Thank you for choosing to participate in our 2019/20 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 (glossary) 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 (glossary).
- 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 (glossary) of rhythm, pitch, dynamics, and form.
- FA 2.4.1 Students will compose, improvise, read, and perform music using pitch, rhythm, and dynamics (glossary).
- (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 (glossary) to make works of art with a variety of materials (glossary).

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 “Head, Shoulders, Knees and Toes”.

Omaha Symphony
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: Is There a Doctor in the House?

The orchestra is all set to play a concert as usual, when the first piece goes disasterously wrong! It appears that most instruments are sick and the musicians don’t know what to do. Maestro Ian invites the students to help encourage a reluctant Dr. Dolce to help get the orchestra feeling better.

Dr. Dolce is a people doctor, not a music doctor, so she enlists the help of the students to identify the various instrument families and figure out what the instruments need to sound their best. The musicians with the healthy instruments remind the audience about germs and keeping their bodies healthy inbetween musical interludes. Students are invited to play their hand-made instruments, or play their lap percussion, in rhythm with the percussion family as they celebrate making all the instrument families healthy again!

Now that all the instruments seem to be feeling better, the orchestra is once again prepared to play, when it appears this mystery illness has struck Maestro Ian! Dr. Dolce and the students once again come to the rescue, using the sing-a-long Head and Shoulders, Knees and Toes to diagnose why Maestro Ian can’t conduct. For closely-listening audience members, there is a silly verse of the song listing the instrument families instead!

Once cured, Maestro Ian invites a handful of students up on stage to help demonstrate conducting patterns in the conduct-a-long.

In celebration of the orchestra being back to full health, Maestro Ian will use all the instrument families for a few more listening pieces that will have everyone dancing all the way back to class!
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!*

**Bizet:** *L’Arlesienne: Suite No. 2 “Farandole”*
- This is the piece the orchestra returns to as they check in with their health status.
- The piece translates to The Girl from Arles (in Southern France.) This finale uses very lively music from an earlier tune and from "March of the Kings" as it weaves back and forth.

**Brahms (1873):** *Variations on a Theme of Joseph Haydn, Mvt. 1*
- This is one of the pieces in the concert highlighting the woodwinds family.
- Was this theme written by Joseph Haydn or his friend Carl Ferdinand Pohl? Perhaps it was Haydn’s student, Ignaz Pleyel! It is a mystery!

**Tchaikovsky (1877-1878):** *Symphony No. 4, Op. 36, Th 27, F Minor Andante sostenuto- Moderato Con anima*
- Performed by the Texas Medical Orchestra – real doctors in the house! This clip features the brass section.

**Mozart (1787):** *Eine Kleine Nachtmusik (Serenade K. 525)*
- “Nachtmusik” was a title given to serenades, which were lighthearted pieces of music, often played during feasts.
- This video features the Vienna Philharmonic and features the strings family.

**Sousa (1896):** *Stars and Stripes Forever*
- Performance by "The President's Own" U.S. Marine Band. Sousa played in the Marine Band as young man, and also served as the conductor from 1880-1892.)
- This will serve as our play along piece so clap along or practice using your hand-made instruments!

**Mozart (1791):** *Act 1 Finale from The Magic Flute*
- This video is a close up of the glockenspiel solo from this piece. Students can see how this percussion instrument is played, since it will be in the very back of the orchestra at the concert!

**Bizet (1875):** *Les Toreadors from Suite No. 1 from Carmen*
- This piece will serve as our student conduct-along. **Be sure to have your students watch this** so they can be prepared to take the baton!

**Head, Shoulders, Knees and Toes – Don’t miss these videos! This is our sing-along piece for the concert.**
- **Noodle & Pals Super Simple Songs**
- This fun video is **Head, Shoulders, Knees and Toes in Spanish!**
## IV. Explore Our Composers

<table>
<thead>
<tr>
<th>COMPOSER/MUSICIAN</th>
<th>BORN-DIED</th>
<th>MUSIC ERA</th>
<th>COUNTRY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bizet, Georges</td>
<td>1838-1875</td>
<td>Romantic (1810–1910)</td>
<td>France</td>
</tr>
<tr>
<td>Brahms, Johannes</td>
<td>1833-1897</td>
<td>Romantic (1810–1910)</td>
<td>Germany</td>
</tr>
<tr>
<td>Haydn, Joseph</td>
<td>1732-1809</td>
<td>Classical (1750-1820)</td>
<td>Austria</td>
</tr>
<tr>
<td>Puccini, Giacomo</td>
<td>1858-1924</td>
<td>Romantic (1810–1910)</td>
<td>Italy</td>
</tr>
<tr>
<td>Shostakovich, Dmitri</td>
<td>1906-1975</td>
<td>20th Ce. (1901-2000)</td>
<td>Russia</td>
</tr>
<tr>
<td>Sousa, John Philip</td>
<td>1854-1932</td>
<td>Romantic (1810–1910)</td>
<td>America</td>
</tr>
<tr>
<td>Tchaikovsky, Piotr Ilyich</td>
<td>1840-1893</td>
<td>Romantic (1810–1910)</td>
<td>Russia</td>
</tr>
</tbody>
</table>
V. Handmade Instrument Ideas

The Lah-Lah Make It Play It! Series of videos demonstrate 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

---

Need a quicker, faster, and easier to transport idea? Check out these options to prepare your students:

**Paper Plate Tambourine**

**Water Bottle Shakers**

**Water Bottle with handles video**
VI. Additional Video Resources

*Embedded in the video titles are hyperlinks to YouTube. This 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 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-old Jonathan 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)*