

The logo for the Ann Arbor Symphony Orchestra, featuring the letters 'A2SO' in a stylized, bold font inside a white circle.

Ann Arbor Symphony Orchestra
Music in the Key of A²

A large, illuminated marquee sign with a black background and white text, framed by a gold border with small lights. The text reads 'PRESENTING: THE ORCHESTRA!' in a bold, sans-serif font.

**PRESENTING:
THE ORCHESTRA!**

A smaller, illuminated marquee sign on the right side of the building, also with a black background and white text, framed by a gold border with small lights. The text reads 'ACTIVITIES FOR YOUNG MUSIC-MAKERS' in a bold, sans-serif font.

**ACTIVITIES FOR
YOUNG
MUSIC-MAKERS**



Acknowledgments

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The Orchestra

When you go an orchestra concert, you'll see lots of things happening at one time. All of the violinists will be running their bows in the same direction, the percussionists will be moving around in the back of the orchestra playing lots of different instruments, the trumpet players will play at certain times but not at others, and in front of the whole orchestra a person will be waving their arms around.

The orchestra works just like a team. In a team, everybody has a different job to do. The musicians each have their own different but equally important parts to play. The conductor, the person in front who waves their arms, is the orchestra's coach who makes sure that the musicians all play well together.

Composers are the people who think up tunes in the first place. Hundreds of years ago or just last week, a composer decided which instruments should play which notes, and then wrote them down using special musical symbols.

Just like reading words in a book, musicians read sheet music with those musical symbols. It sits in front of them on a music stand. The conductor reads a book of music, called a score, which includes every musician's part. By looking at the score while the orchestra plays, the conductor can see when he needs to tell the flute player to start playing and when the cellos need to play more quietly.



Finally, the audience listens to the music and shows their appreciation by clapping. It wouldn't be a concert without you!

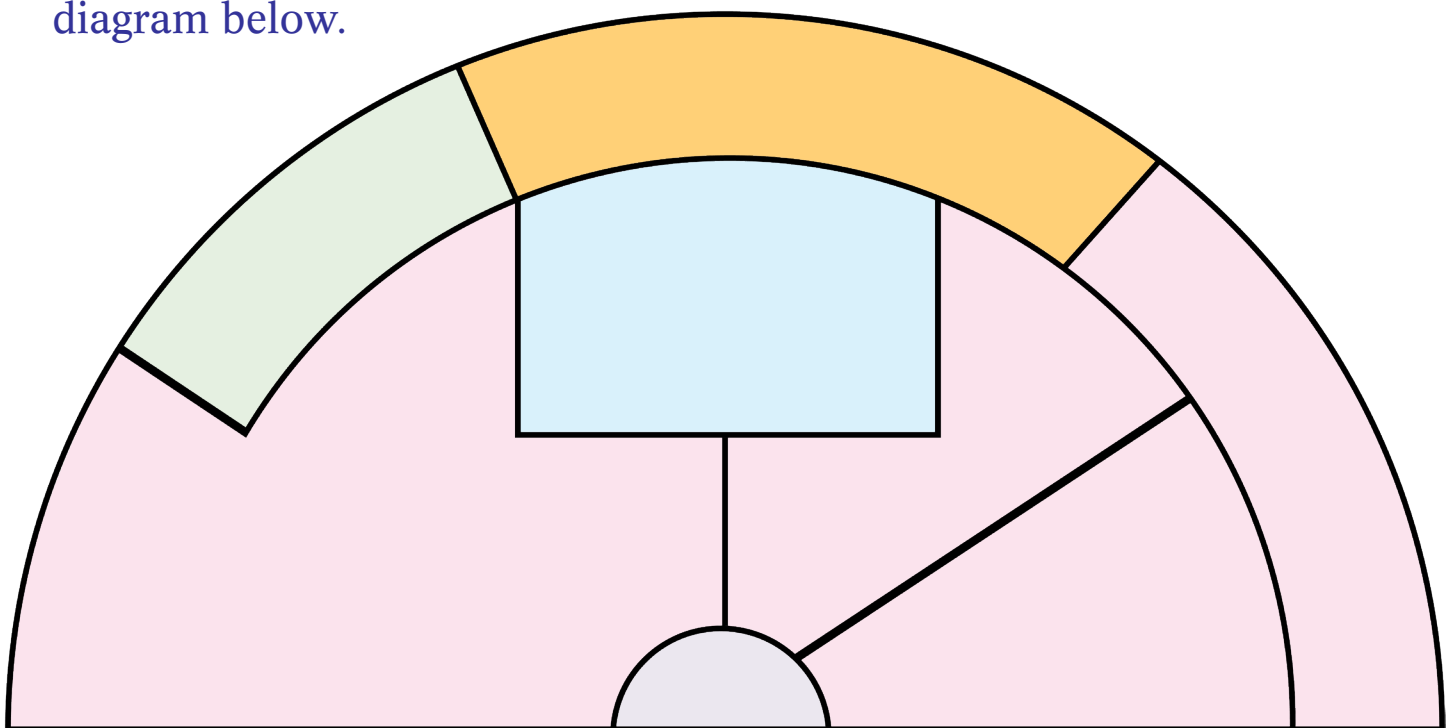
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Instrument Families

What does it mean to be a family? You have parents and grandparents, brothers and sisters, aunts and uncles, and maybe some cousins, too. Maybe everyone in your family has red hair, or maybe you all like to play sports together. Instrument families work a lot like people families. We group certain instruments together because they have things in common, such as how they look, how they work, or how they sound. In a symphony orchestra, four different instrument families come together to make music. Each family sits together on the orchestra stage.

1. Cut out the instrument pictures from the inside back cover of this book.
2. Tape or glue the instruments into their family's section on the orchestra diagram below.



Strings



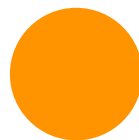
Percussion



Conductor



Woodwinds

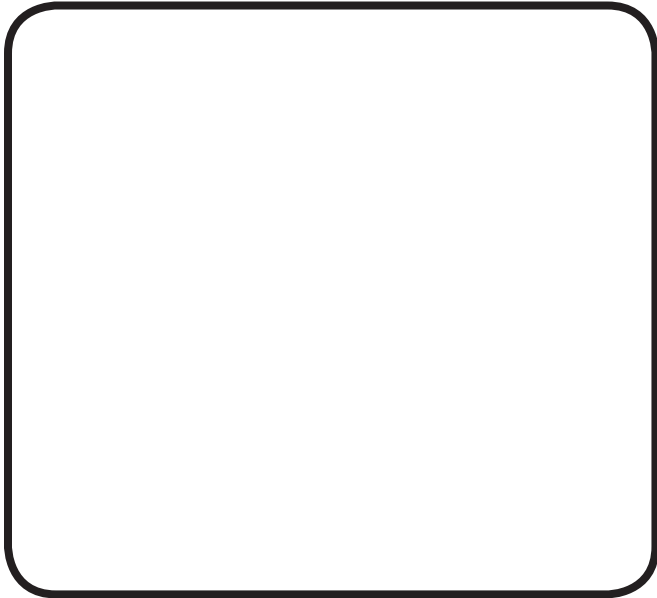


Brass

The Woodwind Family

Have you ever seen an **ocamalo**?

There are many types of woodwind instruments. Have you ever seen or heard an **ocamalo**? Ocamalo is a made-up word. If it was a woodwind instrument, what do you think it would be like? Draw a picture of an ocamalo in the box.



The woodwind family is made up of the flute, oboe, clarinet, and bassoon. Most of these instruments are made out of wood, and sound is created by blowing wind through them. The flute is now made out of metal, but it used to be made out of wood.

Write sentences to describe the ocamalo.

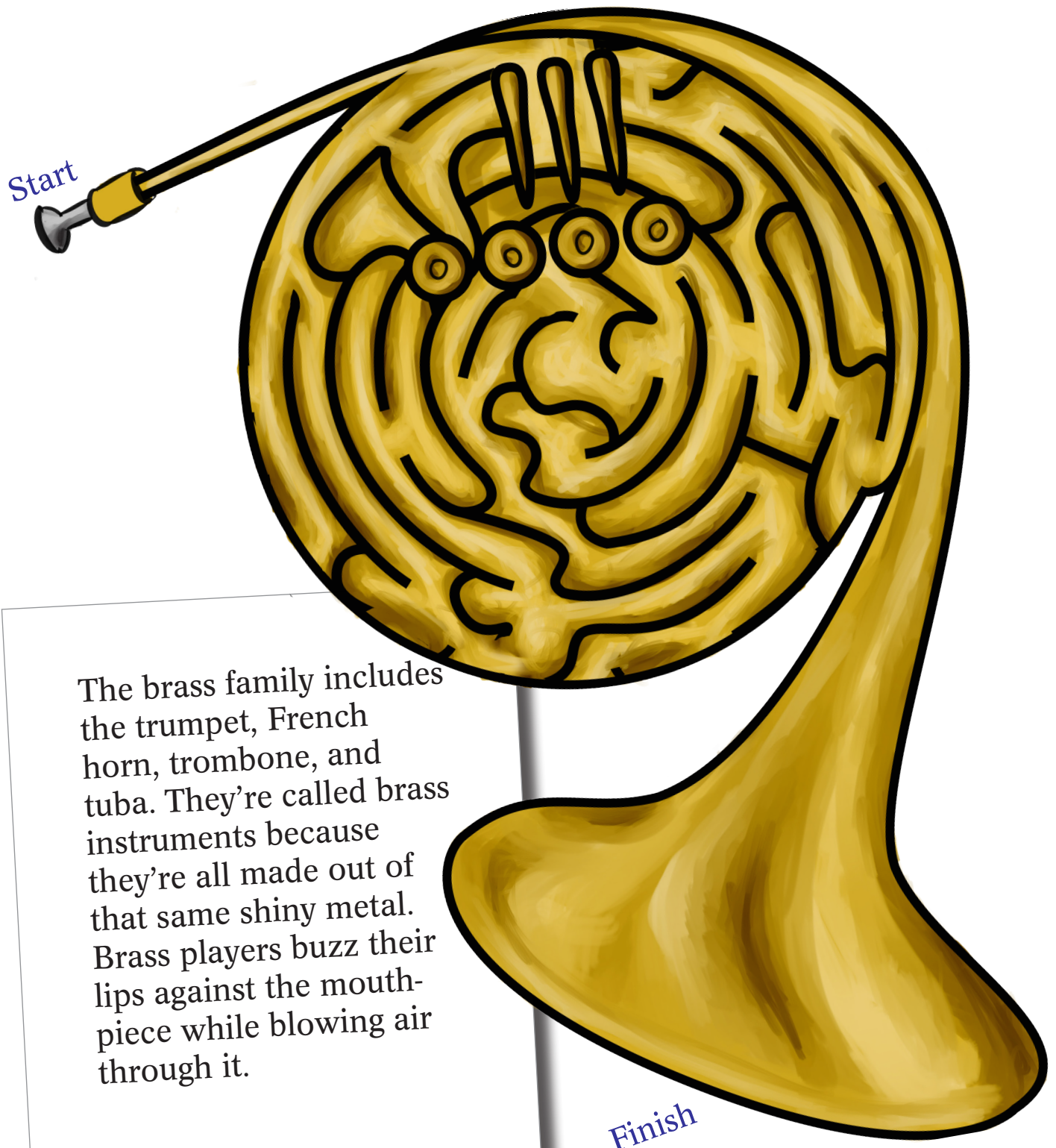
What does it look like? _____

What does it sound like? _____

How does it make its sound? _____

The Brass Family

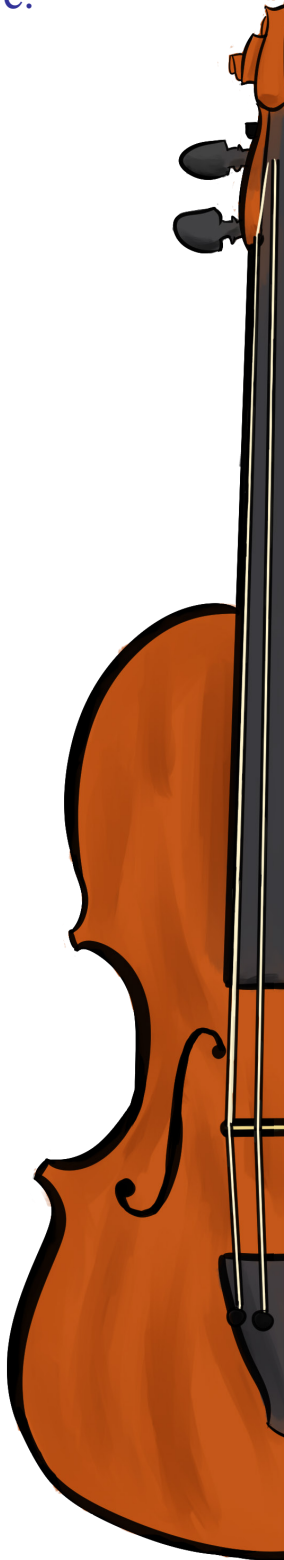
The time it takes for sound to travel from the instrument to your ears is very short. You hear sound almost immediately after the musician begins to play! Draw the path of airflow starting at the mouthpiece, moving through the instrument and out its bell.



The brass family includes the trumpet, French horn, trombone, and tuba. They're called brass instruments because they're all made out of that same shiny metal. Brass players buzz their lips against the mouthpiece while blowing air through it.

The String Family

String instruments are symmetrical (they look the same on both sides). Draw the other half of the violin pictured here.

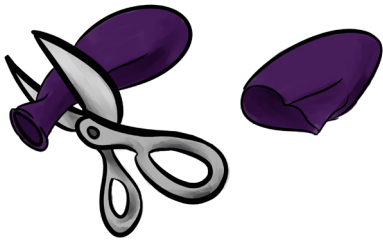


The violin, viola, cello, and bass make up the string family. They're all made of wood and have four strings stretched across them. There are two ways to make a sound on a string instrument: by drawing a bow across the strings, or by plucking the strings with your fingertips.

The Percussion Family

Make your own percussion instrument!

Materials: 2 balloons, a toilet paper tube, 2 rubberbands, uncooked rice (and/or dry beans, seeds, sand)



1. Cut off the narrow neck of your balloons to make them into pieces big enough to fit over the end of the tube with lots of overlap.
2. Stretch one balloon piece over one end of your tube and use a rubberband to hold it in place.
3. Put a handful of rice into the tube.
4. Stretch the other balloon over the open end and use a rubberband to hold it in place.
5. Shake your instrument. Do you like the sound?
6. Make another with dry beans, seeds, or sand. How does it sound different? How does it sound when you hit it with a stick instead of shaking it?

Anything that is hit, scraped, or shaken can be a member of the percussion family. Some of the percussion instruments in the orchestra are the timpani, triangle, tambourine and xylophone.

The Musicians

Draw a line from the words to the musician who said them.

Be-
sides all the time I
spend practicing, I also have to
make the reeds that I blow into. But
it's all worth it when I play that one note
that the rest of the orchestra tunes to.
When my family comes to hear me
play, they are so proud!

My
dog doesn't like it
when I practice because my
high notes hurt her ears! When
I'm not practicing, I like to swim to
strengthen my lungs so I can play
really long notes.

My
instrument plays the
lowest notes – we are the foun-
dation of the orchestra! But some-
times I get tired since I never get to sit
down and I have to carry around a
really big instrument.



I started learning to play my instrument in 5th-grade band class. The fun thing about playing it is that I can be in orchestras, marching bands, and jazz bands. I like to teach kids how to buzz their lips to make a sound.

I started playing my instrument when I was only 3 years old. It's fun to belong to the biggest section of the orchestra. When all of us move our right arms at the same time, we look like one big music-making machine!

I don't play just one instrument. I have to know how to hit, shake and scrape all sorts of things to make rhythmic sounds. It's fun being part of a team that moves around from instrument to instrument in the back of the orchestra.



The Conductor

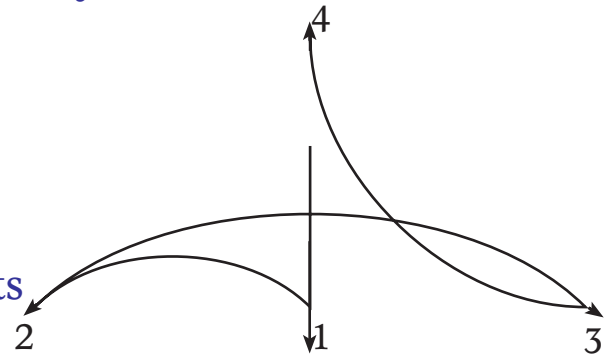


The conductor has to make sure all the orchestra musicians stay together and sound beautiful. The conductor holds a special stick, called a baton, in his or her right hand and moves it in a repeating pattern to keep a steady beat. The conductor uses his or her left arm to give the musicians instructions on how to make their parts sound beautiful.

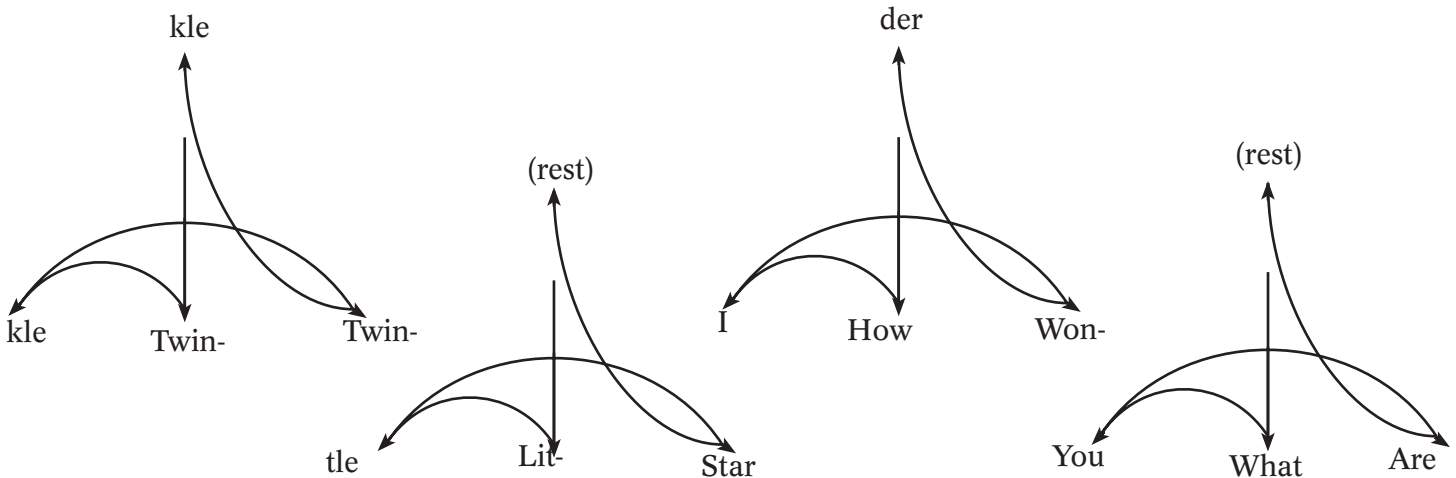
You be the conductor! Find a friend to be your musician and a pencil or chopstick to be your baton.

Here is a four beat pattern.
Trace it in
the air with your baton.

When you get back to the beginning, just start over again, so the beats go 1-2-3-4-1-2-3-4...



Now try doing that same pattern while your musician sings “Twinkle Twinkle.”



Can you change the speed of your baton’s movement to make your musician speed up and slow down?

Now add your left hand. What would you do to make your musician sing louder or softer? How can you make them stop singing?

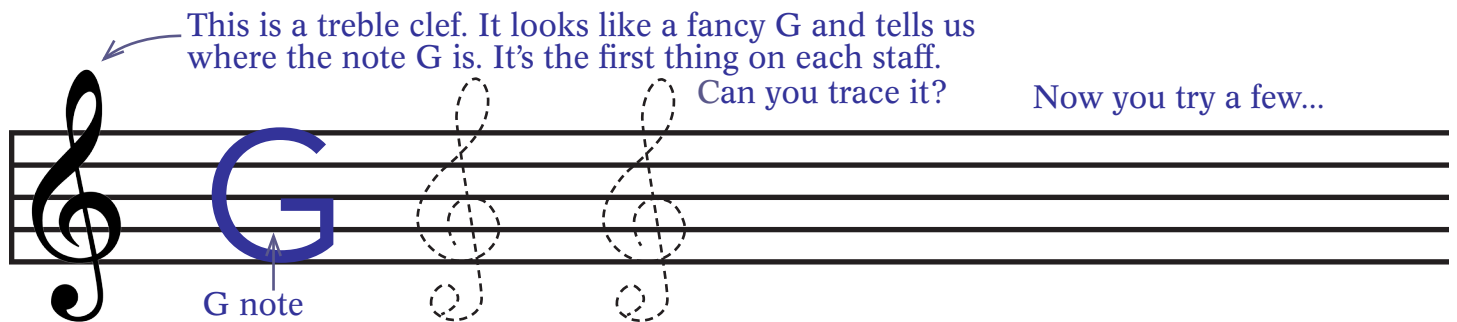
The Composer

The composer is the person who writes the music. Much of the music played by orchestras was written hundreds of years ago, but some of it was written by composers who are still alive today. Some composers, like Mozart, composed “in their heads.” They could dream up a whole piece of music and then write it down on paper without making any mistakes. Others – like Beethoven – scribbled, crossed out and re-wrote things over and over again on paper until they got it right. Either way, the music that sits on the stand in front of a musician started as an idea in one person’s head and a few scribbles on a piece of paper.

Practice your musical handwriting:

This is a treble clef. It looks like a fancy G and tells us where the note G is. It's the first thing on each staff.

Can you trace it? Now you try a few...



This is the quarter note – it gets one beat.

The higher the note on the staff, the higher it sounds.

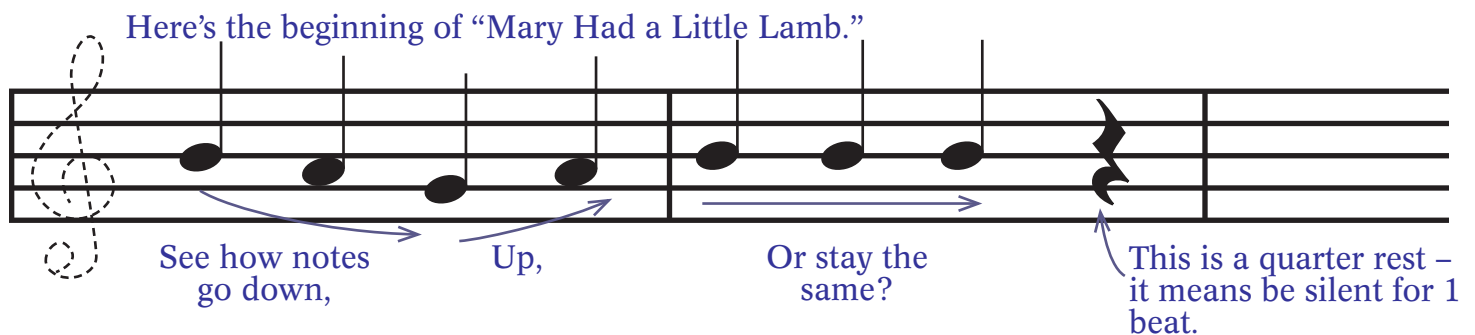
It can go on a line... Or a space. You try a few!



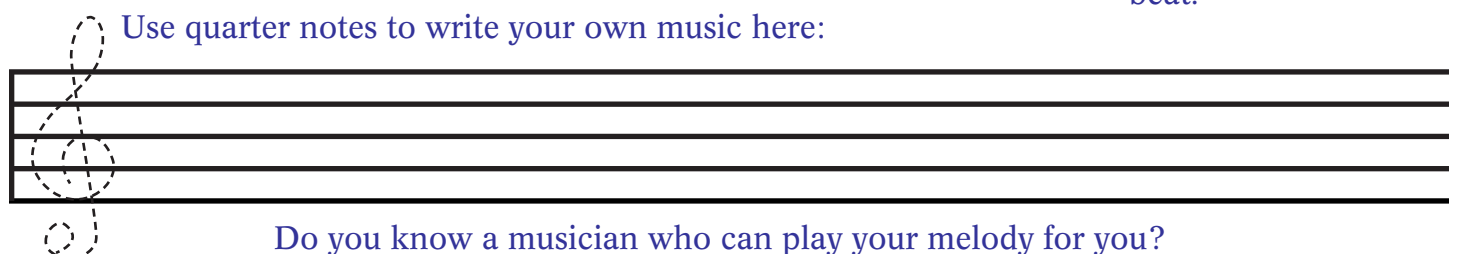
Here's the beginning of “Mary Had a Little Lamb.”

See how notes go down, Up, Or stay the same?

This is a quarter rest – it means be silent for 1 beat.



Use quarter notes to write your own music here:



Do you know a musician who can play your melody for you?

Composers

Read about these composers. Write their names and birthdays on the time line below.

WOLFGANG AMADEUS MOZART (born 1756)

When Mozart was five years old, he was already composing and performing for kings and queens. He composed all the time and finished compositions very quickly. Though he lived for only 35 years, he wrote over six hundred pieces of music.



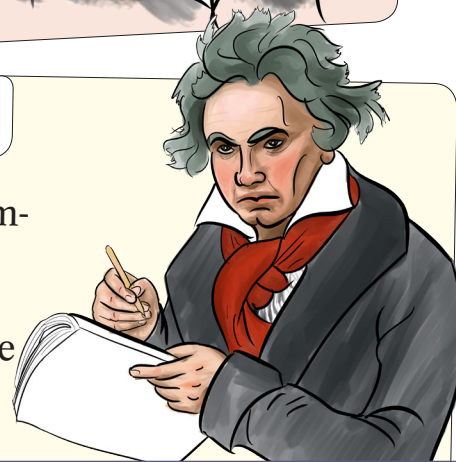
JOHANNES BRAHMS (born 1833)

Brahms is the third of the “Three B’s,” the most important composers of classical music: Bach, Beethoven and Brahms. He is most famous for four symphonies, piano music, and the “Brahm Lullaby.”



LUDWIG VAN BEETHOVEN (born 1770)

Beethoven was one of the most prominent composers of classical music. But by the age of 26, he had begun to lose his hearing. Even so, he continued to compose. His music includes nine symphonies and five piano concertos.



Johann Sebastian Bach, 1685

1675

1750

1775

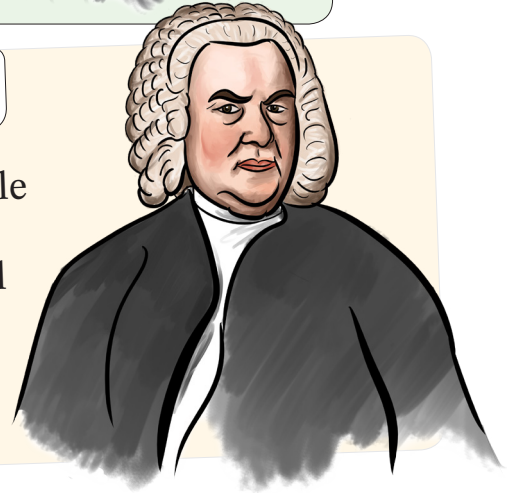
AARON COPLAND (born 1900)

When people think of “American music,” they think of Copland. Born in Brooklyn, New York, he went to Paris after high school to learn more about composing. His most famous pieces include *Appalachian Spring* and *Rodeo*.



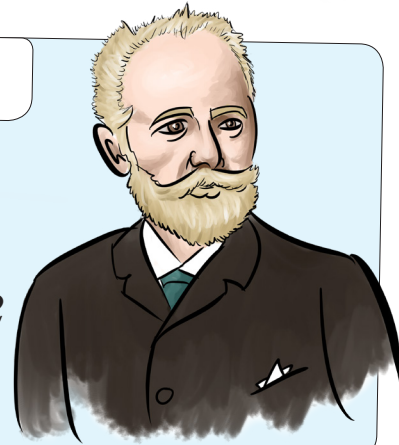
JOHANN SEBASTIAN BACH (born 1685)

Bach came from a very musical family. 66 people in his family were also musicians. He was a famous organist while he was alive. He moved all over Germany to wherever a church or royal court would give him a job.



PYOTR ILYICH TCHAIKOVSKY (born 1840)

Tchaikovsky was the first Russian composer to become famous around the world. Before he became a composer, he studied to be a lawyer. Today, he is best known for *The Nutcracker* ballet and the *1812 Overture*.



1825

1850

1900

Going to a concert

When you arrive in your seat, the musicians might already be on stage getting ready for the concert. Here are four steps to follow so that you'll know when the concert is about to begin.


1. Ready... The concertmaster (the 1st violinist) arrives.
2. Set... The orchestra tunes.
3. Go... The conductor walks out on stage.
4. Listen! The music starts.

arms
claps
conductor
oboe
violin


Use words from the Word Box to complete the sentences.

When the concertmaster comes on stage, everyone  .

The concertmaster plays the  .

The  plays a note for the orchestra to tune.

The  is like the coach who makes sure everyone works together.

It is time to be quiet when he raises his  and the music begins.

Write the letters from the colored boxes in the matching boxes below to figure out the hidden word.



After going to an orchestra concert, answer the questions below.

What were your favorite instruments?

What was your favorite thing about the music?

What did you see the conductor do?

What did you see the orchestra musicians do?

How did the music make you feel?

Draw a picture of what the music made you think about.

A large, empty rounded rectangular box with a thick black border, intended for drawing a picture related to the music.

Resources

Suggested Listening

Bach: Brandenburg Concerto no. 2
Beethoven: 5th Symphony, 1st mvmt
Brahms: Hungarian Dance no. 5
Copland: Fanfare for the Common Man
Debussy: Clair de Lune
Gershwin: Rhapsody in Blue
Khachaturian: Gayane: Sabre Dance
Mozart: Symphony 40, 1st mvmt
Rimsky-Korsakov: Flight of the Bumblebee
Saint-Saens: Carnival of the Animals
Strauss: Also sprach Zarathustra
Tchaikovsky: The Nutcracker
Vivaldi: Four Seasons: Spring
Wagner: Ride of the Valkyries

Recommended Reading

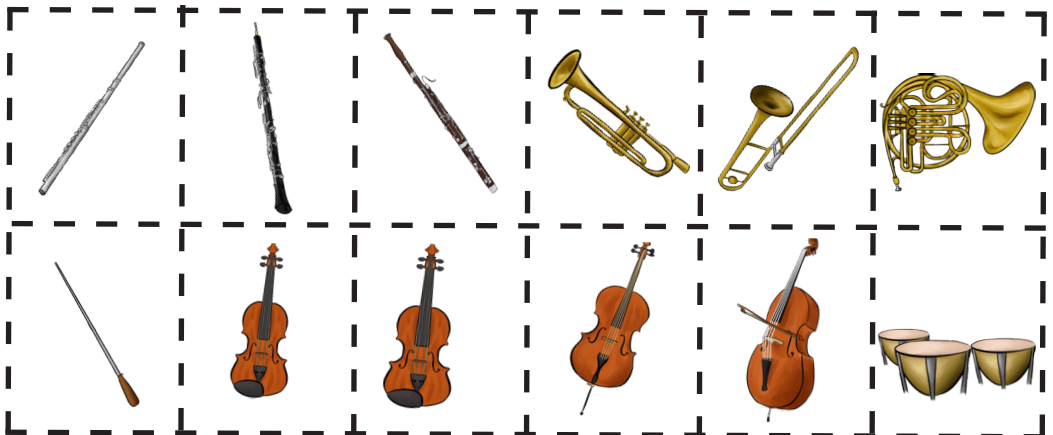
Aliki. *Ah, Music!* (2005).
Ganeri, Anita. *The Young Person's Guide to the Orchestra* (1996).
Garriel, Barbara. *I Know a Shy Fellow who Swallowed a Cello* (2004).
Hayes, Ann. *Meet the Orchestra* (1995).
Levine, Robert. *The Story of the Orchestra* (2001).
Lithgow, John. *The Remarkable Farkle McBride* (2003).
Marsalis, Wynton. *Marsalis on Music* (1995).
Moss, Lloyd. *Zin! Zin! Zin! A Violin* (2000).
Prelutsky, Jack. *The Carnival of the Animals* (2010).
Prokofiev, Sergie. ill. Charles Mikolaycak. *Peter and the Wolf* (1986).
Rachlin, Ann. *Famous Children* (series).
Snicket, Lemony. *The Composer is Dead* (2009).
Tripp, Paul. *Tubby the Tuba* (2006).
Venezia, Mike. *Getting to Know the World's Greatest Composers* (series).

Interactive websites

www.classicsforkids.com
www.dsokids.com
www.nyphilkids.org
www.sfskids.org
www.sphinxkids.org
www.virtualmusicalinstruments.com

Do you know which family each of these instruments belongs to?

Cut and paste these instruments onto the Orchestra diagram on page 3.



Presenting: The Orchestra!

Activities for Young Music-Makers

Explore all the facets of the orchestra with the Ann Arbor Symphony Orchestra's fun and engaging activity book:
Presenting the Orchestra!

Diverse activities and colorful pictures guide kids to learn about orchestral instruments, musicians, the conductor, composers, and the experience of attending a concert. Get out your pencil, crayons, scissors and glue and become an expert on the orchestra!

The Ann Arbor Symphony Orchestra offers many opportunities for kids and families to discover and enjoy orchestral music.

Instrument Petting Zoos provide hands-on, noisy fun in schools and daycares and at festivals and farmers markets throughout the region. **Concerts for kids** of all ages are offered at libraries, schools, and on our Family Concert series at the Michigan Theater. And music-loving kids are always welcome at **Ann Arbor Symphony Orchestra Mainstage concerts**, where we are happy to provide them with their own Program Notes for Kids.

Look for the Ann Arbor Symphony Orchestra in concert halls, at your local farmer's market or library, and in your schools. Or visit www.a2so.com for more information.

See you at the Symphony!