

This space is for students to draw their impression of the concert or  
to design a story based on what they have heard.

# STORY-TIME

# STUDENT JOURNAL

THIS BELONGS TO: \_\_\_\_\_ CLASS: \_\_\_\_\_

# PROGRAM – TELLING A STORY

The conductor will demonstrate music telling a story with excerpts from these famous pieces.

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## AUDIENCE ETIQUETTE

The people you will see in this performance are real. They depend on you for their success. Your attention, laughter and applause inspire them to give a good performance. While it is true that a "good" audience cannot turn a poor show into a good one, a rude audience can certainly ruin a good show. Whistling, shouting, squirming and punching your neighbor are definitely "out" as good behavior.



You can tell that the performance is about to begin because the **Concertmaster** comes on stage. The audience sits quietly and watches as the Concertmaster directs the members of the orchestra to **tune** their instruments. When the orchestra is in tune, the Concertmaster will be seated.

You may applaud (clap) when the **Conductor** comes on stage before the concert. The Conductor has worked very hard to get the orchestra to the point of performing by selecting the music, studying the **score** and interpreting it, and rehearsing many hours with the orchestra to produce this concert.

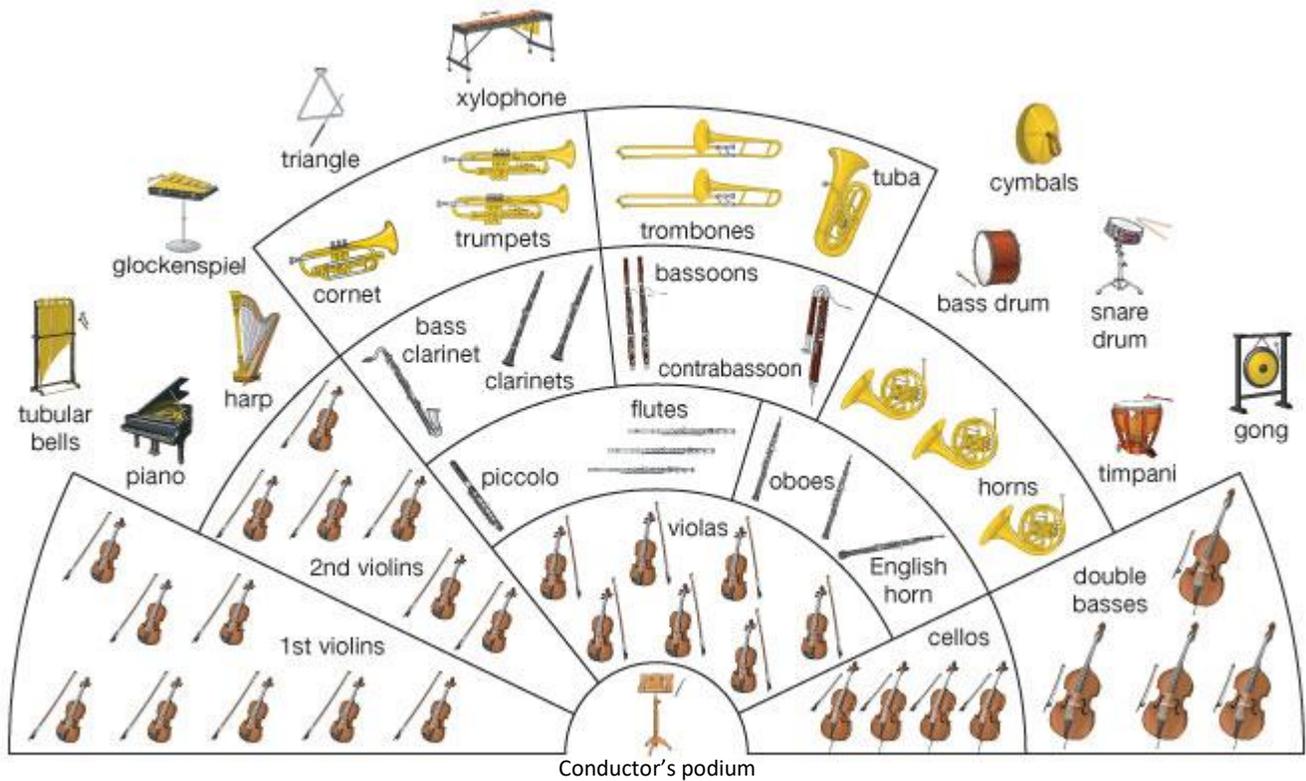
Listening is very important. If you talk to each other during the performance, others near you will not be able to hear and those on stage may lose their concentration. There is no "instant replay" in a live performance. If you don't hear something the first time, there will be no second chance.

Why do you think flash photography is prohibited in concerts? \_\_\_\_\_

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# INSTRUMENTS OF THE ORCHESTRA

Almost all orchestras seat their musicians this way. Sometimes the conductors place the violas where the cellos sit and then the cellos in the viola section.



What is the most important job of the Conductor? \_\_\_\_\_

All the instruments in the orchestra are grouped into four different families and are generally seated so that the audience hears a balanced sound. Not all strings sit near each other, but they are at the front most often. Why would that be? \_\_\_\_\_

The names of the instrument families are below. Write names of the instruments that in these families.

- Woodwinds? \_\_\_\_\_
- Brass? \_\_\_\_\_
- String? \_\_\_\_\_
- Percussion? \_\_\_\_\_

Can you name any instruments that are not pictured here? \_\_\_\_\_

What instrument do you play? \_\_\_\_\_ If you don't, what instrument would you pick and why? \_\_\_\_\_

What does that instrument sound like to you? \_\_\_\_\_

When you play an instrument, what kind of energy do you create? \_\_\_\_\_

See page 31 for Vocabulary about the orchestra and other music terms.



## Telling a Story With Music



Many years ago, when there were no electric devices, computers, television or movies, people entertained themselves by going to see plays on a stage at a theater. They also enjoyed music and dancing, but neither was similar to what we enjoy today. It was simpler because many musical instruments had not been invented. In the time of ancient Greece (8<sup>th</sup> to 6<sup>th</sup> century BCE), plays were spoken or sometimes they were danced and accompanied by a **narrator** and the music was played on a stringed instrument called a lyre.



By the 17<sup>th</sup> century in Europe, going to the theater became very popular, particularly in Italy. Composers became more creative in ways to entertain people. Different forms of story-telling developed in addition to writing plays. Musicians developed new instruments and formed small **ensembles** and orchestras.

**OPERA:** In 1603, the first opera was written and produced in Italy. People really enjoyed this kind of production because it was so much more interesting to watch a play with music. Audiences all over Europe demanded to have operas in their cities. Composers were happy to compose operas because it helped them earn a living. Like movies, operas were all different and reflected the composer's wit and experience. They were:



😊 comedic and funny, ☹️ sad and tragic, 🗡️ about wars and 🌐 set in many countries.

All operas had some things in common: they all told a story, the words were sung, there were stylish sets and costumes, singers sang solos, duets, trios and quartets and very often there was a chorus. Most important was that the audience was entertained much in the fashion of moviegoers today.

**PROGRAM MUSIC:** Composers began an opera with a brief orchestral piece, or overture. Originally, the overture was to quiet the audience at the beginning. Often, the themes of the opera were part of the overture and told the audience what was coming up in the opera.

As time passed, composers realized they could write overtures that told stories without words by using instruments in various ways to stand for a character, plot or setting. All the works on this concert are a form of program music.

**BALLET:** In the 19<sup>th</sup> century, dance became more popular as choreographers wrote specific steps to tell the story. Composers wrote music for the dances, now called classical ballet. The music's mood and tone helped create the setting for the dance. *Romeo and Juliet* was not only a play by William Shakespeare. It became the subject of a ballet by Sergei Prokofiev (sur jay pro koe fee ev), a Russian composer. Search YouTube 'Romeo and Juliet Ballet Profiev, Tamara Rojo and Carlos Acosta' to see *The Dance of the Knights* from Act I - Romeo meets Juliet.



# WRITE YOUR OWN STORY!

(Answering some of the questions may help you decide what your story will be. Then take another piece of paper and write your story.)

**Introduction** (Catch the attention of the reader. How do you start? Is it happy or sad?)

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**Setting** (Where does the story happen? What's the weather?) \_\_\_\_\_

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**Characters** (Who is in your story? What do they look like? How old are they? What are they wearing? What are they feeling?) 1. \_\_\_\_\_

2. \_\_\_\_\_ 3. \_\_\_\_\_

4. \_\_\_\_\_ 5. \_\_\_\_\_

**First Theme** (What happens first? How do you introduce the main character?)

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**Plot** (What happens next? Do other characters appear?)

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**Conflict/Problem** (What's the problem? Do the characters get along? Do they disagree about something? About what do they disagree? Do they like each other?)

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**Climax and Resolution** (How does the conflict get resolved? What happens to the characters?)

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## Wolfgang Amadeus Mozart

### *Overture to The Marriage of Figaro*

**Who wrote the music?** Wolfgang Amadeus Mozart was born in 1756 in the small town of Salzburg, Austria. He was considered a child **prodigy** because he became an exceptional performer on both the violin and piano at an early age.

His violinist father started his lessons when he was four years old, and he soon played as well as his father and his **colleagues**. He composed his first piece at age five and his first symphony when he was eight. His father continued his instruction as Wolfgang and his sister toured Europe, delighting royalty with their musical talent. Mozart's travels exposed him to many fine musicians of the day.

By the time Mozart was a teenager, the young man held a position as a court musician in Salzburg. But he was unhappy because he was feeling limited as a composer, so he moved to Vienna, which was considered the musical capital of the world. There, he fell in love and married Constanze von Weber, and gained success as a freelance composer, piano soloist and teacher. They had six children, of which only two survived infancy.

Ultimately, he wrote over 700 hundred works in every **genre**: symphonies, **concertos**, works for smaller groups of instruments, operas, and music for the church. Many of his pieces are regarded as masterworks for their inventiveness, clarity and mastery of form and style, and in turn became models for later composers. Mozart died at age 35 under mysterious circumstances. He suddenly fell ill while working on his *Requiem*, a mass for the dead commissioned also under mysterious circumstances. The newspaper of the time reported it as poisoning, but today's medical researchers are of the opinion that it was likely an epidemic streptococcal infection.

**What is the Music About?** *The Marriage of Figaro* is an **opera buffa** (comic) in four acts. The Italian **libretto** was written by Lorenzo Da Ponte. The opera premiered in Vienna in 1786 and Mozart himself conducted the first two performances from the keyboard, as was the custom of the time. It recounts "a single day of madness" in the palace of Count Almaviva near Seville, Spain. The opera tells the story of how servants Figaro and Susanna succeed in getting married, ruining the efforts of their employer Count Almaviva to court Susanna. It is a fast-paced comedy of errors, full of humorous misunderstandings, where true love triumphs in the end.



An opera performance usually begins with an **overture**, which sets the stage for the story to unfold. In most cases, the overture is composed last, as it often includes musical themes and **leitmotifs** or a short, recurring musical phrases associated with a particular role. In this case, Mozart famously wrote it only a few hours before the premiere. Also, overtures can become more popular than the opera itself, resulting in them being performed independently. Mozart's overture to *The Marriage of Figaro* does not introduce any musical material that will be sung later although scenes from and the overall pace and atmosphere of the opera can be foreshadowed in the overture.

**Listen at home:** Search - YouTube: <https://www.youtube.com/watch?v=k5OramqHPes>



## Silvestre Revueltas

### *Janitzio*

**Who wrote the music?** Silvestre Revueltas was a Mexican violinist, composer, and conductor. Revueltas was born in Durango in 1899 and lived a short life, passing away at age 40 from pneumonia. Like Mozart, he was a child **prodigy** on the violin, starting lessons at age five and giving his first recital when he was twelve.

He studied both in his native country, at the National Conservatory in Mexico City, and in the United States, in Austin, TX, and at the Chicago College of Music. From 1929 to 1935, he was assistant conductor of the National Symphony Orchestra. Revueltas and his **mentor**, composer Hugo Chávez, worked hard to promote and perform contemporary Mexican music. He became principal **conductor** of a new rival orchestra, the Orquesta Sinfónica Nacional. In 1937, he toured Spain during the Civil War. He returned to Mexico in ill health.

Revueltas was part of a famous family of creative artists; his siblings were painters, actresses, and writers. One of his daughters, became a successful ballet and **flamenco** dancer, while his stepdaughter was an **essayist**. His nephew Román followed his elders' footsteps by becoming a violinist, journalist, painter, and conductor.

Like John Williams after him, Revueltas wrote film music, **chamber** and orchestral works, ballets, and songs. His two best-known works are an arrangement from his film score *La noche de los mayas* ("Night of the **Mayas**") and the orchestral work *Sensemaya*, considered to be his masterpiece. Based on a poem that describes a snake-killing ritual, *Sensemaya* is a rhythmically complex work. It features an amalgam meter, meaning that it is written in 2+2+3, matching the accents of the indigenous words - Mayombe, Mombe, Maybombé. The result is a fierce and savage effect.

**FUN FACT:** Revueltas had a brief **cameo** as a bar piano player in the film *¡Vámonos con Pancho Villa!* (*Let's Go with Pancho Villa*) for which he composed the music. When shooting breaks out in the bar while playing the song *La Cucaracha*, he holds up a sign reading "Please don't shoot the pianist." (*La Cucaracha* is a famous Mexican song about a cockroach! There is also a dance that was choreographed for the song.)

**What is the music about?** *Janitzio* is a **symphonic poem** premiered by the composer in 1936 in Mexico City. The composer said about the poem that "Janitzio is a fishermen's island in filthy Lake Pátzcuaro. Travelers have embellished it with verses and music of the picture-postcard type. Not to be outdone, I too add my grain of sand in an infinite yearning for glory and renown. **Posterity** will undoubtedly reward my contributions to tourism." One wonders if he wrote the work about a filthy lake in protest to the local government for not taking care of it, possibly a little purposeful commentary.



The poem follows a 'fast-slow-radiant' three-part structure:

- I. The lively opening is based on a native **son** called *La Reina de los Huajiniguiles* (*The Queen of the Huajiniguiles*). There are two main theme groups, the first of which is very rhythmic and the second is more compact and lyrical.
- II. The middle section is contrasted by its simplicity, slower tempo, and **3/4 meter**. It features a **lyrical** duet by the clarinet and bassoon over an **ostinato** bass accompaniment.
- III. The concluding section contains a **distortion** typical of his style; an elegant **waltz** interrupted by a clashing brass **arpeggio**.

*Janitzio* was a great success. One critic reported that the audience demanded that the work be repeated. It was likely popular with the audience because it reflected the Mexican mindset at the time: romantic and sweet daydreaming interrupted by the harsh and bitter reality of daily life. It was voted #1 in an audience poll at the end of the orchestra's playing season.

**Listen at home:** Search YouTube: <https://www.youtube.com/watch?v=94nbSd9XXbg>

The clarinet is a member of the woodwind family. It is made up of: a) the mouthpiece, b) three joints (barrel, upper, and lower, each with their own register), and c) the bell. As a result, it has the widest pitch range of the woodwind family. The clarinet needs a reed to produce sound. The reed is a thin strip of dried cane inserted into the mouthpiece. When air is blown through the opening between the reed and the mouthpiece, the reed vibrates and produces the clarinet's sound, which travels through the joints. The tone quality is then improved by the bell before projecting to the listener. Pressing the keys and covering the tone holes produces different pitches.

In *Janitzio*, the clarinet plays a duet with the bassoon which is also featured in *The Sorcerer's Apprentice* and *The Firebird*. See page 14 and page 21 for a description of the modern bassoon and pictures of how bassoons looked as they evolved from early days.



Both the clarinet and the bassoon are members of the Woodwind family of instruments. Why do you think they are called

woodwinds? 1. \_\_\_\_\_  
2. \_\_\_\_\_

How are they similar?  
\_\_\_\_\_  
\_\_\_\_\_

How are they different?  
\_\_\_\_\_  
\_\_\_\_\_

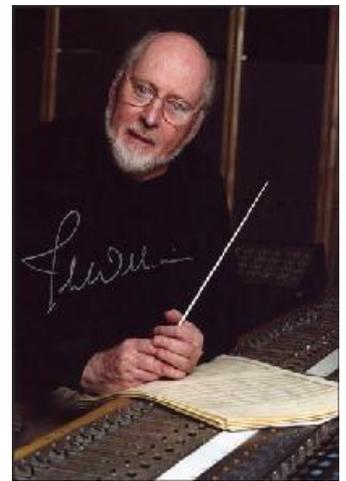


## John Williams – *Harry Potter Symphonic Suite* Arranged by Jerry Brubaker

**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. The group's music became well known because Warner Brothers used its music in the cartoons it made. 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 furthered 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). He was known as "Little Johnny Love" Williams in the early 1950s, and served as arranger and bandleader on a series of popular albums with singer Frankie Laine. Williams married actress Barbara Ruick; they had three children.

Williams has composed much extraordinary music for films, including *Star Wars*, *Superman*, *Born on the Fourth of July*, the first three *Harry Potter* films and all but two of Steven Spielberg's feature films (*Indiana Jones*, *Schindler's List*, and *Jurassic Park*). 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, all marks of his great achievement.



Jerry Brubaker is a native of Pennsylvania and received his education from Eastman School of Music after which he served for 30 years in the United States Navy Band as a French horn soloist and became the Band's Chief **Arranger**. He is well-known for his patriotic compositions, arrangements of popular music and motion picture scores. He has published over 200 works for band, chorus and orchestra.

**What is the story of the movie?** The story is a **fantasy** about the orphan Harry Potter who discovers he is a wizard. He is invited to attend Hogwarts School of Witchcraft and Wizardry to learn the skills to be a success in the world of wizards. He develops two close friendships with Ron Weasley and Hermione Granger; the three have many **escapades**, particularly in a struggle against the evil wizard Lord Voldemort who killed Harry's parents (who were wizards) and who intends to conquer the 'wizarding' world.

**What about the music?** John Williams composed the music to create the setting and make the story come alive. He wrote special **themes** for certain people and events in the movie, for instance there is a theme for when the three students learn how to use a broomstick. These themes may appear once or many times during the movie depending on the story and they relate to the action that's going on.

Taking the music from a full-length movie score and creating an interesting medley of themes takes a great deal of talent. Master arranger Jerry Brubaker has created a marvelous suite (collection) of the best-loved themes that are woven into this full orchestra work. This is not an easy thing to do because, in the movie, the themes are heard in bits and pieces. The arranger has to put the pieces together (like a jigsaw puzzle) so the listener can understand what's being presented. This Suite runs continuously but has seven distinct sections or themes:

**1. Hedwig's Flight.** A lilting theme on celeste (looks like a piano but makes a bell-like sound), joined by woodwind and strings, is used throughout the film whenever someone is travelling and particularly when the owls arrive at Harry's home to invite him to Hogwarts School. (At right is Hedwig with Harry.)



**2. Broomstick Practice.** Three trumpets mock (make fun of) the chums' first efforts, where one of their friends (clumsy Neville Longbottom) ends up dangling from the roof top - the first of his many **mishaps**.

**3. Hogwarts Forever!** This majestic tune stands for the **turreted** school, the moving staircases, and the grand banquet with all the professors and students.

**4. Diagon Alley.** Flutes (below) and percussion (drums and tambourine) portray the hustle and bustle of Diagon Alley, and a quirky violin solo represents the grotesque clerks of Gringotts Bank.



**5. Voldemort.** Horns and bassoons utter a ghastly, terrorizing **motif** whenever evil Voldemort appears.



**6. Want to Play Quidditch?!** A brilliant fanfare-like theme on brass instruments accompanies the **bristling** excitement of the game.

**7. Harry's Parents.** Blossoming from strings to full orchestra, this typical Williams melody is the "big tune" that always reminds Harry of his beloved, deceased parents.

**Listening at Home:** Go to YouTube -- <https://www.youtube.com/watch?v=AaMqnYvzE2Q> to see close-up all the instruments of the orchestra as they play their different melodies and themes.

00:00 pp 16 beats		10 beats		16 beats	16 beats	01:35 16 beats twice	ff	16 beats	
2:15 ff 16 beats	A 	pp 10 beats	B 	mp 16 beats	B 	3:08			
4:10		4:55							
5:56 mp	6:24 mf	6:39 ff	6:56 mp	7:19 ff	7:32 fff				

### Activities

An 'incantation' is the chanting or uttering of words, that supposedly has magical power. A magician will say something like "abracadabra" before his magic trick. Pretend that you are a magician and make up your own incantation that Harry and his friends might use at the School of Hogwarts. \_\_\_\_\_

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Write a limerick about an owl. A limerick is a funny verse with five lines. It usually begins with "There once was \_\_\_" or "There was a \_\_\_." Lines 1, 2 and 5 rhyme and have 8 syllables. Lines 3 and 4 rhyme and have 5 syllables.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_



## Florence Price

### *Andante Moderato* for String Orchestra



**Who wrote the music?** Florence Price was born in Little Rock in 1887 to middle-class mixed-race parents. Her father, Dr. James Smith, was the only African-American dentist in Little Rock, and her mother was a music teacher

who oversaw her early musical training. Like Mozart and Revueltas, she could be considered a prodigy since she gave her first piano performance at age four and had her first composition published at age eleven.

Price was valedictorian of her class at a Catholic convent school and entered the prestigious New England Conservatory of Music at only fourteen years old, where she graduated with honors. She married and returned to Little Rock but could not find work in the, by then, racially segregated town. Following the stock market crash of 1929 and the Great Depression, the Price family joined many other African-American families during the **Great Migration** and moved to Chicago.

In Chicago, Price began a new and fulfilling period in her career, becoming a part of the Chicago Black Renaissance. She studied composition, orchestration, and organ with the leading teachers in the city; she also published piano pieces which were premiered by great artists.

At age 44, Price became a single mother to her two daughters. To make ends meet, she worked as an organist for **silent films** (movies without sound) and composed songs for radio ads under a **pseudonym** (another name). She continued composing and in 1933 was fortunate to have her First Symphony selected to be premiered by the Chicago Symphony, as part of the Chicago World Fair.

Her works were very popular at the time, but following her death in 1953, very little of her music was actively played by major orchestras. However, in 2009, a large collection of her signed manuscripts was found in an abandoned summer house outside Chicago. These include the historical programmatic work *Abraham Lincoln Walks at Midnight*. Since then, there has been a revival of her compositions. In 2022, the Arkansas Symphony Orchestra released a recording of her Piano Concerto.

**What is the music about?** The *Andante Moderato* is different from the other works in *Story-Time* because it is nonprogrammatic music. That means it has no intended association with a story, poem, idea or scene and may be considered 'abstract.' However, this charming and gorgeous work has themes that may be reflective of her life experiences.

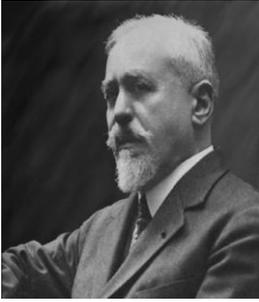
Opening section: Solemn melodies that are reminiscent of African-American spirituals.

Middle section: Spritely and lively, almost dance-like with quirky rhythms and sounds that may have come out of her silent film accompanying.

Closing section: A return to the opening melodies of the first section.

This work was originally the slow movement of her unfinished First String Quartet, written in 1929, the year she moved to Chicago.

Listen at home: <https://www.youtube.com/watch?v=B4hhFWInrpw>



## Paul Dukas *The Sorcerer's Apprentice*

**Who wrote the music?** Paul Dukas (pole do-kah), born in Paris, France in 1865 to a Jewish father and Catholic mother. His father was a gifted composer, music critic and teacher at a major music school in Paris. His mother, who was a fine pianist, died when he was only five years old. He had a very close relationship with his dad and older brother who were both bankers. Paul began to study music when he was very young and as a teenager studied at the Paris music school where he played the timpani. In 1889 when he was 29, he took a break from music to serve in the army but returned to music a year later. He married at age 50 and had one daughter.

**What is the music about?** Written in 1897, it was based on a ballad (or poem), called *Der Zauberlehrling* (dair zow ber lair ling) written in 1797 by the German poet Johann Goethe (yoe hahn gur tah) who based his work on a 2,000 year-old tale by the Greek writer Lucian.

*The Sorcerer's Apprentice* is a story about a boy **apprentice** who is given a job to do by his very skilled teacher (in this case, a sorcerer). The boy decides to use magic to make a broom do the work for him. The magic words work and the broom starts to carry water in a bucket and pour the water into a big tank. The problem is that the boy does not know how to stop the magic so the broom keeps bringing water.



The apprentice chops at the broom to make it stop, but the broom becomes two brooms carrying water. The brooms continue to divide and multiply until the room is full of water, and the boy cannot stop the brooms.

Finally, the master teacher comes back and fixes everything, but the boy is in trouble.

### Excerpt from *Der Zauberlehrling* by Johann Goethe

The old sorcerer has finally gone away!  
And now his spirits shall live by my command.  
His words and deeds I noted, and their use,  
And with strength of will I'll work wonders, too.

And now come, you old broom!  
Take the wretched ragged remains:  
You've been a servant a long time,  
Now fulfill my wish!  
Stand on two legs, on top will be your head.  
Hurry now and go with your water pail.

How the pail swells!  
How every bucket fills with water!  
Stop! Stop! For we have your talent fully measured!  
Ah, I see it! Woe! Woe! I've forgotten the word!

Will the entire house be drowned?  
Over every swell I see more floods of water rushing.  
An atrocious broom who will not listen!  
Staff, which you were, stay still again!

Look, he is cut in two!  
And now I can hope, and I can breathe freely!  
Woe! Woe! Both halves stand quickly on end  
As servants already fully prepared!  
Help me, ah! You almighty forces!

Ah, here comes the master! Sir, my dismay is great!  
Those spirits that I called, I now cannot control.  
"Into the corner, brooms! Brooms! Be as you were.  
For as spirits, you are summoned for his purpose"  
Only by the old master.

**The bassoon:** This instrument is part of the "Woodwind" family because it is made of wood and the mouthpiece that the player uses is made of reeds. Sound is created by the vibrations made when the player blows into the mouthpiece. There are holes along the sides of the bassoon. When the holes are covered and uncovered, different sounds are created.

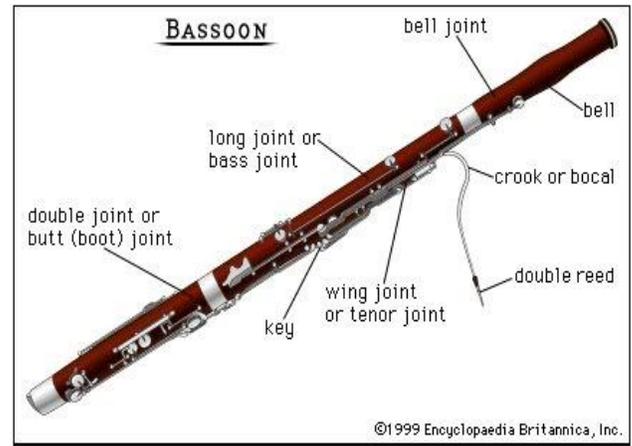
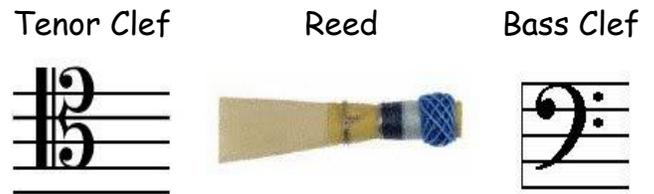
The notes that the bassoon plays are found written in two musical clefs, the bass clef and the tenor clef. The score for the bassoon is usually written in the tenor clef (easier to read).

The bassoon has six main parts - the reed, the bell, the tenor joint, the bass joint, the boot, and the bocal. Can you find them in the picture? The bassoon is more difficult to learn than other woodwind instruments.

The bassoon can have a very humorous sound. In this piece, the bassoon plays the part of the apprentice who mishandles the magic spells the master teacher has taught him. Listen for the bassoon sound and the very soft music at the beginning to give the feeling of magic.

**Activities**

1. What is an apprentice? \_\_\_\_\_ Think of jobs where the worker learns from an expert, but the worker is not called an **apprentice**. Example: Teacher - Student teacher; Doctor - Intern. \_\_\_\_\_
2. If the magician had not re-appeared and the brooms continued to multiply with each "new Broom," dividing itself every 5 minutes, starting with 2 brooms, how many brooms would there be in a half-hour? \_\_\_\_\_ in an hour? \_\_\_\_\_
3. How many years ago was Paul Dukas born? \_\_\_\_\_
4. Adapt this story to today using different characters and a different situation. Who are your characters? \_\_\_\_\_  
 \_\_\_\_\_  
 What is their situation? \_\_\_\_\_  
 How will it turn out? \_\_\_\_\_  
 Now that you have created the characters and the plot, take a separate piece of paper and write the story using as many adjectives and action verbs as you can.



## The Sorcerer's Apprentice Listening Map – Part I

00:00 Intro  
of Sorcerer

1:19 Theme 1  
(broom)

1:45 flute, French h  
2:17 full-note rest,  
2:40 Theme 1

2:54 more agitator

4:10 French horn

04:34 woodwinds

4:53 strings

Listening Map by Kaye Vinton

Compose a rap based upon the story of *The Sorcerer's Apprentice*. Provide an accompaniment by using percussion instruments or self-made percussion sounds.

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## The Sorcerer's Apprentice Listening Map – Part 2

5:00 strings,  
joined by  
trumpet

5:53 cymbals  
mean more  
agitation

6:05 violins  
swirling over  
the French  
horn

7:14 broom is  
chopped into  
pieces

7:22 full-note  
rest (silence)

7:24 pieces  
form brooms

8:15 violins

8:53 trumpet  
(what to do?)

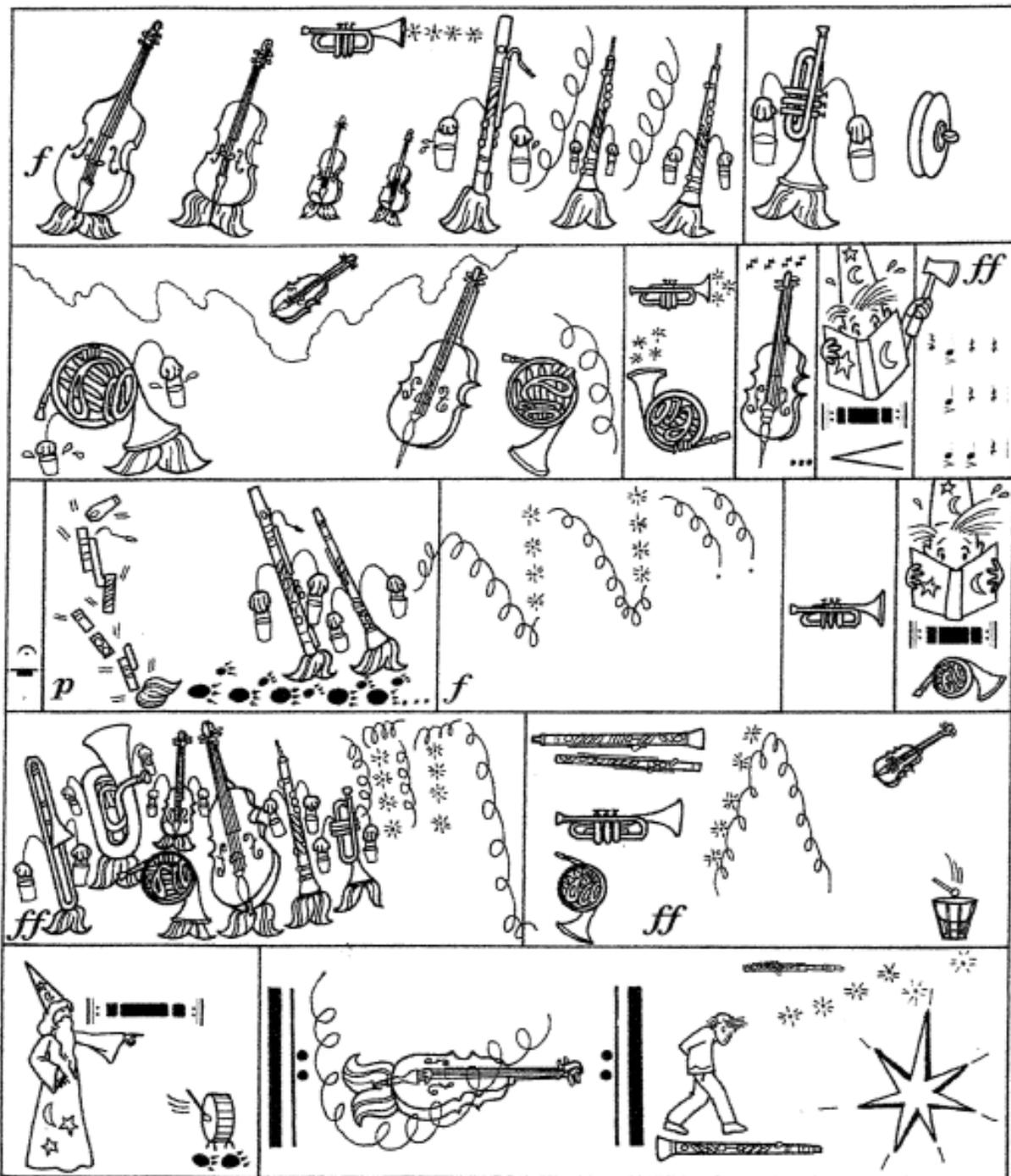
9:02 all  
instruments  
are brooms!

9:29 Theme 2  
for water and  
flooding

10:40 return of  
Sorcerer

10:49 broom is  
back to normal-  
viola/ violin  
duet

11:16 scolded  
apprentice  
slinks away



### Books You Might Like To Read

Carlson, Laurie Winn, *Houdini for Kids*  
Forbes, Ester, *Johnny Tremain* (about an  
apprentice)  
Kronzek, *A Book of Magic for Young  
Magicians*

Ho, Oliver, *Young Magician: Magic Tricks* Rauf,  
Don, *The Virtual Apprentice: Airline Pilot  
Singer*, Michael, *The Answer is Yes: the Art  
and Making of the Sorcerer's Apprentice*  
Walt Disney's *The Sorcerer's Apprentice*



## Pyotr Ilych Tchaikovsky *Romeo & Juliet Overture* (excerpt)

**Who Wrote the Music?** Pyotr (pee yoe ter) Iltch (illi itch) Tchaikovsky (cheye kov skee) was born on May 7, 1840 in a small town in the Ukraine. (The English word for Pyotr is Peter.)

His father Ilya was a mining engineer and his mother Alexandra was half-French. In his town there was an orchestrion - a machine that played music and was designed to sound like an **orchestra**. Peter taught himself to play the piano by listening to the orchestrion and then re-creating what he heard on the family piano.

He was very musically sensitive and complained he could not turn off the music he heard in his head. When he was forbidden from playing the piano, he would continue to tap out tunes on any available surface. One time he tapped so vigorously on a window that he broke it and cut his hand. Then his parents decided it was time to let him have piano lessons.

At that time, little boys were expected to learn the **trade** of their fathers. So when he was 10, his mother enrolled him in law school. He also continued with his music lessons.

Tchaikovsky gave the world some of its most beautiful music. He was a very sensitive man who put his deep emotions into his music. It incorporated the Russian spirit and flavor. His music was very popular because it was fun and exciting. The Russian people understood and loved his music, as did many Europeans. He was often asked to compose for special events.

**ABOUT THE MUSICAL WORK:** Tchaikovsky liked composing music that told a story. Some were happy like the *Nutcracker Suite*, a ballet. Others were very sad, like the *Romeo and Juliet Overture*. At the suggestion of a friend, he chose the subject from a play by William Shakespeare.



William Shakespeare was born in 1564 and wrote many plays, stories, and poems in his lifetime. He is and was looked up to by many young authors and playwrights because he was such a good writer.

He wrote *Romeo and Juliet* as a play in which two teenagers, from warring families, fall in love without their families knowing it. Romeo and Juliet married secretly with the help of Romeo's friend, Friar Lawrence.

Then, Romeo got into a sword fight in which a member of the Capulet family died. Romeo went into hiding in fear of his life and was worried about what this would mean for his marriage to Juliet.



## Excerpt from Romeo and Juliet's Balcony Scene

<b>ROMEO speaks to Juliet</b> O, speak again, bright angel! for thou art As glorious to this night, being o'er my head As is a winged messenger of heaven Unto the white-upturned wondering eyes Of mortals that fall back to gaze on him When he bestrides the lazy-pacing clouds And sails upon the bosom of the air.	<b>JULIET answers Romeo</b> O Romeo, Romeo! wherefore art thou Romeo? Deny thy father and refuse thy name; Or, if thou wilt not, be but sworn my love, And I'll no longer be a Capulet.
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The story has many twists and turns, but both Romeo and Juliet end up dying separately because of many terrible misunderstandings. Afterwards, both of their parents realize how foolish their hatred was and decide to get along. They place golden statues of Romeo and Juliet in the middle of the city of Verona to symbolize their new found peace.

Tchaikovsky composed this overture in 1869 when he was 29 years old. He didn't **portray** the events of the play in the order in which they happened. Rather he presented the characters' moods with different melodies to create striking musical contrasts. It has two main theme groups: the conflict between the families and the love theme of Romeo and Juliet. The themes appear generally in the same order as the story unfolds.

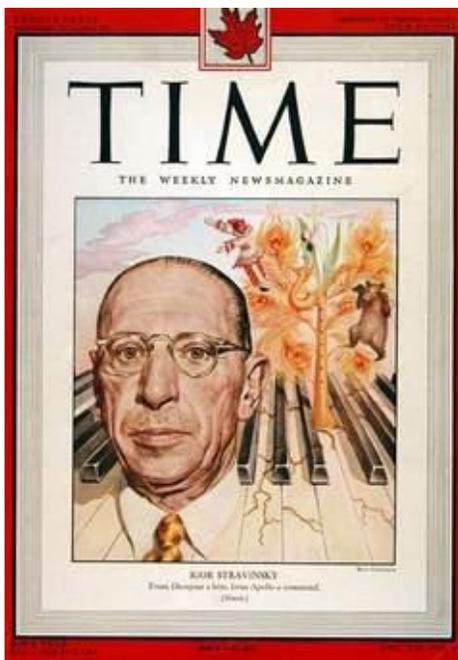
**Listening to the Music:** The work opens with a peaceful melody played by the clarinet and bassoon; the melody is to **represent** the lovers' friend, the sombre Friar Laurence.

Next, at the beginning of the conflict portion, the tone of the music shifts to create a scene of violence. The music gets louder and speeds up. The chaotic theme shows the feud between the Montague (mahn tah gyou) and Capulet (cap you let) families. Strings, brass, percussion, and woodwinds are all used to portray different scenes in the play. For instance, the cymbals **represent** the clashing swords used in the fight scene. This part ends with cascading violins.

Soon a new melody introduces a soaring love theme which begins with a clarinet and flows into a beautiful combination of strings illustrating Romeo and Juliet's love for each other.

Afterwards, another fight scene occurs with a drum roll which symbolizes their death. This is followed by sad sounding violins and a flute solo. The rest of the piece **represents** Romeo and Juliet's parents' agreement to get along and their newly found peace.

**Listening at Home:** See YouTube - <https://www.youtube.com/watch?v=Cxj8vSS2ELU> to watch and hear Romeo and Juliet Overture Fantasy, London Symphony Orchestra



## Igor Stravinsky *The Firebird Suite: Berceuse and Finale*

**Who Wrote the Music?** Igor Stravinsky was born near St. Petersburg, Russia in 1882 into a musical family. Stravinsky recalled his schooldays as being very lonely. He started piano lessons as a young boy and also enthusiastically learned about musical theory and started composing. Despite his musical interest, his parents wanted him to study law which he did, but without much success since he was more interested in music. The famous composer Rimsky-Korsakov suggested that he would give him private lessons in composition which he did until he died in 1908. By the next year, two of Stravinsky's

orchestral works were performed in St. Petersburg. One was called *Fireworks* and was heard by the famous ballet **impresario** Serge Diaghilev who then asked him to use that as the basis for a full-length ballet which became *The Firebird*. He was only 27.

Following the Russian Revolution in 1917, Stravinsky spent most of his life outside Russia, living in Europe and the United States. He is considered one of the most important and **influential** composers of the 20<sup>th</sup> century, even being called the father of modern music.

**ABOUT THE MUSICAL WORK:** Diaghilev worked with a choreographer and drawing the story from several Russian fairy tales to concoct the story of the Firebird and the evil magician Koschei. But real inspiration may possibly have come from a popular child's verse by Yakov Polonsky called "A Winter's Journey" which includes the following lines:

And in my dreams, I see myself on a wolf's back  
Riding along a forest path  
To do battle with a sorcerer-tsar  
In that Land where a Princess sits under lock and key,  
Pining behind massive walls.  
There gardens surround a palace all of glass;  
There Firebirds sing by night and peck at golden fruit.



There are several characters in the story and Stravinsky composes a specific theme or melody to reflect his or her personality. Because there are no words in ballet, the music must convey much of the **tone** and **texture** of the story. He used the seven-note diatonic scale (Do, Re, Me, So, Fa, La, Ti, Do) to create sounds that are comfortable and easy listening. For more mysterious, exotic or jarring sounds, for example for the evil sorcerer, Stravinsky used chromatic scale using all 13 notes of a **scale**. These sounds are often called **dissonant** because they are uncomfortable to hear and create a sense of excitement or the unexpected.

The ballet was first performed in Paris in 1910 and was considered a major success by both audiences and musical critics. This was a major breakthrough for Stravinsky who became instantly recognized as a talented composer for the ballet. The work has been re-staged by many outstanding choreographers throughout the 20<sup>th</sup> century. Stravinsky also arranged three different suites from the ballet music so that orchestras could perform it in concert without ballet dancers. This Suite was the one he arranged in 1919 and it has five movements of which the Arkansas Symphony will perform the last two - Berceuse and the Finale, both of which were composed after the original ballet. Later, Walt Disney used both movements in film "Fantasia."

**Scene I - Introduction - The Firebird and its Dance:** Crown Prince Ivan is wandering through a forest searching for the palace of King Katschei who is holding 13 princesses captive in his kingdom. He intends to free the princesses but all previous knights that have attempted to do so Katschei has turned into stone. Prince Ivan discovers an enchanted garden where he sees a Firebird and captures the fabulous bird which has very colorful plumage. He explains his mission and the bird agrees to help him if he will free it. The bird gives Ivan a magic feather if he needs help.

**Scene 2 - The Princesses' Round Dance:** He discovers the princesses who are dancing the forest and falls in love with one of them. He decides to go to the evil King Katschei to ask for her hand in marriage.

**Scene 3 - Infernal Dance of King Katschei:** King Katschei discovers Prince Ivan and orders his magic creatures to attack him while he is trying to turn him into stone. But the Firebird keeps its word and enchants the creatures into a dance, putting them and the King to sleep. The Firebird tells Ivan the secret to the wizard's magic. There is an enormous egg that contains and protects his soul. Ivan smashes the egg and breaks the wizard's magic spell, stealing his power and causing him to die.

**Scene 4 - Berceuse (French word for lullaby):** This is a lullaby which expresses the joy of those who have been turned to stone. The Firebird frees them all from the spell of the evil Katschei.

**Scene 5 - Finale:** Ivan wins the hand of the lovely princess and all celebrate with great joy. The melody becomes very fast and all the instruments join in the celebration to resolution. At the end, the tempo slows down to a dramatic brass chorale statement of conclusion.



The modern bassoon is described in detail on page 14. The picture at the right shows the **evolution** of the shape from when it was first developed to more current versions. It was called different names depending on the country in which it was played. The earliest were in China (200 C.E.), central and western Asia and Egypt.



The first European instrument (16<sup>th</sup> century) was made of a single piece of wood. The French made it in four pieces in the 17<sup>th</sup> century and six keys were added in the 18<sup>th</sup> century. Today's versions have from 17 to 24 keys. The sound of these instruments varies widely. Why would that be? \_\_\_\_\_

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**Listening at Home:** The Firebird Suite became very popular and a national treasure for the Russian people. It is often played at public concerts and events. The music was featured at the Olympics in Moscow. Search YouTube for:

<https://www.youtube.com/watch?v=uVjE9HkokT4> by Pro Arte Symphony Orchestra. The visuals include pictures of the Firebird, Prince Ivan and the princess.

<https://www.youtube.com/watch?v=IrMGqAmjbug> -- Leonard Bernstein, the famous conductor of the New York Philharmonic, introduces Igor Stravinsky conducting the last three movements. It is noted that while he needed a cane to walk, he was able to conduct without using his cane. This was aired in 1960.

[https://www.youtube.com/watch?v=C3s\\_CbOjiiA](https://www.youtube.com/watch?v=C3s_CbOjiiA) is a site at which Stravinsky is rehearsing an orchestra in a different work called "Scherzino"

### Books You Might Like To Read

Blomquist, Christopher, <i>A Primary Source Guide to Russia</i>	Isadora, Rachel, <i>Firebird</i>
Frith, Margaret, <i>Hooray for Ballet</i> (about ballet and <i>Swan Lake</i> )	Spirin, Gennady, <i>The Tale of the Firebird</i>
Huggins-Cooper, Lynn, <i>Russia</i>	Venezia, Mike, <i>Igor Stravinsky</i>

## WHAT DO YOU KNOW ABOUT THE COMPOSERS?

Research information not contained in the Student Journal.

Composer	Date Born?	Country?	How Old When First Performed?	What made him famous?	An interesting Fact	Descriptive adjectives	Date Died?	Age at death?	Cause of death?
Price									
Revueltas									
Williams									
Dukas									
Stravinsky									
Mozart									

# Vocabulary

<p>apprentice- anyone learning a trade</p> <p>arpeggio - notes of a chord played quickly one after the other</p> <p>arranger - one who makes a new work from an already existing work and its themes, for example, for a movie</p> <p>ballet - a form of dance, often telling a story.</p> <p>ballad - a song that tells a story in many verses</p> <p>bristling - referring to the sticks or bristles in the brooms</p> <p>cameo - a small part in a film or play for a famous actress</p> <p>chamber music - music written for a small group of instruments</p> <p>compose - to create a work, generally music</p> <p>colleague - a person with whom one works</p> <p>concertmaster - the violin player sitting closest to the conductor and the audience; the concertmaster is in charge of making sure the orchestra is in tune with each other.</p> <p>concerto - a piece of music for orchestra and one or two soloists</p> <p>conductor - the leader of the symphony, leading all the players to play at the right time. When his arms go up, it is time to be quiet and listen. When his arms go down to his side, the piece is finished and it is right time to applaud.</p> <p>conservatory- a special school of music</p> <p>continuously - without a break</p> <p>crescendo - an increase in force or loudness marked by &lt;</p> <p>debut - a first performance of a person or a work</p> <p>dissonant - harmonically unresolved; uncomfortable</p> <p>distortion -- a change in the shape, appearance or sound of something so that it is strange or not clear</p> <p>ensembles - a group of artists who perform together</p> <p>escapades - wild pranks</p> <p>essayist - a person who writes essays to be published</p> <p>evolution - the gradual development of something</p> <p>fantasy - a story out of one's imagination - maybe a daydream</p> <p>flamenco - a fast exciting Spanish dance that is usually danced to music, played on a guitar</p> <p>fermata - pause sign to make a note last longer, marked by <math>\frown</math></p> <p>forte (musical dynamics) - loud, noted by <b>f</b> in written music</p> <p>genre - a unique style of literature, art, film or music</p> <p>Great Migration - the movement of 6 million African Americans out of the south of U.S.A. - from 1910 to 1970</p> <p>grotesque - fantastically ugly or absurd</p> <p>jazz - style of music that has unusual rhythms and tunes</p> <p>impresario - a person who organizes and finances productions</p> <p>influential - having power to cause changes</p> <p>laureate - specially honored for a lifetime of achievement, such as a poet laureate</p> <p>lyrical - expressing strong emotion in a way that is beautiful</p> <p>Mayan - an extensive language family of Central American and Mexico</p> <p>mentor - an experienced person who advises somebody</p> <p>mishaps - unfortunate accidents</p> <p>mock - make fun of, ridicule</p> <p>motif - a unique music theme, standing for something or someone</p>	<p>narrator - a person who tells a story, especially in a book or play</p> <p>nationalism - pride or loyalty for one's country</p> <p>orchestra - a company of performers playing string, woodwind, brass, flutes and percussive instruments.</p> <p>ostinato - a musical figure repeated persistently at the same pitch through a composition, often as a bass accompaniment</p> <p>overture - a short work for the orchestra</p> <p>Pancho Villa - a general in the Mexican Revolution and helped form a coalition government</p> <p>piano (musical dynamics) - soft, noted by <b>p</b> in written music</p> <p>portray - describe someone or something in a particular way</p> <p>posterity - all the people who will live in the future</p> <p>prodigy - a child whose skill is unusually good for their age</p> <p>program music - music that paints a picture, describes an action, or tell a story in sound without using words.</p> <p>rate - degree of speed (in this meaning)</p> <p>repeat marks - signs at the beginning and end of a section to be repeated, marked by <math>\  \text{---} \ </math></p> <p>represent - an expression or theme that stands for or suggests something else.</p> <p>rests(music) - signs used to indicate silence, such as a half-note rest</p> <p>scale - a series of musical notes that go up or down in pitch</p> <p>score - in music, a written or printed piece of music that the players can read from and play together.</p> <p>son - styles of Mexican folk music that vary by region, but share common characteristics in its rhythms, lyrics and dance (for example, Mariachi), a mix of Spanish, African and indigenous elements.</p> <p>sorcerer (magician) - one supposed to have supernatural powers, often for evil.</p> <p>symphonic poem - a piece of orchestral music, usually in a single, continuous movement, which illustrates the content of a poem, short story, novel, painting, or landscape.</p> <p>talents - special natural abilities that someone has and often improve through practice</p> <p>texture - the way various parts of a song, poem, etc. fit together</p> <p>themes - a group of notes forming the main subject of a piece</p> <p>tone - the quality of a sound of a musical instrument</p> <p>trade - an occupation or job type, such as a plumber, engineer, or electrician</p> <p>tune - to have all the instruments to be in line with each other in the same pitch (or tone of sound).</p> <p>turreted - a building that has small round towers, often at the corners of the building (usually in castles)</p> <p>vibration - a type of motion that can be observed, described, measured and compared.</p> <p>waltz - a dance in which two people dance together to a regular rhythm in <math>\frac{3}{4}</math> meter (3 quarter notes to a measure)</p>
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# AFTER THE CONCERT

What pieces did you like and why?

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What pieces did you not like and why?

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What was your favorite section of the orchestra or favorite instrument? Why?

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