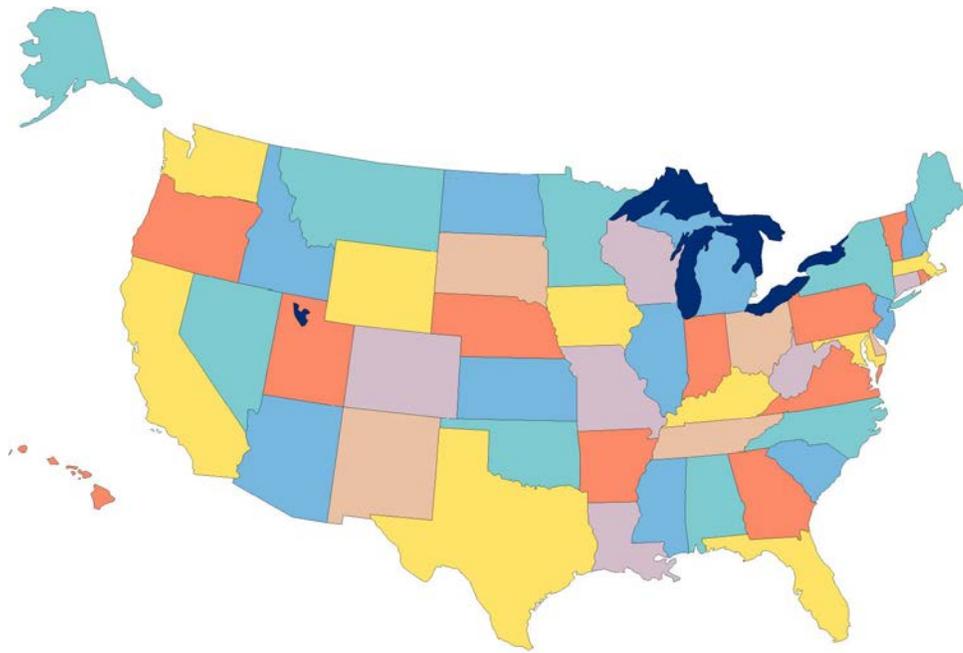


DAYTON PHILHARMONIC ORCHESTRA
YOUNG PEOPLE'S CONCERT

PATRICK REYNOLDS, Artistic Director and Conductor

Musical Postcards from America



Produced by the Cartographic Research Lab
University of Alabama

October 30, 2019
Schuster Center

♪ A [YouTube Playlist](#) is available with selected works from the concert. ♪

These lesson plans are for educational purposes only.

2019 | Dayton Performing Arts Alliance

Created by Ruth Reveal, Director of Education

DAYTON *Philharmonic*

Neal Gittleman
CONDUCTOR & ARTISTIC DIRECTOR



DAYTON PHILHARMONIC ORCHESTRA
October 30, 2019

Musical Postcards from America

Patrick Reynolds, Conductor

Featuring Dayton Ballet II,
Megan Forney & Gabrielle Sharp, directors



Program

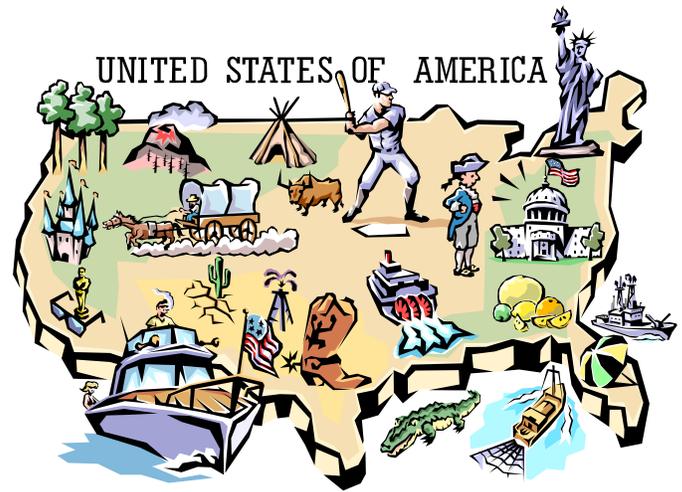
The Star-Spangled Banner	John Stafford Smith (arr. Custer)
America the Beautiful	Samuel Ward (arr. Dragon)
Symphony No. 9, From the New World 1 st movement, Adagio-Allegro molto	Antonín Dvořák
Cello Concerto No. 1 in E-flat major, Op. 107 1 st movement, Allegretto Daniel Dorsey, cello	Dmitri Shostakovich
"On the Trail" from Grand Canyon Suite	Ferde Grofé
"Hoedown" from Rodeo	Aaron Copland
Variations on "America"	Charles Ives

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Dear Educator,

Welcome to the October 30, 2019 Young People's Concert, **Musical Postcards from America**. Each of the compositions featured in this concert will reflect a particular characteristic of this varied country in which we live – a country of freedom, immigrants, natural wonders, diverse neighbors, and innovators.

Students will learn how music can tell a story, describe a landscape, or capture the spirit of a culture as they take a musical journey across the United States.



We hope the following lesson plans will inspire you and your students and facilitate deeper engagement and understanding when students attend the concert. **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 our website, www.daytonperformingartsalliance.org. A YouTube playlist of selected works from the concert is also available: [Postcards from America Playlist](#).

These lesson plans 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 or music classroom and do not require familiarity with the music. We hope these ideas will help provide an enjoyable and enriching concert experience for you and your students.

We are always seeking additional ways to enhance our programming, so if you would ever like to share your thoughts about our Young People's Concerts, please contact me directly. I would love to hear from you!

Ruth Reveal.

Ruth Reveal
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Dayton Performing Arts Alliance
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Suggestions for connected Ohio Learning Standards are included in the following lesson plans. They are meant only as guides, as many of the topics can be expanded to fit into your curriculum! This concert focuses on standards in Social Studies, ELA, Music, and Movement.

Meet Our Conductor

Patrick Reynolds

Associate Conductor of the Dayton Philharmonic Orchestra

Birthplace: Baton Rouge, Louisiana – yes, I was born in a “baton” town.

First Music Lesson: I first began piano lessons at 6 with my mother. In 4th grade I started the cello and by the time the school band was available to me, I really wanted to join, so I started trumpet.

Instruments I play: Trumpet and piano

I become a conductor because: I enjoy the possibilities that exist making music with large groups of people, and I’m crazy about the music.

My job as a conductor is: Sir Adrian Boult said that the most important thing for a conductor was to “see that everyone is happy and comfortable” – I think there’s a lot of wisdom in that.

Favorite food: Crab cakes

Favorite childhood book: Poetry and humor

What I like to do in my spare time: Sail, read a good newspaper in a good coffee shop anywhere.



Lesson Sequence

- Lesson 1: American History
- Lesson 2: American Values
- Lesson 3: American Music
- Lesson 4: Concert Etiquette
- Lesson 5: Wrap-Up and Reflection



Lesson 1: America's History

Standards	<p>Grade 5 Social Studies Theme: Regions and People of the Western Hemisphere (many specific standards can be applied) 3. European exploration and colonization during the 1400s -1600s had lasting effects which can be used to understand the Western Hemisphere today.</p> <p>Grade 3, 1. Events in local history can be shown on timelines organized by years, decades and centuries.</p> <p>Music 2CE (Grades 3 & 5): Listen to, identify, and respond to music of different composers, historical periods and world cultures</p> <p>Music 6PR (Grade 3): Improvise and compose simple rhythmic and melodic phrases</p>
Objectives	<p>I can summarize the milestones of American colonization and independence.</p>
Materials	<ul style="list-style-type: none"> • Timeline Strips, Class timeline on floor on board, Contrafactum worksheet, Dvorak reading, Projector/speakers
Time	<p>40-60 minutes</p>
Activities	<ul style="list-style-type: none"> • Attention Grabber: Watch the 3.5-minute overview of British colonization of America (please preview for your students): https://www.youtube.com/watch?v=Do4Ryapg3eU • Group Timeline Activity: Group students in groups of 2-3 and give each student a section of the timeline. Have each group read the short description aloud and place on the class timeline on the board or floor • Concert Connection 1 (worksheet provided): Introduce the term contrafactum – when new words are written for an existing melody <ul style="list-style-type: none"> ○ Examples of contrafactum: <ul style="list-style-type: none"> ▪ “Twinkle, Twinkle Little Star” has the same melody as the “Alphabet Song.” That melody was actually originally an old French folk song. ▪ Ariana Grande’s “7 Rings” borrows a melody from <i>The Sound of Music</i>’s “My Favorite Things” (please preview lyrics for your students and delete example if needed!) ▪ The Star Spangled Banner was originally a poem written by Francis Scott Key and set to an existing melody written by John Stafford Smith ○ Challenge: Write new words to “Twinkle, Twinkle Little Star” about the timeline you created as a class • Concert Connect 2 (reading provided): Read the short biography about Dvořák as a class, listen to Symphony No. 9 from 2:00 – 2:55 on the YouTube playlist, and have a class discussion about: <ul style="list-style-type: none"> ○ What would music composed about America sound like now? Where would a new composer get their inspiration?
Assessment	<p>Students can write a contrafactum about the American History timeline of colonization and independence.</p>

Timeline Strips

1607: First British Colony established in Jamestown, Virginia

- The first year was very difficult for the settlers and more than half of them died the first winter because of disease, germs from the water, and starvation.

1619: First African slaves brought to the British colonies

- The first African slaves were brought to Jamestown, Virginia by English sailors who captured them for a Portuguese slave ship

1622: Powhatan Confederacy of Native Americans rise up to nearly wipe out Jamestown colony

- The Powhatan lived near Jamestown. Although the Powhatan helped the settlers survive through trade, they eventually rose up in an effort to force the settlers to leave and killed many of the settlers.

1775: Revolutionary War begins

- A group of representatives from the 13 colonies declared war on Great Britain in 1776 because they felt that the colonies had no say when the British government made new laws and taxes on the colonies

1812: War of 1812 begins

- Great Britain had placed trade restrictions on the United States because they did not want the U.S. to trade with France
- The war ended in a stalemate. Neither side "won" but it did bring long-term peace between the U.S. and Great Britain

1830: Indian Removal Act

- President Andrew Jackson signed the Indian Removal Act into law in 1830.
- The law gave Indian tribes land west of the Mississippi River in exchange for their homelands

1863: Emancipation Proclamation

- President Abraham Lincoln signed an executive order in 1863 that freed 3 million slaves in specific Southern states
- The 13th Amendment, which abolished slavery, was not ratified until 1865

Concert Connection: Contrafactum

Contrafactum: A song written with **new** words for an **old** melody

- Examples:
 - "Twinkle, Twinkle Little Star" has the same melody as what other popular children's song? _____
 - Ariana Grande's song "7 Rings" borrows the melody of "My Favorite Things" from the musical *The Sound of Music*

7 Rings	My Favorite Things
Breakfast at Tiffany's and bottles of bubbles Girls with tattoos who like getting in trouble Lashes and diamonds, ATM machines Buy myself all of my favorite things	Raindrops of roses and whiskers on kittens Bright copper kettles and warm woolen mittens Brown paper packages tied up with strings These are a few of my favorite things

- "The Star Spangled Banner" was originally a poem written by Francis Scott Key about the **War of 1812** that was then set to a popular song written by John Stafford Smith
- Challenge:
 - Write your own version of "Twinkle, Twinkle Little Star" about the timeline you created as a class

Twinkle, Twinkle Little Star	Your Version!
Twinkle, twinkle little star	_____
How I wonder what you are	_____
Up above the world so high	_____
Like a diamond in the sky	_____
Twinkle, twinkle little star	_____
How I wonder what you are	_____

Antonín Dvořák (1841–1904)

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 a **nationalistic** composer, which means that he used a lot of his native Czech folk music in his compositions. Because he was so good at writing nationalistic music, Dvořák was invited to come to New York City to head a new school that would encourage American composers to start writing music that sounded truly American. During his time in the United States, he wrote his ninth and last **symphony** which has been named “New World Symphony.”

When writing Symphony No. 9, Dvořák was inspired by African American spirituals and American Indian folk melodies. He was surprised that American composers didn't use these beautiful melodies in their music and write in a more nationalistic style. So, Dvořák wrote the “New World Symphony” using the sounds of these folk music styles.

♪ Listen to part of Dvořák's “New World Symphony.”

After you listen, have a discussion as a class: When this piece was written in 1893, Dvořák felt that Native American folk songs and African American spirituals were “American” sounding. What would music composed about America sound like now? Where would a new composer get their inspiration?

Lesson 2: American Values

Standards	<p>Grade 5 Social Studies Theme: Regions and People of the Western Hemisphere (many specific standards can be applied)</p> <ul style="list-style-type: none">12. Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens. <p>Music 3CE (Grade 3): Listen, identify and respond to music of different composers and world cultures.</p>
Objectives	I can explain freedom of speech and apply it to an example.
Materials	Projection of Norman Rockwell painting; "Tale of Two Composers" worksheet; Projector/speakers
Time	40 minutes
Activities	<ul style="list-style-type: none">Attention Grabber: Look at Norman Rockwell's painting "Freedom of Speech" and discuss as a class the following questions:<ul style="list-style-type: none">What is the man in the painting doing? (Mouth open, seems to be speaking)What is he wearing? (Blue plaid shirt, wrinkled jacket)What might he do for a living? (Clothes and hands suggest maybe manual laborer or someone who works outdoors)Who else is in the painting? (Two men in suits and ties, other people in the meeting)Where might they be? (Town Hall meeting – could be in a church or school with the blackboard in the back)Do the people in the painting respect each other's opinions? How do you know? (they are gathered together, they are focused on the speaker by looking up at him)Freedom of Speech Worksheet<ul style="list-style-type: none">Split the class into small groups and have them read together the "Tale of Two Composers" storyEach group can answer the questions together and then discuss as a whole classConcert Connection: Listen to a short section of Copland's "Hoedown" (0:00 – 1:33) and Shostakovich's "Cello Concerto No.1" (0:00 – 1:00). Discuss as a class how these composer's backgrounds might have influenced how their music sounds.
Assessment	Students can discuss how American rights and values influence our lives and even the music we create.

A Tale of Two Composers

Freedom of speech: The right to state your opinions without being stopped or punished.

Aaron Copland and **Dmitri Shostakovich** were two composers that were born and lived around the same time period. **Copland** was born in the United States in 1900. His parents were Russian immigrants, and he grew up in New York City. **Shostakovich** was born in 1906 in Russia, although when he lived there, it was called the Soviet Union. These two men were both very talented musicians and composers. Both composers studied piano when they were young and advanced very quickly to composing their own music for orchestra.

Copland is known as one of the first true American composers with an American sound. When he wrote music, he was influenced by jazz and pop music. His music was very well-loved and is still played frequently by symphony orchestras.

In the Soviet Union where **Shostakovich** lived, speech and expression were very censored. At that time, the Soviet Union was a dictatorship. His music sounded new and unusual, but the leaders of the country wanted him to compose nationalistic music instead. At one point, **Shostakovich's** music was banned and no one would hire him to compose music. He continued to create music that he loved instead of music that the government wanted.

1. What is one way that Copland and Shostakovich are **similar**?

2. What is one way that Copland and Shostakovich are **different**?

3. Why do you think Shostakovich's experience as a composer was so different from Copland's experience? _____

Lesson 3: American Music

Standards	<p>Grade 5 Social Studies Theme: Regions and People of the Western Hemisphere (many specific standards can be applied)</p> <p>10. The Western Hemisphere is culturally diverse (eg., language, food, religion, art, music) due to the influences and interactions of a variety of world cultures.</p> <p>Music 1CE (Grade 6): Describe distinguishing characteristics of music forms (e.g., theme and variation) from various cultures and historical periods</p>
Objectives	<p>I can describe the characteristics of American music and give an example of variation in music.</p>
Materials	<p>"Characteristics of American Music" worksheet; Projector/speakers</p>
Time	<p>30-40 minutes</p>
Activities	<ul style="list-style-type: none"> • Attention Grabber: Watch of Grofe's "On the Trail" (1:32 – 2:07) and have the students count along (1-2-3-4) or stand up and march along. While they listen, ask them to imagine riding on a burro (like the one in the video!) down the Grand Canyon. <ul style="list-style-type: none"> ○ This section of the piece is in 4/4 time, meaning there are four beats to a measure. Why do you think Grofe chose 4/4 time for this section of the music? (he wanted to make you think of riding a burro!) • As a class or in small groups, read through the "Characteristics of American Music" worksheet. <ul style="list-style-type: none"> ○ As a class, discuss the definition of variation in music (when a composer takes a musical idea and changes it in different ways) ○ Share the sentence variations that the students wrote. • Listen (or sing!) one verse of "My Country Tis of Thee" (0:00 – 0:45). • Listen to Ives's "Variations on America" (6:09 – 7:18). Each time the students hear the main theme of "My Country Tis of Thee" ask them to indicate that somehow (ex. raise hand, stand-up/sit down, clap one time, snap their fingers) • Charles Ives wrote "Variations on America" to show how different all Americans are. Each part is different, but everything works together to create something beautiful!
Assessment	<p>Students can describe the characteristics of American music and give an example of variation in music.</p>

Characteristics of American Classical Music

American Music is a combination of many styles of music. American classical composers are influenced by many styles of music, including jazz, folk music from Appalachia, Hispanic music, and African American spirituals. There is no one 'right' kind of American music. Today, American composers even experiment with atonal music (music without a tonal center or key). Some other characteristics of American music include:

- Syncopation: Stressing a beat that is not normally emphasized (like saying "ohi-O" instead of "o-HI-o")
- Irregular or short melodies
- Inconsistent rhythms

Not all American music sounds the same! All composers will write their own style of music.

Variations in Music

Variation in music is when a composer takes a musical idea and changes it in different ways. We often see this when we're writing! Take this 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: _____

Listen as a class to Charles Ives's "Variations on America" and see if you can recognize how he makes different variations on the song "My Country Tis of Thee." Ives wrote "Variations on America" to show how different all Americans are. Each part is different, but everything works together to create something beautiful!

Lesson 4: Concert Etiquette

Standards	Music 4RE (Grade 3): Evaluate audience etiquette associated with various musical performances and settings
Objectives	I can demonstrate appropriate concert manners.
Materials	Concert Manners sorting activity
Time	20-25 minutes
Activities	<p>Attention Grabber: Watch the video of "America the Beautiful" (0:57-1:50) and discuss:</p> <ul style="list-style-type: none"> • What is the audience doing? (the conductor asks them to sing, so they are singing along) • How is the audience sitting? (in their seats) • What makes a good audience member at a concert like this? (quietly listening, participating when asks, sitting in seat, etc.) • The conductor, Dr. Reynolds, make ask you to sing along to some of the pieces (especially the Star Spangled Banner at the beginning!) – from this video, you can see that the audience and orchestra can make beautiful music together when everyone is working together! <p>Concert Manners Sorting Activity:</p> <ul style="list-style-type: none"> • Partner students in groups of 2 to 4. • Have students sort the behaviors into "Appropriate at a Classical Concert" and "Inappropriate at a Classical Concert." • Discuss their answers as a class, and answer any questions they have about attending the Young People's Concert. <ul style="list-style-type: none"> ○ You might discuss: <ul style="list-style-type: none"> ▪ How is classical concert different from a sporting event? A rock concert? A pep rally? ▪ What do you expect the Schuster Center to be like?
Assessment	Students demonstrate appropriate concert manners at the Young People's Concert.

Concert Manners

Cut out and sort the behaviors below into "Appropriate at a Classical Music Concert" and "Inappropriate at a Classical Music Concert."

Listen quietly.

Whistle and yell if you really like a piece.

Talk loudly to your neighbor.

Clap at the end of a piece when the conductor turns around.

Put your feet on the chair in front of you.

Clap during the middle of a piece.

Listen to your teacher or chaperone for instructions at the end of the performance.

Sit with your feet on the floor.

Smile and clap if you really like a piece.

Use your cell phone.

Name _____ Class _____ Date _____

Concert Manners

Appropriate at a Classical
Music Concert

Inappropriate at a Classical
Music Concert

Appropriate at a Classical Music Concert	Inappropriate at a Classical Music Concert

Lesson 5: Wrap-Up and Reflection

Standards	Music 6RE (Grades 3-5): Develop and apply criteria for critiquing more complex performances of live and recorded music Music 1RE (Grade 5): Justify personal preferences for certain musical pieces, performances, composers and musical genres both orally and in writing
Objectives	I can reflect on a concert experience.
Materials	Paper, construction paper, crayons, colored pencils, etc.
Time	30-40 minutes
Activities	<p>Whole-Class Discussion:</p> <ul style="list-style-type: none">• Reflect on the concert as a whole class, listing out students' favorite and least favorite parts of the concert on the board <p>Give students a choice on how they can reflect on the concert (or make up your own choice!):</p> <ul style="list-style-type: none">• 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 the dancers from Dayton Ballet II.• Draw a comic showing your favorite part of the concert.• Write a poem about your experience at the concert. <p>Mail or 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!</p> <ul style="list-style-type: none">• Mail to: Dayton Performing Arts Alliance, Attn. Ruth Reveal, Director of Education, 126 N Main Street, Suite 210, Dayton, OH 45402• Or email to: Ruth Reveal, DPAA Director of Education, reveal@daytonperformingarts.org
Assessment	Students create reflections on their experience at the Young People's Concert.