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

*concerts, artists, and repertoires subject to change  *Free Event
Thank You to Our 2018-2019 Education Partners

$50,000+
Alabama Power
Alabama State Council on the Arts
Caring Foundation of Blue Cross Blue Shield of Alabama
Daniel & Brooke Coleman Community Foundation of Greater Birmingham
The Daniel Foundation of Alabama
The Mike and Gillian Goodrich Foundation
William Randolph Hearst Foundation

$1,000-$9,999
The Hess Foundation
Donald & Ronne Hess Independent Presbyterian Foundation
Mr. and Mrs. Jeremy Knowles
The Mockingbird Foundation
Robert Raiford & Zane Rhoades
Sanjay & Dora Singh Southern Food Management, Inc.
The Symphony Volunteer Council (SVC)
Jim Wilson & Associates

$26,000-$49,999
Hill Crest Foundation
Robert Meyer Foundation
Shelby County Commission Symphony 30
Vulcan Materials Company

$10,000-$25,000
ACIPCO
BBVA Compass
The Charles T. Campbell Charitable Foundation
Comer Foundation
The Drummond Company General Growth Properties
Joseph S. Bruno Charitable Foundation
New Music USA
Susan Mott Webb Charitable Trust

Up to $999
Kathryn Acree
Beau Vinci Violins
Kathleen Berecek
Vincent Cirulli
William & Joy Denton
Diamond Film & Video
Gadsden Music Company
Holdbrooks Electric, LLC
Carlos Izcaray & Yolanda Serafimov
David & Rupa Kitchens
Vijay Kodali & Vineeta Kumar
Virupaksha Kothandapani
Drs. Shaily & Geeta Lakhanpal
Rohit & Geeta Malik
Morris, Hayes, Wheeles, Knowles, & Nelson
NorthStar EMS, Inc.
Ranjit Prasad
Royal Cup, Inc.
Shades Mountain Music Club
Jeff & Susanne Thomas
Kathy and Mat Whatley
Table of Contents

Forward to Teachers and Parents.................................................................5

Program .............................................................................................................6

Meet the Conductor ..........................................................................................6

Meet the Musicians ..........................................................................................7

Lessons
   Lesson 1: March of the Kitchen Utensils ....................................................8
   Lesson 2: Intro to Instrument Families .......................................................10
   Lesson 3: Let's Visit the Symphony! ............................................................11

Accompanying Materials
   Vibration Station ........................................................................................12
   Orchestra Seating Chart .............................................................................13
   We Want to Hear from You! ....................................................................14

How to Submit Student Work to the ASO .....................................................15
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*
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**

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

FIRST VIOLIN
   Daniel Szasz
      CONCERTMASTER/THE BEVERLY
      HEAD AND HUGH KAUL CHAIR
   Jinsong Gao
      ASSOCIATE CONCERTMASTER
   Mayumi Masri
      ASSISTANT CONCERTMASTER
   Yifan Zhou
      ASSISTANT CONCERTMASTER
   Jinsong Gao
   Mayumi Masri
   Yifan Zhou

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 Schlaffer
      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:Cn11.0PKa; 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 | SemperFiOrah1

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 march sections and 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.

https://www.youtube.com/watch?v=yi96gfl_Dog
Vaughan Williams ‘March Past of the Kitchen Utensils’ - Boult conducts
adam28xx

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.
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
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!

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.

Video for Fun
“Instrument Families”
https://www.youtube.com/watch?v=vQ95KUWCGT0
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?
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