

# DAYTON PHILHARMONIC ORCHESTRA YOUNG PEOPLE'S CONCERT

PATRICK REYNOLDS, Artistic Director and Conductor

## Musical Postcards from America



### Concert Program

The Star-Spangled Banner  
America the Beautiful  
Symphony No. 9, From the New World  
1<sup>st</sup> movement, Adagio-Allegro molto  
Cello Concerto No. 1 in E-flat major, Op. 107  
1<sup>st</sup> movement, Allegretto  
"On the Trail" from Grand Canyon Suite  
"Hoedown" from Rodeo  
Variations on "America"

John Stafford Smith (arr. Custer)  
Samuel Ward (arr. Dragon)  
Antonín Dvořák  
Dmitri Shostakovich  
Ferde Grofé  
Aaron Copland  
Charles Ives

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

These lesson plans are for educational purposes only.

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Created by Ruth Reveal, Director of Education



## 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 1: America's History

<p><b>Standards</b></p>	<p><b>Grade 5 Social Studies Theme:</b> 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><b>Grade 3,</b> 1. Events in local history can be shown on timelines organized by years, decades and centuries.</p> <p><b>Music 2CE (Grades 3 &amp; 5):</b> Listen to, identify, and respond to music of different composers, historical periods and world cultures</p> <p><b>Music 6PR (Grade 3):</b> Improvise and compose simple rhythmic and melodic phrases</p>
<p><b>Objectives</b></p>	<p>I can summarize the milestones of American colonization and independence.</p>
<p><b>Materials</b></p>	<ul style="list-style-type: none"> <li>• Timeline Strips, Class timeline on floor on board, Contrafactum worksheet, Dvorak reading, Projector/speakers</li> </ul>
<p><b>Time</b></p>	<p>40-60 minutes</p>
<p><b>Activities</b></p>	<ul style="list-style-type: none"> <li>• Attention Grabber: Watch the 3.5-minute overview of British colonization of America (<b>please preview for your students</b>): <a href="https://www.youtube.com/watch?v=Do4Ryapg3eU">https://www.youtube.com/watch?v=Do4Ryapg3eU</a></li> <li>• Timeline Activity: Have your child cut out the timeline strips, mix them up, read each short description aloud and place on the timeline on the floor             <ul style="list-style-type: none"> <li>◦ For an extra challenge, split up the year from the event and have your child predict the order or match the event and the year</li> </ul> </li> <li>• Music Connection (worksheet provided): Introduce the term <b>contrafactum – when new words are written for an existing melody</b> <ul style="list-style-type: none"> <li>◦ Examples of contrafactum:                 <ul style="list-style-type: none"> <li>▪ “Twinkle, Twinkle Little Star” has the same melody as the “Alphabet Song” (originally a French folk song!).</li> <li>▪ Ariana Grande’s “7 Rings” borrows a melody from <i>The Sound of Music</i>’s “My Favorite Things” (<b>please preview lyrics for your students</b> and delete example if needed!)</li> <li>▪ The Star Spangled Banner was originally a poem written by Francis Scott Key and set to an existing melody written by John Stafford Smith</li> </ul> </li> <li>◦ Challenge: Write new words to “Twinkle, Twinkle Little Star” about the timeline you created</li> </ul> </li> <li>• Composer Connection (reading provided): Read the short biography about Dvořák as a class, listen to Symphony No. 9 from 2:00 – 2:55 on the <a href="#">YouTube playlist</a>, and have a class discussion about:             <ul style="list-style-type: none"> <li>◦ What would music composed about America sound like now? Where would a new composer get their inspiration?</li> </ul> </li> </ul>
<p><b>Assessment</b></p>	<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 13<sup>th</sup> Amendment, which abolished slavery, was not ratified until 1865

## Music 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

<b>Standards</b>	<p><b>Grade 5 Social Studies Theme:</b> Regions and People of the Western Hemisphere (many specific standards can be applied)</p> <ul style="list-style-type: none"> <li>12. Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.</li> </ul> <p><b>Music 3CE (Grade 3):</b> Listen, identify and respond to music of different composers and world cultures.</p>
<b>Objectives</b>	<p>I can explain freedom of speech and apply it to an example.</p>
<b>Materials</b>	<p>Projection of Norman Rockwell painting; "Tale of Two Composers" worksheet; Projector/speakers</p>
<b>Time</b>	<p>40 minutes</p>
<b>Activities</b>	<ul style="list-style-type: none"> <li>Attention Grabber: Look at Norman Rockwell's <a href="#">painting "Freedom of Speech"</a> and discuss the following questions:             <ul style="list-style-type: none"> <li>What is the man in the painting doing? (Mouth open, seems to be speaking)</li> <li>What is he wearing? (Blue plaid shirt, wrinkled jacket)</li> <li>What might he do for a living? (Clothes and hands suggest maybe manual laborer or someone who works outdoors)</li> <li>Who else is in the painting? (Two men in suits and ties, other people in the meeting)</li> <li>Where might they be? (Town Hall meeting – could be in a church or school with the blackboard in the back)</li> <li>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)</li> </ul> </li> <li>Freedom of Speech Worksheet             <ul style="list-style-type: none"> <li>Read together the "Tale of Two Composers" story</li> <li>Answer the questions and then talk about your answers                 <ul style="list-style-type: none"> <li><b>Learning from home modification:</b> Video chat a classmate or family member and talk to them about what you learned about Copland and Shostakovich</li> </ul> </li> </ul> </li> <li>Composer Connection: Listen to a short section of <a href="#">Copland's "Hoedown"</a> (0:00 – 1:33) and <a href="#">Shostakovich's "Cello Concerto No.1"</a> (0:00 – 1:00). Discuss how these composer's backgrounds might have influenced how their music sounds.</li> </ul>
<b>Assessment</b>	<p>Students can discuss how American rights and values influence our lives and even the music we create.</p>

## 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**?

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

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

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## Lesson 3: American Music

<b>Standards</b>	<p><b>Grade 5 Social Studies Theme:</b> 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><b>Music 1CE (Grade 6):</b> Describe distinguishing characteristics of music forms (e.g., theme and variation) from various cultures and historical periods</p>
<b>Objectives</b>	<p>I can describe the characteristics of American music and give an example of variation in music.</p>
<b>Materials</b>	<p>"Characteristics of American Music" worksheet; Projector/speakers</p>
<b>Time</b>	<p>30-40 minutes</p>
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Attention Grabber: Watch Grofe's "<a href="#">On the Trail</a>" (1:32 – 2:07) and 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"> <li>○ 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!)</li> </ul> </li> <li>• Read through the "Characteristics of American Music" worksheet.             <ul style="list-style-type: none"> <li>○ Discuss the definition of <b>variation</b> in music (when a composer takes a musical idea and changes it in different ways)</li> <li>○ <b>Learning from home modification:</b> Share your sentence variations with a friend over email, social media, or video chat</li> </ul> </li> <li>• Listen (or sing!) one verse of "<a href="#">My Country Tis of Thee</a>" (0:00 – 0:45).</li> <li>• Listen to Ives's "<a href="#">Variations on America</a>" (6:09 – 7:18). Each time you 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)</li> <li>• 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!</li> </ul>
<b>Assessment</b>	<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!