

1. Gauge preliminary knowledge:

Lead a brief discussion prior to watching the videos. Here are some topic suggestions:

- Describe one live musical event you have attended.
- How can someone make a living playing an instrument?
- Who in your family plays a musical instrument?
- What kind of music is your favorite?
- What kind of instrumental only [no singing voices] music do you like?

2. Assess knowledge retention:

Our videos are designed to be viewed in order. After watching each one, ask the following questions:

Video 1 - Strings: https://youtu.be/WoSsEXvzig_A

1. Name one thing you know about the violin (viola, cello, bass).
2. Name one thing you learned about the violin (viola, cello, bass) in this video.
3. If you could choose any of these instruments to play, which one would you choose? Why?
4. What did you think about during the string quartet music?

Video 2 - Woodwinds: <https://youtu.be/wpffZwmXynM>

1. Name one thing you know about the flute (oboe, clarinet, bassoon).
2. Name one thing you learned about the flute (oboe, clarinet, bassoon) in this video.
3. If you could choose any of these instruments to play, which one would you choose? Why?
4. Which woodwind instruments have you seen in person? Describe your experience (speak, write, draw).

Video 3 - Brass: <https://youtu.be/U3LL3vCL4K4>

1. Name one thing you know about the trumpet (horn, trombone, tuba).
2. Name one thing you learned about the trumpet (horn, trombone, tuba).
3. If you could choose any of these instruments to play, which one would you choose? Why?
4. Which brass instruments have you seen in person? Describe your experience (speak, write, draw).

Video 4 - Percussion: <https://youtu.be/kABv5ofky0o>

1. Name one thing you know about percussion instruments.
2. Name one new thing you learned about percussion instruments.
3. If you could choose any of these instruments to play, which one would you choose? Why?
4. What do the words 'definite pitch' and 'indefinite pitch' mean to you?

After watching all of the videos:

1. Which family of instruments has a sound you like best? Why?
2. If you like all the instruments the same amount, how would you choose which ones to try first?
3. Pay attention to the music in video games, TV shows, and movies. What instruments do you hear?
4. Draw a picture of yourself playing in a band or orchestra with your friends.

3. **Talk/write like a musician:**

How can we describe what we hear? Using words to explain sounds helps us communicate with other musicians, and it also helps us share our experience with listeners. Choose one or more ensemble/solo pieces from the videos, and lead a discussion/ask students to write about what they heard.

[Additional resource](https://www.youtube.com/watch?v=eRQIA15yDwY&list=PLTU3kN2H9QDUcZt46z_tdkqw_JNT8UIDI) - Heigh Ho Mozart uses Disney themes in the style of classical composers. These recordings can serve as a supplement/follow-up:

https://www.youtube.com/watch?v=eRQIA15yDwY&list=PLTU3kN2H9QDUcZt46z_tdkqw_JNT8UIDI

First, discuss the music in terms of the students' experience:

- What is the overall mood of this music?*
- What sounds did you hear that convey that mood/emotion?
- How do you think the composer felt when writing this music?
- How does the music make you feel?
- Do you think this piece tells a story? If so, what could it be about?*

**Find others in the class who had similar answers to the first question. Group up and see how each person answered the second and third one.*

***Create a class book with all the stories from the last questions and share with other classes.*

Then, ask students to use the provided GLOSSARY to describe what they heard using musical terminology:

- How can we describe the speed/pace of the piece?
- Discuss the volume. How did it change?
- What was the melody like? Who played the melody?
- How would you describe the overall sound?
- Craft an elevator statement. You have 10 seconds. Take time to create a careful statement that intrigues the listener enough to go hear it.

4. **Get creative:**

These are opportunities for independent/group work that will allow students to apply what they have learned, and to express their own ideas:

- **Be a music critic:**
Pretend that one of the ensemble performances from the SSO videos took place at a live concert you attended. As a music critic, you have been asked to write a review of the performance, using musical terms from the glossary to describe melody, tempo and dynamics. Include lots of details! How did the music make you feel? What did you

observe the performers doing? Provide enough details so that someone who didn't attend the concert will know what it was like - even what the concert hall looked like.

- **Film score → screenplay:**

Imagine that you have been asked to write the screenplay for a movie. However, this movie is being produced in an unconventional way. Instead of writing the story first and then selecting music to complement the screenplay, the producers have chosen the music in advance and asked you to write a story that fits the music.

Choose a piece that one of the SSO ensembles performed. If that piece was in the soundtrack for your film, what would your film be about? Write/draw detailed descriptions that will help your producers understand the setting, characters, and plot.

Resources : <https://kidskonnnect.com/social-studies/film-scores/> (film scores)
<http://classicalkusc.org/kids/cuecreation/> (the creation of film music)

- **Depict a scene:**

Choose music from one of the SSO or Heigh Ho Mozart videos. Draw a scene for the music: it could be a setting in nature, a room within a video game, a secret garden, or any other place you choose.

5. **Who is behind the music?**

The SSO string, woodwind, brass, and percussion ensembles performed pieces written by famous composers who lived at different times in history, and who wrote different styles of music. Here is more information about the ensemble composers/pieces in question:

Strings: W.A. Mozart

https://www.classicsforkids.com/composers/composer_profile.php?id=46
<https://kids.britannica.com/kids/article/Wolfgang-Amadeus-Mozart/353500>

Woodwinds: Simple Gifts

https://www.parksidecommunityschool.org/wp-content/uploads/2014/08/song_simple_gifts.pdf
<https://songofamerica.net/song/simple-gifts/>

Brass: Henry Mancini

<https://kids.britannica.com/students/article/Henry-Mancini/312332>
<https://kidskonnnect.com/social-studies/film-scores/> (film scores)
<http://classicalkusc.org/kids/cuecreation/> (the creation of film music)

Percussion: John Philip Sousa

<https://kids.britannica.com/students/article/John-Philip-Sousa/277145>
https://www.classicsforkids.com/composers/composer_profile.php?id=70
http://www.americaslibrary.gov/aa/sousa/aa_sousa_subj.html

GLOSSARY (Source: The Oxford Dictionary of Music, Revised Edition; 1994)

Create crossword puzzles for these terms or create a class game on the smart board:

<https://crosswordhobbyist.com/>

<https://support.smarttech.com/docs/software/notebook/notebook-19/en/creating-delivering-activities/game-based-activities/getting-started-game-activities.cshtml>

Speed:

Tempo: Time. The speed at which a piece of music is performed.

Adagio: At ease. Slow.

Andante: Moving along, flowing (slowish but not slow).

Allegro: Merry, ie. quick, lively, bright.

Rhythm: Covers everything pertaining to the time aspect of music.

Volume:

Dynamics: The graduations of volume in music.

Piano (dynamic): Soft, quiet. Opposite of forte, loud.

Mezzo forte: Half-loud, i.e. neither loud nor soft.

Forte: 'Strong', i.e. loud.

Crescendo: Growing. Directive used by composers to indicate that a passage should gradually increase in loudness.

Diminuendo: Diminishing, i.e. gradually getting quieter.

More terms:

Ensemble: Together. Any combination of performers, but especially a small group playing individual parts.

Harmony: The simultaneous sounding (i.e. combination) of notes, giving what is known as vertical music, contrasted with horizontal music.

Melody: A succession of notes, varying in pitch, which have an organized and recognizable shape. Melody is 'horizontal', i.e. the notes are heard consecutively, whereas in harmony notes are sounded simultaneously ('vertical').

Pitch: The location of a sound in the tonal scale, depending on the speed of vibrations from the source of the sound, fast ones producing a high pitch and slow ones a low.

Unison: Sounding of the same note by all performers.

Legato: Bound together. Performed so that there is no perceptible pause between notes, i.e. in a smooth manner, the opposite of staccato.

Staccato: Detached. Method of playing a note (shown by a dot over the note) so that it is shortened - and thus 'detached' from its successor - by being held for less than its full value.