

# Alabama Symphony Orchestra

Treble in the Library: Young People's Concert  
October 1-2, 2025



Activities to prepare and inspire your visit to the orchestra:

Created by Mrs. Deanna Bell

Elementary Music Teacher at Vestavia Hills Elementary East and Adjunct Professor at UAB

## Concert Program:

- John Williams – “Flight to Neverland”
- Carlos Rafael Rivera/arr. de la Rosa – “The Queen’s Gambit Main Title”
- Gustav Holst – “Jupiter from The Planets” (excerpt)
- Nikolai Rimsky-Korsakov – “Flight of the Bumblebee”
- Alan Menken/arr. Parson – “Be Our Guest” from Beauty and the Beast Medley
- Ludwig van Beethoven – “Symphony No. 5” – Finale (excerpt)
- Modest Mussorgsky/arr. Rimsky-Korsakov – “Night on Bald Mountain” (excerpt)
- Leonard Bernstein – “Mambo” from West Side Story Overture
- Johannes Brahms – “Hungarian Dance No. 5”
- Sherman Brothers – “It’s a Small World” (sing-along)

## Lesson Objectives

- Students will listen actively and describe how the music makes them feel.
- Students will identify musical contrasts (soft/loud, fast/slow, high/low).
- Students will explore “musical concepts” through movement and creative thinking.
- Students will identify the instruments of the orchestra.

## Alabama Course of Study:

Arts Education Arts Literacy – Inspiring and Engaging Lifelong Learners  
Scan QR Code for the New and Updated Standards



# John Williams – “Flight to Neverland”

## 1. Listening (6 minutes)

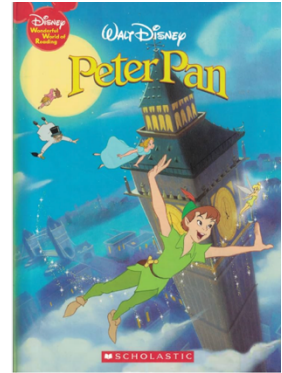
John Williams in Vienna with the Vienna Philharmonic Orchestra

<https://youtu.be/uiMPAa7eA9Q?si=xJ-ycJZN9q3rF1F>

## 2. Read and View (10 minutes)

YouTube Read Aloud, Peter Pan Book

[https://youtu.be/uvf1\\_u6ygKY?si=fyWDjtiOsuQYJJr8](https://youtu.be/uvf1_u6ygKY?si=fyWDjtiOsuQYJJr8)



## 3. Movement (10 minutes)

Clear a space so students can move safely. Play the music again, and guide them through a “Flight Journey”

- Takeoff: Start crouched low, then rise slowly with the opening music.
- Flying: Spread arms like wings, swoop and glide with the soaring melodies.
- Danger: When the music gets louder or faster, imagine dodging pirates or storm clouds.
- Discovery: Land softly when the music quiets, like arriving in Neverland.

## 4. Create and Draw (10–15 minutes)

- After the movement, give students paper and crayons/markers.
- Prompt: “Draw what you saw in your imagination while flying to Neverland.”
- Students can share their drawings with the class while the music plays softly again in the background.

## 5. Additional Activities

- Older Students: Ukulele Play-A-Long <https://youtu.be/fM0UsV6P7vk?si=GYGrga73NFejCbtm>
- Younger Students: Sing a Song about Peter Pan to the tune of “Twinkle Twinkle, Little Star.”

*Peter Pan can fly so high,  
Zooming, zooming through the sky*

*Neverland is where he'll be  
With his friends so wild and free*

*Peter Pan can fly so high  
Zooming, zooming through the sky*

TWINKLE TWINKLE TWINKLE LITTLE STAR

C F C G C G<sup>7</sup> C  
Twin-kle twin-kle litt-le star, How I won-der what you are.

5 C F C G C F C G  
Up a-bove the world so high, like a dia-mond in the sky.

9 C F C G C G<sup>7</sup> C  
Twin-kle twin-kle litt-le star, How I won-der what you are!

# Carlos Rafael Rivera/arr. de la Rosa – “The Queen’s Gambit”

## 1. Listening (3 minutes)

This piece sets the tone for Beth Harmon’s extraordinary chess journey—blending cinematic orchestra, haunting piano, and emotional storytelling.



<https://youtu.be/gXtmCdWd1Cs?si=C4Tbt8zicu2lt139>

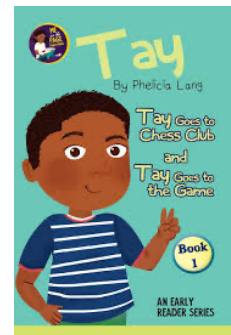
- Ask and Explain: “Have you heard of chess?” Show a simple chessboard image. The music we’ll hear is from a story about a girl who plays chess. The music is full of mystery, strategy, and focus—like a game of chess!

## 2. Sing a song to learn about chess (3 minutes)

<https://youtu.be/-ZO0zM5bRdg?si=XfHkWsOz6HFE7OqP>

## 4. Movement Game: “Chess Moves” (10 minutes)

- Assign simple body movements for “chess pieces”:
  - Pawn → Step forward one step.
  - **Rook** → Walk in straight lines.
  - **Bishop** → Move diagonally across the space.
  - **Knight** → Make an L-shaped jump.
  - **Queen** → Glide freely in any direction.
  - **King** → Small, slow steps.
- Play the music again and call out piece names. Students move around like that chess piece.



## 6. Read and View Book (2 minutes)

YouTube Read Aloud “Tay Goes to Chess Club”

<https://youtu.be/UZMNXsSupz8?si=oDZCmhAmcXtVDR3Y>

## 7. Play Chess online (15 minutes) <https://www.chesskid.com/play>

## 8. Sing a Song about Chess to the tune of “The Farmer in the Dell.”

**FARMER IN THE DELL**

FOLK SONG



The far - mer in the dell, the far - mer in the dell,

Heigh Ho! the Der - ry O! The far - mer in the dell.

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*Let's play a game of chess*

*Let's play a game of chess*

*Move the pawns and knights around*

*Let's play a game of chess*

## Gustav Holst – “Jupiter from The Planets” (excerpt)

1. Ask and Explain: What do you know about Jupiter? (largest planet, storms, many moons, etc.) If Jupiter had a personality, what would it be like? (big, powerful, happy, exciting). Tell students: Holst wrote music to match the “character” of each planet. Today we’ll hear Jupiter, the Bringer of Jollity!
2. Read and View Book (8 minutes)



YouTube Read Aloud “Jupiter the Gassy Giant: A Funny Solar System Book for Kids about the Chemistry of Planet Jupiter!” <https://youtu.be/AI1OW1kHSLM?si=tJewqfUq6uKbj9FG>

3. Listening (5 minutes)
  - Play a short excerpt (beginning section with lively theme).
  - Ask guiding questions: How does this music make you feel? Does it sound happy, serious, calm, or exciting?
  - What instruments do you hear? (brass = bold, strings = sweeping, percussion = powerful)
3. Movement Activity: Planet Dance (10 minutes)
  - While the music plays, guide students to respond:
    - Fast sections → Run, skip, or spin with energy.
    - Big, bold parts → Stretch arms wide, stomp, or march like giants.
    - Quiet/lyrical parts → Sway slowly, float like clouds.
  - Older students can create small group “planet dances” with their own movements to represent Jupiter’s personality.
4. Wrap-Up & Reflection (5 minutes)
  - Ask: What words would you use to describe Jupiter’s music? (happy, bold, powerful, joyful) Do you think the music matches what you imagine about the planet? Why or why not?
5. Sing a Song about Jupiter to the tune of “Twinkle Twinkle, Little Star.”

*Jupiter is big and round,*

*Largest planet to be found,*

*With its stripes of orange, white,*

*And a storm that’s quite a sight,*

*Jupiter is big and round,*

*Largest planet to be found.*

TWINKLE TWINKLE TWINKLE LITTLE STAR

C F C G C G<sup>7</sup> C  
Twin-kle twin-kle litt-le star, How I won-der what you are.

5 C F C G C F C G  
Up a-bove the world so high, like a dia-mond in the sky.

9 C F C G C G<sup>7</sup> C  
Twin-kle twin-kle litt-le star, How I won-der what you are!

# Nikolai Rimsky-Korsakov – “Flight of the Bumblebee”

## 1. Listening (3 minutes)

YouTube Berlin Philharmonic Orchestra

<https://youtu.be/7pt8JpOzGv4?si=8EoekFtQzdbDTbYd>

Meet the Bumblebee (5 minutes)

- Show a picture of a bumblebee. Ask:
  - What sound does a bee make? (Buzz!)
  - How does a bee move? (Fast, zig-zag, up and down)
- Tell students: This composer wrote music to sound like a bee buzzing and flying quickly!



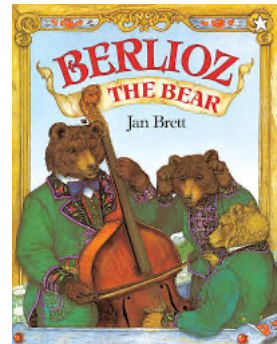
## 2. Read and View Book “Berlioz the Bear” (3 minutes)

YouTube Read Aloud “Jan Brett Reads: BERLIOZ THE BEAR”

<https://youtu.be/Vb-4JlxN1JQ?si=OFiST7DrknUaWGOM>

## 3. Movement Activity: Buzzing Bees (10 minutes)

- Give each student “bee space” in the room.
- Play the music again and guide them:
  - Move arms like wings, buzz around the room.
  - Zig-zag quickly when the music speeds up.
  - Freeze when the music stops—like a bee landing on a flower.



## 4. Art Activity: Bee’s Journey (10 minutes)

- Give paper & crayons. Prompt: “Draw the bee’s adventure while the music plays. Where is it flying? Flowers? A hive? A garden?”

## 5. Play a Singing Game (10 minutes)

To play "Bee Bee Bumble Bee," students form a circle, with one student who is “the bee” on the outside tapping the steady beat on the heads of those in the circle. On the word "out," the person being tapped becomes the new "bee". The game can also be played by passing an object, like a beanbag or stuffed bee, around the circle to the beat, with the person holding it on the word "out" being chosen. Add recorders and instruments!

Bee Bee Bumble Bee

thetrebbleclassroom.com

Bee bee bum - ble bee, stung a man up - on the knee,

5

stung a pig up - on the snout, I de - clare that you are out!

# Alan Menken/arr. Parson – “Be Our Guest” from *Beauty and the Beast*

## 1. Ask and Explain (5 minutes)

- Ask: “Have you ever been to a party or special dinner?”
- Show a picture from *Beauty and the Beast* of the banquet scene.



Tell students: This music is part of a song where the enchanted dishes and silverware come alive to welcome Belle!



## 2. Listening (5 minutes)

- Play the opening section of “Be Our Guest.”  
[https://youtu.be/nTZSqV\\_SmmU?si=fHSsIt81v6ECg6Ax](https://youtu.be/nTZSqV_SmmU?si=fHSsIt81v6ECg6Ax) (London Orchestra)
- Ask: How does the music make you feel? (happy, fancy, exciting)  
What instruments do you hear? (brass = bold, strings = swirly, percussion = lively)

## 3. Movement & Drama Activity: The Living Banquet (10–12 minutes)

- Assign roles: forks, spoons, plates, napkins, teapots, etc.
- Play the music and have students move like their object:
  - Forks → march with points forward.
  - Spoons → swirl in circles.
  - Plates → spin or glide.
  - Napkins → wave arms like fabric.
- Encourage students to “welcome Belle” with a grand bow at the end of the phrase.

## 4. You Tube Sing-a-Long: (4 minutes) <https://youtu.be/GXlqmqHpBkU?si=0kf05ZKQwrsfWlza>

## 5. Art Extension (10 minutes)

Option A: Draw the Feast – Students draw the enchanted banquet table while the music plays again.

Option B (Grades 3–5): Listening Map – On paper, students draw shapes or symbols to represent loud/soft, fast/slow, or instrument changes as the music moves forward.

## 6. Reflection (5 minutes)

- Ask:
  - What did the music tell us without words?
  - How was this music different from “Flight of the Bumblebee” or “Jupiter?”
  - If you could be any enchanted object in the banquet, what would you be?

# Ludwig van Beethoven – “Symphony No. 5” – Finale (excerpt)

## 1. Listen and View (6 minutes)

Boston Philharmonic (3 minutes)

<https://youtu.be/n3EiRynr1Us?si=PQrXXnLq0Gv5eG-U>

From Fantasia 2000 (3 minutes)

<https://youtu.be/HfqjORj5b0?si=SEdv7E-qCIRu53l1>



- Play the opening 4-note motif (“da-da-da-DAH”).
- Ask: “Have you ever heard this before? Where?” (Movies, cartoons, commercials).
- Write the rhythm on the board (short-short-short-long). Clap it together as a class.

## 2. About Beethoven (5 minutes)

- Share a short story: Beethoven was a famous composer, began losing his hearing, but kept writing music.
- Discuss: “How do you think it felt to write music you couldn’t hear?”
- You Tube “Meet Beethoven” [https://youtu.be/i-VxX1w9OxM?si=66r6q22Kd\\_yP6s0](https://youtu.be/i-VxX1w9OxM?si=66r6q22Kd_yP6s0)

## 3. Listening Activity (5 minutes)

- Play the first minute of the symphony.
- Guide students to listen for:
  - Dynamics: loud vs. soft
  - Repetition: does the motif come back?
  - Instrumentation: which instruments play the motif (strings, brass, etc.)
- Have students raise their hand each time they hear the famous motif.

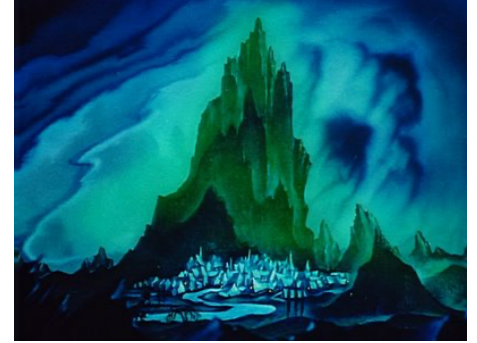
## 4. Creative Response (10 minutes)

- Movement: Students step, march, or move arms to the short-short-short-long rhythm.
- Art: Draw what the music “sounds like” (stormy, powerful, dramatic).
- Composition: In small groups, use rhythm sticks/body percussion to create their own “motif” inspired by Beethoven’s.

## 5. Discussion & Reflection (10 minutes)

- Share drawings or performances.
- Ask:
  - “What feelings did the music give you?”
  - “Why do you think this symphony is still famous 200 years later?”
- Connect: **Beethoven didn’t give up, even with obstacles.**

# Modest Mussorgsky/arr. Rimsky-Korsakov – “Night on Bald Mountain” (excerpt)



## 1. Introduction (5 minutes)

- Briefly tell the story: *This piece tells of witches gathering on a mountain at midnight. They dance wildly until dawn, when the sun rises and the magic disappears.*

## 2. Listening (5 minutes)

- Play the opening section of the piece.  
<https://youtu.be/XyR-poMsSWI?si=gW2WxSP85BxPSdq6>
- Ask: *How does this music make you feel? What do you imagine happening?*
- Guide students to notice loud/soft contrasts, fast/slow, sudden changes.
- Listen and view ‘Fantasia 1940’ You Tube clip:  
[https://youtu.be/b756FPiLp8?si=3nJ\\_e6Ldqv\\_NhxvD](https://youtu.be/b756FPiLp8?si=3nJ_e6Ldqv_NhxvD)

## 3. Storytelling with Music (10 minutes)

- Break the piece into sections:
  - Opening: dark, scary, stormy.
  - Middle: wild dance of the witches.
  - Ending: calm sunrise.
- After each section, pause and ask: *What’s happening in the story now? How does the music tell us?*

## 4. Creative Response (10 minutes)

- Option A: Movement – Students move like witches at midnight (big, jagged motions) vs. morning light (gentle, flowing motions).
- Option B: Art – Students draw what they imagine during the music.
- Option C: Instruments – Use classroom percussion to create “storm sounds” (drums for thunder, shakers for wind).

## 9. Sing a Song about witches to the tune of “The Farmer in the Dell.”

**FARMER IN THE DELL**  
FOLK SONG

The far - mer in the dell, the far - mer in the dell,  
Heigh Ho! the Der - ry O! The far - mer in the dell.

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*The witches dance at night,*

*The witches dance at night,*

*Hi-ho the music plays,*

*The witches dance at night.*

# Leonard Bernstein – Mambo from West Side Story Overture

## 1. Introduction (5 minutes)

- Listening: You Tube  
[https://youtu.be/0eKXhp7yroY?si=2JAncKMvM7s\\_wYdG](https://youtu.be/0eKXhp7yroY?si=2JAncKMvM7s_wYdG)
- Ask: *Have you ever heard music that makes you want to dance right away?*
- Explain: This is a piece by American composer Leonard Bernstein from the musical *West Side Story*. It combines jazz, Latin rhythms, and classical orchestra sounds.
- Teach the word “Mambo” – a lively Cuban dance style.
- Ask students: *What do you notice? Is the music fast or slow? Loud or soft?*
- Highlight: brass instruments, percussion, syncopated rhythms, sudden shouts of “Mambo!”



## 2. Call-and-Response “Mambo!” (5 minutes)

- Practice shouting “Mambo!” along with the music (cue students when to yell)
- Turn it into a rhythm game: teacher claps a rhythm, students respond with “Mambo!” on the beat.

## 3. Movement Activity (10 minutes)

- Teach a simple dance pattern:
  - Step side-to-side (2 counts each).
  - Clap and turn around (4 counts).
  - Repeat with energy.
- Play the recording and let students move to the beat.

## 5. Instrument Exploration (10 minutes)

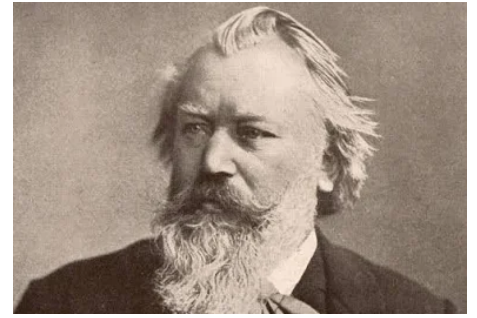
- Divide the class into small percussion groups (shakers = maracas, sticks = claves, drum = conga, tambourine = rhythm accent).
- Layer rhythms to create a classroom mambo groove.
- Play along with a short excerpt of the recording.

## 6. View “Mambo” from the musical *West Side Story*: (4 minutes)

- Show the clip of “Mambo” from *West Side Story* film  
<https://youtu.be/kokbJvSEMUY?si=YRvud2OypB0jDRZN>
- Have students create their own short chant/dance inspired by the music.



# Johannes Brahms – “Hungarian Dance No. 5”



## 1. Introduction (12 minutes)

- Tell students: This piece was written by Johannes Brahms, a German composer, inspired by traditional Hungarian folk dances.
- Show Hungary on a map. Explain: Hungarian dances often switch between fast and slow sections.
- Learn about Brahms: YouTube Read Aloud  
<https://youtu.be/IQOosCUHSNE?si=2sBxkE4g6nVSCxeJ>

## 2. Listening (5 minutes)

- Play the opening. Ask: *Does it sound fast or slow? How does it make you want to move?*
- [https://youtu.be/3X9LvC9WkkQ?si=z57PQHV-Z\\_lgLyKM](https://youtu.be/3X9LvC9WkkQ?si=z57PQHV-Z_lgLyKM)
- Draw attention to the sudden changes—sometimes slow and dramatic, sometimes quick and exciting.

## 3. Movement Game: Fast and Slow (10 minutes)

- Students move with scarves or just their bodies:
  - During slow parts → big, sweeping motions.
  - During fast parts → quick, sharp steps or claps.
- Play the recording again and have them switch movements with the music.

## 4. Rhythm Exploration (10 minutes)

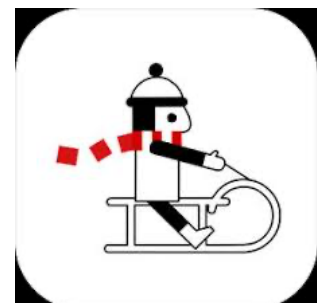
- Teach students a simple rhythm pattern (e.g., ta ta ti-ti ta) to clap or play on sticks.
- Layer rhythms with percussion instruments to mimic the lively folk-dance style.
- Play along with the music.

## 5. Dance Circle (5–7 minutes)

- Teach a simple circle dance:
  - Walk in a circle slowly (for slow sections).
  - Clap, stomp, or skip quickly (for fast sections).
- Play the recording and dance together.

## 6. View and Create a Line Rider

- View: <https://youtu.be/gf2kdiA3Vmg?si=izDc75NRr4uglgh>
- Create: [www.linerider.com](http://www.linerider.com)



## Sherman Brothers – “It’s a Small World” (sing-along)

"It's a Small World"

Lyrics and music by Richard M. and Robert B. Sherman

It's a world of laughter,  
A world of tears.  
It's a world of hopes,  
And a world of fears.  
There's so much that we share,  
That it's time we're aware,  
It's a small world after all.

Chorus:

It's a small world after all.  
It's a small world after all.  
It's a small world after all.  
It's a small, small world.

There is just one moon,  
And one golden sun.  
And a smile means,  
Friendship to everyone.  
Though the mountains divide,  
And the oceans are wide,  
It's a small world after all.

Chorus:

It's a small world after all.  
It's a small world after all.  
It's a small world after all.  
It's a small, small world



- You Tube Read Aloud: [https://youtu.be/QnmbDuXq\\_w4?si=uqrWG74OztwqMJzo](https://youtu.be/QnmbDuXq_w4?si=uqrWG74OztwqMJzo)
- You Tube Sing Along: <https://youtu.be/2rTZ9UndNeI?si=mQmYvRl2TkUfliAX>