Musical Fairy Tales
Dear Teachers,

We are very excited to have the opportunity to bring the music of the Fort Worth Symphony into your school! *Musical Fairy tales* teaches students about the instruments in the orchestra and introduces the idea that music can tell a story. The program includes the following works:

- Tchaikovsky: Russian Dance from *The Nutcracker Suite*
- Mozart: Overture to *The Magic Flute*
- Grieg: In the Hall of the Mountain King from *Peer Gynt Suite*
- Ravel: Tom Thumb from *Mother Goose*
- Mussorgsky: Scenes from *Pictures at an Exhibition* - Gnomus, The Hut of Baba Yaga
- Tchaikovsky: Waltz from *Sleeping Beauty*

The materials in the study guide bring together many disciplines including reading, history, geography, and cultural studies. The materials meet multiple TEKS objectives, which are listed on the next page.

We have created a playlist for this program on classical.com. The playlist contains a one-minute clip of each piece on the program. The following link will take you directly to the playlist.

http://www.classical.com/playlists/132181

Please feel free to contact me with any questions – we look forward to seeing you!

Sincerely,

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TEKS Objectives for Musical Fairy Tales

Language Arts and Reading – Chapter 110:
11.4, 12.4, 13.3, 14.2, 15.1, 16.1 – Reading. Student reads for different purposes from various sources.
11.5, 12.6, 13.5, 14.4, 15.2, 16.2 – Vocabulary. Student develops and uses new reading/writing vocabulary.
11.10, 12.14, 13.14, 14.13, 15.11, 16.11 – Expository Text. Student analyzes, makes inferences and draws conclusions about expository text, and provides evidence from the text to support understanding.
11.21, 12.27, 13.28, 14.29, 15.27, 16.27 – Listening. Student listens attentively to others in formal and informal settings. Students will listen to a speaker and follow oral directions.

Social Studies – Chapter 113.
2.2, 3.1, 4.4, 5.1 – History. Student is introduced to historical figures who helped shape the world.
Student understands how individuals, events, and ideas have influenced the history of various communities.
2.3, 3.2, 4.2, 5.3 – History. Student understands the concepts of time and chronology.
4.15, 5.14 – Culture. Student understands importance of artists and works of art to the cultural heritage of communities.
7.22 – Culture. Student understands relationship between arts and the times during which they were created.

Music – Chapter 117.
3.1, 6.1, 9.1, 12.1, 15.1, 18.1 – Perception. Student describes and analyzes musical sound.
Student identifies instruments and instrument groups visually and aurally. Student uses musical terminology.
3.3, 6.5, 9.5, 12.5, 15.5, 18.5 – Historical/Cultural Heritage – Student relates music to history, society, and culture.
3.4, 6.6, 9.6, 12.6, 15.6, 18.6 – Response/Evaluation. Student responds to and evaluates music and musical performance.
The Fort Worth Symphony is made up of four instrument teams—**Strings** (blue team), **Woodwinds** (red team), **Brass** (yellow team) and **Percussion** (green team). The teams all work together to create the wonderful music you will hear!

### String Team

The string family is the largest section of the orchestra. The four main stringed instruments look similar but are all different sizes. Each can be played by plucking the strings with the fingers or by pulling a bow back and forth across the instrument’s four strings.

The **VIOLIN** is the smallest of the string instruments and can play the highest notes. Maybe this is why the violins are sometimes known as show offs! The violins often play the melody – this is the tune you will be humming after you leave a performance.

The **VIOLA** is slightly larger than the violin. Because it is bigger, it can play lower notes. Since the viola is only a little bit bigger than the violin it can be hard to tell them apart. The violas get to play many beautiful melodies just like the violins.

**Can you** tell the difference between the viola and the violin?
Who plays in the Symphony?

More String Instruments!

There are two more instruments on the string team, the Cello and the Double Bass.

The CELLO is much larger than the violins and the violas. It is so large that the cellist must sit on a chair holding the cello between his or her knees in order to play. The cellos often play accompaniment parts.

Because it is the largest of the stringed instruments, the DOUBLE BASS plays the lowest notes. This instrument is so large that the bass players have to stand up or sit on tall stools to play it. The basses often play accompaniment parts with the cellos.

Do you remember the color for the string team?
Who plays in the Symphony?

The Woodwind Team

Woodwind instruments produce sound when players blow air into them. All of these instruments were originally made out of wood, which is why they are called woodwinds!

The Flute is made of metals such as silver, gold or platinum. The player produces musical notes by blowing air into a hole in the side of the instrument. Flutists change notes by pressing down round, metal buttons called keys. Flutes have a very high, light and beautiful sound which is probably why they often get to represent birds.

The Oboe makes its sound when the player blows air through a mouthpiece containing cut pieces of reed made of bamboo. In the case of the oboe, the player ties two strips of reed together to make a "double reed." The oboe has a very clear, penetrating sound. It is a very important instrument, as the oboist is the player who tunes the whole orchestra before every concert.

The Clarinet looks much like the oboe, but is a little bit fatter. The clarinetist makes a sound by blowing through a single reed attached to a mouthpiece. Clarinets can play very high and very low, very soft or very loud. They are used for many types of music, including classical, jazz and folk.

The Bassoon is the largest of the main woodwind instruments. It looks like 3 wooden poles attached together. In fact, the Italian word for bassoon means "bundle of sticks." The bassoon has the lowest sound of the woodwind instruments.
Who plays in the Symphony?

The Brass Team

The brass instruments are long brass tubes curled and bent into different shapes. They flare out at one end into what is called a bell. At the other end of the instrument is the mouthpiece. The sound of the brass instruments is produced by the vibration of the player’s lips as they blow through the mouthpiece. To change notes, brass instruments either have buttons, called valves, or a slide.

The French Horn is a very long tube that is twisted and curled into an instrument about 1 foot wide. If you untwisted the tube, it would be 12 feet long! French Horns can have a very mellow sound, but they are also often used for hunting calls.

The Trumpet is the smallest brass instrument. It can play the highest notes of all the brass instruments. Trumpets often play in marches or fanfares.

The Trombone is the only brass instrument that does not use valves. Instead, the player moves a curved tube called a slide back and forth in order to change notes.

The Tuba is the largest and lowest sounding instrument in the brass section. If you uncoiled the tuba it would be 35 feet long!
Percussion instruments make sound when players strike, shake or scrape them. This section contains many different instruments.

One of the most commonly used percussion instruments is the Tympani. Tympani are drums that look like huge copper bowls with a special covering stretched over the top. The tympani are played by striking the covering with padded sticks called mallets. Tympani are one of the only percussion instruments that produce a definite pitch. They come in many different sizes.

Other common percussion instruments are the Snare Drum, Bass Drum, Triangle and Cymbals. The Snare Drum, Bass Drum, and Triangle all make sounds when they are struck by a mallet or stick. Cymbals make sounds when they are clashed together.
Who plays in the Symphony?

Instrument Team Activities

Dividing your class into instrument teams is a great way to prepare for a symphony concert! Assign each student to a team—red, yellow, green or blue.

Some projects for class teams include:

**Research Projects**—Have each team work together to do a project about their instrument team. Students can work in one large group or split into small groups, each focusing on a particular instrument. Have each team present their project to the rest of the class.

**Interview a Musician**—Work with the high school band/orchestra directors to bring a high school musician from each team to class. Have the class teams interview the musicians about their instrument and write a report about the experience. After the interviews the musicians can play for the class.

**Collage**—Have all four teams work together to create a collage/mural representing the instrument families. Each team will work on one section of the collage, using different shades of their team’s color.

**Build Instruments**—Each team can create instruments from their team—at the end of this project you will have your own classroom orchestra! The following websites have some great ideas to get you started:

http://www.philtulga.com/homemademusic.html—This site includes tutorials on how to make several instruments including pan pipes, a tubular glockenspiel and a water bottle xylophone.

http://www.familycorner.com/family/kids/crafts/9_musical_instruments.shtml—9 homemade musical instruments, including tambourine, horn and guitar.

http://www.nyphilkids.org/lab/make_french_hose.html—What is a French Hose? Find out here!

Finally, have students wear their team color on the day of the concert.
The Conductor

Who is that person in front of the Orchestra waving their arms around? That person is called the conductor, and he or she has a very important job! The conductor is the person who shows the orchestra when to start playing. The conductor also tells the orchestra many other things about how to play a piece of music—all without saying a word!

Pick a song that the whole class knows and sing it together. Easy right? Now, as a class, try to sing the song again with nobody telling you when to start! This makes things more difficult! Imagine what an orchestra would sound like if every person just started whenever they wanted to! This is one reason the conductor is so important—they make sure that everyone starts, stops, and stays together.

The Basics

The conductor stands in front of the orchestra, on a podium, and conducts by using hand and body motions. Sometimes they use a baton as well.

The conductor controls how fast/slow and how soft/loud the orchestra plays.

The conductor uses his/her right hand to control tempo (speed).

The conductor uses his/her left hand to control dynamics (volume).

The conductor’s facial expressions—happy, angry, sad, etc.—can tell the orchestra how to play.
With their **right hand** or baton the conductor controls tempo (speed). Conductors use patterns to show the orchestra where they are in the music. Some commonly used patterns are seen below—let’s practice them!

2 Beat Pattern  
3 Beat Pattern  
4 Beat Pattern

Conductors use their **left hand** to show the orchestra how loud or soft to play.

**To make the orchestra play softer, drop your left hand to the floor, palm down.**

**To make the orchestra play louder, raise your left hand towards the ceiling with your palm up.**

Practice raising and lowering your left hand to change the dynamics.

Next, practice conducting with both hands. Choose volunteers to conduct the class singing a song that everyone knows.

It’s not as easy as it looks! The best conductors have practiced for many years!
Composer Scavenger Hunt!

There are composer biography sheets all over your classroom. Find the sheets and use them to answer the following questions.

Birth
1. Which two composers were born in Russia? ___________________ and ___________________
2. Which composer was born in Norway? ___________________
3. Which composer was born first? ___________________
4. Which composer was born in 1875? ___________________

Family
1. Which composer had four brothers and one sister? ___________________
2. Which composer’s talent was discovered by a family friend named Ole Bull? ___________________
3. Which composer was born into a noble family? ___________________
4. Which composer traveled with his family all over Europe to perform as a child star? ______________

Studies
1. Which composer studied with Mily Balakirev? ___________________
2. Which composer studied at the Paris Conservatory? ___________________
3. Which composer never studied at a Conservatory? ___________________

Famous Works
1. Which composer wrote Bolero? ___________________
2. Which composer is famous for his ballets, which include Swan Lake, Sleeping Beauty, and the Nutcracker? ___________________
3. Which composer wrote over 600 works, including 41 symphonies? ___________________
4. Which composer was one of “The Five”, a group of Russian composers? ___________________
5. Which composer drew on Norwegian folk songs for inspiration? ___________________
6. Which composer wrote Eine Kleine Nachtmusik? ___________________

Life
1. Which composer was personally honored by the Tsar? ___________________
2. Which composer was friends with Hans Christian Anderson? ___________________
3. Which composer conducted the New York Symphony at the opening of Carnegie Hall? ___________________
4. Which composer died very poor, and was buried in an unmarked grave? ___________
Wolfgang Amadeus Mozart was born in Austria in 1756. Mozart’s father was his first piano teacher. He recognized that his son was a musical genius, who was writing songs of his own by age 5! By age 6 Mozart was touring Europe with his family, playing piano for amazed audiences.

Mozart wrote his first opera at age 12, for an emperor. By age 25 Mozart was known as one of the best keyboard players in Europe. He was also a great composer. Two of his most famous pieces are “Eine Kleine Nacht Musik” and Variations on Twinkle Twinkle Little Star.

Mozart became ill and died when he was only 35. Despite dying young, he left behind a large amount of music—over 600 works including 41 symphonies! Mozart’s accomplishments are even more amazing when you consider that he never had any formal music training!

Though Mozart was very famous and popular during his lifetime, he spent his money faster than he earned it. When he died he was very poor and was buried in an unmarked grave.

Did you know?

Mozart had a sense of humor—he loved to play practical jokes on people!

Mozart loved animals—he kept birds, a dog and a horse.

Mozart traveled all over Europe and could speak 15 different languages!
Maurice Ravel was a French composer and pianist. He was born in 1875 in south-western France (Basque Country). Ravel began his musical studies at age seven. Ravel’s parents were very supportive and when he was 14 they sent him to the Paris Conservatory.

Ravel studied at the conservatory for 14 years. He met many other composers there that would go on to be famous. Ravel was also highly influenced by music from around the world including American Jazz, Asian music, and traditional folk songs from across Europe.

Ravel’s most famous work is Bolero, which was originally part of a ballet but now is usually played alone, without dancers. Bolero premiered in Paris in 1928 – it was an instant success. It has since remained on of the staples of orchestral repertoire and is played by many orchestras around the world every year.

Did you know?

Ravel wanted to be a pilot in World War I. Because of his poor health he was an ambulance driver instead.

In 1928 Ravel toured America for 4 months—he made $10,000.

Ravel wrote a piano concerto for the left hand only for a pianist who had lost his right hand in World War I.
Peter Ilich Tchaikovsky was born in Votkinsk, a small town in Russia, in 1840. Tchaikovsky started piano lessons at age five, and by age eight could read music as well as his teacher! His parents were very supportive of music at first, but then decided that it would be more practical for their son to become a civil servant (a government employee). At the age of ten Tchaikovsky was sent away to the Imperial School of Jurisprudence (law).

Though music was not given a high priority at his new school, Tchaikovsky kept up his musical studies as well as he could. He also took every opportunity to visit the local theater or opera with other students. After graduation he continued his musical studies, but did not give up his civil servant career until he was sure that music was his destiny.

Tchaikovsky’s First Symphony was premiered in Moscow in 1868. It was very well received and launched his career as a composer. Tchaikovsky met with great success throughout his career; he was personally honored by the Tsar (king) and given a lifetime pension to write music.

Time has shown that Tchaikovsky was indeed a musical genius. His works are some of the most popular classical compositions of all time, played all over the world. His most popular works are his ballets, including Swan Lake, Sleeping Beauty and the Nutcracker.

Ballet is a very formal type of dance. Ballet dance originated in 16th century France. Ballets often tell a story through dance.

Tchaikovsky is most remembered for his ballets, which include Swan Lake and the Nutcracker. He also wrote the ballet Sleeping Beauty, which you will hear at the concert!
Edvard Grieg was born in Bergen, Norway in 1843. His mother was a music teacher who taught him piano from the age of six. At age 15, Grieg met the famous Norwegian violinist Ole Bull. Bull recognized Grieg’s talent and convinced his parents to send him to the Leipzig Conservatory. Grieg studied piano at the conservatory, and played his first public concert at age 18.

In 1863, Grieg traveled to Copenhagen, Denmark, where he lived for three years. Copenhagen was the most important city in this part of the world, and Grieg made friends with many famous composers and artists. Another good friend was Hans Christian Anderson, who wrote *The Little Mermaid*.

Grieg loved his home country of Norway. Most of his music is based on Norwegian folk songs. One of his most famous works, Peer Gynt Suite, was written for a play by the great Norwegian playwright Heinrich Ibsen. Peer Gynt Suite is still very popular today. You will hear the Fort Worth Symphony play part of it at the concert!

Grieg was very popular during his lifetime. When he died in 1907, 40,000 people lined the streets for his funeral. His ashes are entombed in a mountain near his house in Troldhaugen.
Modest Mussorgsky was born in Karevo, Russia. He studied piano with his mother from age six, and it was clear early on that he was a talented musician. Mussorgsky went to St. Petersburg to study music at age 10 and published his first piano piece at age 12!

As a member of a noble family, Mussorgsky was expected to serve in the military. He entered military school at age 13. Mussorgsky continued to work on his musical skills at the school—he often played popular music for local dances.

In 1858 Mussorgsky met Mily Balakirev, a fellow Russian composer. Balikirev convinced Mussorgsky to resign from the army to compose full time. Mussorgsky became one of the composers known as “The Five”, a group which also included Balakirev, Cesar Cui, Nikolai Rimsky-Korsakov and Alexander Borodin. These composers were known for their specifically “Russian” music. They used Russian folk songs, church chants, and fairy tales for inspiration.

Mussorgsky wrote many famous pieces during his career, including the opera Boris Godunov and Pictures at an Exhibition. Perhaps his most famous work is Night on Bald Mountain. Mussorgsky died in 1881 and was buried in St. Petersburg.
The Magic Flute
Mozart's last opera

The Magic Flute (Die Zauberflöte) was Mozart’s last opera—it premiered in Vienna just a few months before his death.

As the story begins, prince Tamino and his Papageno are given a quest. They are to rescue Pamina, the daughter of the Queen of the Night, from Sarastro, who is a priest in the temple of Isis. Tamino is given a magic flute to help him in his quest. Papageno is given other magical instruments which can change anger into laughter or make people want to dance.

The two adventurers find Pamina, but realize that the Queen who sent them on the quest is evil. They stay at the temple. Tamino marries Pamina and Papageno also finds a wife.

The opera was a huge success—it was performed hundreds of times in the first few years after it premiered. More than 300 years later it is one of the most popular operas of all time!

Opera Words

Opera has its own set of words, or vocabulary. Here are some words that will help you understand opera.

Aria—a song sung by one singer (a solo). Arias are often chances for singers to show off their amazing talent!

Recitative—Spoken words set to music—recitative was the first rap!

Operetta—a short, lighthearted type of opera.

Bravo/Brava—this is the word you yell at the end of a performance that you really enjoyed! Bravo is for male performers and Brava is for female performers. If you just really loved it all you can also say Bravi!

What is an Opera?

An opera is a production that combines singing, acting, dance, and music. Opera was invented in Italy in the 16th century, when several composers decided to experiment with adding music to plays. The earliest attempts only had a little music, but soon composers were writing music to accompany entire plays. Opera soon spread from Italy to other countries in Europe and all over the world. Today there are over 300 opera houses around the world! Although composers are still writing operas, some of the most famous, such as The Magic Flute, Tosca, The Barber of Seville, and Carmen, have been around for many years!
The Story of Sleeping Beauty

As the story opens, the kingdom is celebrating the christening of the baby princess Aurora. Six good fairies have been called there to bless the baby. Suddenly the party is interrupted by an evil fairy name Carabosse. She puts a curse on Aurora—the princess will prick her finger and die on her 16th birthday! Luckily one of the good fairies can partially reverse this curse. She says that the princess will not die but will sleep for 100 years.

Although everyone tries to keep Aurora safe, she does prick her finger on a spindle on her 16th birthday and falls asleep. The Lilac fairy puts a sleep spell on the whole kingdom so that they will only wake when Aurora does.

100 years later a prince is hunting near the castle. Suddenly he sees a vision of the beautiful princess. After defeating the evil fairy he makes his way to Aurora and kisses her, waking her up. Everyone else awakes and rejoices.

The end of the story is the wedding of Aurora and the prince. Many fairies are there, as well as other fairy tale characters such as Puss in Boots and Little Red Riding Hood.

What is a Waltz?

At the concert you will hear the Waltz from Sleeping Beauty. A waltz is a dance in 3/4 time—this means it is counted in 3’s—1-2-3, 1-2-3, 1-2-3. Walzes have always been a popular style of ballroom dance. The city of Vienna, in Austria, still holds hundreds of waltz balls every year!

Tchaikovsky's Ballet

Sleeping Beauty was Tchaikovsky's second ballet. The first was Swan Lake and third was The Nutcracker.

The ballet premiered at the Mariinsky theatre in St. Petersburg, Russia in 1890.

While Sleeping Beauty was not an instant hit, it has become one of the most popular ballets in history!
Pictures at an Exhibition
Music can describe characters

Pictures at an Exhibition, by Russian composer Modest Mussorgsky, was created to honor the memory of a friend. Mussorgsky’s friend, the artist Viktor Hartmann, died suddenly at age 39. Mussorgsky was very sad at the loss of his friend, and decided to write a piece of music that would describe some of Hartmann’s paintings.

Pictures at an Exhibition describes 10 different pictures. You will hear the Fort Worth Symphony play music for two pictures, Gnomus and Baba Yaga.

Baba Yaga

If you had grown up in Russia you would know all about the story of Baba Yaga! She is a witch who flies through the air looking for children to kidnap. Baba Yaga lives in a very strange house—it stands on chicken legs and has no windows or doors!

Imagine you are writing music to describe Baba Yaga. Would your music be:

**Loud or Soft?**

**Fast or Slow?**

**Scary or Happy?**

Now it’s time to listen to Mussorgsky’s music and see if he agreed with you!

Gnomus

Gnomes are legendary creatures, said to live underground. They can usually be found guarding buried treasure! Gnomes are said to resemble tiny, shriveled old men.

Imagine a gnome running through the forest. Would you expect him to be graceful or clumsy? Scowling or smiling?

Listen to a recording of Mussorgsky’s Gnomus.

List 3 words that describe the gnome.

1. __________________________
2. __________________________
3. __________________________

This is the picture that inspired “Baba Yaga”. It is hard to see the fowl’s legs because the picture is very old!
The Nutcracker is a ballet by the Russian composer Pyotr Tchaikovsky. The ballet premiered in 1892 in St. Petersburg. It was not an immediate success but is now one of the most well known ballets in the world. Based on the story *The Nutcracker and the Mouse King* by E.T.A. Hoffmann, the ballet tells the story of a young girl named Clara’s magical Christmas. Clara is given a nutcracker by her uncle, Herr Drosselmeyer. As the clock strikes midnight, the Nutcracker comes to life as an army of mice invades the house. The Nutcracker fights the mouse king, defeating him with Clara’s help. As the Mouse King is defeated the nutcracker transforms into a handsome prince. The Prince leads Clara to the beautiful Land of Sweets, ruled by the Sugar Plum Fairy. The Sugar Plum Fairy honors Clara and the Prince with a celebration of dances, performed by sweets from many countries. The ballet ends with Clara and the Prince being crowned rulers of the Land of Sweets.

You will hear the Fort Worth Symphony perform Russian Dance (Trepak). In the ballet, candy canes from Russia perform a lively hoop dance. Try to imagine what this dance might look like as you listen to the music!

**Did you know?**

Tchaikovsky was born on May 7, 1840 in Kamsko-Votkinsk, in Russia.

Tchaikovsky started piano lessons when he was five. By age eight he could read music as well as his teacher!

Tchaikovsky’s family had a long tradition of military service. It took several years for Tchaikovsky to decide that his future was in music, not the military.

Tchaikovsky was very famous in his own time. He was even personally honored by the Tsar (the Russian king).
In the Hall of The Mountain King

Peer is trying to sneak out of the castle. You can hear his soft footsteps being played by the bassoon.

As the trolls begin to follow, different instruments join in.

More trolls join the chase as the music gets faster and louder.

All the trolls in the mountain are chasing Peer—they are trying to catch him and punish him! The music is very fast and loud!

The Mountain King has joined the chase! Peer darts from rock to rock, hiding. The King is represented by the loud chords. Peer can be heard when the woodwinds play.

Just as the trolls close in, Peer finds the door and escapes!

The End!