Adventures in Music

Music

Through the Ages
Dear Teachers,

We are very excited to have the opportunity to bring the music of the Fort Worth Symphony into your school! Music Through the Ages is a program designed to introduce your students to the history of Western Classical Music.

Music Through the Ages takes students on a tour of the last 400 years of music history. We will introduce students to famous works from the Renaissance to the Modern era, as well as discussing all of the instruments that make up a symphony orchestra.

The materials in this study guide bring together many disciplines such as reading, history, fine arts, and cultural studies. The materials meet many TEKS objectives, which are listed on the next page.

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

Sincerely,

Holly Klindt
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These materials are for educational use only in connection with the Adventures in Music Program of the Fort Worth Symphony Orchestra.
TEKS Objectives for *Music Through the Ages*

**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.
2.4, 3.4, 4.6, 5.5, 6.5, 7.6 – Geography. Student understands the concept of location. Student uses Geographic tools to collect, analyze and interpret data.
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 Renaissance

**Artists**

- Botticelli (1445—1510)
- Leonardo da Vinci (1452—1519)
- Michelangelo (1475—1564)

**Writers**

- William Shakespeare — *Hamlet, Macbeth, Romeo and Juliet*
- Don Miguel de Cervantes — *Don Quixote*

**Inventions and Ideas**

The Printing Press was invented by Johannes Gutenberg in 1445. This invention changed the lives of people all over the world by making books, and therefore information, available on a large scale. This invention also made it possible to print and share music!

The first mechanical clock was invented during the early Renaissance period. Improvements were made by Galileo who invented the pendulum in 1581. Galileo’s invention allowed clocks to be much more accurate.
Canzon Septimi
Toni No. 2

Giovanni Gabrieli
1554—1612

- Gabrieli was born in Venice, Italy.
- He was a very famous composer—students from all over Europe traveled to Venice to study with him.
- Gabrieli was also a famous organist and played in some of the largest cathedrals in Europe.

About the Music

Canzon is Italian for “song”

This piece was composed for a specific place — St. Mark’s Cathedral in Venice.

The cathedral has two large choir lofts that face each other. Gabrieli intended half of the players to be in each loft. This created an early version of surround sound!

The Renaissance Era: 1450—1600

- The two genres of music during this time were: sacred (religious) and secular (non-religious).
- The invention of the printing press made it possible to distribute music to the masses.
- Music was increasingly freed from medieval constraints in range, rhythm, harmony and notation. It became a vehicle for personal expression.

Other Renaissance composers:
William Byrd
Josquin De Prez
Claudio Monteverdi
The Baroque Era

Inventions and Ideas

Galileo Galilei was able to prove that the Earth revolves around the sun. Before this everybody assumed that the Earth was the center of the universe.

Many things were invented during the Baroque period including the syringe, slide rule, barometer, wind gauge, pressure cooker, tuning fork, and steam engine.

Artists

Peter Paul Rubens (1577—1640)
Rembrandt (1606—1669)
Johannes Vermeer (1632—1675)

Writers

John Milton — *Paradise Lost*
Moliere — *The Amorous Flea, The Misanthrope*
John Donne — *An Anatomy of the World, Of the Progress of the Soul*
George Frideric Handel
(1685—1759)

- Handel was born in Germany in 1685.
- Handel’s aunt gave him a harpsichord for his seventh birthday. He spent all of his free time playing it.
- He followed his father’s wishes and studied law; however, when his father died he switched to music.
- Today, Handel’s most popular work is *Messiah*. It is said that when the king first heard the "Hallelujah Chorus" he rose to his feet. This tradition continues today.

**About the Music**

*Water Music* was written to be played on the water specifically, the River Thames in England.

It was written for a boating party held by King George I.

King George I enjoyed the music so much he requested the musicians play the suite three times during the trip!

**The Baroque Era: 1600—1750**

- Baroque music is very organized.
- Melodies tend to be highly decorated and elaborate.

Other Baroque composers:
- Johann Sebastian Bach
- Henry Purcell
- Antonio Vivaldi
The Classical Era

Artists
Jaques Louis-David (1748—1825)
Francisco Goya (1746—1828)

Writers
Jane Austen — Pride and Prejudice, Emma
Lord Byron — Don Juan
Voltaire — Candide, Plato’s Dream

Inventions and Ideas
Benjamin Franklin was the creator of many inventions, including bifocals, the Franklin stove, and the lightning rod. He also made advancements in the fields of meteorology, electricity and oceanography.

Two of the most important revolutions of Modern times, the French Revolution and the American Revolution, took place during this era.
Wolfgang Amadeus Mozart (1756—1791)

- Mozart was born in Austria in 1756.
- Mozart began playing keyboard at age four. By age five he was composing short pieces.
- By the time Mozart was in his mid-twenties he had established himself as one of the most accomplished keyboard players in Vienna, as well as a great composer.
- Mozart died young, at age 35. In his short life he wrote more than 600 compositions.

The Marriage of Figaro

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About the Music

The Marriage of Figaro is one of Mozart’s most famous operas.

Mozart wrote his first opera when he was 12!

The overture is the instrumental introduction to an opera. It signals the start of the opera to the audience, and gives them an idea of what the rest of the music will sound like.

The Classical Era: 1750—1820

- Although the phrase “classical music” is used to describe all of the music that you will hear at the concert, it can also refer to this particular era within that tradition.
- Music from the Classical era is usually less complex than music from the Baroque era, with less ornamentation.

Other Classical composers:
Franz Joseph Haydn
Christoph Willibald Gluck
The Romantic Era

The beginning of the Romantic era coincided with the peak of the Industrial Revolution. With major advances made in agriculture, manufacturing, transportation, and technology, almost every facet of life was changed by this revolution.

The telegraph, sewing machine, telephone and light bulb were all invented during this era.

In 1877, Thomas Edison invented the phonograph, making it possible to record and reproduce sounds.

Artists
- William Blake (1757—1827)
- Eugène Delacroix (1798—1863)
- Thomas Cole (1801—1848)

Writers
- Mary Shelley — Frankenstein, Mathilda
- Edgar Allen Poe — The Raven, The Tell-Tale Heart
- Henry David Thoreau — Walden, Civil Disobedience

Inventions and Ideas
Symphony No. 5 in C minor

Ludwig van Beethoven
(1770—1827)

- Beethoven’s first teacher was his father. He was a harsh teacher, often pulling Beethoven out of bed to practice until morning.
- Beethoven began suffering from hearing loss in his twenties. He kept composing even when he was completely deaf!
- Beethoven is most famous for his nine symphonies, but he also wrote many other kinds of music: chamber music, choral music, piano music, string quartets and an opera.

Symphony No. 5 took four years to write.

It premiered in December 1808 as part of a four hour long concert!

The premiere was not a success. The orchestra did not have enough time to rehearse and the audience was tired from sitting in the cold auditorium.

The Fifth Symphony overcame these initial challenges. It is now perhaps the most famous piece of music in existence!

About the Music

The Romantic Era: 1820—1910

- Music from this era is often programmatic — it is meant to describe something, like a scene in nature or a particular feeling.
- In order to make their pieces more personal, composers avoided the confines of set forms within the music.

Other Romantic Composers:
Johannes Brahms
Frederic Chopin
Robert Schumann
Hungarian Dance
No. 5

Johannes Brahms
(1833—1897)

- Brahms was born in Germany in 1833
- Brahms began studying piano at age seven; his father was his first teacher.
- At age 13, Brahms began studying theory and composition.
- At the age of 29, Brahms settled in Vienna to focus fully on composing. He established a strong reputation as one of the leading composers of his time.
- Brahms is known as one of the “3 B’S”, along with Bach and Beethoven.

About the Music
Brahms wrote 21 Hungarian Dances; Number 5 is the most famous today.

Brahms originally wrote the Hungarian Dances for piano. Other composers orchestrated the dances.

The Hungarian Dances were completed in 1869.

Brahms and Beethoven
Brahms was very influenced by Beethoven: in the composer’s home, a marble bust of Beethoven looked down on the spot where he composed.

When Brahms’ First Symphony premiered in Vienna, it was immediately hailed as "Beethoven’s Tenth."
Symphony No. 9,
From the New World

Antonin Dvořák
(1844—1904)

- Dvořák was born on September 8, 1841 in a small village in Bohemia, which is now part of the Czech Republic. He was one of seven children.
- Dvořák started taking music lessons when he was 6. He was an accomplished violin and viola player.
- In 1892, Dvořák accepted the position of head of the National Conservatory of Music in New York. Dvořák loved America but missed his homeland.

About the Music

New World Symphony was composed in 1893.

Dvořák wanted to use traditional music from the American continent. He incorporated African-American and Native-American themes into the music.

The symphony premiered at Carnegie Hall in December 1893. The end of every movement was met with thunderous applause — Dvořák had to stand up and bow after each movement!

Dvořák in America

When Dvořák arrived in America the country was celebrating the 400th anniversary of Columbus’ landing, and celebrations were going on everywhere! Dvořák was overwhelmed by the sights and sounds of this new world, writing to a friend:

Thousands upon thousands of people, and an everchanging sight! And you should hear all the kinds of music! ... Well, America seems to have demonstrated all it is and all it is capable of! I haven’t got enough words to describe it all.
The Modern Era

Artists
Henri Matisse (1869—1954)
Pablo Picasso (1881—1973)
Andy Warhol (1928—1987)

Writers
H.G. Wells — War of the Worlds,
The Time Machine

Robert Frost — The Road Not Taken,
Nothing Gold Can Stay

F. Scott Fitzgerald — This Side of
Paradise, The Great Gatsby

Inventions and Ideas
Technology, science, and inventions progressed at an accelerated rate during
the hundred years of the 20th century.
The automobile and airplane were invented, bringing people closer together.
On July 20, 1969, Neil Armstrong became the first man to walk on the moon.
In the early 1970’s, Hewlett Packard introduced the first desktop computers.
Aaron Copland (1900—1990)

- Copland was born in Brooklyn, New York. His parents owned a store and the family lived above it.
- By age 15, Copland knew he wanted to be a composer. At age 20, he traveled to Paris to study with Nadia Boulanger, one of the most famous teachers of the time.
- Copland wrote many masterpieces, such as *Appalachian Spring* and *Lincoln Portrait*. He is the most recognized American Composer of the 20th century.

**About the Music**

*Hoedown* is part of a ballet called *Rodeo*. *Rodeo*, which premiered in 1942, is considered one of the first truly American ballets.

The ballet tells the story of a cowgirl who is in love with a cowboy, but can’t get him to notice her. During the finale (the *Hoedown*), she realizes that she’d rather spend time with another cowboy who was nice to her all along.

**The Modern Era: 1900—Present**

- Modern classical music is not easy to define—there are many different styles.
- Many modern composers rebelled against the rules of earlier musical eras.
- Technology became an increasingly important tool for composers. Composers have been known to use recording tape as a compositional tool. Electronically created sounds are used in combination with other electronic sounds or played together with traditional music instruments.

Other Modern Composers:
Béla Bartók
Leonard Bernstein
Igor Stravinsky
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 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. 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 he/she uses 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 his/her 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!

**Two Beat Pattern**

**Three Beat Pattern**

**Four Beat Pattern**

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**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.
Audience Etiquette

There are many places to go where you will be a member of an audience. However, audiences do not act the same at every type of event. Brainstorm different places where they might be part of an audience.

Audiences are expected to act differently at different types of events. Something that is ok at a football game may not be appropriate for a symphony concert.

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<th>Cheer</th>
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<th>Talk to those around you</th>
<th>Eat</th>
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The chart above shows places that you might go and types of behavior. In each box, write the appropriate response (always, sometimes, never), explaining how often you would exhibit this behavior at each place.

Why is audience etiquette important to the performers?

Why is audience etiquette important to those around you?
Student Reviews

Teaching Objective — Students will practice critical thinking and descriptive writing.

For this activity you will need:

Paper and Writing Utensils
A review of a concert from the Fort Worth Star Telegram or other source
A recording of a piece of classical music

Have your students imagine that they are putting on a performance. How will they know what the audience thinks about their performance? Brainstorm different ways that they might find out what the audience thinks.

Discuss with the class the role of a professional critic, a person whose job is to publish reviews of the performances that they go to see. Pass out copies of one or more reviews to read as a class.

Have students listen attentively to a recording of a piece of classical music. Then, using the published review as a model, have the students write a review of the recording.

After the Fort Worth Symphony Orchestra concert, repeat the activity, having the students write a review of the performance. Remind them to use as much detail as they can — the goal is to give the reader a full picture of the performance.

Have the students share their reviews with each other. This is a good time to discuss why people have different opinions about the same performance.

We would love to read some of your reviews! Please send any reviews to our education department. Selected reviews will be posted on our website and/or Facebook page!
At the Fort Worth Symphony Orchestra, we use colors to identify the instrument families that make up the orchestra – blue for strings, red for woodwinds, yellow for brass and green for percussion. The more your students know about the teams before the concert, the more enriching the experience will be.

Classroom Instrument Teams:

Dividing your class into instrument teams is a great way to prepare for this concert. Assign each student to a team – red, yellow, green or blue. Some projects for class teams include:

- Have each team work together to do a research project about their instrument team. Students can work as a large group or split into groups of two or three focusing on a specific instrument within their team. Have them present their projects to the rest of the class.

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

- Have all four teams work together to create a collage/mural representing the instrument families in the orchestra. Each team will work on their section, using different shades of their color.

- Have students build their own instruments! Each team will create instruments from their instrument team – at the end of this project you will have your own class orchestra! The following websites will help get you started:

  - http://www.philtulga.com/HomemadeMusic.html - This site includes tutorials on making several instruments, including pan pipes, a tubular glockenspiel and a water bottle xylophone! It also includes some great information about relating music to math.


- Finally, on the day of the concert suggest that the students wear their “team color” – all of these activities will help the students identify with the orchestra on concert day.
Music and Emotion Activity

For this activity you will need a recording of two contrasting pieces. (Two good choices from our program would be Night on Bald Mountain and Plink Plank Plunk.) The students will need paper and art supplies.

Discuss emotions with your students. List some different emotions on the board. Ask them if the music in movies and T.V. shows affects their emotions.

Play the recording of the first piece. The first time through, have the students sit and listen. Then play it again and have them draw whatever comes into their head. Be sure to emphasize that there is no right or wrong. When they are done, ask them to explain why they drew what they did, how they felt, and why they used the colors that they used. Make a list of emotions/colors for this piece.

Repeat the above procedure with the second piece. Discuss the differences between the emotions/colors evoked by each piece.
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 with a bow, which is pulled back and forth across the instrument’s four strings.

The **VIOLIN** is the smallest of the string instruments and can play the highest notes. The violin often plays 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 viola plays many beautiful melodies just like the violin.

The **CELLO** is much larger than the violin and the viola. 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 cello often plays 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 bass often plays accompaniment parts with the cello.
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. The flute has a very high, light and beautiful sound much like that of a bird.

The **Oboe** makes its sound when the player blows air through a mouthpiece containing cut pieces of bamboo called a "reed." In the case of the oboe, the player ties two reeds 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 larger. The clarinetist makes a sound by blowing through a single reed attached to a mouthpiece. The clarinet 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 three 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.
BRASS

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 one 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 and often plays 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 **TIMPANI**. Timpani are drums that look like huge copper bowls with a special covering stretched over the top. The timpani are played by striking the covering with padded sticks, called “mallets.” Timpani 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.
MUSICAL VOCABULARY

Here are some words you need to know before the concert:

Members of the Orchestra

1. **String Section** — the string section consists of the **Violins**, **Violas**, **Cellos** and **Basses**. Stringed instruments are played by drawing a bow across the strings or by plucking the strings with the fingers.

2. **Woodwind Section** — the woodwind instruments are the **Flute**, **Oboe**, **Clarinet** and **Bassoon**. Woodwind players produce sound by blowing air into a mouthpiece. Most woodwind instruments have **reeds**, which vibrate very quickly to produce the sound of the instrument.

3. **Brass Section** — the brass instruments are the **French Horn**, **Trumpet**, **Trombone** and **Tuba**. Brass players make sound by “buzzing” their lips while blowing into the **mouthpiece**. Brass players change notes with the help of **valves** or **slides**.

4. **Percussion Section** — there are hundreds of different percussion instruments! Some of the most common are the **Tympani**, **Snare Drum** and **Cymbals**. Percussion instruments make sound when the percussionist strikes or shakes them.

5. **Conductor** — the conductor tells the musicians when and what to play. The conductor gives the musicians non-verbal signals either with his hands or by using a small stick called a **baton**.

6. **Concertmaster/Concertmistress** — the concertmaster/concertmistress is the first violin player in the orchestra. He/She is the leader of the string section and will play most solos for the violin.
Other Musical Terms

1. Melody — a musical line that is the “tune” of the piece. This is the part you will probably be humming when you leave the concert!

2. Countermelody — a second musical line that intertwines with the melody.

3. Accompaniment — a musical line that is secondary to the melody. Accompaniment parts support the melody.

4. Chord — two or more notes played at the same time.

5. Solo — part of a composition written for a single instrument.

6. Cadenza — an extended and embellished solo. Cadenzas are intended to feature the soloist.

7. Unison — the sounding of the same note by two or more players. In a unison piece of music, the players do not have different parts, but all play together.

8. Tuning Note — the note the Oboe plays before a concert. All the other players tune their instruments to this exact pitch.

9. Folk Music — any music that comes from a common culture. This music is most often passed on orally from generation to generation.