

Young Audiences of Massachusetts *Educational Materials*

Please forward to teachers

8/11/06

ABOUT THE PERFORMANCE

New England String Ensemble Quartet: *String Fever*

Grade levels: K-5

String Fever introduces stringed instruments and classical music. Students engage in a musical journey entwined with melodies and harmonies, demonstrating how music connects with various subject matters, and explores music through expression and imagination.

Subject areas:

- (1) Nature and Poetry: "Spring" from Vivaldi's *Four Seasons*
- (2) History: James Clemens' *Chippewa Village*
- (3) Math: a South-African freedom song
- (4) Movement and Dance: "Hoedown" from Aaron Copland's *Rodeo*
- (5) Geography: Tchaikovsky's "Arabian Dance" from *The Nutcracker*
- (6) Reading/Story Telling: "Over the Rainbow" by Harold Arlen from *The Wizard of Oz*

LEARNING GOALS:

1. To introduce stringed instruments and a string quartet.
2. To demonstrate the role of stringed instruments in different types of music.
3. To present music from around the world and inspire students to explore music of diverse cultures.

PRE-ACTIVITY SUMMARY: *Lands of the World*

Locate Italy, the Middle East, South Africa, Spain and America on a world map. Tell students that they are going to see a performance of music from these places. Divide the class into groups, and assign each one of the above mentioned locations. Ask each group to create a Know, Want to Know, Learned (KWL) chart about its location. Have the groups share the information from their KWL charts with the rest of the class.

POST-ACTIVITY SUMMARY: *Culture in Me*

Discuss the word "culture". Ask students about their families and cultural backgrounds. Have students work with partners to trace the shapes of their bodies on brown paper. Ask them to illustrate or find pictures of personal interest. Have them place these images within the paper outline. Ask students to present and explain their traced "bodies" to the rest of the class.

CURRICULUM LINKS:

English Language Arts, History & Social Science, Math, Multicultural Studies, Music

PRE-ACTIVITY: LANDS OF THE WORLDS

LEARNING GOAL:

To learn about different places in the world.

MATERIALS/PREPARATION:

copies of world maps,
large paper

TIME:

45 minutes

TIPS FOR THE TEACHER:

* It is helpful if a sample KWL chart is hanging in the room for students to use as a guide.

* For the younger grades, teachers should select one place and create a KWL chart with the entire class.

STEP 1:

Look at a world map, and locate Italy, the Middle East, South Africa, Spain and America. Pass out a world map to each student, and have him/her locate these places. Ask students what the places they identified have in common. Tell the students that they are going to see a performance featuring music from each of these areas.

STEP 2:

Divide the class into groups. Assign each group one of the above-mentioned locations. Ask one student in each group to be the scribe. Have the scribe and the group create a Know, Want to Know, Learned (KWL) chart about their place on a large piece of paper.

STEP 3:

Have the scribe ask the rest of the students what they **Know** about their locations, and fill in the first column. Then, have the scribe ask what students **Want to Know** about their locations, and fill in the second column.

STEP 4 :

Have the groups share the KWL charts with the rest of the class. After the performance, have the students fill in the **Learned** column.

EXTENSIONS:

1) **Listen** to different types of music. Discuss and locate the countries of origin on a map. Discuss characteristics of each country and how they might be reflected in music of each.

2) **Have** students think of ways in which music might be used during celebrations and public events. How might the use of music vary from country to country?



POST-ACTIVITY: CULTURE IN ME

LEARNING GOAL:

To help students understand their own histories and cultural backgrounds.

MATERIALS/PREPARATION:

roll of brown paper, markers, crayons, scissors, glue, other art supplies, magazines

TIME:

Two 45-minute classes

TIPS FOR THE TEACHER:

* It is best to cut the brown paper before the lesson.

* It is helpful to provide an example of a body outline to the students.

STEP 1:

Discuss the word "culture". Create a bubble chart to record students' ideas and comments.

STEP 2:

Ask students about their own unique cultural backgrounds. Have them share some of their family customs and traditions.

STEP 3:

Have students find a partner. Give each pair two pieces of large brown paper. Have students trace the shapes of each other's bodies onto the paper.

STEP 4:

Ask students to think of their own interests, customs, traditions, etc. Have them make illustrations or find pictures in magazines to place inside the outlines. Emphasize to students that they can bring items from home (i.e photographs, etc.) to add to the outlines during the next class.

STEP 5:

Have each student complete his/her "body", and present it to the class.

EXTENSIONS:

1) **Identify** the make up of stringed instruments (a hollow container placed under strings in order to vibrate and produce sound) and **create** various stringed instruments in student groups.

2) **Have** a class "multicultural day". Learn songs from different countries, serve a variety of ethnic foods, and make class announcements in more than one language, etc.



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VOCABULARY:

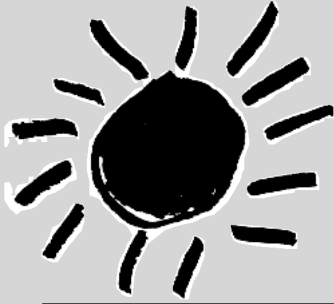
archlute	cither	lute	strings
balalaika	double-bass	lyre	strum
banjo	fiddle	mandola	ukulele
bass	fiddlestick	mandolin	vibrate
bow	frog	pizzacato	viola
catgut	guitar	plectrum	violin
cello	harp	pluck	zither

ABOUT THE PERFORMERS:

With soaring artistic acclaim and award-winning educational programs, the **New England String Ensemble** is rapidly gaining national recognition as one of Greater Boston's treasures. Performing music from the 1600's to the present, the orchestra has become known for its vibrant and compelling performances and its innovative community programs. It has received grants from the National Endowment for the Arts and from the Koussevitsky Foundation of the Library of Congress. The Boston Globe has three times selected its concerts as among the best musical events of the year.

ABOUT YOUNG AUDIENCES:

Young Audiences of Massachusetts (YA) is the oldest, largest and most utilized arts-in-education organization in the state and one of the largest in a national network of 33 chapters. For over 45 years, YA has distinguished itself as the vital link between Massachusetts schoolchildren (K-12) and more than 95 of the region's most accomplished actors, dancers, singers, musicians, and storytellers. Its 36 ensembles offer 57 interactive arts programs that represent a range of cultures, historical periods and artistic disciplines. YA is unique in its flexibility to offer interactive performances, tailor-made residencies, workshops, teacher-training, curriculum planning and multi-year projects. All programs include educational materials and satisfy local, state and/or federal arts education standards.



Young Audiences of Massachusetts

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MASSACHUSETTS CURRICULUM FRAMEWORKS CONNECTIONS

New England String Ensemble: *String Fever*

<i>Language Arts 9</i>	...identify the basic facts and essential ideas in what they have read, heard, or viewed.
<i>History 2</i>	Historical Understanding...understand the meaning, implications, and import of historical events, while recognizing the contingency and unpredictability of history.
<i>History 4</i>	Society, Diversity, Commonality, and the Individual...learn the complex interplay that has existed from the beginning of our country between American ideals and American practice.
<i>History 8</i>	Places and Regions of the World...identify and explain the location and features of places and systems organized over time.
<i>World Language 9</i>	...provide and obtain information and knowledge.
<i>World Language 10</i>	...obtain new information and knowledge.
<i>World Language 16</i>	...identify cultural and linguistic characteristics.
<i>World Language 17</i>	...compare and contrast cultural and linguistic characteristics, identifying similarities and differences.
<i>World Language 19</i>	...examine and analyze cultural contributions of diverse groups.
<i>World Language 20</i>	...use a world language to connect with other disciplines such as Arts, English Language Arts, Health, Mathematics, Science and Technology, Social Studies.
<i>Arts-Music 1</i>	Singing...sing, alone and with others, a varied repertoire of music.
<i>Arts-Music 3</i>	Playing Instruments...play instruments, alone and with others, to perform a varied repertoire of music.
<i>Arts-Music 4</i>	Improvisation and Composition...improvise, compose, and arrange music.
<i>Arts-Music 5</i>	Critical Response...describe and analyze their own music and the music of others using appropriate music vocabulary.
<i>Arts-Music 6</i>	Purpose and Meaning in the Arts...describe the purpose for which works of dance, music, theatre, visual arts, and architecture were and are created.
<i>Arts-Music 8</i>	Concepts of Style, Stylistic Influence, and Stylistic Change...demonstrate understanding of styles, influence, change.
<i>Arts-Music 10</i>	Interdisciplinary Connections...apply knowledge of the arts to the study of English language arts, foreign languages, health, history, and social science, mathematics, and science and technology/engineering.

