

SYMPHONY SAFARI

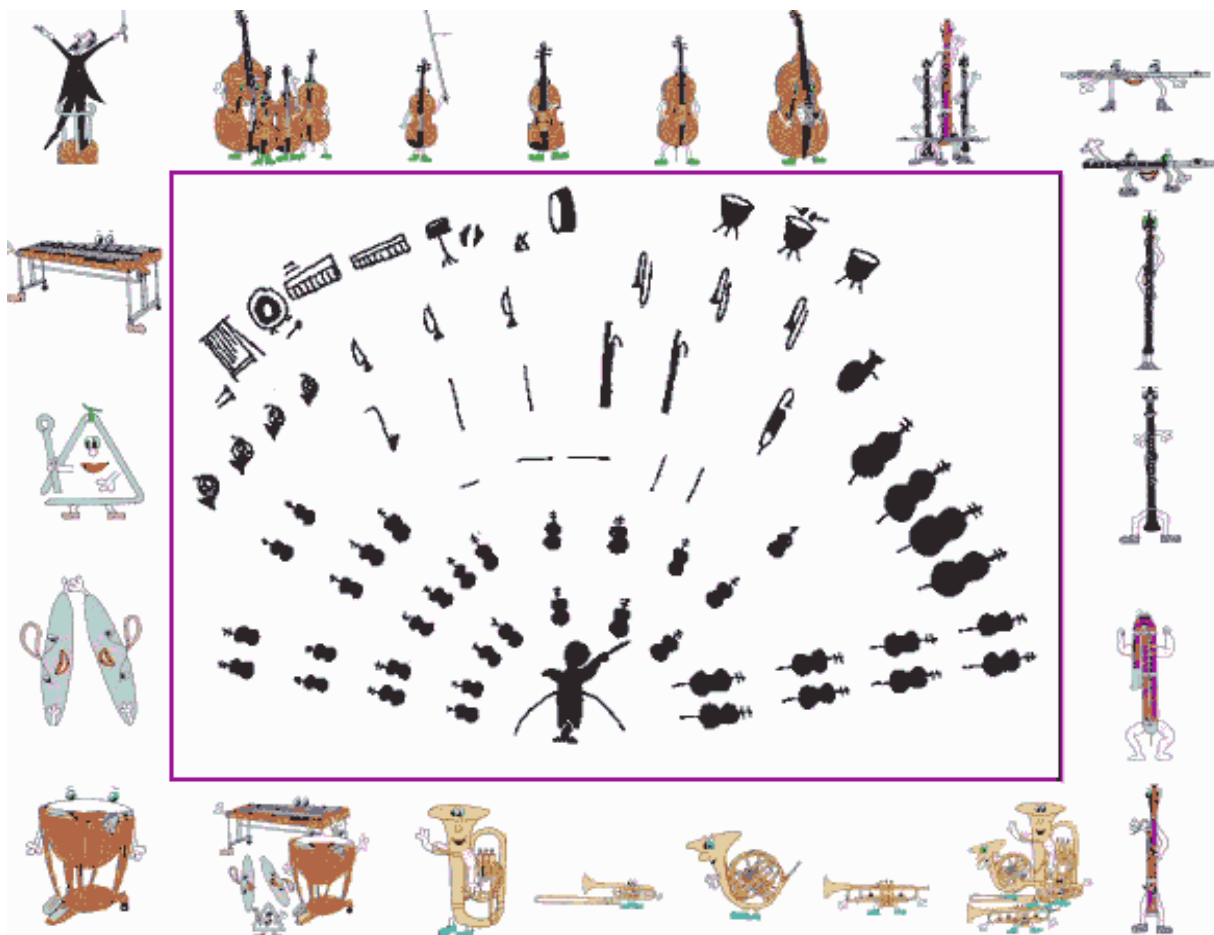
STUDENT JOURNAL

THIS BELONGS TO: _____

CLASS: _____

WHO IS TAKING YOU ON A SAFARI?

The Conductor of the Arkansas Symphony Orchestra



Conductor

String Family

Violin

Viola

Cello

Bass

Woodwind Family

Flute

Piccolo

Xylophone

There are many ways that a conductor can arrange the seating of the musicians for a particular work or concert. The above is an example of one of the common ways that the conductor places the instruments.

When you go to the concert, see if the instruments are arranged like this picture. If they are not the same, which instruments are in different places?

Oboe

Triangle

Clarinet

Cymbals

Draw a line from each instrument pictured above to the position in the layout. Notice that not all the musical instruments in the layout are pictured outside of the box. What other instruments are in the layout?

Bassoon

Tympani

Percussion Family

Tuba

Trombone

French Horn

Brass Family

Contrabassoon

Find the Young Person's Guide to the Symphony at www.jwjonline.net, which gives more information on the instruments. Go to www.DSOKids.com to listen to each instruments (go to *Listen*, then *By Instrument*).

MEET THE CONDUCTOR!

Philip Mann, Music Director and Conductor of the ASO:



- just moved from San Diego Symphony
- born in Indiana, but grew up in Durango, Colorado
- attended school on an Indian reservation
- lived on a ranch with horses and dogs in the mountains
- started playing the violin at age 5 and the bassoon at age 12
- loved music as a child, but didn't always like to stay inside and practice (now he is glad he did)
- studied engineering, political science and physics in college
- then decided to make music his life
- participated in the Hot Springs Music Festival in 2006
- loves Hot Springs and Little Rock!

Mr. Mann chose conducting because his step-father was a conductor and teacher. He also loves fly-fishing, backpacking, hiking, reading, building machines, cars, model airplanes, model rockets, and playing and watching sports. His wife Tatiana is a talented pianist, and they love traveling and performing together.

WHAT SHOULD YOU DO TO PREPARE?

Learn about audience etiquette!

The people you will see in this performance are real. They depend on you for their success. The performers are very aware of their audience, and they respond to the energy of the audience and return it. Your attention, laughter and applause inspire them to give a good performance. Whistling, shouting, squirming and punching your neighbor are definitely "out" as good behavior. Rudeness spoils the show for everyone! And acting like you are bored or asleep is really childish!

Here's what happens:

First, **Concertmaster** comes on stage and tunes the orchestra.

Next, the Concertmaster directs the orchestra to **tune** their instruments while the audience remains quiet so the musicians can hear.

Then, the audience applauds (claps) when the **Conductor** comes on stage, recognizing that he has worked very hard to prepare the orchestra for the concert. He chose the music, studied the **score**, interpreted it, and rehearsed many hours with the orchestra.

Finally, your job is to listen and enjoy the music. If you talk, you aren't listening, and others can't hear; the musicians may lose their concentration. There is no "instant replay" in a live performance so there is no second chance.

WHAT IS A SAFARI?

According to the dictionary, a safari is a journey or an expedition. Most often people think of a safari as being in Africa because the word is from the Swahili language and is an African word. The purpose of the safari has generally been to hunt, see or photograph big animals in their natural habitat. But now, expeditions to find large animals on other continents are often called safaris, such as looking for Bengal tigers in Asia. Since many of the big animals are becoming rare, there are greater laws for their preservation so most safaris are for photographing and for seeing how beautiful they are.



What other items would you take on a safari in the **plains** of Africa?

How would you travel once you are there? _____

How would you know where to go to find the animals? _____

A journey or an expedition can be for many reasons such as to learn about something or someplace new to you. For example, you might go to a big city and explore the interesting sights (museums, zoos, parks, athletic stadiums, concert halls). Or you might be interested in going hiking in the mountains to see what kinds of plants and animals live there.

Sometimes it is necessary to have a guide or a leader who knows the **terrain** or area to help you find your destination or your quest. This is very true when you go looking for large animals that could be dangerous to be near. Wherever you go, you will view different **ecosystems** or **biomes**. Name different kinds of ecosystems that you might visit. _____

KINDS OF SAFARIS, EXPEDITIONS AND JOURNEYS

People have traveled from one place to another for many centuries. Let's investigate the different types of travel that people have taken and consider why and how they went. See if you can fill in the blanks. There are many correct answers because people went and go many places for various reasons.

People who are tourists

What places do they go? _____

How do they get there? _____

Why do they go? _____

Are they pulled or pushed to go? _____

Pioneers

What places do they go? _____

How do they get there? _____

Why do they go? _____

Are they pulled or pushed to go? _____

Explorers

What places do they go? _____

How do they get there? _____

Why do they go? _____

Are they pulled or pushed to go? _____

American Indians

What places do they go? _____

How do they get there? _____

Why do they go? _____

Are they pulled or pushed to go? _____

Hunters

What places do they go? _____

How do they get there? _____

Why do they go? _____

Are they pulled or pushed to go? _____

You name a type: _____

What places do they go? _____

How do they get there? _____

Why do they go? _____

Are they pulled or pushed to go? _____

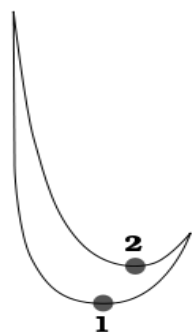
WHAT IS A MUSICAL SAFARI?

The safari we take with the ASO orchestra is an adventure through listening. It is listening to music that was written with a "place" in mind; when you listen to it, you might think of the same thing. But you might not hear the same thing; your mind may take you to a totally different "place." It's an adventure in sound and in imagining.

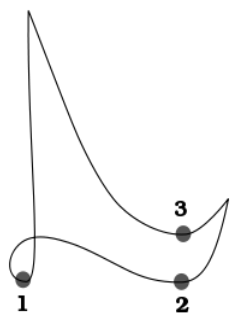
Who will lead us through the musical safari? _____

During the concert, watch the different ways that the Conductor "talks" to the Symphony. He can't use words but must rely on his hands to do the "talking." He uses his right hand and arm to keep the beat with a specific pattern (see below) that the musicians understand. With his left hand and arm, he directs the expression of the music, such as louder or softer, and tells each different section what to do.

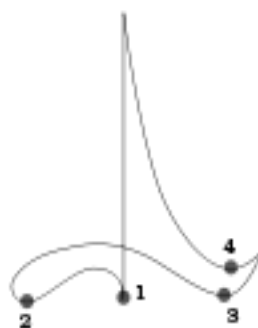
These are the shapes that his right hand makes, defining the number of beats that happen in each different piece. The musicians understand the shape of the direction. Try making those shapes with your right hand and arm.



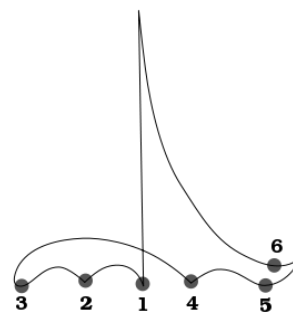
Conducting in 2 beats



Conducting in 3 beats



Conducting in 4 beats



Conducting in 6 beats

Which shape would go for a March? _____ for a Waltz? _____

How does your leader conduct the journey? (answer after the concert) _____

WHERE ARE YOU GOING?

First, you find the Arkansas Symphony Orchestra.

Where are they playing? _____ How many are they? _____

Next, the **Conductor** launches the audience on a musical safari.

Raiders of the Lost Ark, by John Williams

Page 8

Where will you go?

RIVERS



The Moldau
by Bedřich Smetana
on page 13

MOUNTAINS

Fingal's Cave (The Hebrides)
by Felix Mendelssohn on page 16



In the Hall of the Mountain King
(from Peer Gynt)
by Edvard Grieg on page 18
Prelude to the Afternoon of a Faune by Claude Debussy
on page 20

FORESTS

The Forest, Fantasy
by Alexander Glazunov
on page 23



Then what happens?

Alla Horn Pipe (Water Music Suite)
by Friedrich Handel

Page 26

Sabre Dance (Gayne Suite, No. 1)
by Aram Khachaturian

Page 27

Finally, how do you finish?

Radetzky March (Op. 228) by Johann Strauss Sr.

Page 29





LAUNCHING THE SAFARI!

John Williams, *Raiders March*
from the movie *RAIDERS OF THE LOST ARK*

Who wrote the Music? John Towner Williams was born in 1932 in New York. He came by his musical **talents** and interest naturally; his father was a film studio musician and a **jazz** drummer who played with the Raymond Scott **Quintet**. Their music became well known because Warner Brothers used their music in cartoons. As a boy, he learned to play the piano, clarinet, trumpet and trombone. He attended UCLA where he learned composition and served in the U.S. Air Force arranging music for the Air Force Band.

He continued his studies at Juilliard School, a very important school for the arts, while working as a **jazz** pianist in New York. He also played for composer and conductor Henry Mancini, recording *Peter Gunn* (1959), *Charade* (1963), and *Days of Wine and Roses* (1962).

Williams has composed much extraordinary music for films, bringing excitement to the screen. Look at the box on the right to see some of the movies that he scored. He has also composed theme music for four Olympic Games, *NBC Nightly News*, the inauguration of Barack Obama, and numerous television series.

Movie Scores by John Williams

(How many of these movies have you seen? ____)

All 6 <i>Star Wars</i> films	<i>Superman</i>
All the <i>Harry Potter</i> films	<i>Jaws</i>
<i>Born on the 4th of July</i>	<i>Home Alone</i>
All the <i>Indiana Jones</i> films	<i>Shindler's List</i>
<i>Raiders of the Lost Ark</i>	<i>Jurassic Park</i>



An Oscar statue, the award given for best picture

Williams served as principal conductor of the famous Boston Pops Orchestra from 1980 to 1993 and is now the orchestra's **laureate** conductor. He has won five Academy Awards, four Golden Globes, seven BAFTA Awards and twenty-one Grammy Awards, marks of his great achievement. He's truly an award-winning composer.

What is the story of the movie? It is the first *Indiana Jones* movie; it pits Indiana Jones against the German **Nazis**, who search for the Ark of the Covenant, because Adolf Hitler (their leader) believes it will make their army unbeatable. The movie became the top film of 1981 and is one of the most popular films ever made.

In 1936, in the jungles of Peru, **archaeologist** Indiana Jones follows a very detailed map to find the Ark of the Covenant (or golden idol); the **villains** are always trying to steal the map.





Jones braves an ancient temple filled with booby traps (and snakes) to retrieve the golden idol. Upon fleeing the temple, Indiana is confronted by rival archaeologist René Belloq and the indigenous Hovitos Indians. Surrounded and outnumbered, Indiana is forced to surrender the idol to Belloq and escapes

aboard a waiting seaplane. The remainder of the film and all *Indiana Jones* films is about the search for the Ark of the Covenant.










What about the music? The soundtrack from the movie features the well-known *Raider's March* theme which was to symbolize Indiana Jones. Steven Spielberg (the film director) liked it so much that it was used in the following three Indiana Jones films. Another theme in *Raiders March* is very **eerie** and seems full of gloom and doom; it stands for the Ark of the Covenant. There is also a romantic melody that stands for Marion, who was Indiana Jones' girl friend.

Who was Adolf Hitler, and what war did he cause (look in Social Studies textbook)? _____

Why did Hitler and the **Nazis** want to have the golden idol? _____

What tool did Indiana Jones use to find the golden idol? _____

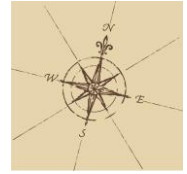
What comes to your mind when you hear the *Raider's March* theme? _____

<p>00:09 Theme A</p> 	<p>00:26 Theme A repeats</p>  <p>fff mp</p>	<p>00:39 Theme B – more melodic and softer</p> 	<p>01:01 repeats and louder</p> <p>Full Orchestra</p> 
<p>boom ta da dah rhythm →</p>			
<p>01:38 Transition (rhythmic, short clips of Theme A)</p>  <p>f ff</p> 	<p>02:14 Theme A returns in a new key – full orchestra</p> 	<p>02:59 Coda -- variation of Theme B</p>  <p>f fff</p> 	

NOW IT IS YOUR TURN TO MAKE A TREASURE MAP!

Make a map of where you have been or would like to go or an imaginary place.

Start by making a plan! Think about where you have been or a place you would like to go or an imaginary place about which you dream:



- 1) Construct a map to show someone how to get there, using directional signs (**longitude** and **latitude**) and a **compass rose**.
- 2) Mark everything that is important along the route, such as mountains, trees, rivers, cities, towns, gas stations, special rocks and perhaps an 'X' to mark the **destination**.
- 3) Make the map three dimensional (or 3-D) by creating trees and mountains out of construction paper and add other small objects for interest.
- 4) Decide what important locations should be labeled, either with a name, or if it has no name, then call it Point A or Point B. That way the person following the map has some indicators of where they might be when they see signs along the route.
- 5) Be sure to make a scale for the map to indicate how many feet to the inch so that you can tell how far away it is from one object to another. If you are making a big map, you might use a larger piece of paper (or 2 pages taped together).
- 6) Indicate the route that the journey will take from one labeled point to another. This is important so that the person taking the journey will not wander without direction.

Write about your map to help the person (maybe you) know what will happen.

First, describe where you are going and what kind of territory you will be visiting, for example, whether you will be in the mountains or in a tropical area. Write about what this might look like and what you might see.

Next, give directions on how to follow the route that you have drawn, for instance, "turn right at the stop sign or the third tree."



Then, tell the person about what they should take on this journey and what they will need. For instance, they will need bug spray in the tropics and a sweater in the mountains.

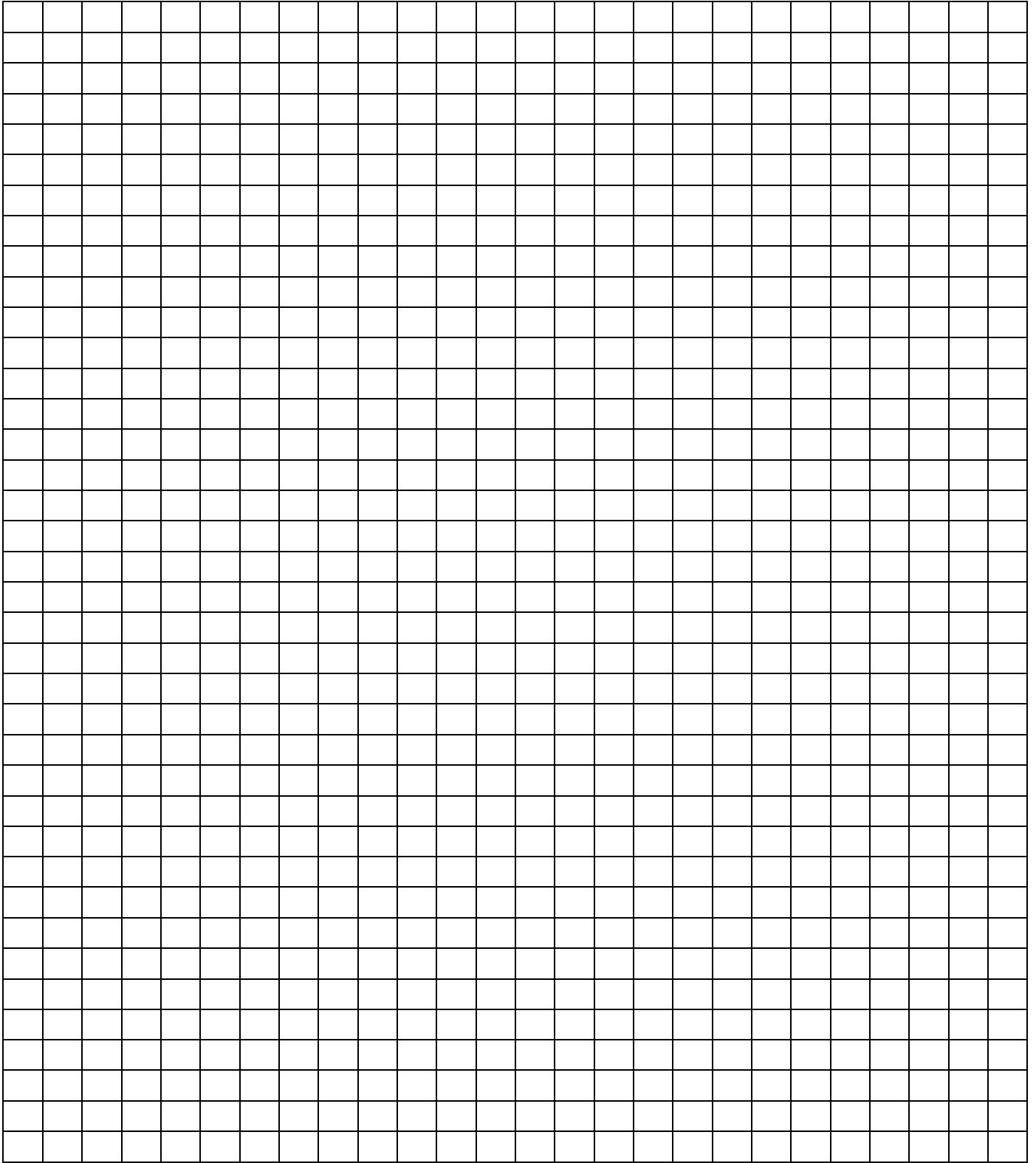
Finally, describe what is to be expected at the destination. Will it be a grand feast given by a small village, a wonderful view at the top of a mountain, a beautiful photograph of an elephant in Africa or a buried treasure in a jungle forest? Each of these will be very different, and the traveler might like to know what to expect.

NOW YOU ARE READY TO MAKE A MAP: (like Captain James Cook)

- 1) List all the places where you want to go based on what you wrote.
- 2) Make a plan of the order to do things.
- 3) Take a piece of paper (maybe on the grid on the next page) and draw a rough draft, labeling where places might be. Do it in pencil so you can erase it and make changes.
- 4) Finally, take the paper you intend to work on and have fun!

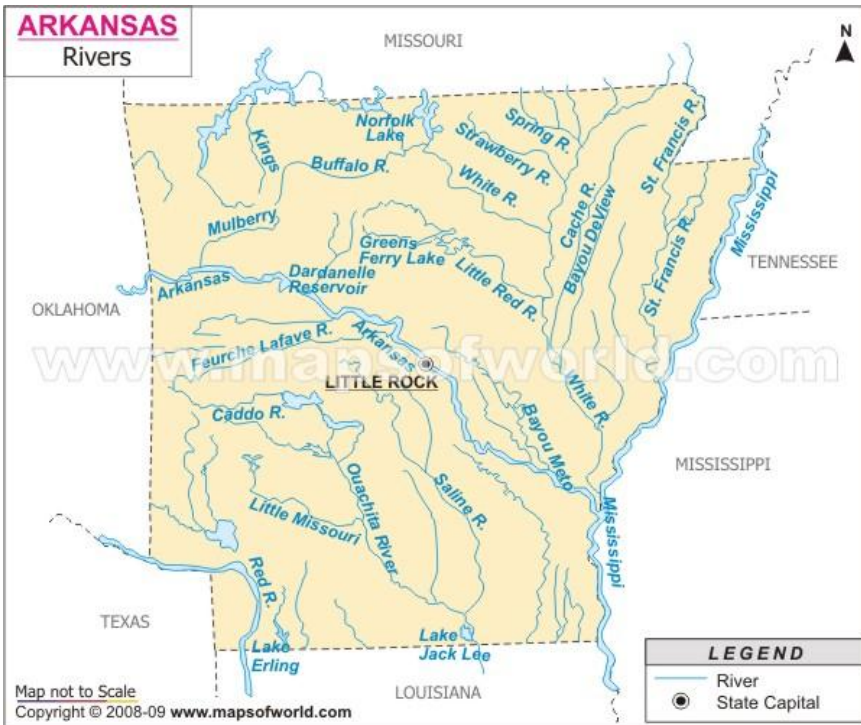


Where did Captain Cook explore?



There are 26 squares across this grid. How many miles would that be if one square represents: a) $\frac{1}{2}$ mile? _____ b) 2 miles? _____

ROLLING ON THE RIVERS!



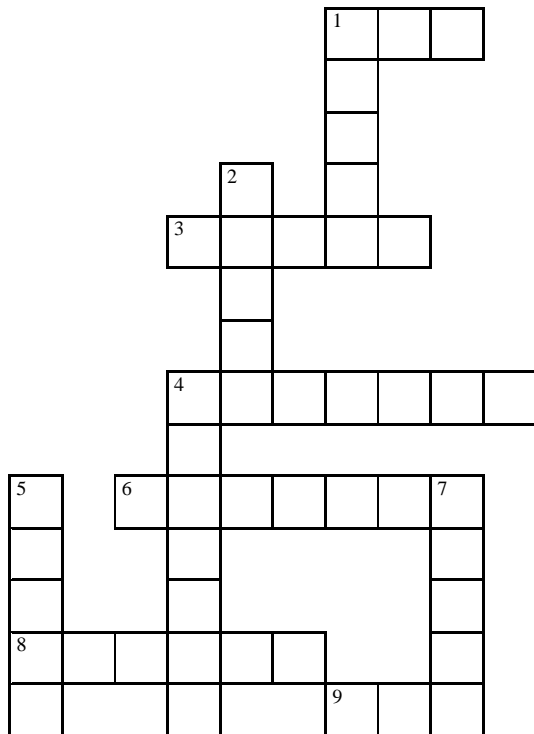
What rivers or lakes have you visited in Arkansas? _____

What rivers or lakes would you like to visit? _____

What other stream, river, lake or ocean have you visited? _____

Describe, using adjectives, what the best river looked like? _____

WORDS ABOUT WATERWAYS



ACROSS

- 1 A barrier to obstruct the flow of water, built across a stream or river
- 3 An artificial waterway for **navigation**
- 4 Water or air moving in a certain direction
- 6 A bar of sand formed in a river or sea by the action of tides or currents
- 8 A small body of water running into a river
- 9 The bottom of a river, stream, lake or ocean

DOWN

- 1 A nearly flat plain between two branches of a river coming together
- 2 An arm or outlet of a lake or river
- 4 The deeper part of a waterway
- 5 A tract of low, wet, spongy, swampy land
- 7 A part of a river where the current runs very swiftly

Wordbank: bayou, bed, canal, channel, current, dam, delta, marsh, rapids, sandbar, stream



Bedřich Smetana
THE MOLDAU (Vltava) from "My Fatherland"
("Ma Vlast")

Who wrote the Music? Bedřich Smetana (1824-1884) was one of the first nationalistic composers, someone who writes music especially for his country, Bohemia (today, The Czech Republic).

Smetana took violin lessons from his father, but he didn't practice much; instead he went to concerts and wrote music for his friends. He later tried becoming a concert pianist and then worked as a piano teacher. But life was hard for him:

- he lost two of his daughters and his wife to illness (tuberculosis and scarlet fever),
- the harsh ruler crushed the Czech national movement for self-rule, his work was not well received in the city of Prague (so he moved to Sweden), he gradually lost his hearing, and his health began to get worse.

Determined, he continued to compose, and some of his most significant works, including *The Moldau* (mold-ow), were composed as he was going deaf. Though Smetana was proud of his Czech heritage, he spoke German and never learned the Czech language very well, a problem for his career as a nationalistic composer. Unfortunately, it kept him from getting a job as leader of Prague's major music institute.



A depiction of the barricades on the Charles Bridge, Prague, 1848. Smetana was briefly a participant in the uprising.

Why was the music written? *The Moldau* (Vltava) is the most popular of Smetana's collection of six *symphonic poems*, called *MA VLAST* (or *My Country*). Vltava is the river which flows through Prague, a city in the Czech Republic; but Smetana calls it *The Moldau*, its German name, because he himself was a German-speaking Czech. The picture at left was a people's revolution against the harsh ruler's army on the famous Charles Bridge that crosses the Moldau River.

What About the Music? A *symphonic poem* is a piece of music written for the orchestra and intended to inspire the listener to imagine scenes or images. Each

of Smetana's poems depicts some aspect of the countryside, history or legends of Bohemia. During his illness, Smetana walked along the shores of the Moldau which inspired him to write or compose a "picture" of it in his symphonic series.

Many composers write music to paint a picture or tell a story. The music is called **programmatic** because the composer uses unique themes and the sounds of different instruments to create what's in the composer's mind. While Smetana did not use Czech folk music as themes, he was certainly influenced by the sound of his homeland's music.

What about the music? The composition describes the course of the Moldau River from its beginning to end. Listen carefully so that you can pick out each new part -

- 00:00 Two Springs **First**, two small springs join to become a stream (flutes).
- 01:06 The River The streams unify into a single current (main theme in the strings).
- 01:58 Forest Hunt The course of the river winds through woods and meadows, (horns and trumpets with strings), and
- 04:19 Peasant Wedding: through landscapes where the wedding of a poor farmer (peasant) is celebrated (strings),
- 06:00 Moonlight Nymphs: There is a round dance of the mermaids in the night's moonshine (high strings).
- 08:53 The Rapids: **Next**, the river swirls (09:23) into the rapids where the music becomes (09:52) wild and fast (main theme with louder strings, brass and percussion).
- 11:11 The River at its Widest: **Then** the river widens, flows more vigorously toward Prague, by an ancient castle (river theme with brasses and woodwinds).
- 12:36 The River Disappears: **Finally**, vanishing into the distance, ending at the **Elbe River** in Germany (music becomes softer and softer).

What difficulties did Smetana have in his life? _____

What did Smetana do that shows that he overcame some of these difficulties? _____

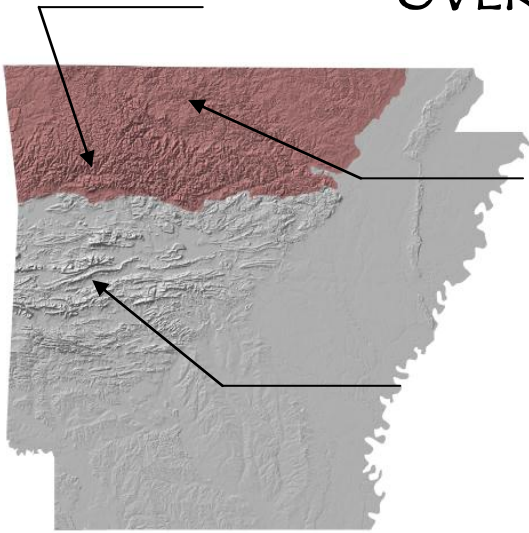
What do you know about rivers in Arkansas?

Find a map of the United States that contains rivers (either in your textbook or in the library).

	<u>Arkansas River</u>	<u>Mississippi River</u>
Where this river begin?	_____	_____
Where does the river end?	_____	_____
How long is the river?	_____	_____
Through what states does it flow?	_____	_____
	_____	_____
	_____	_____
	_____	_____
If you sat on the banks of this river, what adjectives would come to your mind?	_____	_____
	_____	_____
	_____	_____

What are some differences in the two rivers? _____

OVER THE MOUNTAINS!



Label the Arkansas Mountain Ranges.
What kinds of rocks are in these mountains?

What other mountain ranges are in the United States? _____

What factors would cause a mountain range to form? _____

What causes earthquakes and volcanoes? _____

Why are caves often found near, around or in volcanic formations? _____

What are the names of some Arkansas caves? _____

What kinds of rocks and minerals are typically found in the mountains and caves of Arkansas?



A cave has served as a home for people in other times. Think about how your home provides protection. From what things might a cave provide protection?

A cave is also a place where you can: _____



Portrait of Mendelssohn by the English [miniaturist](#) James Warren Childe (1778–1862), 1839

Felix Mendelssohn The Hebrides, op. 26 (Fingal's Cave)

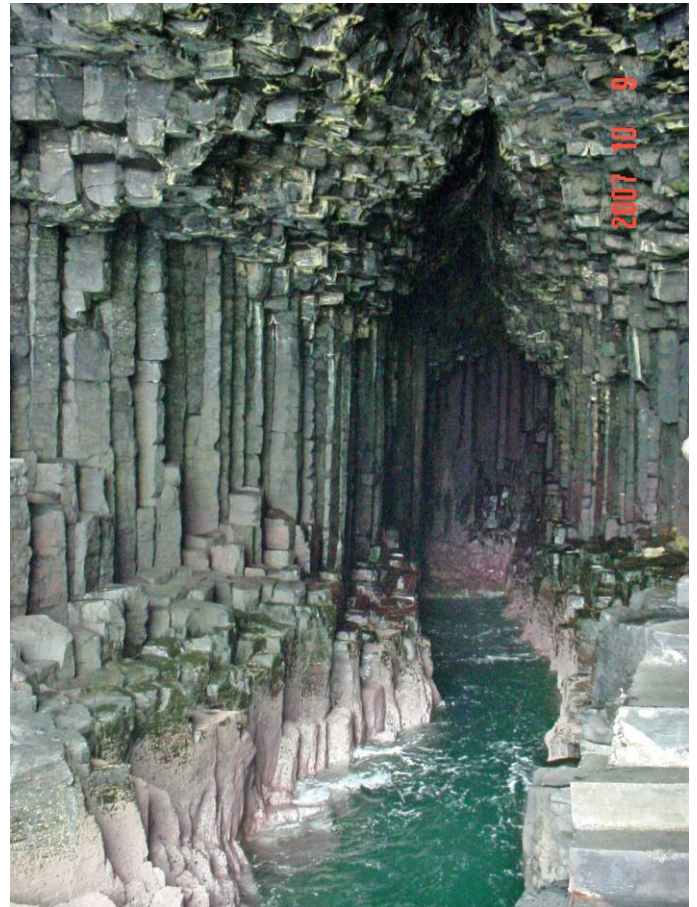
Who wrote the music? Jacob Ludwig Felix Mendelssohn Bartholdy was born in Hamburg, Germany, in 1809, into a wealthy family. Felix was a child **prodigy** who started piano lessons when he was four years old, played the piano in public at age nine, wrote music at age eleven and by age twelve, he had composed about thirty-five pieces. Mendelssohn unfortunately died young at the age of thirty-nine. His many works include symphonies, religious music, operas, piano and **chamber music**.

Why did he write the Hebrides Overture? About the time Felix was twenty, he started on a three-year European journey to perform and conduct his own music. He went to Edinburgh, Scotland, where he heard about Fingal's Cave, located on Staffa Island, one of three Hebrides Islands (**archipelago**) where he sailed and began composing this concert overture.

What is the music about? Mendelssohn was a "Romantic," a part of "The Romantic Era," during the 1800's. A Romantic composer expressed an emotion or feeling in the music or told a story, which is exactly what Mendelssohn did in *The Hebrides Overture*, which is better known as "Fingal's Cave." The music might make you think of waves, seagulls and rocky shores under misty clouds.

As you listen to the opening of this concert overture, remember two things: first, the Hebrides Islands - and Staffa Island in particular - are **barren** and windswept; and second, the boat in which he was sailing was being rolled from side to side, and he was getting violently seasick.

The music starts in a dark tone in low instruments. Next, there is a gentle theme of the tide washing into Fingal's Cave. Soon after, the cellos play a second melody that is warm and pleasant, maybe like blue skies. Then, the tympani signals the beginning of a storm and repeats the dark tone of the beginning. Finally, the brass section announces the end of the storm, the two themes repeat (but differently) and at the end, the music just fades away into the sunset.



How does the music start? _____

What does the first melody sound like to you? _____

How is the second melody different? _____

What about Fingal's Cave?

Fingal's Cave was named after a famous Celtic hero responsible for driving out the enemy. It is on the south side of Staffa Island and is 67 yards deep and 66 yards high. It's **uninhabited**, flat topped, barren, and swept by strong winds most of the year, but it's really **buffeted** by severe storms in the winter. From an airplane, the island looks like the top of a table. There is little **vegetation** on the island.

Lava flows created Staffa Island, but it cooled in a special way; as one layer of lava cooled, another layer was laid on top of it. As each layer was made, it became pressed into a special six-sided shape called a hexagon. These rocks are all around the island, stacked one on top of the other like so many blocks. From a distance it's these blocks of stone that look like poles or **staves**.

The poles are actually extremely hard **basalt** rocks. People coming to the island by boat and seeing the cave's opening straight ahead might think it looks like a monster whale with its mouth wide open! It's through his sketches that we at least have an idea of what Felix saw when he first viewed Fingal's Cave.

Activities

Think about what the inside of Fingal's Cave might be like. Research what kinds of animals might be able to live there and why. What kind of ecosystem might be inside the cave?

What kinds of plants and animals might survive there? _____

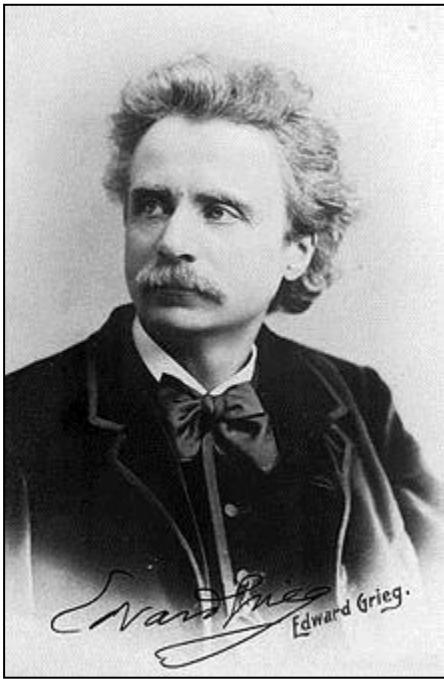
When a volcano erupts, often gases are trapped in the **molten** lava. The trapped gas can explode out the side of a volcano. What might that explosion form? _____

What kind of rock is formed when lava is quickly cooled? _____

What kind of caves are there? 1. _____ 2. _____ 3. _____

Research some caves in the United States. _____

What have caves been used for? _____



Edvard Grieg
In The Hall Of The Mountain King,
from *Peer Gynt, Suite No. 1*

Who wrote the Music? Edvard Grieg was born in Bergen, Norway, in 1843. He began piano lessons with his mother and showed considerable talent at the keyboard. At age 15 he began studying music. He studied four years in Germany and another four years in Norway. He wrote music about his country, using folk tunes of Norway in his pieces; he is therefore considered a national composer. He's been called "Norway's Greatest Composer" because of his intense interest in his country's traditions. His work incorporates

its history, traditions, geography, customs, people, folk dances, peasant songs, village carnivals, fjords, church bells, forests and mountain streams.

Norwegian folklore is full of legends and tall tales. Norway is a very mountainous country with many gloomy forests, moonlit lakes, deep **fjords** (fee ords), snowy peaks and roaring waterfalls, all of which played a role in its folklore.

Trolls are probably the best known Norwegian folk creatures. In general, a troll represents everything that is bad: ugly, slow, small and dim-witted, but also extremely old and strong. They live in gloomy forests, mountains, and other unknown places. They roam mostly in areas of shadows and darkness. Supposedly, any troll who exposes himself to direct sun light will crack and turn to stone. They are known to despise the sound of church bells, and they **harass** billy goats who guard the bridges. A favorite Norwegian child's game is called "Billy Goat Gruff" in which the child (goat) tries to cross an imaginary bridge that's guarded by other children (trolls).



Why was the music written? The famous Norwegian author **Henrik Ibsen** wrote *Peer Gynt*, a story with a very long and complicated plot. Ibsen asked Grieg to write the "incidental" music to the stage production of *Peer Gynt*. He knew that Grieg definitely knew how to tell a story in music! He took the best pieces from this production and put them together in a **suite** (sweet). *In the Hall of the Mountain King* is perhaps the best known of all the concert music from this play. This music describes Peer Gynt's adventure in the underground Kingdom of the Trolls.

The Peer Gynt story (short version): This story is a tale about Peer Gynt who is considered by his mother to be a day-dreamer with a vivid imagination and very lazy. For many reasons, Peer is **banished** to the mountains; as he wanders, he hits his head on a rock and is knocked out. While unconscious, he dreams that he meets a young lady **clad** in green. She turns out to be the daughter of the troll mountain king. Together they ride into the mountain hall, and the troll king gives Peer the opportunity to become a troll if Peer would marry the king's daughter. But he must become a troll forever and pass certain tests that the mountain king requires. Peer says "No" to that offer. The king becomes very angry; Peer realizes that he must escape from the mountain hall, or he will die. After many other adventures in far-off places in the world, finally all is well with Peer, and he returns to his village. Then, he wakes from his dream.

What is the music about? This song (yes, it does have words) appears in the 6th scene of the 2nd Act of the stage play. In this scene there is a great crowd of **courtiers**; there were trolls, gnomes and goblins. The Old Man (the king) sits on his throne, with crown and **scepter**, surrounded by his children and relatives. Even though the entire piece lasts only about three minutes, the **motif** (melody) that makes this piece memorable occurs in the first eight seconds! It's the **motif** that is usually used in movie cartoons when a main character is sneaking up on a villain.

Who are the characters in this story? _____

Why would his mother think that he was lazy? _____





Why would he go with the lady in green? _____

What kinds of tests might the mountain king have required him to perform? _____

Would you have wanted to become a troll? _____ Why? _____

RHYTHM OF PEER GYNT MELODY

(Notice that a quarter note lasts twice as long as an eighth note; 4 quarter notes in each measure = 4/4 time)



Claude Debussy *Prelude to the Afternoon of a Faune*

Who Wrote the Music? Claude Debussy was born in 1862 in France into a poor family, and so he had no formal schooling. Because he was talented and smart, adults noticed him. Wealthy families paid for him to have music lessons and study at the Paris

Conservatory, a famous French music school. Although he learned all that they taught him, he rebelled against the traditional way of writing music. Instead, he created new ways of expressing ideas with music. That new type of music was called "Impressionism". It means that the music makes you think of an event or feeling. You may have heard of impressionism in art by famous painters such as Monet and Van Gogh. Claude Debussy made musical impressionism just as famous.

What is the music about? This music is an "impression" or musical picture of a poem. The poem, *The Afternoon of a Faune*, was written about a mythical creature that is half human and half goat. Have you studied any **myths** about these creatures called faunes? Can you imagine what it might look like with the body of a human and the feet of a goat? In the poem, this faune wakes up from a nap in the forest. He is confused because he can't decide if he were just dreaming or if it were real. Has this ever happened to you?

The water from the river made a beautiful sound. This sound of this water is represented in the music by a flute solo. When you listen to this music, try to hear the flute solo. It gives the "impression" of running water in the river. Debussy was **obsessed** by the theme of water; he wrote another famous composition called *La Mer* (in French) or *The Sea*.

What about the flute? The flute is part of the "Woodwind" family because the early flutes were made of wood. In fact, the flute is the earliest known musical instrument and was invented independently in many cultures all around the world, such as China, Germany, India, Spain and Egypt. Naturally, the flutes of these cultures had their own style.



Today, the modern concert flute is made of metal. Beginner flutes are made of nickel, silver or brass which is silver-plated; often the flutes of professional musicians can be solid silver, gold, and sometimes platinum. Unlike other woodwind instruments with reeds, such as the clarinet or oboe, a



flute produces its sound from the flow of air across an opening. Have you ever blown air into a soda or water bottle and made a sound? That is the same way a flute player (or flautist) makes a sound on the flute. It has a high, soft, sweet sound.

Activities

1. Think of the faune—part human, part goat. Can you create an imaginary creature that is part human and part animal? Draw a picture of it in the space below, and then draw a setting in which it would likely live. Give it a name. _____

2. Have you ever had a dream that seemed real? Write a short story about your “real” dream. Or, have you ever had a dream that you knew could not possibly have been real? Write a short story about your “unreal” dream.

4. What is fiction? _____
and non-fiction? _____
Do you think a faune is fiction or non-fiction? _____ Why? _____



THROUGH THE FOREST!

What national forests are in Arkansas? _____

What national parks are in Arkansas? _____

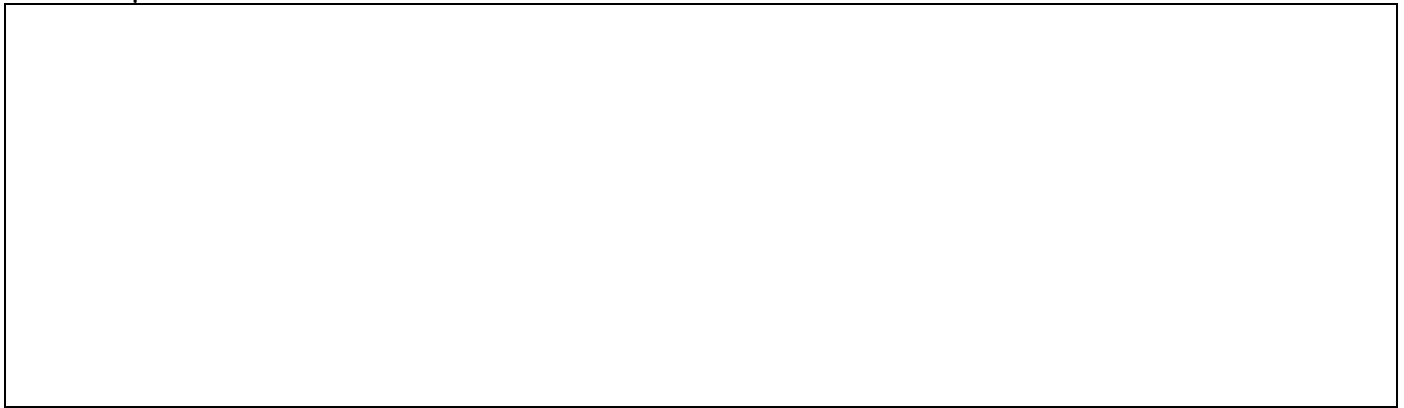
What state parks and forests does Arkansas have? _____

What kinds of forests are there?

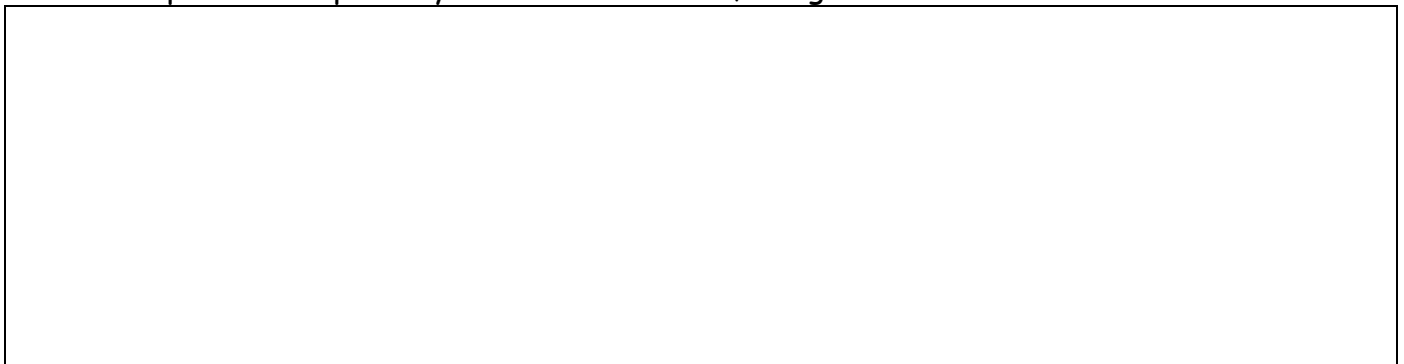
<u>Type of forest</u>	<u>Name a real forest</u>	<u>Where is it located?</u>	<u>Animal inhabitants</u>
-----------------------	---------------------------	-----------------------------	---------------------------

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Draw the food chain of a forest from the smallest plant or animal to the largest. Draw at least 5 parts of the chain.



Draw the process of photosynthesis and label it, using at least 5 words in the Wordbank.

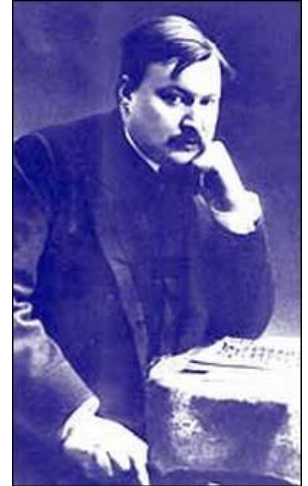


Wordbank: carbon dioxide, sun, light, energy, oxygen, chlorophyll, water, glucose, plant, convert, green pigment, stomata, cells, xylem, leaves, food, roots, sugar, starch

Do plants sleep at night? _____ Why? _____



Alexander Glazunov *The Forest, Fantasy*



Who wrote the music? Alexander Glazunov was an important Russian composer in the late 19th Century. He was born in 1865 and died in 1936. His father was a successful publisher and also played the violin. His mother was a good **amateur** pianist. She had studied with a famous Russian composer, part of a group of Russian composers known as "The Five".

Glazunov began his studies at the age of 15 with Rimsky-Korsakov, another famous member of "The Five." When he was 16 years old, he wrote his first symphony which was a great success. In his twenties, he traveled throughout Europe conducting his own symphonic works. He met the already famous composers Franz Liszt and Robert Wagner whose music he liked; their music had an influence on how he wrote music. Eventually, he developed a style that was all his own.

Glazunov composed symphonies, ballets and concertos for many instruments. He learned to play many of these instruments, including piano, violin, cello, trumpet, trombone, French horn and clarinet. In 1899, he became an instructor in musical composition and orchestration at the St. Petersburg **Conservatory**, a Russian school for music. While he left this position during 1905, which was a year of revolution and unrest in Russia, he was later named head of the Conservatory.

After the Russian Revolution of 1917 (which ultimately led to the establishment of the Soviet Union), Glazunov worked hard to protect his students from government interference in how they composed their music. He finally left the Soviet Union in 1928 because the interference on his work was too great and went to live in Paris. Before he died, he toured all over Europe and the United States.

Why would Glazunov have enjoyed his **working environment** when he was young? _____

Why do you think Glazunov chose to leave his homeland at the peak of his career? _____

What is the music about? *The Forest* is a fantasy. This means it depicts an imaginary story, like a fairy tale. This story takes place in a forest. The listener can imagine forest animals, trees, sun and shadows, and really imagine a story of being in the forest. Glazunov wrote this piece in 1887. It is romantic in tone, but also nationalistic in its hints of Russian folk music.



Morning in the Pine Forest, by Russian landscape painter, Ivan Shishkin, 1889

Imagine that the grass has been removed from this picture? What effect would it have on the forest **ecosystem**? _____

What are three possible reasons that the tree fell? 1) _____
2) _____ 3) _____

What is the food chain in this picture (include items you cannot see)? _____

CELEBRATE! CELEBRATE!

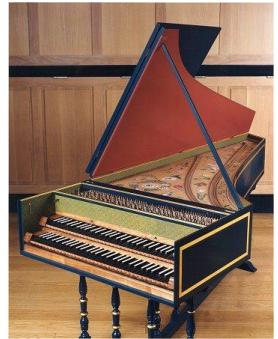
How do we celebrate?

Categories	Celebration	How celebrated?
Patriotic	July 4 Memorial Day Veterans' Day _____	Fireworks display _____ _____ _____
Religious: Christian Jewish Muslim African Other _____	Christmas Easter Yom Kippur Rosh Hashanah EIDS and Ramadan Kwanzaa _____	_____ _____ _____ _____ _____ _____ _____
Family or Personal: _____ _____	_____ _____	_____ _____
Organization: _____ _____	_____ _____	_____ _____
Other: _____ _____	_____ _____	_____ _____

George Friderich Handel

HORNPIPE from "Water Music Suite," Suite No. 2

Who Wrote the Music? George Friderich Handel was born in Halle, Germany, in 1685. His father disliked music of any kind. He wanted George to become a lawyer. George, however, could not stay away from his love of music. He wanted to learn to play the harpsichord which is a very quiet instrument; it preceded today's piano. His aunt had one placed in the family's attic. George would sneak upstairs to play whenever he could. His father never heard him playing the instrument! He became very good and so his father agreed to let him study music.



When he was 18, he took a job as violinist with the Hamburg opera; from then on, he was able to support himself with his playing and his composing. He spent most of his adult life in London and became an English citizen.

Why was the music written? George wrote "Water Music" for the English King, George I. The king was very fond of Handel's music and asked him to write something special for a big party he was going to give on London's **Thames** (tĕms) **River**. Legend has it that it was called *Water Music* because the first time it was played it was on the Thames River. The orchestra was on a barge that followed near the King's boat on the river while the king was entertaining his guests. When the musicians' boat was close to the King's boat, the orchestra played softly; when they were apart they played louder, fast music. The king liked the music so much that he asked for it to be played three times!



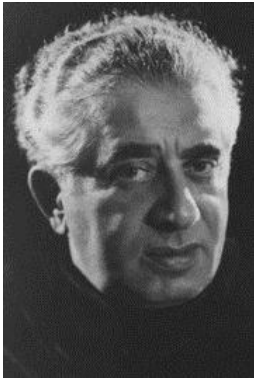
Handel (left) and King George I on the Thames River, July 17, 1717. Painting by Eduoard Jean Conrad Hamman.

What is the music about? *Alla Hornpipe* is the most famous piece from this work. The title means "on the hornpipe" which is an old English folk clarinet. There is also a hornpipe dance that sailors danced on board early English sailing vessels; it's a fast, tricky dance.



Handel is well-known for his composing oratorios which is similar to an opera; there is singing and a storyline, but there is no acting on stage or costumes. Most oratorios are based on religious stories, such as the famous *Messiah*, which tells of the life of Jesus.

Handel was much admired by the people of England because they loved his music. He lived a long life; when he died at age 74, over 3,000 people attended his funeral. He is buried in Westminster Abbey in London where many British royal weddings are conducted.



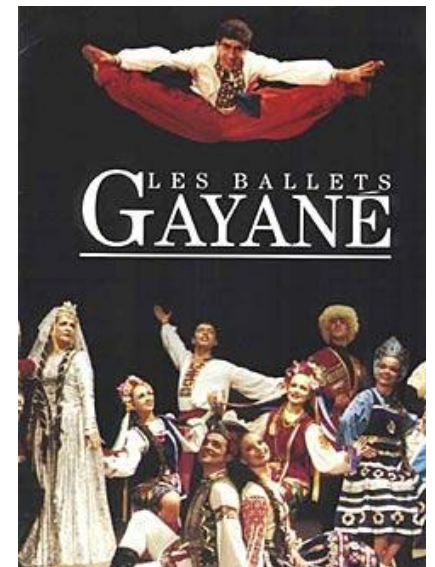
Aram Khachaturian *SABRE DANCE* from "Gayne", Suite I

Who wrote the Music? Aram Khachaturian (caw chaw tour ee ahn) was one of the most popular composers in the Soviet Union (now Russia). He was born in 1903 of Armenian parents in the Republic of Georgia, now an independent country. He was not very interested in music as a young boy. However, that changed after he moved with his family to Moscow. When he was 19, he began his formal training at the Gnessin Institute. He also earned a degree in biology from Moscow State University. He later studied composition at the **Moscow Conservatory**.

Khachaturian wrote many symphonies, concertos and music for movies; he even composed the national hymn of Armenia. The Soviet leaders were very **restrictive** and often told composers how and what to write. After the brutal leader Stalin died, he was among the first musicians to call for more freedom for composers. Khachaturian received many awards during his career. When he died in 1978, he was recognized as a great figure in Russian music.

Khachaturian's Awards
Order of Lenin in 1939
The Stalin Prize
People's Artist of the USSR

What about the music? *The Sabre Dance* (originally called *Dance of the Kurds*), was added to Khachaturian's 1942 ballet *Gayane* (guy ahn) after it was completed, at the request of the Kirov Theater which produced the ballet. The story is about a heroine named *Gayane*, and it is set on a cotton **co-operative farm** in Armenia. *Gayane* is married to a drunk **ne'er do well** named *Giko* (gee ko) who mistreats her. *Giko* is then proven guilty of speaking against the government and is imprisoned. Because he is in prison, *Gayane* could end the marriage. She later marries *Kasakov*, the head of the co-operative. Their wedding provides the happy ending. *The Sabre Dance* reflects the excitement and happiness in this scene.



The composer used the folk material of all the Soviet republics - Armenia, Ukraine, Georgia, Azerbaijan, and Turkmenistan. This is especially true in *The Sabre Dance* where we hear the rhythmic **ostinato** (persistently repeated phrase) known as "Khachaturian's seconds". He said, "These seconds come from the numerous sounds of folk instruments which I heard as a child: sazandartar, qyamancha and drum." *The Sabre Dance* has two themes: the first has a pulsating rhythm, a fast tempo; and the second is a sweet, simple melody to express happiness and patriotism



This is a Qyamancha (Ka man cha) or a spiked fiddle, shaped like a parabola with 4 strings. It is played on the knee with a horse-hair bow which is tightened with the hand while playing.

Find Armenia and the other former Soviet states on a map of the world.



What is the Soviet Union now? _____ What is Communism? _____

Khachaturian composed the Armenian national hymn. What is the United States national hymn (anthem)? _____ Who composed it? _____

Folk dances: In the ballet *Gayane*, the *Sabre Dance* is used at the end of the wedding to celebrate. What dances do we do at weddings? _____

What other national or folk dances are you familiar with? _____

Draw a picture of a sabre.



Timing of work	Theme	Instruments you are hearing (write the name of the instrument next to the instrument)	Write descriptive words for each section (Is it loud or soft? Slow or fast? What else?)
0:00 - 0:46	A		_____
0:47 - 1:17	B		_____
1:18 - 1:33	Transition		_____
1:34 - ending	A		_____



Johann Strauss Sr. *RADETZKY MARCH*

Who wrote the Music? Johann Strauss (the elder) was born in 1804 in Vienna and was the son of an innkeeper. Both parents died when he was young. He was given a toy fiddle and soon became quite good. By age fifteen, he got a job as a violist in a **dance ensemble**. It was the time when waltz-mania was just starting in Vienna; the three-quarter-time music was brought in by riverboats from country inns along the Danube River.

Strauss started composing waltzes and traveled throughout Europe, conducting and composing waltzes. He had eleven children, one of whom is Johann Strauss, Jr., who followed his father's lead and also became an excellent musician and composer of waltzes. But father and son chose opposite sides of the political struggle between Royalists and "**bourgeois**" revolutionaries. Junior separated from his father to set up his own orchestra. Johann Junior made the Viennese waltz even more popular and became known as the "Waltz King".

Johann Senior continued to be successful and was invited to perform for the coronation of Queen Victoria in England in 1838. He died at age 45 from scarlet fever.

Why was the music written? The Radetzky March was written to honor Chancellor Metternich who Johann Senior supported in the revolution and more specifically to honor Field Marshal Radetzky and his victory over the Italians in 1848.

The music has three main parts following an introduction played by the whole orchestra with the brass playing the melody. Many marches have the same structure: 1) an opening fanfare, 2) a main theme with an A and B part, 3) followed by a calm, smooth section called a trio, and 4) then returning to the main themes. When it was first played in front of Austrian officers in attendance, they burst into clapping and stomped their feet when the main section of the music was played. This has remained a tradition in Vienna with audiences familiar with the tradition.

Ask your teacher if you may clap your hands and stomp your feet when this music is played in your classroom. Remember it starts at a certain section, not throughout the whole piece.



Austrian Field Marshal Joseph
Radetzky von Radetz

GLOSSARY

amateur - One who excels at something (pianist, golfer, ice skater) but does not accept money for it.

archaeologist - Scientific study of prehistoric culture by excavation and analysis of the findings.

archipelago - A string of islands in a large body of water.

banish - To send away.

barren - Unproductive, unfruitful, infertile (land).

basalt - Cooled lava.

biomes - A large ecosystem with the same climate and organisms.

bourgeois revolutionaries - Middle-class fighters in an uprising or revolution.

buffeted - To be hit (by the side of the hand) or tossed about (at sea).

chamber music - Music for two or more players, but only one player for instrument or part.

clad - Wore (as in clothing).

compass rose - A circular direction marker on a map.

concertmaster - The leader of an orchestra (usually the first violinist), second to the conductor.

conductor - The director of an orchestra who talks to the players using the motion of a baton.

conservatory - Special school for studying music.

continental divide - The line along the summit of mountains on a continent, causing streams to flow in opposite direction.

co-operative farm - A farm owned by the workers.

courtiers - One living at the court of a king/queen.

dance ensemble - Dancers who perform together.

destination - The place where you are going.

detested - Disliked intensely.

dictator - A ruler with total power over the people.

drainage basin - Entire area drained by a river and all its tributaries.

ecosystems - All living and nonliving things in an area

erie - weird or strange, inspiring fear.

Elbe River - Originating in Czech Republic, flowing through Prague and then Germany to the North Sea.

elevation - The height of the land as measured from sea level.

etiquette - A code of polite conduct.

exiled - Sent away, as in banished from a country.

fjord - A long narrow arm of the sea, usually bordered by steep cliffs.

harass - To disturb repeatedly.

headwater - The beginning of a river.

indigenous - Native to a particular place or region.

jazz - Improvised music with syncopated beats.

latitude - Lines that run east and west on a map.

laureate - Specially recognized for achievement.

longitude - Lines that run north and south on a map.

molten - Made into liquid by heat.

monarchy - A heredity head of state (king or queen).

motif - A subject or theme, to be developed in music.

myth - Traditional story about supernatural events, people or gods to give meaning to the unexplainable.

nationalism - Pride in one's country.

navigation - The science of planning and following a certain route.

Nazis - A WWII German political party that wanted to dominate the world.

ne'er (never) do well - A lazy or idle person.

obsessed - Filled with a persistent feeling or idea.

oppression - Power used in a cruel or unjust way.

ostinato - A often repeated melodic fragment.

pioneer - An early settler of an area.

plains - A large area of flat land.

prodigy - A person with great talents or skills.

programmatic music - Music that has a story.

quest - A search to find something.

quintet - A group of five players or singers.

rebel - To act out against traditional or normal ideas.

restrictive - Kept within limits, as in behavior, choice or quantity of something; sometimes, excessively.

sacred music - Music used in religious services.

scepter - Royal symbol of power. 

score - Written music for players to play.

solo - A musical melody played by one instrument or sung by one person.

stave - A stick, rod, pole, or the like.

suite - a series of short movements, originally dances

terrain - The natural features of a tract of land.

Thames River ("Tems") - English River flowing through London.

tune - Musical notes that make a melody or song.

uninhabited - A place with no one living there.

vegetation - Communities of plants in a region.

villain - A person with bad or evil intentions.

MESSAGE TO PARENTS

The Children's Concert of the Arkansas Symphony was brought to your child's school as part of a program to interest your child in learning about many seemingly unrelated subjects through the arts. While the experience offers wonderful, live and serious music, the program also involves science, language arts, math, geography and art. The idea is to learn in a fun, interesting and engaging way.

The Hot Springs/Hot Springs Symphony Guild has prepared the written materials to support this program and has drawn upon the resources of many experienced volunteers and teachers. The schools are charged \$2 per student. The remaining costs of the program were underwritten by those listed below. They are very interested in your child's achievement and success.

Learning happens everywhere, not just at school! You can support your child by:

- Reading this Journal yourself and discover what (s)he's learning (it's interesting!),
- Talking to your child about what he or she has discovered,
- Encouraging your child to read the books that are suggested at school,
- Playing serious music in your home (find on www.YouTube or order online if necessary), and
- Sharing the music and the stories with the other children in your family.

You can also take your children to concerts in Hot Springs. Many concerts are offered each year in the parks and at Garvan Gardens. Take your family and have a fun time together!

M A N Y T H A N K S T O U N D E R W R I T E R S & V O L U N T E E R S

\$1000 and Over

Altrusa International, HSV Chapter
 Bird & Bear Medical, Inc.
 Entergy
 Jane Howard Foundation (Melanie Masino)
 Hot Springs Area Community Foundation
 Hot Springs Community Band
 Hot Springs Village Community Foundation
 HS/HSV Symphony Guild
 KYE-YAC Endowment
 Morris Foundation (Dorothy Morris)
 Munro Foundation (Don Munro)

Elisabeth Wagner Foundation
 Rotary Club - Hot Springs Village
 Weyerhaeuser Foundation
 Windgate Foundation

\$500 and over

Richard W. Averill Foundation
 First Electric
 Hot Springs Village Players
 Wilbur & Martha Smither

Other Friends

Tom and Jean Bryant
 Ann Caruso

Sunny and Bob Evans
 Lee and Ann Kern
 Wayma Rowe
 Bill and Betty Sample
 Bess Sanders (Gallery Central)
 Stevie Spargo
 Weyerhaeuser Sales
 Wheeler Printing, Inc.
 Ted and Christie Williams
 Robert Zunick (Morgan Stanley)

Concert Committee:

Honorary Chairs: Dorothy Morris
 & Melanie Masino
 Chair: Martha Smither
 Underwriting: Martha Smither & Sheila Ford
 Publicity: Carole McCarthy
 School Liaison: JoAnn Major
 Study Guides: Charlotte Albers, Judy Hood,
 Carol Lanning, Harvey McIntyre, Eileen
 Miller, Maureen Morgan, Martha Smither
 Book Selection: Teri LaBove, Lillie Wallick, &
 Jeanine Williamson

Event Day in Hot Springs: Members of

Altrusa International, Inc.,
 Hot Springs Village Chapter
 HSV Amateur Radio Club
 Hot Springs Village Players
 HS/HSV Symphony Guild
Logistics: Beverly Thompson &
 Ed Simmons
CD Production: Hal Thompson
Cover Design of Teacher Guides
 (on front cover) - Fred Zipkes

Event Day in Little Rock: Members of

Little Rock Symphony Guild
Other Important Supporters:
 Austin Public School District (TX)
 Big Thought - a learning partnership (Dallas)
 Staff, Arkansas Symphony Orchestra, Inc.
 Staff, San Diego Symphony Orchestra
 Hot Springs Intermediate School teachers:
 Becky Counts, Sue DeLeon, Becky Davis,
 Teah Edgin and Carolyn Masopust