



***MUSIC IN THE SCHOOLS***  
**STUDENT ASSEMBLY CONCERT**  
**Study Guide**  
October, 2008

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## Welcome to the Juneau Symphony and the world of music!

Thank you for reviewing this study guide before attending our *Music in the Schools* special concert with your class. We hope you will find useful information on both the composer and the music.

### The Juneau Symphony



Founded in 1962, the Juneau Symphony began as a community orchestra with all volunteer musicians. Today it sponsors two orchestras, an adult chorus and several music programs for school age children.

- ◆ **The Juneau Symphony Orchestra** – a full size, volunteer adult orchestra that includes over 75 members. They perform four main-stage concert pairs and one chamber music concert series per year under the direction of maestro Kyle Wiley Pickett.
- ◆ **The Juneau Student Symphony** – a full size orchestra for students of all ages. Their membership is 75 percent school age children and they focus on developing musicianship and the joy of making music together. The next Student Symphony concerts will be November 15 and 16 at the Juneau Arts and Culture Center. All Student Symphony concerts are free to the public.
- ◆ **Music in the Schools** – a program that allows all 4<sup>th</sup> and 5<sup>th</sup> grade students in Juneau to attend a live, symphony concert free of charge. The program also sends musicians into the classrooms to talk about classical music and to demonstrate their instruments.
- ◆ **Kids2Concerts** – complimentary tickets for Juneau public school music students to attend Juneau Symphony concerts.
- ◆ **Youth Concerto Competition** – an opportunity for young musicians to demonstrate their skills with the winners going on to perform with the Juneau Symphony or the Juneau Student Symphony
- ◆ **Juneau Symphony Chorus** – an adult, volunteer chorus that performs with the Juneau Symphony and includes over 50 members

## Concert Etiquette

The following guidelines are to help your students understand the importance of good behavior during a concert. We encourage you to share this information with your class.

### **Dress:**

- Wear comfortable clothing
- Take off your hat

### **During the concert:**

- Remain in your seat during the concert
- Listening to the music is first priority
- Leave electronic gear at home
- Check your watch if it has an alarm and please turn the alarm off
- Sit quietly as you enjoy the concert
- Use your imagination in listening to the music
- Notice which instruments are playing at any given point in the music
- Keep the beat by tapping your foot softly
- Practice conducting with small gestures
- Close your eyes and let the music paint a picture for you

### **At the end of a musical selection:**

- Clap your hands (applaud) to show your appreciation of the musicians on stage
- Stand while clapping (standing ovation), if you thought the performance was outstanding
- Shout the word - Encore! - if you enjoyed the music so much that you want to hear more of it

### **Some important things to remember during a concert:**

- Musicians need to concentrate on the music to perform with excellence; any noise or distraction from the audience can affect the quality of the performance
- Walking in and out during the concert is discourteous to the performers; if you must leave your seat, do it at the end of a piece; return to your seat between selections
- Applause at the end of an entire piece of music is greatly appreciated; it is traditional not to clap between movements of a piece
- How do you know if the whole piece is over or if it is only the end of a movement? If you have a program, it usually will list the name of piece and separately identify the names of the movements. If three movements are listed, you can keep track as they go by and applaud after the third movement. Occasionally the movements run together, or you may not have a program to guide you. In that case, watch the conductor and the musicians. You can generally tell if they are getting ready for another movement or if they are done with the entire piece. You will know when the piece has ended when the conductor puts his hands down and turns around to bow to the audience.

**Thank you for your attention to this section of the study guide.**

## The Music and its Composers

### Program

The concert consists of

*Night on Bald Mountain* by Modeste Mussorgsky

*March to the Scaffold* by Hector Berlioz

*Chasing Light...* by Joseph Schwantner

*Theme from Batman* and *Theme from The Simpsons* by Danny Elfman

### Program Notes

*Night on Bald Mountain* was made famous to listeners of our time because it was one of the pieces included in Walt Disney's *Fantasia*. Inspired by Russian literary works and legend, Mussorgsky made a witches' sabbath the theme of the original tone poem completed in 1867. It was never performed in his lifetime. Nikolay Rinsky-Korsakov, another Russian composer and contemporary of Mussorgsky, made an arrangement of this piece and it premiered in 1886. The music is supposed to describe the spooky things that occur on Bald Mountain at night. It is the gathering place of Satan and his followers. Under Satan's spell these creatures of evil dance furiously until the coming of dawn when the sound of church bells sends the infernal ones slinking back into their abodes of darkness. Critics have said that this segment of *Fantasia* was the "darkest" of any Disney film.

*March to the Scaffold* is the 4<sup>th</sup> movement of the *Symphonie Fantastique* by Hector Berlioz, a French composer who lived from 1803 – 1869. This symphony supposedly tells the story in music of an artist who is in love, but the object of his affection does not return his love. In the 4<sup>th</sup> movement, convinced that his love is spurned, the artist poisons himself with opium. The dose of narcotic, while too weak to cause his death, plunges him into a heavy sleep accompanied by the strangest of visions. He dreams that he has killed his beloved, that he is condemned, led to the scaffold and is witnessing his own execution. The procession advances to the sound of a march that is sometimes sombre and wild, and sometimes brilliant and solemn, in which a dull sound of heavy footsteps follows without transition the loudest outbursts. Toward the end of the movement, a clarinet solo indicates that the artist is once again thinking about his love. However these final thoughts of love are interrupted by the fatal blow.

Danny Elfman is an American musician famous for composing scores and songs for many Hollywood movies and TV shows. He was born in 1953, grew up in Los Angeles, traveled to France and Africa after high school, but returned to the United States to lead the rock band Oingo Boingo as a singer/songwriter from 1976 until its breakup in 1995. He has composed film scores extensively since 1985. He was nominated for three Academy Awards (*Good Will Hunting* in 1997, *Men in Black* in 1997, and *Big Fish* in 2003), won a Grammy Award for *Theme from Batman* in 1989 and an Emmy Award for his *Desperate Housewives* theme in 2004. He was nominated for an Emmy Award for *The Simpsons* in 1989.

*Chasing Light...* is a new composition by American composer Joseph Schwantner. The piece was inspired by the composer's experience of new light in a new place. After his move to New Hampshire, Schwantner was struck by the way light fell upon the mountains of northern New England. He was moved to create a poem that

parallels the creation of his new orchestral work, with each stanza providing a platform for one of the four movements of the piece. The relationship of poetry to abstract music is a fascinating one. Here is his poem:

**Chasing Light...**

By Joseph Schwantner

Beneath the sickle moon,  
sunrise ignites daybreak's veil

Calliope's rainbowed song  
cradles heaven's arc

piercing shadowy pines  
a kaleidoscope blooms

morning's embrace  
confronts the dawn

Joseph Schwantner's *Chasing Light...* is part of

**Ford Made in America**

A Partnership Program of the League of American Orchestras and Meet The Composer



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## **Suggestions for Activities**

**Activity 1: Have students write a Scary Story and submit it to the Juneau Symphony Scary Story Contest. See attached flyer and scoring guide.**

**Activity 2: Use the puzzles and word search included in this guide.**

**Activity 3: Use some of the lessons prepared by Ford Made in America, included in this guide. Activities include writing poetry and composing music.**

## Web Sites to Check Out

**Juneau Symphony** <http://www.juneausymphony.org>

**Information about this year's program:**

Night on Bald Mountain: [http://en.wikipedia.org/wiki/Night\\_on\\_Bald\\_Mountain](http://en.wikipedia.org/wiki/Night_on_Bald_Mountain)  
<http://www.youtube.com/watch?v=Rm8VVFrjaOs&feature=related> (watch a video of the Fantasia segment)

March to the Scaffold: [http://en.wikipedia.org/wiki/Symphonie\\_fantastique](http://en.wikipedia.org/wiki/Symphonie_fantastique)  
<http://www.youtube.com/watch?v=Bb7BJQ7LAlo> (watch a video of an orchestra playing the piece)

Chasing Light...: [www.fordmadeinamerica.com](http://www.fordmadeinamerica.com)  
<http://www.schott-music.com/news/archive/show,2474.html>  
<http://www.youtube.com/watch?v=XpPgIIDSgzs> (watch a video of Schwantner explaining his poetry and reciting his poem)

[http://en.wikipedia.org/wiki/Joseph\\_Schwantner](http://en.wikipedia.org/wiki/Joseph_Schwantner)

Batman: [http://en.wikipedia.org/wiki/Danny\\_Elfman](http://en.wikipedia.org/wiki/Danny_Elfman)

**Beethoven's Baseball – an interactive trivia game for kids-** <http://www.dsokids.com/games/baseball/>

**Especially created for kids by the American Symphony Orchestra League.** [www.playmusic.org](http://www.playmusic.org)

**The National Association of Music Educators** [www.menc.org](http://www.menc.org)

**Dedicated to music for kids, with connections to network of related sites:** [www.childrensmusic.org](http://www.childrensmusic.org)

**Orchestras with web sites just for kids!**

**Monterey County Orchestra**

[www.montereysymphony.org/eduindex.htm](http://www.montereysymphony.org/eduindex.htm)

**Minnesota Symphony Orchestra**

<http://Mnorch.org/mnorch.cfm><http://mnorch.org.mnorch.cfm>

**New York Philharmonic**

[www.newyorkphilharmonic.org](http://www.newyorkphilharmonic.org) and click on Kidzone!

Kidzone! is designed as a place to learn about musical instruments, musicians, composers, the New York Philharmonic, and other musical topics. The site is designed primarily for children in grades four to eight.

## Halloween Concert Word Search

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

HALLOWEEN  
SCARY  
FANTASIA  
BATMAN  
SYMPHONY  
APPLAUSE  
PERCUSSION

COSTUME  
BALD  
LIGHT  
SIMPSONS  
ORCHESTRA  
MOVEMENT  
VIOLIN

SCAFFOLD  
MOUNTAIN  
DARK  
COMPOSER  
AUDIENCE  
CLARINET

## Unscramble the concert terms

tunoocrd

nopmyysh

vonmmeet

harcotser

coser

umilcas

roomspec

teful

## Timeline

Place these events in the proper time sequence by numbering from **1-17**:

- \_\_\_\_\_ The year you were born \_\_\_\_\_
- \_\_\_\_\_ The Juneau Symphony will play the *Batman theme* at their concert on \_\_\_\_\_
- \_\_\_\_\_ The Declaration of Independence, July 4, 1776
- \_\_\_\_\_ Around the year 1000, Guido of Arezzo, a monk in Italy, invented the way music is written today
- \_\_\_\_\_ The Juneau Symphony was established in 1962
- \_\_\_\_\_ The violoncello (now called just "cello") is thought to have been created around 1500
- \_\_\_\_\_ Night on Bald Mountain was first performed in \_\_\_\_\_
- \_\_\_\_\_ Brontosaurus lived on the earth
- \_\_\_\_\_ The pilgrims arrived in the Mayflower at Plymouth Rock in 1620
- \_\_\_\_\_ Chief Kowee led Joe Juneau and Richard Harris to gold in 1880
- \_\_\_\_\_ Hector Berlioz was born in \_\_\_\_\_
- \_\_\_\_\_ The clarinet was invented in 1690 by Johann Christoph Denner
- \_\_\_\_\_ Men first walked on the moon in 1969.
- \_\_\_\_\_ The Chinese invented paper sometime around the year 105.
- \_\_\_\_\_ The U.S. purchases Alaska from Russia in 1876
- \_\_\_\_\_ Kyle Wiley Pickett became the Juneau Symphony's conductor in 2000
- \_\_\_\_\_ Alaska became a state in \_\_\_\_\_

## Jokes:

- What food is essential to good music? \_\_\_\_\_
- What is the loudest pet? \_\_\_\_\_
- What kind of music does a mummy listen to? \_\_\_\_\_

## Drawing

On the back of the page, draw your favorite instrument or design your own! Write the name of the instrument at the bottom of the page and identify the section of the orchestra where the instrument's player would sit.

## Answer Keys

### Unscramble the concert terms:

conductor  
movement  
score  
composer

symphony  
orchestra  
musical  
flute

**Timeline:** 15,17,7,3,13,4,11,1,5,10,8,6,14,2,9,16,12

**Jokes:** The beet, a trum-pet, Wrap music

### Halloween Concert Word Search Key

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

## Ford Made in America Activities

### Poetry and Composition

Joseph Schwantner's Chasing Light... is inspired by the composer's experience of new light in a new place. After his move to New Hampshire, Schwantner was struck by the way light fell upon the mountains of northern New England.

He was moved to create a poem that parallels the creation of his new orchestral work, with each stanza providing a platform for one of the four movements of the piece. The particular relationship of poetry to abstract music in this case is a fascinating one, rich with opportunities for musicians and educators.

There are two separate activities. The first, entitled "Using poetry as inspiration," uses the actual Schwantner poem as inspiration for students to create a new musical work. The second activity, "Composing with haiku," encourages the students to write their poems describing their environment.

### Activity 1: Using poetry as inspiration

Students and teachers can engage in a project that uses Joseph Schwantner's poetry as a starting point for creating their own brief musical works.

#### Subjects

Literacy, Musical Composition, Musical Performance

#### Synopsis

Students will read, analyze and discuss Joseph Schwantner's poem, "Chasing Light..." and use it as a platform for creating their own musical pieces

#### Goal

To help students gain insight into the compositional process through a hands-on approach to creating their own musical pieces

#### Time needed

One 45-minute classroom session (or more sessions as desired)

#### Materials

Copy of the poem "Chasing Light..." by Joseph Schwantner

Index cards

Room for at least four groups to do musical work

Musical instruments (or voices)

#### Teacher prep

Read the poem and create a plan for breaking the class into four groups (or a multiple of four groups)

## Procedure

Read the poem "Chasing Light..." by Joseph Schwantner. Discuss its meaning, its use of imagery, and its potential to inspire or connect to music.

### **Chasing Light...**

by Joseph Schwantner

Beneath the sickle moon,  
sunrise ignites daybreak's veil

Calliope's rainbowed song  
cradles heaven's arc

piercing shadowy pines,  
a kaleidoscope blooms

morning's embrace  
confronts the dawn

You will want to pay special attention to the dynamic processes at work in each stanza for instance, the first stanza depicts an "ignition" which is the action of this section, etc.

Break the class into four groups (or a multiple of four groups).

On an index card, give each group one of the four stanzas of the poem.

Depending on the experience and capability of the group, choose a compositional method below and ask the groups to spend 8-10 minutes creating a musical improvisation that captures the essence of the stanza they have been given:

- Using voices or a combination of voices and instruments, have students invent a short movement that is no longer than 30 seconds, and which uses no words but which possesses at least one musical idea that comes directly from the poem, one artful moment of silence, and one musical surprise.
- Using voices or a combination of voices and instruments, have students create a vocal setting of the words that uses at least one moment of unison singing, one moment of harmony, and one moment of artful silence.

Once the creative work is completed, bring the group back together for a performance of all four movements, presented as a suite. Ask students to discuss and identify ways in which they accomplished the assignment and what they observed in the performances.

For young students, break the Schwantner poem down into its most basic expressive elements and precede the composition process with a drawing activity a sunrise, dancing light, shadows through trees, another sunrise, etc. Use the drawings to guide the composing work.

## **Activity 2: Composing with haiku**

Haiku is an ancient Japanese poetic form that was formalized in the late 19th century. Haiku takes the form of a three-line poem with a pattern of 5-7-5 sound units (called on) that roughly correspond to English syllables. However, while haiku (a word that is both plural and singular) written by American schoolchildren typically follow the syllabic pattern quite strictly, the Japanese classical haiku masters never let themselves be limited to this pattern. Haiku are often linked to a theme having to do with nature or the seasons.

Following is a classic haiku by the Japanese poet Matsuo Basho (1644-1694).

old pond  
a frog jumps into  
the sound of water

Western writers and poets embraced haiku:

Snow in my shoe  
Abandoned  
Sparrow's nest  
-- Jack Kerouac

Whitecaps on the bay:  
A broken signboard banging  
In the April wind  
-- Richard Wright

Joseph Schwantner's own piece for voice and chamber ensemble, Sparrows, is based on a series of haiku by the Japanese master Kobayashi Issa.

### **Part 1: Writing haiku poetry**

#### **Subjects**

Literacy

#### **Synopsis**

Students will write poetry in haiku form, using traditional syllabic and content guides

#### **Goal**

To create haiku that can be used as inspiration for their musical compositions

#### **Time needed**

One 40-minute classroom session; optional homework

#### **Materials**

Paper and pencil (not pen)  
Board space

### **Teacher prep**

Read above to understand more about haiku (remember that "haiku" is both singular and plural). For simplicity's sake, we are limiting our haiku to the strict 5-7-5 form, but you may choose to relax this rule at your discretion.

### **Procedure**

Tell students that they are going to write poetry using a specific Japanese poetry form called haiku, and write the following poem by the Japanese master Matsuo Basho on the board:

Temple bells die out.  
The fragrant blossoms remain.  
A perfect evening!

Ask the students to count the number of syllables in each line (5-7-5), and ask the students to comment on the subject of the poem. Tell the students that the traditional Japanese haiku takes nature as a subject, and often indicates the season. What season is this poem set in?

Write the following poem on the board, by Michael R. Collings:

Freeway overpass--  
Blossoms in graffiti on  
fog-wrapped June mornings

Tell students that haiku are perfectly adaptable to urban settings as well. Ask students to count the syllables. What season is indicated? How is nature highlighted, even in an urban setting?

Tell students that there is one additional thing necessary to make a traditional haiku the "twist" or "cutting." This twist is a somewhat ephemeral change in the subject of the haiku there is a slight difference in perspective, or in substance, yet both parts of the haiku must relate to each other. This cutting can take place after the first or second line, often indicated with a hyphen or colon or period.

In the above two poems, where does the twist or cutting take place?

Working in pairs, have students write a haiku. Remember, the syllabic form must be 5-7-5, nature must be highlighted, there should be a season indicated, and there should be a twist, or cutting.

Read several poems aloud. Consider writing one or two on the board and examine them for the above criteria.