

DAYTON PERFORMING ARTS ALLIANCE

Opera Philharmonic Ballet



Young People's Concert

A Salute to Teachers (and Students!)

Dayton Philharmonic Orchestra
Neal Gittleman, Conductor and Artistic Director

March 20, 2024

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Opera Philharmonic Ballet

A Salute to Teachers (and Students!)

Symphony No. 40 "London" in D Major
4th Movement

Joseph Haydn
(1732-1809)

Symphony No. 1 in C Major, Op. 21
4th Movement

Ludwig van Beethoven
(1770-1827)

Violin Concerto
3rd Movement

Anthony Dorsey, Violin
Concerto Competition Winner

Felix Mendelssohn
(1809-1847)

"Swing Low, Sweet Chariot"

Randell McGee, Baritone

Harry T. Burleigh
(1866-1949)

Slavonic Dance, Op. 46, No. 7

Antonín Dvořák
(1814-1894)

Concert in E-flat "Dumbarton Oaks"
1. Tempo giusto

Igor Stravinsky
(1882-1971)

Finale from *The Peacock Variations*

Zoltán Kodály
(1882-1967)

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Dear Educator:

Welcome to the March 20th, 2024, Dayton Performing Arts Alliance Young People's Concert, **A Salute to Teachers (and Students!)**. In this family-friendly concert, we pay homage to teachers—and the students they nurture—by highlighting some famous student-teacher composer duos. Haydn was Beethoven's teacher; Dvořák and Burleigh taught each other; and Nadia Boulanger, who conducted the premiere of Stravinsky's "Dumbarton Oaks" Concerto, was Maestro Neal's teacher!

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. From the homepage, select Learn at the top right of the page, then Learning Performances in the dropdown menu, then Young People's Concert: A Salute to Teachers (and Students!), then Teacher Resources. For quick access, use this link: [Young People's Concerts - Dayton Performing Arts](#).

The teacher's notes contain information about the composers and their music, as well as ideas for integrating this information across the curriculum. *The activities are meant to be used in the regular classroom, as well as the music classroom*, and do not require familiarity with the music. We hope these ideas will help provide an enjoyable and enriching experience for students **and** teachers.

♪ There are references to music excerpts throughout these notes. You may access the music at a YouTube playlist "[DPAA YPC2: Salute to Teachers](#)."

Jeaunita Chateau Olowe

Jeaunita Chateau Olowe
Vice-President of Learning and Community Engagement
Dayton Performing Arts Alliance

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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 became 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



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Symphony “London” in D Major, 4th Movement Joseph Haydn (1732-1809)

Haydn was born in Rohrau, a village near Vienna, on March 31, 1732. His only formal education began when he was eight years old and was accepted into the choir school of St. Stephen's Cathedral in Vienna. He left at age 17, and for several years struggled as a freelance musician, studied on his own, and took occasional lessons from noted Italian singing master and composer, Nicola Porpora.



In 1761, Haydn's future became a reality when he was appointed assistant music director to Prince Paul Anton Esterhazy, and then in 1762, full director, or *Kapellmeister*. Haydn served under the patronage of four successive princes of the Esterhazy family. The second of these, an ardent music lover, Prince Nickolaus Esterhazy, boasted a superior musical establishment at his vast music estate, Esterhaza.

By 1790, Haydn no longer worked for the Esterhazy family as Prince Nickolaus had died. Afterwards, Haydn accepted a commission to create a half dozen symphonies for Johann Peter Salomon of London, who was a conductor of his own orchestra in England. Haydn's last symphony that he composed was the “London” Symphony in D Major, which is the one that you will hear at the Young People's Concert on March 20th.

Listen:

To the 4th Movement of the London Symphony (link - <https://youtu.be/kg6Q9tkH0w0?si=tNZNJv6ITYsAS5re&t=1472>).

Is this a fast piece or a slow piece?

Activity:

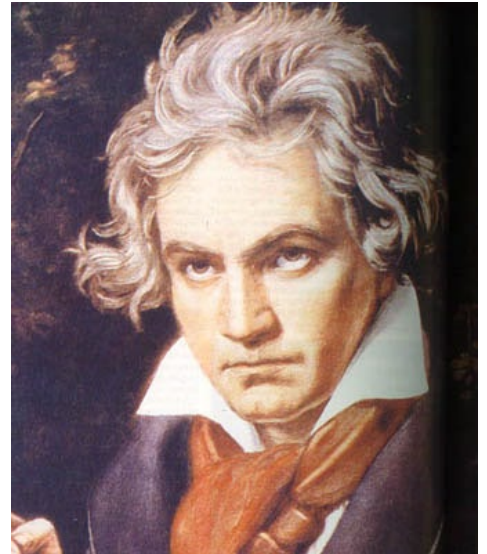
Adjust the classroom to give space to the students. Let them know that they're free to move however they'd like to the music, but that it can't be the same movement all of the time. When the pacing of the music changes, so should their movements.

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Symphony No. 1 in C Major, Op. 21, 4th Movement

Ludwig van Beethoven (1770-1827)

Beethoven was born in Bonn, Germany and was the son of a court musician. His father hoped that Beethoven would be a Mozart-like child prodigy so that he could help add to the family income. Beethoven gave his first public performance in 1778, at the age of 8, and his first composition was published in 1782, at the age of 12. With Franz Joseph Haydn as his tutor in Vienna, Beethoven progressed from a skilled student to a bold innovator. While the prodigy label never quite materialized, Ludwig became an excellent pianist and influenced the course of classical music as no one before or since. The fiery, impetuous Beethoven personally and professionally represented the individual's right to artistic freedom.



Beethoven's prolific output – nine symphonies, numerous string quartets and piano sonatas, several overtures, an oratorio, an opera, and one festival mass – is all the more remarkable when one understands that he became deaf around the age of 31.

Beethoven wrote this symphony, his first, as a tribute to his teacher, Joseph Haydn.

Write:

2-3 sentences about how your teachers inspire you, like Beethoven was inspired by his teacher, Haydn.

Imagine and Create:

Imagine this piece was the soundtrack to a movie. Write out what this movie would be about and what would be happening on screen while this is playing in the background. Share with the class! Link to Symphony no. 1:

<https://youtu.be/7dC72MiKASM?si=zdkP45zDRU9TRFaL&t=1345>

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Violin Concerto, 3rd Movement Felix Mendelssohn (1809-1847)

Felix Mendelssohn was born in 1809 in Hamburg, Germany. Mendelssohn was a composer, pianist, musical conductor, and a teacher. The Mendelssohn family held regular Sunday afternoon concerts at their house. Felix started composing when he was very young. He started at the age of 10!

Every year the Dayton Philharmonic Orchestra has a music competition for talented high school students who perform a movement from a concerto for professional musicians. These finalists then perform for Artistic Director, Neal Gittleman, who chooses the winner. The winner receives a cash prize and an opportunity to perform with the orchestra at a Young People's Concert. The students who participate in this contest have spent many years practicing their instrument.



The Violin Concerto is performed by our 2023 Concerto Competition winner, Anthony Dorsey. He is an honor student and an accomplished violinist. He has studied violin with his teacher through the Cincinnati College-Conservatory of Music and has performed in several youth orchestras. Anthony has also attended numerous summer music camps and programs, where he is able to train with famous artists and teachers.

Imagine this:

What would it be like as a teenager to be a solo performer on the Schuster Center Stage with the Dayton Philharmonic Orchestra?

Listen:

Compared to everything else you've heard so far, does this piece have an instrument that stands out (solo) the entire time or just some of the time? What is the instrument in this particular concerto?

Link to concerto:

https://youtu.be/UMYQxNGw2rY?si=AqoGSWgH_r7a9hx9

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“Swing Low, Sweet Chariot” Harry T. Burleigh (1866-1949)



Harry T. Burleigh was born in Erie, Pennsylvania. His Grandfather, Hamilton Waters, was a former slave who taught traditional spirituals and slave songs to Harry. During and after high school, Harry was known as one of Erie's best singers. He sang in local churches and synagogues as well as at community and civic events. While at the National Conservatory, Burleigh introduced Black American music to Antonin Dvořák who included spirituals in his Symphony No. 9, “From the New World.” As a composer of art songs and arranger of spirituals, he played a major role in developing what became uniquely American music while continuing to

sing successfully throughout his life.*

Randell McGee is an operatic baritone from St. Louis, Missouri and will be singing “Swing Low, Sweet Chariot” at the Young People’s Concert on March 20th. Randell received his start performing as a professional opera singer with Union Avenue Opera, Opera Theatre of St. Louis, and Cincinnati Opera. Randell McGee has trained as a Gerdine Young Artist with Opera Theatre of Saint Louis, an Apprentice Artist with Sarasota Opera, and in the summer, will be performing with Santa Fe Opera as an Apprentice Artist. Randell earned his Bachelor of Music degree in Vocal Performance from Webster University.

**Biography from Classics for Kids*



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Slavonic Dance, Op. 46 Antonín Dvořák (1814-1894)

Antonín Dvořák was born in a small town in Czechoslovakia. His father was an innkeeper and butcher. Antonín grew up working in the family shop, but his father recognized his musical talent and arranged for him to take violin lessons from the local schoolmaster. With financial help from his uncle, sixteen-year-old Antonín traveled to Prague, where he continued his violin studies, learned to play the viola, organ, and piano, and studied composition. Dvořák was influenced by the music of Beethoven and inspired by traditional folk melodies. His works reflect his heritage and love for his native country, the Czech Republic. *Slavonic Dances* were originally written as piano duets in 1878 but were later arranged for full orchestra.



Listen to the entire piece then think about this:

How does this music make you feel?

Explain why it makes you feel that way.

Link: <https://youtu.be/1pPMEUjzNuY?si=v3KJP2XGitpUjrV4>

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Concerto in E-flat “Dumbarton Oaks”, 1st movement – Tempo Guisto Igor Stravinsky (1882-1971)

Igor Stravinsky was born in Russia in June 1882 and was a very important composer of the 20th century. Stravinsky’s father was a famous bass opera singer, so when Igor was a kid, he met famous musicians. Stravinsky also started taking piano lessons at the age of 9.

Stravinsky started to study law and that is where he met the son of composer Nikolai Rimsky-Korsakov, who shortly after became Stravinsky’s composition teacher. Stravinsky went on to compose more than 100 works, including symphonies, concertos, operas, and ballets. Stravinsky’s most famous works include *The Rite of Spring* and *Petrouchka*. These ballets are still regularly performed today.



Stravinsky composed “Dumbarton Oaks” in 1937, when he was 55 years old. “Dumbarton Oaks” was composed for Robert Woods Bliss and Mildred Bliss, the owners of the mansion Dumbarton Oaks, celebrating their 30th wedding anniversary. Dumbarton Oaks is located in Washington D.C. and is now a museum. Stravinsky’s good friend, Nadia Boulanger, conducted the premiere at Dumbarton Oaks in 1938. Nadia Boulanger was one of conductor Neal Gittleman’s teachers.

Think about a place or building that is important to you. Now, write a song, poem, or story about that place and present it to the class.

Listen and write:

While listening to this piece, think of how many instruments you recognize and list them. See how many you know!

<https://www.youtube.com/watch?v=klXjzrGMm3I>

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Finale from *The Peacock Variations* Zoltán Kodály (1882-1967)

Zoltán Kodály was born in Hungary in 1882. He was most known for developing methods to improve the music education of children in schools. Kodály moved around a lot when he was younger, so he learned about music from all different parts of Hungary.



As an adult, Kodály continued to travel around Hungary, while he collected Hungarian folk music. Kodály based much of his music on Hungarian folk songs, like he did in *"The Peacock Variations."* The piece has a total of 18 movements. The first movement is the main theme and melody of the piece, it is then followed by 16 variations, and the piece closes with its longest section, the finale. Variation in music is when a composer takes a musical idea and changes it in different ways. For example, the melody in the first movement could be played faster or slower in one of the variation movements. Listen to the first movement of *"The Peacock Variations"* and then listen to the last movement *"The Finale from The Peacock Variations."* What are the similarities and differences between the two?

Listen:

Listen to Wolfgang Amadeus Mozart's piece '12 Variations on Twinkle, Twinkle Little Star.' You can also find small clips of some of the variations here: [Variation \(music\) - Wikipedia](#). Start with the main theme (which is "Twinkle, Twinkle, Little Star), then play the 'melodic variation,' 'rhythmic variation,' and more. Ask how the variations are different and similar to the main theme.

Write a variation:

For example: "I have a cat."

You can add adjectives to make a variation. "I have a _____ cat."

You can even take it further by describing what the cat is doing. "I have a yellow cat who likes _____."

Try it yourself! Make a variation on the following sentence. See if you can make the best variation in your class!

"I want a cookie."

Your variation:

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Reflecting After the Concert

Whole-Class Discussion:

- Reflect on the concert as a whole class, listing out students' favorite and least favorite parts of the concert on the board

Give students a choice on how they can reflect on the concert (or make up your own choice!):

- Write a letter talking about your favorite parts of the concert.
- You could write to the conductor Neal Gittleman, the musicians of the Dayton Philharmonic Orchestra, or Randell, the opera singer!
- Draw a comic showing your favorite part of the concert.
- Write a poem about your experience at the concert.

Email your students' reflections—we always love to hear what students enjoy about the concert. It helps us plan the next Young People's Concert and secure funding to keep doing these concerts for many more years!

Email to: education@daytonperformingarts.org

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Concert Manners

Concert Audience Responsibilities

Being a member of an audience is an important responsibility. Musicians can concentrate and play their very best when all audience members observe appropriate concert manners.

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 and/or soloist 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 their 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?

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Music and Math

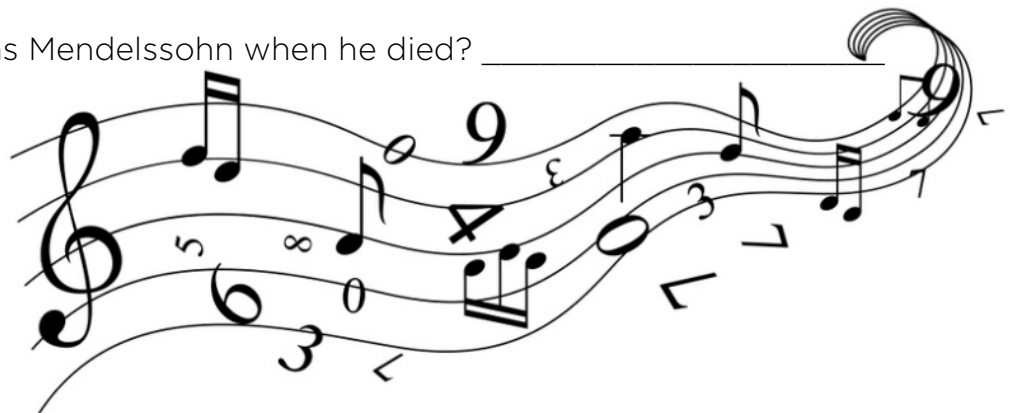
Name: _____ Date: _____

| Composer | Birth and Death Dates | Years Lived |
|----------------------|-----------------------|-------------|
| Joseph Haydn | 1732-1809 | |
| Ludwig van Beethoven | 1770-1827 | |
| Felix Mendelssohn | 1809-1847 | |
| Harry T. Burleigh | 1866-1949 | |
| Antonín Dvořák | 1814-1894 | |
| Igor Stravinsky | 1882-1971 | |
| Zoltán Kodály | 1882-1967 | |

Complete the chart above and answer the following questions:

- 1.) Which composer lived the longest? _____
- 2.) Which two composers were born in the same year?

- 3.) Who was born the same year Haydn died? _____
- 4.) How old was Mendelssohn when he died? _____



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Learn to Listen - Listen to Learn

Name: _____ Date: _____

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



Answer the following questions.

- Who was on the stage?

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

Can you name them?

1. _____ 2. _____
3. _____ 4. _____

- 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:
_____ They stood up and left the stage.
_____ They sat and stared at each other.
_____ They sometimes played “background music” for the melody.

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- 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? _____

