lessons can be adapted to different classroom situations and resources!
- 2. We'd love to see your students' creations:** Ever wonder how you can help advocate for music education in Alabama? Consider submitting student work developed as part of the enclosed activities to the ASO! *Every submission will be used in our music education advocacy efforts.* The more student work we collect, the better able we are to advocate for sustained funding for high quality arts education in our state! Feel free to send a short video of student choreography, artwork, or even just a photograph of your students working on these lessons. Please find the form for student submission on page 15.

By bringing your students to an ASO education concert, you have shown your commitment to the arts as a vital part of a child's education. The ASO relies on our partnerships with you to provide great educational programming.

We look forward to seeing all of you for another great year of Explorer Concerts!

Deanna Sirkot

Director of Education

Alabama Symphony Orchestra

205.314.6936

dsirkot@alabamasymphony.com

Program

Smetana - Bartered Bride Overture

Star Wars Instrument Demos

Mendelssohn - Midsummer Night's Dream Overture (exposition only)

Holst - St. Paul Suite, Mvt. 4

Brahms - Hungarian Dance No. 1

Vaughn Williams - The Wasps: March of the Kitchen Utensils

Tchaikovsky - Symphony No. 4 Mvt. IV m. 223 to end

Concert will be performed without intermission

Mobile phones and other electronic devices must be set to silent/vibrate during the performance.

Program is subject to change.

Meet the Conductor

Christopher Confessore **CONDUCTOR**

Christopher Confessore serves as Principal POPS Conductor of the Alabama Symphony Orchestra and Music Director and Principal Conductor of the Brevard Symphony Orchestra in Melbourne, FL..

In recent seasons, Mr. Confessore's schedule as a guest conductor has included appearances with the Detroit Symphony Orchestra, Kansas City Symphony, Jacksonville Symphony Orchestra, New Mexico Philharmonic, Naples Philharmonic, Charlotte Symphony, Sarasota Orchestra and the Orlando Philharmonic Orchestra. He appears annually as a conductor of Walt Disney World's Candlelight Processional at EPCOT – a production featuring a full orchestra, 300-voice choir and celebrity narrators including Whoopi Goldberg, Neil Patrick Harris and Gary Sinise. Praised for his ability to communicate with audiences of all



ages, the 2018-2019 Season sees Mr. Confessore leading educational and outreach concerts with orchestras throughout the Southeast for a combined audience of more than 60,000 students.

Heralded as a sensitive accompanist and inspiring collaborator, Christopher Confessore has accompanied a distinguished list of world-class concert artists, including Itzhak Perlman, Joshua Bell and Lang Lang. As a Pops conductor, he has appeared with a diverse group of superstars, including Grammy Award winners Art Garfunkel, Roberta Flack, Judy Collins, Amy Grant, Marvin Hamlisch, LeAnn Rimes, Indigo Girls, Chris Botti and Charlie Daniels and Tony Award winner Idina Menzel. Music columnist Mary Colurso of The Birmingham News remarked "Anyone who regards the symphony as stuffy and elitist hasn't been to a SuperPops show when Confessore's in charge. He exudes nice-guy appeal on stage, along with real warmth, a sense of humor and smarts to spare."

For a complete concert calendar, visit www.christopherconfessore.com

Meet the Musicians



Alabama
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Orchestra

FIRST VIOLIN

Daniel Szasz
CONCERTMASTER/THE BEVERLY
HEAD AND HUGH KAUL CHAIR

Jinsong Gao
ASSOCIATE CONCERTMASTER

Mayumi Masri
ASSISTANT CONCERTMASTER

Yifan Zhou
ASSISTANT CONCERTMASTER

Ai-Yi Bao
Sarah Nordlund Dennis

Viktor Dulguerov

Roger James

Anne Pandolfi

Pei-Ju Wu

SECOND VIOLIN

Yuriko Yasuda
PRINCIPAL

Tara Mueller
ASSISTANT PRINCIPAL

Karl Braaten

David Handler

Levon Margaryan

Serghei Tanas

VIOLA

Zakaria Enikeev
ASSISTANT PRINCIPAL

Lucina Horner

Rene Reder

Meredith Treaster

Kurt Tseng

CELLO

Warren Samples
PRINCIPAL

Andrew Dunn
ASSISTANT PRINCIPAL

Mary Del Gobbo

Peter Garrett

Hellen Weberpal

Xi Yang

Mara McClain

BASS

Alexander Horton
PRINCIPAL

Richard Cassarino
ASSISTANT PRINCIPAL

Michael Bradt

Mark Wilson

FLUTE

Lisa Wienhold
PRINCIPAL

Hillary Tidman
ASSISTANT PRINCIPAL

OBOE

James Sullivan
PRINCIPAL

Machiko Ogawa Schlauffer
ASSISTANT PRINCIPAL

CLARINET

Kathleen Costello
PRINCIPAL/THE SYMPHONY
VOLUNTEER COUNCIL CHAIR

Brad Whitfield
ASSISTANT PRINCIPAL

BASSOON

Tariq Masri
PRINCIPAL

Alex Zdanis
ASSISTANT PRINCIPAL

HORN

David Pandolfi
PRINCIPAL/THE SYMPHONY
VOLUNTEER COUNCIL CHAIR

Kevin Kozak

Jeffrey Solomon
ASSISTANT PRINCIPAL

Nina Adair

TRUMPET

Ryan Beach
PRINCIPAL

Nicholas Ciulla
ASSISTANT PRINCIPAL

TROMBONE

Jay Evans
PRINCIPAL

Jason Robins

TUBA

Andrew Miller
PRINCIPAL

TIMPANI

Jay Burnham
PRINCIPAL

PERCUSSION

Mark Libby
PRINCIPAL

Bill Williams

HARP

Judy Sullivan Hicks
PRINCIPAL/ THE MRS. R. HUGH
DANIEL CHAIR

Lesson 1: March of the Kitchen Utensils

Objectives

- Students will demonstrate understanding of characteristics of a March.
- Students will create an original piece of music using everyday materials that demonstrate the characteristics of a March.

Academic Standards

- AL COS Arts Education: Connecting Standard #2 pg. 86 (Gr. K #8/Gr. 1 #10/ Gr. 2 #10)
- NAFME Connect #11 PreK, K, 1, 2 (MU:Cn11.OPKa; MU:Cn11.0.Ka; MU:Cn11.0.1a; MU:Cn11.0.2a)
- AL COS Arts Education: General Music Creating (K #1, 2, 4, 6/ Gr. 1 #1, 6/ Gr. 2 #1, 6)
- ● AL COS Language Arts: (K # 25-28, 31, 33, 35-38; Gr. 1 # 7, 25-28, 31, 33-38; Gr. 2 25-29, 31-37)

Introduction

Using the short videos below or your own selection that allows students to hear familiar a march, ask students to list the characteristics of the sound and the movements. Maintain a list of characteristics on the board. Ask students questions such as What do you notice about the music? How does the music make you want to move? Where have you heard this music before? Have any of you ever been to a football game? Allow students to clap along. Skip to 1:11 in this video. This is a contrasting section. Ask students the same questions. Record Responses on the board. Students may want to sway, sing, or hum to this section. Elicit creative responses, there are no wrong answers.

Demonstrate a March:

<https://www.youtube.com/watch?v=-mRn9chmRAY>

Stars and Stripes Forever - John Philip Sousa | SemperParvorum

Process

1. Explain to your students that the steady pulse they feel in music is called the **steady beat**.
2. Ask students to clap their hands with the **steady beat** as they listen to the music.
3. A march is a musical genre with a strong **steady beat**, originally written for marching bands. Ask your students if they have ever seen a marching band. A marching band is a group of musicians who march and play their instruments together. Marching is moving your feet to a **steady beat** in an organized manner. Ask students to stand and march to the steady beat of "Stars and Stripes Forever." They may want to form a line and march around the classroom. You may choose to show students a school appropriate video of a marching band.
4. A march may have a contrasting section toward the middle of the piece that has different characteristics. It may be slower and make students want to sing or it may have a different mood. If time permits, you can discuss mood in music by asking the students how the music makes them feel. Maybe the opening makes them feel patriotic and the contrasting section makes them feel calm and relaxed. Again, there are no wrong answers.
5. Let students know that they are going to hear a different march. Listen to Vaughan William's *March of the Kitchen Utensils*. Ask students to indicate when they hear the contrasting section (i.e. have them stomp their feet for marches and ask them to put their hands on their heads for the contrasting section). If your students are challenged by this, skip to the contrasting section at 1:22 so they can hear what it sounds like, then listen to the piece in its entirety and ask them to raise their hands when they hear the contrasting section.
6. Tell students that this march is called "March of the Kitchen Utensils". Ask students to provide examples of kitchen utensil (i.e. fork, plate, pan, etc.). In age appropriate terms, tell students that this piece is about a dog who got in trouble for stealing some cheese, and the kitchen utensils were asked to help determine consequences for the dog's actions.
7. Using utensils from your cafeteria or from home, allow students to make sounds that mimic the steady beat characteristics of a march. Allow students to break out into small groups to create a contrasting section that demonstrates some of the contrasting characteristics on the board. Present musical compositions for the class.

https://www.youtube.com/watch?v=yi96gfl_Dog

Vaughan Williams 'March Past of the Kitchen Utensils' - Boult conducts adam28xx

Assess

- Check for understanding. Ask students what some ingredients of a march are (they may say “steady beat” or “wanting to stop feet”). Ask them how the contrasting section differs from the march sections (they may choose to say that songs are slower and make them want to sing along). Students might also notice that they hear different instruments. Many times, you can hear percussion instruments in the march sections, while in the song-like sections you will not hear percussion instruments. Remind students that they will hear *March of the Kitchen Utensils* at the Alabama Symphony Orchestra Explorers Concert.

Extensions

- Writing Activity: Ask students to write a story of what the kitchen utensils might talk about during the contrasting portion of *March of the Kitchen Utensils*. What will be the dog’s punishment? Ask the students to create opinion pieces about what consequences for the dog would be best. Present stories and opinions for the class.
- Counting activity: Check out the project this class did to learn to count in music.

<https://www.youtube.com/watch?v=2PtIbuqMH6I>
Year 2 March Past of the Kitchen Utensils
StJohns OnTheHill

“March of the Kitchen Utensils” Listening Map



March
0:00-1:21



Contrast
1:22-2:01



March
2:02-end

Lesson 2: Intro to Instrument Families

Objectives

- Students will understand that the orchestra is made of different instruments, all working together.
- Students will distinguish between instrument ranges.

Academic Standards

- COS MUS K #1; Gr.1 #7; Gr.2 #8

Introduction

- Ask students what it means to be part of a family. Is there one member or are there more? Do you have different names or the same names? Do all of your family members look the same or different?

Process

1. Show a picture of the orchestra and explain that it too is made up of different instrument members with different names, and together, they are one orchestra.
2. Show pictures of a few different instruments. Ask students to describe differences in how they look. What color are they? What are they made of?
3. Some instruments play high and some play low. Using the following recordings, play some examples. Play a recording of a flute. Does it play high or low? Play a recording of a trombone. Does it play high or low?

High Sounds

“Grieg - Morning Mood” (flute)

<https://www.youtube.com/watch?v=9LDUaEf3wJA>

Low Sounds

“GoPro on Trombone: Star Wars - Imperial March”
(trombone)

<https://www.youtube.com/watch?v=HwWQUXnD0oo>

4. Explain that the orchestra is made up of different instruments that vary in size and pitch. Together, they make one Symphony!

- Video for Fun

“Instrument Families”

<https://www.youtube.com/watch?v=vQ95KUWCGT0>

Review

1. Check for understanding. Does the orchestra have one person or is it made up of many? Do the different instruments look and sound the same or do they look and sound different?
2. Remind students that like a family, the orchestra has different members of small, tall, high and low members. Each member has their own name too!

Extension

- Do instruments make sound the same way? Try asking your students replicate the vibrations of different instruments, using the Vibration Station activities found on page 11.

Lesson 3: Let's Visit the Symphony!

Objectives

- Students will understand the role of a conductor.
- Students will respond to verbal and nonverbal cues.

Academic Standards

- COS MUS K #1, 15; Gr.1 #16, 17; Gr. 2 #16, 17

Introduction

- Ask students to describe the role of conductors that they know. What does a train conductor do? Keep a list of responses on the board. Solicit answers such as conductors tell the train how fast to move, when to stop, and when to go!

Process

1. Discuss the role of an Orchestra Conductor with or without one or both of the following videos:

“Sesame Street: People in Your Neighborhood – Conductor”

Duration: 4:03

<https://www.youtube.com/watch?v=MJ4UGtDLLYc>

“Class Notes: What does a Conductor do?”

Duration: 6:35

https://www.youtube.com/watch?v=x_6cTbyWP88

2. Review that conductors can show how loud and fast a piece is with their gestures.
3. Using simple percussion instruments found in your classroom (clapping will work too!), show different size gestures and have students respond by adjusting the volume of their instruments or their clapping. Try fast and slow gestures to have them play or clap at different speeds.
4. Ask for student conductor volunteers to mime conductor gestures for the class! Have the remainder of the class respond to those gestures as they did in #3.

Review

- Revisit the list from the beginning of class. Compare and contrast the responses from the beginning of class to what the students understand of orchestra conductors. Does an orchestral conductor tell the orchestra how fast or slow to play like a train conductor might make a train drive faster or slower?

Extensions

- Talk about the ASO's conductor Chris Confessore who will be conducting the explorer concert! Using page 6, display his picture on the board.
- Play a few selections from the Explorer Concert Program found on page 6. Ask your students if they think the conductor will conduct fast or slow? Loud or soft?

Vibration Station

All musical instruments use **vibration** to make sound, but different instruments vibrate in different ways. You can use everyday objects to discover how each family of the orchestra makes its unique sound.

String instruments, like the violin, make sound when their strings vibrate.

You try it:

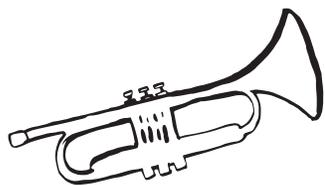
Take the top off of an empty shoebox and place several different sized rubber bands around it. Pluck the rubber bands, watch them vibrate and listen to the sound they make. Which rubber bands vibrate faster? Which ones vibrate slower? Do some rubber bands sound higher or lower than others?



Woodwind instruments, like the flute and clarinet, make sound when air vibrates through them.

You try it:

Blow across the top of an empty water or soda bottle and listen to the sound that the vibrating air creates. Try filling the bottle with different amounts of water. Does more water in the bottle make the sound higher or lower? Also, try blowing across different sized bottles. Do small bottles sound different than large bottles? Fill several bottles with different amounts of water, and you can even play a song!



Brass instruments, like the trumpet, make sound when you vibrate your lips together and put them up to the mouthpiece.

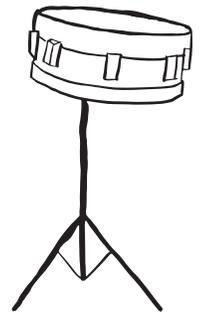
You try it:

Purse your lips together like you are going to whistle. Now “buzz” your lips so that they vibrate. What does it feel like? Can you make the sound go higher or lower? Can you “buzz” a tune? Try buzzing into a paper towel tube. What happens to the sound?

Percussion instruments, like drums, cymbals, and maracas, make sound when you hit them or shake them, causing the instrument itself to vibrate.

You try it:

Play several different percussion in your music classroom or find things at home that you can hit or shake. What is each instrument made of? What does each material look like and sound like when it vibrates? Hit something metal, then grab it with your hand: why does the sound stop?

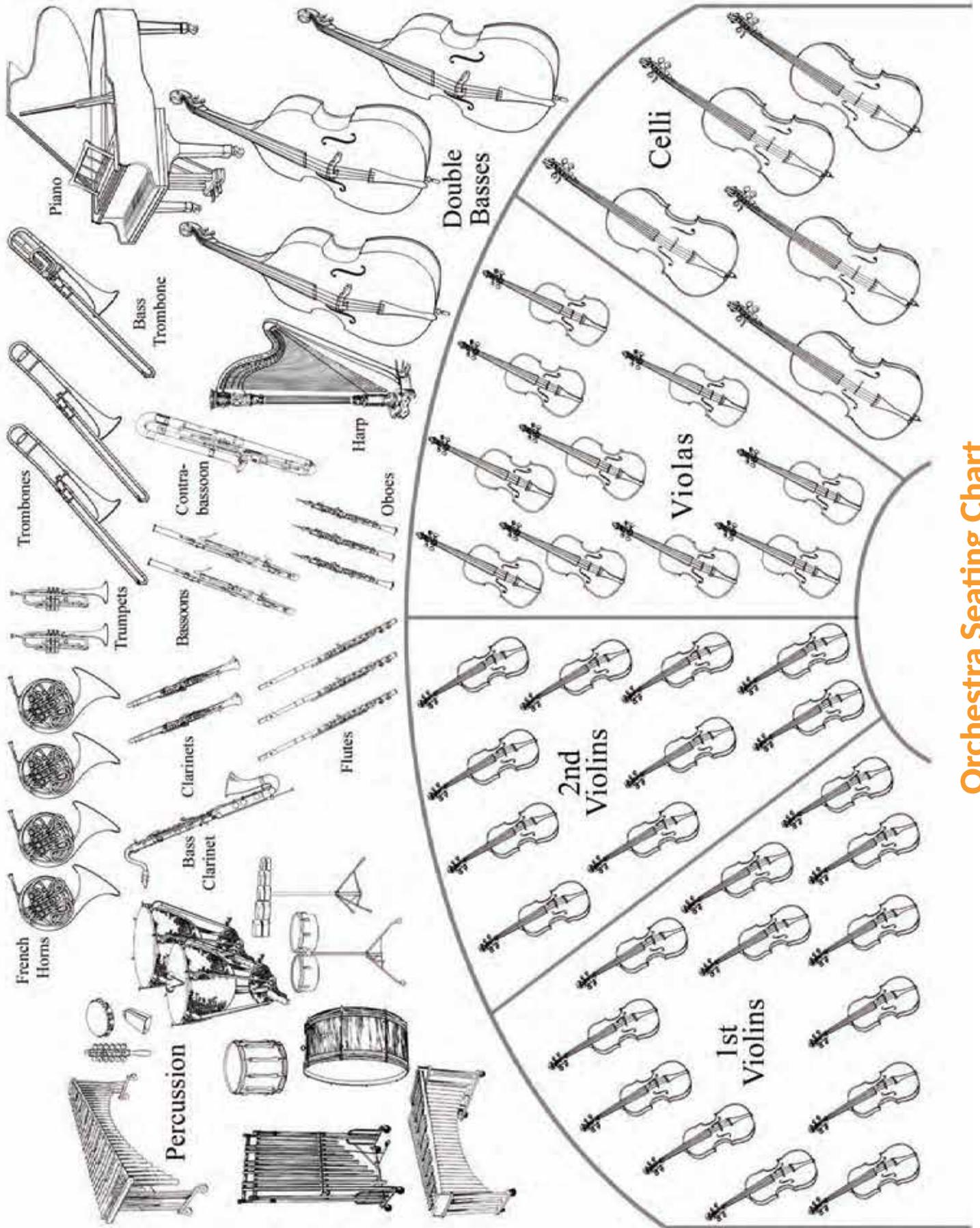


Did you know that **your voice** is a musical instrument too? It makes sound when air passes through your vocal cords and makes them vibrate.

You try it:

Put your fingertips on your throat and make a sound with your voice. Can you feel the vibrations? How many different sounds can you make? How do the vibrations change? Can you make them go faster or slower?





Orchestra Seating Chart

We Want to Hear from You!

Now that you've seen an ASO Concert, write us a letter and tell us about your experience.
You can write your own letter or use this sheet as a guide. Send your letters to:

Alabama Symphony Orchestra
Attn: Education
3621 Sixth Avenue South
Birmingham, AL 35222

Date _____

Dear Alabama Symphony Orchestra,

I just came to see a Young People's Concert called _____.

One thing I liked about the concert was _____

_____.

My favorite piece of music you played was _____

_____.

Something new that I learned was _____

_____.

If I could play an instrument in the orchestra, I would play the _____.

Sincerely,

Name _____

Address _____

Submit Student Work from these Lessons to the ASO!

We'd love to see what your students have created!

To accompany all lessons

Submission Form

Instructions: Complete the information below, enclose student work, and mail to:

Alabama Symphony Orchestra
Attn: Education
3621 6th Avenue South
Birmingham, AL 35222

School, Group, or Family name: _____

Address: _____

Contact name: _____

Contact email: _____

Phone: _____

Any Comments?



For more information about education concerts and to reserve seats, visit:
alabamasymphony.org