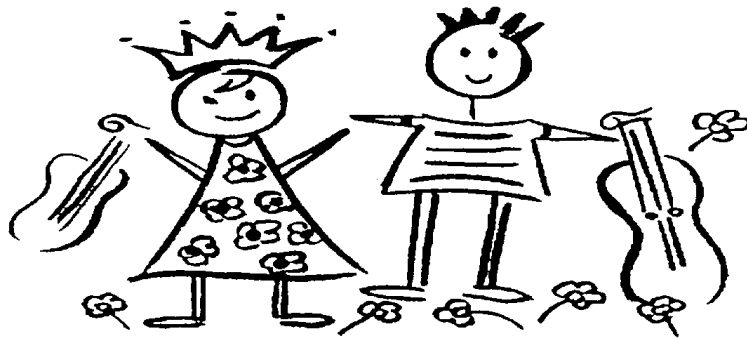


TSO PRELUDES TEACHER RESOURCE GUIDE



**A Toronto Symphony Orchestra
Education Programme**

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The Toronto Symphony Orchestra (TSO) would like to thank Karen Ramos and Sommer Buttu for their assistance in preparing the Teacher Resource Guide during their OISE internship with the TSO (May 2003). Karen is currently enrolled in the Jazz Piano Performance Programme at Humber College, and Sommer is teaching at the American School in Kuwait.

For more information about Preludes, or any other TSO Education Programme, please contact Roberta Smith at rsmith@tso.ca, or by phone at (416) 593-7769, ext.371.

WELCOME TO TSO PRELUDES!

Dear Teacher:

The Toronto Symphony Orchestra is thrilled to bring the TSO Preludes Programme to you and your students! The Preludes Programme is a unique opportunity for members of the orchestra to interact with, and impart their love and knowledge of music to young people.

This Teacher Resource Guide has been designed to help you further implement musical activities into your classroom. Inside you will find:

- ♪ **General information** and activities suitable for Grades K-8 with P/J and J/I modifications
- ♪ **Specific activities** designed for P/J and J/I
- ♪ **Evaluation Form**: please help us better serve you by providing us with comments and feedback for future Preludes programmes

We hope you enjoy the Preludes experience, and we look forward to meeting you and your students very soon!

The world of reality has its limits; the world of imagination is boundless.
~Jean-Jacques Rousseau

HOW TO ENJOY YOUR TSO PRELUDES CONCERT

The members of the TSO take great pleasure in sharing their love of music with young people. Please remember the following points during the performance:

- ♪ Sit quietly during the concert
- ♪ Listen and watch carefully
- ♪ Show appreciation by clapping after each piece

Imagination is more important than knowledge.
~Albert Einstein

The String Family

Violin

- ♪ Soprano member of the string family
- ♪ Made from about 75 pieces of wood
- ♪ Like all members of the string family, the violin is played with a bow

Viola

- ♪ Alto member of the string family
- ♪ Slightly larger and longer than the violin
- ♪ Produces a sound that is slightly lower than the violin

Cello

- ♪ Performer must sit while playing
- ♪ One end of the cello rests on the floor while the body of the cello is held between the player's knees

Double Bass

- ♪ Largest and lowest sounding member of the string family
- ♪ Stands 6 feet tall

The Woodwind Family ³

FLUTE

- ♫ Typically made from silver
- ♫ The only instrument held sideways when played
- ♫ The flute is a very lightweight instrument weighing only 2 pounds

OBOE

- ♫ Comprised of 3 parts: an upper (mouthpiece), a middle (with holes), and a bell (the part that widens)
- ♫ The performer blows through 2 thin pieces of cane called a double reed

CLARINET

- ♫ The performer blows through a single piece of cane called a single reed
- ♫ The clarinet produces a mellow sound

BASSOON

- ♫ Made of 5 parts that would measure 8 feet if laid end to end
- ♫ The bassoon and its relative, the contrabassoon, produce the lowest sounds in the orchestra

The Brass Family⁴

French Horn

- ♪ Descendant of the Hunting Horn
- ♪ The player places their right hand inside the round part of the instrument (the bell) to help with the tuning
- ♪ An unraveled horn would measure 12 feet of tubing!

Trumpet

- ♪ Soprano member of the brass family
- ♪ Military beginnings; famous for its fanfares
- ♪ Close relatives include piccolo trumpet, the cornet and the flugelhorn

Trombone

- ♪ The word TROMBONE is Italian for big trumpet!
- ♪ Pitch is controlled by a U-shaped slide

Tuba

- ♪ Biggest and lowest sounding brass instrument
- ♪ Produces a deep and powerful sound

* PERCUSSION FAMILY *

THERE ARE TWO DIFFERENT TYPES OF PERCUSSION INSTRUMENTS:

♪ PITCHED - the sound from the instrument can be higher or lower

♪ NON-PITCHED - the sound from the instrument can only be louder or softer - not higher or lower

PITCHED- Percussion

Timpani

- ♪ The timpani is sometimes called a "kettledrum" because of its shape
- ♪ The pitch of the timpani changes as the bowl size gets bigger, and when the skin tension (the top) gets tighter
- ♪ The timpanist in an orchestra usually plays between 1 - 4 timpani at a time

Xylophone

- ♪ Pronounced: "zy-la-phone"
- ♪ Made of wooden blocks that are the same width as an average chocolate bar!
- ♪ Played with one or two mallets

Non-pitched - Percussion

6

Snare Drum

- ♪ Has strings of wire or gut stretched across the bottom skin, which rattle when the top skin is hit with mallets
- ♪ Used in marches (i.e. parades), symphony orchestras, and as part of a drum set for Rock'n'Roll and Jazz

Bass Drum

- ♪ Produces the lowest and the heaviest sound in the percussion family
- ♪ The bass drum is played with only one mallet

Triangle

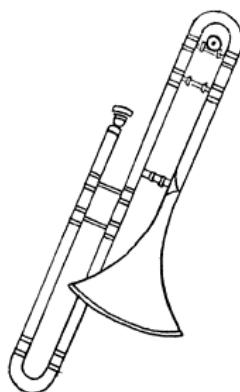
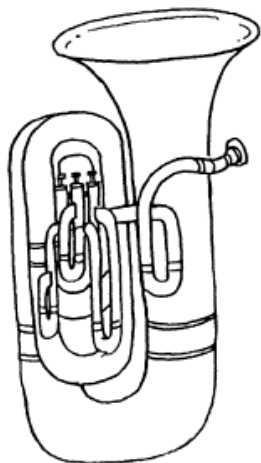
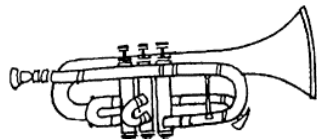
- ♪ A metal rod shaped into a triangle, which makes a bright, tinkling sound
- ♪ The triangle is struck with a metal beater

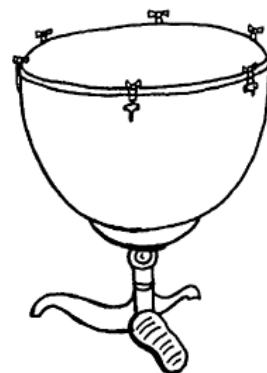
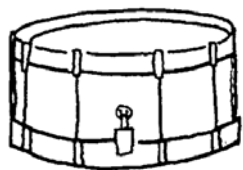
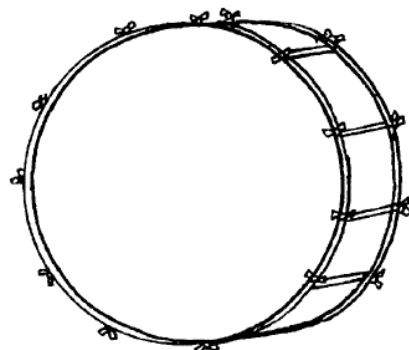
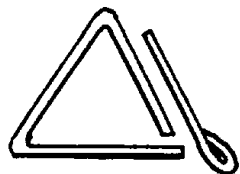
Cymbals

- ♪ Made of two slightly curved brass plates which are held by leather straps
- ♪ When clashed together, the cymbals produce a loud, lasting sound

INSTRUMENT SCRAMBLE

Help each instrument find its family! Cut out each instrument and glue it into the correct section of the string, woodwind, brass or percussion family.





Where's the

BEAT?

Listen for the beat. It is the pulse in music.

Try these activities with your class:

♪ WHAT MAKES YOU TICK?

1. Jog on the spot for 10 seconds.
2. Check your pulse by placing two fingers on your neck or on the inside of your wrist.
3. Just as your body has a pulse, so too, music has a pulse. It is called "the beat."

♪ THE SOUND OF THE DRUM

1. Listen while your teacher keeps a steady beat on the hand drum. Is it fast or slow?
2. Join in the fun by clapping your hands to the beat.
3. Now try keeping the beat on a different part of your body. Your teacher will call it out. Listen carefully! (examples: shoulders, fingers, nodding, blinking, etc.)

4. Now see if you can follow the beat of the drum as it changes speed.
Another word for speed in music is "tempo."
5. Putting it all together: See if you can follow the teacher's beat as he/she calls out a different way to keep the beat, and change the tempo at the same time. Hold on tight!

DANCE TO THE MUSIC

1. Get into a circle.
- 2 . Listen to a piece of rhythmic music, such as the Overture from Mendelssohn's *A Midsummer Night's Dream*.
- 3 . Move around slowly in a circle.
- 4 . Listen as your teacher calls out the directions "High, Medium, or Low." This will tell you at which level to move. (ex. High - stretch up high as you walk around; Medium - bend your knees slightly to make a medium level; Low - crouch down low and walk around at this low level).

Satisfies Ontario Curriculum Expectations for the following subjects:

❖ Music

❖ Drama and Dance

Who's got

RHYTHM?

Rhythm is the pattern of long and short sounds

Find the rhythm as you try these activities:

♪ WHAT'S IN A NAME?

1. Listen as the teacher demonstrates different kinds of rhythms on various percussion instruments or "found" instruments in the class.
2. Use the syllables of your name to create a rhythm
(Ex. Al-ex-an-dri-a). Repeat the rhythm three times. You may also add middle and last names.
3. Notice that some syllables are stronger than others. In music, we call this an "accent."
4. In groups of 4 or 5, create a rhythmic composition on the instruments in your classroom, using the syllables of your name. Perform for the class.

♪ PARTYING WITH PATTERNS

1. Listen as your teacher claps out a rhythm using Kodaly symbols (Ex. Ta, ti-ti, ta-ah, ti-ri-ti-ri etc.) Try echo clapping as the teacher instructs.

2. For each sound there is a symbol . Watch as your teacher draws the symbol for each sound on chart paper.
3. Create your own rhythmic pattern using these symbols. Write out the pattern 3 times in the same row.
4. With a partner, take turns clapping your rhythm for one another
5. Play your rhythms for one another on percussion instruments.

FINDING FRERES JACQUES

(see example on the following page)

1. Sing the familiar song "Freres Jacques".
2. Sing the song again. This time try clapping out the syllables of the words as you sing .
3. Notice that the song can be split up into 4 lines . Watch as your teacher writes out the words for each line on chart paper.
4. Try to come up with the rhythm symbols for each line . Your teacher will write out the symbols on the chart paper.
5. This time, only clap the rhythm of the song. Do not sing the words, only think of the tune in your head.

Satisfies Ontario Curriculum Expectations for the following subjects:

- Music
- Mathematics (Patterns)

Kodaly Rhythm Symbols used in
Freres Jacques

|
TA (represents 1 beat)

□
TI-TI (represents 1/2 beat each)

└──
TA - A (represents 2 beats)

Freres Jacques
French Folksong

Fre - res Ja - cques !

Fre - res Ja - cques !

Dor - mez Vous ?

Dor - mez Vous ?

Son - nez les ma - tin - es !

Son - nez les ma - tin - es !

Ding Dang Dong !

Ding Dang Dong !

What on earth is

TIMBRE ?

Timbre is the quality of a sound

Here are some fun activities for you to try :

OUTSIDE SOUNDS

1. Sit and listen to the various sounds around you.
2. What sounds do you hear ? Do you hear the wind, animals, people, cars etc. ?
3. Record your answers on chart paper.
4. Create a soundscape: Get into groups of 4 or 5. Choose one of the sounds that you heard. As a group, take turns imitating all the different sounds that come from one source. (Ex. Cars-engine, horn; Wind-whistling, blowing, hissing etc.) Share your soundscape with the class through a performance.

PLAY ME A PICTURE

1. In the classroom, listen to recordings of solo instruments (Ex. Flute, French Horn, Piano)
2. Describe each sound as a class. (Ex. What does the flute sound like?)

3. Record your answers on chart paper.
4. Create your own sound diagram. Illustrate the quality of the sound you hear using elements of design such as: line (thin or thick), colour (bright or dim), shape (big or small), texture (smooth, jagged, wavy).

There are no wrong answers. Just use your imagination and have fun !

Satisfies Ontario Curriculum Expectations for the following subjects:

- Music
- Social Studies
- Visual Arts

Answers to Word Games on page 27:

| | | |
|-------------|-------------|----------|
| Bassoon | Harp | Cello |
| Flute | Oboe | Viola |
| Trumpet | Violin | Timpani |
| Clarinet | Tuba | Trombone |
| Piano | Xylophone | |
| Double Bass | French Horn | |

Double Bass: giant of the string family

Cello: held between the players' knees

Violin: smallest string instrument

Viola: slightly larger than the violin

MUSICAL INSTRUMENTS TO MAKE AND PLAY

THE FOLLOWING INSTRUMENTS CAN EASILY BE MADE BY YOUNG STUDENTS!

♪ THE TEACHER MAY WISH TO HAVE EACH STUDENT MAKE THE SAME INSTRUMENT, OR MAY WISH TO DIVIDE THE CLASS INTO SMALL GROUPS, EACH MAKING A DIFFERENT INSTRUMENT. THIS WILL PROVIDE THE BASIS FOR A RHYTHM BAND USING HOMEMADE INSTRUMENTS. WHEN PLAYING THE INSTRUMENTS, HAVE THE STUDENTS MAKE AS MANY DIFFERENT SOUNDS AS POSSIBLE. HAVE THEM VARY THE DYNAMICS, THE PITCH AND THE TEMPO.

♪ BEFORE TRYING AN ORIGINAL COMPOSITION, ALLOW YOUR STUDENTS TO ACCOMPANY SOME TAPED MUSIC OF THEIR CHOICE TO GET THE FEELING OF RHYTHM AND INTENSITY. THEN ALLOW THEM TO CHOOSE THEIR OWN RHYTHMS AND THE LENGTH OF THEIR COMPOSITION.

COMB HARMONICA

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You will need:

- scissors
- fine tooth comb
- wax paper

Cut the paper so that it is the same length as the comb. Be sure the paper is wide enough to cover both sides of the comb. Hold the comb tooth side up. Fold the wax paper over the top of the teeth and hold the comb by both ends. Put your mouth against the side and blow into the comb making a "ha-ha" sound. Feel the air vibrating against your lips. Blow a song you like into the comb.

BONGO DRUMS AND LARGE DRUM

You will need:

- cookie or coffee tins with fitted plastic lids

Put the lid securely on the tin and hit using a stick or your hands.

To make a larger drum, wash a large pail or garbage can. Turn the containers upside down or on their sides (depending on their size), and hit using a drumstick or your hands.

FLOWER POT GONGS

You will need:

- 3 clay flower pots of different sizes
- 30" length of dowel
- cord
- scissors
- paint or markers
- wooden spoon

Decorate the pots with markers or paints. Thread one end of the cord through the pot from the inside and make a knot, making sure that the knot is large enough that it will not slip through the flowerpot hole. Arrange the flowerpots from the smallest to the largest. Securely tie the end of the cord to the dowel, and hang so that the pots swing freely. Hit each pot lightly with a wooden spoon.

CHIMES

Most chimes are made of metal bells or hollow tubes. Chimes can also be made of glass for a high tinkly sound. Each bell in the chime has a different pitch depending on the length and size of the chime.

COPPER TUBING CHIMES

You will need:

- 5 different lengths of copper tubing
- fishing line for cord
- glue
- dowel to hang chimes

If possible, have two holes drilled opposite each other at one end of the tube. Tie the cord through the holes. If this cannot be done, glue the cord to one end of the tube, or tape securely with heavy-duty tape. If using glue, be sure to wait at least 24 hours for glue to dry before putting any weight on the cord. Tie the other end of the cord onto the dowel. Hold so that all the tubes hang freely. Hit with drumsticks.

BOX GUITAR

Guitars are instruments that came originally from ancient Egypt. Today the guitar is popular worldwide. Modern variations include the banjo (America), the balalaika (Russia), the bouzouki (Greece), and the mandolin (Italy). The major differences in these instruments are the construction of the body and the number of strings, as well as the method used to vibrate the strings.

You will need:

- small box with the top removed (about the size of a cigar box)
- 4 rubber bands, each a different thickness
- ruler
- pencil
- knife

Measure about one inch from one of the short ends of the box and mark with a pencil. Repeat three times. Measure one inch from the other short end, and repeat markings three times. With the knife, make a cut at these pencil marks. Stretch the rubber bands across the box so that they rest in the slits made by the knife. Using your fingers, strum the rubber bands and hear the different sounds made by the different thickness. The thicker the rubber band, the deeper or lower the sound. All string instruments operate on this principle.

SHAKERS OF ALL KINDS

shakers can be made from a variety of different materials.

You will need:

- empty plastic dish detergent container, tea strainers, empty yogurt cups, frozen orange juice cans, soft drink bottles, etc.
- raw peas, beans, rice, macaroni, pebbles, sand, etc.
- art supplies to decorate

Place dried beans or peas in the container of your choice. seal up both ends securely. Decorate the outside of the container with markers or paints. The sound of each shaker will vary depending on the size of the container, what it is made out of, and the type of "filler" used.

CASTANETS

(requires teacher assistance)

Cut the handles off two wooden spoons. Drill a hole at the cut-off end of each of the spoons and thread elastic through the holes. Be sure the loop is large enough for your fingers. Paint the wooden spoons to make them look Spanish or Mexican.

TAMBOURINE

(requires a lot of teacher assistance)

You will need:

- a round, metal cookie tin
- approximately 10 bottle caps
- ten nails
- hammer
- can opener

Cut away the bottom of the cookie tin. Space the bottle caps around the circumference of the tin and mark the spots with a pen. Nail the bottle caps loosely to the side of the tin, making sure that the sharp edges are bent on the inside to avoid accidents. Shake!



MY LIFE AS A MUSICIAN

SUGGESTED CLASSROOM ACTIVITY K-8:

- ★ Do you sing in the shower? Maybe you take piano lessons? Regardless of what you do and what your level is,
YOU ARE A MUSICIAN!

- ★ Have students monitor their personal music practices. Emphasize that any form of musical participation is acceptable - singing along with the radio, playing in the school band or taking private lessons.

- ★ Encourage students to develop their personal musicianship skills further by trying new things, or by listening to a new type of music.

- ★ Promote music as a lifelong activity! Music can be a hobby, career or both! The important thing is to discover, create, imagine, enjoy and above all,
HAVE FUN!

Have students monitor their musical growth using the "My life as a musician" worksheet.

PATRICIA KRUEGER: TSO Percussionist & Keyboard player

My life as a musician!

I attended Bedford Park Public School

When I was in school I played the violin and the French Horn

I was born in Toronto

I studied with Alberto Guerrero and I

I now play full time

with the TSO


played duets with Glenn Gould

I taught music at Dufferin Heights School and at Bloor C.I.

I played with the National Youth Orchestra of Canada during the summer

I obtained a Music Education Degree from the University of Toronto

When I was in Elementary School I competed in the Kiwanis Festival. I won an important competition that allowed me to play with the TSO!!!



My life as a musician!

Word Games

Which Instrument am I ?

BA _ _ OON

H _ RP

CE _ _ O

F _ UT _

O _ _ E

VIO _ _

TR _ _ P _ T

VI _ _ IN

T _ MP _ _ I

CL _ _ IN _ T

T _ B _

TR _ _ BO _ _

PI _ _ O

XY _ _ PH _ N _

D _ _ BL _ B _ SS

F _ EN _ _ H _ RN

Draw a line to match the Strings:

Double Bass

smallest string instrument

Cello

giant of the string family

Violin

slightly larger than the violin

Viola

held between the players' knees

Answers on page 16

TSO PRELUDES EVALUATION FORM

School _____ Board _____

Musician(s) _____

Date _____ Grade/Age _____

To all Principals and Teachers:

We value your comments about our TSO Preludes programme. Please take a minute to complete our evaluation form.

| | YES | NO |
|---|-------|-------|
| Were arrangements made clear in advance? | _____ | _____ |
| Was the musician(s) well prepared? | _____ | _____ |
| Were the instruments well demonstrated? | _____ | _____ |
| Were the selections suitable for the age level of audience? | _____ | _____ |
| Did the musician(s) relate well to the students? | _____ | _____ |
| Was the online Teacher Resource Guide useful? | _____ | _____ |

Additional Comments:

Suggestions:

Principal/Teacher

Thank-you for your time. Please mail or fax your evaluation to:

Roberta Smith

Associate Director of Artistic Administration, Education

Toronto Symphony Orchestra

Suite 550; 212 King Street West

Toronto M5H 1K5

OR FAX TO:
(416) 593-6788