

CC Fine Arts - Orchestra

In-Class Lesson Plans and Visuals

Cycle 1-3, Weeks 19-24

Nicole Yang “nicoleliem”

What to “Tutor” Each Week:

1. Seat students in their orchestra arrangement seats for the CC orchestra song, and practice singing it and using handmotions to mimic the instruments

2. Briefly Review the Music Periods with a game of handmotion charades

Baroque: flowery/flowy hands

Classical: ordered square shape

Romantic: happy/sad face

Modern: shocked face

3. Briefly Review the Orchestra Instrument Sections with a game of handmotion charades

Strings: violin

Woodwinds: flute

Brass: trumpet

Percussion: drums

4. Weeks 20-24: Read and listen to the week’s composer/musical piece page. Have the students listen for the themes and key words your describing. If you’re running good on time, play the piece twice and pick one of these activities for the students – mimic the instruments heard, draw the mood of the piece on paper or the whiteboard, or dance to the music as it moves them.

Orchestra in a Concert Hall

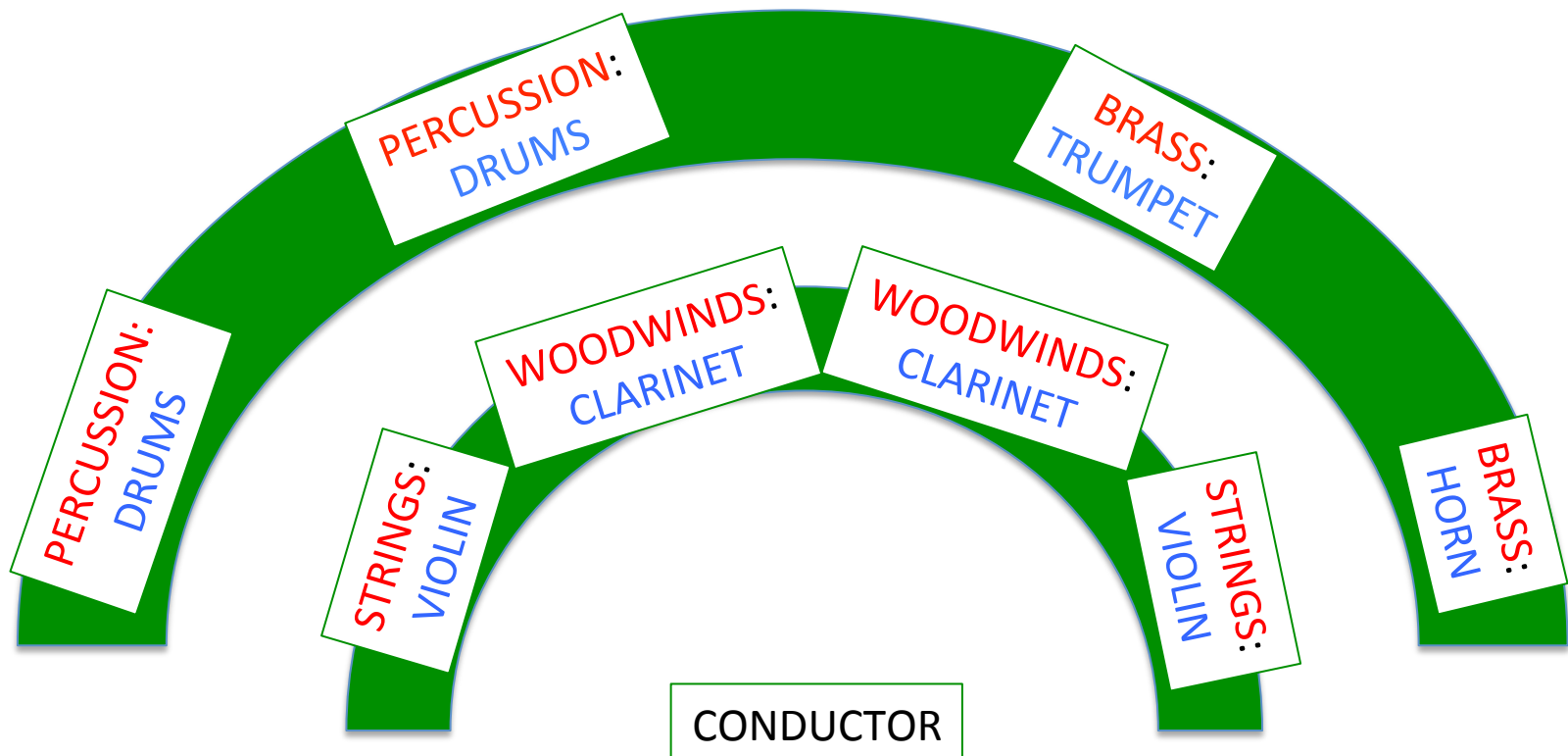
Orchestras have different seating arrangements, especially as different instruments are included. Do you remember “The Romantic Period of the Arts” from our timeline? Music is one of the arts, and that period affected how we arrange our orchestras even to this day. Conductors used to be off to the side, keeping beat by pounding a large staff on the wooden floor or by playing a keyboard. The Romantic Period brought the conductor to center of the stage, keeping beat at the podium.



Orchestra Seating Arrangement

Seat the students in two semicircles, explaining that for our Orchestra segment, we will sit in this pattern each week. Assign them their CC Orchestra Song instrument for class.

Play the CC Orchestra Song. Have each student stand up for his/her part, mimicking the instrument with their hands, but have all the kids sing the whole song each week until they know it. Once they know it, they can sing only their assigned instrument.



Orchestra Song

CC Fine Arts – Orchestra
Nicole Yang/"nicoleliem"

Cycle 1-3, week 19-24



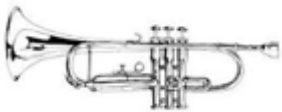
Violins:

The violins ringing like lovely singing.
The violins ringing like lovely song.



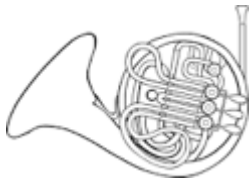
Clarinets:

The clarinet, the clarinet goes doodle doodle doodle doodle dat.
The clarinet, the clarinet goes doodle doodle doodle dat.



Trumpets:

The trumpet is braying,
Ta ta ta ta ta Ta ta ta ta ta
The trumpet is braying,
Ta ta ta ta ta, Ta ta ta ta ta ta ta



Horns:

The horn, the horn awakes me at morn.
The horn, the horn awakes me at morn.

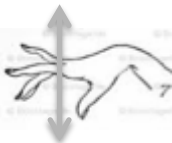





Drums:

The drum's playing two tones. They're always the same tones.
5,1 1,5 5,5,5,5,1

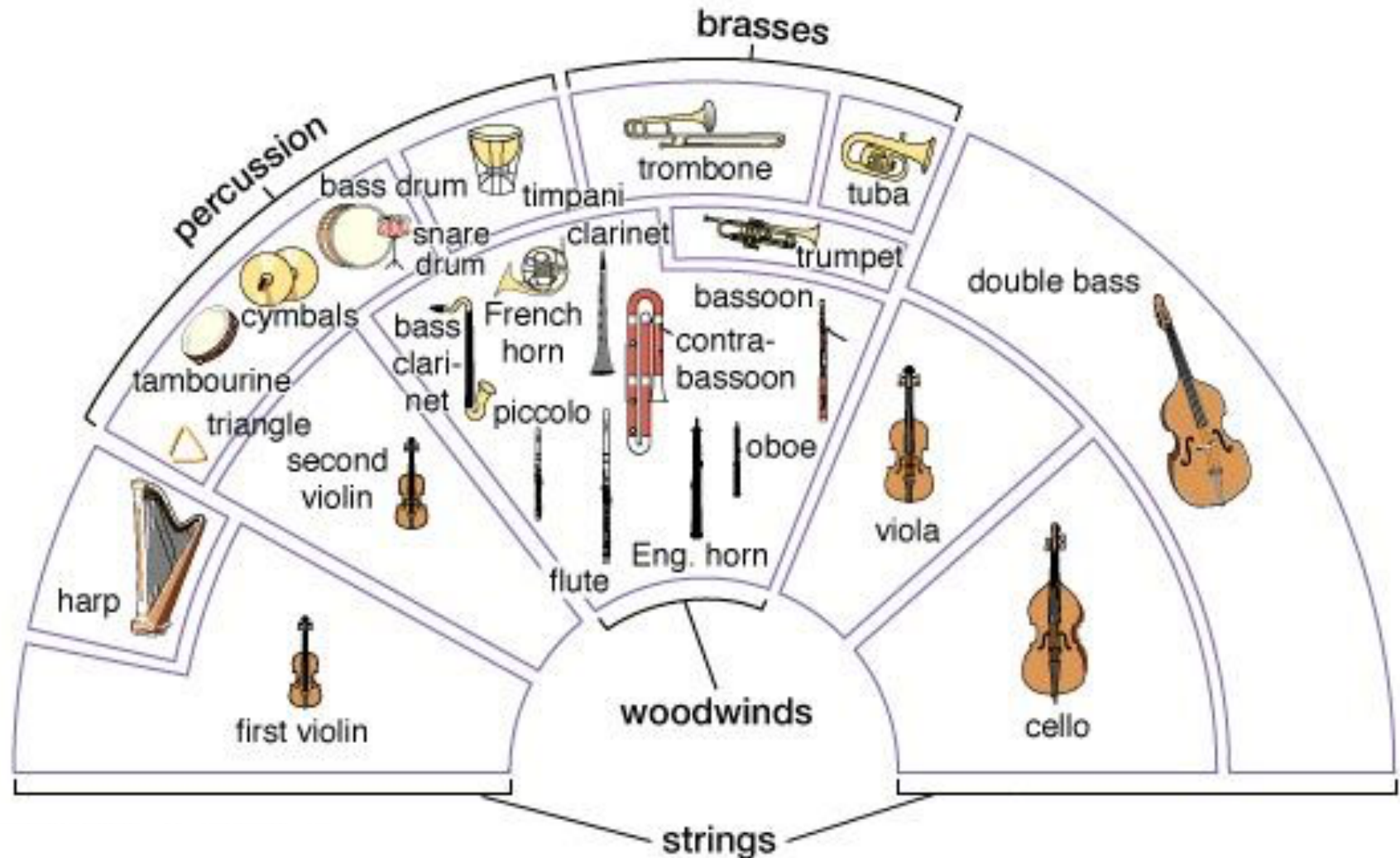
Musical Periods

We'll concentrate more on these descriptions during weeks 23 & 24, but for now let's at least practice these handmotions to help you remember the different themes for each musical period. See if you can remember your timeline song and what was happening around each of these time frames.

Cycle 1	Cycle 2	Cycle 3	
<p>Handmotion: Float your hands like a ballerina, showing flowery yet controlled movements</p> 	<p>Handmotion: Make the form of a square, showing straight and ordered</p> 	<p>Handmotion: Pull the corners of your mouth up into a happy face, then down into a sad face, showing emotions</p> 	<p>Handmotion: Hold your cheeks with a look of shock, showing surprise</p> 
<p><u>Baroque (1600-1750) - Flowery</u> About: Baroque music was flowery, yet still had a strict form to it. Music was written only for the church, royalty and nobility, so just like the architecture of the time, it was meant to dazzle with complicated quick notes and speedy scales.</p>	<p><u>Classical (1770-1830)- Reserved</u> About: Classical music was spare and reserved, and also simpler to play. Music began to be written for the enjoyment of common people, not just nobility. It focused on technique and theory, just as culture became fascinated with order in science, politics, and reason with the Age of Enlightenment.</p>	<p><u>Romantic (1805-1910)- Drama</u> About: Romantic music was meant to evoke emotions, with lots of passion and drama, often through love stories and magical fantasies. With many more listeners, and with composer-conductors standing on podiums center-stage, they became famous like today's rock stars.</p>	<p><u>Modern- (1900-now) Shocking</u> About: Modern music was experimenting with new and shocking sounds and tones, trying to break traditional rules. It often caused riots between listeners who liked the compositions and those who didn't.</p>
<p>Timeline: Age of Absolute Monarchs, Baroque period of the arts, Japan's Isolation, Plymouth Colony Founded, First Great Awakening</p>	<p>Timeline: Classical period of the arts, Age of Enlightenment, Age of Industry, Ben Franklin discovered electricity, US founded, Napoleon as Emperor</p>	<p>Timeline: War of 1812, Romantic period of the arts, US Westward Expansion, Communist Manifesto, Victoria's Rule over India, Darwin, Lincoln</p>	<p>Timeline: Progressive Era, WWI, Lenin, Modern period of the arts, Great Depression, WWII, Cold War, MLK Jr., Astronauts</p>
<p>Famous Composers: Vivaldi, Handel, Bach</p>	<p>Famous Composers: Haydn, Mozart, Beethoven</p>	<p>Famous Composers: Beethoven, Wagner, Tchaikovsky, Brahms, Dvorak, Mahler</p>	<p>Famous Composers: Debussy, Stravinsky, Gershwin, Copland, Bernstein</p>

Orchestra Seating Chart & Instruments

An **Orchestra** is a group of instruments playing together. When an orchestra is large enough, we call it a **Symphony**. There are 4 sections to an orchestra: Strings, Woodwinds, Brass, and Percussion. Don't forget the conductor in the front! We're going to learn each section of the orchestra and see some pictures of what



Orchestra String Section

String instruments have tight strings that usually use a bow to play the notes. The cello and bass stand on the floor between your knees, while the violins and violas are held under your chin. The shorter it is, the higher the sound. Shorter strings cause shorter sound waves – that rapid vibration makes us hear a higher pitch. Longer strings cause longer sound wavelengths. That slower vibration makes a lower pitch.

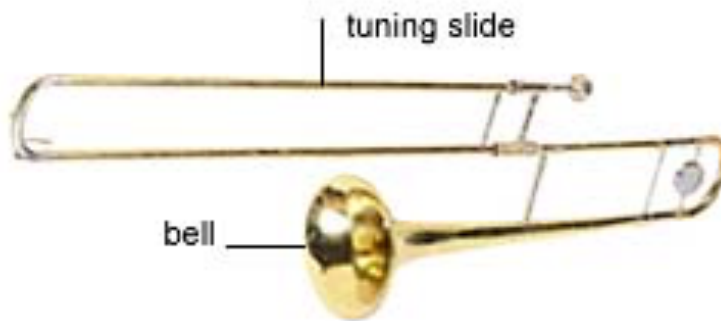


Orchestra Woodwind Section

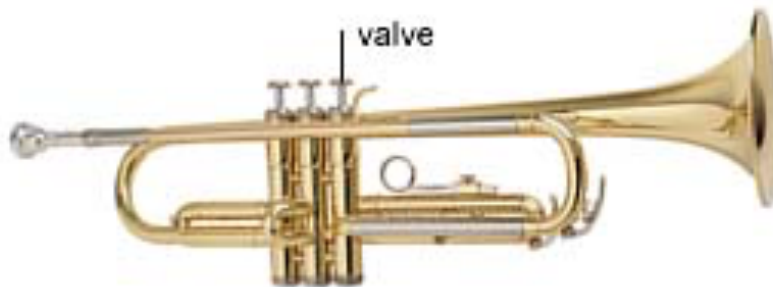


Woodwinds are windblown instruments using fingers or button pads to cover holes and make different note sounds. They are categorized by how you blow into them, not because they are necessarily made of wood. Reed instruments, like the clarinet, oboe, and saxophone, use thin strips of wood in their mouthpieces to make their vibration sounds. A piccolo sounds higher than a flute. Why? Because just like the strings, the smaller it is, the higher the pitch.

Orchestra Brass Section



trombone



trumpet



French horn



tuba

Brass instruments are long metal tubes that flare out on one end, and are bent into more compact, easier to hold shapes. Sound is made through blowing air into the mouthpiece. Unlike reed woodwinds, vibrations are made through the tensing of lips. They are made of metal, usually brass, in order to make louder sounds.

Orchestra Percussion Instruments

Percussion instruments make sounds when banged or shaken. Orchestra percussionists play many of these instruments in a concert. Harps, pianos, and harpsichords have strings on the inside that are hit or plucked, also known as "percussed", and so are often called percussion instruments.



Handel's *Water Music* 1685-1759



About *Water Music*:

This was a piece that was played for King George as he floated on a barge up and down the Thames River. So it was well named "Water Music"! It is one of Handel's most famous instrumental pieces.

Key Ideas & Vocabulary:

A **Sonata** is a symphony composed for one or two instruments, and literally means "sounded".

Handel made famous the **sonata** form of music. See if you can hear it in this piece – it's a musical theme that is played (theme A), then repeated (theme A again), then repeated but with different instruments in a contrasting, different tone (theme B), ending with the main theme repeated one last time (theme A).

This A-A-B-A progression of themes became the basis of the **sonata** form. Thousands of composers used it, and continue using it even to this day!

Horns are played throughout this piece. They are not just brass instruments, but also include oboes, bassoons, and trumpets

Listening to *Water Music*:

(students can mimic instruments heard, draw, or dance to the music)

0:00-1:00 (Theme A)

In the first minute, the "Sailor's Hornpipe" melody is the first theme of the piece, with horns echoing it, and then the orchestra echoing it.

1:03-2:05 (Theme A again)

The second minute has the whole music repeat

2:06-3:03 (Theme B)

The "Sailor's Hornpipe" theme begins again, but with strings instead of woodwinds, and in a contrasting **minor key**, instead of **major key** like before.

3:20-end of piece (Theme A)

The sequence repeats, and we are hearing "Theme A" once more.

Bach's *The Well-Tempered Clavier* *Prelude and Fugue in C Major* 1685-1750



About *The Well-Tempered Clavier*:

This is a piece that we would today play on the piano, but Bach played it on a harpsichord. This piece is one person playing with two hands, though it sounds like two people with four hands!

Key Ideas & Vocabulary:

Harpsichords, like pianos, have strings on the inside, but a piano strikes them with little hammers while a harpsichord plucks them. Since you cannot “pluck” the string harder to make it louder, harpsichord players roll their chords to get the effect.

A **Fugue** is a musical composition with 4 different musical lines or voices running throughout it. Try to listen for them in this piece. It sounds like 4 hands playing, or if you were singing it, then four voices. When several melodic points are played at the same time, we call it **counterpoint**.

Listening to *The Well-Tempered Clavier*:

(students can mimic instruments heard, draw, or dance to the music)
0:00-2:20

Listen for the low note that keeps a melody all of its own. When you compare it to the high note melody, you can really hear the **counterpoint** of different melodies playing at the same time.

2:22- end of piece

Just when you think the song ends, in comes the **fugue**! Now you can really hear what sounds like 4 voices or hands playing. Remember to notice the low versus high melodies. Though it is very difficult to play, it's perhaps even harder to hear four separate lines. Each line is individual and yet still able to blend together with the others so well. That's what makes a fugue one of the most amazing compositions ever, and Bach was a master of it.

Mozart's *Piano Concerto no. 22* *in E-Flat, 3rd Movement* 1756-1791



About *Piano Concerto no.22*:

This piece is composed by Mozart, who was a child prodigy. The solo **concerto** was made popular during the Baroque musical period, and remains popular even to this day! This piece is a concerto with a solo piano instrument. Notice how complicated and fast the notes are, perfectly fitting into the Baroque style.

Key Ideas & Vocabulary:

A **Rondo** is a piece with a theme that comes back again, and again, and again, and again. Think of it going a “round” and around.

A **Concerto** is the Italian word for “concert”. It’s one instrument, a “solo” instrument, accompanied by an orchestra.

Listening to *Piano Concerto no.22*:

0:00-0:37

Can you hear the piano as the main instrument? When the orchestra comes in, it’s almost like it’s singing the same song back to the piano.

0:38-1:22

You hear the theme repeat, it’s the **rondo**, coming around again

1:23-2:23

Hear the notes fly! You can hear the same piano tunes being played over and over again, just starting on slightly higher or lower notes each time. Listen carefully for them!

2:24-4:15

The orchestra is in the background and softer than the piano. It’s “accompanying” it, while the piano is the main voice – this is what a **concerto** is.

4:16-9:47

Woodwinds play a new slower theme, and then the piano imitates it back. The strings imitate it too.

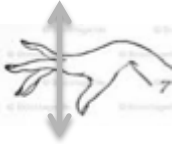
9:48- end of piece

Here is Theme A again. We’ve gone through a few themes in this piece. A-B-A-C-A-B-A, do you see how theme A comes back over and over again in this **rondo** pattern?

Cycle 1, week 23

Discuss the Baroque Period and Handel and Bach as composers

Handel 1685-1759



Baroque (1600-1750) - Flowery

About: Baroque music was flowery, yet still had a strict form to it. Music was written only for the church, royalty and nobility, so just like the architecture of the time, it was meant to dazzle with complicated quick notes and speedy scales.



Handel was a successful composer in his own time—playing for King George on the water even! He was German-born, Italy-trained, and then surprisingly became a naturalized English subject. His temper ran wild, but his music flowed ornately, just like the Baroque period he composed in. His operas were masterpieces. Have you ever heard Handel's Hallelujah chorus? You might think of it every time you hear his name—it's from his famous piece *Messiah* that was originally composed for Easter. Now it is sung around the world at both Christmas and Easter!

Timeline: Age of Absolute Monarchs, Baroque period of the arts, Japan's Isolation, Plymouth Colony Founded, First Great Awakening

Famous Composers: Vivaldi, Handel, Bach

Handmotion: *Float your hands like a ballerina, showing flowery yet controlled*

Bach 1685-1750



Bach, like most famous composers, became famous in the century "after" his death. And for Bach, it was as an organist, not a composer. But now he is perhaps the most famously known composer of history. Though we have many pieces composed by him, much of his work is lost to us today. Many pieces were played only once, improvised along the way, and then thrown away! This German composer had 20 children, many of whom followed in their father's musical footsteps. He is very famous for his counterpoint—many melodies playing simultaneously, as well as his fugue with 4 lines. Just think—when we sing our orchestra song lines all together in a round, we'll be copying Bach!

Cycle 1, week 24

Discuss the Classical Period and Mozart as a composer



Classical (1770-1830)- Reserved

About: Classical music was spare and reserved, and also simpler to play. Music began to be written for the enjoyment of common people, not just nobility. It focused on technique and theory, just as culture became fascinated with order in science, politics, and reason with the Age of Enlightenment.

Timeline: Classical period of the arts, Age of Enlightenment, Age of Industry, Ben Franklin discovered electricity, US founded, Napoleon as Emperor

Famous Composers: Haydn, Mozart, Beethoven

Handmotion: *Make the form of a square, showing straight and ordered*

Mozart 1756-1791



Mozart was a child prodigy, composing piano concertos at just 4 years old and traveling the world with his father and sister as a sight to behold. Can you imagine yourself traveling the world as a famous musician today? He became famous as an adult too. Composing came so naturally to him it aggravated and baffled his rivals. He wrote in the Classical style of music, which was more refined than Baroque. Haydn, a famous classical composer himself, became another father figure to Mozart. A few of Mozart's many famous pieces are Requiem, Eine Kleine Nachtmusik (A Little Night Music), and our Piano Concerto no.22.