

# Music & Writing

# Study Guide

*The Renaissance*

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MANSFIELD  
SYMPHONY

  
Robert Franz  
Music Director



## Music & Writing Study Guide

### Table of Contents

The Mansfield Symphony Program	pg. 3
Activity #1: Character & Objective	pg. 4
Activity Sheet #1: Character Bio	pg. 5
Activity #2: Setting & Tableau	pg. 6
Activity #3: Moods & Dynamics	pg. 7
Activity Sheet #3: Moods & Dynamics	pg. 8
Percussion Instruments Illustration Sheet	pg. 10
String Instrument Illustration Sheet	pg. 11
Woodwind Instrument Illustration Sheet	pg. 12
Brass Instrument Illustration Sheet	pg. 13
Activity #4: Writing a Story	pg. 14
Activity Sheet #4: Writing a Story	pg. 15
Preparing your students for their trip to the Renaissance Theatre	pg. 16
The Mansfield Symphony at the Renaissance	pg. 16
Instrument Family Word Search	pg. 17
The Mansfield Symphony Crossword Puzzle	pg. 18
Word Search & Crossword Puzzle Solution	pg. 19
Ohio State Academic Standards	pg. 20



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# MANSFIELD SYMPHONY



**Robert Franz**  
Music Director

## Music & Writing Program

Key	The Star Spangled Banner
Elgar	Enigma Variation No. XI
Ippolitov-Ivanov	Into the Village
Gershwin	An American in Paris
Rossini	The William Tell Overture
Rossini	Overture to The Barber of Seville

If your students enjoy the program selections included in the Music & Writing concert, here are additional selections to introduce to them:

Stories Without Words: **Elgar: Enigma Variation No. XI**

Dukas: The Sorcerer's Apprentice

Beethoven: Wellington's victory

ABA Form (also called 3-part form or ternary form): **Ippolitov-Ivanov: Into the Village**

Haydn: Minuet, from Symphony no. 49 in F minor (3<sup>rd</sup> movement)

Prokofiev: Gavotte, from the Classical Symphony (3<sup>rd</sup> movement)

Schubert: Scherzo, from Symphony no. 3 in C major (3<sup>rd</sup> movement)

Character: **Rossini: The William Tell Overture**

Delius: The Walk to the Paradise Garden, from A Village Romeo and Juliet

Rimsky-Korsakov: The Sea and Sinbad's Ship, from Scheherazade

Sibelius: The Swan of Tuonela, from the Lemminkainen Suite

Setting: **Gershwin: An American in Paris**

Rimsky-Korsakov: The Sea and Sinbad's Ship, from Scheherazade

Borodin: Polovetsian Dances, from Prince Igor

Britten: Storm, from Four Sea Interludes (3<sup>rd</sup> movement)

## Activity #1 Character & Objective

### Objectives:

- Students will learn to build a character bio and understand the definition and use of character objective.
- Students will use music from the Music & Writing concert as an inspiration for their writing.

### Materials:

- Student Activity Sheet #1 (one copy per student), page 5
- Music (suggestions on page 3)
- Pencils & Paper

### Procedure: approximately 45 minutes

1. Play music and ask student to draw a portrait inspired by the music.
2. Pass our Student Activity Sheet #1 (Character Bio), and have students fill it out using their portrait as the character they are describing. They will use their imaginations to fill in the following information:
  - a. Character Name
  - b. Character Age
  - c. Where does the character live?
  - d. What does the character do for a living? Where does the character go to school?
  - e. What does the character do for fun or a hobby?
  - f. What are this character's hopes and dreams?
  - g. What is this character's greatest fear?
3. Have students turn their papers over and write a character monologue that starts, "The happiest day of my life was..."
  - a. Define MONOLOGUE as a long speech spoken by one actor without interruption.
  - b. The monologue the students write can be three sentences or more.
  - c. The monologue must be written in first person narrative. It needs to be written as if the character is speaking it.
  - d. Instruct students they are to use as much, if not all the info from the character bio in the monologue.
4. Allow students time to write their monologues, then have them read them as if they were the character. After a few monologues are read aloud, define OBJECTIVE as what the character wants/needs/desires.
5. Add the new vocabulary to the classroom "Word Wall".

Activity Sheet #1  
**Character Bio**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

A character bio (or biography) tells the details that makes the character in a story as realistic as possible. Use your imagination to fill in the blanks about the character you drew when the music was playing.

1. Character Name: \_\_\_\_\_

2. Character Age: \_\_\_\_\_

3. Where does the character live? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. What does the character do for a living? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Where does the character go to school? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

5. What does the character do for fun or a hobby? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

6. What are this character's hopes and dreams? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

7. What is this character's greatest fear? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

8. On the back of this page complete this quote as if it is spoken by the character:  
"What I want more than anything is to..."

## Activity #2 Setting & Tableau

### Objectives:

- Students will understand the setting of a story by using music, pictures, their imagination, movement and tableau.
- Students will use music from the Music & Writing concert as an inspiration in creating a setting.

### Materials:

- Music (suggestions on page 3)
- Paper and drawing tools (pencils, crayons, etc.)
- Space to move (Part II)

### Procedure:

#### Part I approximately 40 minutes

1. Discuss setting (location) with students. Define SETTING as the surroundings or environment in which something exists or takes place.
2. Choose a specific location in the neighborhood. Discuss with students how this setting is different from any other location. What makes it unique? Talk about color, landscape, buildings, shape, etc.
3. Listen to music and brainstorm about what setting the music makes the students think about. Allow all ideas and opinions to be valid. Have students include as much detail as possible.
4. Play music again and have students draw a picture of the location they just described. Instruct students that this picture should come from their imagination and be inspired by the music.
5. Have students share their drawings. Allow them to take note of how different and/or similar the drawings are.
6. Add the new vocabulary to the classroom “Word Wall”.

#### Part II approximately 40 minutes

1. Define TABLEAU as a statue, made with your body, that has no movement or sound.
2. Choose one of the pictures the students drew from Part I of this activity.
3. Have students decide who they would be if they lived in this setting.
4. Have students decide what activities they would be doing if they were these characters in the setting.
5. Create the tableau of the scene with the students frozen as statues, with no movement or sound, as if they were conducting their activity in the setting.
7. Play the music you played when students created the setting in Part I. Have student unfreeze and act out their activities in the setting. The TEMPO (speed - fast or slow) of their movements should be dictated from the TEMPO of the music.
8. Call “freeze” and stop the music to create another TABLEAU of the same scene.
9. Play the music and call “action” again so students can continue to move in the setting.
10. Call “freeze” and have the students sit where they are. Discuss how the different TABLEAUS represented different moment or times in the same scene.

## Activity #3 Moods & Dynamics

### Objectives:

- Students will learn how the dynamics of a piece of music or song effects the way the audience feels.

### Materials:

- Music (a recording of the “William Tell Overture” and additional suggestions on page 3)
- Student Activity Sheet #3 (one copy per student), pages 8 & 9
- 4 Instrument Family Illustration Sheets (one copy per student), pages 10-13
- Pens or pencils

### Procedure: approximately 40 minutes

1. Ask student if they ever listened to music that made them feel happy. Discuss the titles and/or style of music.
2. Ask student if they ever listened to music that made them feel sad. Discuss the titles and/or style of music.
3. Define the following vocabulary words:  
    TEMPO: is the word in music that means how fast or slow the music is played.  
    DYNAMICS: how soft or loud music is played.  
    Ask student if these two music terms affect the way music makes them feel. Discuss and add the new vocabulary to the classroom “Word Wall”.
4. Inform students that you will be playing the “William Tell Overture”, or name the selection of music you will be playing. Define OVERTURE as a single orchestral movement that introduces an opera, play, ballet, or longer musical work, often including the work's themes.
5. Pass out Student Activity Sheet #3: Moods & Dynamics. Instruct students to raise their hand when they hear a change in mood or section of the piece of music you will be playing. Student will then answer the questions for that section.
6. Play music. When hands go up to indicate a change in mood or new section, pause the music so student can fill out the Activity Sheet. Refer to the 4 Instrument Family Illustration Sheets as needed for the Activity Sheet.
7. Discussion/Conclusion: One piece of music can have various moods and dynamics as it tells a full story with different sections.

### Answers to Activity Sheet #3:

Instruments played in each section of the “William Tell Overture”

Section 1 – Introduction: Cello

Section 2 – The Storm: all instruments

Section 3 – The Duet: Flute & English Horn

Section 4 – The Hunt: all instruments, Brass featured

Activity Sheet #3  
**Moods & Dynamics**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Listen to music and fill in the blanks for each section.

Title of Music: \_\_\_\_\_

**Section 1**

What instruments are used in this section?

---

---

Dynamics: Is this section loud or soft?

---

---

Tempo: Is this section fast or slow?

---

---

Mood: What mood does this dynamic and tempo create?

---

---

**Section 2**

What instruments are used in this section?

---

---

Dynamics: Is this section loud or soft?

---

---

Tempo: Is this section fast or slow?

---

---

Mood: What mood does this dynamic and tempo create?

---

---

### Section 3

What instruments are used in this section?

---

---

Dynamics: Is this section loud or soft?

---

---

Tempo: Is this section fast or slow?

---

---

Mood: What mood does this dynamic and tempo create?

---

---

### Section 4

What instruments are used in this section?

---

---

Dynamics: Is this section loud or soft?

---

---

Tempo: Is this section fast or slow?

---

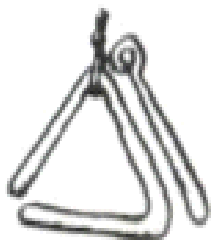
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Mood: What mood does this dynamic and tempo create?

---

---

## PERCUSSION INSTRUMENTS



TRIANGLE



TIMPANI



XYLOPHONE



CYMBALS

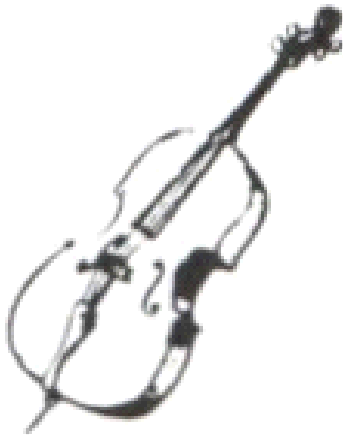
## STRING INSTRUMENTS



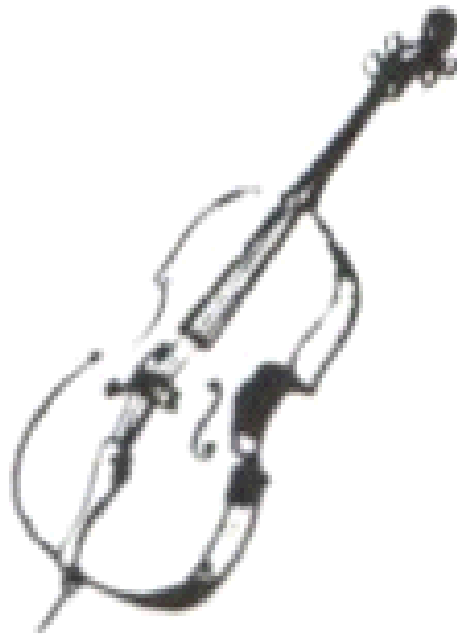
**Violin**



**Viola**



**Cello**



**Bass**

## WOODWIND INSTRUMENTS



FLUTE



CLARINET

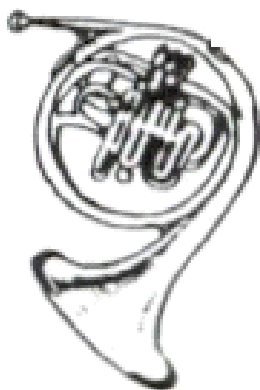


OBOE

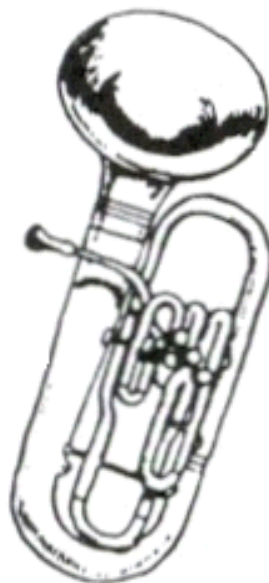


BASSOON

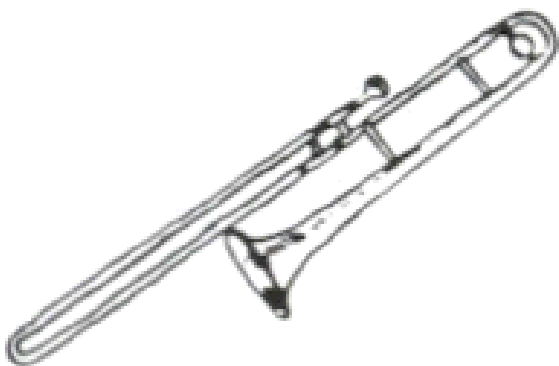
## BRASS INSTRUMENTS



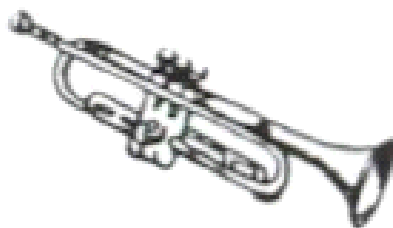
**French Horn**



**Tuba**



**Trombone**



**Trumpet**

## **Activity #4**

### **Writing a Story**

**Objectives:**

- Students will create two characters, decide on the characters' objectives, create a conflict and write a story where the conflict resolves.

**Materials:**

- Student Activity Sheet #4 (one copy per student), page 15
- Pens or pencils

**Procedure:** approximately 40 minutes

1. Ask students if they ever had a disagreement with a friend. Discuss: What did they want that created this conflict or disagreement? How was the conflict resolved?
2. Define the following vocabulary words:
  - OBJECTIVE: what the character wants/needs/desires.
  - CONFLICT: the problem that occurs when the objectives of the characters collide.
  - RESOLUTION: the solution to the conflict or problem.Discuss and add the new vocabulary to the classroom "Word Wall".
3. Pass out Student Activity Sheet #4: Writing a Story. Review it with the students. Give them time in class or assign for homework.
4. After the Activity Sheet is filled out, have students turn it over and write a story using the information they filled in.
5. Share scene.

Activity Sheet #4  
**Writing a Story**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**Characters**

Character #1:

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Character #2:

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Relationship of Characters: \_\_\_\_\_

**Setting**

Place (location): \_\_\_\_\_

**Objective**

What does Character #1 want?

\_\_\_\_\_

What does Character #2 want?

\_\_\_\_\_

**Conflict**

The conflict of the story is created when the objectives or wants of the characters collide. What is the conflict of the scene?

\_\_\_\_\_

\_\_\_\_\_

**Resolution**

The story ends when conflict is resolved. How is the conflict resolved in your story?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Write your full story on the back to this page.

# *the Renaissance*

## **Preparing your students for their trip to the Renaissance Theatre**

Here is some information about the Renaissance Theatre and the Mansfield Symphony that will help you and your students prepare for their role as audience member.

### **Expected Behavior:**

For many students, this will be their first experience with a live symphony performance. It is important to discuss with them the expected behavior of an audience member.

1. All aisles must be kept clear throughout the performance (no sitting or standing in the aisles).
2. Visit the washroom before the performance begins. It is hard to leave once the performance starts without disturbing those around you.
3. Do not bring food or drinks into the theatre. Theatre is not a place for popcorn or the rustling of candy wrappers.
4. Try not to talk during the performance. Even whispering can be distracting to fellow audience members and the performers.
5. Don't leave your seats unless instructed by the teacher or theatre staff.
6. Turn off your cell phone, if you brought one, and don't use a camera, video or tape recorder.
7. Do not go on stage at any time.

### **The Mansfield Symphony at the Renaissance:**

There are many people who work together to bring the Mansfield Symphony to the stage at the Renaissance Theatre. The whole process takes many months from deciding what music to perform up until the performance date. The team consists of the following:

1. Conductor: the person in charge of an orchestra or choir who marks time and signals musicians or singers when and how to play or sing.
2. Musicians: somebody who plays a musical instrument; someone who performs, conducts, or composes music
3. Stage Manager: the person who runs the lights and sound cues for the performance; the stage manager's booth is usually found in the rear of the theatre.
4. Technical Director: the person in charge of making sure the lights and stage setting for the performance are in place and running properly.
5. Lighting Designer: the person who provides the lighting for the performance. The designer will decide what color the lights should be to complement the performance.
6. Box Office Staff: the people who sell tickets to the performance; the box office is usually located at the main entrance to the theatre.
7. House Manager & Ushers: the people who greet the audience and help them to find their seats.
8. Music Librarian: the person who acquires, organizes and maintains the music performed by the orchestra.
9. Operations Director: the person who makes sure the scheduling and production of all orchestra events run smoothly and effectively.



## Instrument Family Word Search

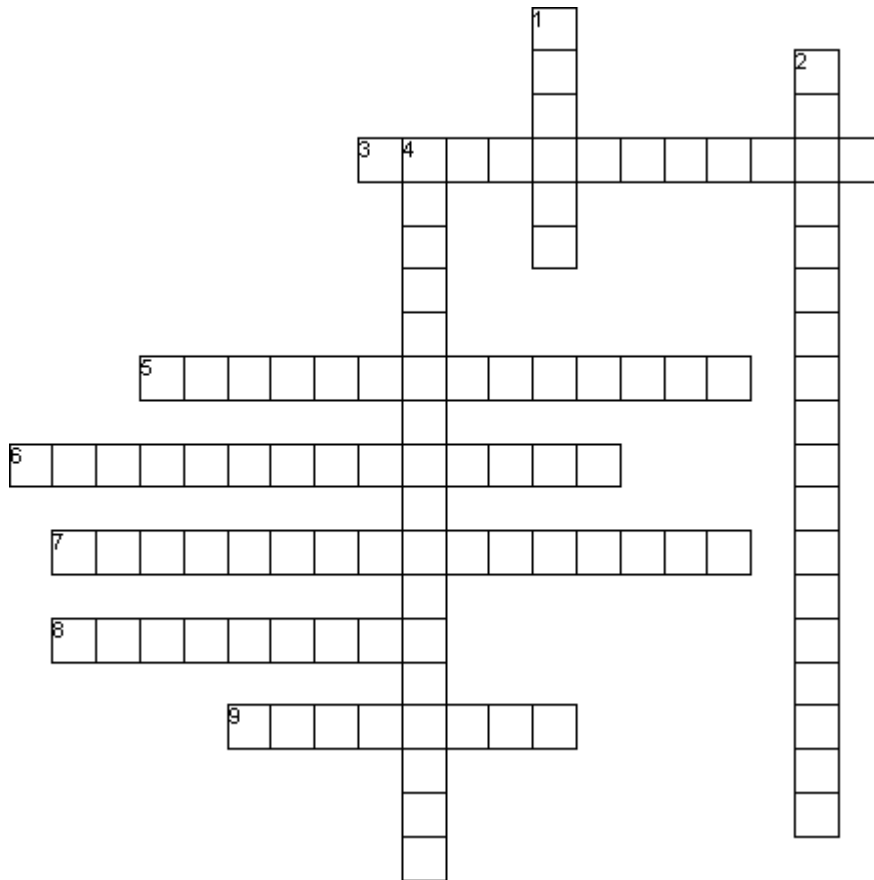
Find the hidden words within the grid of letters, then find the hidden message.

G L O C K E N S P I E L F O O  
 U T E P M U R T R N B A S S B  
 I R R N S T R U M E I N T F O  
 V I A O B A S S O O N L M I E  
 I A L I M E S F A D T J O J P  
 O N I B M B I H A J N J E I G  
 L G D A B H O G E T C Z H Z V  
 A L C T U B A N E K Y V D K K  
 M E R O N C P N E I M A K Z C  
 U X P G Z T I W A N B Y L M E  
 I W G K S R M E M A A F B M L  
 R N V P A O L O D P L C R O L  
 E T U L F G R R U M S E H W O  
 F C C E E K H O R I O G M L N  
 N K A H H J O M P T B T J S P

---

bass	clarinet	glockenspiel	triangle	tuba
bassoon	cymbals	oboe	trombone	viola
cello	flute	timpani	trumpet	violin

## The Mansfield Symphony at the Renaissance Theatre Crossword Puzzle



### Across

3. the person who runs the lights and sound cues for the performance (2 words)
5. the people who sell the tickets to the performance (3 words)
6. the person who acquires, organizes and maintains the music performed by the orchestra (2 words)
7. the person who provides the lighting for the performance (2 words)
8. the person in charge of an orchestra or choir who marks time and signals musicians or singer when and how to play or sing
9. somebody who plays a musical instrument, conducts or composes music

### Down

1. the people who greet the audience and help them find their seats
2. the person who makes sure the scheduling and production of all orchestra events run smoothly and effectively (2 words)
4. the person in charge of making sure the lights and stage setting for the performance are in place and running properly (2 words)





**The following Ohio State Academic Standards will be addressed and Benchmarks achieved when using these materials and participating in the Mansfield Symphony *Music & Writing* program at the Renaissance Theatre:**

**ENGLISH LANGUAGE ARTS:**

**Grades K – 3:**

- Acquisition of Vocabulary
  - A. Use context clues to determine the meaning of new vocabulary.
  - B. Read accurately high-frequency sight words.
  - C. Apply structural analysis skills to build and extend vocabulary and to determine word meaning.
- Reading Process: Concepts of Print Comprehension Strategies and Self-Monitoring Strategies
  - D. Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas.
  - E. Demonstrate comprehension by responding to questions (e.g., literal, informational and evaluative).
- Reading Applications: Informational, Technical and Persuasive Text
  - A. Use text features and structures to organize content, draw conclusions and build text knowledge.
  - B. Ask clarifying questions concerning essential elements of informational text.
  - C. Identify the central ideas and supporting details of informational text.
  - D. Use visual aids as sources to gain additional information from text.
  - E. Evaluate two- and three-step directions for proper sequencing and completeness.

**Grades 3 & 4:**

- Writing Process
  - A. Generate ideas and determine a topic suitable for writing.
- Writing Applications
  - A. Write narrative accounts that develop character, setting and plot.
- Communication: Oral and Visual
  - A. Demonstrate active listening strategies by asking clarifying questions and responding to questions with appropriate elaboration.
  - B. Respond to presentations and media messages by stating the purpose and summarizing main ideas.
  - C. Use clear and specific vocabulary to communicate ideas and to establish tone appropriate to the topic, audience and purpose.

## **Grades 4 - 6:**

- Acquisition of Vocabulary
  - A. Use context clues and text structures to determine the meaning of new vocabulary.
  - B. Infer word meaning through identification and analysis of analogies and other word relationships.
  - C. Apply knowledge of connotation and denotation to learn the meanings of words.
  - F. Use multiple resources to enhance comprehension of vocabulary.
- Reading Applications: Informational, Technical and Persuasive Text
  - A. Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information.
  - B. Recognize the difference between cause and effect and fact and opinion to analyze text.
  - C. Explain how main ideas connect to each other in a variety of sources.
- Reading Applications: Literary Text
  - A. Describe and analyze the elements of character development.
  - B. Analyze the importance of setting.
  - C. Identify the elements of plot and establish a connection between an element and a future event.
  - D. Demonstrate comprehension by inferring themes, patterns and symbols.

## **FINE ARTS - MUSIC:**

- Historical, Cultural and Social Contexts
  - By the end of the K-4 program:
    - A. Identify and demonstrate basic music forms.
    - B. Identify and respond to music of historical and cultural origins.
    - C. Recognize the interaction of people and music.
  - By the end of the 5-8 program:
    - A. Compare and contrast styles and forms of music from various historical periods.
- Analyzing and Responding
  - By the end of the K-4 program:
    - A. Identify and demonstrate element of music using developmentally appropriate music vocabulary.
    - B. Identify the sounds of a variety of instruments including orchestra, band and classroom instruments.
    - C. Discuss and evaluate individual and group music performance.
  - By the end of the 5-8 program:
    - A. Describe and evaluate a piece of music using developed criteria on elements of music and music vocabulary.
    - B. Analyze the structure of larger music works and the sections comprised within.
    - C. Apply appropriate criteria to support personal preferences for music choices and evaluate the quality and effectiveness of a music performance.
- Valuing Music/Aesthetic Reflection
  - By the end of the K-4 program:
    - B. Demonstrate audience behavior appropriate for the context and style of music performed

C. Demonstrate how music communicates meaning of text, feelings, moods, images, and influences personal preferences.

By the end of the 5-8 program:

A. Reflect on and describe how music performance and setting affect audience response.

B. Reflect on why others may have different music preferences.

C. Justify one's personal preference of music choice using music vocabulary.

- Connections, Relationships and Applications

By the end of the K-4 program:

D. Identify and demonstrate roles of musicians in various music settings.

By the end of the 5-8 program:

A. Compare and contrast common terms used in and for the interpretation of music and other arts disciplines.

B. Demonstrate ways that subject matter of other disciplines is interrelated with that of music.

C. Identify various ways music affects their lives.

D. Identify various careers in music.