

GREAT FALLS SYMPHONY



Symphony Tricks and Treats!

Youth Matinee
Listener's Guide
Fall 2019

Educational Resource

Table of Contents

Introduction

Concert Etiquette.....	3
The Instruments of the Orchestra.....	4
A Map of the Orchestra.....	5
What's Going On?.....	6

Listener's Guide	7,8
-------------------------------	------------

About

About the Great Falls Symphony.....	8
Meet the Conductor.....	9
After the Concert.....	10
Student Review Form.....	11
Teacher Evaluation Form.....	12

Great Falls Symphony's Youth Matinee
October 24, 2019
1:00 pm
Mansfield Theater

This condensed version will last about 45-50 minutes with no intermission.

Great Falls Symphony Association
#11 Third Street North
Great Falls, MT 59403
Phone 406-453-4102 • Fax 406-453-9779

Concert Etiquette

Audiences act differently depending on the setting. At rock concerts and sporting events, audiences scream and cheer to express their excitement and support. At a religious sermon, listeners sit quietly in their seats.

How does an audience behave during a classical performance? The biggest thing to remember is that audience members attend a symphony concert to **listen** and **watch** like they do at a movie theater! The people around you want to hear every music note, so do not make distracting sounds that will cause them to miss those details! Here are some guidelines to follow:

Sit quietly in your seat

A symphony concert is a story told through music. The audience is expected to quietly watch and listen. Make sure all electronic devices are turned completely off. Additionally, if you talk, whisper, hum, or move around, you will distract others in the theater, including the performers!

However, applause is encouraged

At a symphony concert, you can show praise to the musicians by clapping and cheering. The appropriate time to applaud is when the musicians stop playing.

Remember that you are representing your school so you want to be on your best behavior.

The Instruments of the Orchestra

The orchestra is divided into groups called **sections**. Each section of the orchestra is set up according to the type of instruments. Usually, these sections are divided into **strings**, **woodwinds**, **brass**, and **percussion**.



Strings violins, violas, cellos, basses

All string instruments of the orchestra have four strings and use a bow made with horse hair to make sound. The larger the instrument, the lower the sound will be. String instruments are made from wood that has been glued together and polished with special varnish to make them shine.



Woodwinds flute, oboe, clarinet, and bassoon

Woodwind instruments are long shaped tubes with many holes. The player blows air through the instrument and covers the holes with their fingers. This produces different sounds. Most wind instruments are played with **reeds**. A reed is a thin piece of wood that vibrates when the musician blows across it.



Brass trumpet, horn, trombone, and tuba

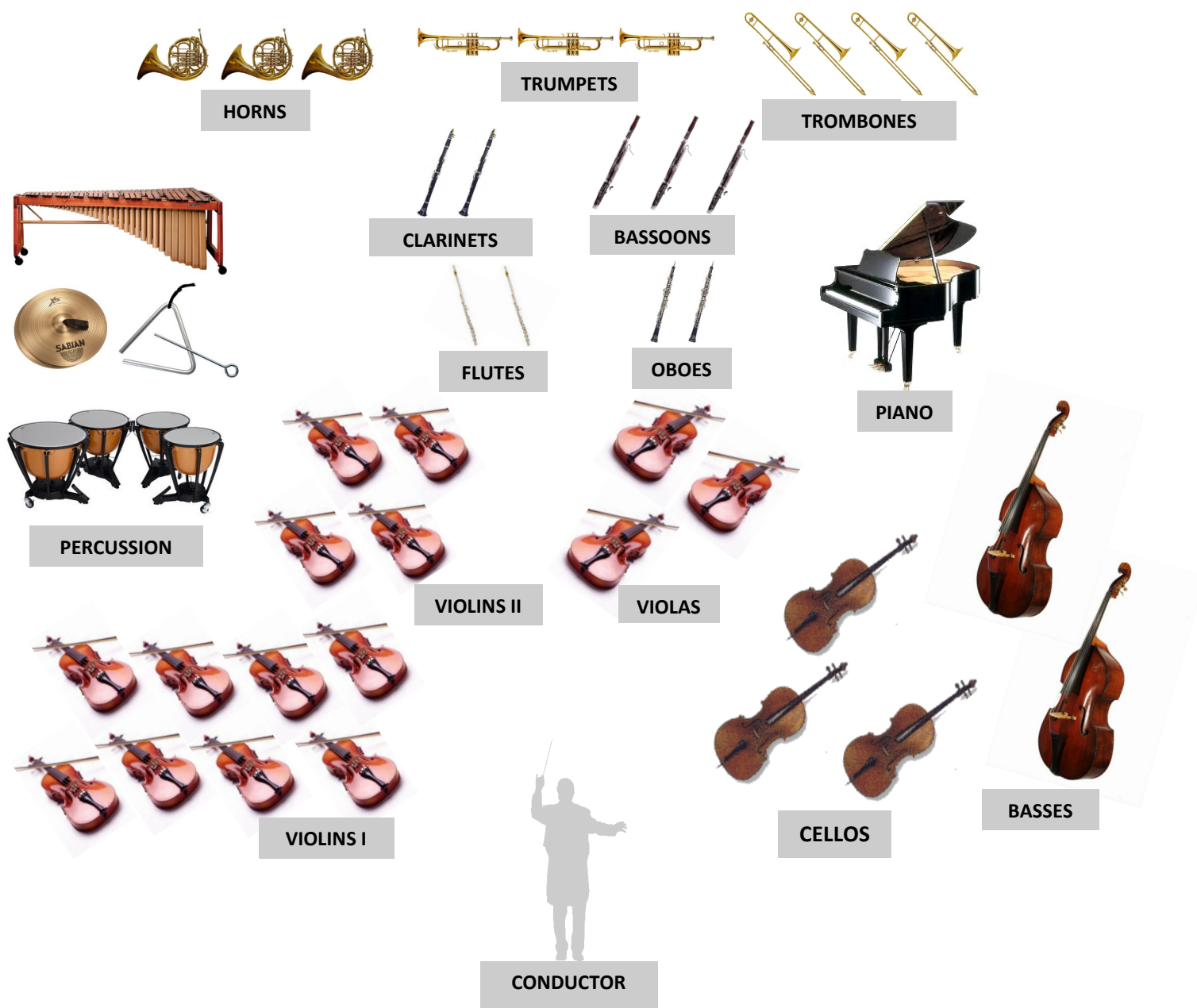
Brass instruments are metal loops of tubes wound together with a mouthpiece at one end and a bell at the other. The longer the tube, the lower the sound. The tuba has the longest tubing so they make the lowest sounds.



Percussion timpani, cymbals, triangle, marimba, and more!

Percussion instruments are made of many materials like animal skin, wood, and metal. This section provides the rhythm to the orchestra and can have high and low sounds as well. There are many instruments in this section—almost too many to count!

A Map of the Orchestra



**Maestro
Harville**

What is a Maestro?

maes·tro

/ˈmīstrō/ noun: a distinguished musician, especially a conductor of classical music.

Synonyms: conductor, director

What's Going On?



Warming up!

As you enter the auditorium, you will hear musicians playing their instruments. This process warms up the musician's fingers and instruments, making sure they are ready to play the concert.



Tuning

When it is time for the concert to begin, the lights will dim. The concertmaster will come on stage and signal to the oboe who will play an "A" pitch so all the musicians can tune and match their instruments. Make sure you are very quiet! the orchestra needs to listen to their instruments and make adjustments.



The Concert begins!

When all the instruments of the orchestra are in tune, the conductor will then come out to stand in front of the orchestra and the concert will begin!



When should I Clap?

When the musicians finish playing the audience shows their thanks by clapping. The best time to clap is when the conductor stops conducting and turns around to face the audience.

Listener's Guide

Please incorporate this information as you see appropriate for your students in preparation for the Youth Matinee Program. We have also provided links to You Tube performances of each piece.

General questions that are good for all:

How does this music make you feel?

What does the music make you think of?

What do you think the music is about?

What makes the various pieces the same, or different?

Specific pieces - some of these will just be excerpts, though I don't know if that will matter to the teachers.

Charles Gounod (French, 1818-1893) - Funeral March of a Marionette (1872) <https://youtu.be/NVcVBCMuGgo>

What's a marionette?

Gounod added several plot points in the score; where in the music might you find these?

- The marionette is broken!!!
- Murmurs of regret from the troupe
- The procession
- Here many of the principal personages stop for refreshments
- Return to the house

Johann Sebastian Bach (German, 1685-1750) - Toccata and Fugue in D minor <https://youtu.be/Nnug9PXbywA>

Nobody knows when this was written. What evidence could people look for to make an educated guess?

"Toccata" means a piece that is "touched" - that is, a keyboard piece, and in this case, an organ. Listen to the organ and orchestra versions. How are they different? Which do you like more? How many pieces did Bach write for organ? Which modern orchestra instruments still didn't exist when Bach died?

A fugue is a piece where the different parts enter one after the other, playing the same melody. Can you hear the different entrances?

Wolfgang Amadeus Mozart (Austrian, 1756-1791) - Eine kleine Nachtmusik: Allegro (1787)

<https://youtu.be/oy2zDJPlgwc>

Nachtmusik" means "serenade;" what does serenade mean?

We don't know why Mozart wrote this piece. After hearing it, what would you use it for? What would be a good place/situation to hear it?

Ludwig van Beethoven (German-Austrian, 1770-1827) - Symphony No. 3, Marcia funebre (1804)

https://youtu.be/tu8ue_hiBOI

This symphony is known as "Erioca," originally dedicated to Napoleon, though that dedication was later revoked. The nature of the "hero" in this piece has been endlessly discussed, without firm conclusion. The second movement is a funeral march - what makes it sound funereal? Why would a funeral march appear in a piece about a hero?

Igor Stravinsky (Russian-American, 1882-1971) - Suite No. 2 (1920s) <https://youtu.be/ynSwsfuynNo>

What's a suite?

This piece was originally written as piano music for young piano students. What about the music might appeal to children?

The suite has four movements: March, Waltz, Polka, Galop. What do those words mean? Each of them has a different kind of dance or movement associated with it; how does the music reflect/inspire the corresponding kind of motion?

John Williams (American, b. 1932) - Theme from E.T. (1982) <https://youtu.be/joChBU1v1eo>

This is most likely to be familiar, though the Bach and Mozart are also very well known. What's ET about? How does the music correspond to the story? Find an example online of a film scene with the music included and with the music removed. How does removing the music change the movie? (Or, how does adding the music change the movie?)

Meet the Conductor



Grant Harville was recently selected from an international pool of candidates as the new Music Director for the Great Falls (Montana) Symphony. For the past four years, he served as Artistic Director and Conductor of the Idaho State-Civic Symphony, a tenure marked by high artistic standards, adventurous programming, and fiscal stability, earning enthusiastic responses from orchestra, audience, board, and staff, along with a 20 Under 40 award from the Southeast Idaho Business Journal.

Harville has previously served as Associate Conductor of the Georgia Symphony, Director of the Georgia Youth Symphony, Orchestra Director at Ripon College, and Music Director for multiple Madison Savoyards productions. His recent guest conducting appearances include the Great Falls Symphony, Boise Philharmonic, and Georgia Symphony. He has collaborated with various artists of international stature, including Bela Fleck, Time for Three, Chee-Yun, Martina Filjak, Patrick Sheridan, Stephanie Chase, and Hubbard Street Dance Company, along with numerous principal players from major US symphonies and young artist competition winners.

A devoted educator, Harville was Music Director of the Boise Philharmonic Youth Orchestra, and has given clinics for numerous school orchestras, honors orchestras, youth orchestras, and summer programs, including founding the annual East Idaho Honors Orchestra. He has taught music appreciation courses for adults in several continuing education programs in both Idaho and Georgia and served as Choir Director for the Atlanta Music Project, an El Sistema-based music education program dedicated to underserved youth in urban Atlanta.

Harville's diverse musical background includes experience as a tubist, vocalist, violist, and composer. He has a number of tuba competition victories to his credit, including First Prize in the Leonard Falcone International Solo Tuba competition and winner of the University of Michigan Concerto Competition, performing a concerto of his own composition. As tenor with the Atlanta Symphony Chorus, he was selected to perform as soloist with the orchestra at Carnegie Hall. His compositions have been performed by numerous ensembles and soloists throughout the US: his Sonata for tuba and piano was a finalist for the Harvey G. Phillips Award for Excellence in Composition, and he was awarded a grant to perform his Steampunk Partita at the National Association of Music Educators Northwest Division Conference.

Harville pursued his music studies at the University of Wisconsin-Madison and University of Michigan. His principal teachers and mentors include James Smith, Michael Alexander, Markand Thakar, Victor Yampolsky, Kenneth Kiesler, Michael Haithcock, and David Becker.

After the Concert

We hope that you enjoyed this performance of We hope that you will continue to keep the arts alive by going to concerts at your school or at the symphony, learning how to play an instrument or sing, and researching and listening to music online!

If you would like to write a letter to Mr. Harville about today's performance, please mail them to:

Great Falls Symphony
c/o Education Programs Manager
P.O. Box 1078
Great Falls, MT 59403

If you want to know more about music, checkout the following websites:

<http://gfsymphony.org>
<http://www.classicalmpr.org/education>
<http://www.fromthetop.org>
<http://www.sfskids.org>
<http://www.classicsforkids.com>
<http://www.dsokids.com>

Join our Youth Orchestra Program!

If you are in grades 6-12 and play an instrument, you should consider joining one of our Youth Programs! Sinfonia is our intermediate, strings only chamber orchestra and we also have our full symphonic Youth Orchestra for high school musicians! Auditions are held 3 times per year! Visit gfyouthorchestra.org for more information! We also have a new Youth Chamber Music Program for students interested in participating in a small coached ensemble. You do not have to be a member of Sinfonia or Youth Orchestra to participate!

THANK YOU!

Be sure to thank your teacher for the help they provided. Thank your principals and administrators for providing the buses and allowing time away from school so that you could enjoy this experience.

The Great Falls Symphony Association

Youth Matinee Series

Student Review

October 24, 2019

Write a review of your concert experience and share it with the Great Falls Symphony!

School: _____ Grade: _____

First Name: _____

Today's program was all about Symphony Tricks and Treats! Did you enjoy the program?

What are some of the things you learned during today's performance?

What was your favorite part of the concert?

What was your least favorite part of today's concert and why?

Please have your teacher send your review to:

Angela Costley, Education Programs Manager

Great Falls Symphony

P.O. Box 1078

Great Falls, MT 59403

OR send via email: angela@gfsymphony.org

The Great Falls Symphony Association
Youth Matinee Series

2019-2020 Season
Teacher Evaluation Form

Thank you for taking the time to evaluate our program. Your comments will help the Great Falls Symphony to better serve the children and teachers of our community.

School: _____

Name: _____

Grade level: _____

Program: _____

Please rate the following using this scale: 5-excellent 4-good, 3-satisfactory, 2-fair, 1-poor

Student experience: _____

Teacher experience: _____

Performance: _____

Pre-visit materials: _____

Please answer the following:

1. What did your students most enjoy?
2. What portion of the Listener's Guide did you find most helpful?
3. What could the Great Falls Symphony improve to make your visit more productive or enjoyable?

Please return this form in the mail after your visit to
Angela Costley Education Programs Manager
Great Falls Symphony // P.O. Box 1078 // Great Falls, MT 59403
OR
send via email: angela@gfsymphony.org