

TEACHER'S GUIDE

The Hawaii Youth Symphony
Presents

“Hilo Listen & Learn” School Concerts

Tuesday, February 21, 2017

Youth Symphony I

William Charles Lunalilo Center

Kamehameha Schools Hawaii

9:00 am and 10:30 am



Dear Educator,

Thank you for supporting the Hawaii Youth Symphony (HYS) and sharing the gift of music with us. These notes are designed to give you general background information about HYS, the music to be performed, the instruments to be heard, and teaching suggestions.

Some of the concepts you can develop include:

- HYS is an important cultural resource comprised of about 650 students from over 100 private, public, and home schools on Maui and Oahu. Our youngest students are 7 years old and we welcome those with no previous musical experience.
- Playing in an orchestra takes training, practice, hard work, and a lot of cooperation. The result is rewarding for both the performers and the audience.
- There is much to learn at a concert, including the role of the conductor, the different instruments by sight and sound, the grouping of instruments into musical families, the variety of orchestral music being played, as well as concert traditions and manners.

We have prepared this booklet to help you make the concert experience more meaningful for your students. **Please read this teacher's guide and the teaching suggestions in order to prepare your students.** Consider discussing concert manners, traditions, and what will happen at the concert; arriving at the concert hall early so that your class is already seated before the concert begins; and following up the experience using the suggestions in this guide. Please be sure to adapt any of the teaching suggestions to your grade level and your students' experiences, since not every activity will be suitable to all classes.



Why Teach Music?

Music is science. It is exact, specific; and it demands exact acoustics. A conductor's full score is a chart, a graph which indicates frequencies, intensities, volume changes, melody and harmony all at once and with the most exact control of time.

Music is mathematical. It is rhythmically based on the subdivisions of time into fractions which must be done instantaneously, not worked out on paper.

Music is a foreign language. Most of the terms are in Italian, German, or French; and the notation is certainly not English—it is a highly developed kind of shorthand that uses symbols to represent ideas. The semantics of music is the most complete and universal language.

Music is history. Music usually reflects the environment and times of its creation, often reflecting events of the country and/or racial feeling.

Music is physical education. It requires fantastic coordination of fingers, hands, arms, lip, cheek, and facial muscles, which respond instantly to the sound the ear hears and the mind interprets.

Music is all these things, but most of all, music is art! It allows a human being to take all these dry, technically boring (but difficult) techniques and use them to create emotion. That is one thing science cannot duplicate; humanism, feeling, emotion, call it what you will.

THAT IS WHY WE TEACH MUSIC!

Not because we expect our students to major in music
Not because we expect them to play or sing all their life
Not so they can relax
Not so they can have fun

BUT- so they will be human
so they will recognize beauty
so they will be sensitive
so they will be closer to an infinite beyond this world
so they will have something to cling to
so they will have more love, more compassion, more gentleness,
more good
—in short, more life

Of what value will it be to make a prosperous living unless you know how to live?

THAT IS WHY WE TEACH MUSIC!

Anonymous



Concert Manners For Review

1. Discuss with the students the need for **rules of behavior** when attending events with lots of people (e.g., rules for weddings, luaus, movies or plays, museums, sporting events, and concerts).
2. Ask the children to list rules (and the reasons for them) while attending musical events.
3. Review the need to enter the concert hall quietly in an orderly fashion, and why they need to be alert.
4. Discuss the need to keep the concert hall clean and free of candy wrappers, gum, etc.
5. Discuss the need for being quiet while the music is played, to allow the musicians to concentrate and to allow the audience to listen to the music.
6. Review certain concert hall traditions:
 - a) Clap when the concertmaster enters.
 - b) Clap when the conductor enters.
 - c) Clap when the music finishes and the conductor bows, **not between movements**.
 - d) Do not shout, hoot, boo, whistle, or stomp in the concert hall. We show our appreciation by clapping.
 - e) Participate only when the conductor or master of ceremonies asks you to.
7. **Do not enter or exit the concert hall while the orchestra is playing a piece of music.** If it is absolutely necessary, please observe the custom of entering or exiting quietly when the orchestra is between pieces of music.
8. Praise your class during the concert for exhibiting good concert manners.
9. After the concert, evaluate which manners were kept and not kept, and how these manners contributed to the enjoyment of the concert.

What Will Happen at the Concert?

1. The Orchestra “Warms Up”

When you first arrive, some musicians will be tuning or practicing their instruments. They are “warming up” for the concert. In fact, all performers - including runners, ball players, and dancers - “warm up” before they perform.

2. The Concertmaster Arrives

The concertmaster is a first-violin player. He or she sits in the first chair to the conductor’s left. When the concertmaster comes in, he or she is applauded.

3. The Orchestra Tunes

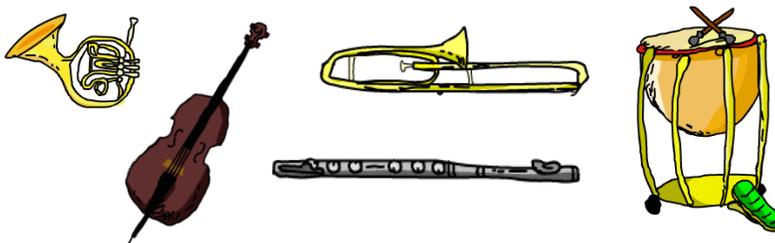
The concertmaster leads each section in tuning to the note “A.”

4. The Conductor Arrives

After the orchestra is tuned, the conductor arrives, greeted by the clapping of the audience. He/she will stand on the podium (the small raised platform in front of the orchestra). The conductor will accept the applause by bowing to the audience.

5. Conductor Leads the Orchestra

The conductor will turn to the musicians, take a baton (a small stick) from his/her music stand, and raise both his/her hands. This signals the musicians to get ready to play. The conductor will then move his/her hands and lead the orchestra in playing the music. He/she will often look at a musical score or book, which tells him/her what instruments should be playing. Between pieces, he/she will talk about the music and the program.





Teaching Suggestions Before Concert

- Borrow books from the library on instruments of the orchestra and share these with the children.
- Ask the children to bring in and demonstrate instruments they may have in their homes. Also invite parents and older siblings to perform.
- Obtain recordings from your school library that explain and feature various instruments.
- Borrow films from the Department of Education Film Catalog, which feature musical instruments.
- Browse interactive websites about music for kids: www.dsokids.com, www.sfskids.org, and www.nyphilkids.org.
- Have older students write reports on individual instruments, using dictionaries and encyclopedias.
- Play recordings and have the children rhythmically imitate the manner of playing a given instrument or point to the suitable picture of the instrument as it is heard.
- Give the children prepared seating charts of the orchestra and/or pictures of the instruments, and have them write the names of the instruments.
- Acquaint the children with the instruments and the families of instruments they will hear – strings, woodwinds, brass, and percussion.

Teaching Suggestions After Concert

- Review what happened at the concert through discussion, writing, or drawing the sequence of events.
- Discuss WHY people write music, and WHY we like the music we do.
- Discuss HOW the music made the students feel or WHAT the music made the students think about.
- Make a scrapbook called "The Instruments of the Orchestra."
- Encourage creative writing, using topics such as:
 - "How the Tuba Got Its Big Hole!"
 - "The Piccolo and Why It's So Small!"
 - "The Lonely Oboe"
- Listen to new or unfamiliar pieces of orchestral music and have the students identify instruments, tempos, moods, etc.
- Take the students to music rehearsals in the nearby intermediate or secondary schools.
- Write "thank you" letters to or draw pictures for individual performers or the conductor. Address the letters to:

[Conductor or Performer]
Hawaii Youth Symphony
1110 University Avenue, Suite 200
Honolulu, HI 96826-1508



The Hawaii Youth Symphony would like to acknowledge its supporters, without whom the “Listen & Learn” concerts would not be possible.

Listen & Learn concerts are supported in part by ABC Stores, the City & County of Honolulu, Hawaii State Foundation on Culture and the Arts, Friends of Hawaii Charities, and the Hawaii Community Foundation.

Mahalo

Bravo to our dedicated concert parent leaders:

Youth Symphony I – Laura Yamamoto
Lance Uchida

Special applause also for all the families and friends who volunteer their time and energy to make our program a musical and financial success.



Hawaii Youth Symphony

1
1110 University Avenue, Suite 200
Honolulu, Hawaii 96826-1598

☎ Phone: (808) 941-9706 📠 Fax: (808) 941-4995

🌐 Website: www.HiYouthSymphony.org

✉ Email: admin@HiYouthSymphony.org