

Duluth Superior Symphony Orchestra Young People's Concert 2010-2011



I spy a hammer, a rabbit, a pail,
A whistle, a button, a horse on its tail.

I SPY A MOTIVE!

March 2, 2011

9:20AM, 10:50AM

Duluth Superior Symphony Orchestra

Mark Whitlock, Guest Conductor

Jessica Leibfried, Narrator



The DSSO would like to recognize JNM Gift Trust, Essential Health Children's Services and WDSE Channel 8 for their generous support of the 2010-2011 Young People's Concert.

THANK YOU!

12/21/2010

Dear Teachers,

Welcome to the Duluth Superior Symphony Orchestra's 2010-2011 Young People's Concert! We are excited to host you and your students on March 2nd, 2011 for this year's concert entitled, "I Spy a Motive!"

The music performed on this concert was chosen to develop the Big Idea that composers often create music based on interesting motives, very short rhythmic or melodic fragments. The program includes excerpts from Ravel's *Boléro*, Berlioz's *Symphonie Fantastique* and Bernstein's *On the Town*. To highlight and help students identify (or "spy") a motive, the orchestra will perform other short excerpts from a variety of genres, each with a strong motive. These examples include the Beethoven's Fifth Symphony, 1st Movement, Mozart's *Requiem*, John Williams' theme music for Indiana Jones and *The Raiders of the Lost Ark*, and Dizzy Gillespie's "Salt Peanuts."

The LISTENING CHALLENGE for students: Can you "spy" the motive in each of these pieces?

The curriculum will help you prepare students for the concert, with activities that introduce and develop an understanding of how a composer creates musical works from small motives. The lessons deepen student learning about symphonic repertoire.

We look forward to seeing you at the March 2nd concert, "I Spy a Motive!"

Sincerely,



Jessica Leibfried
Education and Community Engagement Director
jleibfried@dssso.com 218-623-3785

Duluth Superior Symphony Orchestra
Young People's Concert 2010-2011

I SPY A MOTIVE!

Table of Contents

Program.....	4
Performers.....	5
Quick Concert Guide.....	9
Introducing the Concept of a Motive (Examples).....	10
Bernstein..... <i>On the Town</i>	11
Ravel..... <i>Boléro</i>	14
Berlioz..... <i>Symphonie Fantastique</i>	23
Resources & Endnotes.....	29

Duluth Superior Symphony Orchestra
Young People's Concert 2010-2011

I SPY A MOTIVE!

Program

March 2, 2011

9:20AM, 10:50AM

Mark Whitlock, Guest Conductor

Jessica Leibfried, Narrator

- "This Land is Your Land" (audience sing-a-long)Woody Guthrie
- Symphony No. 5, 1st Mvt. (excerpt)Ludwig van Beethoven
- Raiders of the Lost Ark* (excerpt).....John Williams
- Requiem* Mass in D Minor (K. 626)
III. Sequentia "Confutatis" (excerpt)Wolfgang Amadeus Mozart
- "Salt Peanuts" (excerpt)Dizzy Gillespie
- On the Town*, 1st Mvt.Leonard Bernstein
- The Road to Home.....Kate Meyer
~Kate Meyer, Young Composer Competition Winner~
- Symphonie Espagnole.....Édouard Lalo
~featuring violinist Sadie Hamrin, Young Artist Competition Winner~
- Boléro* (excerpt).....Maurice Ravel
Duluth Superior Youth Symphony "Side by Side"
- Symphonie Fantastique*, 5th Mvt. (excerpt).....Hector Berlioz
Duluth Superior Youth Symphony "Side by Side"

Performers

Duluth Superior Symphony Orchestra

Since its inception in 1932, the Duluth Superior Symphony Orchestra (DSSO) has been a leading regional cultural organization. Now, in its 79th season, the DSSO has consistently provided professional performances of symphonic music, both traditional and new, to audiences of every age and background. The DSSO has



set itself apart from its peers and established a unique tradition of regularly featuring some of the leading solo performers in its concerts.

DSSO Mission

To deeply move and engage as many people as possible with the power of symphonic music.

Mark Whitlock, Guest Conductor

Mark Whitlock is Director of Bands at the University of Minnesota Duluth. Prior to his appointment at UMD, Mark was Assistant Director of Bands and Assistant Professor of Trombone at Eastern Kentucky University. At Eastern Kentucky University, he served as the Associate Director of the Stephen Collins Foster Music Camp, working with the Junior High School Band. Prior to that Mark was the Associate Director of Bands, Mason City High School, Mason City, Iowa.



Mark received his Bachelor of Music Education degree from Iowa State University, and a Masters of Music in Trombone Performance and Pedagogy and Doctor of Musical Arts in Wind Conducting from the University of Iowa. He is a frequent clinician throughout the country having conducted honors bands and clinics in

Kentucky, Indiana, Michigan, Wisconsin, Iowa, Minnesota, West Virginia and California.

Mark has appeared as guest conductor at the Indiana Summer Music Clinic, the International Music Camp, and the Duluth Superior Symphony Orchestra. He currently conducts the Twin Ports Wind Ensemble, a group dedicated to the performing notable wind band literature. Both the UMD Symphonic Wind Ensemble and the Twin Ports Wind Ensemble have performed at state and national conventions. Mark is the founder and director of the North Shore Summer Music Experience, a summer camp for young musicians which is held on the campus of the University of Minnesota Duluth. Currently, he serves as chair of the Minnesota College Band Directors National Association and is on the board of the Minnesota Band Directors Association.



Jessica Leibfried, Narrator

Jessica Leibfried joined the DSSO as its Education and Community Engagement Director in December 2009. Since her arrival, the DSSO has made education initiatives a priority, creating new programs to fulfill the mission of “deeply moving and engaging as many people as possible with the power of symphonic music.” In this position, Jessica has created more opportunities for the community to engage with the symphony and has written and received more than \$60,000 in grants for education programming. She has also taken a development role for Music to You--the DSSO’s main outreach program-- building a dynamic, arts immersion program for students and adults in Duluth and its outlying communities.

Jessica received her Bachelor of Music Education degree from St. Olaf College and is currently pursuing her Master’s Degree in Music Education and Orff Pedagogy at the University of St. Thomas. She taught elementary music in White Bear Lake, MN, North St. Paul, MN, and abroad at the Hong Kong International School. In addition to teaching music, Jessica worked abroad teaching English in Japan. Upon returning to the U.S, she joined AmeriCorps and worked at Nettleton Elementary in their after-school COMPASS program. Jessica began playing violin at age 3 and is an active substitute for the DSSO’s first violin section.

DSSO Youth Symphony
Kevin Hoeschen, Conductor

Thousands of young musicians throughout the Northland have found inspiration in the Duluth Superior Symphony Orchestra's Youth Orchestras for more than sixty-five years! The DSSO's three training orchestras include the Youth Symphony, Concert Orchestra and Sinfonia. The Sinfonia is a string orchestra, while both the Youth Symphony and Concert Orchestra are full symphonic orchestras which include woodwinds, brass, percussion and strings. Members are chosen from among the finest musicians within a one-hundred mile radius of the Twin Ports through annual competitive auditions. Students accepted in the Youth Orchestras Program develop their music skills through a variety of experiences with the DSSO's conducting staff and DSSO members in rehearsals, sectionals, and side-by-side performances. Today's performance features members of the Youth Symphony.



Sadie Hamrin, Young Artist Competition Winner

Sadie Hamrin, of Bemidji, Minnesota, was recently awarded first prize in the Duluth Superior Symphony's Young Artist Competition. The prize consists of \$500 and the opportunity to perform Edouard Lalo's *Symphonie Espagnole* with the Duluth Superior Symphony in their Young People's Concert. Last year, she placed second in the same contest.

Beginning violin lessons at age four, Sadie became the youngest member of the Bemidji Symphony Orchestra when she was eight. In March 2011, she and her sister will perform Mozart's *Sinfonia Concertante* with the Bemidji Symphony Orchestra. Sadie currently studies with Dr. Michelle Laliberte of Bemidji. Sadie has also played the piano since the age of four, and in 2010 she won the Scott's Music piano competition in Grand Forks, ND. Aside from music, her favorite activities are running and gymnastics.

Kate Meyer, “James and Paula Nelson: Young Composer Competition Winner”



Kate Meyer, of Grand Rapids, Minnesota, was recently named co-winner of the Duluth Superior Symphony’s Young Composers Competition. The award consists of \$500 and a performance by the DSSO of her winning composition, *The Road to Home*.

Kate began composing at nine years old. Before starting college, she entered a few NFMC contests and received six first place awards. As a UMD freshman, studying under Dr. Justin Rubin, she works on three composition projects per semester. Kate currently studies piano under Dr. Alexander Chernyshev. She has played flute for seven years, and is now starting cello lessons.

Ms. Meyer writes about her winning composition, “*The Road to Home* was inspired by events of my life as well as by the emotions common to everyone. We go through many ups and downs, successes and losses. But if we believe that we will find happiness in the end, then nothing can stop us from reaching that goal. It helps to have the support of those we know and love. Love is so powerful and strong that it can pull us through any struggles we face.”

She adds, “I’m so honored to have won this competition, and to have a live performance my composition. Thanks to my family, friends, and teachers for helping me toward this success.”

Quick Concert Etiquette Review

Look, listen and learn!

Please keep calm bodies and voices off (unless, of course, we're making music together!).

No need to bring anything but yourself and your singing voice! Dressing nicely for the concert is recommended.

Short on Time?

Check out this 1 page “Quick Concert Guide”!



1. The purpose of this concert is to investigate MOTIVES.
2. Students will be asked to participate on the day of the concert by singing motives or using body percussion.
3. Pick anything from the “Activity #1” section for each piece in this curriculum to get your students prepped on the motives quickly. The ideas are short and sweet and written to appeal to all types of learners. You could even do some of these on the bus ride over to the DECC!
4. Sing “This Land is Your Land” with the students and identify the repeating rhythm pattern. We’ll sing this together at the concert!

INTRODUCING THE CONCEPT OF A MOTIVE

These examples will begin our Young People's Concert on March 2nd and provide a good starting place for teaching your students how to "spy", or listen, for a motive in music!

This Land is Your Land Woody Guthrie

This example will begin the concert. Students will be asked to sing along and find the repeating rhythmic motive!

Visit here for lyrics: <http://www.arlo.net/resources/lyrics/this-land.shtml>

Symphony No. 5 Beethoven

This example is one of the most iconic and easily identifiable motives. Students will listen for the four note "short short short long" rhythmic motive.

Raiders of the Lost Ark (Theme to Indiana Jones) John Williams

This example is also well-known and gives us a new genre to explore...film scores! Students will listen for the heralding trumpets playing the main theme, a dotted rhythmic motive. The dotted rhythmic motive is used to create almost the whole melody, making it a good representation of how a small idea can be developed to create a whole theme.

Requiem Mass, Confutatis Mozart

This example will help us to define a type of motive called a "leit motive". A leit motive is simply a motive that represents something, in this case, fire. Students will listen for the strings playing the leit motive. Does it sound like flames creeping up and up?

Salt Peanuts Dizzy Gillespie

Like the Indiana Jones example, this gives us another new genre to explore...jazz! Dizzy wrote this song because he often heard members of his band playing bebop jazz riffs that sounded like they were saying the words "salt peanuts, salt peanuts". So, he wrote an entire composition that includes the rhythmic "salt peanuts" motive and wrote in a vocal line for the band to sing "salt peanuts!" Students will listen for the trumpet "salt peanuts" rhythmic motive. They will also listen for the band to sing "salt peanuts".
Sing along!

Listen to a great recording of "Salt Peanuts" and see an iconic picture of Dizzy:

<http://www.youtube.com/watch?v=TpuHy5fVjCU>

Dance Episodes from *ON THE TOWN*, 1st Movement

Leonard Bernstein



Purpose: Students will explore, then identify the contrasting motives played by the brass and strings in Bernstein's Dance Episodes from *On the Town*, 1st Movement.



Teaching Tip: The 1st Movement of *On the Town* is just two minutes long and contains complex rhythms performed at break-neck speed. Students may need to listen often to the piece in order to identify what they hear. The 1st Movement of *On the Town* will be performed live at the concert.

TWO MOTIVES IN THE MUSIC

brass motive



string motive



ACTIVITY #1 - "I Spy the Motive!"

Objective: Students will recognize and demonstrate the brass motive and string motive in Bernstein's music in four different ways: verbally, visually, kinesthetically and aurally.

Materials: CD of Dance Episodes from *On the Town*, 1st Mvt.

Before introducing this lesson to students, listen to the music and identify when each motive is heard. After a brief introduction, the brass motive enters ten seconds into the piece (0:10). It is quickly answered by the strings playing their motive. Each motive is clearly played 3 times. The string motive also is developed and expanded throughout the short work.

- **Verbally:**

Students can describe the two contrasting musical motives building a simple word bank for each one. Play the opening section of music, stopping after the first playing of each motive (0:15). Listen again, then solicit descriptive words for each and write them on the board.

Listen once more and ask students if they can make up a word pattern for each. They can use words from the word banks, or from their imaginations. For example: “Off to the or-ches-tra!” or “I play the bass trom-bone” for the brass motive and “We’re the vi-o-lins, we’re the vi-o-lins yeah!” for the string motive. Listen to the whole movement and sing/chant the sentences when the motives are played.

- **Visually:**

Listen to a CD of the music to hear the brass motive and string motive. Then display the notation for the motive along with other rhythm patterns. Challenge students to find it or “spy it,” choosing it from the group of patterns and motives.

(See “SmartBoard Corner” for a ready-made version!)

- **Kinesthetically:**

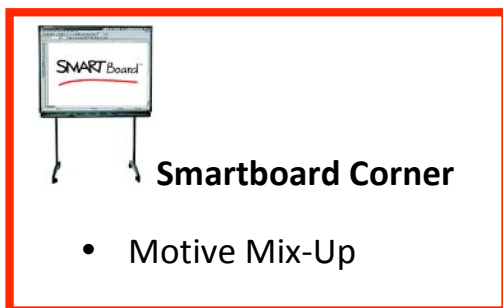
Have the students pat the motive on their laps, alternating hands.

- **Aurally:**

Listen to the music. Place hands on your head when you hear the brass motive, and hands on your knees when you hear the strings. Or pat the motive using alternating hands.

ACTIVITY #2 – “Listening Map”

Objective: Students will use the listening map included with this curriculum to follow the musical action in Bernstein’s 1st Movement from *On the Town*. They will then break up into small groups and create two movement ideas: one for the brass motive, one for the string motive. They will then share as a class and try out each others’ movement. Extension: Create movement or locomotor action for other sections of the listening map so you have choreography for the whole song!



Here is a good YouTube video to use for listening to this piece. There are no moving images, just the music.

<http://www.youtube.com/watch?v=DUh8Yk0RgQw>