

Music in the Clouds

Study Guide

The Renaissance

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MANSFIELD
SYMPHONY


Robert Franz
Music Director



Music in the Clouds Study Guide

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Music in the Clouds Program

- Haydn:** *Symphony No. 73, La Chasse* (Finale)
- HIGH PITCH – *Cirrus Clouds*
- Stravinsky:** *Firebird*
- LOW PITCH – *Stratus Clouds*
- Beethoven:** *Symphony No. 5* (Movement 3)
- MIDDLE PITCH– *Alto Stratus Clouds*
- Brahms:** *Symphony No. 3* (Movement 3)
- STURM UND DRANG - *Cumulus Clouds*
- Beethoven:** *Symphony No. 6* (Movement 4: Storm)
- Mozart:** *Symphony No. 25 in G* (Movement 4)
- Bizet:** *Danse Boheme from Carmen Suite 2*

Activity #1
Everything Makes Sound

Objective:

- Students will be able to understand why pitch varies in different instrument.

Materials:

- Pencils or pens and various objects around the room.

Procedure: approximately 45 minutes

1. Define Pitch as how high or low a musical note is.
2. Have students choose one object in the room. Examples: desk top, drinking glass, chalk or dry erase board, cardboard box, etc.
3. Have students tap their pencil on their chosen object one at a time.
4. After each object is tapped, ask: Is the pitch high or low?
5. Make a chart with the name of the object and the answer to the question.
6. After the pitch of all the objects is recorded ask: What about the object determined the pitch? Topics for this discussion:
 - a. Size:
 - i. Larger objects had a lower pitch.
 - ii. Smaller objects had a higher pitch.
 - b. Vibration:
 - i. Objects with more empty space create more area for vibration.

Facts About Clouds

Cirrus Clouds



**Cirrus clouds are the highest clouds.
They usually mean fair weather.
They look white and feathery.**

Stratus Clouds



Stratus clouds are the low clouds. Fog is a stratus cloud at ground level. They look like a low gray blanket. Stratus clouds bring rain or snow.

Altostratus Clouds



Altostratus belongs to the Middle Cloud group (2000-7000m up).

An altostratus cloud usually covers the whole sky.

They have a gray or blue-gray appearance.

The sun or moon may shine through an altostratus cloud, but will appear watery or fuzzy.

Notice the difference in thickness and color in the clouds.

Cumulus Clouds



Cumulus clouds are puffy.

They have flat bottoms and are low in the sky.

Cumulus clouds usually mean fair weather.

If they grow tall, they can become thunderheads and bring rain.

Activity #2

Color, Pitch & Clouds

Objective:

- Students will be able to understand why clouds are different colors.
- Students will be able to understand pitch in music.
- Students will be able to understand shades and tints of color value.

Supplies:

- Music & CD player
- Crayons (extra black and whites are needed)
- Paper

Color has value. This is the darkness or lightness of a particular color. We can divide these value changes into **shades** and **tints**.

Shades are the relative darkness of a color and **tints** are the relative lightness of a color.

These divisions are created by darkening or lightening the pure **hue**.

Hue is the base color at its full **intensity**. The **pure hue** has the highest saturation of color.

It is important to note **intensity** of a color because a **value** of red (for example) can be the same as a medium tone of that same color.

A **tone** can be the same value, but can be grayed in such a way that it is not at the highest degree of intensity.

Comparatively, **Pitch also has value**. This would be in the low or high of the musical note.

Let's assign the value of color to the pitch of a musical note:

1. When the pitch is higher, let's assign colors that are of a lighter tint.
2. When the pitch is lower, let's assign them colors of a lower shade.

Procedure: (approximately 40 minutes)

1. Choose a selection of music listed in the beginning of this study guide.
2. Listen to it with students.
3. Discuss the various level of pitch (lows and highs) in the music.
4. Have students choose one color crayon that goes along with the mood of the music, as well as a black and a white.
5. Have students draw or color on the page changing the hue of the color (by adding black or white) as the pitch of the music selection varies.

Let's now compare these colors with the colors of clouds.

1. **Stratus Clouds** are the low level clouds forming a gray blanket bringing snow or rain. Since they are lower in the sky, we can say they are lower in pitch and lower in shade (darker).
2. **Cirrus Clouds** are the high level clouds. They are thin, wispy, feathery, and light. Since they are higher in the sky, we can say they are higher in pitch and lighter in tint.
3. **Altostratus Clouds** are the middle level clouds. They cover the whole sky and are blue-grey in appearance. Since they are the middle level, we can say they are middle in pitch and a combination middle level of shade and tins (blue-grey).

Vocabulary:

Pitch: the how high or low of a musical note.

Shade: a hue produced by the addition of black.

Tint: a hue produced by the addition of white.

Intensity: The brightness or dullness of a hue. One may lower the intensity by adding white or black.

Tone: a shade of a color

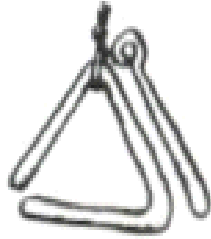
Hue: the base color at full intensity

Cirrus Clouds: high level, thin, wispy, feathery, light.

Altostratus Clouds: middle level, cover the whole sky, blue-grey in appearance.

Stratus Clouds: low level clouds forming a gray blanket bringing snow or rain.

PERCUSSION INSTRUMENTS



TRIANGLE



TIMPANI



XYLOPHONE



CYMBALS

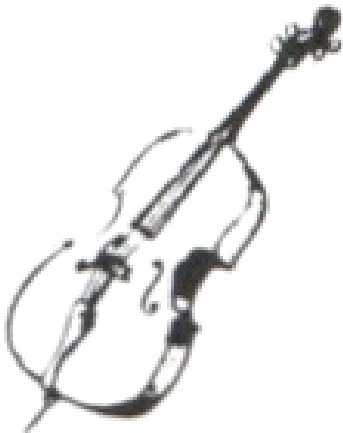
STRING INSTRUMENTS



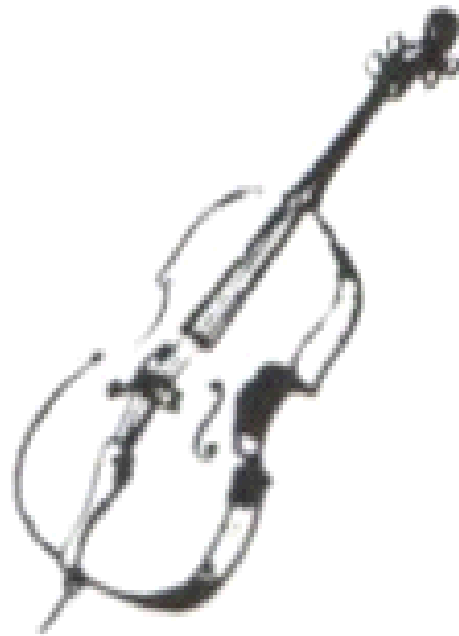
Violin



Viola



Cello



Bass

WOODWIND INSTRUMENTS



FLUTE



CLARINET

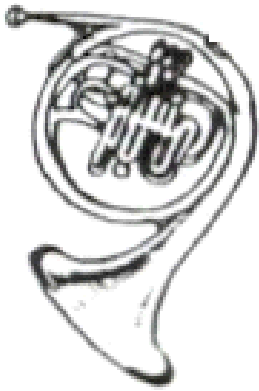


OBOE

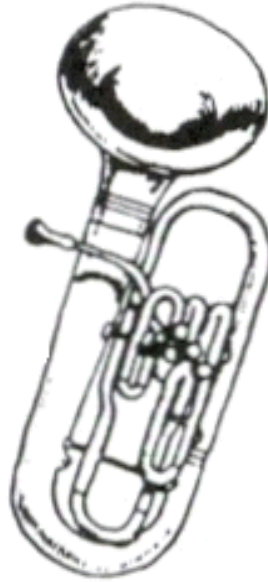


BASSOON

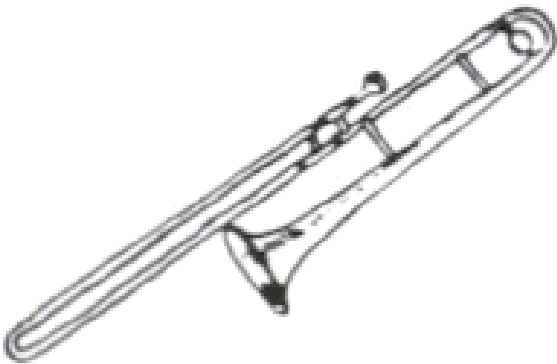
BRASS INSTRUMENTS



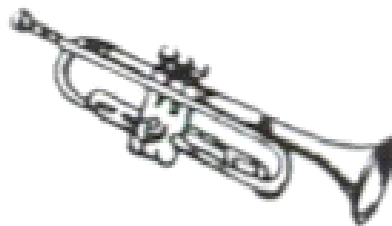
French Horn



Tuba



Trombone



Trumpet

Activity #3

Pitch: The Highs and Lows of Music

Objectives:

- Students will be able to identify instruments in the orchestra
- Students will be able to distinguish between high and low pitched instruments
- Students will identify which instrument family an instrument belongs to: percussion, brass, woodwinds, and strings.

Materials:

- Student Activity Sheet #2 (one copy per student), pages 14 & 15
- 4 Instrument Family Illustration Sheets (one copy per student), pages 9-12
- Pencils
- two colorful boxes or grab-bags

Procedure: 20-30 minutes

1. Pass out the 4 Instrument Family Illustrations Sheets included in this packet.
2. Review the instruments on each sheet and define the 4 Instrument Families of the Orchestra (also refer to the definitions from Activity #1)
3. Pass out Activity Sheet #2 about Pitch.
4. Tell students that today you are going to teach them about pitch.
PITCH: how high or low a musical note is; the level of a sound in a musical scale, according to its frequency.
5. As students follow, read aloud the instructions on Activity Sheet #2: Pitch: The Highs & Lows of Music.
6. Have students answer questions individually or as a class, or assign for homework.
7. Ask students if they can name any of the instruments and if they know to which families the instruments belong.
8. Add the above new music vocabulary terms to the “Word Wall” in your classroom.

Enhancement Activity: 20-30 minutes

1. Enlarge and color the Instrument Family handouts (Brass, Strings, Woodwinds, Percussion). Write the name of each instrument on the back. Laminate and cut.
2. Choose one family (4 instruments), placing 2 instruments in one grab bag; two in another.
3. Tell students that they are going to do a grab bag activity. Two students will come to the front of the room and each will pick out one instrument from a family, holding it up for the class to see.
4. Ask each student to hold up the instrument he/she picked. Ask the class to a) identify the family; and b) to tell which instrument is higher or lower pitched. If they can, ask them to name the instrument as well.
5. Do for all four families of instruments.

Activity Sheet
Pitch: The Highs & Lows of Music

NAME: _____ DATE: _____

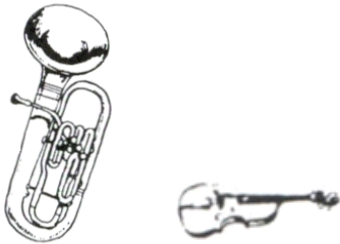
Pitch means how high or low a musical note is.

- 1) Can you make your voice sing real high pitches?
- 2) Can you make your voice sing real low pitches?

The instruments of the orchestra “sing” too! Some play high pitches and some play low.
Usually, high-pitched instruments are smaller and low-pitched instruments are bigger.

For questions, 1 - 3 circle the instrument that plays higher pitches.

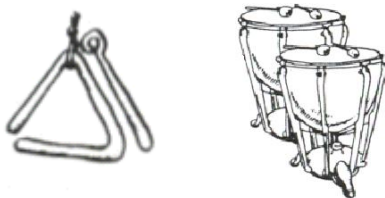
1)



2)



3)



For questions 4 - 6, circle the instrument that plays lower pitches.

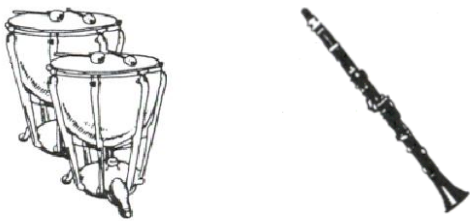
4)



5)



6)



Now, can you name all the instruments on this page?
Can you name the family of instruments they each belong to?

Activity #4

Pitch & Movement

Objective:

- Students will be able to understand the concept of pitch.

Supplies:

- Music Selection, CD player.

Procedure:

Part I (approximately 20 minutes)

1. Choose a selection from the music listing from the concert in the front of the study guide.
2. Before playing the selection to the students, define **pitch**.
Pitch means how high or low a musical note is.
3. Instruct the students to:
 - a. raise their hand high when the pitch of the music is high,
 - b. put their hand low when the pitch of the music is low,
 - c. or put their hand at shoulder height when the pitch of the music is somewhere in the middle.
4. Play the selection and do the activity along with the students.

Part II (approximately 20 minutes)

1. Clear an area in the classroom where the students can stand or sit (on the floor) in a circle.
2. Choose another selection from the music listing from the concert in the front of the study guide.
3. Remind students of the definition of pitch.
4. Instruct the students to:
 - a. Stand tall when the pitch of the music is high,
 - b. Crouch low when the pitch of the music is low,
 - c. Bring their bodies somewhere in the middle (waist height) when the pitch of the music is somewhere in the middle.
5. Play the selection and do the activity along with the students.

Part III (approximately 20 minutes)

1. Clear an area in the classroom where the students can stand or sit (on the floor) in a circle.
2. Choose a different selection from the music listing from the concert in the front of the study guide.
3. Remind students of the definition of pitch.
4. Have students create a movement that is:
 - a. High: for when the pitch of the music is high,
 - b. Low: for when the movement is low,
 - c. And somewhere in the middle (waist height) for when the pitch of the music is somewhere in the middle.
5. Play the selection and have the students perform the movements with the music to reflect the pitch of the music.

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 an 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.

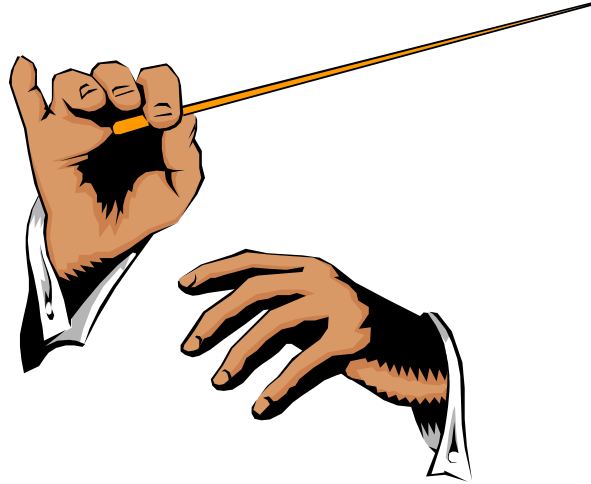
1. All aisles must be kept clear throughout the performance (no sitting or standing in the aisles).
2. Visit the washroom before the performance begins. It is hard to leave once the performance starts without disturbing those around you.
3. Do not bring food or drinks into the theatre. Theatre is not a place for popcorn or the rustling of candy wrappers. *Due to the scheduling of these field trips, arrangements can be made for students to eat lunch in the theatre. Please contact the Director of Education to make these arrangements ahead of time. Please prepare students that since this is a school time performance, there is flexibility in this theatre etiquette rule.*
4. Try not to talk during the performance. Even whispering can be distracting to fellow audience members and the performers. *Music Director Robert Franz encourages student participation and interaction. Please follow his lead on how this will be conducted during the performance, and encourage and prepare students to participate.*
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, unless invited by the Music Director and escorted by an adult.



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
 bassoon
 cello

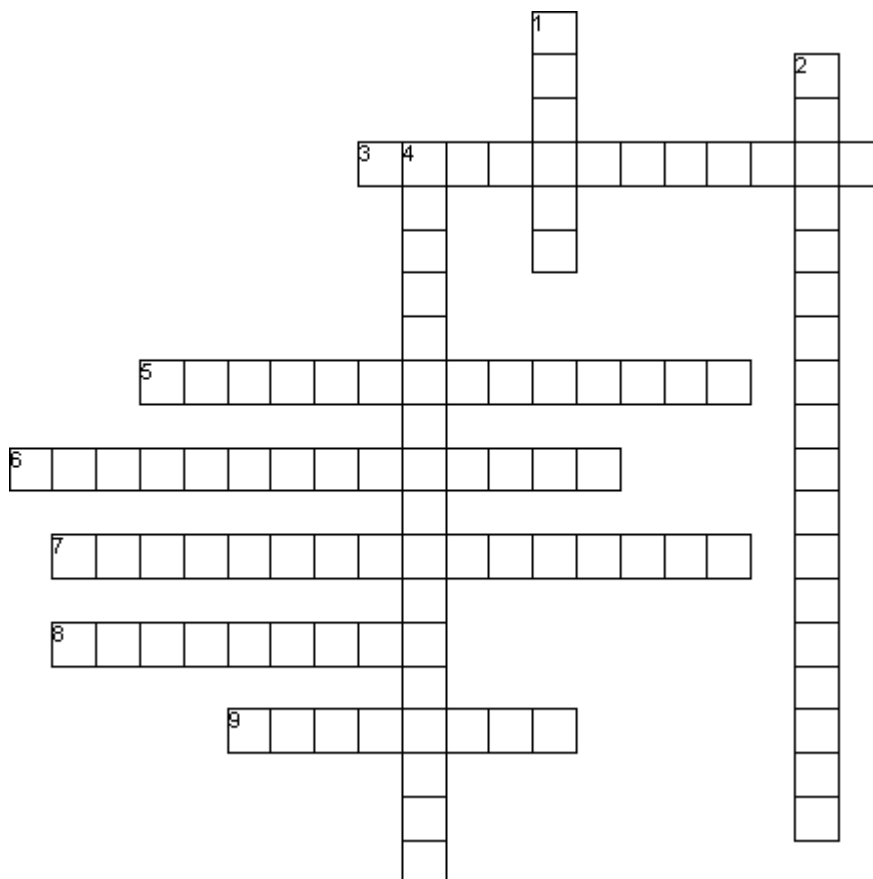
clarinet
 cymbals
 flute

glockenspiel
 oboe
 timpani

triangle
 trombone
 trumpet

tuba
 viola
 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)



Music in the Clouds

Unscramble each work.

Then use the marked letters to solve the second puzzle.

TICHP

10		6		

URCSIR SCODLU

								2					

TRASUTS OLSCDU

													8

LSMUCUU DSCOLU

								9					

IOILVN

					1

LRIEACNT

							3 13 7

NHRFCE RHON

							4			

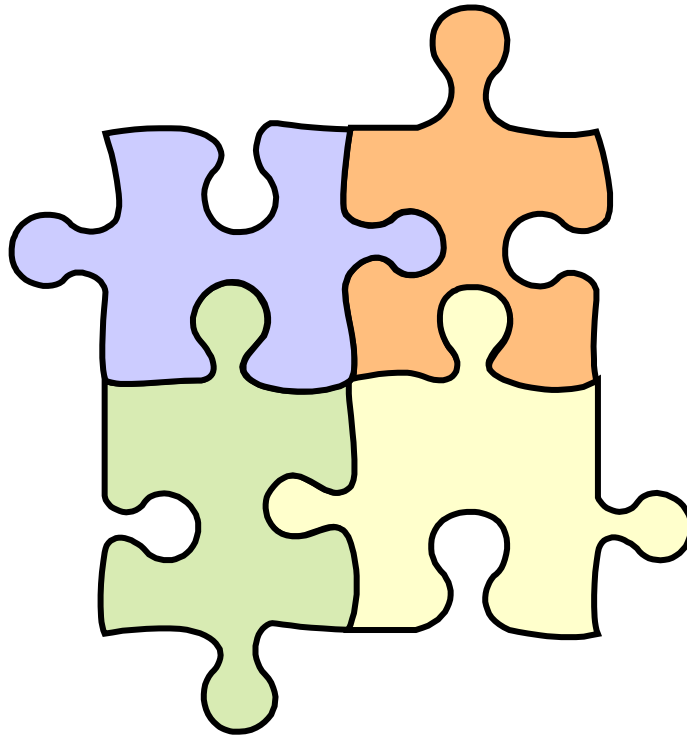
BOEEVHNT

							5 11

TMZAOR

					12

1	2	3	k	4	5	6	7	y	9	10	11	12	y	13



The Instruments in the Symphony

Decode the message by finding each substitute letter or symbol.

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

M V H Y H G Y H W S R Y U B T M R Y E H B M
 W G E U Z U H T : X H Y C R T T U S B ,
 T M Y U B D , A S S L A U B L G B L
 T Y G T T .



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

SCIENCE:

- Earth and Space Sciences:
By the end of the 3-5 program:
 - D. Analyze weather and changes that occur over a period of time.
- Physical Science:
By the end of the 3-5 program:
 - A. Compare and contrast simple physical and chemical changes.
 - B. Identify and describe the physical properties of matter in its various states.

Grade 4:

- Earth and Space Sciences (Benchmark D):
 - 2. Identify how water changes in the air in different forms (e.g., in clouds, fog, rain, snow and hail).
 - 5. Record local weather information on a calendar or map and describe changes over a period of time (e.g., barometric pressure, temperature, precipitation symbols and cloud conditions).
 - 7. Describe the weather which accompanies cumulus, cumulonimbus, cirrus and stratus clouds.
- Physical Science
 - Benchmark A:
 - 1. Identify characteristic of a simple physical change (e.g., heating or cooling can change water form one state to another and the change is reversible).
 - 2. Identify characteristics of a simple chemical change. When a new material is made by combining two or more materials, it has chemical properties that are different from the original materials (e.g., burning paper, vinegar and baking soda).
 - Benchmark B:
 - 4. Explain that matter has different states (e.g. solid, liquid and gas) and that each state has distinct properties.

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.