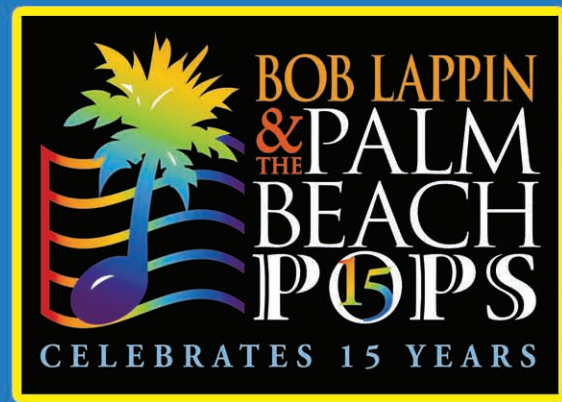


Music



You

In - School Youth Education Program



Sun-Sentinel

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Music You

In School Youth Education Program



This curriculum guide is the result of an exciting new partnership between the Palm Beach Pops and the Sun-Sentinel News in Education (NIE) Department. The focus of the booklet is music appreciation for young students. You will find the following elements: a review of orchestral instruments and the big-three of music (rhythm, melody, harmony), some science of sound, music history, biographical information about groundbreaking composers, and music terminology. Several pages are devoted especially to The Great American Songbook.

One goal is for students to grasp a better understanding of different kinds of music, from Baroque through Modern. Another is to learn that music reflects the world around us and that events in history influence the people who create music. Curriculum activities are included and are benchmarked to the Sunshine State Standards.

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Credits:

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The Palm Beach Pops is a non-profit organization, dedicated to showcasing The Great American Songbook and making the arts a part of basic education for all children. For information about the Palm Beach Pops In-School Youth Education program, please call 561-832-POPS or visit www.palmbeachpops.org.

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THE FOUR SECTIONS OF AN ORCHESTRA



In the orchestra, each section is responsible for different sounds based on the musical instruments in that group.

THE BRASSES -

Trumpets, Trombones, French Horns, Tubas

A brass instrument is a wind instrument made of metal. The mouthpiece is shaped like a cup or funnel, and the performer's lips and breath are responsible for producing the vibrations. Once the column of air is set in motion by the lips, it travels through the metal tube (the horn). The length of the tube determines the pitch. When the musician closes valves or moves a slide he/she is "changing" the length of the tube, thus, producing different notes (pitches).



THE WOODWINDS -

Piccolos, Flutes, Oboes, Bassoons, Saxophones, Clarinets

Woodwinds function with the musician's breath (air) traveling through a tube. The vibration of a flexible reed or the column of air blown directly into the tube produces the vibration. As in brass instruments, the length of the tube determines the pitch. The notes are produced as the musician stops up the holes with fingers or keys.



THE PERCUSSIONS -

Drums, Cymbals, Tambourines, Triangles, Castanets, Tympanis, Xylophones, Glockenspiels, Chimes

Another section of the orchestra is made up of the percussion family. These instruments are made up of sonorous (echoing) materials. Vibrations produce sounds of 'definite' or 'indefinite' pitch when shaken or struck. Indefinite pitch is determined by the tightness of the stretched-material covering. Definite pitch is determined by the size of the instruments. The notes are produced by striking the instruments in different places.



THE STRINGS -

Violins, Violas, Cellos, Double Bases, Harps

The strings produce sound when they are rubbed by a bow, plucked or struck. Their pitch is determined by the length, thickness, and tautness (tightness) of the string. Shortening the vibrating length of the string produces different notes.



IT ALL WORKS TO MAKE MUSIC

Different sounds, different methods, different materials, different composers - put them all together - combine with an expert conductor, talented musicians, and a specially-designed theater - and you have . . . MUSIC!

Activity:

MAKE YOUR OWN INSTRUMENTS

Visit www.dsokids.com online. Click on the 'Kids Only' button, then click on 'Make Your Own Instruments' for instructions on how to make orchestral instruments out of household items. Use these ideas, or think up your own materials to make a musical instrument. Put all your instruments together as a class, and make music!

Research to discover why the size and length of an instrument affects the pitch and tone it makes. Test the accuracy of this information by creating instruments of different sizes to see if this is true. Write a paragraph about your discovery.

Words to know: pitch; note; reed; sonorous; scale



WHAT MAKES MUSIC HAPPEN?

 We know the purpose of an orchestra like the Palm Beach Pops is to produce music. But what is music exactly? How is it made?

IT'S ABOUT SCIENCE

The vibration of some physical object creates sound waves, which move through the air and strike our eardrums. That is how we hear sound. Sound waves are invisible, but if you could see them they would look a lot like waves moving across an ocean. The rate of the movement of the object - or how quickly or slowly it is vibrating - is called frequency. The highness or lowness of a musical note is called pitch. How high or low the pitch is depends only on the frequency of the vibrating object. It doesn't matter how hard a musician blows a horn or pounds on a drum or plucks the strings on a violin, the pitch (or notes) will depend only on the speed of the vibrations.

RHYTHM

When you "feel" the music, you are experiencing the rhythm or beat of the music. There is a pattern to rhythm. A series of accented and unaccented musical notes are arranged to form the pattern. It is a basic underlying element of a musical piece. Think of your heartbeat; whether you are sleeping, eating or playing, the rhythm of your heartbeat stays steady and strong.

MELODY

When musical notes or pitches are connected in a sensible way they form a melody. The melody is one of the elements you hear when you listen to music carefully. It is the tune you hear when you listen. The melody is often what "sticks" in your mind long after you hear a piece of music.

HARMONY

Another element that makes musical pieces even more interesting is called harmony. Harmony consists of notes played together in the background behind the melody. Three or more notes played at the same time is called a chord. Chords make a block of harmony that usually sounds good or "harmonizes" with the melody.

ACOUSTICS

Acoustics refers to the branch of physics that is associated with sounds and sound waves. If you go into an auditorium, a concert hall, or an amphitheater, they all have specific shapes. Each one is designed and built with special materials to best support the music being played and to allow for the best quality of sound.

Bonus question: Why do you think your voice sounds so much better when you're singing in the shower? Do some research to find out why.



Activity:

Using several different types of materials, (rubberbands, yarn, string, wire, etc.) create your own stringed instruments. Make your instruments different sizes, stretching the materials tighter and tighter. Guess how the thickness, tautness, and length of your instruments affect the pitch.

Example: Which makes the higher pitch, faster vibrations or slower vibrations? Which has a deeper tone, thicker materials or thinner materials?

Now listen to your different instruments. Explain whether your guesses were correct or incorrect and explain why.

Words to know: vibration; frequency; melody; rhythm; harmony; chord; acoustics

