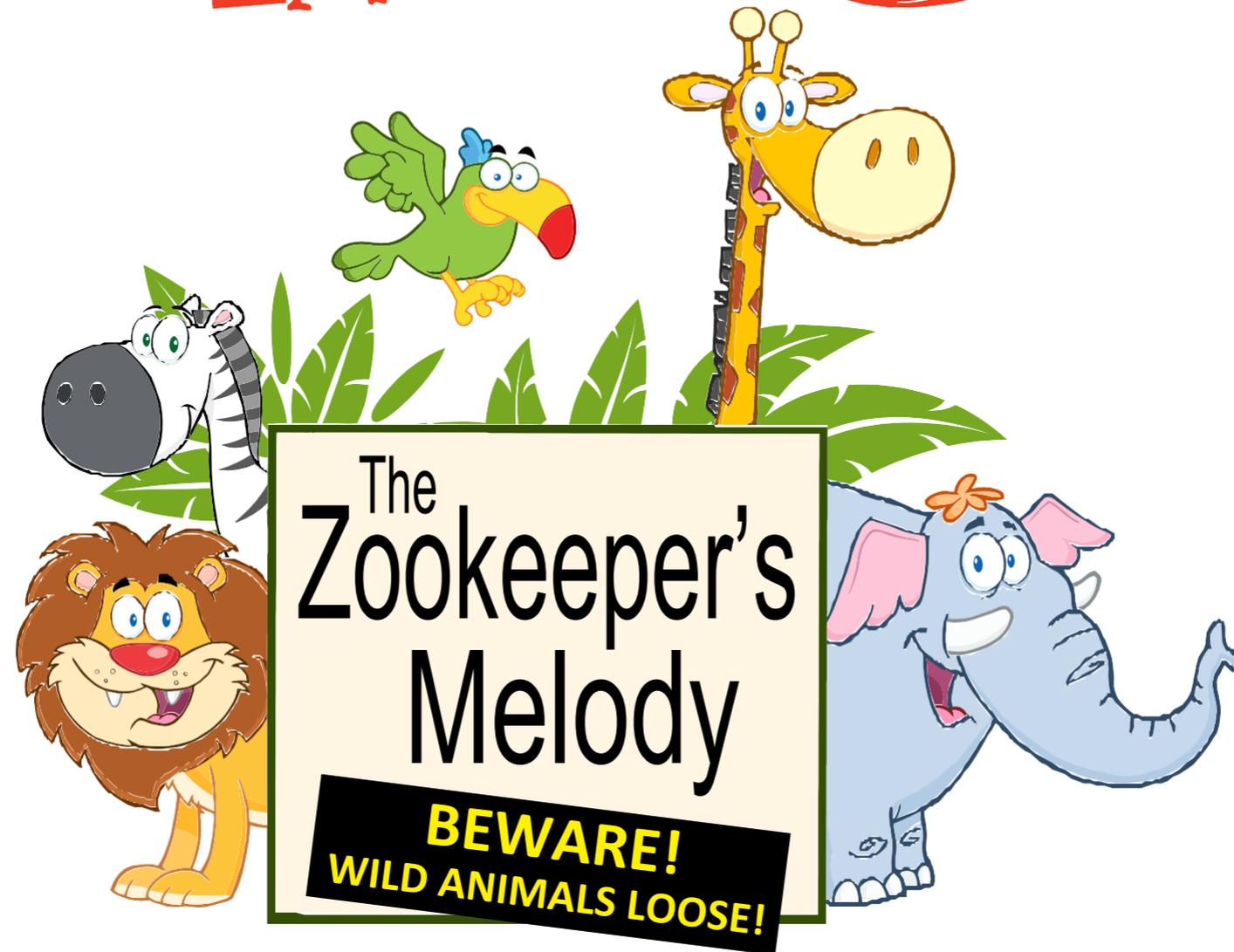


MISSION IMAGINATION!



OMAHA
SYMPHONY

Ankush Kumar Bahl
Music Director

2021/22 Concert Packet

The Mission Imagination Concert Experience

The Zookeeper's Melody

Thank you for choosing to participate in the 2021/22 Mission Imagination production, The Zookeeper's Melody. We applaud and appreciate your decision to engage your students in this exciting musical experiment with the Omaha Symphony.

We hope this packet will serve as a resource for you as you prepare your students to attend Mission Imagination.

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Educational Standards & Objectives

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

Nebraska Fine Arts Standards: Music

- FA 2.4.3 Students will recognize and describe elements of music to demonstrate how music makes them feel (impact of music).
- FA 5.4.3 Students will identify and describe elements of music to discern how music is appropriate for specific purposes/settings (intent of music).

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, we believe that students will be able to:

- Express ideas and opinions about a music selection.
- Connect music to personal experience through responding.
- Indicate music selections that students prefer to experience for specific purposes/settings.
- Describe the mood or purpose of a song.

We encourage you and your students to: **CREATE!**

Students will be invited to play a handmade instrument during the concert.

SING!

During the performance, your students will be encouraged to sing “If You’re Happy and You Know It.” Check out the music!

PARTICIPATE!

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

LISTEN!

Expose your students to the music from the program prior to the concert!

EXPLORE!

Students will be learning about the orchestra, its instrument families, and how these instruments make sound. Check out the activities in this packet to explore these topics.

CONDUCT!

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

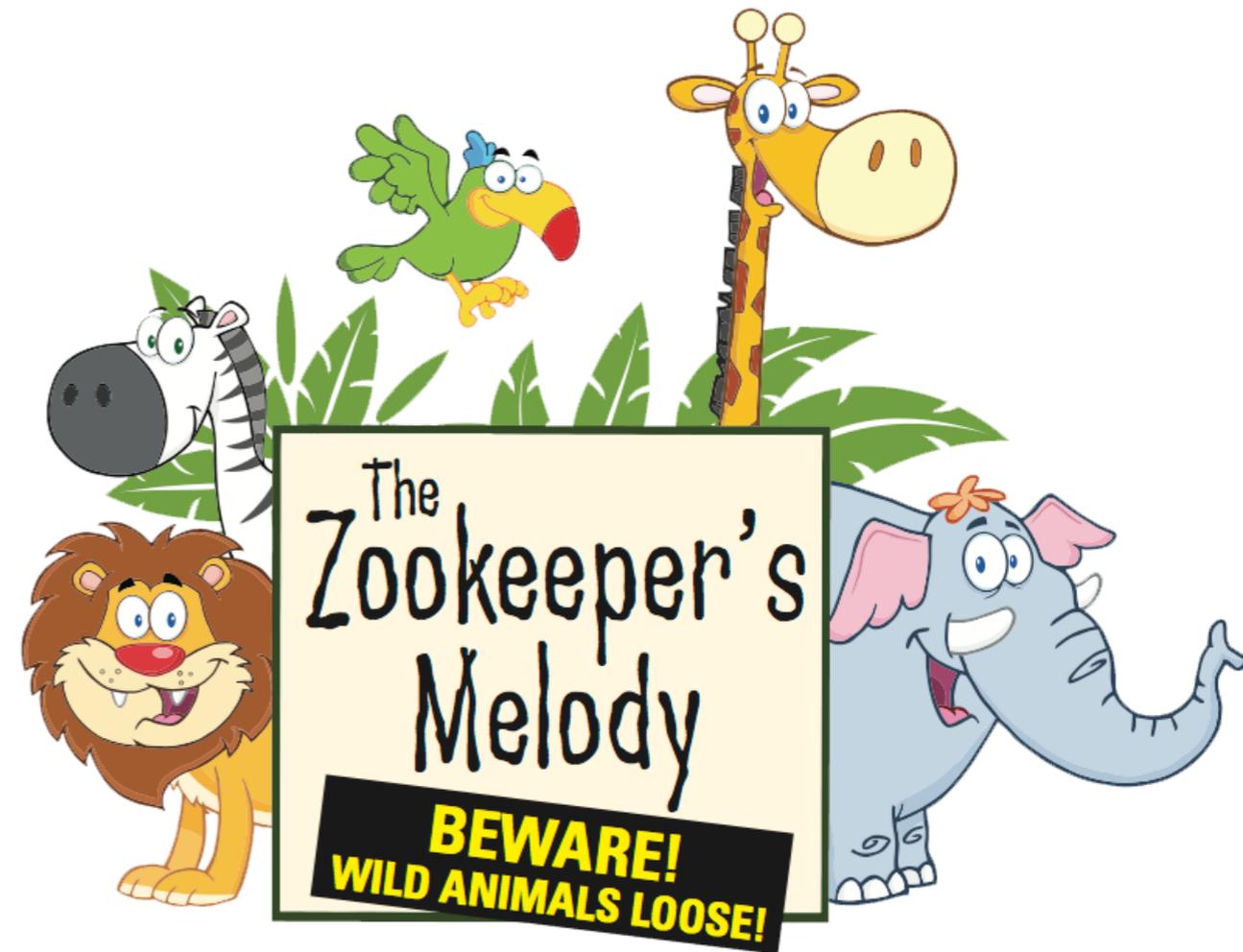


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Pre-Concert Activities

- Program Synopsis
- Listening Guide
- Instructions for your Hand-Made Instrument.
- Sing-Along: “If You’re Happy and You Know It”
- Lesson Plan: Music and Emotion



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The Zookeeper's Melody Program Synopsis

Zookeeper Jamie has created the most beautiful habitats for his animal friends: Royal George the Lion, Eleanor the Sloth, Crikey the Crocodile, and Mike & Ike, the penguins who love to swim. The only problem is that the habitats don't have any music! The animals are refusing to live in their habitats unless Zookeeper Jamie can find the perfect melody for each of them. Zookeeper Jamie enlists the help of Conductor Deanna Tham and the Omaha Symphony to help him find the right melodies for each of his animal friends.

Before they can begin, Zookeeper Jamie needs to learn exactly what melody is. Conductor Deanna Tham plays him two of her favorite melodies, and even invites Zookeeper Jamie to play along. (William Tell Overture: Melody #1, Melody #2, Play - Along) Once he has learned about melody, Zookeeper Jamie is ready to hunt down the music that will bring his animal friends back to their habitat.

One by one, Zookeeper Jamie introduces his animal friends to the musicians. We learn that Royal George enjoys a good parade. While Eleanor is moody and dramatic, Crikey likes to be sneaky. The swimming penguins, Mike & Ike, just want to have fun! Zookeeper Jamie and the Musicians work hard to find the melodies that fit each animal just right! (Edward Elgar, Edvard Grieg, In the Hall of the Mountain King, Rollercoaster.)

Finally, everyone is back where they belong - and with a perfect melody! There is only one thing left to do; find Zookeeper Jamie his perfect melody! (If You're Happy and You Know It)

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Concert Listening Guide

HOW TO LISTEN: TAP for YOU TUBE - Embedded in the song titles are hyperlinks to YOU TUBE.

Entrance of the Gladiators March by Julius Fucik This is the first piece of The Zookeeper's Melody.

William Tell Overture by Gioacchino Rossini

- William Tell - Andante

William Tell Overture by Gioacchino Rossini

- Andante before F to Allegro Vivace (8:45)

Pomp and Circumstance March No. 4 by Edward Elgar

- Animal Melody #1 (*This piece will be done without repeats*)

Peer Gynt Death of Ase Suite No. 1 Op. 46 by Edvard Grieg

- Animal Melody #2

In the Hall of the Mountain King by Edvard Grieg

- Animal Melody #3

- *Rollercoaster by Matthew Naughtin*

- Animal Melody #4

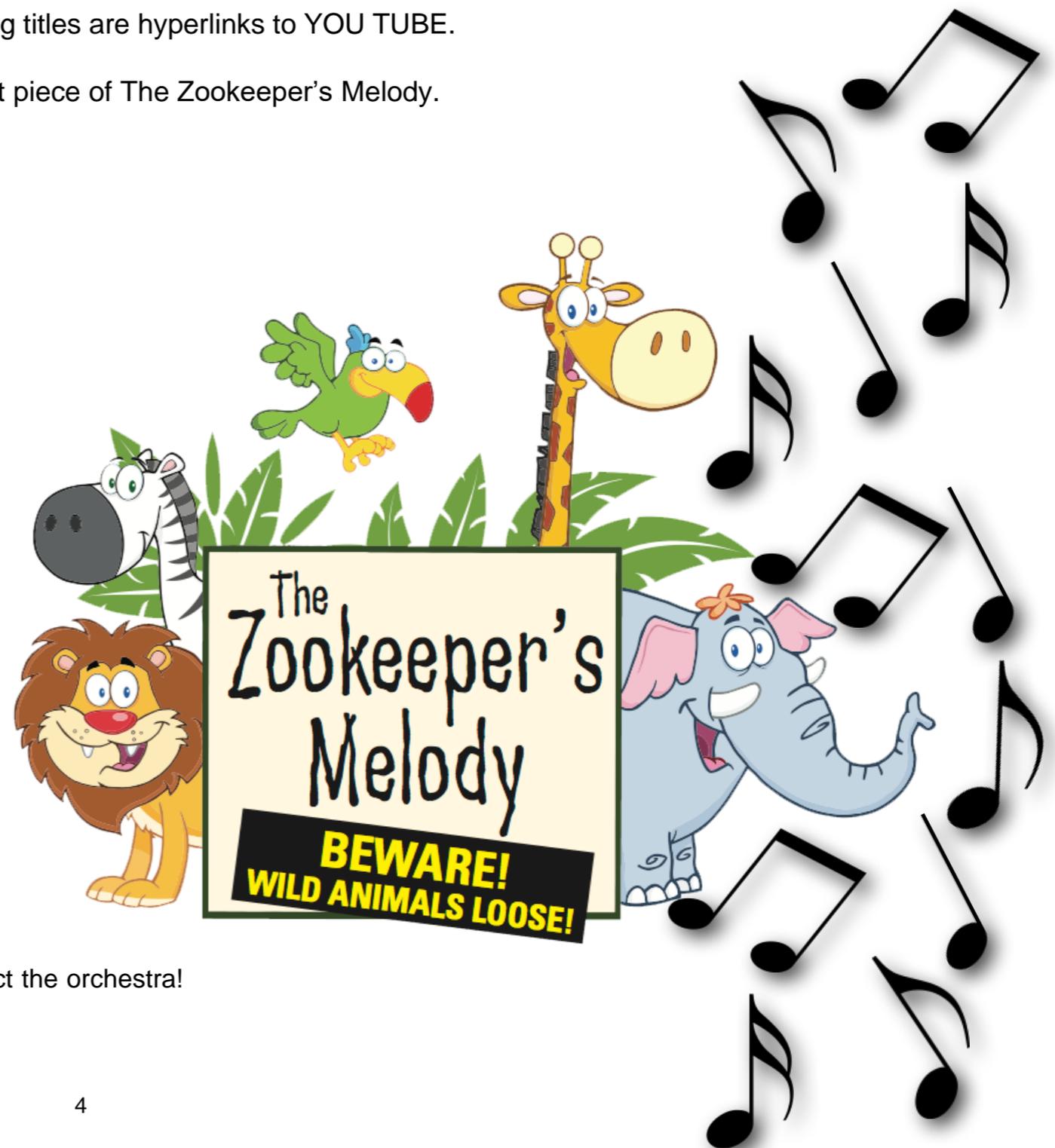
If You're Happy and You Know It

- Sing Along with the Orchestra!

Leichtes Blut, Op. 319 by Johann Strauss, Jr.

- Our conduct-along piece! Get ready because it's your chance to conduct the orchestra!

Radetsky March, Op. 228 by Johann Strauss, Jr.



Hand Made Shakers!



BASIC SHAKER!



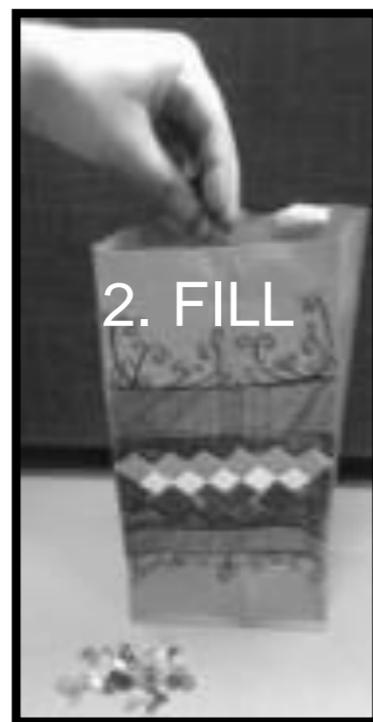
CUP SHAKER!



TAMBOURINE!



PAPER BAG SHAKER!



Music and Emotion

Objectives: The objective of this lesson plan is to introduce and explore the concept of emotion in music with your students.

Lesson Steps:

1. Invite students to find a comfortable spot in the classroom to relax and listen to some music.
2. Tell your students you are going to play a piece of music for them. Ask them to close their eyes and listen to the music.
3. Play a selection from “The Zookeeper’s Melody” concert listening guide.
4. After listening for a while, ask the students to draw/record what they hear using paper and pen or other art supplies.
5. Lead a discussion with your students about what they heard while listening to the music. Utilize the accompanying vocabulary guide.
6. Repeat steps 1- 5 with a contrasting piece of music from “The Zookeeper’s Melody” concert listening guide.
7. For advanced students, ask them to identify the basic elements of music that help create the corresponding mood. (Tempo/Dynamics/Rhythm/Pitch/Melody)

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Lesson Plan

Vocabulary List

These words are specifically chosen to describe the emotions and moods of melodies that are featured in “The Zookeeper’s Melody” program.

HAPPY **MOODY**

PEACEFUL **DRAMATIC**

SNAPPY

CALM

SNEAKY

QUIET

THRILLING

ENERGETIC

SCARY

EXCITING

SAD

INTENSE

MOODY

PRETTY

GRACEFUL

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Hello, from the orchestra!

Dear Student,

We are very excited that you'll be helping us and Zookeeper Jamie find the perfect melodies for his animal friends!

When you arrive, many of us musicians will already be there, getting ready to play for the concert. You'll probably hear cellos or violins from our string family, clarinets or flutes from our woodwind family, trombones from our brass family, and lots of percussion instruments, like the drums. We'll be making lots of noise on our instruments, so that we can play our best for you!

At the beginning of the concert, our concertmaster stands up and helps us tune. We do this so we can play well together. Then, the conductor comes out so that we can begin. Everyone in the audience claps to show how happy they are to be there, and that they are ready to listen to us play. Then, the concert begins!

During the concert, there will be lots to see, hear, and do! The best way to show us that you are having a good time is by being a good listener and clapping after each piece. You will be asked to play and sing with us, and some of you may even get the chance to conduct the orchestra!

We hope that you enjoy our concert and can't wait to see you there!

Sincerely,

The Musicians of the Omaha Symphony

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Orchestral Introduction

What is an Orchestra?

An orchestra is a large group of musicians who play different instruments and perform music together under the direction of a conductor.

Instrument Families

There are four instrument families in the orchestra. Each instrument in the orchestra belongs to one of the following families:

Strings, Woodwinds, Brass, or Percussion

How do Instruments Make Sound?

Instruments make sound through vibration. When something vibrates it makes a sound, and sends the vibrations out in all directions, like a wave. Because it is the air that is vibrating, you can't see it—but you can hear it! The rate of vibration is what causes instruments to have different pitches.

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Meet the Orchestra!

Visit us online!

<https://www.omahasymphony.org/orchestra>



Meet the Strings Family!

- There are four instruments in the strings family: the violin, viola, cello and bass. They look similar with their curvy wooden bodies and long necks, but they are all different sizes.
- String players use a bow, drawn across the strings, to make them vibrate. The vibrations echo within the body and produce sound. String players can also pluck the strings with their fingers.
- The harp is sometimes considered a part of the strings family because it has so many strings!



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Meet the Strings Family!

Violin

- ❑ This is a violin!
- ❑ There are more violins in the orchestra than any other instrument!



Meet the Strings Family!

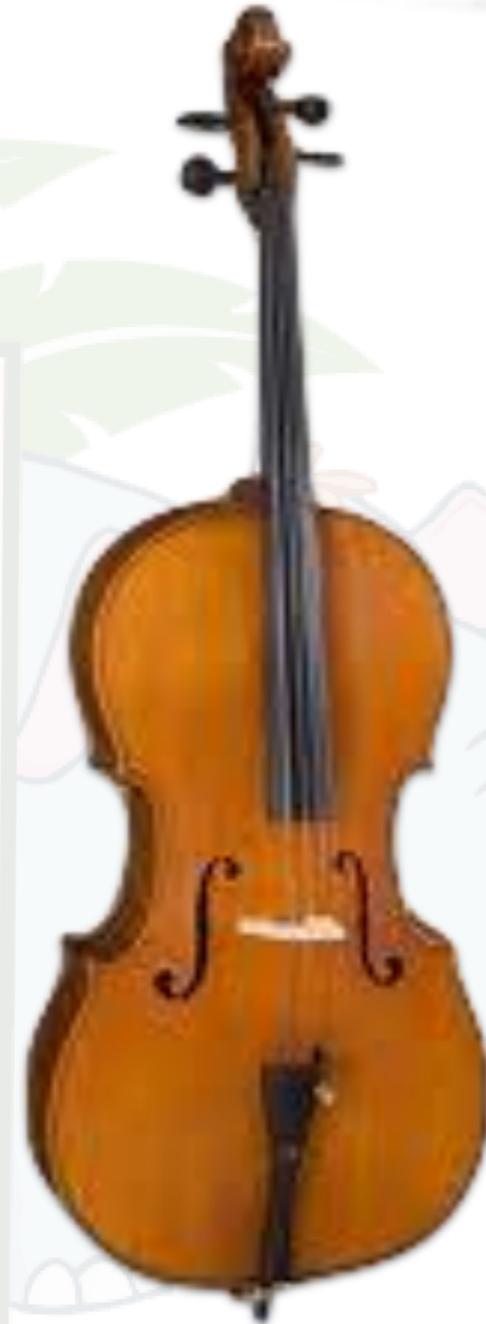
Viola

- ❑ This is a viola! It looks a lot like the violin, but it is a lot bigger!
- ❑ Because it's bigger, it can play low notes that the violin can't.



Cello

- ❑ This is a cello!
Doesn't it look a little bit like the violin, too? It is much bigger though.
- ❑ Musicians must sit down to play the cello.



Bass

- ❑ This is a bass! It's really big, probably bigger than you!
- ❑ The bass is so tall that it can only be played standing up.



Harp

- ❑ This is a harp! The harp is different because it can belong to the string family AND the percussion family!
- ❑ The harp doesn't use a bow to make sound - harpists use their hands.



Meet the Woodwind Family!

- The instruments in the woodwind family used to be made of wood, which is how they got their name. Today many of them are still made from wood, but some are also made of metal. These instruments have lots of different keys that help change the pitch and sound that the instruments make.
- Each woodwind instrument makes sound in a special way, but they all use wind - or air - to do it!
- Check out the woodwind instruments!



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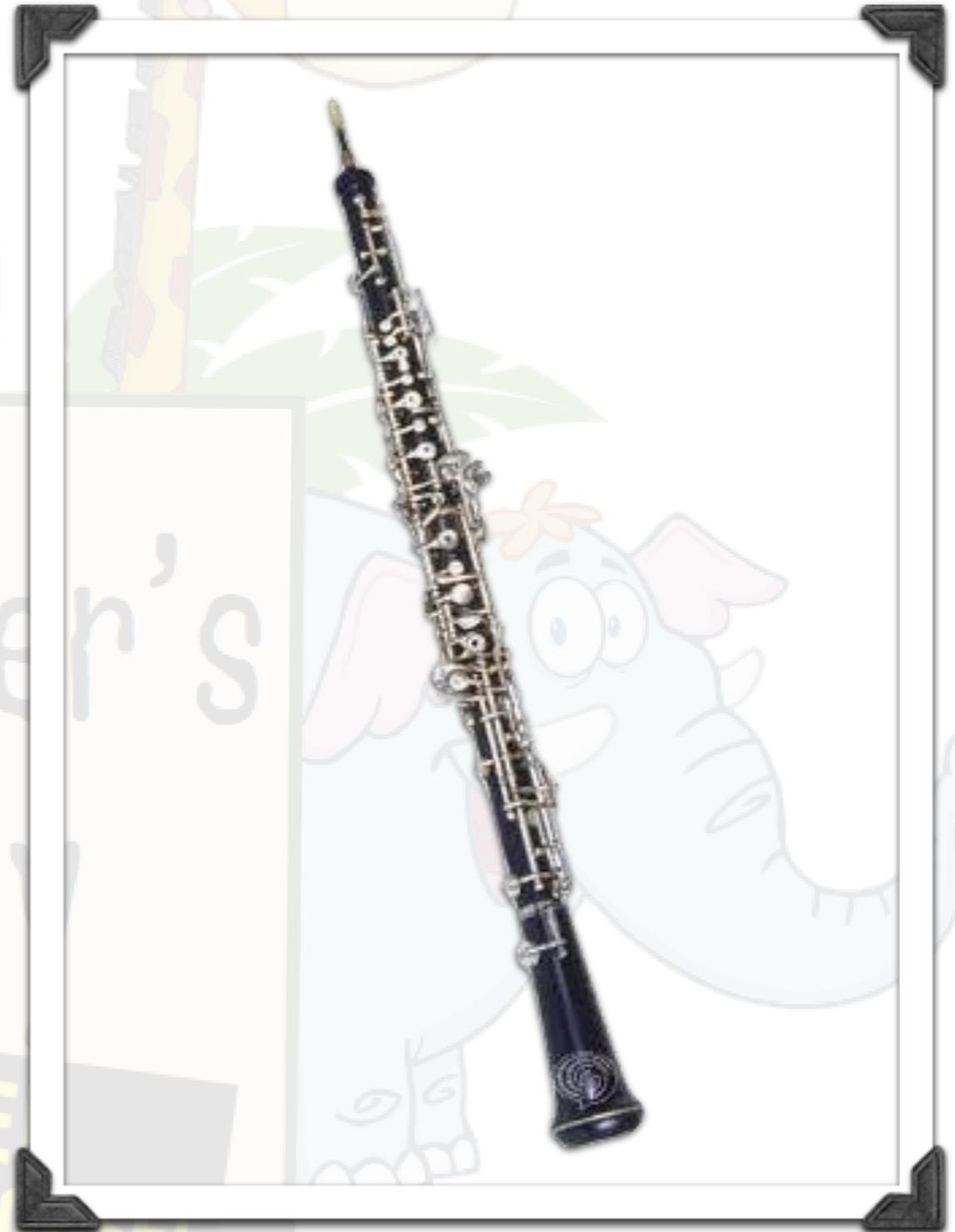
Flute

- The flute is played by blowing air across the hole in the mouthpiece. This makes the air inside the flute vibrate and make sound.



Oboe

- The oboe is played by blowing through the tip, where two reeds are tied together. These reeds vibrate and make sound.



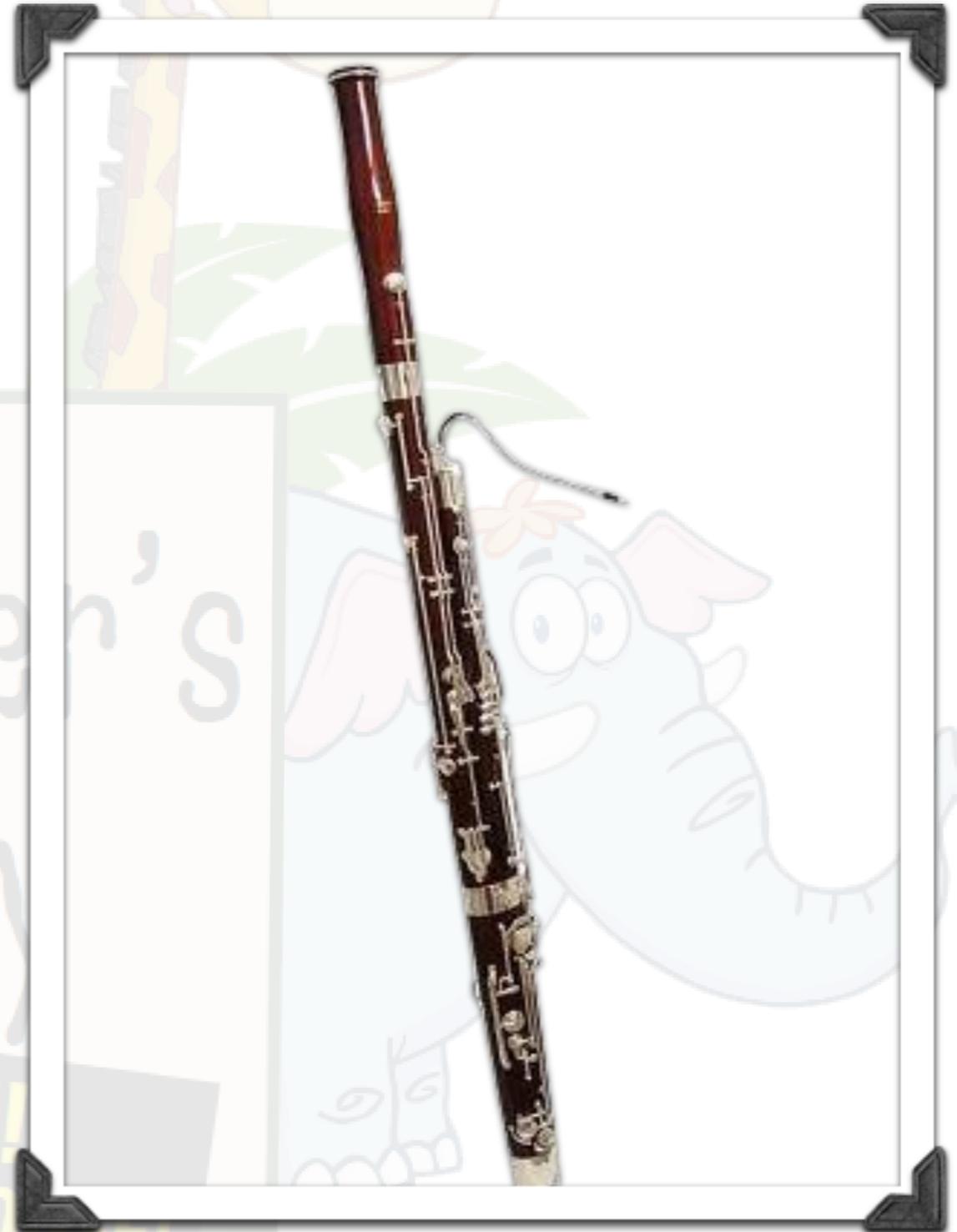
Clarinet

- The clarinet is played like the oboe. Instead of two reeds, it uses only one reed to make sound.



Bassoon

- ❑ Just like the oboe, the bassoon uses two reeds to make vibrations.
- ❑ Because it is so big, the bassoon makes a deep sound.



Meet the Brass Family!

- The instruments in the brass family are all made of a shiny metal, called brass - which is how they got their name! The instruments are made by twisting the metal into all sorts of shapes and sizes.
- Brass instruments have a mouthpiece that they use with their instruments. When the player blows air through the instrument using the mouthpiece, their lips vibrate. These vibrations travel through the metal of the instrument, which makes sound.
- Check out the brass instruments!



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Meet the Brass Family!

Trumpet

- ❑ The trumpet is the brass instrument that you can always hear!
- ❑ It makes a higher sound than the other brass instruments.



Meet the Brass Family!

Trombone

- ❑ Trombones are played by sliding part of the brass “slide” in and out.
- ❑ This makes the instrument play higher and lower notes.



Meet the Brass Family!

Horn

The French horn is a
□ round, curled-up
instrument.

The end of it is
□ shaped like a large
funnel and called
the bell.



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Meet the Brass Family!

Tuba

- ❑ The tuba is the lowest and biggest brass instrument.
- ❑ It supports the rest of the orchestra!



Meet the Percussion Family!

- The instruments in the percussion family are limited only by your imagination. Percussion instruments are anything that vibrates (makes a sound) by scraping, striking, or shaking.
- Percussion instruments can be grouped by pitched instruments (like the piano, xylophone, and timpani) and non-pitched instruments (like the triangle, gong, and bass drum).
- Check out the percussion instruments!



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Bass Drum

- ❑ This is a bass drum.
It makes a loud, low
sound!



Gong

- ❑ The gong! This makes a loud, low sound when struck.



Piano

- ❑ The piano! The piano is played with your hands. When you play the “keys” on the piano, there are strings inside that get hit by hammers. This is how it makes sound.



Timpani

- The timpani are a pitched instrument, which means they can make sounds that are both high and low.



Xylophone

- ❑ The xylophone is played with mallets. Like a piano, it can play lots of high and low notes.



Instrument Family Quiz

I'm a violin.
What family do I belong to?

- A. Brass
- B. Strings
- C. Percussion
- D. Woodwind



Instrument Family Quiz

I'm a snare drum.
What family do I belong to?

- A. Brass
- B. Strings
- C. Percussion
- D. Woodwind

Check Answer

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Instrument Family Quiz

I'm a trombone.
What family do I belong to?

- A. Brass
- B. Strings
- C. Percussion
- D. Woodwind

Check Answer

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I'm an oboe.
What family do I belong to?

- A. Brass
- B. Strings
- C. Percussion
- D. Woodwind



BEWARE!
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I'm a xylophone.
What family do I belong to?

- A. Brass
- B. Strings
- C. Percussion
- D. Woodwind



Check Answer

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All About Habitats!

The Zookeeper's Melody introduces the concept of animal habitats in the action of the story but focuses on teaching mood and emotion in music. If you are interested in extension activities to explore habitats, we encourage you to check out some of the sites and resources below!

[Parent Resources, Tips, and Advice | PBS KIDS for Parents](#) A website with lesson plans for grades K-4, an extension of PBS Kids GO!

[Activities Archive - NWF Green Hour \(thegreenhour.org\)](#) Lesson plans about habitats for all grade levels from the National Wildlife Federation. (Aligned with National Science Education Standards)

[Lessons and Activities \(kennedy-center.org\)](#) An integrated lesson plan with the arts that uses books, music, and theatre to explore habitats from ARTSEGE. (Addresses national standards in Music, Science, Mathematics, and Language Arts. (Grades K - 2)

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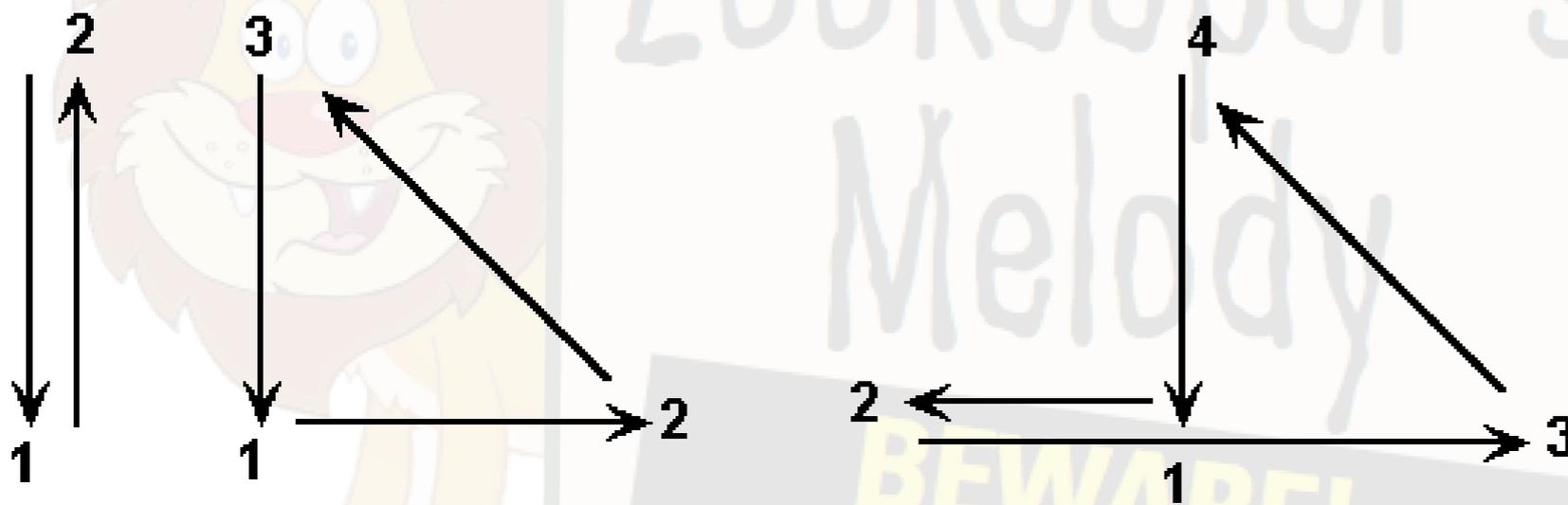
Conducting 101

Have you ever put on music and pretended that you're leading the orchestra? Wouldn't it be fun to be a conductor?

A conductor leads the orchestra. Conductors need to know how the composer wanted the music to sound. The conductor must be a trained musician, know how to work with people in a group, and must be able to tell the musicians what he or she wants them to do by using a series of gestures.

To show the musicians what he or she wants them to do, a conductor 'draws' special shapes in the air with his or her baton, the stick used by the conductor to give musical directions, according to the number of beats in a bar.

Try drawing these shapes!



But a conductor does more than just beat time. What else might a conductor need to show the musicians with his/her gestures?

- How fast or slow the music is.
- How loud or soft the music is or if the music should get louder or softer.
- When to start and stop playing.

Conductors also use their faces to show if the music should be happy, sad, scary, or even angry.

How to Conduct an Orchestra

Preparation:

Assemble enough “instruments” for each student. These can be simple percussion instruments, kazoos, or anything homemade or brought from home that will make a sound. You can also have students choose their own imaginary instrument to play and have them sing a song while they “play.”

You will also need something to use as a conducting “baton” - a pencil, pointer, or short stick of some kind.

Procedures:

1. Gather students together and have each select an instrument.
2. Seat the students in a semi-circle.
3. Ask for a volunteer to conduct the group. Let the volunteer arrange various instruments together in sections if he or she likes.
4. As the student is conducting, have him or her experiment with the following:
 - Have different parts of the group play at certain times.
 - Have the group play louder or softer, faster, or slower.
5. Have students take turns playing instruments and conducting.

Discussion Questions:

1. What signals did the conductor use to communicate with the musicians?
2. What did it feel like to be a musician? Was it easy or difficult to understand what the conductor wanted?
3. What did it feel like to be the conductor? Was it easy or difficult to communicate with the musicians? Did they do what you wanted them to do?



Arts Education Websites

We believe these are great resources for additional activities and information about the orchestra, its families, and music in general.

[The Dallas Symphony Orchestra's award-winning site for kids.](#)

[Carnegie Hall's Online Resource Center - Games and Listening Guides.](#)

[Arts Edge - The Kennedy Center's Site for arts educators.](#)

[The New York Philharmonic's educational website for children.](#)

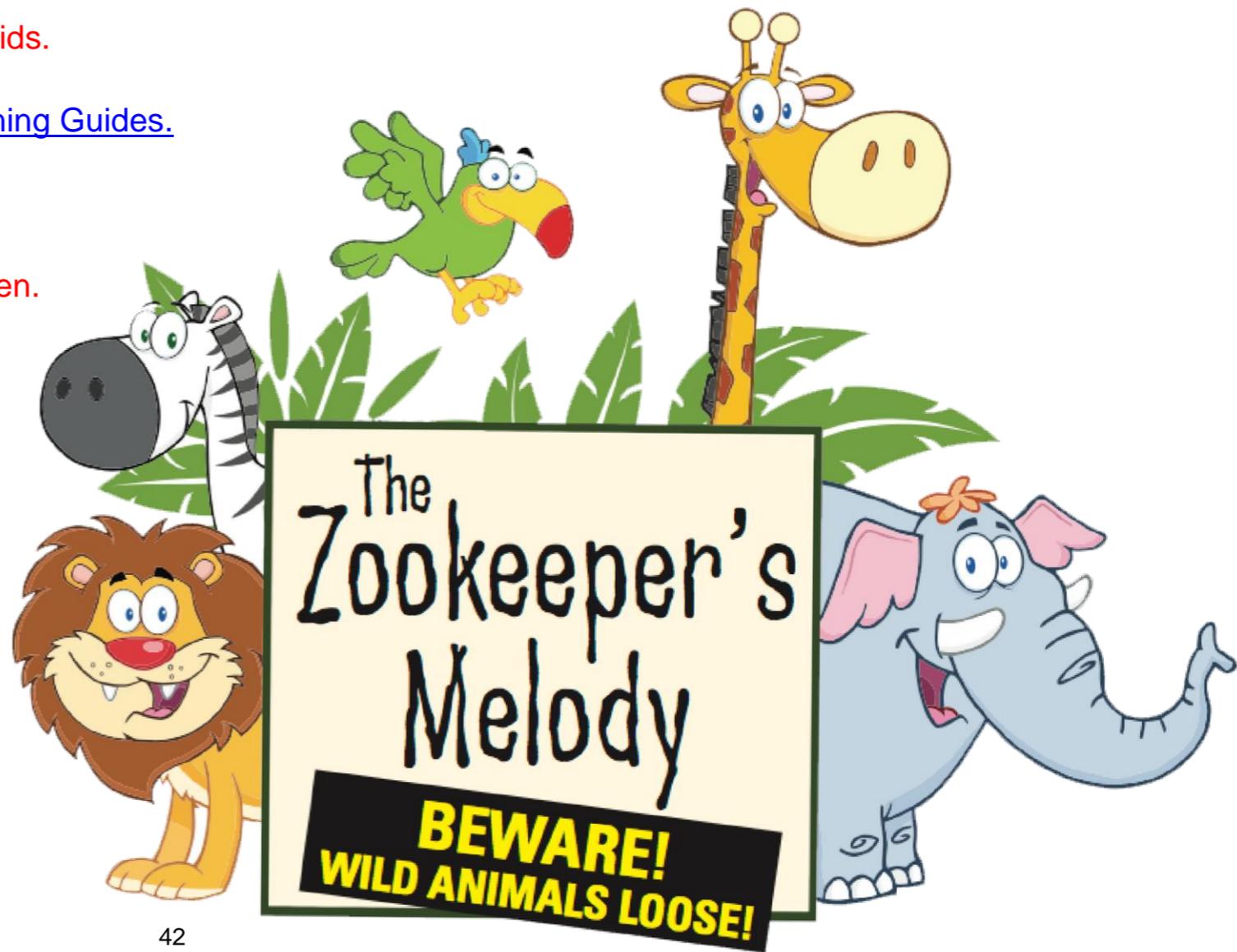
[The San Francisco Symphony's educational website.](#)

[The Nashville Symphony's educational website.](#)

[Fine Art Standards - Nebraska Department of Education](#)

[National Core Arts Standards](#)

[Fine Arts Alignment with Iowa Core Universal Constructs](#)



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Additional Video Resources

[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 Einstein's -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.

[Mozart -Alla Turca -Melody Street \(2:42\)](#)

•Ethan and Val are ready to play Mozart's Alla Turca, but Timmy, Febe and Heidi want to join the show. Luckily, Sammy is there to keep order.

[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-oldJonathan conducting to the 4th movement of Beethoven's 5th Symphony \(4:28\)](#)

•This young composer is very expressive, moving his baton with the music.

[Mr. Greg's Musical Madness:](#)

•Featured on PBA-30, Atlanta's PBS Station and featured on the GA PBS KIDS! website, Parents' Choice Award-winning singer/songwriter, Greg Roth (Mr. Greg) and his Mr. Greg's Musical Madness is geared toward educating and entertaining children of all ages.

•[Dynamics](#) (3:31)

•[Tempo](#) (3:16)

•[Melody Mr. Ed](#) (2:53)

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COMPOSER/MUSICIAN	BORN-DIED	MUSIC ERA	COUNTRY
<u>Rossini, Gioachino</u>	1792-1868	Classical (1750-1820)	<u>Italy</u>
<u>Elgar, Edward</u>	1857-1934	Late Romantic (1810-1910)	<u>England</u>
<u>Grieg, Edvard</u>	1843-1907	Romantic (1810-1910)	<u>Norway</u>
<u>Naughtin, Matthew</u>	Contemporary	21 st Century Composer	<u>United States</u>
<u>Strauss, Johann I</u>	1804-1849	Romantic (1810-1910)	<u>Austria</u>
<u>Strauss, Johann II</u>	1825-1899	Romantic (1810-1910)	<u>Austria</u>

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