



PITTSBURGH SYMPHONY ORCHESTRA

Pre-K Schooltime Supplementary Materials

2019-2020 SEASON





Pre-K/Kindergarten Schooltime

CARNIVAL OF THE ANIMALS

Earl Lee, Conductor

March 25, 2020 • 9:30 & 11:30 a.m. • Heinz Hall

Grieg

Holberg Suite, Opus 40

Saint-Saëns

Carnival of the Animals

I. Introduction and Royal March of the Lion

II. Hens and Roosters

III. Horses of the Tartary (Fleet Animals)

IV. Tortoises

V. The Elephant

VI. Kangaroos

VII. Aquarium

X. Aviary

XI. Pianists

XII. Fossils

XIII. The Swan

XIV. Finale

Rodrigo Ojeda, piano

Suzanne Polak, piano

Christopher Lacey, narrator

Program subject to change

MEET THE CONDUCTOR

A dynamic and energetic figure on stage, Canadian musician **Earl Lee** pursues a diverse career both as a conductor and a cellist. Lee currently holds the Associate Conductor position at the Pittsburgh Symphony Orchestra, and the Principal Conductor position of the Pittsburgh Youth Symphony Orchestra. Lee frequently appears on the podium at the Roy Thomson Hall leading the Toronto Symphony Orchestra, as well as making guest conducting appearances throughout the world. Highlights from this year include his South Korean debut in August leading the Gangnam Symphony Orchestra at the prestigious Seoul Arts Center. He has also recently been announced as the Music Director & Conductor of the Yeosu International Music Festival and Ensemble in Korea in its inaugural season this August. Earl Lee was the only Canadian, and one of seven conductors out of over two hundred applicants, selected by renowned conductor Bernard Haitink as an active participant in the 2016 Haitink Masterclass at the Lucerne Easter Festival. A two-time participant at the prestigious Kurt Masur Conducting Seminar in New York, Lee was one of two 2013 Felix Mendelssohn Bartholdy Scholarship recipient chosen by Maestro Masur. As a Mendelssohn Scholar Lee traveled to Leipzig, Germany, to study with Masur the music and life of Felix Mendelssohn. Lee received a 2013 Ansbacher Conducting Fellowship Award, selected by the American Austrian Foundation and members of the Vienna Philharmonic, and spent six weeks at the Salzburg Festival in Austria.



A graduate of the Curtis Institute of Music and the Juilliard School with degrees in cello, Earl began his conducting studies in 2010 studying with Ignat Solzhenitsyn. In 2013, Lee received his Masters in Conducting from the Manhattan School of Music, studying with George Manahan. Lee continued his post-graduate conducting studies at the New England Conservatory with Hugh Wolff prior to starting his tenure with the Toronto Symphony Orchestra.



HEINZ HALL FOR THE PERFORMING ARTS

Heinz Hall for the Performing Arts was built in 1927, and it opened on September 6 of that year as the Loew's Penn Theatre. The Penn Theatre was a movie theater, as well as a venue for numerous vaudeville and stage shows. It closed in 1964, and it remained vacant until 1970, when renovations began to turn the Penn Theatre into Heinz Hall for the Performing Arts.

Heinz Hall has several notable features. Among them is the famous 40-foot window in the Grand Lobby that looks out onto Sixth Street. Also in the Grand Lobby are two chandeliers suspended from the ceiling, both of which are 15 feet by 8.5 feet. These chandeliers need to be lowered by pulleys when they are cleaned or when light bulbs are replaced.

The auditorium of Heinz Hall seats 2,702 people. The theater is divided into three main seating divisions: the Orchestra level (or main floor), the Grand Tier, and the Balcony—which is subdivided into the Dress Circle, Family Circle, and Gallery. The stage of Heinz Hall has a unique feature: a moving floor. The front portion of the stage, called the apron, is on a hydraulic lift that can be lowered to create an Orchestra Pit, where musicians sit for an opera or Broadway show. The carpeting of Heinz Hall has a specially-made design of a triangle pattern, which represents the three rivers of Pittsburgh. When the original carpet was placed in Heinz Hall in 1971, an equal amount of the carpet was placed into storage. In 1995, when the carpeting in Heinz Hall needed to be replaced, the "spare" carpeting was brought out of storage and used to replace the worn carpeting.

Heinz Hall is one of the premier performance facilities in the world. Its value is estimated at more than \$30 million.

BEFORE THE CONCERT

Essential Preparation

Before attending the concert, introduce your students to the verses and music of Carnival of the Animals. Review what it will be like to visit the orchestra and how to demonstrate proper concert etiquette. Consider using the following guiding questions to help your students begin to think about where and how people listen to music:

1. Who has been to a concert before? What type of concert was it?
2. How else do people listen to music? Do you listen to music in the car? At home? On a radio? On a phone?
3. Share videos/recordings of other types of concerts or musical ensembles, like jazz bands, marching bands, choirs, and rock bands. How might you act differently at these other performances compared to when you watch the orchestra?

MUSIC

Animal Sounds

1. Explore instruments that can be used to make animal sounds, such as a rattle for a rattle snake or a whistle for a bird.
2. Listen to music from the Suggested Listening section of this packet. Prompt students to think about what animal the music reminds them of.

PA Academic Standards for the Arts and Humanities 9.1.3.J Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others; 9.4.3.B Know how to communicate an informed individual opinion about the meaning of works in the arts

VISUAL ARTS

Animal Prints

1. Have your students draw different animal prints and textures like tiger stripes, feathers, and scales.
2. Make dinosaur eggs using the following tutorial: <https://kinderart.com/art-lessons/crafts/dinosaur-eggs/>

PA Academic Standards for the Arts and Humanities PA Academic Standards for the Arts and Humanities 9.1.3.A Know and use the elements and principles of each art form to create works in the arts and humanities; 9.1.3.J Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others



LANGUAGE ARTS

Rhyme and Reason

Have students identify rhyming words in *The Carnival of Animals* or another book with verses. Brainstorm words that rhyme as a class.

A fable is a short story that uses animals as characters to teach a lesson. Read fables as a class such as:

- The Tortoise and the Hare
- The Crow and the Pitcher
- Town Mouse and Country Mouse

PA Learning Standards for Early Childhood 1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes); 1.3 PK.E With prompting and support, recognize common types of text.

Movement

1. Listen to the music from *Carnival of the Animals* and have students move like the animals each song represents.
2. Listen to the music from *Carnival of the Animals* and move to the beat. Consider using colored scarves or other props!

PA Learning Standards for Early Childhood AL.PK.B Demonstrate a willingness to participate in new and challenging experiences.

MATH

Wild Numbers

1. Survey your students on their favorite animals. Make a bar graph with the data.
2. Ask your students how many pets they each have. Work as a group to count how many pets the students in your class have.

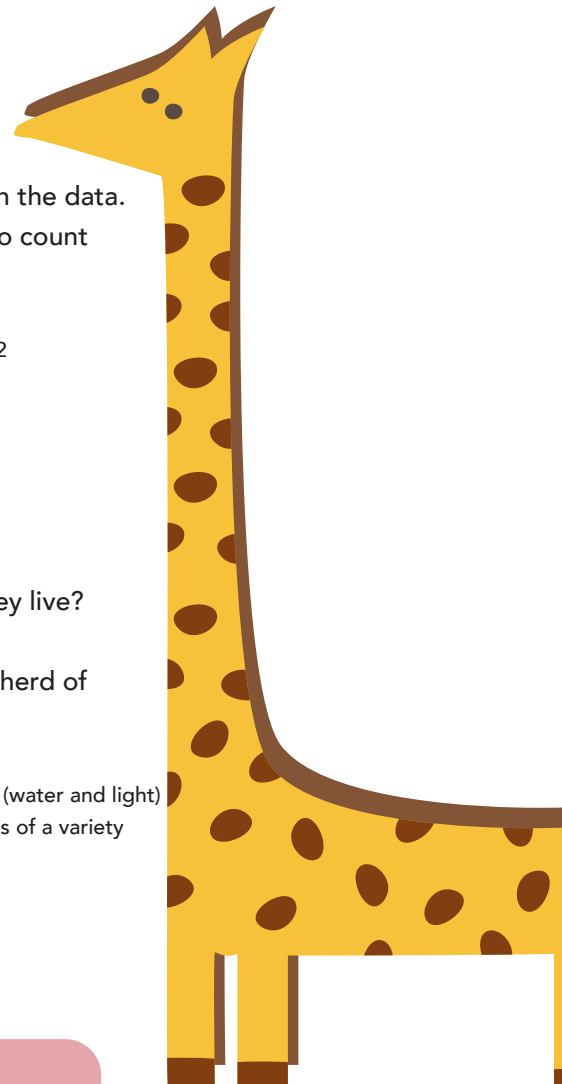
PA Learning Standards for Early Childhood 2.1 PK.A.3 Compare numbers; 2.1 PK.A.2 Count to tell the number of objects

SCIENCE

Animal Investigations

1. Explore the habitats of each of the animals in the story. Where do they live? What do they eat?
2. Explore the names of groups of animals, such as a pride of lions or a herd of elephants. You can also come up with a group name for your class!

PA Learning Standards for Early Childhood 3.1 PK.A.2 Identify basic needs of plants (water and light) and animals (food, air, water); 3.1 K.A.5 Observe and describe structures and behaviors of a variety of common animals



GUIDING QUESTIONS FOR EXPLORING A PIECE OF MUSIC

Adapted from *Lincoln Center Education's Model of Imaginative Learning Entering the World of the Work of Art: A Guide for Designing an Instructional Unit*, 2012. Visit www.lcinstitute.org for more information

Describe – questions that elicit pure noticing

What do you notice?

What do you hear?

How would you describe...?

Analyze – questions that ask students to analyze various aspects of the work

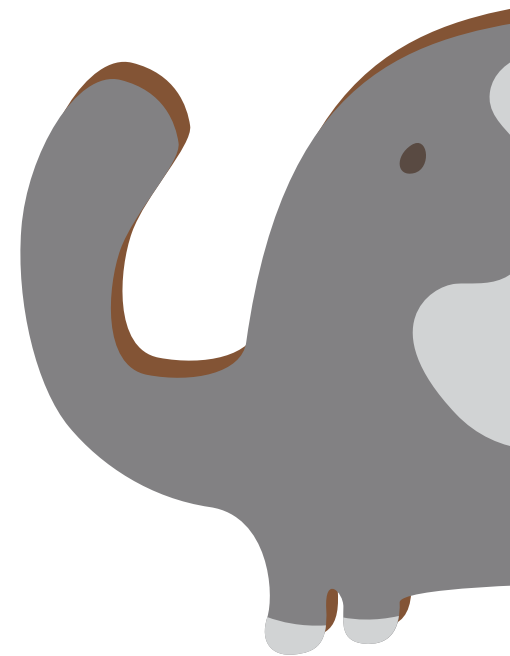
- What do you hear that is...
 - similar?
 - different?
 - a pattern?
- What patterns or relationships can you identify in the music?
- How are the individual parts of the music put together?
- What connections do you make...
 - to your life?
 - to the world?
 - to things you have read?
 - to what you are studying in school?
- What questions do you have?

Interpret – questions that ask students to find their own meaning in the music after considering their responses to the prior descriptions and analyses (ask students to provide evidence for their analyses and interpretations)

- What do you think is going on in this piece of music?
- What is it about?
- What ideas was the composer trying to convey in this music?
- What does it mean? What does it mean to you?
- Does it represent something? If yes, what?
- Does the music evoke any emotions?
- What does the music express?
- If this music was a metaphor for something, what might it be?

Additional Questions for Reflection

- What is the first word that comes to mind when you hear this music?
- If you were to give this piece of music a new title, what would you call it?
- What is surprising about this piece of music?
- Does this piece of music remind you of anything you've heard before?
- Do you relate to this work on a personal level? Explain.
- What do you think the overall mood of the music is?
- Does the title of the piece help you to understand the music?
-



SUGGESTED LISTENING EXAMPLES

The String Family

Eine Kleine Nachtmusik, Mozart
(small ensemble of strings)
Four Seasons, Vivaldi (strings only)
"Waltz of the Flowers," *The Nutcracker*,
Tchaikovsky (harp)
"Gigue," *Suite for Strings*, Corelli
"Sarabande," *Suite for Strings*, Corelli
"Pastoral Symphony," *Messiah*, Handel
Adagio for Strings, Barber
Serenade in C for Strings, Op. 48, Tchaikovsky

The Woodwind Family

Divertimento in B-flat, Haydn
Summer Music for Woodwind Quintet,
Op. 31, Barber
Quintet in E-flat, Beethoven
Suite for Woodwind Quintet, Cowell
Arabesque No. 2, Debussy
"Gavotte," *Suite in B for Winds*, Op. 4, Strauss
"Schnelle Viertel," *Klein Kammermusik*, Hindemith
Rhapsody in Blue, Gershwin
(beginning: clarinet solo)
"Chinese Dance" and "Dance of Mirlitons,"
The Nutcracker, Tchaikovsky (beginning:
piccolo, flutes, bassoons)
"Violin Concerto," *Movement II*, Brahms
(beginning: oboe)

The Brass Family

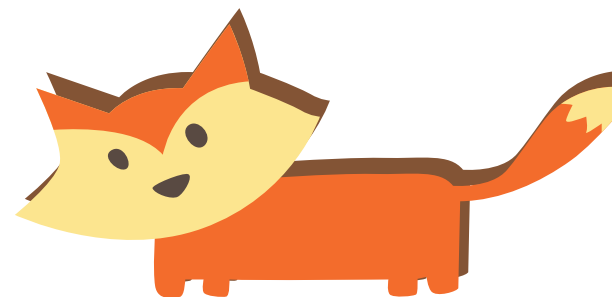
"Fanfare," *La Peri*, Dukas
"Prelude to Act III," *Lohengrin*, Wagner
Prelude and Allegro (Sextet), McKay

The Brass Family (cont.)

*Fanfare for Forces of Latin American
Allies*, Cowell
Fanfare for the Common Man, Copland
"Trumpet Tune," Purcell
Canzon Duodecimi Toni, G. Gabrieli
"Viennese Musical Clock,"
Háry János Suite, Kodály
"La Forza Del Destina," *Opera*, Verdi
(opening: trombone)
"Light Cavalry," *Suppe Overture*
(beginning: trumpet)
"Nocturne," *A Midsummer Night's Dream*,
Mendelssohn (horn)
"Spanish Dance," *The Nutcracker*,
Tchaikovsky (beginning: trumpet)
"Scherza Capriccioso," Op. 66,
Dvořák (beginning: horn)

The Percussion Family

Symphony No. 9, Beethoven
(beginning of Scherzo: timpani solo)
Overture to Candide, Bernstein
1812 Overture, Tchaikovsky
"Radetzky March," J. Strauss, Jr.
(beginning: snare drum and bass drum)
"Hoedown," Copland
Ionisation, Varese
Toccata for Percussion Instruments, Chavez
October Mountain, Hovhanness
Night Music for Percussion, Starer
Háry János Suite, Kodály



HELPFUL SITES & APPS TO INTRODUCE THE ORCHESTRA

Online Resources

San Francisco Symphony Kids

Interactive site that includes an orchestra seating chart, instrument photos and descriptions, and sound demonstrations

<http://www.sfskids.org/classic/templates/instorchframe.asp?pageid=3>

Philharmonia Orchestra

Includes videos of orchestra members describing and performing on their instruments, in-depth written descriptions of instruments, instrument ranges, and fun facts

<http://www.philharmonia.co.uk/explore/instruments>

Oregon Symphony

Straightforward descriptions and photos of the instruments

<http://www.orsymphony.org/edu/instruments/strings.aspx>

Dallas Symphony Orchestra Kids

A wide selection of videos featuring musicians playing a range of instruments

<https://www.mydso.com/dso-kids/learn-and-listen>

MOBILE APPS

The Young Person's Guide to the Orchestra (iPad / free)

Full recording of Britten's The Young Person's Guide to the Orchestra with animations, games, quizzes, performance videos, and photos

Meet the Orchestra (iPad / \$2.99)

Animated characters introduce the orchestra and instruments; quizzes that increase in difficulty

My First Orchestra App (iPad / \$3.99)

Full album of orchestral repertoire, animated characters demonstrate instruments, narration, quizzes, and conducting examples

The Orchestra (iPad / \$9.99)

In-depth app including videos, synchronized score reading, beat mapping, musician interviews, and program notes about the included repertoire

AFTER THE CONCERT

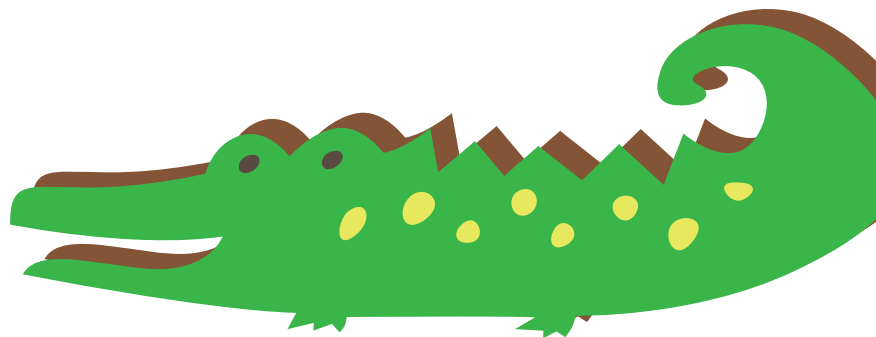
Reflection

1. Have students draw a picture for their favorite animal in the concert.
2. Create masks or puppets based on your students' favorite animals from the concert.

Musical Extension

1. Investigate animal sounds, sizes, and movement. Compare them to the music in the concert.
2. Create an instrumental accompaniment for the fable, The Tortoise and the Hare. How can you use musical elements such as fast and slow or loud and soft to portray the characters? Perform the fable as a class with students playing simple instruments such as shakers, hand drums, rhythm sticks, or even body percussion.

PA Academic Standards for the Arts and Humanities 9.1.3.A Know and use the elements and principles of each art form to create works in the arts and humanities; 9.1.3.E Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts





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