



CHATTANOOGA SYMPHONY & OPERA



ANIMAL TALES

Young People's Concerts

February 3 & 4, 2016

Tivoli Theatre

February 5, 2016

Cleveland Church of God

Teacher's Guide

The CSO is a funded agency of



PROGRAM

KEY: Star Spangled Banner

ANDERSON: Waltzing Cat

MANCINI: Theme from *The Pink Panther*

RIMSKY-KORSAKOV: *Flight of the Bumblebee*

SAINT-SAËNS: Selections from *Carnival of the Animals*

PROKOFIEV: *Peter and the Wolf*

The mission of the Chattanooga Symphony & Opera is to inspire, engage, and enrich the greater Chattanooga community through music and music education. As the city's only fully professional performing arts organization, the CSO employs over 190 musicians from the Chattanooga area as well as from across the southern region who are experienced performers and quality educators.

Conducted by Music Director, Kayoko Dan, the CSO performs a full season of Masterworks, Pops, Chamber, and Volkswagen series concerts from September through May, as well as a variety of community, education, and engagement events throughout the year.

Young People's Concert Educational Goals

Music Standards:

6.0 – Students will listen to, analyze, and describe music.

7.0 – Students will evaluate music and music performances.

8.0 – Students will understand relationships between music, the other arts, and disciplines outside the arts.

9.0 – Students will understand music in relation to history and culture.

CSO Guiding Principles for Education programs:

- Youth under the age of 18 or enrolled in a college or university are involved.
- Programs are aligned with age appropriate state and local standards and curriculum models
- Program includes relevant, high artistic quality opportunities for participants to create, experience, or otherwise engage with music or another art form.
- Program increases a particular skill or skills (musical or other) of the participant, contributing to their intellectual, personal, or musical growth.
- Programs nurture and encourage participation by new, non-traditional, and or/underserved audiences.

This performance will:

1. Demonstrate differences in musical styles from various genres.
2. Explore the concept of 'story' through music.
3. Offer experience of an orchestra performance in a culturally significant venue.
4. Introduce music of famous composers.
5. Reinforce concert etiquette.

Inspire ● Engage ● Enrich

The mission of the Chattanooga Symphony & Opera is to inspire, engage, and enrich the greater Chattanooga community through music and music education. It is our hope that the CSO Young People's Concerts will be an engaging and imaginative experience for each young person who attends.

For more information, please contact:
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Program Notes

Francis Scott Key, The Star-Spangled Banner

Francis Scott Key

Francis Scott Key (1779-1843) was born in Maryland and grew up to become a lawyer in Washington, D.C. Key liked to write poetry in his spare time and some of his poems have been used as lyrics to church hymns.

His most famous poem, "Defence of Fort M'Henry", was written during the War of 1812's Battle of Fort McHenry in Baltimore, Maryland. The poem was published later in 1814 and was set to a popular tune so it could be sung.

"The Star-Spangled Banner"

"The Star-Spangled Banner" is the national anthem of the United States. The words to the song come from a poem written by Francis Scott Key in 1814 during the Battle of Fort McHenry in the War of 1812.

In 1931, the Congress and President Herbert Hoover made it the official national anthem.

There are actually four verses to the song, but when the anthem is played and sung, it is usually only the first verse that is performed.

The lyrics to "The Star Spangled Banner" come from a poem written by Francis Scott Key. On September 3, 1814, Key and John Stuart Skinner boarded a ship in Baltimore and set sail hoping to rescue one of their friends who had been taken prisoner by the British.

On September 7, Key and Skinner met with British captains and overheard their plans for a battle against the Americans. Because they'd heard these plans, Key and Skinner had to stay with the British during the battle so they wouldn't tell the battle plan to the Americans.

During the night, Key saw Fort McHenry's flag flying, but it became so smoky and cloudy from the cannons and guns, that he would not know if the flag had been taken down. If the flag had been taken down, it meant that the British had captured the fort and won the battle; if it was still there, then it meant the Americans had prevailed.

On the morning of September 14, Francis Scott Key saw that the large American flag with fifteen stars and fifteen stripes was flying over the fort, signaling an American victory! He was so inspired that he wrote a poem on the back of a letter he had in his pocket.



Concert Activity: Oh Say Can You Sing?

At the February 3 & 4 *Animal Tales* concert, our first piece will be "The Star-Spangled Banner". The audience will be asked to stand and join us in singing the first verse with the orchestra accompanying.

Leroy Anderson, "The Waltzing Cat"

Leroy Anderson (1908-1975) was born in Cambridge, Massachusetts. He took piano lessons from his mother and later studied music at the New England Conservatory of Music and Harvard University. In 1936, famous conductor Arthur Fiedler who led the Boston Pops Orchestra, met Anderson and asked to see his original works. The Boston Pops Orchestra premiered many of his works!



Leroy Anderson wrote many pieces for orchestra; one of his most famous is heard every December - *Sleigh Ride!*

In 1950, he imagined what a cat would be like at a fancy party or ball and wrote "The Waltzing Cat". The strings have the job of making him meow by sliding down their strings in a technique called **glissando**. Listen for them throughout the piece.

Glissando: When a musician slides between two notes.

What's a Waltz?

In our piece, the cat is dancing a type of dance called a "waltz". A **waltz** is a dance that came from Europe and usually has 1 strong beat followed by 2 weak beats.



The couple holds on to each other and steps to the beats, turning in a circle. They can stay in the same spot or they can move around the dance space to the music.

Waltz: a dance that usually has 1 strong beat followed by 2 weak beats.

Many famous composers wrote waltzes including Franz Schubert, Richard Strauss, and Johannes Brahms. The most famous composer of waltzes was Johann Strauss, Jr. He lived in Vienna, Austria during the 1800s and wrote over 500 waltzes and other dance music. He is known as "The Waltz King".

Giving "The Waltzing Cat" Words

Anderson's friend Mitchell Parish added words to "The Waltzing Cat" to make the story come alive.

There once was a tomcat, a wonderful tomcat,
who had all the usual faults,
But this cat was different,
what made him so different was his inclination to waltz,
Each night this feline Sir
to his lady fair would purr:

I love to waltz (meow)
On a night like this with stars in the skies,
Come, let us waltz (meow)
While I look into your lovely green eyes.
I never knew what a little waltz could do,
Till the night I danced with you,
Lightly as a feather, let's pussy foot together,
I'd love to spend (meow) all my nine lives just waltzing with you.

Student Activity

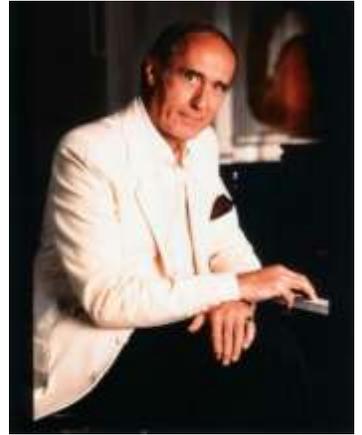
Pick an animal and a place. Imagine what they would do and what sounds they might make. For example, a dog in an ice cream shop may wimper and then bark when he finally gets his cone! Write down your story and think of what it might sound like as a song.

We'll play "The Waltzing Cat" without any words on the concert, but visit the CSO website to hear the composer sing and play it.

Henry Mancini, Theme from *The Pink Panther*

The famous theme from the Pink Panther movies and cartoons was composed by the American composer and arranger, **Henry Mancini (1924-1944)**. Mancini began learning to play the piccolo at age eight; and the piano at age twelve. He attended the Juilliard School of Music in New York in 1943 and was then drafted into the U.S. Army during World War II.

After the war, he composed commercial music, and was especially known for his movie and TV music. Mancini wrote many well-known tunes for movies and television, including "Moon River" and "The Pink Panther".



Jazz

The cool modern jazz style of The Pink Panther, from the notes of the bassoon and clarinet to the sultry flute solo in the lower range, seems to evoke a mental picture of the big pink cat as he sneaks around.

In the late 1800s and early 1900s, African-American musicians began to pull different musical elements from blues and ragtime and combined them to form a new style of music called jazz. Like ragtime and blues, jazz combines **syncopated** rhythms common in African music and musical rules found in European classical music. Jazz also uses improvisation, polyrhythms, swung notes, and blue notes.

Syncopated: where the strong beat is placed on a weaker beat. Usually, beats 1 and 3 are the strongest beats in a piece of music. In syncopated music, beats 2 and 4 are usually stronger.

Two places where jazz was really popular were Harlem, New York and New Orleans, Louisiana in the 1920s. Musicians came from all over to play jazz together and help in its creation. The 1920s and 30s are often called the Jazz Age because it was played all over the United States!

Instruments often found in a jazz band:

- Clarinet
- Trumpet
- Trombone
- Saxophone
- Upright Bass
- Piano
- Drums and Percussion

Famous jazz musicians:

- Louis Armstrong
- Duke Ellington
- Ella Fitzgerald
- **Bessie Smith**
- Dave Brubeck
- Thelonious Monk
- Miles Davis
- John Coltrane

Bessie Smith (1894-1937)

Bessie Smith was born right here in Chattanooga! In 1912, she auditioned and joined a traveling show group that included blues singer Ma Rainey. Ma and Bessie worked together to develop Bessie's stage presence as a performer.

In 1923, she released her first record and became famous, traveling around the country performing. She became the highest paid African American entertainer of the 20's and was nicknamed "The Empress of the Blues".

She made over 160 recordings and recorded with musicians like Louis Armstrong and influenced singers ranging from Billie Holiday to Janis Joplin.

For more information about Bessie Smith, visit Chattanooga's Bessie Smith Cultural Center's website.

Concert Activity: Snap That Beat!

The Theme from *The Pink Panther* opens with a drum set that sets a syncopated beat. Musicians on the stage and students in the audience will be asked to snap on beats 2 and 4 to set the mood for the piece.

Nikolai Rimsky-Korsakov, "The Flight of the Bumblebee"

Nikolai Rimsky-Korsakov (1884-1908) was born in Tikhvin, Russia near Saint Petersburg. When he was 6, he began taking piano lessons and when he was 10, he began composing. He joined the Russian Navy and almost thought about not being a musician!



In 1865, he came to St. Petersburg and became friends with fellow composer Mikhail Balakirev who helped him write and edit his music. Although Rimsky-Korsakov didn't study music in school, he became a teacher at the St. Petersburg Conservatory and led the orchestra. He later worked in the Russian Court Chapel and was able to study Russian religious music.

Some of his most famous works are *Capriccio Espagnol*, *The Russian Easter Festival Overture*, and *Scheherazade*. His music includes many Russian folk songs and melodies from Russian religious services.

The Tale of Tsar Saltan

The full title of this opera is long: *The Tale of Tsar Saltan, of his Son the Renowned and Mighty Bogatyr Prince Gvidon Saltanovich and of the Beautiful Princess-Swan*.

The story begins with three sisters who are saying what they would do if they were married to the Tsar (or King). The Tsar overhears and chooses the sister who would give him a knight as a son to be his wife. The other sisters are jealous and decide to send a message to the Tsar saying that his child, Gvidon, is actually a monster!



Once the Tsar gets the message, he says she and the boy must be thrown into the sea! They are able to break out of the barrel once they land on an island. While looking for food, Gvidon rescues a swan who is so thankful that she makes him Prince of the island.



He is sad that he is away from his father; but the Swan-Bird decides to cheer him up. She turns him into a bumblebee so he can fly back home. Once back in the palace, he stings everyone so the Tsar forbids bumblebees from ever entering the palace!

Gvidon returns back to the island where he sees the Swan-Bird transform into a beautiful princess who, at the end of the opera, he marries.

"Flight of the Bumblebee"

This instrumental piece comes at the end of Act 3, just after the Swan-Bird has changed the prince Gvidon into a bumblebee so he can visit his father.

"Flight of the Bumblebee" is known for its very fast pace and its long runs of sixteenth notes. Musicians that perform this piece must be very skilled and very fast in order to move quickly enough.

Many musicians have re-arranged it for different instruments or in different styles. A famous version is called "Bumble Boogie" and was included in a Disney movie called *Melody Time*.

Student Activity

Listen to Rimsky-Korsakov's "Flight of the Bumblebee" and to Freddy Martin's "Bumble Boogie". Compare and contrast the two pieces.

Camille Saint-Saëns, *Carnival of the Animals*

Camille Saint-Saëns (1835-1921) was born in Paris in 1835 and was known as a child prodigy; he played piano very well and was a young composer. His mother did not want him to be too famous too young, so she waited until he was 10 to let him officially debut as a pianist.

He entered the Paris Conservatory in 1848 and then worked in several churches as an organist. In his spare time, he continued to write music. Eventually, he became a full time composer and solo pianist. Saint-Saëns wrote works in almost every genre including chamber music, concertos, symphonies, and operas.



Carnival of the Animals

Carnival of the Animals was written by Saint-Saëns for his students in 1886 and was not published until after his death. It contains 14 movements, inspired by different animals, and is performed on two pianos, violins, viola, cello, double bass, flute, clarinets, glass harmonica or glockenspiel, and xylophone.

Tortues (Tortoise)

Tortues is French for “tortoises”, so as you might expect, it is a little slow.

But, Saint-Saëns plays a joke on the tortoise and on you! He has the strings play ‘Galop Infernal’ which we often call the Can-Can, at a slow speed while the piano plays a steady accompaniment.

L’elephant (Elephant)

A Double Bass helps us hear an elephant in this movement. Joined by a piano playing a waltz, the Bass plays a melody that has some musical jokes in it.

Saint-Saëns included pieces of melodies from works by Hector Berlioz and Felix Mendelssohn, which were originally written for higher instruments like the flute and violin.

By changing out the higher instruments for a lower instrument like the bass, Saint-Saëns is showing us his funny side!

Personnages à longues oreilles (Personages with Long Ears)

Personages is the shortest movement in *Carnival of the Animals* and features violins.

They alternate between playing high, loud notes and lower pairs of notes to sound like the hee-haw of a donkey.

Fossiles (Fossils)

This movement is the only movement besides the finale that features the xylophone. Can you hear them, sounding like bones clacking together?

Saint-Saëns uses music from his piece *Dance Macabre* in this movement. Saint-Saëns also leaves a musical joke in this movement! He uses melodies from several French folk songs, like “Ah! Vous dirai-je, Maman” (which we know as “Twinkle Twinkle Little Star”), and melodies from popular and opera music at the time. Just like fossils are old, Saint-Saëns was saying these pieces were old too!

Student Activity

Pick one of the animals from *Carnival of the Animals*. Research the animal, its habitat, sounds it makes, what it looks like, what it eats, and more. Then, listen to Saint-Saëns’s musical picture of the animal. Compare and contrast your description of the animal with his musical description.

Sergei Prokofiev, *Peter & The Wolf*

Sergei Prokofiev (1891-1953) was born in Russia and started to take piano lessons from his mother. He was improvising and composing by the age of nine.

When he was 13, he entered the St. Petersburg Conservatory of Music where he studied with Nicolai Rimsky-Korsakov. After a musical tour around the world, Prokofiev went to Paris and began writing ballets. In 1933, he moved back to Russia and wrote some of his most famous compositions including *Peter and the Wolf*, *Alexander Nevsky*, *Romeo and Juliet* (ballet) and *War and Peace* (opera).

After he wrote *Peter & the Wolf*, he was asked to set children's songs, poems, and fairy tales to music which would then be printed on chocolate bar wrappers. Prokofiev said yes - chocolate was his favorite candy!



Peter & the Wolf

After Prokofiev came home to Russia, a friend of his who worked for a children's theatre asked him to write a musical piece that paired the instruments of the orchestras with some kind of image. His friend suggested, "How about a little bird as a flute?" Prokofiev took her suggestion and made up his own story and music in less than 2 weeks!

The story of *Peter & the Wolf* is about a boy named Peter who goes out into the wood, meets some of his animal friends, and then has to face a giant wolf!



To read the full story, visit www.chattanoogasympphony.org/YPC/

Telling the Tale: Instruments in *Peter & the Wolf*

Each character in the story is represented by a solo musical instrument or by a section of the orchestra.

- Peter – String section
- Grandfather – Solo Bassoon
- Little Bird – Solo Flute
- Duck – Solo Oboe
- Cat – Solo Clarinet
- Wolf – Horn Section
- Hunters – Timpani

To hear what each instrument sounds like in *Peter & the Wolf*, visit www.chattanoogasympphony.org/YPC/ and click on the *Peter & the Wolf* section.

Student Activity

Listen to the instruments that represent the characters in *Peter & the Wolf* and imagine why Prokofiev chose those particular instruments. What does a flute have in common with a bird? What about a hunter might sound like timpani? What instruments would *you* have chosen?

Musical Instruments

What is a symphony orchestra? A symphony orchestra is a large group of classically trained musicians who play together on a regular basis. There could be anywhere from 20 to 120 musicians in an orchestra (The CSO usually has 50-60 players on stage). In order to become a member of the orchestra, musicians must be the winner of a rigorous audition in front of their peers. Preparation for this level of competition can take years of study and most musicians have a college degree in music.

Within the orchestra there are “families” of instruments which have certain characteristics that make them alike. Read on to see how each of the families is alike.

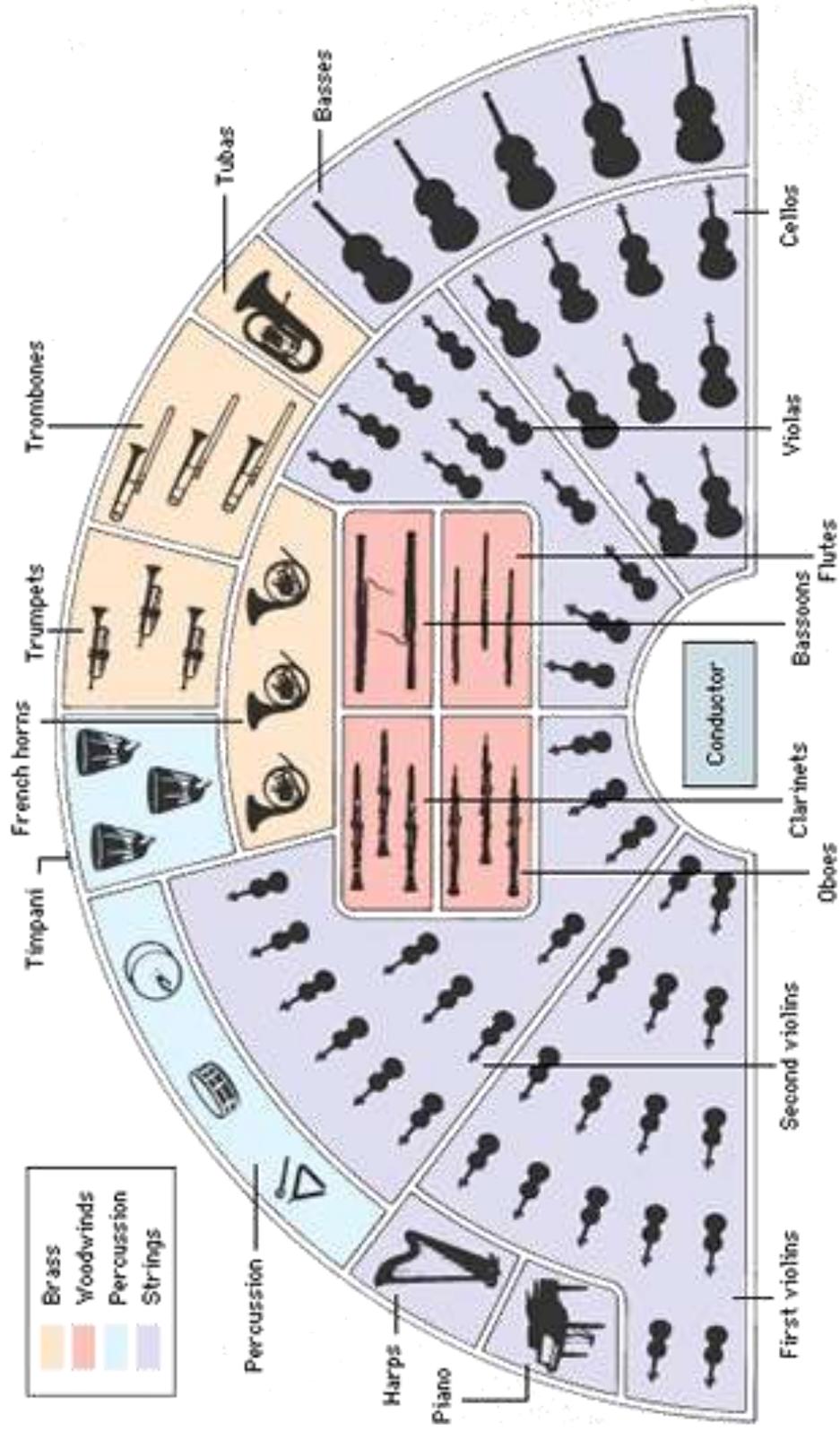
String family: The string family of the symphony orchestra is made up of violins, violas, violoncellos (or cellos for short), and double basses. They all look very much alike except that they are different sizes. They all have strings stretched over a hollow wooden frame which can be plucked with the fingers or they can be rubbed with a bow. A bow is made of horsehair attached to a wooden stick. The strings are the largest part of the orchestra and often take the leading part in the music.

Woodwind family: The woodwind family of the orchestra is made up primarily of flutes, oboes, clarinets, and bassoons. At one time all woodwind instruments were made of wood, but some are now made of metal, such as the flute and saxophone. They all make their sounds by blowing across a hole or a reed (pieces of cane strapped together) into a hollow tube with holes on the side.

Brass family: The brass family of the orchestra is made up of French horns, trumpets, trombones, and tuba. They all have a vibrating metal tube and they all have a cup-shaped mouthpiece. They can change the pitch of the instrument by pressing valves with their fingers or by moving a slide back and forth.

Percussion family: The percussion family of the orchestra is made up of instruments that make sounds when players hit or shake them. Usually, these are drums (including timpani), bells, cymbals, triangle, and chimes. Some percussion instruments, such as xylophone or bells, can be used to play a melody but most cannot.





Where each instrument is on stage can change for each concert. However, this is one of the most common ways that the orchestra is set up.

For an interactive quiz on where the instruments are located, visit the **What to Expect** page www.chattanoogasymphony.org/ypc

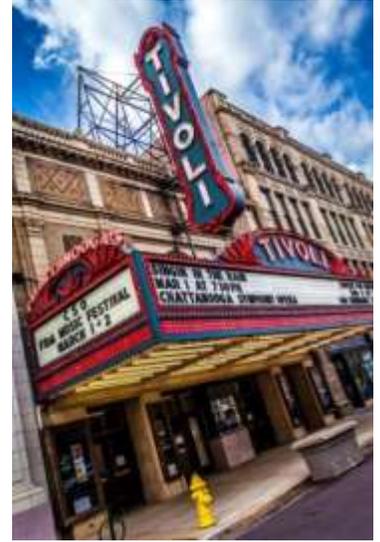
The Tivoli Theatre

The Tivoli opened on March 19, 1921 and was designed for both silent movies and live productions on stage. In 1926 the Tivoli became one of the first public buildings in the country to be air-conditioned.

Throughout the 1920s, 30s, and 40s, the Tivoli was Chattanooga's best movie and variety theatre. However, when television was introduced in the 1950s, audiences began to decline. In 1961, the Tivoli was closed and barely escaped being torn down. In 1986, the Tivoli was renovated and reopened in 1989 with new dressing rooms, a rising orchestra pit, rehearsal rooms, and a larger stage.

The Tivoli's inside is built in the *Beaux Arts* style, popular for movie theatres of the 1920s. Its high domed ceiling, grand lobby, crystal chandeliers, and elegant foyer were designed to transport audiences to a world of richness and splendor.

The CSO performs often at the Tivoli Theatre – almost 20 times each season. Our Masterworks concerts which are mostly classical music, our Pops concerts which are not-so-classical concerts with music from Broadway, the movies, and more, and our Young People's Concerts happen at the Tivoli.



CSO Youth Orchestras

Each season, the CSO Youth Orchestra sponsors a concerto competition for members of the Symphony Orchestra. The winner performs on the Young People's Concert.



Before the concert reminders

- Review expected concert/assembly behavior with your students.
- Enter the performance space with your class quietly.
- Remain seated during the performance.
- While the musicians are playing or talking, listen closely!
- Applaud when the music is finished and at the end of the concert.

Additional Activities

Use these additional activities in your music room or classroom for pre-teaching or post-teaching.

Language Arts

- The story of *Peter and the Wolf* ends with a parade on the way to the zoo and Prokofiev leaves the story unfinished. What do you think happened next? Did the duck escape from the wolf's stomach? Did something happen on the way to the zoo? Write your own ending to the story.
- Create individual or class letters to the orchestra. After the performance, brainstorm and write down what each student liked about the performance. Organize them in to categories such as sounds, people, instruments, compositions. Compose a letter that includes the responses. Once finished, send it to the orchestra at the address below.
- Write a review of one of the pieces of music as if you they were a newspaper reporter at the premiere and hearing it for the first time. Once finished, send it to the CSO at the address below.

Science

- Choose two instruments or instrument families and create a Venn diagram comparing similarities and differences. Organize other characteristics of instruments into tables, graphs, or diagrams.
- Using pieces from the *Animal Tales* program, explore differences in pitch and volume.

Geography and Social Sciences

- Choose one of the animals represented in the program and research their habitat and other characteristics. Compare the description of them gathered through research and the musical description of the animal created by the composer.
- Choose an instrument of the orchestra and research how it is made. Trace its creation from the different natural resources used to its finished state.
- Choose an instrument from the performance and research its history or look for parallel instruments in other cultures.

Don't forget to visit the CSO's Young People's concert website at

www.chattanoogasympphony.org/YPC for composer information, composition background, and interactive quizzes.

Continue the experience by scheduling a visit from a CSO Wind or String Quintet. To schedule, contact Community Engagement and Education Manager, Sarah Marczynski at 423.267.8583 x2100 or smarczynski@chattanoogasympphony.org

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