

Wichita Falls Symphony Orchestra

Young People's Concert 2025

Teacher Guide

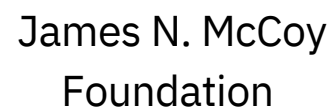
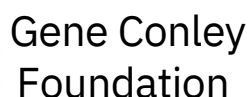


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HOW TO USE THE CURRICULUM

Note to the Teachers

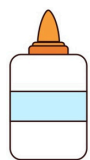
Welcome, Teachers! We are so excited that you will be joining us for the Wichita Falls Symphony Orchestra's Young People's Concert and that you have chosen to enhance your concert experience by using the curriculum. This year, we are integrating technology into the curriculum by using a Virtual Classroom. Use the key below to help you navigate through the curriculum. It may be helpful to go through the lesson and get the videos & playlists loaded before the students arrive to alleviate the need to wait on an internet connection. If you have any questions, please email operations@wfso.org for assistance. Thank you and have fun!

Key

In the Curriculum



Time Needed



Materials Needed



Lesson Objectives

In the Virtual Classroom



Return to First Slide



Indicates where to click for next slides (follow directions in teacher's guide)



Link to Spotify Playlist



Link to YouTube video

-In the curriculum, when you see words in red, click on the image in the Virtual Classroom. -In the Virtual Classroom, when you see words or icons in gold, it is a reminder to check the curriculum for an activity or question prompt.

TEKS ALIGNMENT

§117.118 Music, Grade



Lesson #1: Intro to the Orchestra

(b)(1)(B) Distinguish among a variety of musical timbres, including those of woodwind, brass, string, percussion, keyboard, electronic instruments, and instruments of various cultures

(b)(1)(C) use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound, to explain musical sounds presented aurally

Lesson #2: Concert Music

(b)(1)(C) use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound, to explain musical sounds presented aurally

(b)(2)(B) read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation

(b)(4)(B) create melodic phrases through improvisation and composition

Lesson #3: Concert Etiquette

(b)(6)(A) exhibit audience etiquette during live and recorded performances

(b)(6)(E) evaluate a variety of compositions and formal or informal musical performances using specific criteria

b)(6)(F) justify personal preferences for specific music works and styles using music vocabulary.

MUSIC RESOURCES



Access the concert music on YouTube:

<https://www.youtube.com/watch?v=f6lScfgQp24>



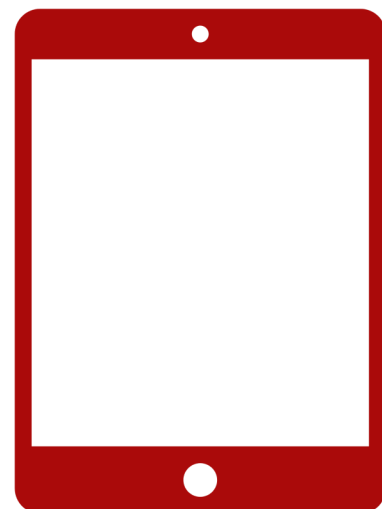
Access the listening list on Spotify:

<https://open.spotify.com/playlist/07njj26aPHFCeFDJP9qRbg?si=d6fe15cfc7fd4dd5>



CONCERT PROGRAM

The Conductor's Spellbook by Paul Dooley



OTHER MEDIA

Virtual Classroom

Use **this link** to access the Google Slide version: Or go to the WFSO website, click **“Education”** then **“Young People’s Concert.”** On the right side bar, click **“Virtual Classroom”** and choose the version you would prefer (online, PDF, or PowerPoint).



Other Materials

Virtual piano (if a real piano/keyboard is unavailable): <https://www.musicca.com/piano>

LESSON PLAN #1

INTRO TO THE ORCHESTRA

Overview of Lesson #1

Activity #1: The Orchestra

Activity #2: The Conductor



Time needed

30 minutes per activity



Materials

Virtual Classroom Pencil and paper

Chairs in orchestra diagram arrangement (at the end of Activity 2)



Objective

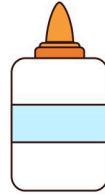
1) Students will visually, verbally, and aurally distinguish between instrument families in the orchestra.

2) Students will describe roles of conductor and concertmaster, as well as demonstrate multiple conducting patterns.

ACTIVITY #1: THE ORCHESTRA



Time Needed
30 minutes



Materials Virtual
Classroom Pencil
and Paper

PROCEDURE

- 1) Open Virtual Classroom (**Click on the violin to move to slide 2**)
- 2) Ask the students what they know about symphony orchestras. Have they ever heard a symphony? In person, On the radio? On TV? How many people play in a symphony? What kind of music do they perform? (**Click on the Maestro to move to slide 3**)
- 3) Read through the slide with the students. (**Click on the Maestro to move to slide 4**)
- 4) Show the students the diagram of the orchestra. Do they recognize any of the instruments? What are some of the different ways the instruments are played? How do they think the instruments might produce sound?
- 5) Explain that there are four instrument families in the orchestra: **Strings, Woodwinds, Brass, and Percussion**. Show students the diagram of the orchestra again and see if they can identify the four instrument families. (**Click on the Maestro to move to slide 5**)
- 6) Explain how each instrument family makes sound:
 - Strings**: make sound when the strings vibrate. Musicians make the strings vibrate by rubbing a bow against them or plucking them.
 - Woodwinds**: make sound by blowing into them; most of them use a piece of wood (reed) to make the sound; the flute and piccolo used to be made of wood
 - Brass**: make sound by vibrating lips and blowing into them; most are made of brass material
 - Percussion**: make sound by hitting, tapping, or shaking; made up of pitched (distinct note can be played) or unpitched (no distinct note)

ACTIVITY #1: THE ORCHESTRA

PROCEDURE (continued)

- 5) Click on each family, then on each instrument in the family, to listen to the instruments (each instrument will take you to the corresponding DSO instrument page). **Click the Maestro on each individual family page (strings-slide 6, woodwinds-slide 7, brass-slide 8, percussion-slide 9) to take you back to the “Instrument Families”-slide 5.**
- 6) After you have listened to all of the instruments, go back to the “Instrument Families” slide (**by clicking on the Maestro on any of the individual family pages—will return back to slide 5**). **Click the Spotify logo at the top right corner.** This will take you to the WFSO YPC 2024 Spotify Playlist.
- 7) Individually on a piece of paper or as a class, have the students listen to the first 30 seconds of each of the movements of *The Firebird Suite*. Have them list the main instruments and/or instrument families that they hear for each movement.

ANSWERS

Mvt. I: double bass, trombone, cello (strings, brass)

Mvt. II: violin, flute, clarinet, oboe (strings, woodwinds)

Mvt. III: horn, flute, violin, harp, oboe (solo), cello, clarinet (strings, woodwinds)

Mvt. IV: horn, trombone, tuba, flute, trumpet, bass drum, timpani (brass, percussion)

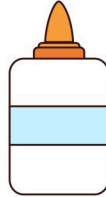
Mvt. V: cello, bassoon, oboe, violin (strings, woodwinds)

Mvt. VI: horn (solo), harp, violins (brass, strings)

ACTIVITY #2: THE CONDUCTOR



Time Needed
30 minutes



Materials

-Virtual Classroom
-chairs arranged according to orchestra diagram

PROCEDURE

- 1) Open Virtual Classroom (**Click on the Maestro-moves to slide 10**)
- 2) Ask the students the questions on the screen: What is a conductor? What does a conductor do? What would happen if there was no conductor? What are some other names for the conductor? (**Click on the Maestro-moves to slide 11**)
- 3) Read through the slide “What is a Conductor?” (**Click on the picture-moves to slide 12**)
- 4) Read through the slide, then watch the video *Class Notes: What Does a Conductor Do?* (**Click on the video button**)
- 5) After watching the video, **click the timpani to advance to slide 13.**
- 6) Have the students practice the 4/4 beat pattern with the audio provided on the slide. **Click on the Maestro-moves to slide 14.**
- 7) Have the students practice the beat pattern in 1 using the audio provided. **Click on the Maestro-moves to slide 15.**
- 8) Ask the students: What is a concertmaster? What does a concertmaster do? (**Click on the video button after discussion**).
- 9) Practice: Choose 1 person to be the conductor, 1 person to be the concert master. Divide the remaining students up into instrument families. Have them practice sitting with their sections (based on the diagram), and “air playing” their instruments with the conductor. **Click on the YouTube logo to use the concert music for inspiration!**

LESSON PLAN #2

CONCERT MUSIC

Overview of Lesson #2

Activity #1: Vibration

Activity #2: The Composer



Time needed

50-60 minutes



Materials

- Virtual Classroom link
- Create Your Own Composition* (pg. 16
- 17) Pencil Piano or virtual piano



Objectives

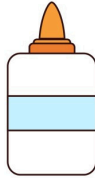
- 1) Students will understand the relationship between music, sound, and vibration.
- 2) Students will understand the relationship between “highness/lowness” and string length.
- 3) Students will understand what a composer is.
- 4) Students will compose their own music.

ACTIVITY #1: VIBRATION



Time Needed

20 minutes



Materials Virtual

Classroom

PROCEDURE

- 1) Open Virtual Classroom. **Click on the Conductor's Spellbook-moves to slide 16. Click on the spellbook again-moves to slide 17.**
- 2) Ask the class, "what is music?" **(Click on the question box to move to slide 18).**
- 3) Read the answer "organized sound." **(Click on the answer box to move to slide 19).**
- 4) Ask the class, "what is sound?" **(Click on the question box to move to slide 20).**
- 5) Read the answer "sound is anything we can hear or feel through vibration." **(Click on the answer box to move to slide 21).**
- 6) Read the prompt about violin players. Click the audio button. **(Click on the prompt box to move to slide 22).**
- 7) Read the prompt. Click the audio button. **(Click on the prompt box to move to slide 23).**
- 8) Click on each audio button so the students can hear the difference in sound between the violin, cello, and bass. Ask them to name differences and similarities. **(Click on the maestro to move to slide 24).**
- 9) Click on each audio button so the students can hear the difference in sound between the harp registers.

ACTIVITY #2: THE COMPOSER



Time Needed

30-40 minutes



Materials

Virtual Classroom

Create Your Own Composition (pg. 16-17)

Pencil Piano or virtual piano

PROCEDURE

- 1) Open Virtual Classroom. **Click on the Conductor's Spellbook-moves to slide 16. Click on the Maestro-moves to slide 25.**
- 2) **Ask the students "what is a composer?" and "what does a composer do?"** After receiving responses, **click the video** to watch a short video about famous composers. **(Click the maestro-moves to slide 26).**
- 3) Tell the students that "anyone can be a composer, and there are many composers living today! One of these composers is Paul Dooley, who wrote the piece we will hear the Wichita Falls Symphony Orchestra perform." Read through slide 26 and **click on the picture to move to slide 27.**
- 4) Tell the students that composers often tell a story with their music. Read through the story of *The Conductor's Spellbook*. **(Click on the picture to move to slide 28).**
- 5) Have the students try to compose their own song. Pass out the "Create Your Own Composition" pages to each student. Instruct them to choose a topic or story, a feeling they want the song to have, and a song title. After giving them a few minutes for this, **click the Maestro (moves to slide 29).**
- 6) Review the note names and note values in the chart. Tell the students that they can use any of these note names in their song, and they can use any rhythm as long as it adds up to 4 beats per measure. It may be helpful to do a practice measure on the board for the students.
- 7) As students finish their composition, play them on a piano (use a virtual piano if you don't have one in your classroom: <https://www.musicca.com/piano.>)

LESSON PLAN #3

CONCERT ETIQUETTE

Overview of Lesson #1

Activity #1: Concert Etiquette

**Time needed**

30 minutes

**Materials**

- Virtual Classroom
- Paper and pencil

**Objective**

- 1) Students will demonstrate and describe appropriate concert etiquette for the symphony performance.
- 2) Students will review all concepts in preparation for the concert.

ACTIVITY #1: CONCERT ETIQUETTE



Time Needed

30 minutes



Materials

Virtual Classroom

Paper and pencil

Chairs arranged according to orchestra diagram

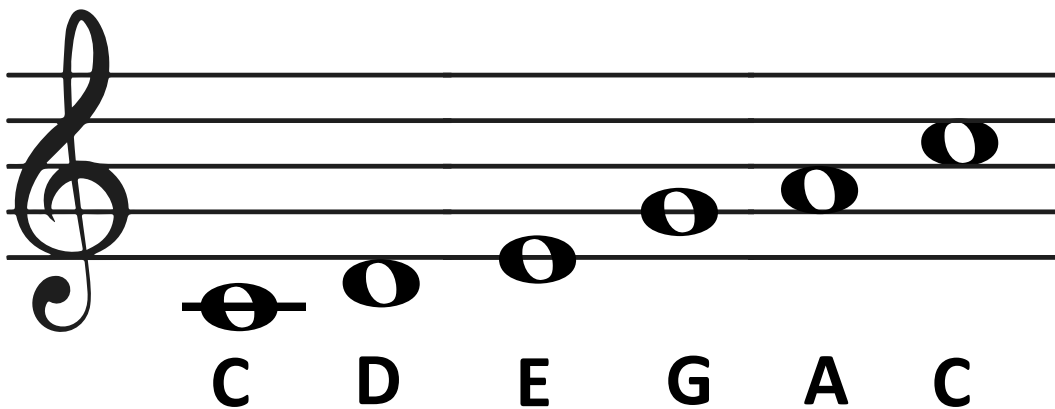
PROCEDURE

- 1) Ensure all students have a blank piece of notebook paper and pencil.
- 2) Open Virtual Classroom. **Click on clapping hands icon-moves to slide 30.**
- 3) Ask the students if anyone knows what the word “etiquette” means. (**Click the word “etiquette”-moves to slide 31**).
- 4) Define **etiquette**: the rules indicating the proper and polite way to behave
- 5) Ask the students to write down at least five rules that might apply to a concert. Share the answers in small groups and/or with the class.
- 6) Ask the students why these rules might exist. Who are the rules for? Why does it matter? What would happen if these rules didn’t exist?
- 7) Watch the “Welcome to the WFSO” video. (**click the video icon**)
- 8) Ask the students about the etiquette rules that were mentioned in the video. Were there any other rules they didn’t think of?
- 9) Practice—have students take turns being the conductor, musicians, and audience (same activity as Lesson 1, Activity 2), but include the audience role—let the students know when it is appropriate to clap. (**Click the maestro-moves to slide 32**).
- 10) Go through the pre-concert quiz, **click the maestro**, and read through the final slide.

Name: _____ Class: _____

Create Your Own Composition!

Use this sheet as a reference for your composition. Try creating a melody with 4-8 measures in 4/4 time (4 beats per measure). Start by choosing a topic (what you want the song to be about) and a feeling (happy, sad, serious, etc). Use the notes below to help write your song. Choose any of the pitches and decide how many beats they will get. Draw them on the music staff on the next page. Have fun!



<u>Name</u>	<u>Note</u>	<u>Rest</u>	<u>Length</u>
Whole Note			4 beats
Half Note			2 beats
Quarter Note			1 beat
Eighth Note			1/2 beat
Sixteenth Note			1/4 beat

Name: _____ Class: _____

Create Your Own Composition!

TOPIC:

FEELING:

Song Title:

