

Design your own picture or collage of your heroes.

# Super-Heroes of the Orchestra

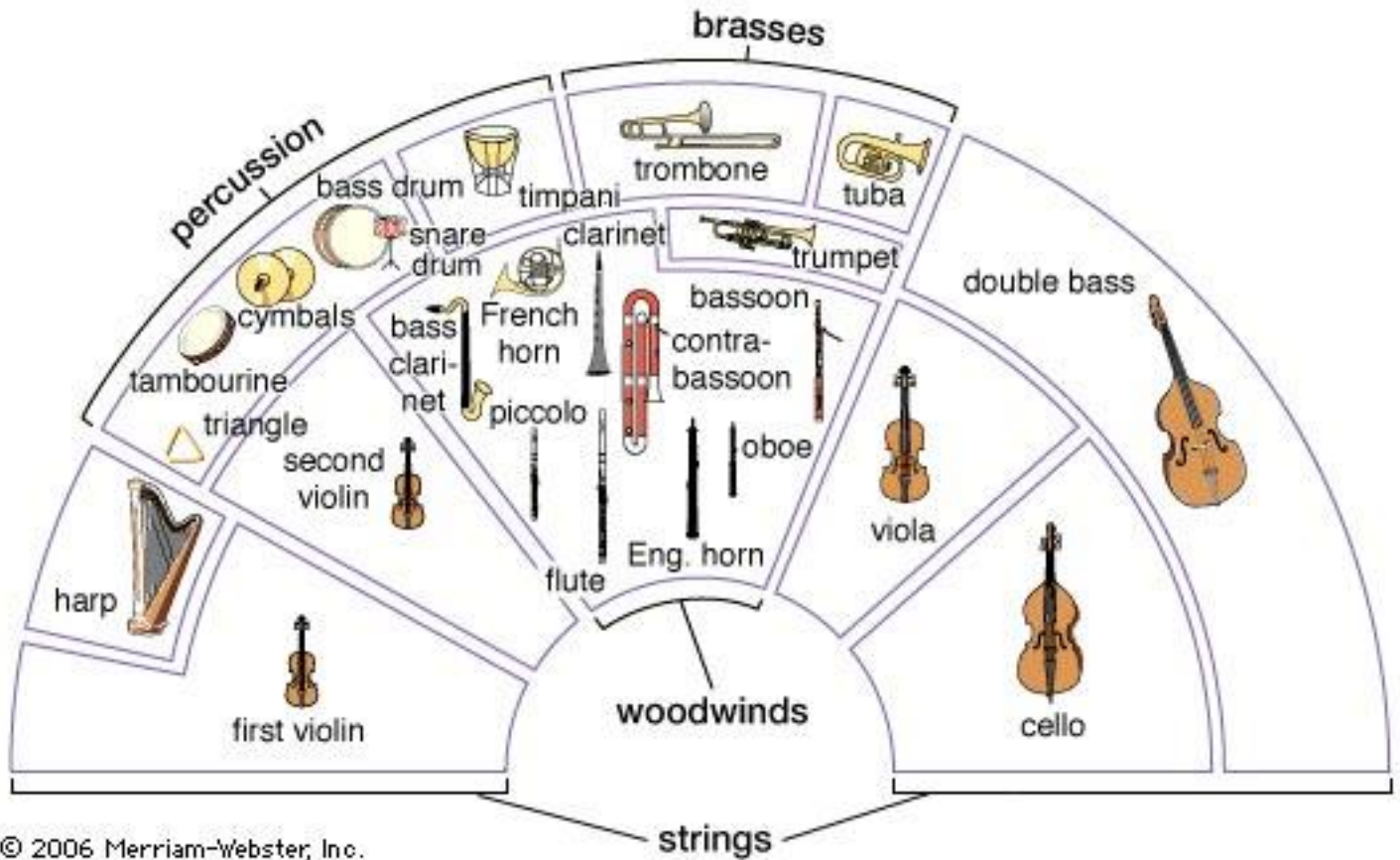
## STUDENT JOURNAL

Grade 3 through 6

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

CLASS: \_\_\_\_\_

## The Layout of the Modern Symphony Orchestra



There are many ways that a conductor can arrange the seating of the musicians for a particular work or concert. The above is an example of one of the common ways that the conductor places the instruments. When you go to the concert, see if the Arkansas Symphony is arranged the same as this layout.

If they are not the same as this picture, which instruments are in different places?

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What instruments sometimes play with the orchestra and are not in this picture?

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What instruments usually are not included in an orchestra?

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There is no conductor in this picture. Where does the conductor stand? \_\_\_\_\_

Go to [www.DSOKids.com](http://www.DSOKids.com) to listen to each instrument (go to *Listen*, then *By Instrument*).



## MEET THE CONDUCTOR!

Geoffrey Robson is the Conductor of the Children's Concert, Associate **Conductor** of the Arkansas **Symphony** Orchestra and Music Director of the Arkansas Symphony Youth Orchestra. He joined the Arkansas Symphony Orchestra five years ago and plays the violin in the First Violin section.

What year did he join the ASO? \_\_\_\_\_ Locate on the orchestra layout where the First Violins are seated.

Mr. Robson was born in Michigan and grew up in upstate New York. He learned to play the violin when he was very young. He went to college at Michigan State University where he graduated with honors. He continued his music studies at Yale University and earned a Masters Degree in Music. Since then, he has been a public school teacher and has given private lessons to students in violin, piano and viola.

When Mr. Robson is not practicing or studying music, he likes to be outside, working in the garden, playing sports or exploring a new place. He attends performances of all types of music and shows. He enjoys being with his friends, both in Arkansas and all over the world.

### WHAT SHOULD YOU DO TO PREPARE?

Learn about audience etiquette!

The people you will see in this performance are real. They depend on **YOU** for their success. The performers are very aware of their audience, and they respond to the energy of the audience and return it. Your attention, laughter and applause inspire them to give a good performance. Whistling, shouting, squirming and punching your neighbor are definitely "out" as good behavior. Rudeness spoils the show for everyone! And acting like you are bored or asleep is really childish!

**Here's what happens:**

*First, Concertmaster* (usually a violinist) comes on stage and **tunes** the orchestra.

*Next,* the Concertmaster directs the orchestra to **tune** their instruments while the audience remains quiet so the musicians can hear.

*Then,* the audience applauds (claps) when the **Conductor** comes on stage, recognizing that he has worked very hard to prepare the orchestra for the concert. He chose the music, studied the **score**, interpreted it, and rehearsed many hours with the orchestra.

*Finally,* your job is to listen and enjoy the music. If you talk, you aren't listening. When you talk, others can't hear and the musicians may lose their concentration. There is no "instant replay" in a live performance, so there is no second chance.

# WHAT MAKES A HERO AND A SUPER-HERO?

The dictionary says that a hero can be:

1. A mythological or legendary figure endowed with great strength or ability,
2. An illustrious warrior,
3. One who shows great courage,
4. A central figure in an event, period, movement or literary work, or
5. A person who is admired by others because of his or her actions.

What kinds of actions might heroes do? \_\_\_\_\_  
\_\_\_\_\_

Look at the characteristics of a hero and name a hero that is well-known in the world, either real (living or not), literary, or imaginary. \_\_\_\_\_

In your opinion, what made this person a hero? \_\_\_\_\_  
\_\_\_\_\_

Name a person that might be a hero to you, to your family, your school or your community.

What makes you think of this person as a hero? \_\_\_\_\_  
\_\_\_\_\_

The dictionary defines a SUPER-HERO as a fictional hero having extraordinary or superhuman powers or an exceptionally skillful or successful person.

Can you think of someone who is a SUPER-HERO? \_\_\_\_\_  
\_\_\_\_\_

On the front cover of this Journal, create your impression of your heroes. You can draw a picture or cut out the photos from a magazine or newspaper and make a collage. You might create a design on another piece of paper to prepare for working on the front cover.

# SUPER-HEROES OF THE ORCHESTRA

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## **UNRECOGNIZED (or 'unsung') HEROES**

What does an 'unsung' hero mean? It refers to a situation when a person (or instrument) contributes something important but is not generally recognized or applauded. The word 'unsung' means that the praise for the hero has not been sung or said.

In the Superman Story, who is the recognized hero? \_\_\_\_\_

Who is the 'unsung' hero? \_\_\_\_\_

In your opinion, why did Superman choose to be Clark Kent in everyday life? \_\_\_\_\_

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There are movements (parts) of two different concertos in this section that are each given a solo instrument ~~ the tuba and the piccolo. These instruments do not usually have a solo role. In these pieces, the composer has chosen to show what the instruments can do when they are highlighted.

What does the tuba sound like? \_\_\_\_\_

What mood does it set in the music? \_\_\_\_\_

What does the piccolo sound like? \_\_\_\_\_

What mood does it set in the music? \_\_\_\_\_

How are the two instruments similar to each other? \_\_\_\_\_

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How are the two instruments different from each other? \_\_\_\_\_

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When other pieces of music are played, listen for these instruments and see if you can hear them. They have much smaller parts, but they are important parts because of the sound they make and the mood they set. No other instrument can make quite the same sound.



**John Williams Conducting the Famous Boston Pops Orchestra**

## *Superman, Theme from the Movie by John Williams*

**Who wrote the Music?** John Towner Williams was born in 1932 in New York. He came to be interested in music because he heard it at home all the time.

As a boy, Williams learned to play the piano, clarinet, trumpet and trombone. He attended the University of California at Los Angeles where he learned how to compose music. That knowledge allowed him to arrange music for the U.S. Air Force Band when he joined the military.

He then went to New York to study at Juilliard a famous school for musicians. He earned a living by playing **jazz** piano. He performed with Henry Mancini who wrote movie music. That job taught Williams how to compose musical **scores** for movies.



### **Famous Movie Scores by John Williams**

*All Star Wars films*

*Jurassic Park*

*All the Harry Potter films*

*Jaws*

*Born on the 4<sup>th</sup> of July*

*Home Alone*

*All Indiana Jones films*

*Shindler's List*

*Raiders of the Lost Ark*

Williams has won many awards because everyone loves the music he composes. His awards are:

- 4 Golden Globes (Hollywood Foreign Press Association)
- 5 Oscars
- 7 BAFTA Awards (British Academy of Film and Television Arts) and
- 21 Grammy Awards for recordings (National Academy of Recording Arts and Sciences).



John Williams is holding "Oscar" which is awarded by the Academy of Motion Picture Arts and Sciences.

Who was **Superman**? He was born with the name Kal-El on the planet Krypton and was rocketed to earth as an infant. His father sent him away moments before Krypton was destroyed.



Kal-El landed in Kansas and was raised by a farmer who named him Clark Kent. He showed superhuman abilities as a child. The farmer taught him right from wrong and that it was important to help other people who needed it, especially since he had special talents.

When Clark grew up, he moved to the fictional city of Metropolis where he became a journalist for the newspaper *Daily Planet*.

As a journalist, he was alerted when bad things were happening. Clark Kent would secretly become Superman and help those in trouble.

Clark worked with Lois Lane who was also a journalist at the paper. He liked her, but she thought Superman was wonderful. Inwardly, he knew that she must like him also since he was one and the same as Superman.

But Lois didn't know that he was really Superman. Whenever something bad happened, Clark disappeared and then re-appeared after Superman saved the day. She could not understand why he was never there.

Eventually, she admired Clark Kent also. He was often the person that recognized that there was a problem because of his superhuman abilities, such as x-ray and heat vision.

The comic character *Superman* was created in 1938 by two 11<sup>th</sup> grade boys, Jerry Siegel and Joe Shuster. One liked to draw cartoon figures and the other liked to create stories. They worked together to make comic stories about the hero they invented - Superman. Their stories were published as comic books. See an early cover below.

They created the setting and characters for the stories. Only the plot changed from story to story. So readers came to know the characters, and either hated them or loved them.







## *Concerto for Piccolo in C: Movement 1, Allegro by Antonio Vivaldi*

**Who wrote the Music?** Antonio Vivaldi was considered the most original, popular, and influential Italian composer of his time. He was born in Venice, Italy, in 1678. His father was a barber, but he was also a good violinist who taught Antonio to play. They played together in many churches and concert halls when he was young. It is thought that he had asthma as a child and was not always healthy enough to do everything.

At fifteen, his father entered in the priesthood. He had bright red hair and became known as 'the red priest.' He couldn't preside at mass very often because of his poor health. So he became a violin teacher for an orphanage for abandoned children or those without parents. The boys learned a trade and had to leave when they reached 15 years old. The girls received a music education.

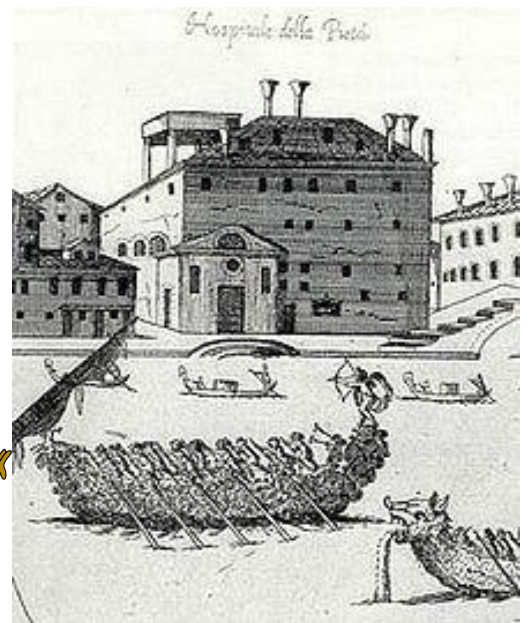
**Why do you think the boys had to leave when they were 15 years old?** \_\_\_\_\_

Vivaldi wrote most of his music for the orphanage orchestra and choirs. It became quite famous for its excellent music. The most talented girls stayed at the orphanage to sing in the choirs and play in the orchestra.

Vivaldi was very famous during his life. He was quickly forgotten later because a different style of music became popular. He was rediscovered and became popular again in the early twentieth century. His works are now performed often, especially *The Four Seasons*. The concerto has four movements or parts, one for each season of the year.

**What years are in the 20<sup>th</sup> century?** \_\_\_\_\_

Vivaldi's specialty was the concerto which is a piece written for one or more solo instruments and generally in three or four movements. He could write them very quickly. Vivaldi claimed he could compose a concerto faster than a scribe could copy it.



The orphanage was called Hospitale Delle Pietà in Italian. Notice that it is on a canal. The boats were called gondolas and were how everyone got around the city of Venice. You can still ride in a gondola today in Venice.



**Why was the music written?** No one knows exactly why this concerto was written. It was written for a wooden instrument called a flautino which was a high-pitched recorder.

The range of notes for the flautino (flout ee noe) is very similar to the modern piccolo (pick oh loh) which is made of metal. So this concerto is most often performed on the piccolo.



The soprano recorder, usually played in schools.

The soprano recorder (or flautino)

The soprano recorder has much higher pitch and is much smaller.

There are 16 holes to change the pitch.



The piccolo is higher in pitch than the flute. Why would that be? \_\_\_\_\_

Why do you think the flute and the piccolo are in the woodwind family when they are made of metal? \_\_\_\_\_

The piccolo is about half the size of a flute. The two instruments are different from recorders in the way the sound is made. You place the mouthpiece of a recorder in your mouth and blow to make a sound.

On a flute or a piccolo, you blow across an opening, just like you would blow across the opening of an empty bottle. Blowing makes a vibration, creating

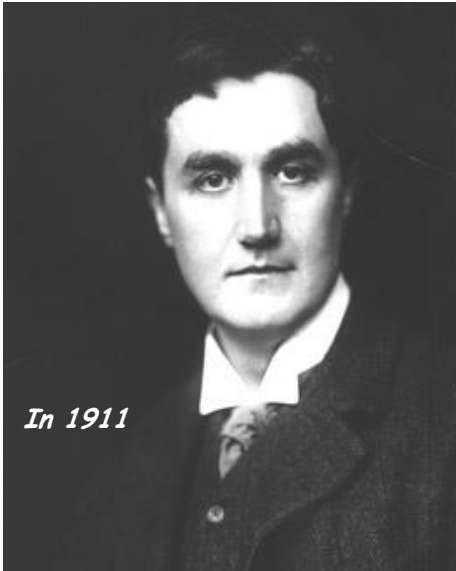
air pressure and sound in the long metal cylinder. The flute and the piccolo make the highest pitches of the wind instruments.

What is the difference in blowing into a tuba and blowing into a piccolo? \_\_\_\_\_

In this concerto, the solo role is more complicated (or virtuosic) and demanding of the musician's playing skills than what Vivaldi normally wrote for woodwinds. In this movement, the solo piccolo enters with an unbroken string of eighty-four eighth notes ~  
~~~~~ and that's just the beginning!

Vivaldi usually constructed most of his concertos in the same way: 1) dazzling first movement, 2) followed by a more peaceful piece and 3) an exciting and flashy finale.

The first movement is in triple time or  $\frac{3}{4}$  time. That means there are three quarter notes (JJJ) to a measure. The orchestra starts first with a melody. Next the piccolo has its own section and is accompanied by the orchestra. They shift back and forth several times. When the piccolo plays, it seems that it is racing through the piece with many arpeggios (rolling notes of a chord).

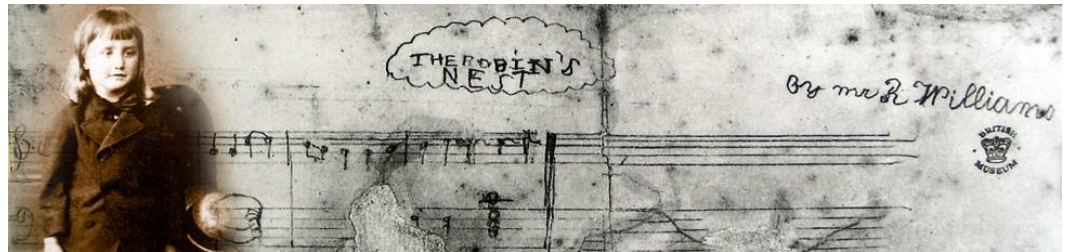


In 1911

## *Concerto for Bass Tuba: Movement 1, Prelude: Allegro Moderato by Ralph Vaughan Williams*

**Who wrote the music?** Ralph (pronounced 'raif') Vaughan Williams was born in 1872 in England. His father was a minister and died when he was very young. His mother raised him at her family's home. She taught him to read by the time he was four. His Aunt Sophy gave him his early piano lessons. He wrote his first piano piece when he was six; he called it *The Robin's Nest*. He was lucky to

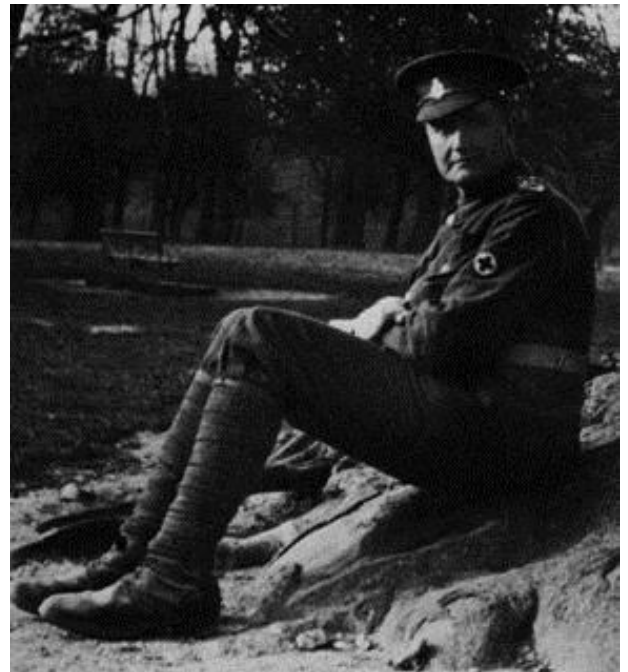
have a brother and sister who also played the piano. They played duets together. **What is a duet?** \_\_\_\_\_



His mother read to her children all the time. He loved the stories that he heard. When he went to school, he also learned how to play the organ, violin and viola. He had learned well enough to go to the Royal College of Music when he was older. He earned his living as a church organist until he realized that he really enjoyed writing music. He made a collection of English folk songs which influenced his style of composing.

Vaughan Williams learned from other musicians and composers about writing music. People liked his compositions and he became well-known.

When the First World War broke out in 1914, he enlisted in the military as an ambulance driver in the Royal Army Medical Corps. It was a practical job for a man who was 42 years old. He was very affected by the war experience.



When he died forty years later, he was so celebrated that he was buried in Westminster Abbey in London, a very beautiful church in London. **In what year did he die?** \_\_\_\_\_



Tuba Valve  
in pieces  
and  
unassembled

**Why was the music written?** The tuba was invented in 1835. It is the largest and lowest-pitched brass instrument. Like all horns, the tuba's sound is produced by vibrating the lips into a large cupped mouthpiece. The three valves allowed a complete selection of notes.



Tuba mouthpiece

In the late 1800's, two major composers, Hector Berlioz and Richard Wagner, started including the tuba into their orchestra music. The tuba waited for over a century for its own concerto.

The *Concerto for Bass Tuba* was **commissioned** for the 100<sup>th</sup> anniversary of the London Symphony Orchestra. It was first performed in 1954 at the Royal Festival Hall in London. Many thought Vaughan Williams was a little nutty to write a tuba concerto.

The tuba was mostly known as a small, but noisy, part of the orchestra, never a soloist. Vaughan Williams took the tuba seriously. He learned about it as a solo instrument, and he composed a small masterpiece, a traditional style concerto in three movements.

In the first movement, the gigantic nature of the tuba is uncovered. When you hear the sound of the tuba, you cannot help but think of a dancing giant or animal. **What animal does it make you think of?** \_\_\_\_\_

**What about the music makes you select that animal?** \_\_\_\_\_ At the end of the piece, the tuba player has a long solo. **What do you think the animal is doing?**

\_\_\_\_\_

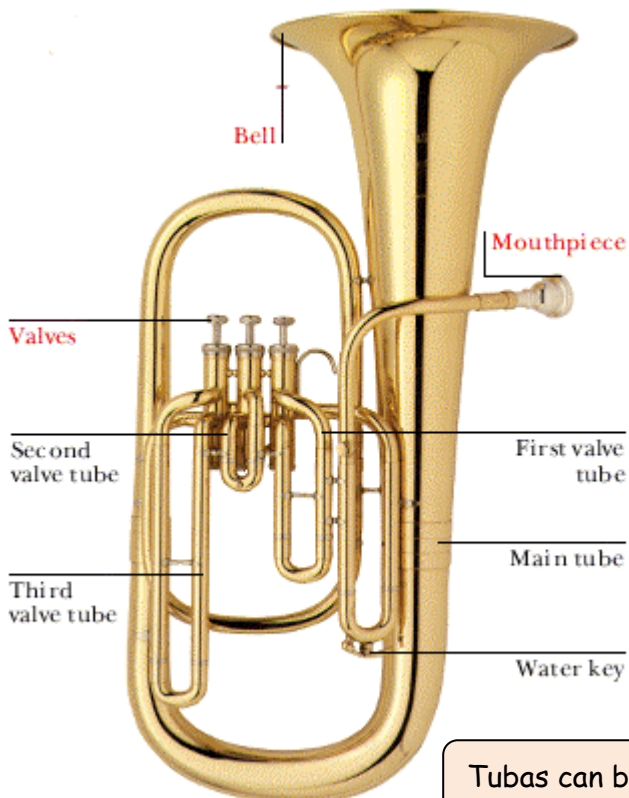
**Why would a tuba not normally be featured as the main instrument in a piece?** \_\_\_\_\_

Tubas can be found in a variety of pitches:

- B  $\flat$  ~ 18 feet long (the main type of tuba)
- C ~ 16 feet long
- E  $\flat$  ~ 13 feet long
- F ~ 12 feet long

**Notice that as the tuba goes up the scale, there are fewer feet of tubing. Why is that?**

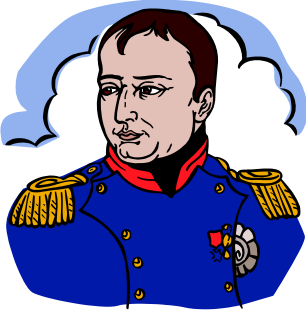
\_\_\_\_\_



Tubas can be wrapped to sit in a lap for use in an orchestra or wrapped around the player's body so it can be held while marching.

## MILITARY HEROES

Heroes often emerge from military experiences such as George Washington in the American Revolution or General Patton in World War II. In this section, the **first** piece was inspired by a recognized hero, Napoleon Bonaparte. The **second** piece was inspired by the results of his actions. The **third** piece was written as part of a musical show (or operetta) about a military operation. Each demonstrates the influence of military operations on people. Look at the map on the next page to see the world in 1800.



**Napoleon Bonaparte** was the leader of the movement that emerged in France after the French Revolution in the very late 1700's. The people of France were fighting for freedom from the French monarchy just as the people of the United States had fought for freedom from the English monarchy. Bonaparte stepped forward and helped re-organize the country. Some people hoped he would be like George Washington. But Napoleon had a strong desire for power. He assembled a large army and tried to take over or conquer Europe.

**First Piece:** At first, the composer Ludwig van Beethoven was inspired by what Napoleon was doing for France, so he wrote the *Eroica Symphony*. Then he was disappointed and disillusioned when Napoleon crowned himself Emperor and became the bully of Europe.

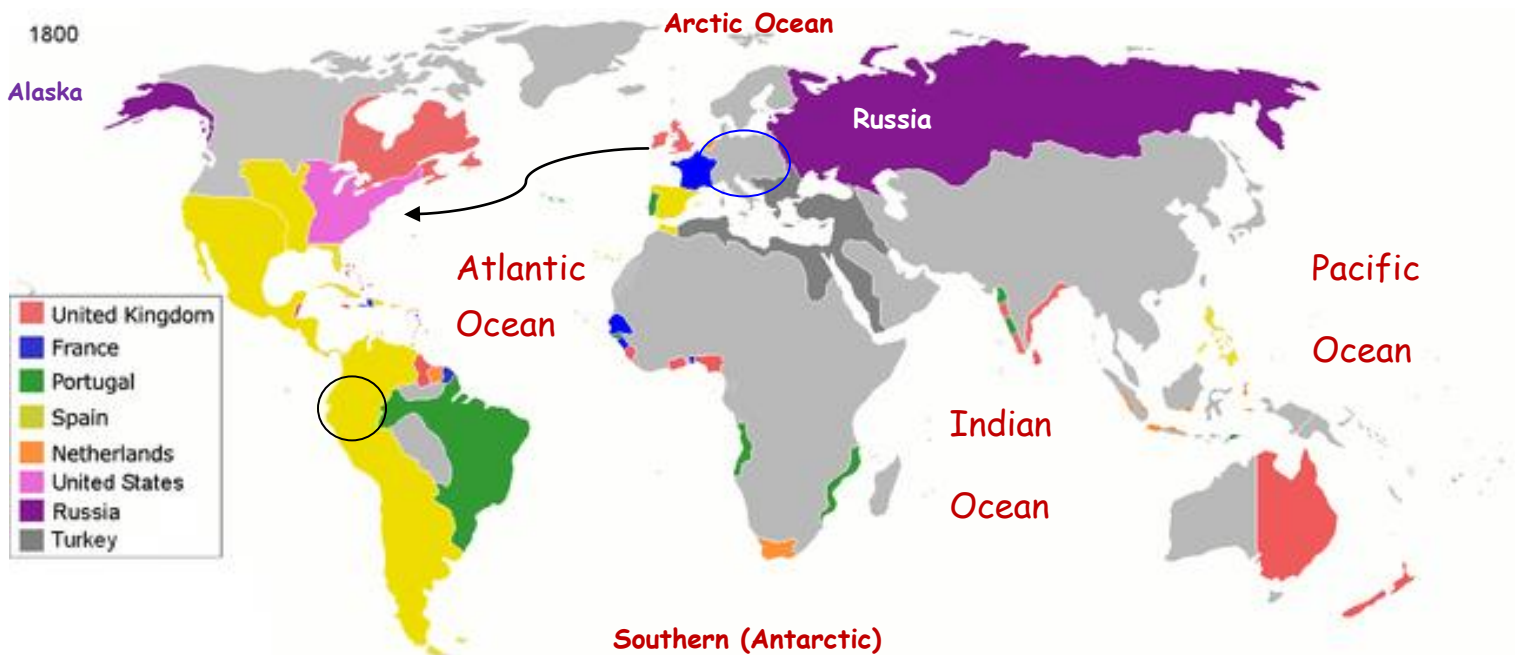
**Second Piece:** The composer Pyotr Tchaikovsky was asked to write about Russia's success in turning away Napoleon's army when it tried to capture Moscow. It was one of the most important battles that Napoleon lost. The people of Russia came together to defend their country. The *1812 Overture* describes this very dramatic event.

**Third Piece:** *El Capitan* takes place in Peru which was governed by Spain. The hero in the story is the Spanish Viceroy, appointed to govern the country and protect the Spanish people who moved there. Local rebels are trying to rescue their country from foreign rulers. (The local rebels might be considered similar to the American revolutionaries.) Eventually, Spain lost control of Peru, and they became independent. **Who was the hero, who was the bully, and why do you think so?** \_\_\_\_\_

Ludwig van Beethoven and John Philip Sousa are musical heroes because they changed how music was written and sounded in their lifetime. People love their music even today.

♪ Beethoven changed the sound and structure of European music by creating strong and emotional sounds. If a concert includes works by Beethoven, it will likely be a sell-out.

♪ Sousa popularized the American sound. He composed many marches that everyone knows and loves. He also featured the works of other American composers such as Scott Joplin's ragtime music. He toured all over bringing live music to many countries and small towns. He has had a lasting effect on American music.



### ***THE WORLD IN 1800: From the viewpoint of Europe and the United States***

This map of the world in 1800 is coded by color to indicate the domination of the world by a few European countries. The land in light grey was either not discovered by or not yet claimed by European countries. Countries in dark grey had recognized governments.

The map is about twenty years after the American Revolution against the British (**ORANGE**) and the formation of the United States (**PINK**). Notice that the United States only covered the portion of America that borders the Mississippi River.

The rest of North America, Central America and much of South America was dominated by Spain (**YELLOW**). The story of *El Capitan* by Sousa takes place in Peru. **Find the black circle that marks Peru's location.**

Notice that France (**BLUE**) only had a few territories in 1800. Napoleon Bonaparte wanted France to dominate the world so that he would be more powerful. He installed his brothers and sisters as monarchs on some of the European thrones. When he couldn't succeed peacefully, he invaded the countries. **Find the blue circle on the map that shows the general area that he had the French Army invade.** Notice that some of that circle goes into Russia (in **PURPLE**). Notice also that Alaska is part of Russia.

When Napoleon decided to take over Russia (a very large territory), he realized he could not also invade the United Kingdom (or Britain). Left alone by Napoleon, the British took the chance to re-take the United States. They were very upset at having lost the American Revolution and wanted to make it hard for the young United States. They harassed U.S. merchant ships and made it difficult to trade and get supplies (see the arrow in the Atlantic Ocean). The British were also upset because Napoleon sold Louisiana to the U.S. By 1812, the British attacked the United States. The war lasted until 1814, a little before Napoleon was defeated.

This period was the first time that so many parts of the world were at war at the same time. The next time was World War I which started in 1914 and lasted until 1918.



## *Symphony No. 3 (Eroica) in E flat: Movement 1, Allegro con brio by Ludwig van Beethoven*

**Who wrote the Music?** Young Ludwig was born in 1770 into a very musical family in Bonn, now the capital of Germany. His father taught him to play the piano and organ. Ludwig played the piano **exceptionally** well at an early age. He performed his first public piano **concert** at the age of seven. By twelve years old, he was already composing music. Beethoven's father wanted another child **prodigy** like Mozart. His father made him practice all the time, and so he had a lonely and unhappy childhood. The **outcome** was that Beethoven developed an **extraordinary** musical talent as a virtuoso pianist when he was very young.

By the age of 18, Beethoven gave piano lessons and composed music. He went to Vienna, Austria, to meet Mozart (his musical idol) who told his wife that this **brilliant** pianist would change how people thought about music for **centuries**.

Beethoven realized he didn't want to compose in the traditional style of music because it was so proper and structured. He wanted to write grander and more emotional music. His first two symphonies are in the **Classical** style of Mozart and Haydn. But both symphonies are more **vigorous** than any symphony that Haydn wrote. From the Third Symphony on, his music developed a grand and heroic style. He changed the sound of European music forever.

When he was 26, Beethoven noticed an annoying ringing and buzzing in his ears which his doctors couldn't help. In 20 years, he was almost completely deaf. He gave up his career as a pianist and conductor, but he continued to compose all the time.

Beethoven composed some of his grandest music when he was partially or completely deaf. He seemed to be writing music for an unseen audience. His music was often so difficult that many musicians had trouble playing it. People loved the sound of Beethoven's music.

Beethoven was truly a musical hero.



Beethoven died when he was 56.  
Over 20,000 people attended his  
funeral.

**Why was the music written?** Beethoven spent time in a little village outside of Vienna where he wrote a lot of music. At that time, he and all Europe were watching Napoleon Bonaparte overhaul and re-organize France's government. Beethoven was in awe of his seemingly superhuman qualities. He decided to compose a work that would honor his hero.

Beethoven wrote the Third Symphony when he returned to Vienna. He called it the *Bonaparte Symphony*. The sound was bold and daring and reflected his determination to beat his own deafness. When Beethoven received the news of Napoleon's coronation as self-proclaimed emperor, he went into a rage. He ripped up the **title page** of the symphony because he did not want it to be dedicated to a bully and tyrant. Later, he gave it the new title of *Eroica* (Italian for "heroic") for the memory of a hero.

### **Birth of the Heroic Style**

Beethoven created a new fresh style. He wanted his music to make a statement. He was excited about the possibilities that the French Revolution and Napoleon opened for France such as democracy and individual rights.



Beethoven created his statement with driving rhythms and big dynamic changes. Often, the melodies were combinations of rhythms and harmonies, creating patterns totally new to the listener. This approach was very different from the music of the past which had pretty and pleasing melodies and very structured ways of composing. The *Eroica Symphony* is the first major step he made to create his own style. He broke away from the structures of the past.



Compare the sound of this concerto with the sound of the *Piccolo Concerto*. How are they different from each other? \_\_\_\_\_

**What about the music?** The first movement is in 'Sonata-form,' the structure of the first movements of all concertos and symphonies written by Mozart and Haydn. Beethoven chose to modify this form so that it was changed from all previous symphonies.



The **first** movement is called *Allegro con brio* (quickly, with gusto). It opens with two loud chords played by the entire orchestra. Beethoven uses these two loud chords to get the attention of the audience.

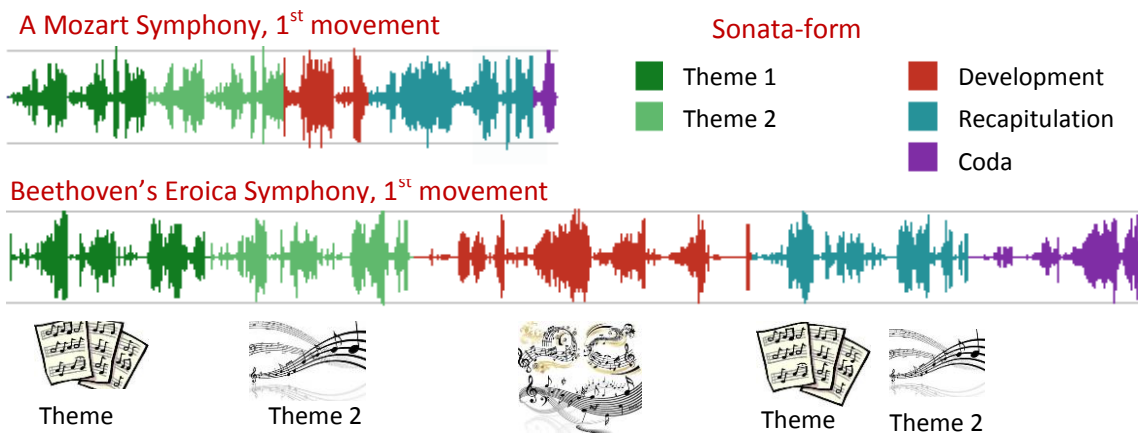
**Next**, the cellos introduce the first theme of the Exposition (see the chart below), followed by other instruments. A calm Theme 2 enters as part of the Exposition.

**Then**, there is a Development section which usually builds on the first two themes. Beethoven breaks with tradition and adds other melodies to the Development.

**Finally**, the themes are re-stated in the Recapitulation. Beethoven announces the beginning of the ending, or **Coda**, with an unusual horn fanfare. At last, he brings the movement to a brilliant close.

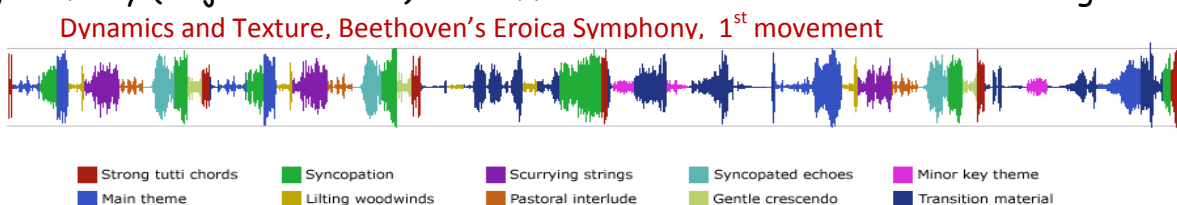
The 'waveform' graphics (shown below) compares the length of each section of the first movement of a Mozart symphony with that of a Beethoven symphony. Each section has a different color. Beethoven's sections are almost twice as long as Mozart's sections.

Overall, however, Beethoven kept the same traditional structure ~~ Sonata-form. The waveform has five different sections, each having a different color in the chart below: Exposition (Themes 1 and 2), Development, Recapitulation (repeated Exposition), and Coda.



Notice that some parts are very loud and then very soft. When the music is soft, the lines are short. When the music is loud, the lines are long. The big change in volume makes it very powerful and emotional. Also, you may hear some **syncopation** when the strong beat is not on the first beat. Beethoven was one of the first composers to use syncopation.

The colors **below** show the main sound of different parts. Beethoven used varied rhythms, changes of key (major and minor) and different instruments to create exciting textures.





## 1812 Overture by Pyotr Ilyich Tchaikovsky

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

His father was a mining engineer. His mother Alexandra was half-French and loved to entertain. 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.

Peter was very musically sensitive and complained he could not turn off the music he heard in his head. When his father forbade him 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. His parents decided it was time to let him have piano lessons.



When Peter was 10, his mother enrolled him in the School of Law to prepare him to work in government. He also continued with his music lessons. Peter did all right in his school work, but he was often inattentive and distracted because he missed his family. Although he was sloppy in his appearance, he was well-liked by his fellow students.

Tchaikovsky was well-suited to be a **composer** of music. He had a Russian **sensitivity** and excitable spirit which he freely expressed in his music. By the age of 23, his **compositions** showed his great gift for melody, brilliant orchestral colour, and strong **emotional** expression. These qualities quickly captured the ear of audiences. He wrote for himself and for specific events.

Tchaikovsky gave the world some of its most beautiful music ~~ **ballets** (such as Swan Lake and the Nutcracker Suite), **operas**, symphonies, concertos, and piano works. He was a Russian composer at a time when Russians was finally recognized that their music had a place in its history. Tchaikovsky developed his reputation as a composer. The Russian people understood and loved his music, as did many Europeans.



A poster advertising the ballet.

**What is the Music about?** Just over 200 years ago, on September 7, 1812, there was to be a major battle between the French Army and the Russians. Napoleon's armies had advanced into Russia to conquer it along with the rest of Europe.



**The Battle of Borodino on September 7, 1812, painted in 1822 by Louis Lejeune.**

**Can you tell who the French are versus the Russians?** The artist had the Russians riding white horses implying they were the good guys, and the French were on dark horses, maybe suggesting that they were evil invaders. **What else can you see in this painting?** **Who seems to have the most soldiers?**

**Setting the scene:** Before this battle, Emperor Napoleon of France had pretty much taken over most European nations, either through battle or **intimidation** (bullying). Russia did not want to be taken over so Napoleon prevented from trading with the rest of Europe. Soon they ran out of money, and their economy buckled. They could:

- 1) die by starving because they could not trade or
- 2) die fighting their way out of this very bad situation.

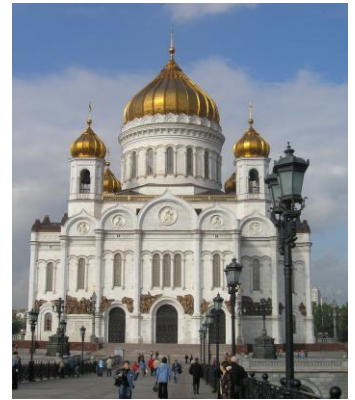


They decided to fight. When Napoleon realized Russia wouldn't knuckle under, he sent an estimated 450,000 troops in June from France to take over Moscow. When they arrived in September, many soldiers had died due to starvation and disease, likely typhus. On the first day of battle (75 miles east of Moscow), 70,000 soldiers died. Then the French army re-grouped and marched toward Moscow.

The Russians fled from Moscow taking as much as they could with them. A fire broke out which burned nearly all the city since most buildings were made of wood. That left the French with little shelter from the cold or food. As winter approached an Arctic snow storm descended upon the area. The French Army had no winter clothes and was

unprepared for the cold. They had to retreat to save themselves, but couldn't drag their cannons through the deep snow. The Russians seized the opportunity, re-grouped and charged back into the city, driving the French Army out completely. Their success marked the start of the long and disastrous retreat that destroyed the once proud French army.

Many years later, in 1880, Tchaikovsky was commissioned to write a festive and patriotic piece to celebrate Napoleon's defeat and **commemorate** the liberation of Moscow. The *Overture* **debuted** in Moscow in 1882 in the Cathedral (on the right). It is known for the volley of cannon fire (16 shots) and ringing church bells in Scene 7. The work is a musical story of what happened during the battle.



Cathedral of Christ the Saviour built to honor the success of turning the French back.

Read the 'scenes' of the *Overture*. Follow along on the listening map on the next page.

**Scene 1:** Seeing the desperate situation because they did not have a big army, the head of the Russian Orthodox Church calls on all Russians to pray for **divine** intervention. They respond and fill churches all over the nation to pray to God for their deliverance.

**Scene 2:** As the French get closer and the people become tenser, their prayers increase. Small skirmishes start around Moscow. Listen for the introduction of the French National Anthem (*La Marseillaise* - lah mar say yeh) as the French get closer to the city.

**Scene 3:** The **Czar** pleads with his people to unite and fight as one against the invaders. The villagers think about what to do as described by a Russian folk tune.

**Scene 4:** The attack takes place soon after the Battle of Borodino. The Russian people realizes they cannot win. They start to flee and burn their own city so the French cannot have it. *La Marseillaise* becomes a stronger musical theme because the French are winning.

**Scene 5:** Moscow is in flames and a miraculous turn of events occurs; the Russians believe that God **intervened**. The weather changes and the temperature drops to 30 degrees below zero Centigrade (or **Celsius**) on the **thermometer**. You can hear the harsh winds of the blizzard destroying the French.

**Scene 6:** Worn out by the weather, the French have no choice but to retreat; they cannot find shelter because Moscow burned. The Russians limp back one last time to defend their homeland and are successful because the French cannot **retrieve** their cannons in the deep snow. The Russians turn the cannons on the French. The **percussion** section blasts the cannons. The brass section plays the Russian National Anthem.

**Scene 7:** The music reflects great joy and celebration with the church bells ringing and people returning to the city they nearly lost. The brass section tells of the Russians' deliverance and the bells stand for their hope. Of the 450,000 French and allied soldiers that went to Russia, some say that only 40,000 were able to leave. It was another major loss for the Napoleonic Empire.

# Listening Map for 1812 Overture

Scene

**1**

00:00 Theme A      1:20      1:53      2:00      2:55      3:19      3:22      03:40

**2**

3:44 Theme B      3:54      4:26      4:40      5:20      6:20      6:35

**3**

6:42 Theme C      mp      mf      7:38 Theme C      8:22 Theme D      8:52

**4**

8:57      pp      f      9:37      10:02      10:32

**5**

10:39 Theme C      p      mf      11:27 Theme D      11:40

**6**

11:45      p      ff      12:15      12:31

**7**

13:10 full orchestra (tutti) Russian National Anthem 14:18      fff      fff      fff

## How Does Music Tell a Story?

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## Can You Group Related Words Together?

BALLET  
BRASS  
CELSIUS  
CHOLERA  
COMMEMORATE  
COMPOSER  
COMPOSITIONS  
CZAR

DEBUT  
DIVINE  
EMOTION  
FLEE  
INFECTIOUS  
INTERVENTION  
INTIMIDATION  
INVADER

NAPOLEON  
OPERA  
ORCHESTRA  
OVERTURE  
PERCUSSION  
RETRIEVE  
RUSSIA

SACRED  
SENSITIVE  
SHELTER  
STRING  
TCHAIKOVSKY  
THERMOMETER  
WOODWIND

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What is the Group?

What is the Group?

What is the Group?

What is the Group?

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## *El Capitan* by John Philip Sousa

**Who wrote the Music?** John Philip Sousa was born in Washington, DC, on November 14, 1854, the third of ten children. His father **emigrated** from Portugal, and his mother came to America from Bavaria. John was taking voice lessons, and by age 10, he was learning to play the **cornet**, flute, piano, trombone and violin. At age 11, he appeared as a violin soloist at a local event.

When he was 13 years old, John decided to run away and join a circus band as a musician. But his father foiled that plan, and instead on June 9, 1868, he took John to the United States Marine Corps (USMC) headquarters to join the band. So, at age 13, John Philip Sousa was accepted into the Band as a "boy" **apprentice** to "receive instruction in the trade or mystery of a musician." He learned well and by age 15 he was teaching **harmony**.

Sousa left the Marine Band in 1875 to begin his musical career. A very fine violinist, John played in many orchestras in the Washington and Philadelphia areas, learned how to be a conductor, and **composed** different types of music, including marches. Marches were originally written to help armies walk at a pace, generally 120 steps per minute.

Sousa also played in or conducted orchestras that were the music for theater shows. The theaters needed live music for their plays because there was no recorded music at the time. This experience led him to write several **scores** for **operettas** which he greatly enjoyed. By 1880, his fame as a **conductor** and composer had spread, and he was appointed leader of the U.S. Marine Band.

**Why was the Music written?** A dramatist asked Sousa to read his play, *El Capitan*. Sousa loved it and decided to write music to make it an operetta, a play set to music. Operettas are comedies that present many twists and turns in the plot that audiences loved to watch. These musical comedies set the stage for the present-day Broadway Musical.



A poster advertising the operetta.

## The Operetta *El Capitan*

**The setting:** The story is set in Peru in South America in the 1500 or 1600's when Spain controlled much of South America. In each country, they assigned a Viceroy (or governor) to rule and keep order. Many Spanish moved to those countries. The duty of the Viceroy was to protect them. The native citizenry who sometimes turned rebel and were often a problem in these countries.

**The story:** Viceroy Medigua (pictured on the previous page) was afraid of being assassinated (or killed) by rebels. So he secretly has the rebel leader El Capitan killed. Then he disguises himself as El Capitan.

Estrela, the beautiful daughter of the former viceroy, falls in love with the disguised El Capitan (who is really Medigua). Unfortunately for her, Medigua is already married.

Medigua takes over leadership of the unsuspecting rebels against the Spaniards and he makes sure they are unsuccessful. He marches them around in circles until they are too tired to fight. The story ends with 1) the Spaniards winning, 2) the mistaken identities are discovered, and 3) the love stories are untangled. The story ends happily at least for the Spaniards.

Why would Medigua want to pose as El Capitan?

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### Listening Worksheet for *El Capitan*

Sousa arranged the most popular themes of the operetta into a march, also known as *El Capitan*. This is similar to creating a piece of music from the themes of a movie, such as *Harry Potter* or *Superman*. The march has four themes and uses both 6/8 time and 2/4 time. This march was not meant to walk to because it is difficult to walk to 6/8 time. The structure of the piece is: Intro, AA, BB, CC, Intro, DD. Each theme repeats once.

#### Min:Sec












































|             |                                                                                                 |
|-------------|-------------------------------------------------------------------------------------------------|
| 00:00       | Introduction - trumpets with drum roll, telling the listener that something is about to happen. |
| 00:06       | Theme A enters.                                                                                 |
| 00:21       | Theme A repeats.                                                                                |
| 00:37       | Theme B enters and is softer, having a tune.                                                    |
| 00:55       | Theme B with a trumpet announcing its entry. It is somewhat louder.                             |
| 01:09       | Theme C is softer, but punctuated with a drum beat.                                             |
| 01:27       | Theme C repeats.                                                                                |
| 01:41       | Introduction to the last theme. Listen for the rhythmic chords.                                 |
| 01:48       | Theme D is called a Trio. It is in 6/8 time rather than 2/4 time.                               |
| 02:05 02:21 | Theme D concludes the piece with loud brass trumpets repeating the theme.                       |



# HEROES OF THE INSTRUMENT FAMILIES

## Listening Map for THE SIMPSON'S Main Title Theme

Go to You Tube for full orchestral version: [www.youtube.com/watch?v=Xgog63KOANc](http://www.youtube.com/watch?v=Xgog63KOANc)

|                   |                                                                                                                                                                        |                                                                                                                                                                            |                                                                                                                                                                                             |                                                                                                                                                                                                                                                                         |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Strings</b>    | pizzicato                                                                                                                                                              |                                                                                                                                                                            |                                                                                                                                                                                             |                                                                                                                                                                                                                                                                         |
|                   |                                                                                       |                                                                                          |                                                                                                          |                                                                                                                                                                                                                                                                         |
| <b>Woodwinds</b>  |                                                                                                                                                                        | <br>oboe                                                                                 | <br>flute                                                                                                |                                                                                                                                                                                                                                                                         |
| <b>Brass</b>      |                                                                                                                                                                        | <br>trumpets                                                                              |                                                                                                                                                                                             | <br>trombones                                                                                                                                                                        |
| <b>Percussion</b> | <br>timpani                                                                           | <br>harp                                                                                  |                                                                                                                                                                                             | <br>piano                                                                                                                                                                            |
| <b>Voices</b>     |                                                                                       |                                                                                                                                                                            |                                                                                                                                                                                             |                                                                                                                                                                                                                                                                         |
| <b>Time</b>       | :00                                                                                                                                                                    | :06                                                                                                                                                                        | 0:11                                                                                                                                                                                        | :14                                                                                                                                                                                                                                                                     |
| <b>Strings</b>    | <br> |                                                                                                                                                                            |                                                                                                                                                                                             | <br>                                                                                              |
| <b>Woodwinds</b>  |                                                                                                                                                                        |                                                                                                                                                                            |                                                                                                          | <br><br>    |
| <b>Brass</b>      |                                                                                                                                                                        | <br> |                                                                                                                                                                                             | <br>                                                                                          |
| <b>Percussion</b> | <br>Xylophone                                                                       |                                                                                         | <br>snare<br>drum<br> |                                                                                                                                                                                    |
| <b>Time</b>       | :20                                                                                                                                                                    | :22                                                                                                                                                                        | :25                                                                                                                                                                                         | :27                                                                                                                                                                                                                                                                     |
| <b>Strings</b>    |                                                                                                                                                                        |                                                                                                                                                                            |                                                                                                        | <br>                                                                                          |
| <b>Woodwinds</b>  | <br>saxophone                                                                       |                                                                                                                                                                            |                                                                                                                                                                                             | <br><br> |
| <b>Brass</b>      |                                                                                                                                                                        |                                                                                         |                                                                                                                                                                                             | <br>                                                                                          |
| <b>Percussion</b> |                                                                                                                                                                        | <br> | <br>               |                                                                                                                                                                                    |
| <b>Time</b>       | :39                                                                                                                                                                    | :43                                                                                                                                                                        | :50                                                                                                                                                                                         | :57 to 1:27                                                                                                                                                                                                                                                             |



**Danny Elfman**

**Who wrote the Music?** Two men worked on developing the musical theme for *The Simpsons*. Danny Elfman composed the theme song and Alf Clausen is the **arranger** of the music and wrote the musical **score** used for each TV episode.

**Composer Danny Elfman** was born in 1953 in Amarillo, Texas, but he grew up in Los Angeles. He didn't know that he would have a talent for composing music. It wasn't until the early 1970s that Danny and his older brother Richard moved to France to start a musical troupe. He became the lead singer for a rock band *Oingo-Boingo*. He stayed with them for nearly 20 years during which time the loud noise had a bad effect on his hearing.

Elfman wrote *The Simpsons* theme in only two days and it has become very popular. He wrote for the series a couple of years. He also wrote the music for other TV shows, most recently *Desperate Housewives*.

**Arranger Alf Clausen** was born in 1941 in Minneapolis, Minnesota and grew up in North Dakota. He was very interested in music when he was young. He sang in school choirs and began playing the French horn in the seventh grade. He also learned how to play the piano and the bass guitar.

Clausen decided to study mechanical engineering in college. However, his cousin who played the piano convinced him to major in music. He went to Berklee College of Music in Boston where he received a diploma in arranging and composition.

## *The Main Title Theme from "The Simpsons"*

Composed by Danny Elfman and  
arranged by Alf Clausen

\*An **arranger** is a person who takes a musical theme or song and writes the score for the orchestra. A musical **score** is a document with the notes for each instrument to play.



**Alf Clausen**

Alf moved to Los Angeles in the hopes of composing for television. Eventually, he became the music director for *The Partridge Family*, *The Mary Tyler Moore* show and many other television series. He has since written almost all of the music used on *The Simpsons*. Each week, he conducts the 35-piece orchestra used to record music for the show. This approach for providing new and live music for a TV show is very unusual.



**What is the Music about?** The music depicts the Simpson family itself using the addition of singing voices to the string, woodwind, brass and percussion instrument families of the orchestra. The disjointed melody and rhythms and comic entries of various percussion instruments sets the tone for the cartoon episode to follow.

**How is the Music constructed?** A short introduction of treble (high) voices, harp and timpani suggests an angelic scene. The music moves abruptly to a melody that leaps around, and then becomes smoother. These contrasting musical ideas are repeated over and over, interrupted by flourishes from woodwind, string and percussion instruments.

Two instruments that are not often featured in orchestra music are the xylophone and the saxophone, which is not usually part of the orchestra. The xylophone is shown at the left; it is a percussion instrument. The saxophone is on the right; it is a woodwind instrument. It has recently become more noticed because former President Bill Clinton plays the instrument. The saxophone has always been part of ragtime, the blues and big band music.



### The Xylophone

Sound is made on the Xylophone by striking a mallet to the key (piece of wood). The keys are different lengths and so make different sounds. The tubes (or chimes) below make the sound louder.

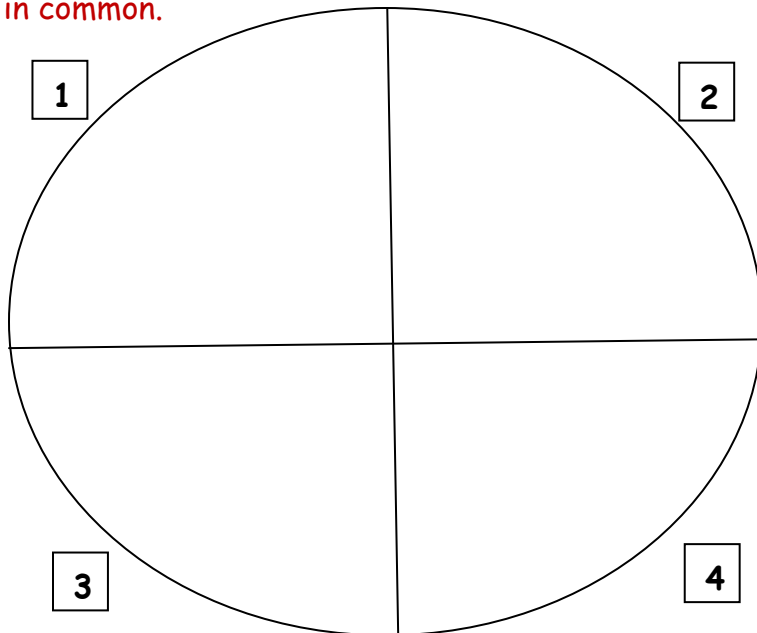
### Parts of a Saxophone



Sound is made on the Saxophone by a player blowing into the reed which is part of the mouthpiece.

## HOW ARE THESE WORDS SIMILAR?

Group at least four words in the word bank in the four sections of the circle. Not all the words need to be used. Then in the space below, describe what each group of words has in common.



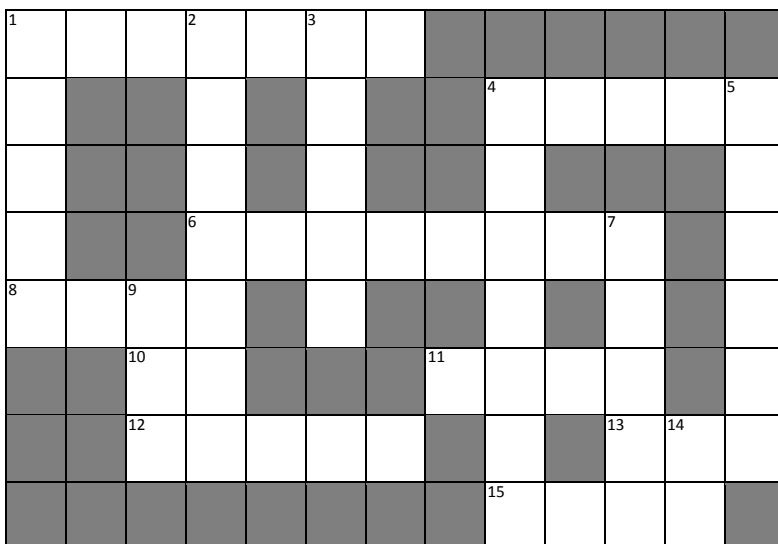
### WORD BANK

|             |             |
|-------------|-------------|
| apprentice  | exceptional |
| arranger    | infectious  |
| ballet      | intervene   |
| commemorate | jazz        |
| composer    | march       |
| concerto    | opera       |
| conductor   | overture    |
| debut       | prodigy     |
| dramatist   | retrieve    |
| eclectic    | symphony    |
| emigrate    | thermometer |
| emotional   | outcome     |

1 \_\_\_\_\_  
3 \_\_\_\_\_

2 \_\_\_\_\_  
4 \_\_\_\_\_

### CROSSWORD PUZZLE



**WORDBANK:** The definition of most words may be found in the Glossary on Page 30.

also, as, ballets, brass, compose, debut, hero, outcome, march, opera, piccolos, rug, sad, score, step, string, up.

### ACROSS

- the result of doing something
- wind instruments that have long metal tubes curving 2 or more times
- a woodwind instrument half the size of a flute
- meaning the same as too
- "Do \_\_\_ you are told!"
- central figure in an event, story or historical period
- a first performance of a person or a work
- a piece of carpeting, usually smaller than a room.
- a part of a stairway or a march

### DOWN

- a play set to music (vocal and orchestral)
- create a work, generally music
- walk with a regular, measured step
- a form of dance, often telling a story.
- musical instrument made of wood and played with a bow
- a printed piece of music
- "Happy, not \_\_\_\_\_"
- "Down, not \_\_\_\_\_"

## GLOSSARY

The meaning given is in the context of this Journal. There are additional meanings to many of these words.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>apprentice - one who learns a trade by working</p> <p>arpeggio - the notes of a chord, played one at a time rather than at the same time.</p> <p>arranger - one who adapts music into a musical work</p> <p>ballet - a form of dance, often telling a story.</p> <p>brass instruments - wind instruments having long metal tubes that are curved two or more times and having a flared bell at the end.</p> <p>celsius - a scale for a thermometer, with the freezing point set at zero.</p> <p>century - a hundred years, numbered 00 to 99.</p> <p>cholera - an acute infectious disease caused by a microorganism, but curable with medication.</p> <p>chord - 3 or 4 musical notes played at the same time.</p> <p>commemorate - to mark by celebration or event.</p> <p>commission - contract to perform a service or task.</p> <p>compose - to create a work, generally music.</p> <p>composition - the art of combining words or musical notes to make a story or music.</p> <p>concertmaster - the first chair of the violins.</p> <p>concert - a public performance of music or dance.</p> <p>concerto - a piece for a soloist and orchestra, generally in 3 movements.</p> <p>conductor - the leader of the orchestra.</p> <p>conservatory- a special school of music.</p> <p>cornet - a brass instrument with valves, slightly smaller than a trumpet.</p> <p>coronation - an event when a monarch is crowned.</p> <p>czar - the name of the monarch of Russia until 1917.</p> <p>debut - a first performance of a person or a work.</p> <p>divine - pertaining to God; religious; sacred.</p> <p>dramatist - writer of plays.</p> <p>eclectic - an odd or unusual grouping of things.</p> <p>emigrate - leave one's country to live elsewhere.</p> <p>emotional - having strong feeling or being agitated</p> <p>exceptional - more than average or usual.</p> <p>expression - indication of feeling or spirit.</p> <p>extraordinary - beyond what is usual or expected.</p> <p>harmony - a group of tones played at the same time.</p> <p>inattentive - not applying one's mind to something.</p> <p>infectious - capable of spreading sickness</p> <p>intervene - interfere with the expected outcome.</p> <p>intimidation - make fearful by threats (of force)</p> <p>invaders - those who conquer or plunder.</p> <p>jazz - American music that grew out of ragtime and blues.</p> | <p>laureate - specially honored for a lifetime of achievement, such as a poet laureate</p> <p>librettist - writer of the play for an opera or operetta or other musical production.</p> <p>march - walk with a regular, measured step.</p> <p>movement (music) - a main section of a sonata, symphony or suite.</p> <p>monarchy - a government with a hereditary leader.</p> <p>opera - a play set to music (vocal and orchestral).</p> <p>operetta - a comic opera with songs and dance.</p> <p>orchestra - a company of performers playing string, woodwind, brass, and percussion instruments.</p> <p>outcome - the result of doing something.</p> <p>overture - a music composition, often at the beginning of an opera, or in this case, independently written.</p> <p>percussion - instruments that make sound as a result of striking or beating them.</p> <p>prodigy - a person with extraordinary gifts and talent.</p> <p>retrieve - to get something and bring it back.</p> <p>Romantic Period - in the 1800's, when musicians and artists tried to express an emotion or feeling in the work, sometimes telling a story.</p> <p>score - a printed piece of music</p> <p>sensitivity - being easily hurt or influenced emotionally.</p> <p>string instruments - those that are made of wood and strings producing sound by drawing a bow across the strings or plucking by fingers.</p> <p>symphony - an orchestral work in three or four movements; also another name for an orchestra.</p> <p>syncopation - rhythm in which the offbeat is stressed.</p> <p>talent - the natural ability of a person.</p> <p>themes - a group of notes which form a subject in a piece.</p> <p>thermometer - an instrument measuring temperature.</p> <p>title page - a page of a book or music score, having the name of the work, author and dedication.</p> <p>vibration - a type of motion that can be observed, described, measured and compared.</p> <p>vigorous - forceful or energetic</p> <p>woodwinds - instruments that are wood or metal having a long straight tube producing sound by blowing across a hole or into the tube through a reed.</p> |
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# WHAT DO YOU KNOW?

Circle one question below as you BEGIN to prepare for the Arkansas Symphony Student Concert and write three to five sentences about it.

How does music tell a story?

How is math used in writing music?

What do you know about important events in Europe and America between 1800 and 1815?

How can music be depicted in images?

Today's Date \_\_\_\_\_

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AFTER the Symphony Concert, write three to five sentences about the same question you circled above.

Today's Date \_\_\_\_\_

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**AFTER THE CONCERT**

**In your opinion, was there a hero in the orchestra?**

**Why do you think so?**

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## MESSAGE TO PARENTS

The Children's Concert of the Arkansas Symphony was brought to your children as part of a program to interest your child in learning about many seemingly unrelated subjects through the arts. While the experience offers wonderful, live, serious music, the program also involves science, language arts, math, geography and art. The idea is to learn in a fun, interesting and engaging way.

The Hot Springs/Hot Springs Village Symphony Guild has prepared the written materials to support this program and has drawn upon the resources of many experienced volunteers and teachers. The schools are charged \$2 per student. The remaining costs of the program were underwritten by those listed on the lower half of this page. They are very interested in your child's achievement and success.

**Learning happens everywhere, not just at school! To support your child, you can:**

**Read** this Journal yourself and discover what (s)he's learning (it's interesting!),

**Talk** to your child about what he or she has discovered,

**Encourage** your child to read the books that are suggested at school,

**Play** serious music in your home (find on www.YouTube or order online if necessary), and

**Share** the music and the stories with the other children in your family.

You can also take your children to concerts in Hot Springs and Little Rock. Many concerts are offered each year in the parks and at Garvan Gardens. **Take your family. Have a fun time together!**

## M A N Y T H A N K S T O U N D E R W R I T E R S & V O L U N T E E R S

Altrusa International, HSV Chapter  
Arkansas Arts Council, an agency  
of Arkansas Dept. of Heritage  
Mary Adams  
Earl and Suzanne Babbie  
Boyd Burkhlder & Catherine Ilkka  
Rob & Carolyn Bowers  
Alice Canham  
Richard & Susan Clement  
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### Hot Springs Concert Committee:

Honorary Chairs: Dorothy Morris  
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Underwriting: Martha Smither  
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Study Guides: Numerous volunteers,  
Arkansas Learning Through Arts and Hot  
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Cover Design of Teacher Guides (on front  
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### Event Day in Hot Springs: Members of:

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**Logistics:** Beverly Thompson, Tom Bryant,  
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### Event Day in Little Rock: Members of:

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### Other Important Supporters:

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