



2023



Music Teacher Guide

5th Grade Concert



Table of contents

3	What is a Symphony Orchestra?
4	Pensacola Symphony Orchestra
5	The Saenger Theatre
6	Instruments of the Orchestra
7	The String Family
8	The Woodwind Family
9	The Brass Family
10	The Percussion Family
11	The Keyboard Family
12	5 th Grade Concert Program
13	“The Star-Spangled Banner” – John Stafford Smith/Francis Scott Key
14	“The Block” – Carlos Simon
15	Symphony No. 9, 1st Movement – Antonin Dvořák
16	“American Salute” – Morton Gould
17	“In the Mood” – Joe Garland
18	“South Rampart Street Parade” – Bob Haggard & Ray Bauduc
19	“Sophisticated Lady” – Duke Ellington
20	“Mambo” from <i>West Side Story</i> – Leonard Bernstein
21	Active Listening Guide
22	“Captain America March” – Alan Silvestri
23	Main Title from <i>Star Wars: A New Hope</i>
24	Coloring Page
25	Instruments of the Orchestra Word Find
26	Instrument Families
27	Audience Etiquette
28	Before the Symphony - “What do you know?”
29	After the Symphony - “What did you learn?”
30	Thank You Note
31	Resources and Music Playlist
32	Credits



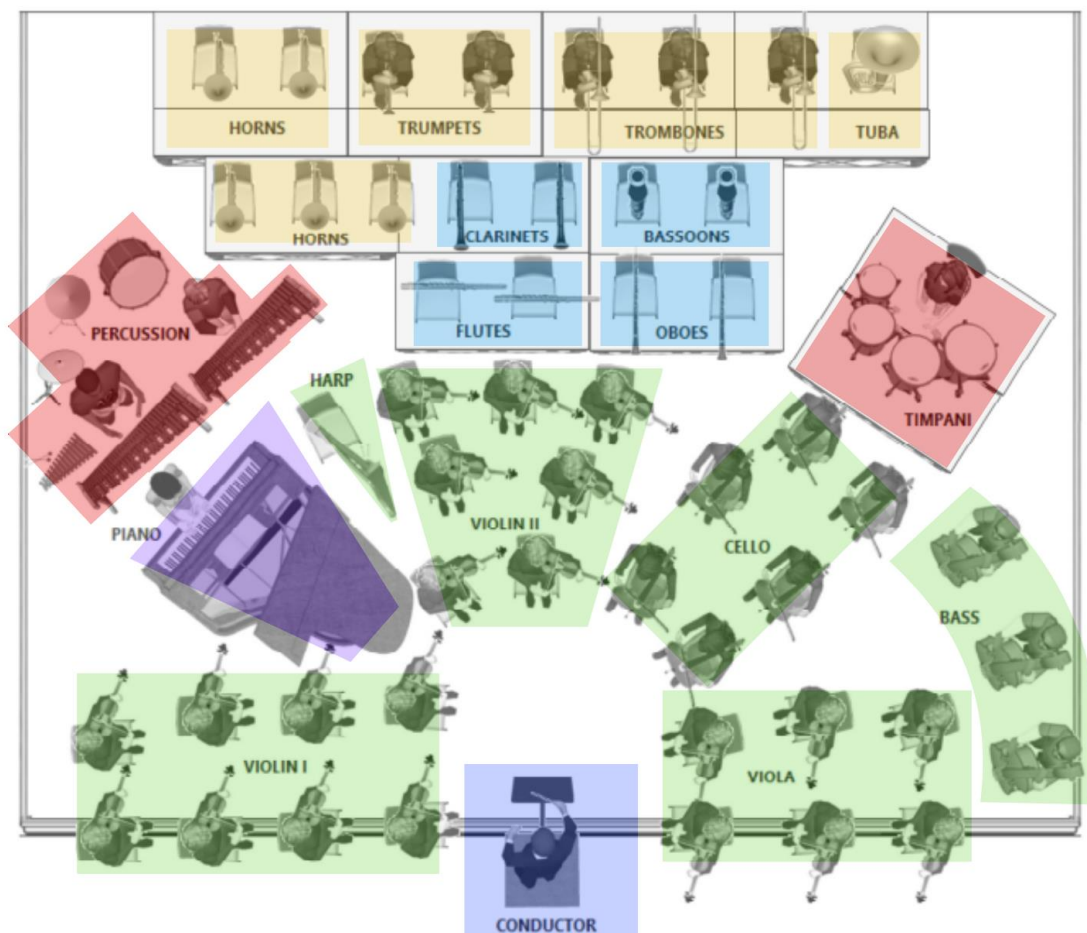
What is a Symphony Orchestra?

The word “symphony” comes from the Greek words “sym” (together) and “phone” (sound).

“Symphonic” means “like a symphony.” It is often used to describe music which is quite long and develops tunes over an extended period.

A large orchestra is often called a “symphony orchestra.” This is to distinguish it from a small orchestra called a “chamber orchestra.”

The person who leads the orchestra is the conductor. Another name for the conductor is “Maestro,” which is Italian for “Master.” The conductor of a symphony orchestra is responsible for choosing the music that will be performed, interpreting how the music should be played, rehearsing the music with the orchestra, and conducting the performance.



Pensacola Symphony Orchestra



The Pensacola Symphony Orchestra began in 1926 as the Pensacola Philharmonic Orchestra to provide local musicians with an outlet for performance and for free concerts to the community. Today, the professional musicians of the Pensacola Symphony Orchestra live locally and in Mississippi, Alabama, Georgia, and Central Florida. Guest musicians and conductors from around the world join us for concerts each season.

Our Music Director and Conductor is Maestro Peter Rubardt. He has been leading the orchestra since 1997, giving audiences masterful musical experiences and creating a symphony where musicians feel a connection to the music, each other, and the Pensacola community.

While the full Pensacola Symphony Orchestra performs its concerts at the Saenger Theatre in downtown Pensacola, small ensembles of musicians perform free concerts in art galleries, community centers, parks, schools, and places where people work. Orchestra members serve as coaches to young musicians in band and string classes in middle and high schools. Several musicians play their instruments in hospitals and assisted living facilities, helping the patients, their families, and the doctors and nurses to feel more comfortable and relaxed.



The Saenger Theatre has been called the Grand Dame of Palafox, but the Saenger Theatre is much more than a Great Lady; she is a survivor. Opened in 1925, its Spanish Baroque architecture, in opulent Rococo style took nearly 13 months to complete.

In the early years, the Saenger hosted a colorful array of Vaudeville-type road shows, Broadway plays, and silent screen classics. Later years saw use as a movie house until 1975 when the aging edifice closed its doors. That same year ABC Southeastern Theatres donated the building to the City of Pensacola as a cultural affairs center.



Together, the city of Pensacola and the University of West Florida restored and returned the theater to its standing as a center for the performing arts. The restoration project took four years and \$1.6 million to complete but in 1981 the theatre reopened. Today, the Pensacola Saenger Theatre is listed in the National Register of Historic Sites.



Instruments of the Orchestra

There are five instrument families in the orchestra.

Strings

The string family includes the violin, the viola, the cello, the string bass, and the harp. In the string sections, several players will perform the same part in the music. Watch how all the musicians in a section move their bows in the same way. How do you think this makes the music sound pleasing to hear?

Woodwinds

The woodwind family includes the flute, the clarinet, the oboe, and the bassoon. Sometimes other woodwinds will play in a symphony orchestra, such as the piccolo, saxophone, bass clarinet, English horn, and contra-bassoon. Each player performs one part of the music. How many different woodwind instruments can you see? How do they sound the same or different?

Brass

The brass instruments in an orchestra are trumpet, French horn, trombone, and tuba. Like the woodwinds, there is one player for each brass part. When the brass section is playing, what is happening in the music? What is the emotion in the music?

Percussion

The percussion family is the largest family because there are many kinds of instruments from around the world that composers will include in their music. Examples of percussion instruments you will hear include:

- Untuned – instruments that have no specific pitch when played such as drums, cymbals, the triangle, castanets, guiros.
- Tuned – instruments that can play pitches such as xylophone, tubular bells, and timpani.

Percussionists often play several different instruments in a piece of music. How many different percussion sounds can you hear during the music?

Keyboard

In this family, a performer presses the keys of the instrument to create musical sounds. The piano is often the easiest to see, but other keyboard instruments include the celeste, organ, and synthesizer.

The String Family



String instruments have strings that are played with a bow, plucked, or strummed. The orchestral strings are the violin, viola, cello, double bass, and harp. There are other string instruments: guitar, banjo, electric guitar, electric bass, and dulcimer, for example.

A bow is made of horse tail hair that is strung tightly onto a special wooden rod. Before using a bow, the musician smears the hair with a type of wax called "rosin." This helps that bow to glide along the strings. If you look at a hair under a microscope, you will see that it has tiny little hairs sticking off the main piece. These little hairs catch the string making it vibrate with a special sound. The wooden cases of the instruments are hollow, and the air inside vibrates. Together, they make the unique sound of string instruments.

https://www.ducksters.com/musicforkids/string_instruments.php

The Woodwind Family



The woodwind instruments are long tubes that you blow wind into and cover holes to change the length of the air column in the tube. The earliest woodwinds were made of wood, but they are often made of other materials now. The recorder is the oldest woodwind instrument. When you play recorder, you use your finger pads to cover the holes. As you move into the instruments heard in an orchestra, there are pads and keys that you push to cover the holes. These instruments are piccolo, flute, clarinet, oboe, saxophone, English horn, and Bassoon.

Some of these instruments have a reed. This is a small piece of bamboo that players put into the mouthpiece and blow into to create a buzzing sound. The clarinet and saxophone have one reed. The oboe, English horn and bassoon have two reeds - called double reeds.

The piccolo and flute have a special mouthpiece that you blow down into like blowing into the top of a bottle.

As the musician blows into the tube through the mouthpiece, he or she covers the holes on the tube. This makes the air move up and down the tube at different lengths and creates different notes. How cool is that!?!

https://www.ducksters.com/musicforkids/woodwind_instruments.php

The Brass Family



The brass instruments are made of a metal called brass. There are only four kinds of brass instruments and three of them start with the letter “T.” They are the trumpet, trombone, tuba, and French horn.

These instruments have a mouthpiece that looks like an “O.” The musicians “buzz” their lips into the mouthpiece while they are blowing to make a note. The musicians change the tightness of their lips to play different notes. The trumpet, French horn, and tuba have valves that lengthen and shorten the air column in the tube. The trombone has a slide that makes the tube longer or shorter. When the musicians combine the changes of their lip tension with pressing valves or moving a slide, they can play a wide range of notes from low to high.

https://www.ducksters.com/musicforkids/how_brass_instruments_work.php

The Percussion Family



The percussion instruments are hit, shaken, rubbed, twisted, or scraped to make a sound. In other words, you must do something to it to help it make a sound!

The instruments in your classroom are mostly percussion instruments! Drums, maracas, sticks, claves, guiro, bells, and tambourines are percussion instruments. The word "percussion" comes from the Latin word "percutere," meaning to hit or strike.

<https://kids.britannica.com/kids/article/percussion-instrument/600419>

The Keyboard Family



These are instruments like piano, organ, and synthesizer. Musicians playing a keyboard presses or “hits” the keys to cause the notes to play. The interesting thing about keyboard instruments is what happens when you press or hit a key. In a piano, there are hammers that strike the strings. A harpsichord makes a note by plucking a string when a key is pressed. The organ’s keys send air through pipes made of wood or metal. The pipes have a special notch that splits the air, making a note. This is the same way sound is made on a flute, by splitting the air. Synthesizers, digital pianos, and electric organs use electronics to create notes that are heard through speakers.

<https://kids.britannica.com/kids/article/keyboard-instrument/600425>

5th Grade Concert Program

When you come to hear the Pensacola Symphony Orchestra, you might hear music that is new to you and music that you know from your family, your school, your favorite movies, and your friends!

The term, “Classical music,” can mean music written between 1750 and 1820, which was a long time ago. It can mean any music that symphony orchestras or on orchestral instruments in small ensembles play.

For your time with the Pensacola Symphony Orchestra, think about Classical music as being about what you like – the instruments, the conductor, the way the music makes you feel, the experience of hearing music in a big building, or what it is like to be with other people while the music is being played. Think about Classical music meaning whatever you think it means, especially if the tunes do not have words.

Here are questions to help you understand what Classical music is to you:



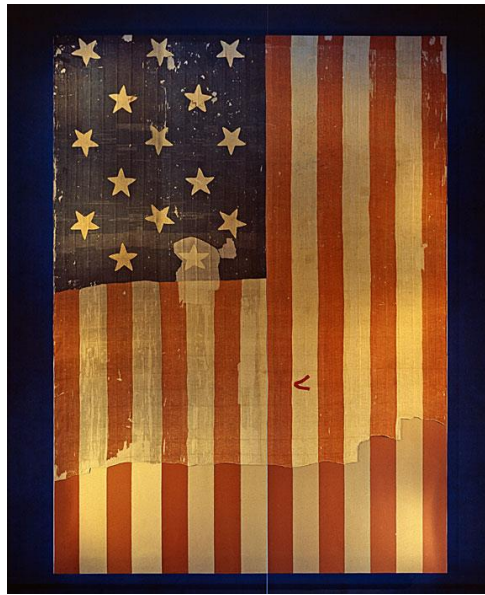
1. **Listen with your ears.** What melodies or harmonies do you like? What style of music did you like best today (music based on folk music, Jazz music, American patriotic music, Broadway, and movie music)?



2. **Listen with your mind.** What does the piece of music make you think about? What music have you heard before and where did you hear it? What music made you want to learn more about something you experienced at the concert?



3. **Listen with your emotions.** What did the piece of music make you feel? What does it inspire you to do? If you wrote your own piece of classical music, what feelings would you want the people listening to it experience?



“The Star-Spangled Banner” by John Stafford Smith Lyrics by Francis Scott Key

"The Star-Spangled Banner" is the national anthem of the United States. The lyrics come from the "Defence of Fort M'Henry", a poem written on September 14, 1814, by 35-year-old lawyer and amateur poet Francis Scott Key after seeing the bombardment of Fort McHenry by British ships of the Royal Navy in Outer Baltimore Harbor in the Patapsco River during the Battle of Baltimore in the War of 1812. Key was inspired by the large U.S. flag, with fifteen stars and fifteen stripes, known as the Star-Spangled Banner, flying triumphantly above the fort during the U.S. victory.

The poem was set to the tune of a popular British song written by John Stafford Smith for the Anacreontic Society, a men's social club in London. "To Anacreon in Heaven" (or "The Anacreontic Song"), with various lyrics, was already popular in the United States. With new words, the song was renamed, "The Star-Spangled Banner." Soon it became a well-known U.S. patriotic song. With extremely high notes and extremely low notes, it is known for being difficult to sing. Although the poem has four verses, most people only sing the first verse.

President Woodrow Wilson recognized "The Star-Spangled Banner" for official use 1916. On March 3, 1931, President Herbert Hoover signed a congressional resolution to make “The Star-Spangled Banner” the national anthem of the United States of America.



“The Block” by Carlos Simon

“The Block” is a short orchestral study by the young composer, **Carlos Simon**. This piece is based on the late visual art of Romare Bearden. Most of Bearden’s work reflects African American culture in urban cities as well as the rural American south. Although Bearden was born in Charlotte, NC, he spent most of his life in Harlem, New York. This piece of art aims to highlight the rich energy and joyous sceneries that Harlem expresses through its African American culture.

“The Block” is made up of six paintings that highlight different buildings (church, barbershop, nightclub, and businesses) in Harlem on one block. Bearden’s paintings incorporate various mediums including watercolors, graphite, and metallic papers. In the same way, Simon’s musical piece explores various musical textures which highlight the vibrant scenery and energy that a block on Harlem or any urban city exhibits.



“The Block” by Romare Bearden



Symphony No. 9 (“New World Symphony”) 1st Movement - Antonin Dvořák

Antonin Dvořák was born on September 8, 1841, in a small village in Bohemia, which is now part of the Czech Republic. He was one of seven children. Antonin's parents recognized his musical talent, and at the age of six he began his musical training. He studied music in Prague and graduated as an accomplished violin and viola player before he was 20 years old.

As a young adult Antonin played viola in the Bohemian Provisional Theater Orchestra. When it became necessary to supplement his income, he began teaching piano lessons. In 1871, he left the orchestra to allow himself time to compose. While teaching, he fell in love with one of his students. To win her heart, he wrote a song cycle called *Cypress Trees*.

In 1892 Dvořák moved to America to accept a position as head of the National Conservatory of Music. Unlike many schools of music at the time, the National Conservatory was open to women and African American students. While in America he wrote his Symphony No. 9 “New World Symphony.” Like how Dvořák used folk songs from his home country in his compositions, he created melodies and harmonies that were inspired by African American music and Native American music for the “New World Symphony.” The New York Philharmonic's premiere performance created a sensation at Carnegie Hall in 1893.

Antonin Dvorak died in Prague, in what is now known as the Czech Republic on May 1, 1904.



“American Salute” by Morton Gould

Originally written for orchestra, American Salute has also become a favorite of the concert band repertoire. Using the familiar tune “When Johnny Comes Marching Home” as the sole melodic resource, Morton Gould shows his skill in taking a theme and writing it in several ways. (You might recognize this song as “The Ants Go Marching.”)

In 1942, Morton Gould was working at a radio station as a composer, arranger, and orchestra conductor. A producer for a military program on the station asked Gould to compose a piece of music as a “salute to America.” Gould reported that he wrote the piece in about 8 hours the night before the radio station’s orchestra was to rehearse and perform it.

Like Antonin Dvořák when writing his “New World Symphony,” Gould composed music that was inspired by African American spirituals. Gould also wrote music that was influenced by Jazz and Spanish, Mexican, and American Old West cultures.

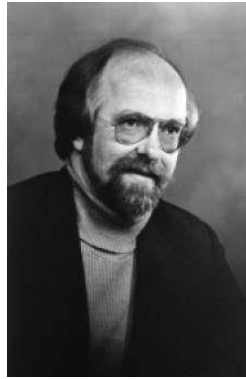


In the Mood by Joe Garland

Joe Garland was an African American Jazz saxophonist and composer. In 1938, he wrote “In the Mood” based on a tune called, “Tar Paper Stomp.” The song was popular for concerts, but Garland’s arrangement was too long to fit on one side of a 78RPM vinyl record, so bands did not record it.

In 1939, Glenn Miller bought the song from Garland. Miller worked with the music arrangers of his band and produced a version of the song that was short enough to fit on one side of a record. Glenn Miller and His Orchestra recorded the song later that year. His arrangement of “In the Mood” is one of the most well-known Big Band-era Jazz songs. Since 1940, this song has been recorded by musicians around the world.





South Rampart Street Parade by Bob Haggart & Ray Bauduc *Arranged by Calvin Custer*

Calvin Custer (1939-1998) attended Carnegie Mellon University and Syracuse University. He studied conducting with Karl Kritz, first music director of the Syracuse Symphony. Custer was associated with the Syracuse Symphony Orchestra during most of his musical career serving in the keyboard, horn, and string bass sections; holding various conducting positions; and serving as staff arranger. He helped to implement the orchestra's chamber music program, and small ensembles perform in local schools and libraries to this day. Custer wrote many arrangements for orchestra, many of which were performed by orchestras across the country including the Boston Pops Orchestra. We will be sharing an excerpt from his arrangement of South Rampart Street Parade which highlights musical polyphony, the style of combining several melodies playing at the same time and harmonizing with each other.

South Rampart Street, New Orleans, Louisiana

South Rampart Street was the main commercial corridor in “back o’ town,” originally a swampy area at the rear of the city. Businesses catering to a Black clientele filled the strip. Among these were dance halls, juke joints, tailors who outfitted bands with uniforms, and pawn shops that bought and sold instruments.

Churches here tended to be Protestant, with emotive spirituals and hymns in their services that reverberated through the neighborhood. In 1938, the WPA City Guide called South Rampart “The Harlem of New Orleans.” Its streets were full of music, with community groups and social clubs parading with brass bands.

While the “New Orleans sound” of R&B played across the country in the 1950s, South Rampart Street went the way of other Black inner-city neighborhoods in the age of urban renewal. The city demolished the neighborhood to build a new City Hall and the Central Business District.



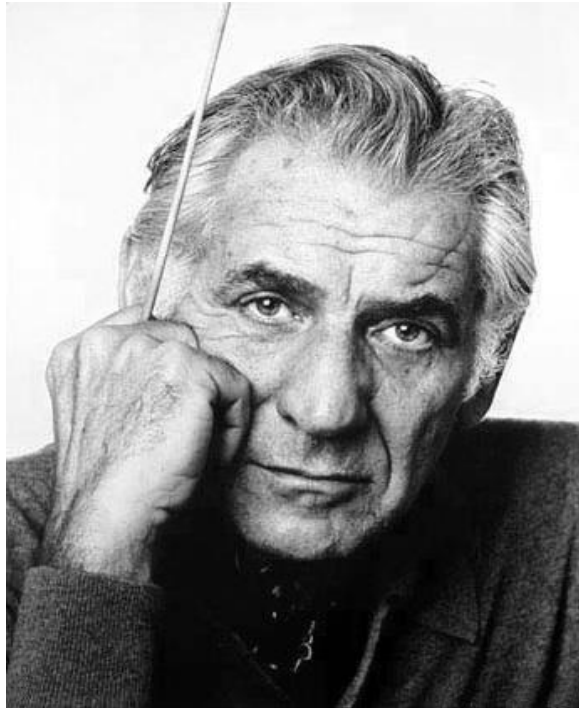
“Sophisticated Lady” - Duke Ellington

Edward Kennedy "Duke" Ellington (April 29, 1899 – May 24, 1974) was an American composer, pianist, and leader of a jazz orchestra, which he led from 1923 until his death over a career spanning more than fifty years. Born in Washington, D.C., Ellington was based in New York City from the mid-1920s onward and gained a national profile through his orchestra's appearances at the Cotton Club in Harlem. In the 1930s, his orchestra toured in Europe. Although widely considered to have been a pivotal figure in the history of jazz, Ellington embraced the phrase "beyond category" as a liberating principle and referred to his music as part of the more general category of American Music rather than to a musical genre such as jazz. Ellington wrote unique arrangements for big bands. His reputation continued to rise in the years after he died, and he received a Pulitzer Prize Special Award for music in 1999.

Sophisticated Lady is a jazz standard, composed as an instrumental in 1932. Mitchell Parish later added words to the song. Ellington approved of the lyrics and described them as "wonderful—but not entirely fitted to my original conception." Ellington's inspiration for the tune was three of his grade schoolteachers. "They taught all winter and toured Europe in the summer. To me that spelled sophistication."

Duke Ellington and his orchestra introduced *Sophisticated Lady* in 1933 with an instrumental recording of the song that featured solos by Toby Hardwick on alto sax, Barney Bigard on clarinet, Lawrence Brown on trombone and Ellington on piano. The recording entered the charts on May 27, 1933 and rose to number three.





“Mambo” from West Side Story - Leonard Bernstein

Leonard Bernstein (1918 - 1990) was one of the first American-born conductors to lead world-class orchestras and compose music for hundreds of film and television productions. Leonard – or 'Lenny' – Bernstein was an American composer, conductor and pianist who had a long and varied musical career. When he was young, Bernstein first heard someone playing a piano and he was captivated at once. He decided he wanted to learn the piano and started to have lessons on his aunt's old hand-me-down instrument. He went on to have a musical career that spanned over 50 years.

One of his most popular works is a re-imagining of Shakespeare's famous tragedy *Romeo and Juliet* into a New York gang warfare setting, full of passion and jealous rivalries – a musical you may have heard of: *West Side Story*. The *Mambo* comes from this high-energy musical. It is a fast-paced, Cuban-inspired dance that is guaranteed to make you want to move... which is exactly what Bernstein wanted. For him, music was not about writing or reading notes on a page, but instead about how it made you feel physically.

“Mambo” from *West Side Story*: Active Listening

Musical theater is a type of performance that uses songs, spoken word, acting, and dance to tell a story. *West Side Story* is based on Shakespeare’s play *Romeo and Juliet* but is set in the Upper West Side of Manhattan. The main characters, Tony, and Maria, belong to rival gangs. Tony belongs to the Jets, a white gang, and Maria belongs to the Puerto Rican gang the Sharks. During the song *Mambo*, the two gangs perform a dance-off. Let’s watch!

“Mambo” from *West Side Story* <https://www.youtube.com/watch?v=1u9CAaxMKWY>

The rhythm of a mambo is syncopated. Syncopation happens when an accent occurs on a beat or part of a beat that is normally unaccented.

A mambo dance is performed in 4/4 meter. Lead students in clapping a 4/4 beat, along with an excerpt from the original YouTube video so they can hear the song and the steady beat.

Questions

1. Did all the rhythms/accents in the song line up with our beat?
2. A mambo is a kind of dance. How would you describe the tempo (speed) of the dance? (fast)
3. How would you describe the mood of the piece?
4. What instruments did you hear?
5. What kind of story did you imagine happening in the music?
6. How would you describe the rhythms that you heard?



“Captain America March” by Alan Silvestri

Alan Anthony Silvestri (born March 26, 1950) is an American composer and conductor of film and television scores. He has been associated with director Robert Zemeckis since 1984, composing music for all his feature films including the *Back to the Future* film series, *Who Framed Roger Rabbit*, *Forrest Gump*, *Cast Away* and *The Polar Express*. Silvestri also composed many other popular movies, including *Predator*, *The Abyss*, *Father of the Bride*, *The Bodyguard*, *The Parent Trap*, *Stuart Little*, *The Mummy Returns*, *Lilo & Stitch*, *Night at the Museum*, *G.I. Joe: The Rise of Cobra*, *Ready Player One* and several Marvel Cinematic Universe films, including the *Avengers* films.

He is a two-time Academy Award and Golden Globe Award nominee, and a three-time Saturn Award and two-time Primetime Emmy Award recipient.

Captain America: The First Avenger—Original Motion Picture Soundtrack is the soundtrack album to the Marvel Studios film of the same name, based on the character created by Marvel Comics. The music was composed by Alan Silvestri and recorded by the Air Studios.

A review in *Allmusic* commented, "Appropriately stoic and expansive, the main theme for *Captain America: The First Avenger* feels both familiar and iconic, arriving early in the soundtrack (as all good superhero themes must) on a foundation of rolling military snares, sepia-toned brass, and long strings that evoke an endless sea of amber waves of grain. It is enjoyable and effective, but not groundbreaking, which pretty much sums up the score. Bombastic, melodramatic, and steeped in late-'70s/early-'80s big-budget adventure cinema, the *Captain* is well served here, even if it all feels a little old-fashioned at times. That said, it is awfully nice to hear a well-conducted orchestra, as opposed to a room full of expensive computers and keyboards, churn out a big traditional action score, and few do that as well as Silvestri."



“Main Title” from *Star Wars* - John Williams

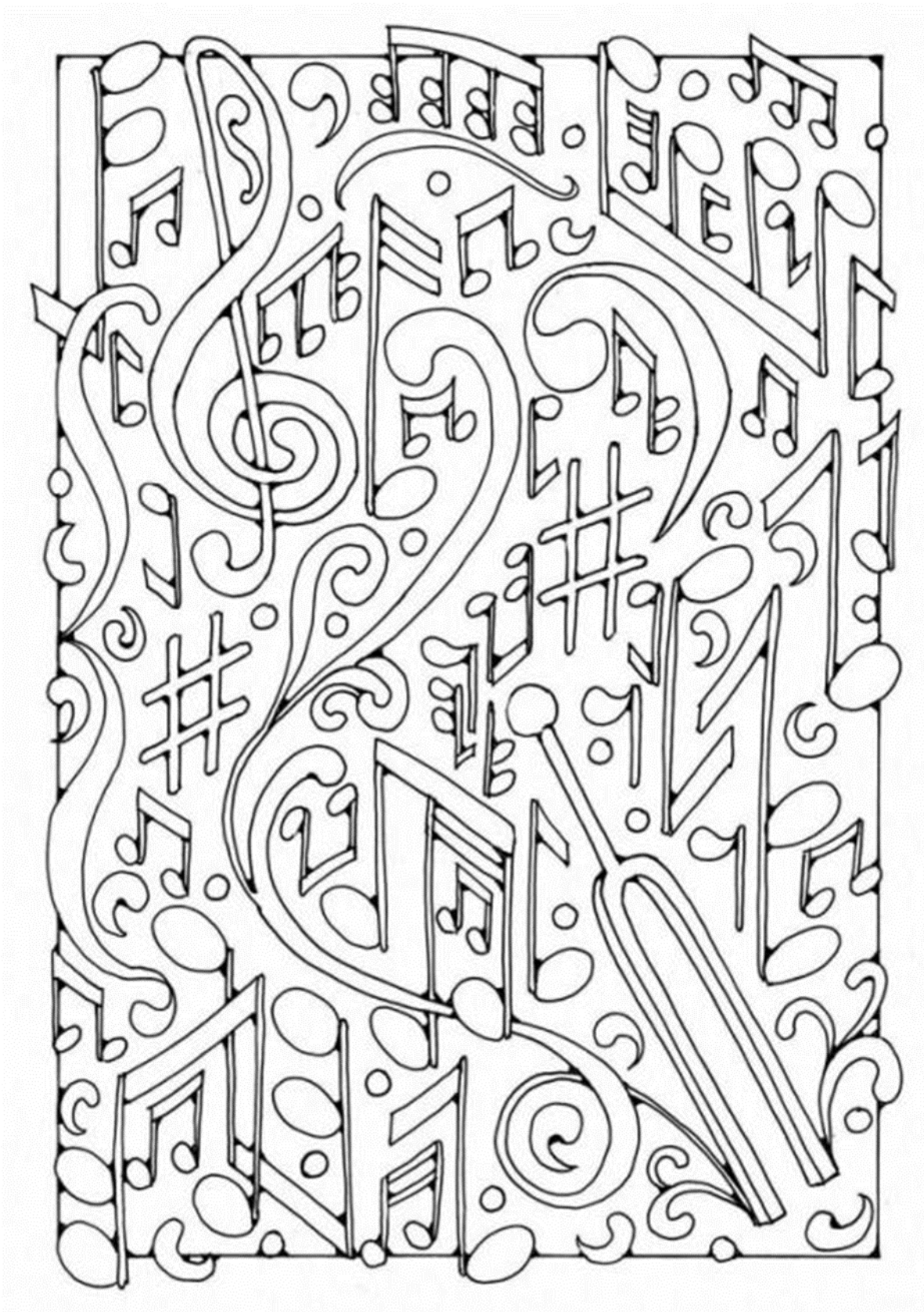
John Williams (born February 8, 1932) is an American composer, conductor, and pianist. Widely regarded as one of the greatest American composers of all time, he has composed some of the most popular, recognizable, and critically acclaimed film scores in cinematic history in a career spanning over six decades. Williams has composed for many critically acclaimed and popular movies, including the *Star Wars* series, *Jaws*, *Close Encounters of the Third Kind*, *Superman*, *E.T. the Extra-Terrestrial*, the *Indiana Jones* series, the first two *Home Alone* films, *Hook*, the first two *Jurassic Park* films, *Schindler's List*, and the first three *Harry Potter* films.^[1] He has been associated with director Steven Spielberg since 1974, composing music for all but five of his feature films.

John Williams composed the music for the *Star Wars* franchise in collaboration with George Lucas, the creator of *Star Wars*. Williams' work on the series included the scores of nine feature films, a suite, and several cues of thematic material for the film “Solo” and the theme music for the Galaxy's Edge Theme Park. These count among the most widely known and popular contributions to modern film music. From the beginning, George Lucas wanted symphony orchestras to perform the film music. Since the release and popularity of *Star Wars*, film score composers have continued to write music for symphony orchestras.

Released between 1977 and 2019, the London Symphony Orchestra, the London Voices chorus, the Hollywood Freelance Studio Symphony, and the Los Angeles Master Chorale have performed the music for the *Star Wars* movies.

Throughout the franchise, which consists of a total of over 18 hours of music, Williams has written approximately sixty or seventy themes, in one of the largest, richest collections of themes in the history of film music.

NAME: _____ TEACHER: _____



Instruments of the orchestra

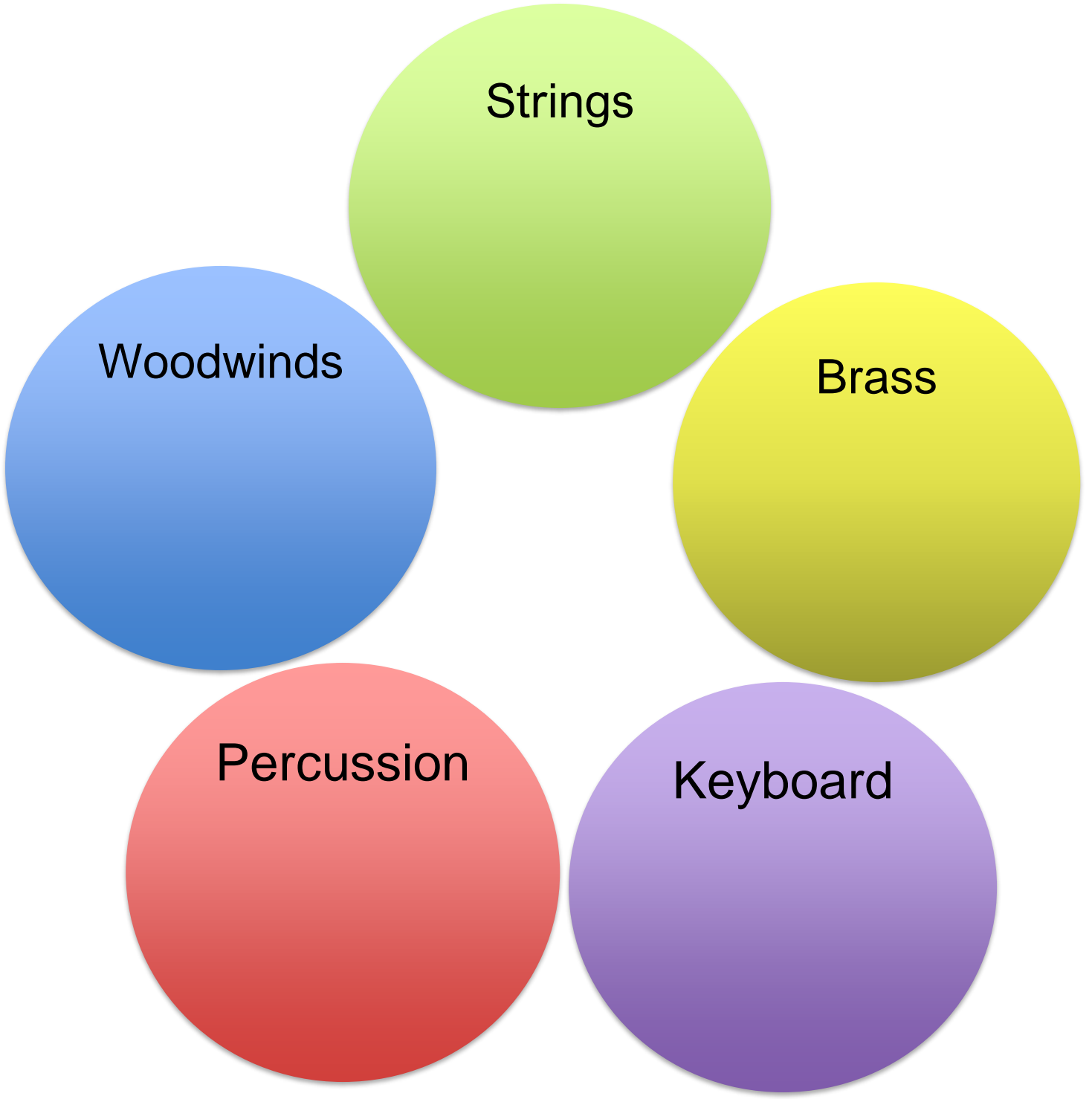
Find words forward, backward, up, down, and diagonally. Enjoy!

L L Z L A M T V H E E R A N S S O U C B
 T U O L S A U P O A Q E Z V V G D I L X
 N A O L V A J R X F R R V F M O T S E T
 P I M D O W X J D I B P T E N I R A L C
 V V Q B L C O O O E J C R T T C I C O I
 S S X M O J C O P N F T M Z I K A A G E
 L P K L H U W I D H A S V B M A N R P Z
 L E J S S A R B P W O I X C P B G A S H
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 B X X R C B C N N Y O N E F N B E O K R
 X Y I N G L O O W E B H D N I Q A E Z N
 M U E H A W Z I D L O H H S C Q A S O F
 G R T B H Y S S A B E L B U O D S W A E
 F D M R B A S S O O N R V M R G O I I B
 U Y N T U D J U T R O M B O N E C M G R
 C M D O E M R C Z F U R L I Q I G A K H
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 M G F C U C X E H O B T S C E L L O O B
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 K S C E F D U H F W E R M E P K D V A V

BASSOON
 BELLS
 BRASS
 CABASA
 CELLO
 CLARINET
 CYMBAL
 DOUBLEBASS
 DRUM
 FLUTE
 FRENCH
 GONG
 GUIRO
 HARP
 HORN
 MARACAS
 OBOE
 PERCUSSION
 PIANO
 PICCOLO
 SAXOPHONE
 SNARE
 STRINGS
 TAMBOURINE
 TIMPANI
 TRIANGLE
 TROMBONE
 TRUMPET
 TUBA
 VIOLA
 VIOLIN
 WOODWIND

Can you put the instruments in their families on the next page?

Put the instruments in their families



Strings

Woodwinds

Brass

Percussion

Keyboard

How to Be a Good Audience

1. Sit up in your seat and listen with your ears, minds, and emotions.
2. Keep your feet on the floor - NOT on the back of chairs or in chairs.
3. Remove your hat when you are in the building.
4. Put cell phones away during the performance.
5. If you wear a jacket to the concert, keep it on or fold it and put it in your lap.
6. Sleeping during a performance is disrespectful to the performers who have put in a lot of time to get ready for you to be there.
7. Use the restroom BEFORE the performance starts.
8. If you have an emergency, look for the nearest teacher and let that teacher know. Do not get up from your seat without permission.
9. If, for some reason, you must leave the auditorium, wait until the audience is clapping to come back in.
10. A song is not over until the conductor puts his/her hands down and the music stops completely. Once a song is over, you may clap politely.
11. A concert is not a ballgame. We do not yell out or whoop to show that we like a song. We clap politely. You may also say "Bravo" if the soloist is a boy or "Brava" if the soloist is a girl.
12. Keep your eyes open and constantly scan the stage! Watch for different things that are happening and how different performers are moving. Think about how the music makes you feel and what it makes you think about. ENJOY yourself.
13. Even if you do not like the music, the performers have worked hard and deserve to be appreciated. You should clap politely at the end of each song or act.
14. At the end of the performance, if you REALLY liked it, you may stand and give what is called a "Standing Ovation." This means that you thought the performance was awesome and you want the performers to know you loved it.
15. After the performance is over, please wait quietly in your seat until your school is called for dismissal. Make a line with your school and always stay with the group.



Before the Symphony

Tell us what you know or what you think you know about the symphony before you go!

Name _____ Teacher _____

1. What do you know about symphony orchestras?

2. Who is the leader of the orchestra? _____
3. Who tunes the orchestra before they start? _____
4. What family of instruments is the largest and why?

5. What family of instruments is in the back and why?

6. How do I know when a song is over?

7. What do I think I will like about the symphony?

8. What instrument am I most looking forward to seeing? Why?

After the Symphony

Tell what you learned after the trip!



Name _____ Teacher _____

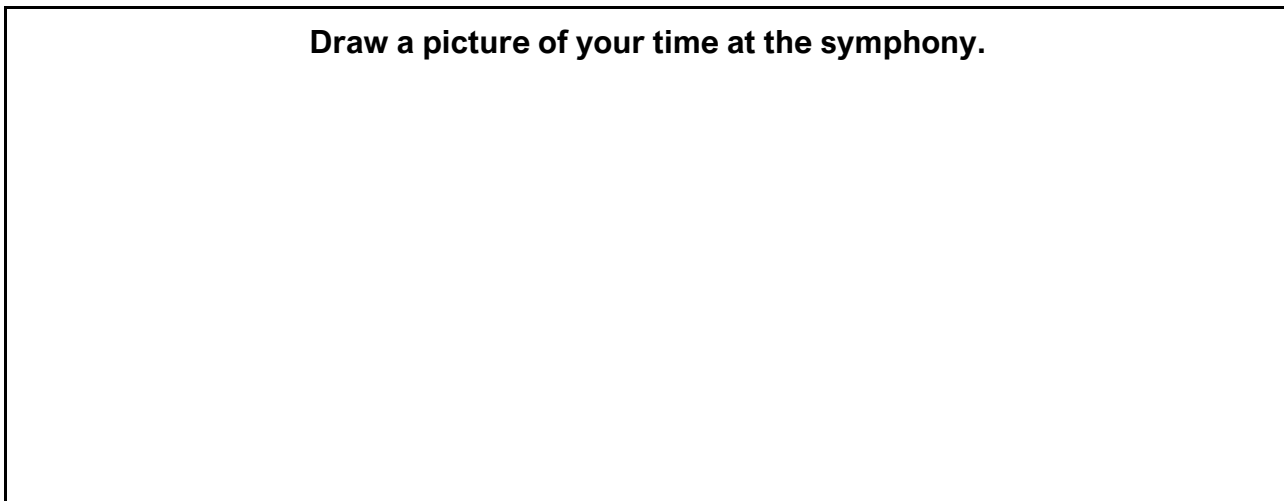
1. What was your favorite part of the performance? Why?
2. Who was the leader of the orchestra? _____
3. Who tuned the orchestra before the concert started? _____
4. What family of instruments was the biggest? Where were they found?
5. What family of instruments was in the very back? Why?
6. Thinking only about yourself, did you show proper behavior during the performance?
How did you show this?
7. What were your overall thoughts about the trip to the Pensacola Symphony Orchestra concert?

Thank You!

I had an exciting time at the Symphony this year! Here are some things I enjoyed:

Sincerely,

Draw a picture of your time at the symphony.



Resources

Instruments of the Orchestra

“A Young Person’s Guide to the Orchestra” <https://www.youtube.com/watch?v=rbUbx9cJPX0>

Maximus Musicus Visits the Orchestra <https://www.youtube.com/watch?v=Ev3kOUCWDww>

The Orchestra Song <https://www.youtube.com/watch?v=-xTAUr4zXfl>

5th Grade Concert Music Selections

“The Block” by Carlos Simon

<https://youtu.be/BjifcumNDZU>

Symphony No. 9 “From the New World”: 1st Movement by Antonin Dvořák

<https://open.spotify.com/track/0IOK6rOFeZXagw4SUP5U3o?si=b606a73697dd4d5b>

“American Salute” by Morton Gould

<https://open.spotify.com/track/4tP5zAttoZ0E40RLEoqb2h?si=53765e96890540d0>

“In the Mood” by Joe Garland as performed by Glenn Miller and His Orchestra

<https://open.spotify.com/track/5sj197xVLIMuwxgSCXYEkU?si=e0006d4935d34f2c>

“South Rampart Street Parade” by Bob Haggart and Ray Bauduc

<https://open.spotify.com/track/1iz1K5LJL5FpXAUGXNAIQE?si=8e1240fb698d4139>

“Sophisticated Lady” by Duke Ellington

<https://open.spotify.com/track/0VfMAOS8d2Tbaxuozgy8qJ?si=6302a6a9ff874b78>

West Side Story: “Mambo” by Leonard Bernstein

<https://open.spotify.com/track/5QoTB5QLgDs0uddhnomEAe?si=d5b228c298244498>

“Captain America March” by Alan Sylvestri

<https://open.spotify.com/track/2P472jotdF8gRSweYir6a?si=f8d849032beb46a2>

“Star Wars: A New Hope” Main Title by John Williams

<https://open.spotify.com/track/3ZSf1TJZyRb0rnWYuUtdX4?si=8b4917de66314eb5>

Credits

Dear Teachers, this material was created from a variety of sources found online as well as self-created materials. I hope you find these pages useful in teaching your students about the orchestra performance they will be attending. Choose what is important to you and add or remove as you feel necessary. The symphony performance should open a new world to our 5th grade students and allow them to experience true music in a beautiful setting. Thank you for your cooperation and sharing music every day with the children of our county!

Cathy S. Melton

Wikipedia

Youtube

Kristi's Music

Lifewiththepeppers.com

Dallas Symphony Orchestra

JenniferHigdon.com

BBC. co.uk

Hebu-music.com

Brittanica.com

SaengerTheatre.com

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