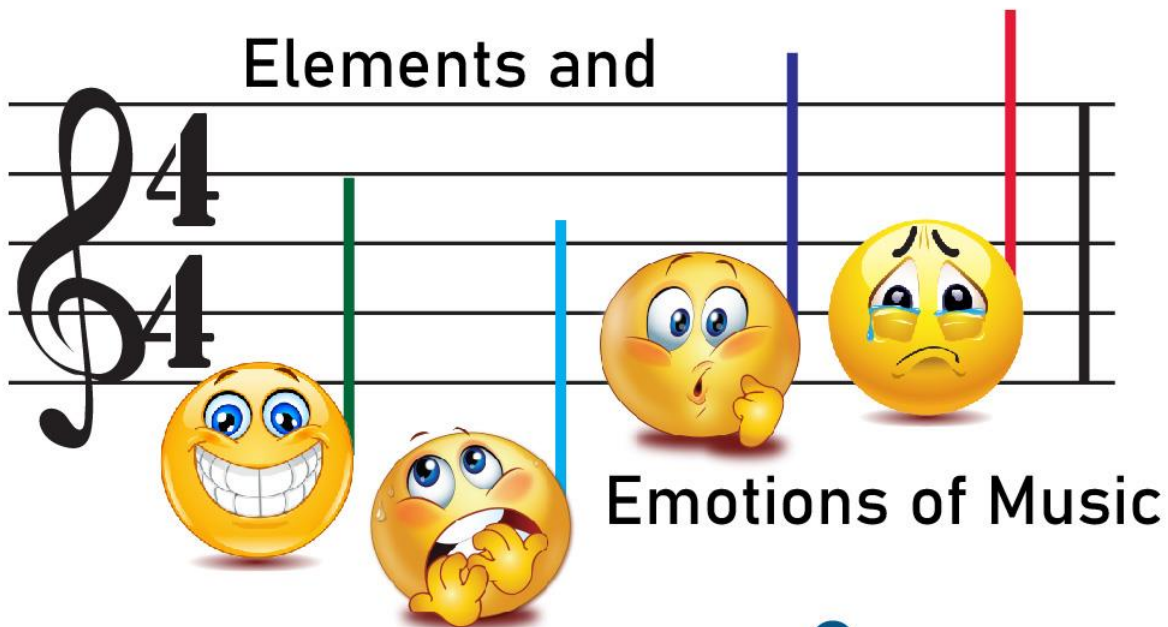


# Teacher's Education Guide



## 32nd Annual *Drayton Family* **CHILDREN'S** Educational Presentation **2020**



### Michigan City Community Enrichment Corporation



Dr. Linda Sirugo & Attorney David Sirugo  
Councilman Tim Stabosz  
Psi Iota Xi La Porte Chapter

This project is made possible by:



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The LCSO wishes to thank Megan Sullivan, Director of Bands at La Porte Middle School, for the creation of this Education Guide.

Now in our 32<sup>nd</sup> year of presenting Music Education to the students of the Northwest Indiana and SW Michigan region, this year has been especially challenging. With the advent of COVID-19, our programming has taken an alternate path as an online resource for the educators. We sincerely hope that this guide, along with the audio/video presentation created by Rick DeJonge that can be accessed on our website, [WWW.LCSO.NET](http://WWW.LCSO.NET), will give educators and students a resource that can be used in a variety of ways.

The LCSO would also like to thank Interim Music Director, Chuck Steck, for his leadership during this extraordinary time. The LCSO is looking forward to the next school year where we may be able to hold our live performances once again for the students and educators!

## **Rick DeJonge**

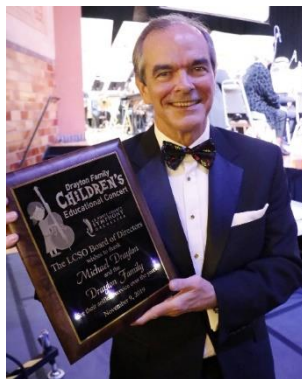


Rick DeJonge is a graduate of the Scoring for Motion Pictures and Television Program from USC and holds both a Master's of Art and Bachelor's of degree from Western Michigan University. As a film composer, Rick has worked on several films and with great composers such as Christopher Young, David Spear, Jack Smalley, and Pete Anthony. Rick's score for the action film Fighting With Anger contained a song which won Best Original Song at the New York Independent Film Festival and was recorded by Willie Nelson. Rick was recently featured in an article of scoring for films in Life magazine and he just finished scoring 3 cues for a new cartoon ad for Fiat.

As an orchestrator, Rick has worked with composers on television promos for shows including Beautiful People, Lost, The West Wing, and CSI Miami. As a conductor, Rick has conducted his own scores at Paramount Studios, Fox Studios, and Firehouse Studios in Pasadena, California. His original piano recordings for 4 silent films have also received great reviews.

Rick has been writing music for orchestra and wind ensemble for over 25 years and for the Boston Brass the last 15 years. You can hear his symphonic works on Summit Records. Rick has been the official arranger/composer for Walt Disney World's Thanksgiving Day Parade since 2011. Rick is a member of ASCAP.

## **Michael Drayton**



V. Michael Drayton was a symphony board member for 32 years and served as chair for several years. He was an integral force in the development of our Children's Education Concert Program and has chaired the event since its beginning 32 years ago! Mr. Drayton obtained his B.A. from Valparaiso University and earned his J.D. from Valparaiso Law School. He is a life long resident of La Porte and practices law as a partner with Drayton, Biege, Sirugo, & Elliott, LLP. The LCSO renamed these concerts the "Drayton Family Children's Education Concerts" in honor of his devotion to the creation and development of these concerts.

# **Indiana State Standards**

This education guide was created specifically for Indiana Elementary Educators. However, they could be easily adapted for all educational settings.

- **Page 2-5 – Sections of the Orchestra**
  - Reading Foundations 4.RF.2.1,
  - Reading Nonfiction 3.RN.2.2, 4.RN.2.1, 5.RN.1, 5.RN.3.1, 5.RN.4.2
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  - Data Analysis 3.DA.1, 4.DA.3,
  - Number Sense 4.NS.1, 4.NS.2, 4.NS.8
  
- **Page 8-10 – Composer Job Application**
  - Reading Nonfiction 4.RN.1, 5.RN.2.1,
  - Reading Vocabulary 5.RV.3.2
  - Writing 4.W.2, 5.W.1
  - Speaking and Listening 2.SL.4.3
  - Preparing for College and Careers PCC 2.1
  
- **Page 11 – Multiples of 4 Dot to Dot**
  - Computation 3.C.1
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- **Page 12-13 – Music Journals**
  - Writing 4.W.1, 4.W.2.1, 5.W.3.3
  
- **Page 14-17 – Poetry Hip Hop**
  - Print Concepts 5.RF.2.1
  - Fluency 5.RF.5
  - Reading Literature 5.RL.1, 5.RL.2.1, 5.RL.2.2, 5.RL.4.1
  - Speaking and Listening 5.SL.1, 5.SL.2.1, 2.SL.4.1, 5.SL.4.2, 2.SL.4.3
  - Preparing for College and Careers PCC 2.1

# Sections of the Orchestra

## String Family

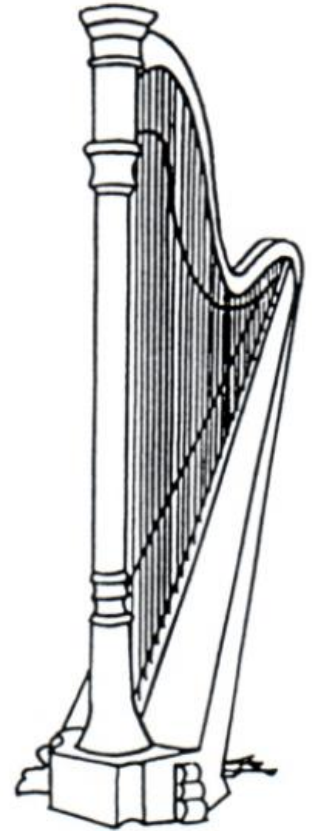
The string family is made up of Violins, Violas, Cellos, Double Bases, and a Harp. Out of all of the instruments, the string instruments sound the most like singing. Sometimes they get beautiful soaring melodies, while other times they have energetic rhythms. Most string instruments use a bow to create their sound, however the Harp is a string instrument that plucks strings to make sound.

Violin is the smallest string instrument. Musicians rest this on their shoulder to play.

Viola is second smallest string instrument. Violas have a darker or heavier sound than a violin, but they are still played while resting on the shoulder.

Cello is the second largest string instrument. To play a cello, a musician sits in a chair and places the cello between his or her knees.

The Double Bass is the largest and lowest string instrument. It is so large that the musician must stand up to reach and play the instrument.



Harp



Violin



Viola



Cello



Double Bass

# Sections of the Orchestra

## *Woodwind Family*

The Woodwind Family is made up of instruments that use air to make sound. One special feature of woodwind instruments is that they split their air on a sharp edge. Many woodwind instruments use a reed to split the air. All woodwinds instruments are long, hollow tubes. Sometimes the tubes are made of metal, and sometimes the tubes are made of wood.

Flute is the smallest woodwind instrument of the orchestra and is made of metal. Playing the flute is a lot like blowing air across an open bottle. A musician splits air by blowing air across the mouthpiece edge.

Clarinet is a woodwind instrument that is extremely flexible. It can play very high and very low. To create sound, the clarinet uses a single reed to split the air.

Oboe is a specialty woodwind instrument. To make sound, a musician blows into a special mouthpiece called a double reed. The oboe takes a lot of breath control to play and is the highest sounding double reed instrument.

Bassoon is a woodwind instrument that uses a double reed. It is a low sounding double reed instrument. The bassoon is such a big instrument that there is a special way to play and hold it. To hold a bassoon, the musician needs to sit down on a long leather strap which holds the instrument steady.



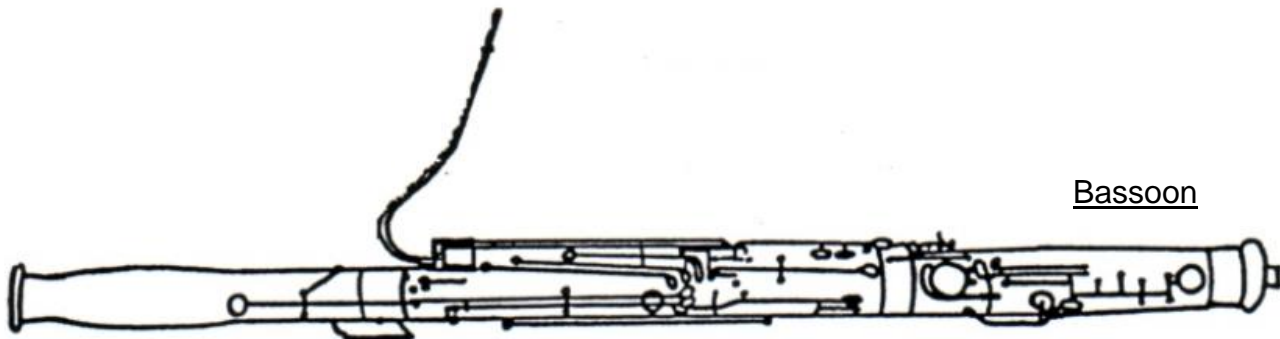
Flute



Clarinet



Oboe



Bassoon

# Sections of the Orchestra

## Brass Family

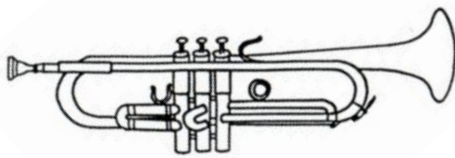
The Brass Family is made up of instruments that use air to make sound. The instruments are made of metal and the mouthpiece is a cup shape. Musicians blow into the mouthpiece to create a buzz which travels through the entire instrument before creating sound.

Trumpet is the smallest brass instrument. Trumpets are the highest sounding brass instruments. There are three buttons, called valves, that help musicians change pitches while playing the trumpet.

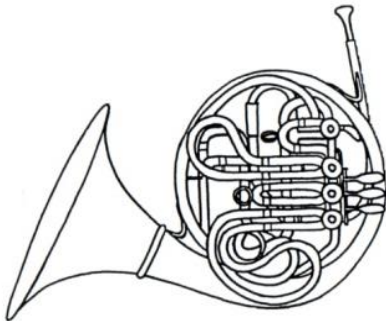
The French Horn is the only brass instrument where the musician places a hand inside the bell. This changes the sound and also helps hold up the french horn.

The trombone is the only brass instrument with a slide. The trombone plays low sounds, but when the musician moves the slide out, it makes the tube longer and the trombone is able to play even lower.

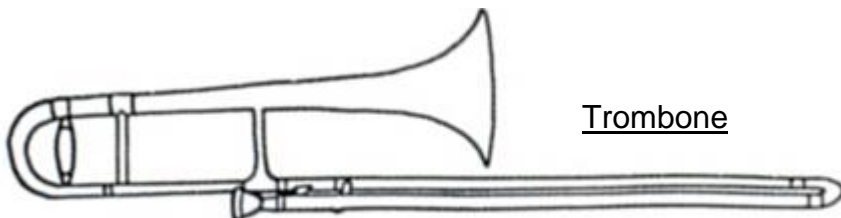
The tuba is the biggest and lowest brass instrument. Since the tuba has the largest tubes in the brass family, it requires the most amount of air to play.



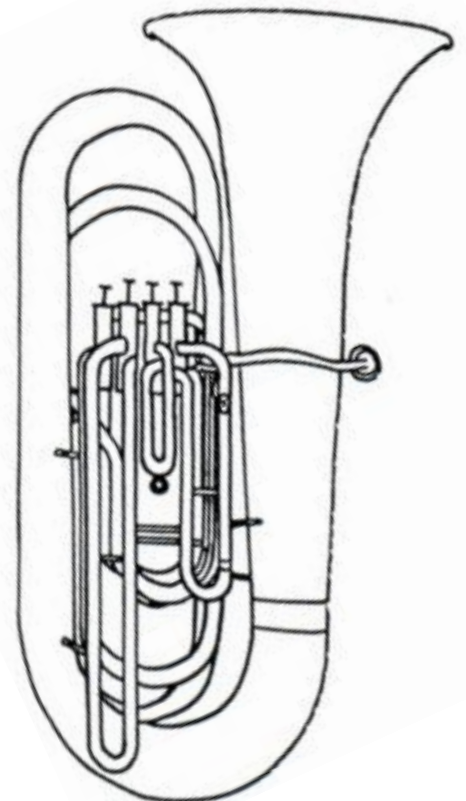
Trumpet



French Horn  
(Horn in F)



Trombone



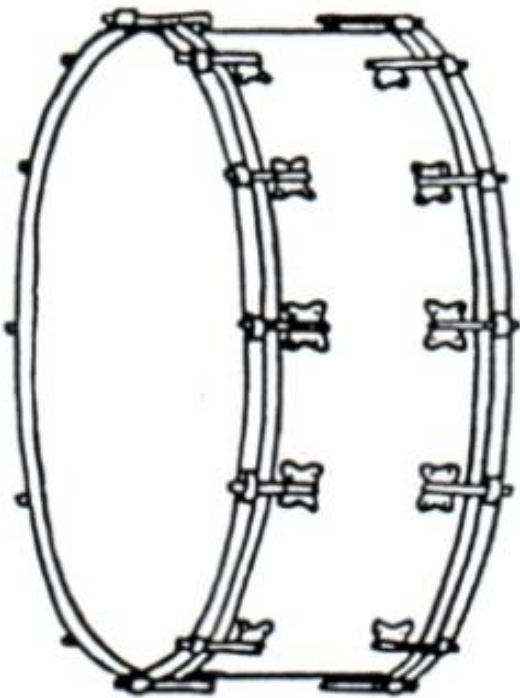
Tuba

## Sections of the Orchestra *Percussion Family*

Percussion instruments are played by either being struck or shaken.

A snare drum is a percussion instrument that uses two wooden drum sticks. The snare drum is an important rhythmic instrument for the symphony orchestra.

The bass drum is a percussion instrument that plays a deep sound. The musician uses a large mallet to strike the head of the bass drum that produces a low and rumbling sound.



Bass Drum



Snare Drum



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

## **Chart the Orchestra!**

A Symphony Orchestra is a large group of musicians who play a variety of instruments. One reason it is so special is because so many different unique instruments work together to create something beautiful!

The instruments below are all out of order. Sort them into the correct instrument family in the chart.  
*Hint: Use the Sections of the Orchestra non-fiction texts on pages 2-5 if you need more help.*

Flute  
Viola  
Trumpet  
Harp  
Double bass  
Bass Drum

Xylophone  
Oboe  
Snare Drum  
Clarinet  
Tuba

Trombone  
Cello  
Bassoon  
French Horn  
Violin

<b>String Family</b>	<b>Woodwind Family</b>	<b>Brass Family</b>	<b>Percussion Family</b>

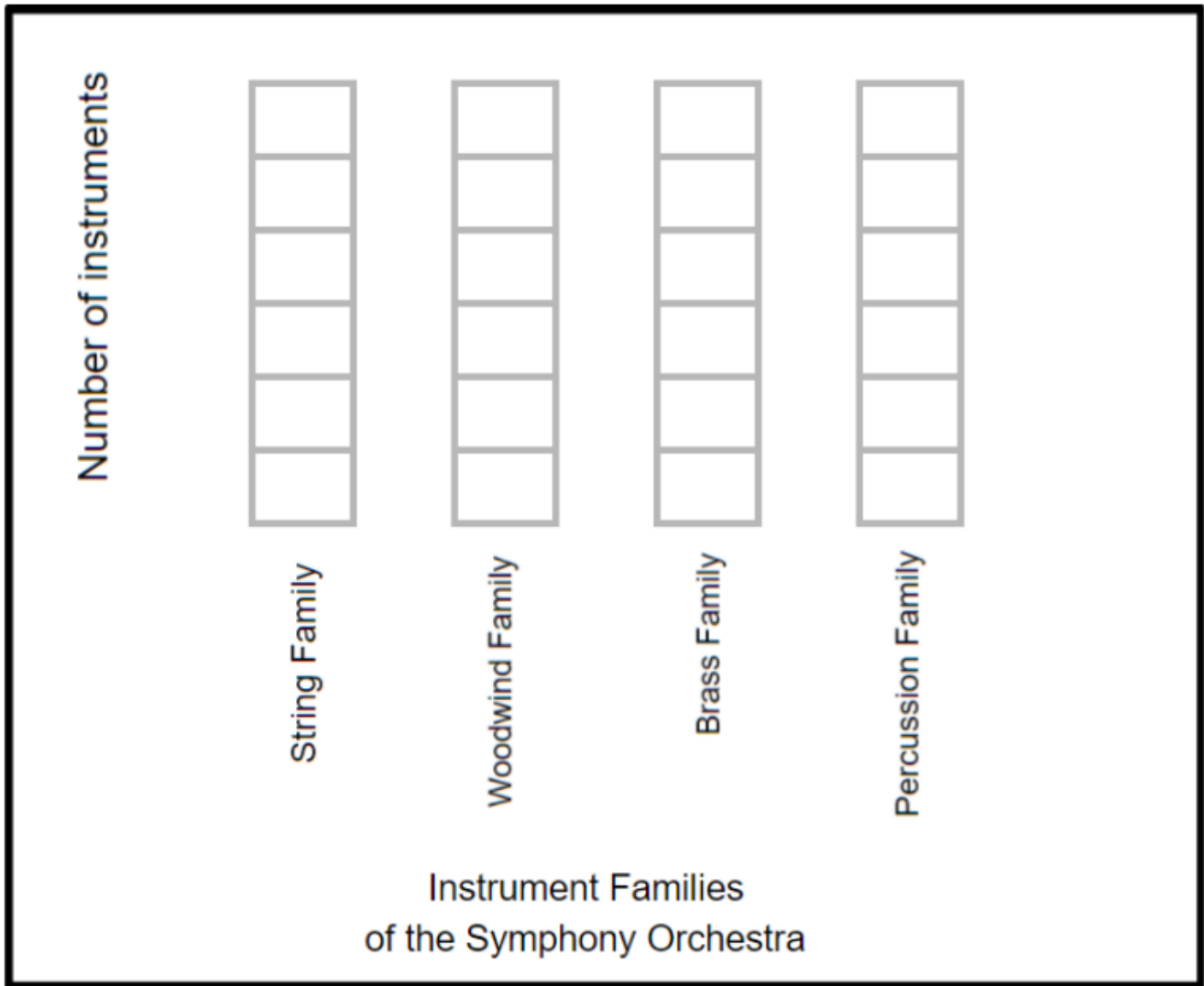
Student Name: \_\_\_\_\_

## **Graph the Orchestra!**

Graphs can help us understand categories and numbers in new ways. Use your chart from the previous page to help you color the graph below.

*Hint: Try to use a different color or pattern for each instrument family.*

### **Number of Instruments sorted by Family of the Symphony Orchestra**



According to this graph, which family of the orchestra has the most instruments?

\_\_\_\_\_

# Wolfgang Amadeus Mozart

## **DATES**

Born January 27, 1756 in Salzburg, Austria

Died December 5, 1791 in Vienna, Austria

## **FAMOUS WORKS**

Mozart wrote over 600 works during his lifetime, including 41 symphonies and 27 piano concertos.

Three of his most famous operas include: *The Marriage of Figaro*, *The Magic Flute*, and *Don Giovanni*. He is also famous for his *Requiem Mass*.

## **BIOGRAPHY**

Mozart was no doubt the greatest child star that ever lived. He was traveling all over Europe playing music by the time he was six. Because of his constant travels, Mozart eventually learned to speak fifteen different languages.



Mozart learned music from his father, Leopold Mozart. Young Mozart wrote his first sonata for the piano when he was four and composed his first opera when he was twelve! Mozart could compose anywhere - at meals (he loved dumplings and sauerkraut), while talking to friends, while playing pool, and even while his wife was having a baby. He composed music very quickly and wrote huge amounts of music. One famous piece that he wrote was *Variations on "Twinkle, Twinkle Little Star."*

During his lifetime, Mozart was very well-known but spent money faster than he could earn it. He was poor and in debt when he died of kidney failure at the age of 35 and was buried in an unmarked grave. Mozart is considered by some to be the greatest composer who ever lived. While most composers specialize in certain kinds of pieces, Mozart created masterful works for almost every category of music - vocal music, concertos, chamber music, symphonies, sonatas, and opera.

Source: <https://mrclemonsmusic.wordpress.com/2011/08/12/composer-profile-wolfgang-amadeus-mozart/>

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

## **Job Application**

Help Mozart get a job!

Begin by reading his biography to learn everything you can about him. Then **pretend YOU are Mozart** and fill complete this worksheet with as much information as you can about MOZART!

### **PERSONAL INFORMATION**

What is your name? \_\_\_\_\_

Where were you born? \_\_\_\_\_

When were you born? \_\_\_\_\_

### **EDUCATION**

How did you learn music? \_\_\_\_\_

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

### **Compositions**

Please make a list of the compositions you have written on the lines below.

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

## Job Application

Help Mozart get a job!

Begin by reading his biography to learn everything you can about him. Then **pretend YOU are Mozart** and fill complete this worksheet with as much information as you can about MOZART!

### PERSONAL INFORMATION

What is your name? *Wolfgang Amadeus Mozart*

Where were you born? *Salzburg, Austria*

When were you born? *January 27, 1756*

### EDUCATION

How did you learn music? *My Father Leopold Mozart taught me how to play and compose music.*

### Compositions

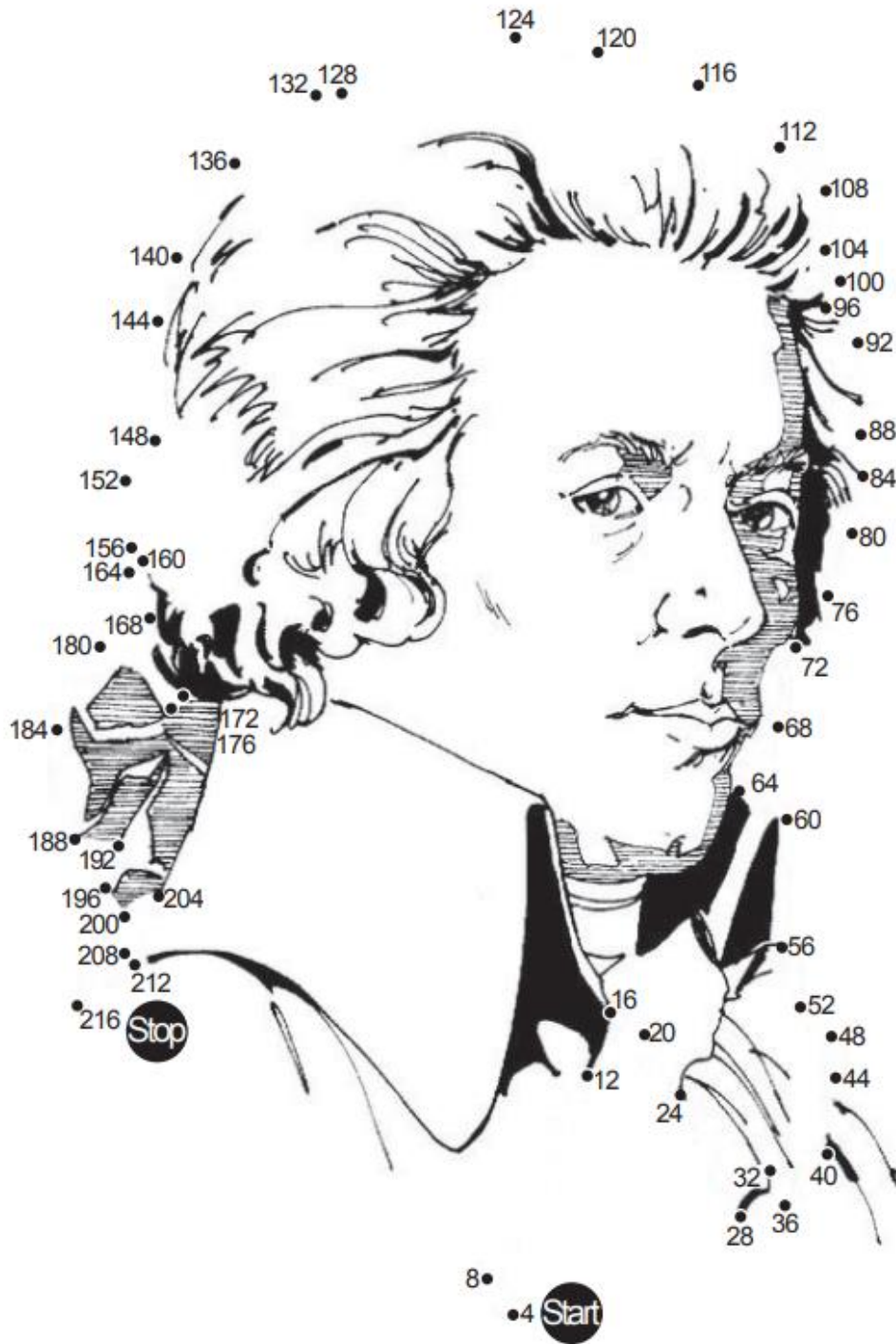
Please make a list of the compositions you have written on the lines below.

*The Marriage of Figaro  
The Magic Flute  
Don Giovanni  
Requiem Mass  
Variations on "Twinkle, Twinkle Little Star"*

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

## Wolfgang Amadeus Mozart

**Did you know?** Wolfgang Amadeus Mozart started composing music when he was only four years old! Build your multiplication skills by completing the dot-to-dot portrait of Mr. Mozart. Begin on the word "Start" and then continue counting by fours! When you're finished, color the entire portrait.





## **Suggested Listening for Music Journals**

*Adagio for Strings* by Samuel Barber

Link to YouTube Recording: <https://www.youtube.com/watch?v=N3MHeNt6Yjs>

*Melody = mostly step-wise*

*Harmony = minor*

*Tempo = slow*

*Flight of the Bumblebee* by Nikolai Rimsky-Korsakov

Link to YouTube Recording: <https://www.youtube.com/watch?v=aYAJopwEYv8>

*Melody = mostly step-wise*

*Harmony = minor*

*Tempo = fast*

*Hoe-down* from *Rodeo* by Aaron Copland

Link to YouTube Recording: <https://www.youtube.com/watch?v=6ajQYANLiug>

*Melody = Many Leaps*

*Harmony = Major*

*Tempo = Fast*

*Nimrod* from *Elgar Variations* by Sir Edward Elgar

Link to YouTube Recording: <https://www.youtube.com/watch?v=NhnMd1JI7SA>

*Melody = Many Leaps*

*Harmony = Major*

*Tempo = Slow*

*Sabre Dance* by Aram Khachaturian

Link to YouTube Recording: <https://www.youtube.com/watch?v=mUQHGpxrz-8>

*Melody = Step-wise*

*Harmony = Major*

*Tempo = Very Fast*



## Poetry Hip Hop

1. Ask the students what a **composer** does.
  - a. Possible Answer – a composer organizes the sounds and silences
2. Ask the students what a **poet** does.
  - a. Possible Answer – a poet organizes the words and spaces of words
3. Divide the class into small groups. Distribute one poem per group.
  - a. It is recommended that poems for this activity follow a regular rhyme pattern
  - b. Poem suggestions
    - i. *The Dentist and the Crocodile* by Roald Dahl
    - ii. *Poor Old Lady* by Anonymous
    - iii. *Friends* by Abbie Farwell Brown
    - iv. *Sick* by Shel Silverstein
    - v. *To Catch a Fish* by Eloise Greenfield
    - vi. *The Tyger* by William Blake
4. Each group should read the poem together. This could mean each student reads one line out loud, or maybe each student reads one stanza out loud.
5. Each group works together to fill in the character charts.
  - a. Encourage respectful collaboration among the students.
  - b. One way to encourage positivity and respect may be to assign each person a role in the group. Some possible roles for students include: writer, public explanation, or time keeper.
6. After the chart is completed, students collaborate to decide which backing track best represents their poem.
  - a. Teacher should encourage healthy discussion and citing details from the poem to support the students' answers.
  - b. Teachers can find their own backing tracks, but here is a list of suggested backing tracks. Provide a variety of hip hop so that students can successfully “match” their poem to music.
    - i. Chill hip hop, featuring: guitar, drums, and flute  
<https://www.youtube.com/watch?v=nHhn4YrwUdU>
    - ii. Fast hip hop, featuring strings and drums  
<https://www.youtube.com/watch?v=PAUiapZpxls>
    - iii. Medium speed hip hop with drums only  
<https://www.youtube.com/watch?v=WBfS9jFRJzA>
    - iv. Electro-funk beat  
<https://www.youtube.com/watch?v=-OmZLKUhtgc>
    - v. Piano, whistling, and some singing hip hop backing track  
<https://www.youtube.com/watch?v=ovJSA-vJrYk>
7. Students work together to perform the poem

- a. Everyone must have a role to play for the performance. Some suggested performance roles include: Rappers, Dancers, MC (Introducing the performance), or Artists. Allow students to get creative with how they want to participate in this mini performance for the class.
- b. Allow ample time for each group to rehearse and prepare
- c. State your performance expectations clearly before rehearsals begin
  - i. How long do the students have to prepare?
  - ii. What things need to happen during the performance?
  - iii. Which location will the performance take place?

## 8. Possible Extension Activities

- a. Play one of the hip hop backing tracks for the entire class. Students can write a poem/rap about themselves or something important to them
- b. Have a classroom rap battle. Each student gets only 30 seconds to create a freestyle rap

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

## **Poetry Hip Hop**

Today you are working together to learn more about poetry. You will work together to decide your answers as a group, and then you will perform your poem to hip hop music!

1. Record the names of your poetry group here:

---

---

---

---

2. What is the title of your poem?

---

3. Who is the author of your poem?

---

4. Read the entire poem as a group out loud. Take turns so that everyone gets a chance to read a small section.

5. What is the setting of this poem? Where does the poem take place?

---

6. What is the mood of this poem? Does it make the reader feel any emotions?

---

**(continued) Poetry Hip Hop**

7. List one simile in the poem here.

---

8. Explain the simile you wrote in #7 here.

---

---

9. In your opinion, which hip hop track matches this poem the best?

---

10. Why do you think this music is the best choice for this poem?

---

---

11. Next, your group is going to perform this poem in the style of hip hop music for your class! Here are the things your group should do to be successful
- a. Introduce your poem title and author
  - b. Rap the words of the poem with a steady beat (this will take practice!)
  - c. Take turns rapping so that everyone gets a chance to rap at least a little bit of the poem.
  - d. Try to be creative! Maybe your group could add dancing or artwork to this performance to make it stand out!



# The La Porte County Symphony Orchestra

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