



OMAHA
SYMPHONY

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MISSION IMAGINATION

COLOR CROOK

-2022/23-

Mission Imagination Educator Packet

Thank you for choosing to participate in our 2022/23 Mission Imagination production. We applaud and appreciate your decision to engage your students in this exciting musical experience with the Omaha Symphony. We hope this packet will serve as a resource as you and your students prepare for the concert.

In this packet, you will find the following:

- I. Education Standards & Objectives (Iowa & Nebraska)
- II. Story Synopsis
- III. Repertoire Listening Guide
- IV. Explore our Composers
- V. Handmade Instrument Ideas
- VI. Additional Video Resources

I. Education Standards & Objectives

This program is designed to address the following Standards for Music Education:

Nebraska Fine Arts Standards

Attending the Performance

- (PK) CA.01: Develops foundational skills to support creative expression through voice, instruments, and objects
- FA 2.4.3 Students will recognize and describe elements of music to demonstrate how music makes them feel (impact of music).
- FA 2.2.4 Students will identify contemporary, historical, and cultural context in art and life.
- FA 5.2.4 Students will examine contemporary, historical, and cultural context in art and life.

Participating in the Performance (handmade instruments encouraged)

- FA 2.4.1 Students will compose, improvise, read, and perform music using pitch, rhythm, and dynamics.
- FA 5.4.1 Students will compose, arrange, improvise, read, and perform music with melodies and accompaniments.
- FA 2.2.2 Students will explore basic presentation methods and purposes.
- FA 2.4.2 Students will sing and/or play instruments to a variety of music that includes music elements of rhythm, pitch, dynamics, and form.
- FA 2.4.1 Students will compose, improvise, read, and perform music using pitch, rhythm, and dynamics.
- (PK) CA.01: Develops foundational skills to support creative expression through voice, instruments, and objects
- (PK) CA.03: Develops foundational skills that support creative expression through movement
- (PK) CA.04: Expresses creativity using puppetry, storytelling, dance, plays, and theater

Creating Handmade Instruments

- (PK) CA.02: Develops foundational skills that support creative expression through the process, production, and appreciation of visual art forms
- FA 2.2.1 Students will use the creative process to make works of art with a variety of materials.
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Iowa Core Fine Arts Alignment:

- FA 1 – Uses song, speech, and movement to effectively communicate, collaborate with a group, and produce a musical product.
- FA 2 – Uses instruments and body percussion to effectively communicate, collaborate with a group, and produce a musical product.
- FA 5 – Listens, responds, describes, analyzes and evaluates music critically.

Through classroom activities and concert attendance students will:

- Explore the sounds of the orchestral instrument families.
- Express ideas and opinions about a musical selection.
- Connect music to personal experience through responding.
- Reinforce concepts of basic hygiene during cold and flu season.
- Design and create their own musical instrument.

Throughout this musical adventure, we encourage you and your students to:

CREATE

- Students will be invited to play a hand-made instrument during the concert.

SING

- During the performance, your students will be encouraged to sing “The more we get together.”

PARTICIPATE

- Mission Imagination is an interactive production! Students should be ready to participate and follow along in several guided activities.

LISTEN

- Prepare your students to the music from the program prior to the concert!

CONDUCT

- Students will have the chance to conduct along with the Omaha Symphony. Try your hand at conducting before coming to the concert.

II. Story Synopsis: Color Crook

A mysterious crook has snuck into the concert and is stealing all the unique sounds out of the orchestra to keep to themselves! Just as the orchestra begins to play, the bandit appears with a giant vacuum and begins to suck up all the sound, leaving the orchestra silent!

The crook thinks everything would be more peaceful if everything was exactly the same, and they would rather the world be silent and grey. Maestro must save the orchestra and its magnificent sound and bright colors! They will need your help to convince the Color Crook why all colors are not only necessary but complete a beautiful-sounding orchestra!

We will learn that the world is more exciting with different sounds and personalities. The orchestra demonstrates color through timbre. Timbre refers to each instrument's unique sound: even if all the instruments play the same pitch, you can hear their distinct color!

Maestro introduces all the orchestra families and their colors to the crook. Before you know it, the crook is adding more colors back into the orchestra as they begin to realize how important colors are to the orchestra, and to our world. Later they even discover the importance of blending and how it leads to more colors and opportunities for expression.

The Omaha Symphony celebrates by playing Stravinsky's Firebird Suite, demonstrating that it's always better when we all come together!

III. Repertoire Listening Guide

Embedded in the song titles are hyperlinks to YouTube. Most of the videos are likely too long for younger children in their entirety, so use what works with your students. They will love moving to the music!

Elgar (1907): [Wand of Youth Overture](#)

- This is the piece the orchestra plays first. An overture is an introduction to a larger suite of music, play, or opera.
- Composer Edward Elgar scribbled music in his notebook for use in a staged play for some of the young members of his family. It took him 40 years to arrange the music. This piece is lively and fun!

Mussorgsky (1867): [Night on Bald Mountain \(Evil Theme\)](#)

- This piece is played as the Color Crook sneaks on stage.
- This piece was written in Mussorgsky's early years, and it is all about witches and all things spooky. You can hear the menacing nature of the Color Crook in this music.

Suppé (1846): [Poet and Peasant Overture](#)

- This overture was written for one of Franz von Suppé's early operettas.
- An operetta is a light version of an opera. Like opera, an operetta is scored for singers and an orchestra, but with a smaller orchestra and typically more speaking in the performance. Most operettas are not as dramatic and lean more towards comedy.

Gabrieli (1554-1612): [Canzona per Sonare No. 2](#)

- This piece showcases the brilliance of the brass section and features a quintet, or five musicians.
- This video features the United States Marine Band.

Gounod (1885): [Petite Symphonie, 4](#)

- This piece showcases nine musicians. Who is included here that is not a member of the woodwind family?
- Listen for all the different timbres in the wind section.

Bartok (1915): [Romanian Dances, 5 & 6](#)

- Dances were originally written for piano, but years later Bartok made a version for a small orchestra. This piece really showcases the strings.

Tchaikovsky (1874): [Symphony No. 4 Mvt. 3](#)

- The violins are played pizzicato, which brings out a different energy and mood.
- Pizzicato is when you pluck the string with your finger rather than using the bow.

Debussy (1904): [Dances 1. Dance Sacree \(Sans Lenteur -end\)](#)

- This piece is an all-string ensemble, featuring the harp.
- The Sacree and Profane are two dances without a pause. Meaning the spirit and earth, you will hear a more ethereal sound in the first section.

Kraft (1923-2022): [Percussion Trio](#)

- This piece showcases the many timbres in the percussion section by having the players use different mallets and their hands.
- Listen for the rhythmic themes being passed around from one player to the next.

Tchaikovsky (1880): [1812 Overture Final Allegro Vivace](#)

- This piece was written to celebrate Russia's defense against Napoleon's invasion in 1812.
- Today it is typically played on the 4th of July because the big bass drum sounds like fireworks!

Strauss II (1866): [The Blue Danube Waltz](#)

- This super famous waltz was inspired by a poem and the second longest river in Europe.
- We will learn to conduct in a triangle pattern to this piece during the concert!

Stravinsky (1919): [Firebird Suite](#)

- This piece is based on folklore about the downfall of a powerful evil through the intervention of a beautiful rare bird.
- This piece sounds very triumphant – just like the orchestra when we get all together!

The More We Get Together – Don't miss these videos! This is our sing-along piece for the concert.

- [The More We Get Together Sing-Along](#)

IV. Explore Our Composers

| COMPOSER | LIVED | MUSIC ERA | COUNTRY |
|---|-----------|-------------------------|-------------------------------|
| Bartók, Béla | 1881-1945 | 20th Ce. (1901-2000) | Romania |
| Debussy, Claude | 1862-1918 | Romantic (1810–1910) | France |
| Elgar, Edward | 1857-1934 | Romantic (1810–1910) | England |
| Gabrieli, Giovanni | 1556-1612 | Renaissance (1400–1600) | Italy |
| Gounod, Charles | 1818-1893 | Romantic (1810–1910) | France |
| Kraft, William | 1923-2022 | 20th Ce. (1901-2000) | New York, USA |
| Mussorgsky, Modest | 1839-1881 | Romantic (1810–1910) | Russia |
| Strauss II, Johann | 1825-1899 | Romantic (1810–1910) | Austria |
| Igor, Stravinsky | 1882-1971 | 20th Ce. (1901-2000) | Russia |
| Suppé, Franz von | 1819-1895 | Romantic (1810–1910) | Austria |
| Tchaikovsky, Piotr Ilyich | 1840-1893 | Romantic (1810–1910) | Russia |

V. Handmade Instrument Ideas

The Lah-Lah “Make It Play It!” series of videos demonstrates preschool children creating and playing a variety of handmade instruments. Check out the videos below to get ideas for your students.

Don't let your students miss out on this special play-along opportunity with your Omaha Symphony!

[Paper Plate Tambourine](#) (2:11)

[DIY Paper plate shaker](#) (1:21)

- Explores the musical concepts of Loud and Soft

[Bucket Drum | Make It Play It](#) (2:21)

- Explores the musical concepts of Fast and Slow

[A Swing Rhythm & A Rainstick](#) (4:57)

- Explores slow and fast tempos and a play-along!

[Rhythm Sticks](#) (2:12)

- Explores loud and soft sounds.

[Water Bottle Shaker](#) (2:06)

- **[Lah-Lah plays a water bottle shaker | Get The Groove](#)**
- Explores musical concepts of Loud and Soft

[Guiro](#) (2:01)

- Explores the musical concepts of Fast and Slow.

VI. Additional Video Resources

Embedded in the video titles are hyperlinks to YouTube. These videos are intended to further engage your students in their Omaha Symphony concert experience as pre- or post-concert activities!

[George Meets the Orchestra | An Introduction to the Orchestra for Children](#) (6:30)

- George chats with players of the Sydney Youth Orchestra and learns all about the four families of the orchestra – strings, brass, woodwind and percussion. A perfect introduction to classical music for kids aged 2-5.

[Little Einsteins - Leo and the Musical Families](#) (5:30)

- Introduces the instrument families and includes a listening guessing game to challenge students to identify family members by sound. Probably geared toward 1st and 2nd grade students.

[Howard B. Wigglebottom Learns to Listen](#) (10:24)

- The video is an audio book of [Howard B. Wigglebottom Learns to Listen](#) by Howard Binkow, with examples of how good listeners sit. It also features a fun sing-along song.

[What is Timbre?](#) (1:47)

- Introduction to beginner concepts of timbre by Berklee Online.

[Sesame Street: People in Your Neighborhood -- Conductor](#) (4:03)

- Murray Monster and Ovejita travel to Lincoln Center to join New York Philharmonic Music Director Alan Gilbert to find out just what a conductor really does.

[3-year-old Jonathan conducting to the 4th movement of Beethoven's 5th Symphony](#) (4:28)

- This young conductor is very expressive, moving his baton with the music.