

DAYTON PHILHARMONIC ORCHESTRA
NEAL GITTLEMAN, Artistic Director and Conductor

YOUNG PEOPLE'S CONCERT

EUROPEAN INFLUENCES



MARCH 4, 2020

New! 🎵 Access concert music on our YouTube playlist [here!](#)

EUROPEAN INFLUENCES

MARCH 4, 2020

Dayton Philharmonic Orchestra
Neal Gittleman, Artistic Director and Conductor

Featuring Dayton Ballet II and Dayton Opera Artists in Residence

Program



Trepak from *The Nutcracker*

Pyotr Ilyich Tchaikovsky

L'Arlésienne Suite: Overture and *Farandole*

Georges Bizet

"Dance Duet" from *Hansel and Gretel*

Engelbert Humperdinck

with Dayton Opera Artists in Residence

Fantasia on "Greensleeves"

Ralph Vaughan Williams

Hungarian Dance No. 6

Johannes Brahms

with Dayton Ballet II

Romanian Dances

Béla Bartók

The Moldau (from *My Fatherland*)

Bedřich Smetana

The Dayton Philharmonic Orchestra Young People's Concerts are underwritten by
Catherine and Stephen Hone and Mr. and Mrs. Raymond Merz.

Visit the YouTube playlist [here](https://www.youtube.com/playlist?list=PLIGxGVGDrwB8bIL8xEvwwPFLF91F11xEI) to listen to the pieces that will be played at the concert.

<https://www.youtube.com/playlist?list=PLIGxGVGDrwB8bIL8xEvwwPFLF91F11xEI>

Dear Educator,

Welcome to the March 4, 2020 Dayton Philharmonic Orchestra Young People's Concert, "European Influences," a celebration of the influence of European folk music on the orchestra and its music.

Since the late 19th century, classical music has been influenced by the traditional music of many different cultures. This concert will focus on those European composers of the 19th century who incorporated their native folk music into orchestral compositions.



The program notes and listening suggestions are created to assist music specialists and classroom teachers in preparing their students for the concert experience. *Please feel free to copy these materials to share with other teachers in your building who will attend the concert.* You may also download these materials from the DPAA website, www.daytonperformingarts.org/education.

The Teacher Notes contain information about the composers and their music and ideas for integrating this information across the curriculum. The activities are meant to be used in the regular classroom and do not require familiarity with the music. We hope these ideas will help provide students (and teachers) an enjoyable and enriching experience.

Ruth Reveal.

Ruth Reveal
Director of Education
Dayton Performing Arts Alliance

This concert theme and the information in these notes reinforce
Ohio Academic Content Standards in
Fine Arts, Language Arts, and Social Studies.

Meet the Conductor

Neal Gittleman

Conductor and Artistic Director of the Dayton Philharmonic Orchestra

Birthplace: Panama Canal Zone

First Music Lesson: Unless you count singing, it was piano lessons from my mother when I was about six.

Instruments I play: Violin, viola, piano...

I become a conductor because: I love orchestral music and I love the music-making that goes on in orchestras

My job as a conductor is: To help the musicians play the music as well as they possibly can

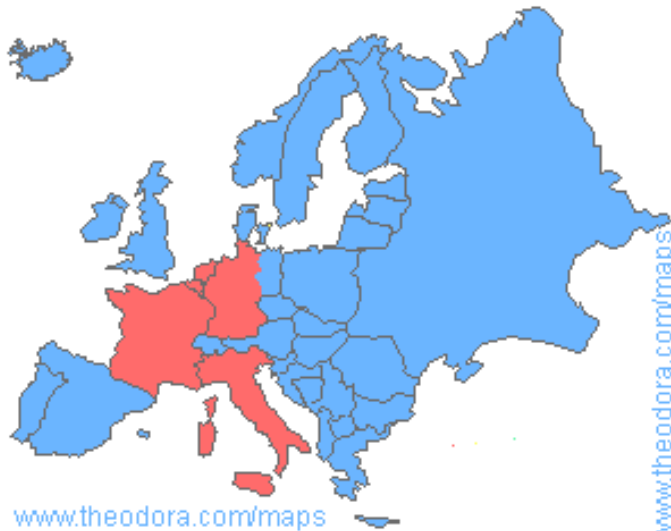
Favorite food: Black beans and rice

Favorite childhood book: Winnie the Pooh

What I like to do in my spare time: Play golf and t'ai chi, read books, see movies



Nationalism in Music



Bach, Haydn, Mozart, Beethoven, Brahms, and Wagner – what do these composers have in common? Firstly, they were all very talented creators of some of the world’s most loved music. Secondly, they were all from Austria and Germany! During the 18th and 19th centuries, most classical music composed originated in these two countries and was created around commonly accepted music writing rules of form and style.

However, in the 19th century, many **composers** felt limited by these traditional rules and wanted to create their own musical identity. Many turned to the traditional folk songs of their native countries and actually included these traditional songs in their music or wrote in a style that sounded like the folk music of their country. This trend was called **nationalism** and was most common in England, France, the United States, Russia, and the countries of Eastern Europe.

Titles such as Slavonic Dances, Romanian Dances, and Hungarian Dances were often arranged for orchestra, as well as descriptive pieces about native folk heroes or about national landscapes such as The Moldau. Often symphonies even had a descriptive title added, such as Tchaikovsky’s Symphony No. 2, also called “The Little Russian.” This very personal compositional style continued into the mid-20th century and produced many delightful and important works.

Vocabulary

composer
nationalism

Trepak from *The Nutcracker* (1892) Pyotr Ilyich Tchaikovsky (1840–1893)

About the Composer

Pyotr Ilyich Tchaikovsky was born in Russia into a well-to-do middle-class family. Although he showed much interest in music at an early age, he excelled mostly in things other than music. By six, he could read both French and German. Even though he loved music and took piano lessons at the age of seven, his father discouraged his musical studies because he didn't think music was a fit career. Tchaikovsky became a law clerk instead. Not until he was 21 did he begin to study music seriously at the St. Petersburg Conservatory (music school). From this point on, he devoted himself to composition.



Tchaikovsky is considered a Russian nationalistic composer because he quoted many Russian **folk songs** in his works. His music is very melodic and emotional. Tchaikovsky is probably best known for his **ballets**—*The Nutcracker*, *Sleeping Beauty*, *Romeo and Juliet*, and *Swan Lake*. It is said that the *The Nutcracker* Suite has gotten more people interested in classical music than any music in history. *The Nutcracker* is one of the most recorded works ever. Other significant works include the *1812 Overture*, Piano Concerto No. 1 and six symphonies.

About the Music



“Trepak” is a Russian **Cossack** dance that is part of the famous *Nutcracker* ballet and is one of the most recognizable pieces from that ballet. Tchaikovsky borrowed the tunes of several well-known Russian folk dances and combined them into this exciting music. Once this music gets started it just keeps going and there is no chance for the dancers to take a breather until the dance is over!

As you ♪ listen to the “[Trepak](#)” on **Track 1** of the [YouTube Playlist](#), make a list of adjectives that describe this music.

Vocabulary ballet folk songs Cossack
--

L'Arlésienne Suite: Overture and *Farandole* (1872) Georges Bizet (1838–1875)

About the Composer

Georges Bizet was born in Paris, France. His parents were both musicians. His father was a voice teacher and his mother was a talented pianist. So it is not surprising that Bizet loved music, but he also loved to read. In fact he spent so much time reading that his parents hid his books so he would spend more time on his music!

Bizet was a child **prodigy**. By the age of nine, his parents had taught him all they could and enrolled him in the Paris Conservatoire (music school), even though he was much younger than the other students. While there he won almost every possible composition prize.

Although Bizet composed many works for orchestra, chorus, piano, and voice, he is primarily known for one great work, the opera *Carmen*.



Discuss this: What is a prodigy? What would it be like to be a child prodigy? What would be the advantages and disadvantages? Can you think of any modern-day prodigies?

About the Music

L'Arlésienne Suite was originally music to accompany the play *L'Arlésienne* (The Girl from Arles) by the French writer Daudet. Daudet's play was unsuccessful, but Bizet's music received rave reviews. Since the music was so popular, Bizet decided to arrange parts of the **score** into an orchestral **suite**. The music is based on several traditional French folk melodies from the Provençal area of France. The Overture is the music that introduces the play, and the *Farandole* includes two traditional folk melodies, "March of the Kings," a traditional French Christmas carol and Farandole, a Provençal dance.



♪ Listen to the [Overture](#) on Track 2 (0:00 – 1:51) of the [YouTube Playlist](#), which is the "March of the Kings" melody. Name each family of instruments that plays the melody as they pass it back and forth.

Now ♪ **listen to the variations of this melody. Variation 1 is 1:53 – 2:37 and Variation 2 is 2:37 – 3:06.** Use the chart below to compare these variations. Which ones have some common elements?

Hint: Listen for what instruments are playing, **tempo** (speed) of the music, the **dynamics** (how loud and soft it is), and the mood.

	Var 1 (1:53 – 2:37)	Var 2 (2:37 – 3:06)
Instrument family		
Tempo		
Dynamics		
Mood		

Vocabulary

prodigy
score
suite
tempo
dynamics





Dance Duet from *Hansel and Gretel* (1893)

Englebert Humperdinck (1854–1921)

About the Composer

Englebert Humperdinck was born in Germany in 1854 and began studying piano very early in his life. He wrote his first composition when he was seven years old.

His parents did not want him to pursue a career music, but he continued to study music in Munich, Berlin, Italy, France, and Spain. He eventually became a professor of composition.

Humperdinck wrote his opera *Hansel and Gretel* based on the traditional Brothers Grimm fairytale. His sister, Adelheid Wette, wrote the **libretto** for the opera. A libretto is the text of an opera. Now, *Hansel and Gretel* is Humperdinck's most well-known work. It was even the first opera to be broadcast live on the radio in 1923 by the Royal Opera House in London.

Hansel and Gretel

Humperdinck began composing *Hansel and Gretel* in 1890, and it was first performed in 1893. This opera contains many folk music-inspired themes. The role of Hansel is performed by a mezzo-soprano, which is a medium-high female voice. The role of Gretel is performed by a soprano, which is the highest female voice. Why do you think a woman is cast to play the role of Hansel?

Watch [Track 3, 5:15 – 8:17](#) of the [YouTube Playlist](#) to see the performers from the Metropolitan Opera in New York perform the Dance Duet. What are some reasons you think that adults are cast to play the roles of children in this opera?

Opera Voice Parts

Voice Part	Description	Traditional Roles in Opera
Soprano	Highest female voice	Queens, heroines
Mezzo Soprano	Medium-high female voice	Gypsies, mothers, young boys
Tenor	Highest male voice	Princes, heroes
Baritone	Middle male voice	Fathers, soldiers, villains
Bass	Lowest male voice	Kings, priests, older men

Make Predictions

At what point in the Hansel and Gretel story do you think this Dance Duet takes place? What do you think happens next in the story? What voice part do you predict would play the Witch in the opera?



Fantasia on “Greensleeves” (1934) **Ralph Vaughan Williams (1872–1958)**

About the Composer

Ralph (pronounced “Rafe,” rhymes with “safe”) Vaughan Williams was born in Gloucestershire, England, but spent most of his life in London, which he considered his home. Although he came from a family of successful lawyers, he was encouraged to study music as a child. He learned to play violin, piano, and organ and eventually became interested in composing. His first tries at composition were not very successful, so he traveled to Berlin and Paris to study. During this time away from home, he developed his own musical style through his native folk music. In 1903, he joined the English Folk Music Society and went out into the countryside to collect folk songs from the people living there. He collected over 800 English songs!

Vaughan Williams never forgot that music is for the people and was willing to write for all occasions. “Every composer cannot expect to have a world-wide message, but he may reasonably expect to have a special message for his own people.” Ralph Vaughan Williams was a composer, teacher, writer, and conductor. He was the most important English composer of his generation and a key figure in the revival of English music.

About the Music

Fantasia on *Greensleeves* is written for string orchestra, harp and flute. You may recognize this as the melody to the Christmas carol “What Child Is This?” This melody originally was an English love song about a girl named Greensleeves. The music is calm and peaceful and is in a clear ABA form.



♪ **Listen** to the introduction to *Greensleeves* on [Track 4, 0:00 – 0:22](#) of the [YouTube Playlist](#). What instruments do you hear? ♪ **Listen** to the *Greensleeves* melody **0:22 – 0:44**. What family of instruments plays the melody? This is the A section.

♪ **Listen to** the B section **0:44 – 1:10**. Does the mood of the music change in this new section?

Do This: Many pieces of music are written in ABA form. Create your own ABA sound piece, using found sounds in your classroom. Look for ABA patterns in your classroom or school. Arrange persons or objects in your classroom in ABA form.



Hungarian Dance No. 6

Johannes Brahms (1833–1897)

About the Composer

Johannes Brahms was born in Hamburg, Germany. His father was a musician but didn't earn much money, so Brahms spent his childhood in the slums of Hamburg. Sometimes he played the piano in theaters, dance halls, and inns to help support his family. Later he toured as an accompanist, playing the piano for a Hungarian violinist. It was that music and the gypsy bands that he heard when touring Hungary that inspired him to write a series of Hungarian Dances. He wrote a total of 21, and they were all very popular with audiences.

Brahms wrote many different kinds of music – symphonies, pieces for piano and other solo instruments, and pieces for chorus. In fact he became so famous and his music was so good that many people compared him to the great Beethoven. He is now considered one of the three B's – Bach, Beethoven, and Brahms – of classical music.

About the Music

♪ Listen to [Track 5](#) of the [YouTube Playlist](#). How would you describe the tempo of the music?

This lively dance will be demonstrated on the day of the concert by the Dayton Ballet II dancers.



Romanian Dances

Béla Bartók (1881–1945)

About the Composer

Béla Bartók was born in Hungary. It was obvious when he was very young that he had a talent for music. His mother was a piano teacher. Before Bartók was even able to talk, he was able to identify different dance rhythms that he heard his mother play, so she soon began teaching him piano. He progressed so quickly that he was able to play 40 different pieces by the time he was four years old. When he was eleven years old he gave his first public recital, where he performed a piece that he had composed two years earlier!



As he grew older Bartók took lessons in piano and composition from many different teachers and traveled across Europe giving piano concerts. He was happy when he got a job as a college professor because he was able to stop traveling so much and spend more time composing music.



Bartók loved the folk music of his native country of Hungary and of surrounding countries. He and a friend traveled across the country collecting folk music and then writing music that was based on those melodies. Like Brahms, Bartók was a nationalistic composer.

About the Music

♪ **Listen to** this group of short dances expresses a variety of moods and speeds. ♪ **Listen to** the first dance on [Track 6, 0:00 – 1:32 of the YouTube Playlist](#). Why do you think Bartók called this “Stick Dance”?

♪ **Listen to 1:32 – 2:02**. What solo instrument do you hear? Is this a slow or a fast dance?

What solo instrument do you hear in **2:02 – 3:19**? How did the mood change from the previous dance?

♪ **Listen to 3:19 – 5:03** and again to “Stick Dance,” **0:00 – 1:32**. How is the music different in these two dances?



Stick Dance on postage stamp

Think About This

This composition was based on folk music from Romania. Locate Romania on a map (p.17). In which direction is it from Bartók’s home country of Hungary? Which country is larger?

The Moldau from *My Fatherland*

Bedřich Smetana (1824–1884)

About the Composer

Bedřich Smetana was born in Bohemia which used to be part of Czechoslovakia. Today Czechoslovakia is called the Czech Republic (also Slovakia!).

Smetana’s father loved music and played the violin, so he gave Bedřich lessons when he was very young. His father soon discovered that Smetana was a child prodigy. By the time he was five years old he was playing in a concert as part of a string quartet, and at six years of age he was playing the piano in public. He started composing his own music when he was only eight. All Smetana’s musical abilities seemed to just come naturally.



Smetana loved the music of his native country, Czechoslovakia, and used many Czech folk tunes in his compositions. He became known as the “father of Czechoslovakian art music.” Other composers of his time were also using music from their native countries in their compositions.

Think About This: What do Bizet and Smetana have in common?

Vocabulary
tone poem

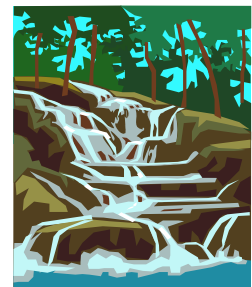
About the Music

“The Moldau” is a **tone poem** that musically describes the beauty of Smetana’s native Bohemia. It is a musical journey along the Moldau River in Czechoslovakia. The main melody is heard throughout this work but changes according to the mood of the music; in the background there is almost always the sound of the river flowing along. ♪ Listen to [Track 7 of the YouTube Playlist](#), and follow the scenes along the river as listed below.



The music describes several different scenes along the Moldau River.

1. Two small streams join to become the Moldau. The first stream is represented by the flutes and the second stream by the clarinets. ♪ Listen for when the music tells you that the two streams have become one larger river. How does the music change?



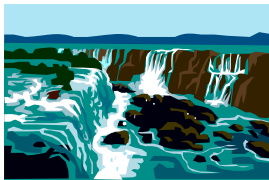
2. The river passes a forest, and we hear the French horns lead an exciting hunt. The music fades away as the river passes the hunt.



3. The next scene is a lively wedding dance. What family of instruments do you hear playing the melody?

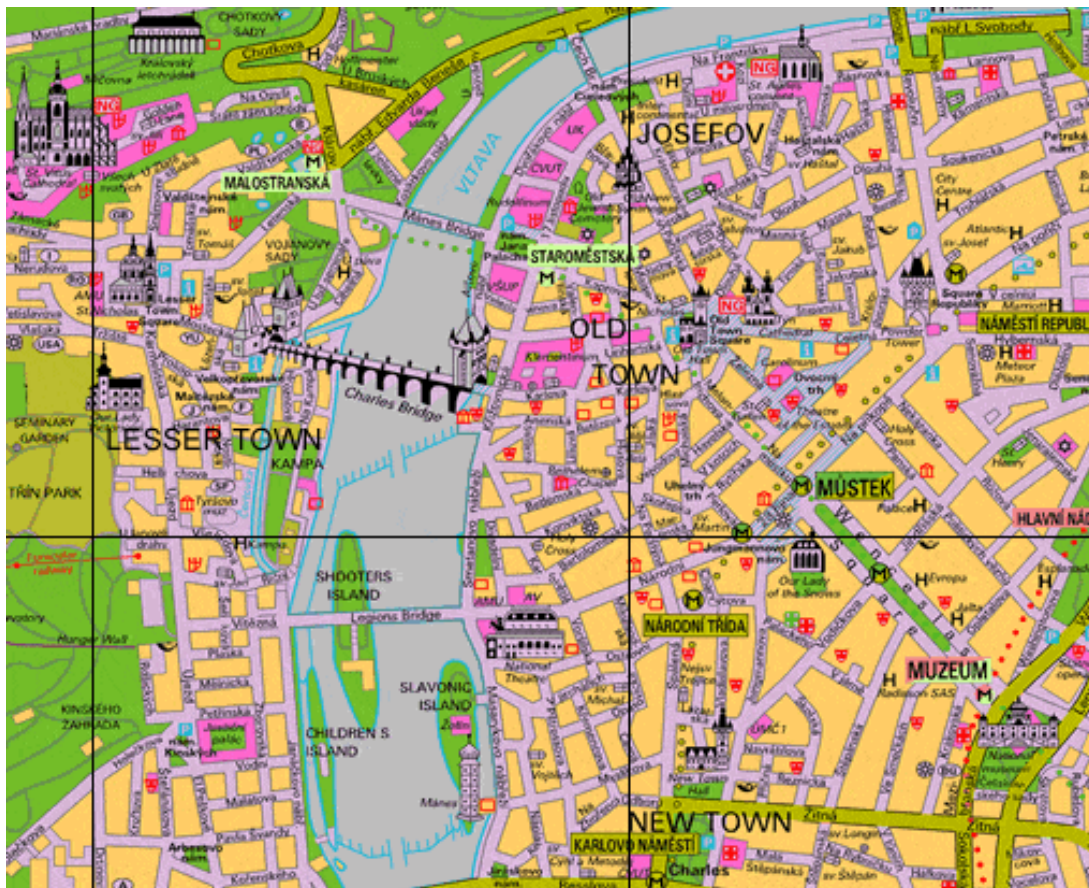


4. Night comes and the river sparkles in the moonlight while water fairies dance in the night. Strings play the melody. What family of instruments creates the sounds of the rippling water?



5. The St. John's Rapids create unsettled waters. The pounding of the water is pictured by the brass and woodwinds. The river continues to flow past the city of Prague before it flows out to the sea.

More geography: Look at the map of Prague below. Find the Moldau (labeled **Vltava** on the map). What landmarks would you see if you were traveling down the Moldau?



Glossary

Aria – a solo in opera

Ballet – a theatrical dance usually with costumes and scenery

Composer – a person who writes music

Conductor – a person who directs an orchestra

Cossack – a Russian horseman who often served as cavalry in the Russian army

Dynamics – the loudness or softness of music

Folk songs – melodies that are unique to a certain country and that may or may not have been written down

Nationalism – a style of music in which composers use their native folk songs and/or write music to sound like music from a particular country

Opera – a dramatic work in which music is a dominant part of the performance, with the actors often singing rather than reciting their lines

Orchestra – a large musical performing group made up of instruments in four different families: strings, woodwinds, brass, and percussion

Overture – music that serves as an instrumental introduction to an opera

Prodigy – a young person who exhibits exceptional talent at an early age with little or no formal training

Score – the music that shows all of the parts of an orchestral composition

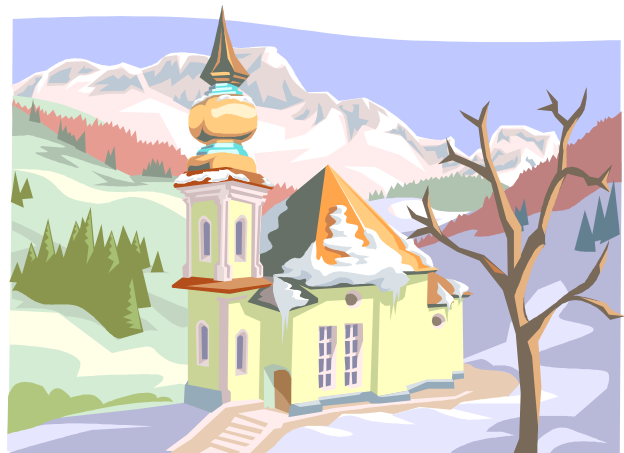
Suite – a series of music pieces composed around a central idea

Tempo – the speed of music

Tone poem – instrumental music that is written to express a certain idea or tell a story without words



Russian Cossack



Music and Geography

Composers and Their Countries

Use a classroom globe or map to complete the chart and answer the questions on the following page.

Composer	Birthplace
Béla Bartók	Hungary
Georges Bizet	France
Johannes Brahms	Germany
Engelbert Humperdinck	Germany
Bedřich Smetana	Czech Republic
Pyotr Ilyich Tchaikovsky	Russia
Ralph Vaughan Williams	England (United Kingdom – UK)



Which continent is shown on the map? _____

In which direction would Humperdinck have had to travel to visit Georges Bizet? _____

In which direction would Bedřich Smetana have had to travel to visit Ralph Vaughan Williams?

In which direction did Bartók travel to study folk music in Romania? _____

What is the largest country in Europe? _____

Name three countries that border the largest country in Europe.

1. _____ 2. _____ 3. _____



Music and Citizenship

Use a classroom map to find the capital of the countries represented on this concert.



- What is the capital of each country?

Czech Republic _____

England _____

France _____

Germany _____

Hungary _____

Russia _____

- Research the customs, native foods, arts and crafts, and native costumes of each of the countries represented by composers on this concert.
- Compare and contrast these various characteristics.
- Have any of their customs, food, arts or music become a part of American culture?



Use Your Math Skills

Composer	Birth and Death Dates	Years Lived
Peter Ilyich Tchaikovsky	1840–1893	
Georges Bizet	1838–1875	
Englebert Humperdinck	1854–1921	
Ralph Vaughan Williams	1872–1958	
Johannes Brahms	1833–1897	
Béla Bartók	1881–1945	
Bedřich Smetana	1824–1884	

Complete the chart above. How many years did each composer live?

Using the information given in the chart above, calculate the following:

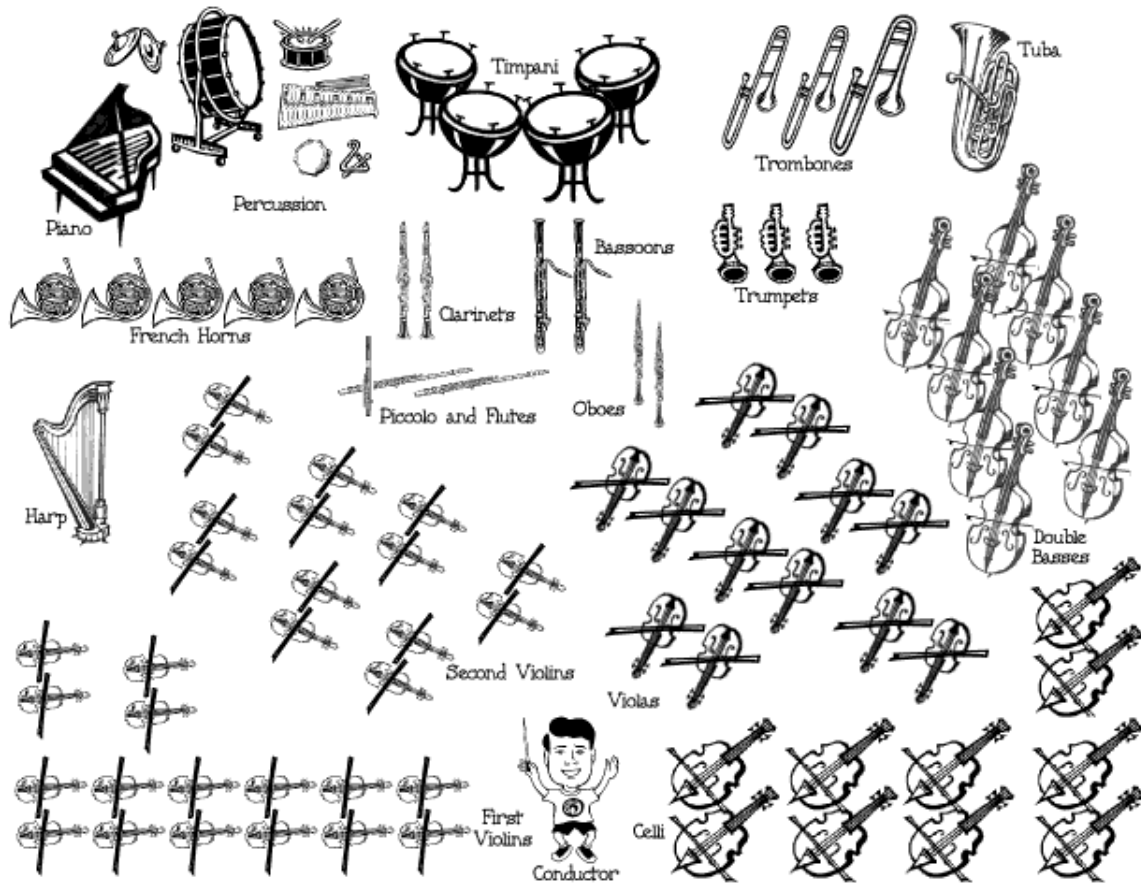
Which composer lived the longest? _____

Which composer had the shortest life? _____

How many composers lived in the 20th century? _____



More Music and Math



Circle the correct answer to the following questions, referring to the Orchestra Chart above:

1. The number of first violins in the orchestra compared with the number of second violins is
greater than less than equal to
2. The number of celli (plural for cello) compared with the number of double basses is
greater than less than equal to
3. The number of trombones compared with the number of trumpets is
greater than less than equal to
4. The number of French horns compared with the number of clarinets is
greater than less than equal to
5. The family of instruments that has the greatest number of instruments in the orchestra is the
woodwinds brass strings percussion

Music and Language Arts

After the concert, write a short paragraph about the composition that you enjoyed the most. Describe why you liked it and how it made you feel.

Send a thank-you note to Mr. Gittleman and the musicians of the Dayton Philharmonic Orchestra thanking them for all the practice that went into preparing the concert for you. Let them know what you liked about your experience.



Poetry by the Number

Write a five-line poem according to the following format:

Write	Line 1 = 1 word
A poem,	Line 2 = 2 words
A musical memory,	Line 3 = 3 words
In fifteen words, Remember:	Line 4 = 4 words
Add a word each line.	Line 5 = 5 words



Share your paragraphs, thank-you notes, poems and other creative writing with the Dayton Philharmonic Orchestra!

A Reading Scavenger Hunt

The Moldau is the name of a river in what country? _____

Which composer's parents didn't want him to be a musician and composer? _____

What is a tone poem? _____

Which composers were child prodigies? _____

Which composition is part of *The Nutcracker* ballet? _____

Name one composer who had musical parents: _____

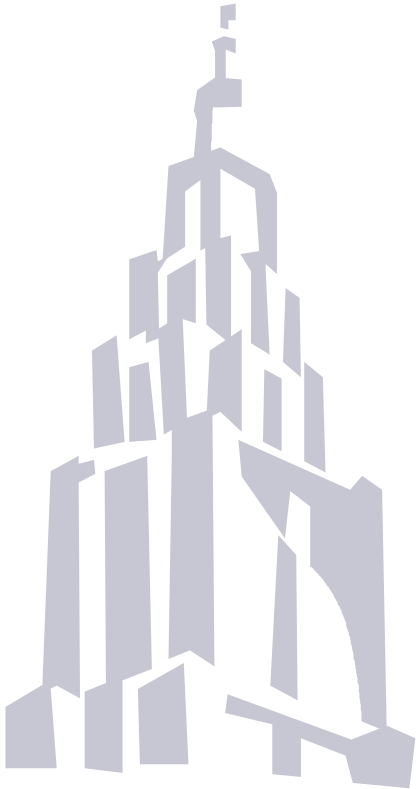
Which composer is one of the great three B's of classical music? _____

Which composition is part of the opera *Hansel and Gretel*? _____

Music and History Timeline

Major Events in North America, Europe, and Russia from 1750–1965

North America



Europe and Russia

1750 on

1800s

1824 Bedřich Smetana born

1833 Johannes Brahms born

1838 Georges Bizet born

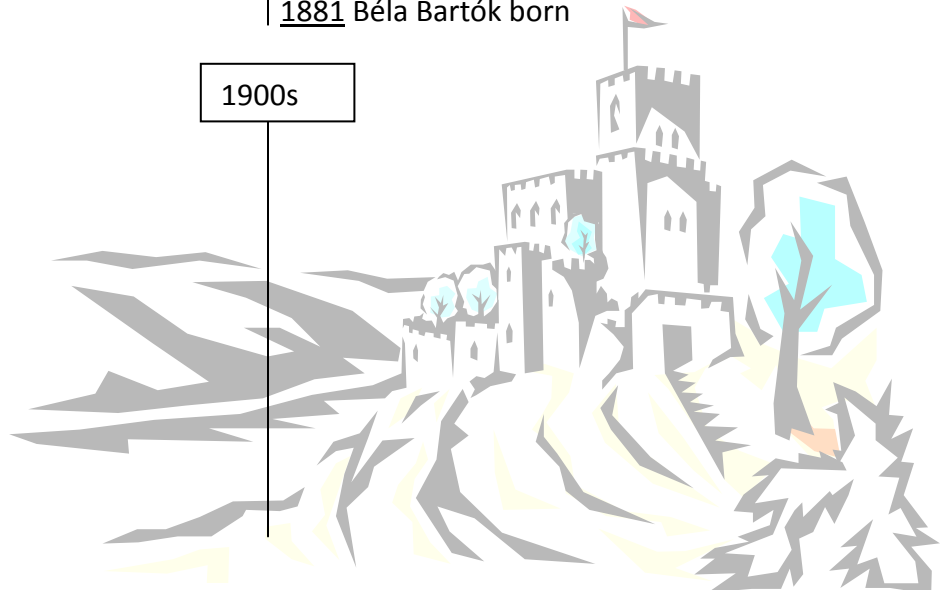
1840 Pyotr Ilyich Tchaikovsky born

1854 Englebert Humperdinck born

1872 Ralph Vaughan Williams born

1881 Béla Bartók born

1900s



World Events (1751–1968)

Choose five to seven events from those listed below, and place them in the appropriate places on the timeline on the previous page.

1751 The minuet becomes a fashionable European dance.

1769 Invention of the steam engine

1776 Declaration of Independence

1787 George Washington becomes President.

1814 Francis Scott Key writes words to *The Star-Spangled Banner*.

1828 First chocolate bar

1830 The lawn mower is invented in England.

1836 The Alamo in Texas falls after 13-day siege.

1839 The first bicycle

1845 Texas and Florida become states.

1846 Famine in Ireland caused by potato crop failure

1849 California Gold Rush

1865 The Civil War ends slavery.

1869 Transcontinental railroad

1876 Alexander Graham Bell invents the telephone.

1879 Thomas Edison invents light bulbs.

1886 France gives America the Statue of Liberty.

1894 Italian engineer Marconi builds first radio equipment.

1895 First motion picture

1896 Henry Ford builds his first experimental car

1900 Coca-Cola introduced

1903 Wright brothers' first flight in North Carolina

1906 San Francisco, California earthquake

1908 Ford builds the Model T car.

1910 Boy Scouts of America incorporated

1914 Archduke Franz Ferdinand and his wife are assassinated in Sarajevo, beginning WWI.

1917 Russian Revolution begins

1924 The first Winter Olympic games open in France.

1925 Scottish inventor John Baird transmits human features by television.

1931 The Empire State Building opens in New York City.

1938 Oil is discovered in Saudi Arabia.

1941 The Japanese bomb Pearl Harbor in Hawaii.

1943 Penicillin discovered

1944 D-Day allied invasion of Normandy, France

1948 Jewish state of Israel comes into existence.

1951 Color TV introduced in the U.S.

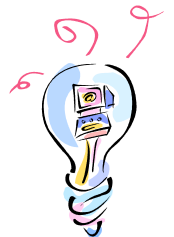
1954 Segregation in U.S. schools declared unconstitutional

1961 First manned space flight

1961 Berlin Wall constructed in Germany

1964 U.S. Civil Rights Act

1968 Martin Luther King, Jr. assassinated



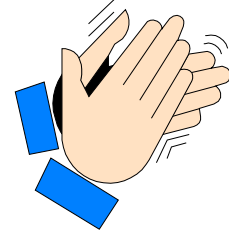
Concert Etiquette

Concert Audience Responsibilities

Being a member of an audience is an important responsibility. Musicians can concentrate and play their very best when appropriate concert manners are observed. Discuss the difference between attending a live symphony orchestra concert, attending a rock concert, and listening to music or watching a television show at home.

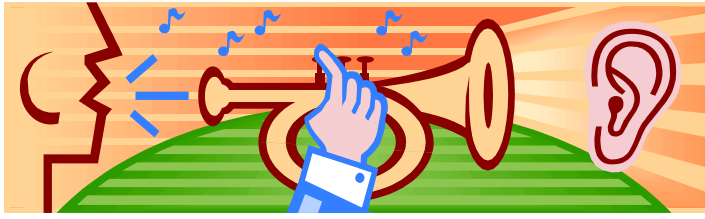
Review the following concert manners:

- Welcome the concertmaster to the stage with applause.
- Welcome the conductor to the stage with applause.
- Sit quietly while the music is played.
- Remain in your seat throughout the concert.
- Applaud when the conductor puts down his baton at the end of each composition.



Think about this: How do you feel when you have to perform or make a presentation in front of a group of people? Does the audience response and behavior have an effect on how well you perform?





Concert Etiquette Concert Listening Tips

Going to an orchestra concert takes mental energy. Here's what you can do to make sure that you get the most from your concert experience.

NOTICE! When you are seated you will be part of an audience of about 2,000 people. Some of the musicians will already be on the stage warming up. When it is time for the concert to begin, the concertmaster, who sits in the first violin chair, will stand and all the musicians will tune their instruments to a note played by the oboe. When they are ready, the conductor will enter the stage, and it is appropriate for you to welcome him with applause.

CONCENTRATE! Listening to music is like going on a trip in that all parts of the trip, the exciting parts *and* the less exciting parts, make up the whole thing. But music is more of a challenge because you must concentrate to see and hear what is happening. Here's what you can do to stay focused and enjoy the concert.

- Don't let people around you distract you. *Let the music get inside you.* Remember that the music is being played just for you!
- Take time to look at each instrument as it is being played. As you watch, can you hear THAT instrument?
- Musicians have conversations with their instruments. Which instruments seem to be talking back and forth to each other?
- Observe how many different ways sound is produced in an orchestra.
- What does the conductor do? How does he show the loud and soft, fast and slow parts of the music? What else do you notice that he does?

LISTEN with your eyes!

It's a workout, but if you really concentrate and are alert to everything happening on the stage, the music will speak to you and you will have a great time!

Learn to Listen – Listen to Learn

After the Concert

If you were really listening and observing carefully at the concert, you should be able to answer the following questions after the concert.



Answer all of the following questions and you will become an ace **CSI - Concert Scene Investigator!**

- Who was on the stage?

- How many different types of instruments did you see on the stage? _____

Can you name them?

1. _____ 2. _____

3. _____ 4. _____

- Name some different ways sound is produced in an orchestra.

- Did everyone play all of the time? _____

- Which instruments seemed to be the most active? _____

- Which seemed the least active?

- Would you say that any one of the instruments was more important than the others at any given moment? Yes _____ No _____

- Which instruments seemed to have the main theme or the melody?

- What did the musicians do when they didn't have the main melody? Check one:
 Did they stand up and leave the stage?
 Did they just sit and stare at each other?
 Did they sometimes play "background music" for the melody?

- Which instruments played alone or solo? _____

- Which instrument or group of instruments played the loudest? _____

- Which instrument or group of instruments played the quietest? _____

- Which instruments seemed to be able to play the fast notes? _____

- What words can you use to describe the music you heard? _____

- How did listening to the music change how you feel? _____

- If the music did change your mood, how did it do that? _____

- Did the music seem to tell a story? _____

- What role did the conductor play at the concert? _____

Map Skills

Downtown Features



Points of Interest

- 2. Courthouse Square
- 4. Dayton Art Institute
- 5. Dayton Convention Center
- 7. The Dayton Metro Library
- 8. The Dayton Visual Arts Center
- 10. Fifth Third Field
- 13. The Loft Theatre
- 14. Memorial Hall
- 15. National City 2nd Street Public Market
- 16. The Neon Movies
- 17. Old Court House
- 18. Oregon District
- 19. RiverScape MetroPark
- 20. Schuster Performing Arts Center
- 21. Sinclair Community College
- 22. The Victoria Theatre

Use the Points of Interest key to the right to answer the following questions.

What number represents the Schuster Performing Arts Center on the map? _____ Draw a circle around it.

Is your school to the north, south, east or west of downtown Dayton? _____

What downtown street could your bus driver or chaperone take to arrive at the Schuster Center?

What number represents the Dayton Metro Library on the map? _____ Draw a circle around it on the map. Describe a route you could take to travel from the concert at the Schuster Center to the library.