

Opposites Attract

Study Guide

The Renaissance

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**MANSFIELD
SYMPHONY**


Robert Franz
Music Director



Opposites Attract Study Guide

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Opposites Attract Program

Mozart	Overture to the Marriage of Figaro
Brahms	Symphony No. 2
Mozart	Symphony No. 39
Mendelssohn	Overture to Midsummer Night's Dream
Janecek	Suite of Strings
Mozart	Overture to the Abduction from the Seraglio

If your students enjoy the program selections included in the Opposites Attract concert, here are additional selections to introduce to them:

Soft/Loud

Ravel: Mother Goose Suite (5th movement: The Fairy Garden)
Ibert: Divertissement (5th movement: Parade)
Vivaldi: Spring, from The Four Seasons (1st movement)
Praetorius: Terpsichore Suite No. 4 (5th movement: Volta)

Fast/Slow

Janáček: Sinfonietta (1st movement)
Avison: Concerto op. 3, no. 4 (2nd movement)
Copland: Clarinet Concerto (2nd movement: Cadenza)
Haydn: Lord Nelson Mass (8th movement: Sanctus)

High/Low

Mussorgsky: Pictures at an Exhibition (1st movement: Promenade)
Vivaldi: Spring, from The Four Seasons (1st movement)
Copland: Clarinet Concerto (2nd movement: Cadenza)
Prokofiev: Piano Concerto No. 2 (2nd movement)

Activity #1

Comparing and Contrasting Instruments of the Orchestra

Objectives:

- Students will learn the four families of the orchestra
- Students will compare and contrast instruments of the four families of the orchestra.

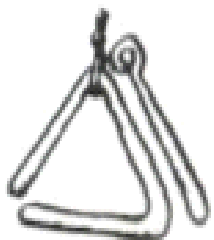
Materials:

- Student Activity Sheet #1 (one copy per student), pages 9 & 10
- 4 Instrument Family Illustration Sheets (one copy per student), pages 5-8
- Pencils
- A Map of the Orchestra from the music teacher (if available).

Procedure: (can be done in class or as HW with a parent) 20-30 minutes

1. Tell students that today you are going to teach them about families of the orchestra.
2. Pass out the 4 Instrument Family Illustrations Sheets included in this packet.
3. Review the instruments on each sheet and define the 4 Instrument Families of the Orchestra (also refer to the Map of the Orchestra – if available):
STRINGS: these have strings that are bowed or plucked
BRASS: these are made of brass and are blown through a mouthpiece
WOODWINDS: these are blown through a reed (except for flutes!); a reed is thin strip of material (cane, metal, or plastic) fitted inside a musical instrument that vibrates to produce a sound, usually when the player blows into the instrument.
PERCUSSION: these are hit!
4. You may wish to ask your music teacher for assistance with a map of the orchestra.
5. As students follow, read aloud the instructions on Activity Sheet #1: Getting to Know Instruments of the Orchestra.
6. Have students answer questions individually or as a class, or assign for homework.
7. Add the above new music vocabulary terms (instrument families, etc.) to the “Word Wall” in your classroom.
8. Now ask students to pick an instrument and to do their best to pantomime how it might be played. Tell them to make observations at the orchestra concert and be prepared to share with the class afterwards.

PERCUSSION INSTRUMENTS



TRIANGLE



TIMPANI



XYLOPHONE



CYMBALS

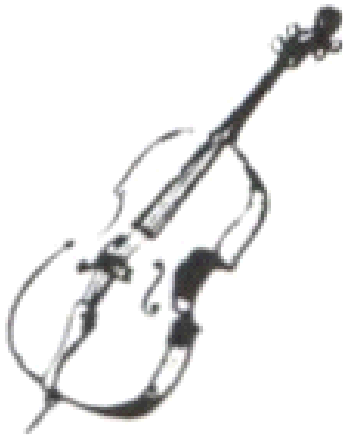
STRING INSTRUMENTS



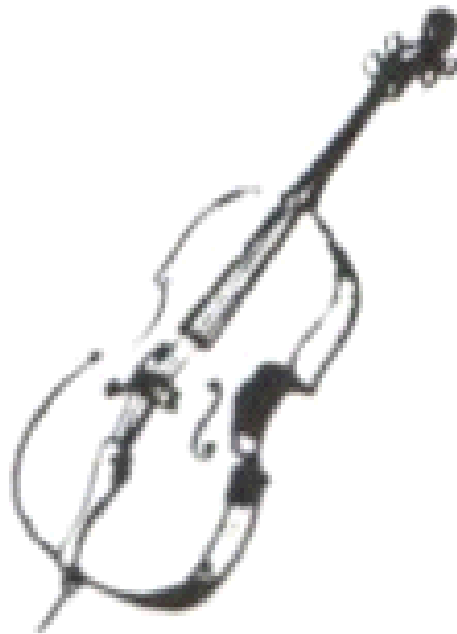
Violin



Viola



Cello



Bass

WOODWIND INSTRUMENTS



FLUTE



CLARINET



OBOE

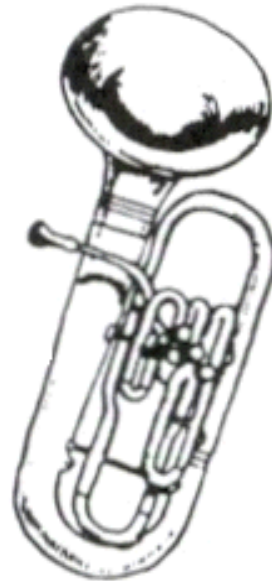


BASSOON

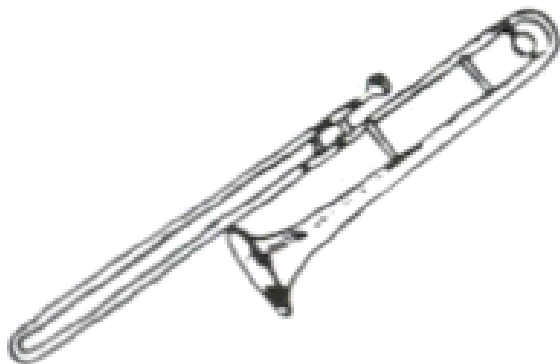
BRASS INSTRUMENTS



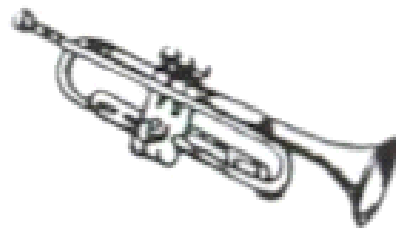
French Horn



Tuba



Trombone



Trumpet

Activity Sheet #1
Getting to Know Instruments of the Orchestra

NAME: _____ DATE: _____

There are FOUR families of instruments in the orchestra.
In some ways they are similar and in some ways they are different!

STRINGS: these have strings that are bowed or plucked

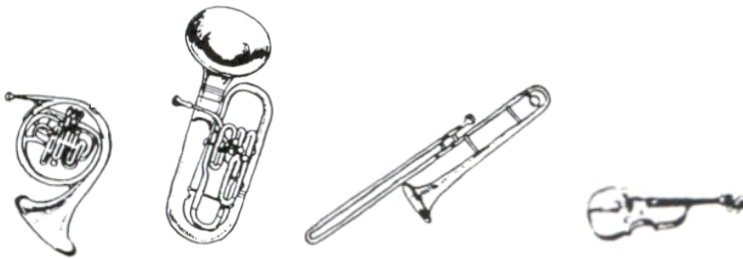
BRASS: these are made of brass and are blown through a mouthpiece

WOODWINDS: these are blown through a reed (except for flutes!)

PERCUSSION: these are hit!

CIRCLE the instrument that does not belong in the group. Explain why.

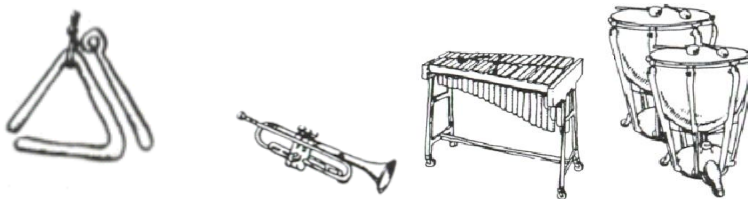
1)



2)



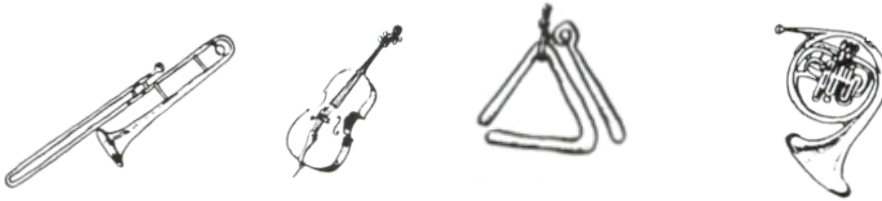
3)



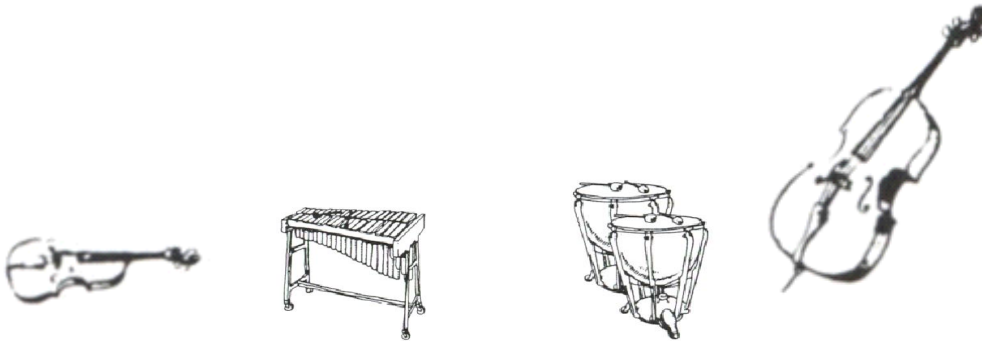
4)



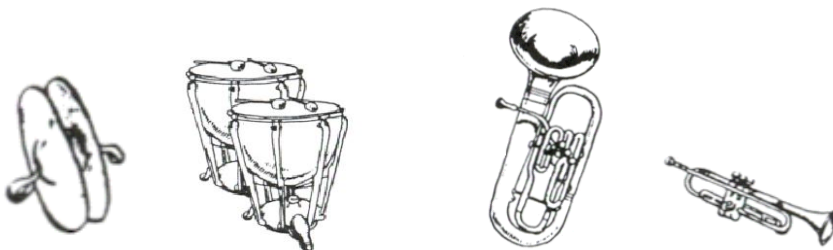
5) Circle TWO instruments that are BLOWN (brass).



5) Circle TWO instruments that are played with a BOW (strings).



6) Circle two instruments that are HIT (percussion).



FUN PANTOMIME: Now pick an instrument on this worksheet and show your teacher or parent or class how it should be played!

Activity #2

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, strings.

Materials:

- Student Activity Sheet #2 (one copy per student), pages 12 & 13
- 4 Instrument Family Illustration Sheets (one copy per student), pages 5-8
- 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 #2
Pitch: The Highs & Lows of Music

NAME: _____ DATE: _____

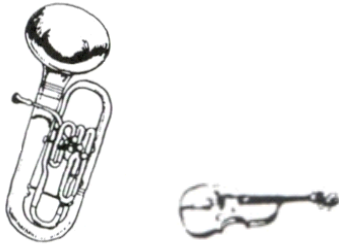
Pitch means how high or low a musical note is.

- 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.

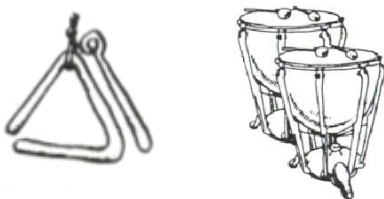
1)



2)



3)



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

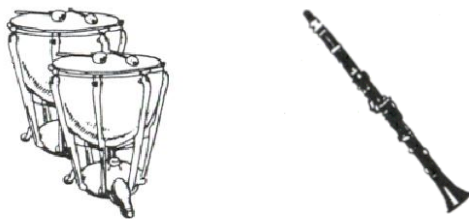
4)



5)



6)



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

Activity #3
Movement and Music: Fast and Slow

Objectives:

1. Students will identify music that is fast and music that is slow.
2. Students will know the definition of TEMPO.
3. Students will do movement that reflects the music's tempo.

Materials:

- selections of fast and slow music (suggestions listed on page 3); or songs that you sing fast and slow (you may want to ask the music teacher to help you with this; or have him/her do the activity with your class)
- String or jump rope about 3m in length (or length you deem suitable).

Procedure: approximately 45 minutes

1. Have students listen to two music selections--one fast, one slow--without identifying as such beforehand. These can be classical or from another genre.
2. Ask students what the difference is in the music. Define TEMPO.
TEMPO: is the word in music that means how fast or slow the music is played.
3. Add this term to the "Word Wall" in your classroom.
4. Tell students you are going to play a game where they move to music they hear. They will move fast to fast music and slow to slow music, interpreting it with their bodies.
5. Take them to an open room and give each a jump rope or long piece of string approximately 3m in length. They are to make a circle around themselves with the string. They will dance only in their space when they hear the music.
6. When they hear music that is fast or slow, they are to dance fast or slow. If they hear no music, they are to freeze. This can be played like Simon Says and children who do not make the appropriate shift are "out."
7. **Opposites Challenge:** Have students play this game and try to move slowly to the fast music and fast to the slow music!

Activity #4

Music and Art: Soft and Loud

Objectives:

- Students will compare music that is soft and loud.
- Students will know the definition of DYNAMICS
- Students will reflect music that is soft and loud in visual art.

Materials:

- Paper
- paints, crayons, or markers
- smocks
- selections of music with varying dynamics (suggestions listed on page 3: Soft/Loud)

Procedure: 45-60 minutes

1. Define DYNAMICS
DYNAMICS: how soft or loud music is played.
2. Add this new term to the “Word Wall” in your classroom.
3. Play a short music selection that has a variety of dynamics.
4. Ask them to raise their hand high when the music is very loud, place their hand very low when the music is soft, and put their hand somewhere in the middle when the dynamic is in the middle.
5. Ask students to explain DYNAMICS (loud and soft) in terms of color: What color would loud be? What color would soft be? How loud is yellow? Red? How soft is green? Blue? Show these levels of dynamics with how high or low your hand is raised.
6. Prepare students to do some drawing or painting. Tell them they will create a visual art piece to music that has different dynamics. You can choose a second selection, or the same music for this part.
7. Have students paint or draw with colored markers or crayons as they listen to one piece; then do the same with the other.
8. Have them share their pieces in a circular gallery--standing in a circle and holding them for all to see. What do they notice? Are the interpretations different or the same? How have they shown loud and soft in their art pieces? Have them discuss their art. Why did they choose the colors? What does each color represent?
9. Prepare students to watch the conductor at the concert.
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.
 - What does he do with his body to let the orchestra know to play loud?
 - What does he do with his body to let the orchestra know to play soft?
 - Ask them to watch his body and be prepared to show the class what they observed when they return from the concert.

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 student prepare for their role as audience member.

Expected Behavior:

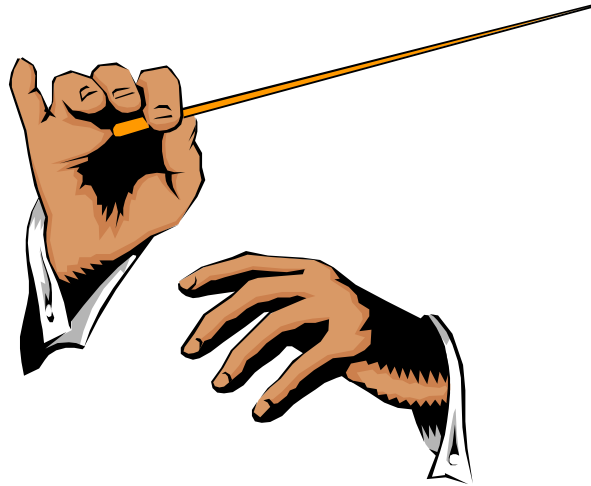
For many students, this will be their first experience with a live symphony performance. It is important to discuss with them the expected behavior of an audience member.

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
bassoon
cello

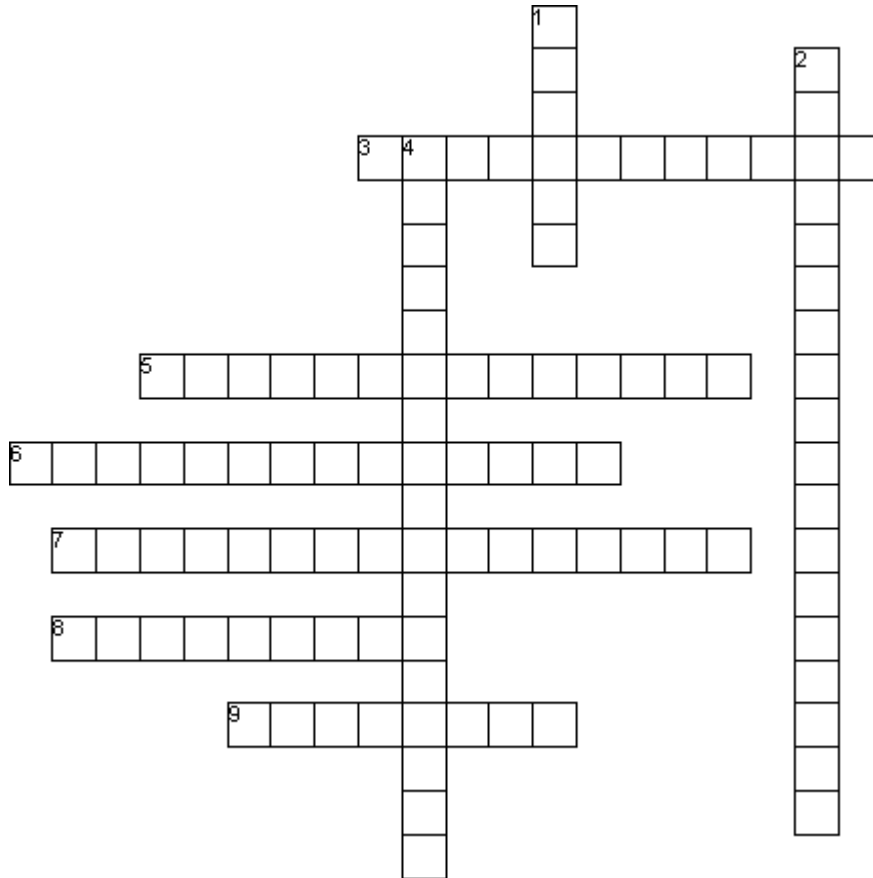
clarinet
cymbals
flute

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)



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

ENGLISH LANGUAGE ARTS:

- 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.

FINE ARTS - MUSIC:

- Historical, Cultural and Social Contexts
 - 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.
- Analyzing and Responding
 - 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.
- Valuing Music/Aesthetic Reflection
 - 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.
- Connections, Relationships and Applications
 - D. Identify and demonstrate roles of musicians in various music settings.