

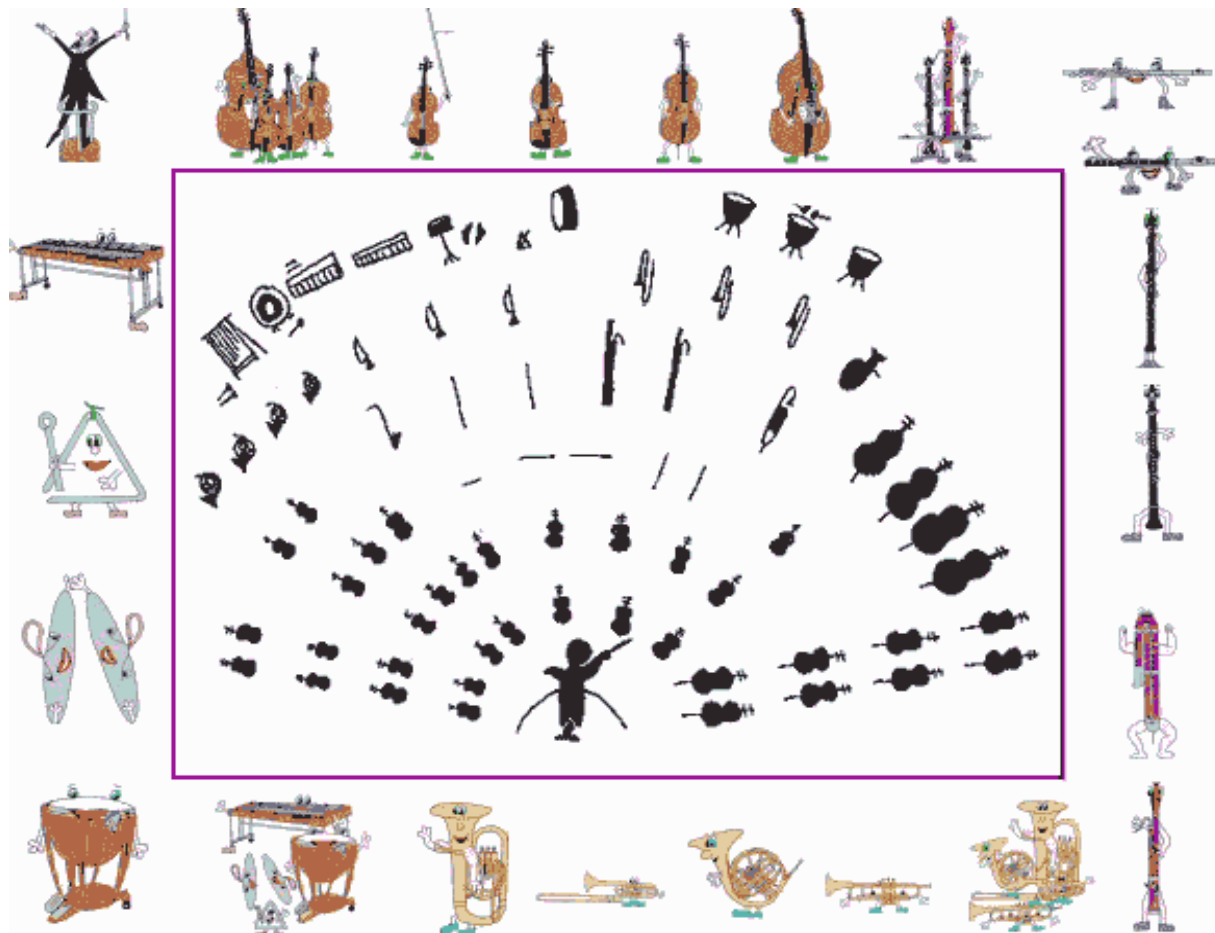


SYMPHONY SAFARI
STUDENT JOURNAL

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 | <p>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?</p> <hr/> | | | | | | Oboe |
| Triangle | | | | | | | Clarinet |
| Cymbals | <p>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?</p> <hr/> | | | | | | 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!

Geoffrey Robson is the Conductor of the Children's Concert, Music Director of the Arkansas **Symphony** Orchestra and the Arkansas Symphony Youth Orchestra. He joined the Arkansas Symphony Orchestra in 2008 as Associate Conductor. During the pandemic, Robson demonstrated his leadership by bringing the ASO to a national audience through virtual performances. This allowed the musicians to remain employed during that very stressful time period.

Maestro Robson was born in Michigan and grew up in upstate New York. He learned to play the violin when he was very young. He graduated with honors from Michigan State University and continued his music studies at Yale University where he earned a Masters Degree in Music.

When Mr. Robson is not practicing or studying music, he likes to be outside, working in the garden, playing sports or exploring a new place. He attends performances of all types of music and shows. He enjoys being with his friends, both in Arkansas and all over the world.

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 who are tourists

What places do they go? _____

How do they get there? _____

Why do they go? _____

Are they pulled or pushed to go? _____

Why? _____

Pioneers

What places do they go? _____

How do they get there? _____

Why do they go? _____

Are they pulled or pushed to go? _____

Why? _____

Explorers

What places do they go? _____

How do they get there? _____

Why do they go? _____

Are they pulled or pushed to go? _____

Why? _____

American Indians

What places do they go? _____

How do they get there? _____

Why do they go? _____

Are they pulled or pushed to go? _____

Why? _____

Hunters/Gatherers

What places do they go? _____

How do they get there? _____

Why do they go? _____

Are they pulled or pushed to go? _____

Why? _____

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? _____

Why? _____

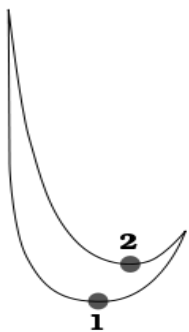
WHAT IS A MUSICAL SAFARI?

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.

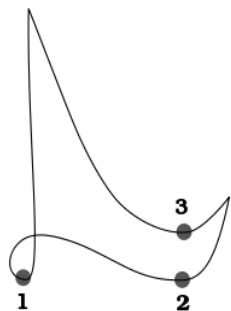
Who will lead us through the musical safari? _____

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 4 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.

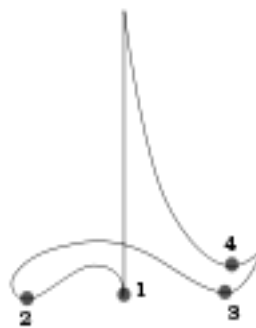
These are the shapes that his right hand makes, defining the number of beats that happen in each different piece. The musicians understand the shape of the direction. Try making those shapes with your right hand and arm.



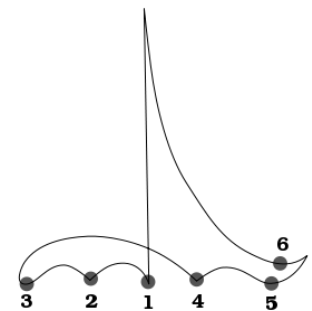
Conducting in 2 beats



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

Flight of the Bumblebee
by Nikolai Rimsky-Korsakov
on page 20

JUNGLES

The Lost World
by John Williams
on page 22



Then what happens?

Alla Horn Pipe (Water Music Suite)
by Fredrich Handel

Page 25

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

Page 26

Finally, how do you finish?

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

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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

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> |

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.

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 and **dictator**) 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.



An Oscar statue, the award given for best picture





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 **quest** (or 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.

Research who was Adolf Hitler and the war he caused. What did you learn? _____

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? _____

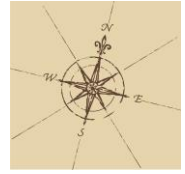
| | | | |
|--|--|--|--|
| <p>00:06 Theme A</p>  | <p>00:21 Theme A repeats</p>  <p><i>fff</i> <i>mp</i></p> | <p>00:36 Theme B – more melodic and softer</p>   | <p>0:51 repeats and louder</p> <p>Full Orchestra</p>  |
| <p>boom ta da dah rhythm →</p> | | | |
| <p>01:07 Transition (rhythmic, short clips of Theme A)</p>  <p><i>f</i> <i>ff</i></p>  | <p>01:15 Theme A returns in a new key – full orchestra</p>  | <p>01:51 Coda -- variation of Theme B</p>  <p><i>f</i> <i>fff</i></p>   | |

Hear a longer version on YouTube.com - Search for *The Raiders Marchk (Original Version - John Williams*

NOW IT IS YOUR TURN TO CREATE YOUR OWN SAFARI!

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.

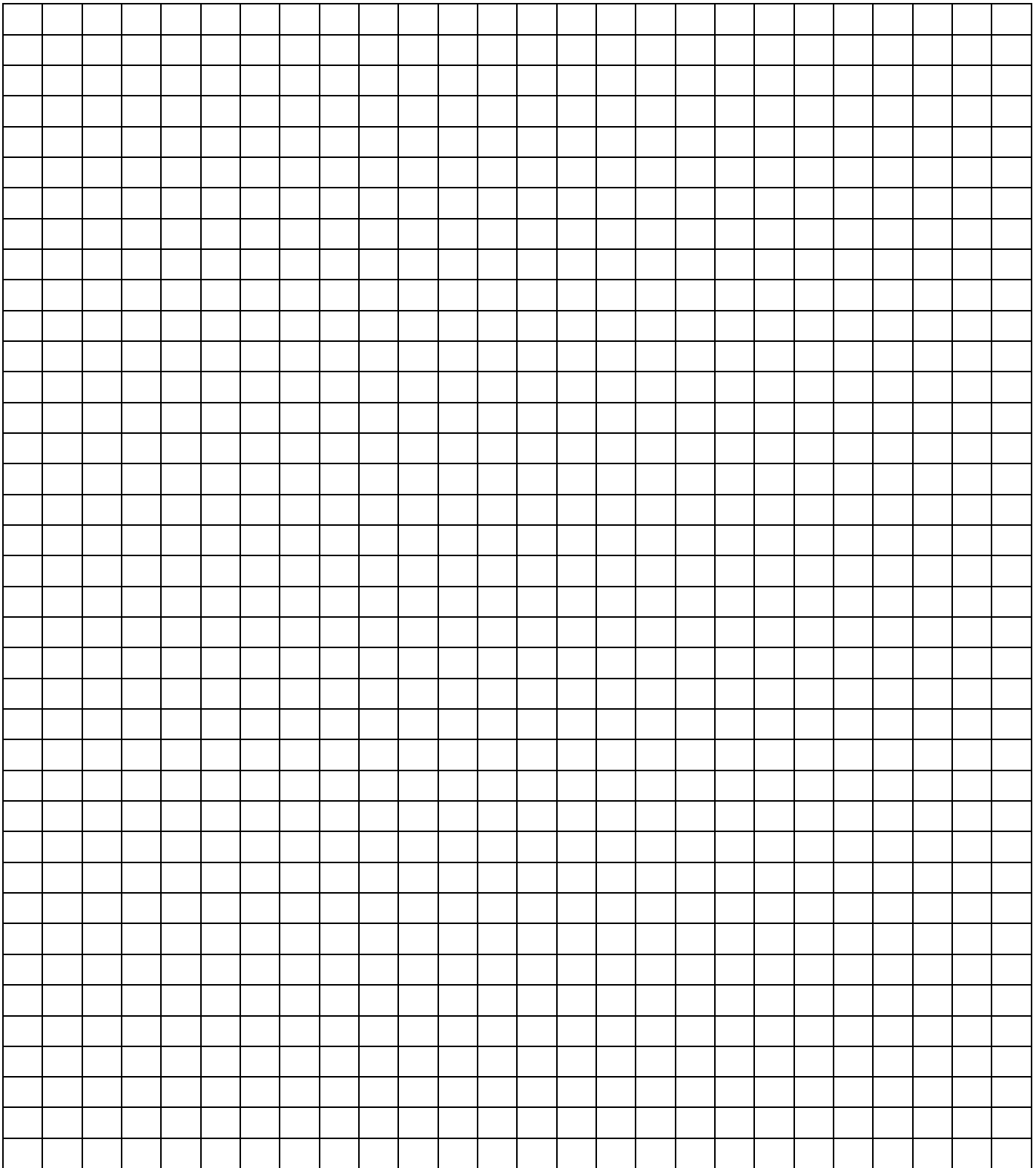
Finally, describe what is to be expected at the destination. Will it be a grand feast given by a small village, a wonderful view at the top of a mountain, a beautiful photograph of an elephant in Africa or a buried treasure in a jungle forest? Each of these will be very different, and the traveler might 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? _____ c) 10 miles? _____

What Do You Know About Rivers?

(Select the best answer from the Wordbank below.)



- The Arkansas River flows all way the from the mountains in _____ to the _____ River. That means it is a _____ of that river.
- Notice the legend on the map. Using a ruler or other measurement tool, estimate the length of the Mississippi River. (_____ miles) Estimate the length of the Arkansas River. (_____ miles) Which river is longer? _____ By how much _____?
- Generally, in which direction does the Mississippi River flow? _____ to _____ In what direction does the Arkansas River flow? _____ to _____ What causes a river to flow a certain direction? _____

- 4, Cities are often located on rivers. What cities are located near the:
- | | | |
|-------------------|-------|-------|
| Arkansas River | _____ | _____ |
| Mississippi River | _____ | _____ |
| Moldau River | _____ | _____ |

What reasons cause cities near rivers to grow? A) _____
 B) _____ C) _____

Why is it sometimes dangerous to build near a river? _____

5. How are rivers different from lakes? Compare and Contrast.
- _____
- _____

Wordbank: trade, Colorado, Memphis, south, tributary, Little Rock, 2,320, north, west, elevation, transportation, east, Mississippi, compass rose, tourism, flooding, Prague, New Orleans, Kansas City, 1,460, Minneapolis, Wichita.



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. He wrote 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).
00:59 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 the city of **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).

Listen on YouTube.com - Search for **Smetana: Vltava (The Moldau)**

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).

Arkansas River

Mississippi River

Where does this river begin?
(headwaters)

Where does the river end?

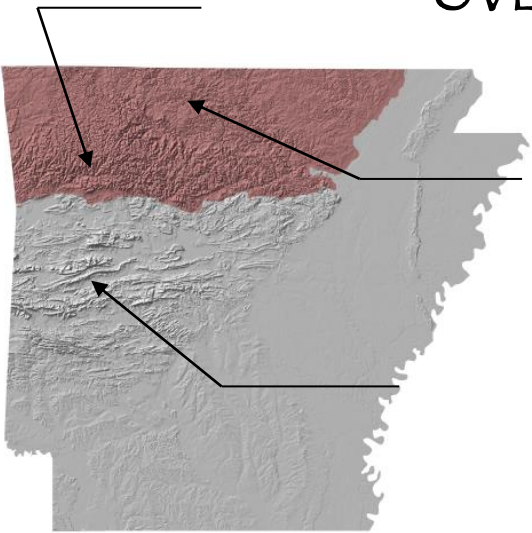
How long is the river?

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? _____

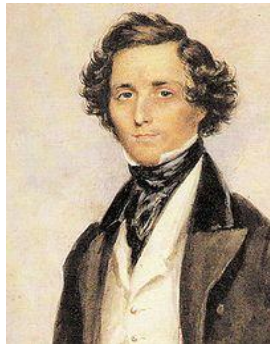
What are the names of some Arkansas caves? _____

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)

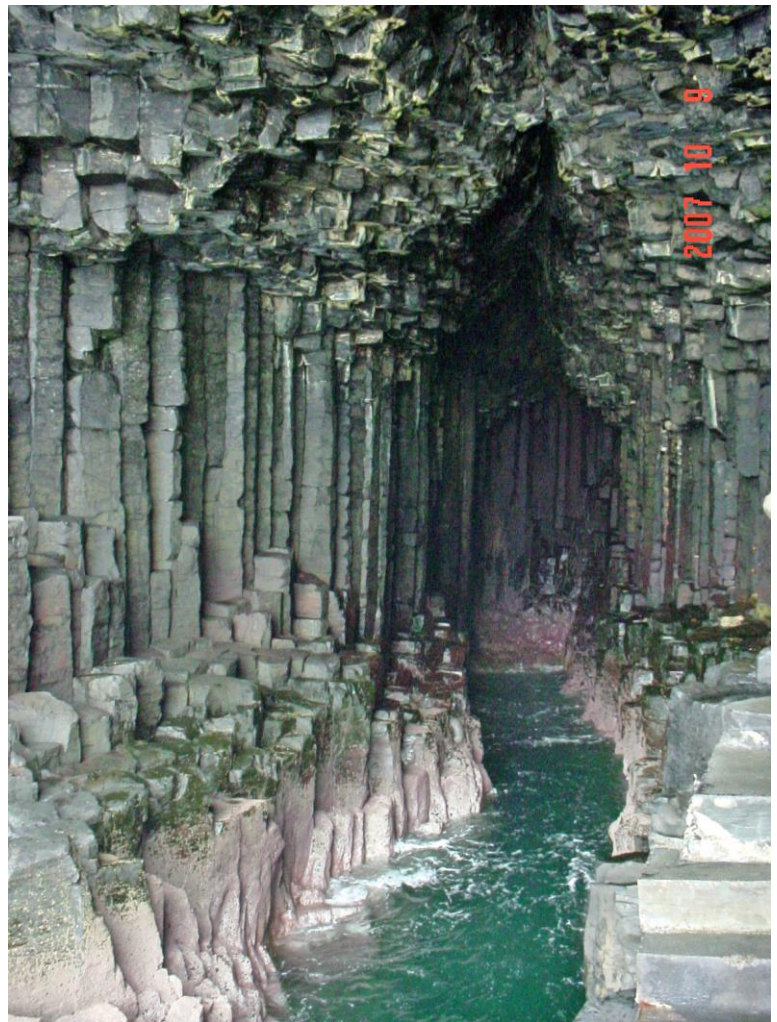
Who wrote the music? Jacob Ludwig Felix Mendelssohn Bartholdy was born in Hamburg, Germany, in 1809, into a wealthy family. Felix was a child **prodigy** who started piano lessons when he was four years old, played the piano in public at age nine, wrote music at age eleven and by age twelve, he had composed about thirty-five pieces. Mendelssohn unfortunately died young at the age of thirty-nine. His many works include symphonies, religious or **sacred 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 Scotland where he heard about Fingal's Cave, located on one of three Hebrides Islands (an **archipelago**). He sailed there, and the trip and the cave inspired him to compose this concert overture.

What is the music about? Mendelssohn was a "Romantic," in the "The Romantic Era," during the 1800's. This label means he expressed an emotion or feeling in the music or told a story, which is exactly what Mendelssohn did in *The Hebrides Overture* ("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, Staffa Island (one of the Hebrides Islands) is **barren** and windswept; and second, the small sail 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. Listen on YouTube.com - Search for [The Hebrides, London Symphony Orchestra](#)

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. It is 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 is through his sketches that we at least have an idea of what Felix saw when he first viewed Fingal's Cave. Where can you find basalt in Arkansas? _____

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? _____

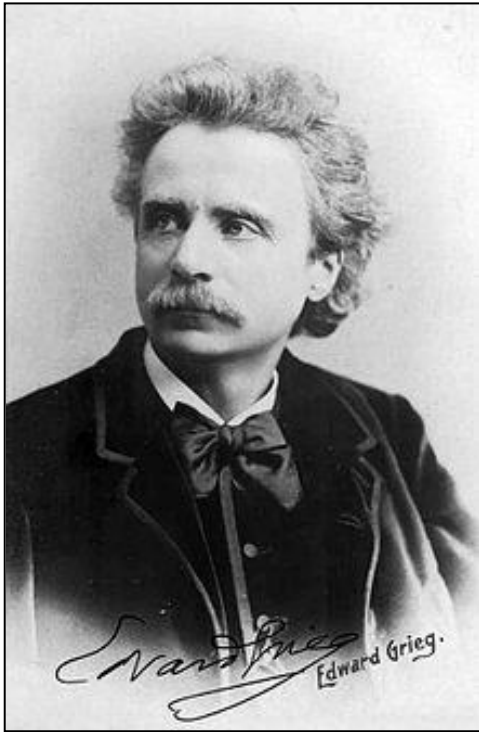
When a volcano erupts, often gases are trapped in the **molten** lava. The trapped gas can explode out the side of a volcano. What might that explosion form? _____

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

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

Name some famous caves in the United States. _____

What have caves been used for over the centuries? _____



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

Who wrote the Music? Edvard Grieg was born in Norway in 1843. He began piano lessons with his mother and showed considerable talent at the keyboard. At age 15 he began studying how to write music (composing) both in Germany and Norway. He wrote music about his country, using folk tunes of Norway in his pieces; he is therefore considered a nationalistic 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 **mythological** 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 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. Name a cartoon villain who sneaks up on another character. _____

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)

| | |
|--|--|
| | |
| | |

Listen on YouTube.com - Search for Grieg, **In the Hall of the Mountain King** - good graphics by DarwinsLilGirl



Nicolai Rimsky-Korsakov *The Flight of the Bumblebee*

Who Wrote the Music? Nikolai Rimsky-Korsakov (nick o lie core sah koff) was Russian, born in St. Petersburg in 1840. He played the piano some when he was young, but much preferred reading. He was also interested in the sea because his family had a long history of naval service. At 12, he joined the Imperial Russian Navy and studied **navigation**, graduating when he was 18. His teachers encouraged him to continue learning the piano to help him overcome his shyness.

He became so talented that he was encouraged to write music and he discovered that he loved it. His life changed as he entered a whole new world for him - a world of music and musicians. He wove many of the Russian folk tunes in his writing and so his music had **exotic** harmonies, melodies and rhythms.

Although he remained in the Navy, he became a Professor of orchestration at the St. Petersburg Conservatory. He taught his classes in uniform because military officers were considered to be always on duty.

He became an important **nationalistic** composer and joined with five other Russian composers who became leaders in popularizing the Russian style of composition. His work influenced composers, including many non-Russians, directly for the next 75 years.

What is the music about? Although Rimsky-Korsakov mostly wrote for the orchestra, he wrote several operas with complicated plots. *The Flight of the Bumblebee* came from the fairy tale *The Tale of Tsar Saltan*. The music describes the activity of the bumblebee.

Listen on YouTube.com - search for **Flight of the Bumblee**, London Philharmonic Orchestra



The Plot: A very young prince is being **tormented** by his jealous aunts while the Tsar is away at war. The tsar is told untrue stories by the aunts so he **banishes** his wife and son away to a nearby island. When the prince grows up, he rescues a magical swan who protects him. She turns him into a bumblebee so he can secretly visit his father on the ship and then his aunts whom he stings. Then he tells the swan he wants to marry a Princess he had heard about, and the swan magically is transformed into that Princess. On the Tsar's return home, he discovers the truth and seeks his wife and son; the aunts beg forgiveness which the Tsar grants.

What about the music makes you think of a bumblebee? _____

Write a couplet about one of the characters.

What does the bumblebee do for flowers? _____

Why is that process so important? _____

INTO THE JUNGLE

What is the difference between a jungle and a forest?

What national forests are in Arkansas? _____

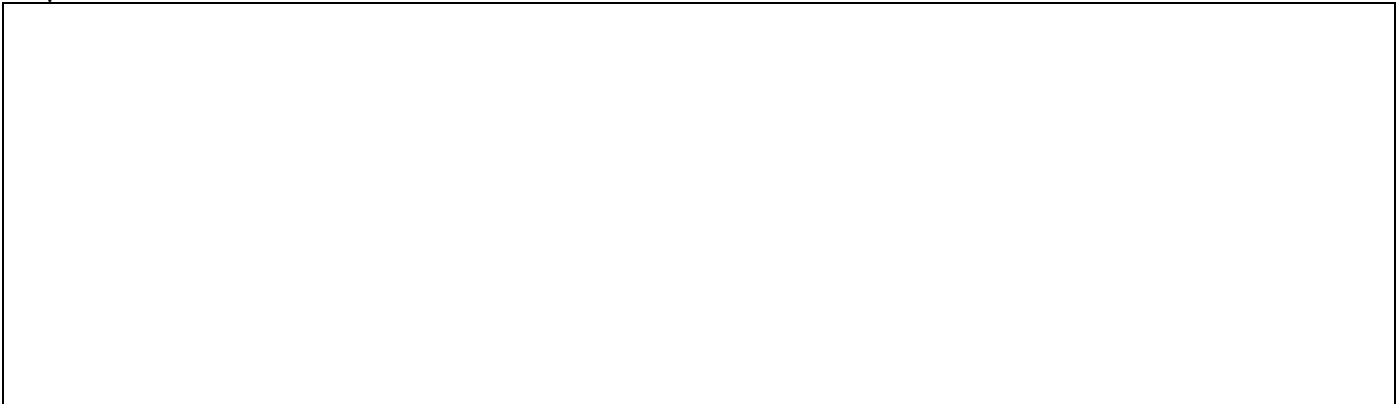
What national parks are in Arkansas? _____

What state parks and forests does Arkansas have? _____

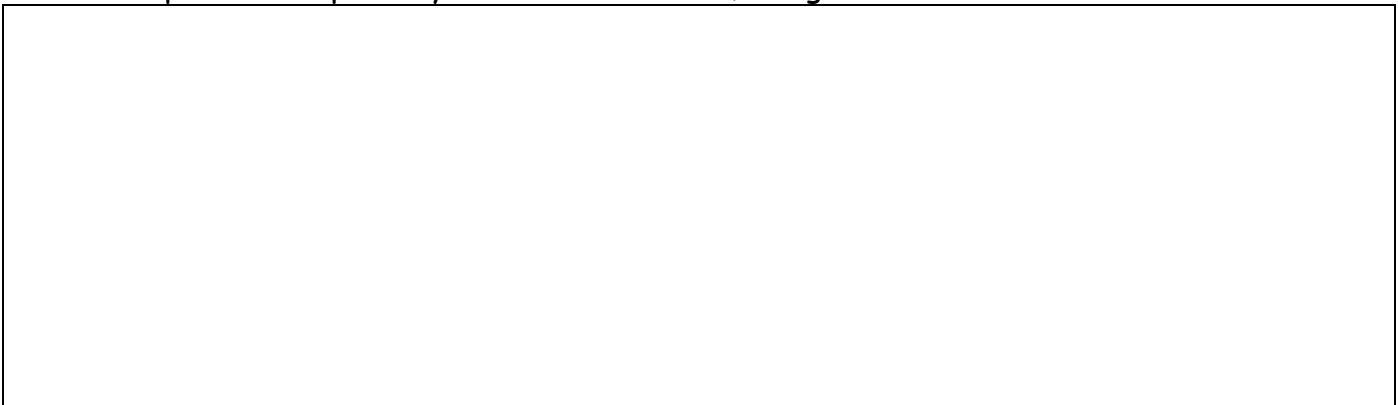
What kinds of forests are there?

| <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 jungle 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? _____

John Williams

The Lost World

Who wrote the music? See information about John Williams on page 8.

What is the music about? The composer wrote the music to dramatize the events and mood of the movie, *The Lost World: Jurassic Park*. The music creates an emotional picture painted by the sounds of the instruments and the different rhythms. The sounds of:

The dinosaurs walking heavily are made by the timpani (at right),
The jungle is described through the rhythms of the horns and cymbals,
Eeriness are made by the woodwind oboes, and
A nervous frenzy is created by the strings and a faster tempo of the music.



The picture painted sets the scene for the impending forces of evil when the 'bad guys' show up. The piece seems dark and mysterious with a pumping, nervous heartbeat. There is a **dissonant** quality creating an undercurrent of something scary or bad about to happen.

Underlying heavy drums bring a **primal** spirit to the music and the movie. The movie is about survival and the competition of animals - and who can come out on top, using their wits.

Listen on YouTube.com - search for [The Lost World, Main Theme](#).

What is the story of the movie? There were three books (**trilogy**) in the *Jurassic Park* series. In the first book, a strange, small lizard-like creature (with three toes - a *Procompsognathus*)



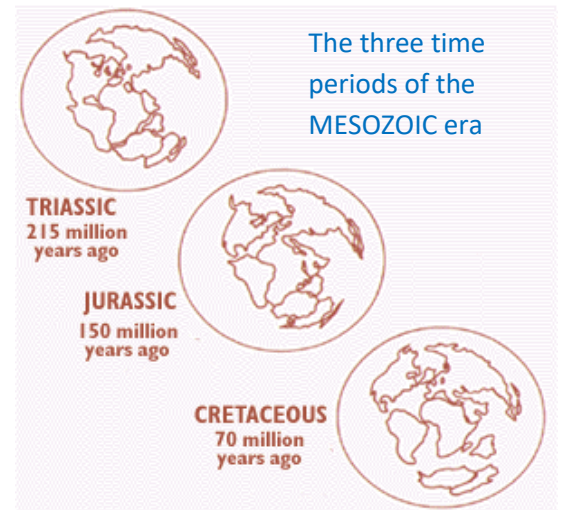
is discovered and scientists attempt to breed them using **DNA** samples on a small island off Costa Rica (above) for the purpose of creating a natural park to showcase the



animals. The attempt is not successful because many people fight over the management of and rights to the animals and the characters learn that it is unwise to fool with the destiny of nature. The fictional Costa Rican Air Force destroys the island.

Four years later in the second book, the main character scientist discovers that the animals made it to a nearby island and are surviving very well. He tries to showcase the animals in their "natural" setting to the world before the 'bad guys' take advantage of them in a "dino theme park" in San Diego.

When the Mesozoic era ("Middle Life") began about 215 million years ago, all land masses were still joined together in one great landmass, called Pangaea ("All Earth"). During the Jurassic period in the middle of the Mesozoic era, the Pangaea broke into a southern and northern landmass divided by ocean. Dinosaurs ruled the land and skies and great coniferous forests covered large areas. At the end of the Cretaceous period, dinosaurs disappeared and were replaced by the first modern mammals.



What earth structures were formed when Pangaea broke apart?

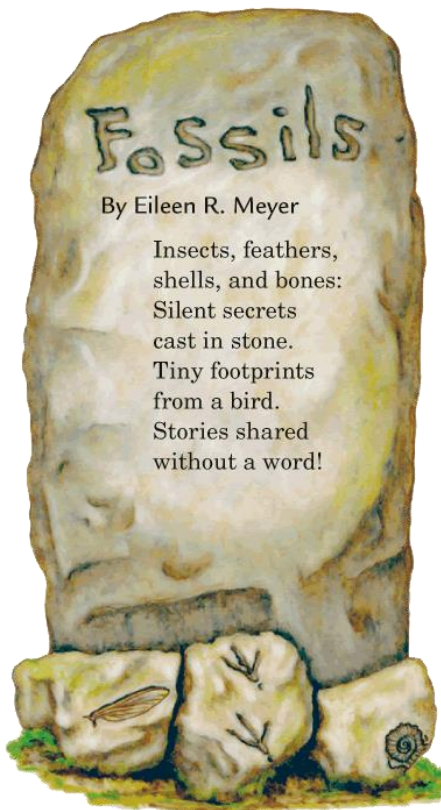
In what areas of the world did the dinosaurs live? _____

Think about a fictional world in which the Jurassic Park dinosaur might be able to live. What elements of an **ecosystem** do you think are the most important? _____

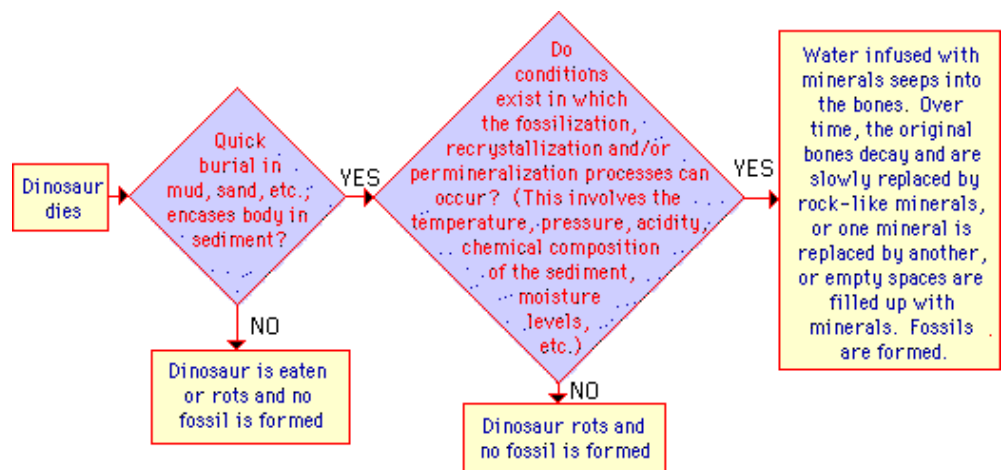
Why might the dinosaurs have disappeared? _____

What kinds of islands are there and which kind might these dinosaurs have be on?

How are islands formed?



We know about past organisms through **fossils** that have been created through enormous pressure when earth masses broke apart or moved. Research on the internet what fossils are and particularly whether there are fossils in Arkansas. What kinds did you find?



CELEBRATE! CELEBRATE!

How do we celebrate?

| Categories | Celebration Event | How celebrated? | Music? |
|-------------------------|--|--|--|
| Patriotic | July 4 Memorial Day Veterans' Day _____ | Fireworks display _____ _____ _____ | National Anthem _____ _____ _____ |
| Religious: Christian | Christmas | _____ | Carols _____ |
| | Easter | _____ | _____ |
| Jewish | Yom Kippur | _____ | _____ |
| | Rosh Hashanah | _____ | _____ |
| Muslim | EIDS and Ramadan | _____ | _____ |
| African | 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. George loved music so much that his aunt had a piano placed in the family's attic. George would sneak upstairs to play whenever he could. He became very good so his father agreed to let him study music.

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**.



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

Why do you think that this music was called Water Music?

Where would the musicians have been playing so the King could hear them? _____

Listen on YouTube - search [Alla Hornpipe](#)

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.



There are four sections to this short piece and most are very similar to each other. Only the third section is very different because it is in a minor key and has a different rhythm.

| 00:00 – 01:03 | 01:04 – 2:05 | 02:05 – 03:01 | 03:02 - end |
|---------------------------------------|---|--|---------------------------------------|
| "A" melodic theme (major): | "A" melodic theme (major) is repeated: | "B" rhythmic theme (minor mode) | "A" melodic theme (major) |
| Introduced by all strings | Introduced by all strings | Theme is played in cello with a repeating bouncy rhythm: | Introduced by all strings |
| Repeated by woodwinds and then horns. | Repeated by woodwinds and then horns. | | Repeated by woodwinds and then horns. |
| Final statement is by all instruments | Final statement is by all instruments | | Final statement is by all instruments |

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

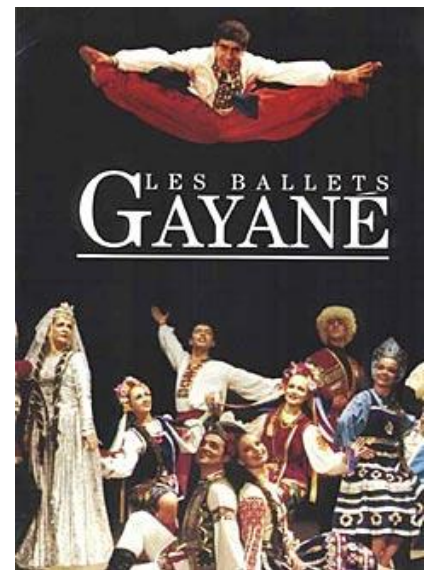
studied composition at the Moscow **Conservatory**.

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.

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. Listen on YouTube - search [Sabre Dance, Khachaturian, Berliner Philharmoniker](#).

Khachaturian's Awards

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



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 instrument's name next to it) | 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 (or 3/4) 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 (in 4/4 time) was written to honor Chancellor Metternich whom Johann Senior supported in the revolution and, more specifically, to honor Field Marshal Radetzky and his victory over the Italians in 1848.



Austrian Field Marshal Joseph
Radetzky von Radetz

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.

Listen on YouTube:com - Search for [Radetsky March, Vienna Philharmonic](#)

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.

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.

bayou - an area of water in southern U.S. in which the water moves very slowly and is filled with many plants.

bed - the bottom of a sea, lake, river or ocean

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).

canal - An artificial waterway for navigation.

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

channel - a deeper part of a water way, such as a river, or harbor, where ships can go.

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.

coronation

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

current - Water or air moving in a certain direction.

dam - a barrier to obstruct the flow of water, built across a stream or river.

dance ensemble - Dancers who perform together.

deciduous - being a kind of tree or bush whose leaves fall off every year.

delta - A nearly flat plain between two branches of a river coming together.

destination - The place where you are going.

detested - Disliked intensely.

dictator - A ruler with total power over the people.

DNA (deoxyribonucleic acid) - a substance found in the cells of plants and animals that controls or influences the appearance, growth, etc.

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

ecosystems - All living and nonliving things in an area

eerie - 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.

fossil - something (such as a leaf, skeleton, or footprint) that is from a plant or animal which lived in ancient times and that you can see in some rocks.

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.

march - *verb*: to walk with regular steps as a group.
noun: a piece of music with a strong regular beat that is written to be played while people are marching.

marsh - A tract of low, wet spongy, swampy land.

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, for example, on a voyage.

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.

pollen - the very fine, usually yellow, dust that is produced by a plant and that is carried to other plants, usually by wind, insects or birds.

pollination - the process of giving a plant pollen from another plant of the same kind so that seeds will be produced.

primal - very basic and powerful - used especially to describe feelings that are like the feelings or animals and that seem to come from a part of human nature that has existed since ancient times.

prodigy - A person with great talents or skills.

programmatic music - Music that has a story.

pulsating - to make strong and regular beats or sounds

quest - A search to find something.

quintet - A group of five players or singers.

rapids - A part of a river where the current runs very swiftly.

rebel - To act out against traditional or normal ideas.

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

sabre - a long, heavy sword with a curved blade.

sacred music - Music used in religious services.

sandbar - a raised area of sand with a top that is near or just above the surface of the water in an ocean, lake or river.

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.

stream - a small body of water running into a river.

suite - a series of short movements, originally dances

terrain - The natural features of a tract of land.

Thames River ("Tehms") - An English river flowing through London.

tormented - to cause someone or something to feel extreme physical or mental pain or hurt.

tune - Musical notes that make a melody or song.

uninhabited - A place with no human living there.

vegetation - Communities of plants in a region.

villain - A person with bad or evil intentions.

Select words that are similar to each other and could be grouped or categorized together. On the first line, write the name of the category. Share your lists with your classmates.

| | | | |
|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

Decide which words in the glossary are most important. Put a check mark next to them and memorize their meaning. Write sentences using the words. That will help you remember them.

| Word | Sentence |
|-------|----------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Share your important words and your sentences with the class. Think about why you thought a particular word was important to remember and share your reason for your choices.

AFTER THE CONCERT
(What are your thoughts?)

Which piece did you like the best? _____

What about it did you like? _____

Which piece was your least favorite? _____

Why? _____

What was most surprising about the concert? _____

What would you like to tell the Arkansas Symphony Orchestra -

conductor? _____

players? _____

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.

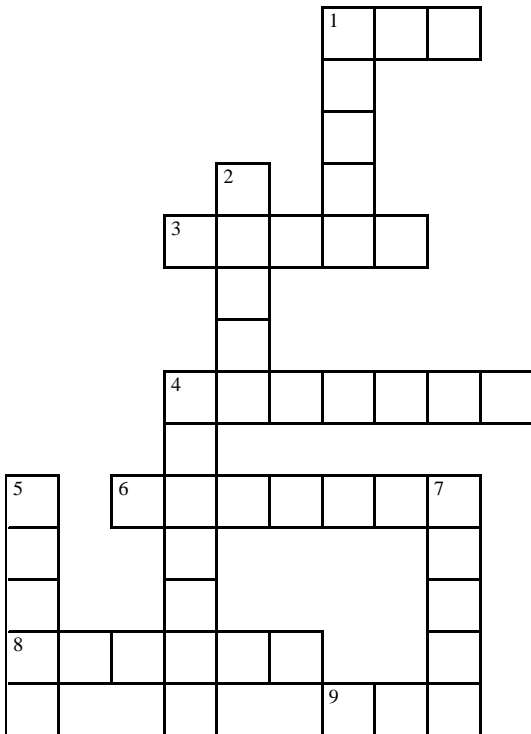
The Hot Springs/Hot Springs Symphony Guild has prepared the written materials to support this program and has drawn upon the resources of many experienced volunteers and teachers. The schools are charged \$5 per student. The remaining costs of the program were underwritten by those listed below. They 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!

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 raised area of sand formed with a top that is near or just above the surface of the water in an ocean, lake or river.
- 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 area of water in southern U.S. in which the water moves very slowly and is filled with many plants.
- 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