

DISCOVERY

CONCERT
SERIES



EXPLORING EMOTIONS

Classroom Guide for Teachers

Sponsored in part by

HARTFORD SYMPHONY ORCHESTRA



THE 2018-19 DISCOVERY CONCERT SERIES IS SPONSORED IN PART BY THE MAXIMILIAN E. AND MARION O. HOFFMAN FOUNDATION



for tickets, contact the HSO Education Office at mengel@hartfordsymphony.org

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TABLE OF CONTENTS

INTRODUCTION FOR TEACHERS	4
EXPLORING EMOTIONS 101	
Concert Program	5
Meet the Composers	6
Meet the Conductor	7
Meet the Orchestra	8
LESSON PLANS	
Doing Nice Feels Nice *Special Pre-Concert Activity!*	10
Music Vocabulary	11
Lesson 1: (HIST/SOC) Creating a Historical Timeline	12
Lesson 2: (MATH/SCI) Intergalactic Exploration	13
Lesson 3: (ELA) Journalism 101: Writing a Review	14
FIELD TRIP DAY	
Getting to the theater and finding your seat	15
How to be a good audience member	16
Bushnell Center for the Performing Arts	17
SHOW YOUR LOVE	
Thank you to the musicians	18
Tell us what you think	19
CONTACT US	20

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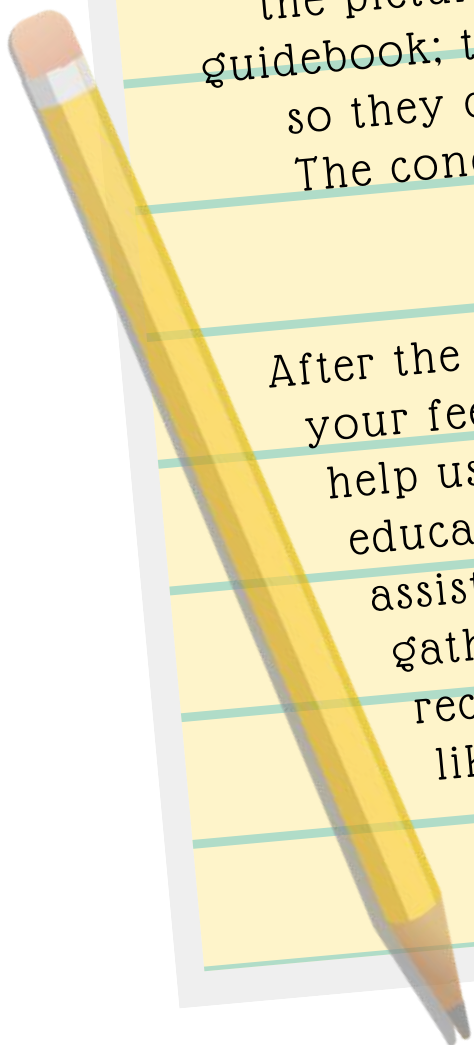


Welcome!

We are thrilled that you will join us for EXPLORING EMOTIONS!

This Guide is designed to support you in preparing your students for the concert. We encourage you to make these lessons and activities your own, and integrate them into your regular curriculum.

On concert day, don't forget to have the students bring the pictures they color, which you'll find later in this guidebook; they'll want to have these drawings in their lap so they can help our friend Noah during the story. The conductor on the stage will tell everyone when it's time to hold up our pictures.



After the concert, we would be grateful for your feedback. Your responses not only help us continue to develop our educational programming, but they also assist our Development department in gathering the generous funding we receive each year to put on programs like this one!

See you soon!

EXPLORING EMOTIONS

5

ADAM KERRY BOYLES | conductor and host
HARTFORD SYMPHONY ORCHESTRA



Visit <https://tinyurl.com/y7ujwogb>
to check out the Spotify playlist!



The Flying Dutchman

Overture

Richard Wagner

Suite Bergamasque

Clair de Lune

Claude Debussy

The Seasons, Op. 67

Winter

Alexander Glazunov

Harry Potter and the Sorcerer's Stone: Suite for Orchestra

Hedwig's Theme

John Williams

Danse Macabre

Camille Saint-Saëns

The Firebird: Concert Suite for Orchestra No. 2

Finale

Igor Stravinsky

Symphony No. 94 in G major, "Surprise," Hob 1/94

Movement 2: Andante

Joseph Haydn

A Night on Bald Mountain

Modest Mussorgsky
arr. Nikolai Rimsky-Korsakov

Symphony No. 5 in C minor, Op. 67

Movement 1: Allegro con brio

Ludwig van Beethoven

Cavalleria rusticana

Intermezzo

Pietro Mascagni

The Marriage of Figaro, K. 492

Overture

Wolfgang Amadeus Mozart

Rodeo

Hoe-Down

Aaron Copland





meet the composers



Richard Wagner

TRIVIA: It would take almost two days to play all thirteen of Wagner's operas back-to-back ... and that's if you didn't sleep or eat or do anything else at all!

1813-1883; German
♪ *The Flying Dutchman*



Claude Debussy

TRIVIA: Debussy first composed *Clair de Lune* ("moonlight," in English) for the piano. The piece is known as one of the most beloved works ever written for the instrument.

1862-1918; French
♪ *Clair de Lune*



Alexander Glazunov

TRIVIA: *The Seasons* was written as a ballet, which premiered in Feb 1900 with the famous Imperial Russian Ballet in St. Petersburg, Russia.

1865-1936; Russian
♪ *The Seasons*



John Williams

TRIVIA: *Hedwig's Theme* is played on an instrument called the celesta, which looks like a little piano, but sounds like little bells!

1932- ; American
♪ *Harry Potter and the Sorcerer's Stone*



Camille Saint-Saëns

TRIVIA: *Danse macabre* has been arranged for many settings, including scene changes for theater productions, TV and movie soundtracks, and even video game audio!

1835-1921; French
♪ *Danse macabre*



Igor Stravinsky

TRIVIA: Stravinsky's *Firebird Suite* is brought to life in the Disney film, *Fantasia 2000*. In the movie, the Firebird is a villain, but in the original ballet, she is a protector!

1882-1971; Russian
♪ *The Firebird*



Joseph Haydn

TRIVIA: Haydn's "surprise" is a musical joke where a quiet melody played only by first violins is suddenly interrupted by the entire orchestra playing a very LOUD chord.

1732-1809; Austrian
♪ *Symphony No. 94, "Surprise"*



Modest Mussorgsky

TRIVIA: *Night on Bald Mountain* was written as a "tone poem," which is a piece of orchestral music that is supposed to illustrate narrative or visual content.

1839-1881; Russian
♪ *Night on Bald Mountain*



Ludwig van Beethoven

TRIVIA: By age 30, Beethoven knew he was going deaf, but even as his hearing diminished, he went on to compose some of his best music, including his famous *Symphony No. 5*.

1770-1827; Germany
♪ *Symphony No. 5*



Pietro Mascagni

TRIVIA: The audience at the premiere performance of *Cavalleria rusticana* may have been small, but it was so enthusiastic in its applause that Mascagni took 40 curtain calls!

1863-1945; Italian
♪ *Cavalleria rusticana*



Wolfgang Amadeus Mozart

TRIVIA: Mozart wrote over 600 works of music, from his first pieces at age 5 to his final *Requiem* at his death at age 35. His life was featured in the award-winning film, *Amadeus*.

1756-1791; Austrian
♪ *The Marriage of Figaro*



Aaron Copland

TRIVIA: Copland's music defined a distinctive "American" sound, evoking our optimism, our love of wide-open spaces, our self-assurance, and our songful sentimentality.

1900-1990; American
♪ *Rodeo*

meet the conductor



ADAM KERRY BOYLES

- Director of Orchestras, MIT
- Assistant Conductor, Hartford Symphony Orchestra



Formerly the Music Director of...

- Brookline Symphony Orchestra
- Southern Arizona Symphony Orchestra
- MetroWest Opera
- Opera in the Ozarks

Also an accomplished vocalist,

Boyles has performed in numerous operas and with many professional choral ensembles across the country, including as a guest soloist with the Tanglewood Festival Chorus.

Formerly on the faculty of...

- University of Texas, Austin
- University of Arizona

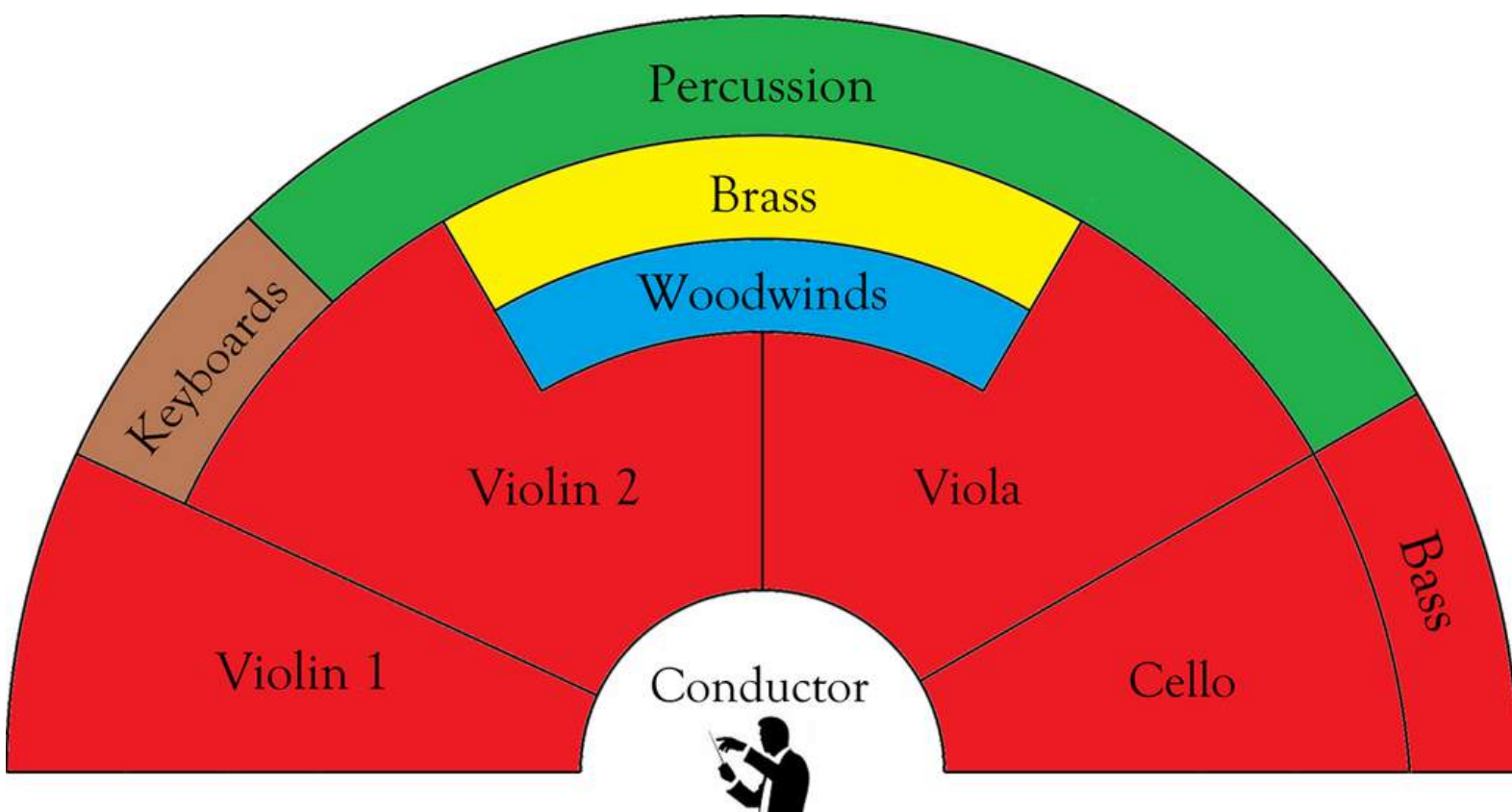
D.M.A. University of Texas at Austin

M.M. University of Arizona

B.M. Indiana University



The **CONDUCTOR** stands front and center onstage and leads the orchestra. He or she uses a **BATON** to show the musicians when to play, as well as how loud or soft, fast or slow, choppy or smooth, aggressive or gentle.





meet the orchestra



MISSION

To enrich lives and community through great music.

First public performance at West Middle School in Hartford

Founded in 1934 during the Great Depression

100+

concerts a year, from chamber music to full orchestra

A regular concert series for children began in 1953

FAMILIES OF THE ORCHESTRA

Keyboards

These instruments don't belong to any of the four traditional orchestral families, so they are often grouped together as "Keyboards;" however, some people say they belong to the String Family. Can you guess why?



Harp



Piano



Celesta

The String Family

Musicians use a bow with hair from my tail to play these string instruments!



Violin



Viola



Cello



Double Bass



The Woodwind Family



Recorder



Piccolo



Flute



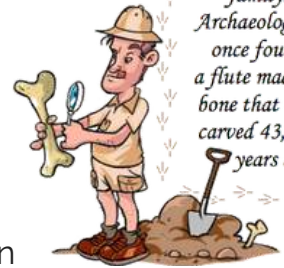
Clarinet



Oboe



Bassoon



The oldest instrument in the world is in the woodwind family. Archaeologists once found a flute made of bone that was carved 43,000 years ago!

The Brass Family



Trumpet



French Horn



Trombone

Tuba



Conch shells and shofars (rams' horns) were the ancestors of today's brass family



The Percussion Family



Snare Drum



Bass Drum



Timpani

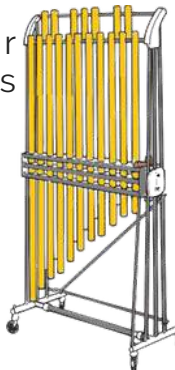


Cymbals



Xylophone

Tubular Bells



There are 2 main categories of percussion: PITCHED, meaning that it makes a sound on a specific note, and UNPITCHED, which means it makes noise without sounding a specific note.

Can you guess which of these instruments here belong in each category?



Triangle

Tambourine





lesson plans

DOING NICE FEELS NICE

Draw a picture of yourself doing something nice for a friend or family member, then bring your masterpiece to the concert to help tell the story!

How does it feel to do something nice for someone? _____

How does it feel when someone does something nice for you? _____



MUSIC VOCABULARY

CHORD Notes sounding together

CRESCENDO Music getting louder

DIMINUENDO Music getting softer

DYNAMICS Loudness or softness of music

FORTISSIMO Very loud volume

HARMONY Chords with a pleasing sound

KEY The group of notes on which the tune is based. A **major key** sounds cheery, and a **minor key** sounds mournful. The difference is the third note of the scale, which is lower in the minor key.

LEGATO Music played smoothly

MELODY The tune of the music

PIANISSIMO Very soft volume

RHYTHM The pattern of sounds and silences

SCORE Music written down

STACCATO Music played in a disconnected way

TEMPO The speed of the music

UNISON Multiple musical voices sounding at the same time on the same note



lesson plans



CREATING A HISTORICAL TIMELINE

Using the dates below, construct a timeline so that students can understand the musical program in context.

COMMON CORE STATE STANDARDS

Social Studies - History - Change, Continuity and Context: Create and use a chronological sequence of related events to compare developments that happened at the same time.

Social Studies - History - Historical Sources and Evidence: Explain how historical sources can be used to study the past.

English Language Arts & Literacy - Speaking & Listening - Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NATIONAL CORE ARTS STANDARDS

Music - Connecting - Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

OBJECTIVES

=> Students will be able to place the repertoire selections on this program in a historical context.

=> Students will consider how the interaction of different historical events affect the present day.

Years of Composition and Premiere

- The Flying Dutchman (Wagner): 1843
- Clair de lune (Debussy): 1890
- The Seasons (Glazunov): 1900
- Harry Potter and the Sorcerer's Stone (Williams): 2001
- Danse macabre (Saint-Saëns): 1874
- The Firebird (Stravinsky): 1910
- Symphony No. 94, "Surprise" (Haydn): 1792
- A Night on Bald Mountain
(Mussorgsky, arr. Rimsky-Korsakov): 1886
- Symphony No. 5 (Beethoven): 1808
- Cavalleria rusticana (Mascagni): 1890
- The Marriage of Figaro (Mozart): 1786
- Rodeo: Hoe-Down (Copland): 1942

Fun Facts

- The film *Harry Potter and the Sorcerer's Stone* was released in 2001.
- The Imperial Russian Ballet, which premiered Glazunov's *The Seasons*, was founded in 1740.
- The film *Fantasia 2000*, which features both Mussorgsky's *A Night on Bald Mountain* and Beethoven's *Symphony No. 5*, was actually released in 1999. December 17, so almost 2000, but not quite...!
- The film *Amadeus*, which profiles the life of Wolfgang Amadeus Mozart, was released in 1984, and won 8 Oscars, including Best Picture.
- Man first landed on the moon ("la lune," in French) in 1969. Neil Armstrong, specifically, was the first astronaut to set foot on the moon, saying these famous words: "That's one small step for man, one giant leap for mankind."
- The term "rodeo" was first used in English in 1834 to refer to a cattle round-up.
- The story of *The Marriage of Figaro* was based on a play by the same name, written by Pierre Beaumarchais and first performed in 1784.
- In 1780, the Societas Meteorologica Palatina, an early international organization for meteorology (the study of weather), first grouped the calendar months into defined seasons: spring, summer, fall, and winter.
- Wagner based the story for *The Flying Dutchman* on a satirical novel by Heinrich Heine, published in 1833, about the legendary ghost ship called the Flying Dutchman, which can never make port and is doomed to sail the oceans forever. The first printed reference in world history to this legend came in 1790, in John MacDonald's compilation of his accounts of his world travels.



INTERGALACTIC EXPLORATION

Solve the word problems below.

COMMON CORE STATE STANDARDS

Math - Operations and Algebraic Thinking: Represent and solve problems involving addition and subtraction.

Math - Operations and Algebraic Thinking: Represent and solve problems involving multiplication and division.

Math - Measurement and Data: Represent and interpret data.

Science - Structure, Function, and Information Processing: Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

NATIONAL CORE ARTS STANDARDS

Music - Connecting - Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

OBJECTIVES

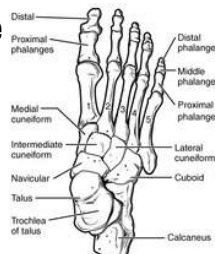
=> Students will become familiar with the scientific basis behind the execution of performing arts disciplines.

=> Students will compare and analyze the differences between artistic elements using mathematical reasoning.

1. Our young hero, Noah, dreams that he travels from our planet, Earth, to a planet far, far away. Space shuttles can travel 5 miles per second. How many miles can the space shuttle travel in 5 seconds? 20 seconds? 60 seconds?

2. *Exploring Emotions* features music from three ballets, two operas (a genre that often involves dance) and a "dance of death." You need strong feet for all that dancing! There are 26 bones in the human foot. If there are 20 dancers onstage, how many total foot bones do you have?

If five dancers get on the space shuttle with Noah and travel with him to the planet far, far away, how many dancer foot bones are left behind?



3. The speed at which you play music is called the tempo (an Italian word that means "time"), and it is measured in beats per minute. Use the table below to make some comparisons.

TEMPO MARKINGS		
Italian	Description	BPM*
<i>Adagio</i>	<i>Slowly and stately</i>	71
<i>Allegro</i>	<i>Quickly and brightly</i>	138
<i>Andante</i>	<i>At a walking pace</i>	92
<i>Grave</i>	<i>Slowly and solemnly</i>	35
<i>Moderato</i>	<i>Moderately</i>	114
<i>Presto</i>	<i>Very fast</i>	184
<i>Vivace</i>	<i>Lively and fast</i>	166

*BPM is usually measured in ranges (as in, 25-45 bpm), but for simplicity, this list only includes the center of the range.

a. The list above orders the tempo names by letter (alphabetically). Can you re-order them by the number of beats per minute?

b. You're playing your violin and the first tempo marking says *Andante* and the second tempo marking says *Allegro*. How many bpm faster do you need to play the second part of the music?

c. **Bonus:** Using your answer from Problem #1 (how many miles can the space shuttle travel in 60 seconds), figure out how many miles the shuttle travels per beat at an *Allegro* tempo.



JOURNALISM 101: WRITING A REVIEW

Using the YouTube clip linked below, answer a few questions, then write a review for a fictional music magazine.

COMMON CORE STATE STANDARDS

English Language Arts & Literacy - Writing - Text Types and Purposes: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

English Language Arts & Literacy - Writing - Production and Distribution of Writing: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

English Language Arts & Literacy - Speaking and Listening - Comprehension and Collaboration: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

NATIONAL CORE ARTS STANDARDS

Music - Responding - Anchor Standard 8: Interpret intent and meaning in artistic work.

Music - Responding - Anchor Standard 9: Apply criteria to evaluate artistic work.

Music - Connecting - Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

OBJECTIVES

=> Students will consider how their emotions are impacted by the world around them.

=> Students will pair observation and creativity in the development of their reviews.

Musicians not only perform what is written on the page, they interpret what the composer is trying to communicate: the dynamics and tempo and articulation, but also the emotion and mood of the music. Sometimes the composer even had a specific story or theme in mind, which makes our jobs a little easier.

Violinist Chloe Trevor arranged the *Danse macabre* ("Dance of Death") of Camille Saint-Saëns into a beautiful and haunting duet for piano and violin. In the music video she created of the piece, she pairs her musical interpretation of the original work with a dancer whose choreography highlights first the awakening of the skeletons, then the rising fury of their dance of death, and then the coming of dawn and the skeletons' return to rest.

Watch the YouTube video of Chloe Trevor's *Danse macabre*:

<https://www.youtube.com/watch?v=NsYMD620-u4>

How does the VIOLINIST show the
emotion and mood of the music?

How does the DANCER show the
emotion and mood of the music ?

How does the music and the video make YOU feel?



field trip day!



GETTING TO THE THEATER AND FINDING YOUR SEAT

Please plan to arrive no later than a half hour before the start of the performance. Students are seated by school, and it will take a long time to get everyone into their sections of the auditorium. If you are late, you may not be able to be seated.



Students are to disembark where their bus parks. Parking meters will be bagged along neighboring streets: Trinity, Capitol, and Buckingham. The meters will be bagged or designated with a "no parking" stake. Make a mental note of where you are parked.

Please enter the Bushnell complex through Mortensen Hall via Trinity Street or via the brick courtyard on Capitol Avenue.



Buses with students who need an accessible entrance should stop on the Trinity Street side, where the ramp is, and drop off only those students, along with at least one adult, then proceed to park at one of the bagged meters, at which point the other students, teachers, and chaperones will walk to the theater.

Ushers will be posted everywhere to guide you to your seats; let one of them know the name of your school and they will find your school on the map of the theater.



You will not receive actual tickets. When you arrive, an usher will direct you to the seats we have allocated for your school. Seating is determined based on special needs and group volume.

Please remain seated at the end of the performance. An usher will dismiss students by school from the stage.

field trip day!



HOW TO BE A GOOD AUDIENCE MEMBER

All students, regardless of age, need an escort to leave the auditorium to use the restroom or for any other purpose. Ushers will not allow unattended students to exit without an adult chaperone.



Anyone leaving the auditorium during the concert will have to wait for an appropriate break in the program to re-enter. People re-entering may not always be able to go back to their original seats depending on the program and may be asked to take available seats in the back.

Groups arriving after the start of the concert will be seated at the discretion of House Management.



Use of cameras, audio-video or other recording devices, cell phones, digital games, and music players is prohibited in the hall.

A chaperone will be required to sit in the front row with any group seated on an upper level.

Please arrange children in a desired seating order prior to entering the building. Once seating load-in begins, students must quickly move straight across, down the rows. The high number of audience members does not leave time to accommodate traffic jams caused by "boy/girl seating" or for certain classes to sit with each other, etc. Once a group is seated, teachers may move individual students within the section.

No one is allowed to sit on the floor or in the aisles at any time.



No hats may be worn inside the building.

No food or beverages are allowed in the building.



field trip day!



BUSHNELL CENTER FOR THE PERFORMING ARTS

You'll be seeing your Discovery Concert in **Mortensen Hall**, the 2,800-seat theater and original building of The Bushnell Center for the Performing Arts, the premier performing arts center in the region. The building was designed by the same architects as designed New York's famous Radio City Music Hall. The Bushnell opened in 1930, right at the beginning of the **Great Depression**.

Named for William H. Mortensen, The Bushnell's first managing director, Mortensen Hall is renowned as **one of the world's greatest examples of the Art Deco style**, an artistic style of the 1920s and 1930s that is recognizable by its bold geometric shapes and bright colors.



When you go into the theater, look up! You'll find **the largest hand-painted ceiling mural in the United States**, measuring 187 feet by 40 feet. That's 4 school buses long and 1 school bus wide!

The artist Barry Faulkner and his team called the mural "**Drama**," named for its artistic centerpiece, the Muse of Drama.

Surrounding the goddess are vivid representations of **performance, progress, and hope** from ancient mythological times to the 20th century. You'll find older symbols such as ancient images of the sun, moon, and stars — symbolizing light, knowledge, constancy, and eternity — as well as more modern icons like airplanes.

Try to spot as many of these symbols as you can!



show your love



THANK
YOU

Our musicians love getting mail. Send them a personal thank-you note, or tell us right here on this page what you liked best about the performance!

Name:

Date:

School:

Teacher:

TELL US ABOUT THE CONCERT YOU SAW WITH THE HARTFORD SYMPHONY ORCHESTRA!

Write or draw in the box below.

Send via email to MEngel@hartfordsymphony.org or via snail mail to: Hartford Symphony Orchestra
ATTN: Education Office
166 Capitol Avenue
Hartford, CT 06106

show your love



Teachers, we want to hear from you too!

One of the most important steps that we take with schools and organizations with whom we have a relationship is to request your feedback.

Your responses are integral to our success.

First, your comments help us evaluate how well we are serving you and how we can improve.

Second, the hard data of student numbers, demographics, geographic spread, and other metrics are vital for providing a statistical profile of our outreach.

Finally, the stories you share about students' experiences illuminate our programs as having made specific and meaningful impact.

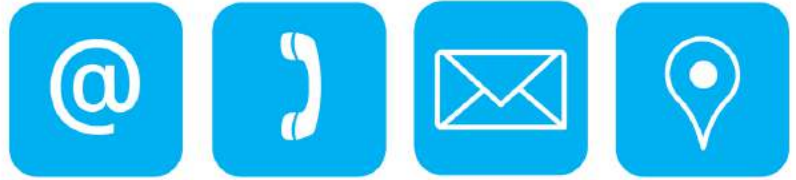
Your responses open doors. Feedback from you is essential for gathering the generous funding we receive each year to put on programs like these.

After this Discovery Concert, you'll get a SurveyMonkey link in your email. Please take five minutes to fill out the brief questionnaire. The first five responses will receive exclusive invitations for you and a guest to attend a dress rehearsal for an HSO Masterworks concert.

We are so grateful that you will be with us for this performance, and look forward to seeing you and your students in the audience.

Thank you!

contact us



Visit us online at www.hartfordsymphony.org

Call our Education Office at **860-760-7328**

Send an email to our Education Office at
MEngel@hartfordsymphony.org

Send us snail mail at **Hartford Symphony Orchestra**
ATTN: Education Office
166 Capitol Avenue
Hartford, CT 06106



DISCOVERY
CONCERT SERIES

**Come back
and see us
again this
year!**



Carnival of the Animals
Wed, Mar 6, 2019 @ 10:30 AM

Link Up: The Orchestra Sings
Wed, Apr 24, 2019 @ 10:30 AM (Hartford Schools only)

Shoot for the Moon!
Thurs, May 23, 2019 @ 10:30 AM