



# American Visions



## Orlando Philharmonic Young People's Concerts

**Dirk Meyer, Conductor • October-November, 2011**

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Resource Guide for Teachers Created by Lynn Schroeder

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## Orlando Philharmonic Orchestra Young People's Concerts

**October–November 2011 • Dirk Meyer, Conductor**

*The Star-Spangled Banner with Student Singers*

**Overture to *Candide***

Composed in 1959 by Leonard Bernstein

**Variations on a Shaker Melody from *Appalachian Spring***

Composed in 1944 by Aaron Copland • *Audience sings "Simple Gifts"*

**"The River" and "Write It Down" from *Corps of Discovery***

Composed in 2003 by Michael Ching

*With singers from the Philharmonic's Concert Opera Series*

**Malagueña from *Suite Andaluca***

Composed in 1927 by Ernesto Lecuona

**Zora! We're Calling You**

Composed in 2011 by Adolphus Hailstork • *With Guest Narrator*

**Satchmo! A Tribute to Louis Armstrong**

Arranged by Ted Ricketts

**The Stars and Stripes Forever**

Composed in 1896 by John Philip Sousa

*With dancers from Orlando Ballet*



## ***What to Expect at the Concert • Important Reminders***

- When your school arrives, follow instructions for unloading and wait for ushers to escort students and teachers to their assigned seats.
- Student Singers for the National Anthem – *Orange County Public School* teachers may choose one boy and one girl from your school to go onstage and help lead the singing of ***The Star-Spangled Banner***. These students should be escorted backstage by the music teacher or another adult. The backstage door will be on the left as you face the stage.
- When students take their seats, orchestra members will be warming up and practicing their music on stage. When the overhead lights dim, the audience should sit quietly so that the concert can begin.
- The **Concertmaster, Rimma Bergeron-Langlois** will enter with her violin. The oboe sounds the “A” and the orchestra tunes up. An announcer will introduce the **Conductor, Dirk Meyer**.
- Student singers will come on stage, and the audience will stand and sing the National Anthem. Following the anthem, student singers will receive a certificate, and teachers may escort them back to sit with their school. Ushers will assist if needed.
- **Before** the orchestra performs the **Copland Variations**, all audience members are asked to sing the melody of *Simple Gifts* accompanied by the string section of the orchestra. See the listening map for melody and lyrics. Teachers will need to rehearse this song in class, and students should memorize the lyrics, which will be projected on screen. **Remember to watch the conductor** for our cue to begin singing. When the orchestra performs the Variations, the audience should LISTEN ONLY!

## ***CONCERT ETIQUETTE***

The audience (that’s you – the students and teachers) has an important role to play in the Young People’s Concert. Until the audience arrives, there are no concerts, only rehearsals! Audience members need to watch and listen carefully, for they have a great influence on the performers. Here are some guidelines for helping everyone to enjoy the concert:

- Sit quietly and listen carefully as the musicians perform.
- When an announcer is speaking to the audience, listen for information about the music.
- Don’t make noises or movements that will distract other audience members or the performers.
- If the music sounds fast and exciting, **please do not clap along with the beat** of the music, unless invited to do so by the conductor.
- DO show your appreciation with enthusiastic applause, but **cheering and whistling should be reserved for sports events**.

*This last item is especially important. In the classroom, be sure to listen to the ending of each selection, and instruct students to watch the conductor so that they don’t spoil the performance by clapping too soon!*

***Applaud ONLY when a selection is over – watch the conductor, who will put his arms down at the end of the music. Don’t be tricked; the music may get very soft or even pause, so watch the conductor until the very end!***

**Don't Forget the Classroom Teachers!** We know that if students are not prepared for the concert, it may not be an enjoyable or meaningful experience. Classroom teachers set the tone for their class, and we can help them enjoy the concert by **sharing information about the program**. Play music excerpts on the morning announcements or intercom, and provide teachers with "reading connections" and other materials that will help them make this field trip a part of their classroom curriculum.

### ***Saying "Thank You"***

The *Young People's Concert* is a collaborative effort of many people. Discuss the roles of each group with students, and how they might express their appreciation for this event. Feedback from the audience is very important to improve the concert experience and maintain support for this educational opportunity.

**Performers** The orchestra members, conductor and administrative staff of the **Orlando Philharmonic** (and **Orlando Ballet**) love to receive letters and drawings from students that tell their impressions of the concert. Send them to the address shown on the cover page.

**ARTS ADVOCATES!!** Discuss the role of school and district administrators, school board members, transportation officials, United Arts of Central Florida and other groups who support music education through the Young People's Concerts. Without funding and administrative support, these concerts may not continue in the future. Share letters and drawings with these groups that express student and teacher appreciation and enthusiasm for this experience.

***\* Essential Item – each school must complete and submit a United Arts EVALUATION Form following the concert \**** This form (on the last page) is an opportunity for teachers to evaluate the effectiveness of the concert and offer suggestions for the future.

### **Using This Teacher Resource Guide**

These materials are designed to help prepare students to enjoy a great concert. Display the concert program on a bulletin board. The listening map pages may be used to create overhead transparencies or copied as student handouts. The instrument picture pages may also be used as response cards for students to show what they hear.

- For information on concert procedures contact *Eric Smith* at **esmith@orlandophil.org** or 407.896.6700x221 or visit the Orlando Philharmonic website: **www.orlandophil.org**
- For questions concerning this teacher guide, contact *Lynn Schroeder* at **schroel@cfl.rr.com**

## Meet the Composers

Learn MORE: [www.classical-composers.org](http://www.classical-composers.org) • <http://classical.net> • [www.naxos.com](http://www.naxos.com)

### Leonard Bernstein (August 25, 1918 - 1990)

- Born in Lawrence, Massachusetts in 1918 and died in New York.
- From a very musical family, he began piano lessons at age 10.
- At age 22 became assistant conductor of the Boston Symphony. He achieved overnight fame as a substitute conductor for the New York Philharmonic and adopted NYC as his hometown.
- Brought orchestral music to television as host of the Young People's Concerts. His music for *West Side Story* combined jazz and classical music on Broadway.



### Adolphus Hailstork (Born on April 17, 1941)



- Born in Rochester, grew up in Albany, NY and studied piano, violin, organ and voice. Dr. Hailstork studied composition at Manhattan School of Music and Michigan State.
- Composes for orchestra, band, chorus, opera, piano and organ. Wrote an opera about a conductor on the Underground Railroad, and music for chorus and orchestra inspired by hurricane Katrina.
- Lives in Virginia Beach and is Professor of Music and Eminent Scholar at Old Dominion University.

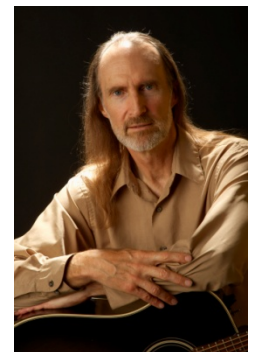
### Michael Ching (Born on September 29, 1958)

- Born in Hawaii, grew up in New Orleans and Minnesota, his family heritage is Chinese and Japanese. Began piano lessons at age six and studied flute, violin and oboe. Attended Duke University in NC.
- Wrote his first composition at age seven - his favorite composers are Gershwin and Puccini. Formerly the Artistic Director of Opera Memphis in Tennessee, his family now lives in Iowa.
- An animal lover and avid reader of science fiction, has even written a science fiction opera! Working on a new opera, *Slaying The Dragon*.



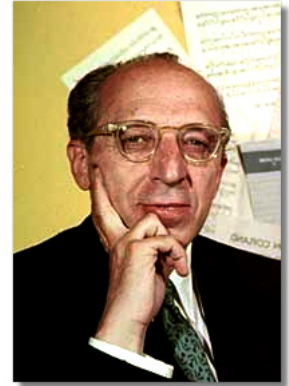
### Hugh Moffatt (Born on November 3, 1948)

- Born in Texas, began career as a country western singer and songwriter. His songs have been recorded by Jerry Lee Lewis, Johnny Cash, Dolly Parton, Alabama and The Nitty Gritty Dirt Band.
- Performed on tour around the world, recorded nine CDs. Sings and plays guitar, trumpet and piano. His music and lyrics cover many styles including jazz, blues and three OPERAS!
- Lives in Nashville with wife Mary, cat Cameo and cocker spaniel Texas.  
(photo by Werner Rolli, Aarau, Switzerland)



### **Aaron Copland (November 14, 1900 - 1990)**

- Copland and his family lived above their store in Brooklyn, NY where he learned to play piano from his sister, Laurie.
- Interested in becoming a composer, he traveled to France as the first American to study with Nadia Boulanger.
- Incorporated uniquely American elements such as jazz, folk songs, cowboy music and church hymns into “classical” orchestra music.
- In addition to *Appalachian Spring* and *Billy the Kid* ballets Copland wrote *Fanfare for the Common Man* and *A Lincoln Portrait*.



### **Ernesto Lecuona (August 6, 1895-1963)**



- Born in Guanabacoa, Cuba and later lived in Tampa FL.
- Studied music as a child and became a concert pianist and composer. Famous for his popular songs, he also composed orchestra music for concerts and movies.
- Combined Cuban folk music and orchestral styles. His music was made popular in America by Desi Arnaz on the *I Love Lucy* TV show. Learn more at [www.songwritershalloffame.org](http://www.songwritershalloffame.org)

### **Louis Armstrong (August 4, 1901 - 1971)**

- Not a composer in the classical sense, but created music throughout his life as a bandleader, singer, trumpet player and improviser of jazz.
- Born in New Orleans, Louis (not “Lou-ee”) had a poor and difficult childhood, and music became the driving force in his life.
- Shared jazz with audiences around the world on concert tours. His music is preserved in many audio recordings and movies, including *Hello Dolly*, *Pennies from Heaven* and *WALL-E*.
- Armstrong died at his New York City home in July 1971.



### **John Philip Sousa (November 6, 1854-1932)**



- Born in Washington D.C. and began studying violin at age 6. Sousa wanted to join a circus band at age 13, but instead his father (a trombonist in the USMC Band) enlisted him in the Marines.
- Known as *The March King*, Sousa’s marches were published for band, orchestra and piano. He helped design a marching tuba that bears his name – the Sousaphone.
- As conductor of the U.S. Marine Band he performed for five presidents. His civilian band toured Europe, sharing American musical styles. Learn more at [www.dws.org/sousa/](http://www.dws.org/sousa/)