



Lily and the Bull Shark

(Peter and the Wolf)

MSO Inspire - Symphony in Education

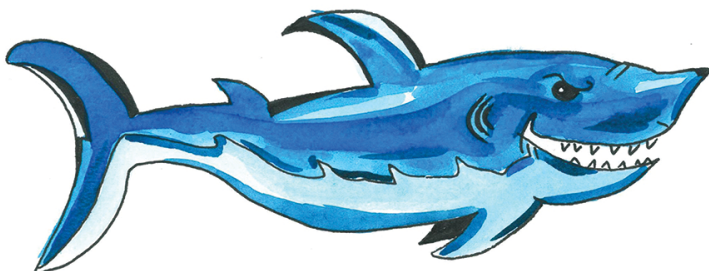
Oct. 1, 2020 - May 27, 2021

Introduction:

This is the traditional *Peter and the Wolf* work for orchestra and narrator, a fun and educational piece that introduces the instruments of the orchestra through the medium of storytelling. It has been reimagined to take place and incorporate biology from the Mobile-Tensaw Delta region. This work combines the beauty of the natural resources of coastal Alabama and the use of music to give voice and description to the melodies and harmonies of nature.

This work relates directly to K-5 Music concepts in the Alabama Course of Study: Arts Education. Specifically, through the performance, study guide, and instruction, it addresses the four processes of the Arts Education Alabama CoS: Creating, Performing, Responding, and Connecting. Students will learn what the physical components of a performance are, including what an orchestra is, what a concert hall is, the purpose of composers and their process, what sound is and how it can be produced, and the importance of live music. Students will also learn and experience musical concepts such as theme, motif, rhythm, dynamics, and timbre.

The narrator will tell the story as the orchestra provides incidental, dramatic, and character music. As the plot unfolds, characters are introduced and assigned themes and instruments. The **Creating** process is illustrated through the explanation of composers and their process, specifically in the learning of how a finished product undergoes many iterations and versions. The **Performing** process is shown by the musicians and narrator on stage. A follow-up worksheet will be provided for the students to express the **Responding** process. The study guides, performance, and follow-up worksheet achieve the **Connecting** process by enabling the students to learn about their environment and understand their impact on it through the arts. This project will empower them to not only explore the Mobile-Tensaw Delta, but to challenge themselves to create art of their own.



Points of Study:

Lily's friends in the story are animals that live, eat, and nest in the Mobile-Tensaw Delta. For the concert, each character is represented by a different instrument of the orchestra.

The dragonfly is represented by the flute.

The turtle will be played by the oboe.

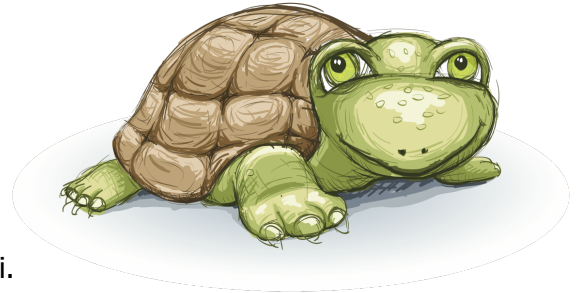
The catfish by the clarinet.

The bassoon represents Oma, the grandmother.

The Bull Shark by the french horns.

Lily will be represented by the strings.

And the duck hunters will be represented by the timpani.



Let's learn a little about the music and instruments (non-science points of study).

Orchestra

An orchestra is any group of instrumentalists. The term is most commonly used in classical music for a group of string, woodwind, brass, and percussion instruments. Often times, an orchestra is led by a conductor.

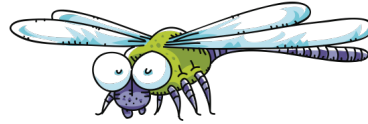


- **Conductors** direct a musical performance through the use of gestures. They interpret the score, set the tempo, show the emotional content of the music, and coordinate the performance of all the musicians with body language and use of their hands and arms.
- **Instrument families** are the grouping of instruments based on how they produce sound. Instruments that make their vibrations in a similar way are put into the same family.
 - **Woodwind** instruments make sound by blowing air into a wooden reed or open hole. They include the flute, oboe, clarinet, and bassoon.
 - **Brass** instruments make sound by buzzing lips against a metal mouth piece. They include the trumpet, trombone, french horn, and tuba.
 - **String** instruments make sound by vibrating strings stretched across a hollow wooden body. They include the violin, viola, cello, and bass.
 - **Percussion** instruments make sound by being hit, scraped, or shook. There are countless percussion instruments, but some common ones seen in the orchestra are timpani, marimba, xylophone, gong, bass drum, snare drum, tambourine, and wood blocks.

Composer

Similar to how an author is someone who writes a book, a composer is the person who writes the music that the musicians play.

- Often times composers “hear” the music in their head, and they are simply trying to write that music down. Other composers have a musical idea, but shape the music as they work getting inspired as they go. This is very similar to having a song stuck in your head, but the song isn’t written yet.
- Authors use the alphabet to write words, and the words to make a book. Composers use music notes to write melodies, and the melodies to make a piece of music. It can sometimes take a very long time for a composer to finish a piece of music, going through many versions and rewrites before getting it just right. A piece of music could take a couple days or many years before the composer decides it’s done.

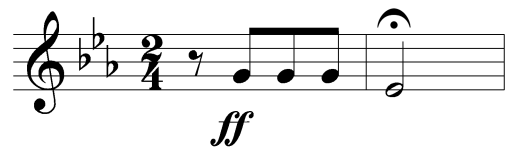


Music and Sound

- What is music? Music is an art form and cultural activity where one or many performers make sounds and organize them into a form of expression.
- What is sound? Sound is a vibration we hear that travels through the air. As mentioned above, the different instruments of the orchestra create these vibrations in unique ways: buzzing lips, blowing air, vibrating strings, or hitting objects! In fact, talking and singing are sounds that you make from your vocal cords vibrating and pushing air.
- The instruments of the orchestra make all sorts of different sounds! Some will be high pitched like a bird chirp, and other will be very low like a frog croak. When you listen to music and pick out the high and low sounds, that is called active listening.

Concepts

- A **theme**, or **melody**, is a group of musical notes that sound like a single idea. Just like how you take words and put them together to form a sentence, you can connect musical notes together to make a theme. Example: *Twinkle Twinkle*
- A **motive**, or **motif**, is a short musical idea that usually reoccurs multiple times. Motives can be a small piece of a larger theme or their own idea, but usually sound incomplete like a fragment of a sentence. Example: Beethoven’s 5th, da-da-da dum
- **Rhythm** in music are the musical sounds or silences as they happen. They can be simple, as in *Frère Jacques*, or more complex, as in *Row, row, row your boat*.
- **Dynamics** are how loud or soft the music is played. The Duck Hunters’ theme is played very loud, while the Turtle’s theme is played very soft and sweet.
- **Tempo** is the speed at which the music is played. The Dragonfly’s theme is very fast and frantic, while Lily’s theme is slower and more relaxed.
- **Timbre** (pronounced: tam-bur) is the tone quality of a sound. If a harp plucks the same note as an electric guitar, they will sound different. The harp might sound sweet and resonant, and the electric guitar might sound more edgy and aggressive – even though they’re the same note! That difference in the quality of the sound is the Timbre.



Concert Etiquette

- Clapping is your way of saying “Hello,” “Thank you,” and “Good job” at a concert. Depending on what style of music you’re hearing there are certain moments that are the best times to clap. In classical music, here are some good times to clap:
 - When the concert master comes out to tune the orchestra
 - When the guest artist, such as the narrator, comes on stage
 - When the conductor walks on stage
 - When the performance is over
- Even though clapping is your way of saying nice things, there are times when you should not clap, as it can be a distraction:
 - When the musicians are tuning
 - When someone on stage is talking
 - When the musicians are playing music
- It’s always good to remember that just because the musicians aren’t playing, doesn’t mean the performance is over. If you’re ever not sure when to clap, look at the conductor. If the conductor hasn’t put their hands down, the music isn’t over!
- Remember, classical music can be really loud and really soft. Make sure you don’t talk or make noise during the performance or the people around you might not be able to enjoy the music they’re hearing.



Name _____

Music: Orchestral instrument

Instruments of the Orchestra

1—Stringed instruments
2—Woodwind instruments

3—Brass instruments
4—Percussion instruments

