Music Tells Stories!
Abilene Convention Center

PROGRAM

Arr. Sousa, John Philip: Star Spangled Banner

Copland, Aaron: Rodeo

Williams, John: “The Cowboy’s Overture” from The Cowboys

Grofe, Ferde: Mve. 3 “On the Trail” from Grand Canyon Suite
Dear Music Educator,

We are pleased to present the 2019 Discover Music curriculum and concerts. Throughout the planning process we have used the Texas Essential Knowledge and Skills guidelines in a fun and engaging way.

Our Music Director Maestro David Itkin returns as conductor. This year’s program illustrates the parallels between literature (stories) and music, focusing on the specific parts of a story, including characters, action, place/setting, mood/emotion, and form and how each of these things is conveyed through music.

AISD Music Specialist Ms. Teresa Graham has created yet another an exceptional teacher’s guide with grade-appropriate concepts and activities. Additional resources, including presentations on the instrument families and daily lesson plans pertaining to the material are available on our website at:

http://www.abilenephilharmonic.org/teacher-resources/

*Music Tells Stories!* and the Discover Music program are made possible with support from the Abilene Independent School District, Texas Commission on the Arts, the Abilene Cultural Affairs Council, HEB Tournament of Champions, and Suddenlink Communications.

The Abilene Philharmonic is here to assist you in reaching your academic goals with this curriculum and we hope that the concerts in October that will be uplifting and enjoyable for everyone. We thank you for all you do to create a new generation of music lovers. Enjoy the performance!

Abigail Payne
Education and Outreach Coordinator
Abilene Philharmonic Association
Discover Music
EDUCATION CONCERT SERIES

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The 2019-2020 season marks Maestro David Itkin’s 15th season as Music Director and Conductor of the Abilene Philharmonic, and his 12th year serving as Professor of Music and Director of Orchestral Studies at the University of North Texas College of Music, where his recent performances have included Mahler Symphony No. 4, the Verdi Requiem, Beethoven Symphony No. 9, and Puccini’s Turandot with the UNT Grand Chorus, and Janacek’s The Cunning Little Vixen with the UNT Opera Theatre. During the 2018-2019 season he also joined the Abilene Opera Company for Handel’s Messiah and a fully staged production of West Side Story.

Following a distinguished 17-year tenure, Maestro Itkin was named Conductor Laureate of the Arkansas Symphony Orchestra in July 2010. Previously Mr. Itkin served as Music Director & Conductor of the Las Vegas Philharmonic, Artistic Director and Conductor of the McCall Summerfest in McCall, Idaho, and as Music Director & Conductor of the Lake Forest Symphony (Chicago), the Kingsport Symphony, the Birmingham Opera Theatre, and the Lucius Woods Music Festival (Wisconsin).

During past seasons Maestro Itkin’s career has taken him to 45 U.S. states and 15 countries in Europe, the Middle East, and Asia, including concerts and recordings with the Winnipeg Symphony Orchestra, the Slovenska Filhamonija, the San Diego Symphony, and the Seoul Philharmonic. Other guest conducting appearances include concerts with the Colorado Philharmonic, the Annapolis Symphony, the National Repertory Orchestra, the Fort Worth Symphony, the Illinois Symphony, the Delaware Symphony, the New Hampshire Symphony, the Cheyenne Symphony, and the Indianapolis, Baltimore, and Reno Chamber Orchestras. During the Summer of 2006 Maestro Itkin appeared once again with the Slovenska Filharmonija in Ljubljana, Slovenia, conducting the opening concert of the 14th World Saxophone Congress.

His book, Conducting Concerti, was released in August 2014 to considerable critical acclaim. Leonard Slatkin called Conducting Concerti “a valuable textbook for the aspiring Maestro” and “highly recommended”, and Samuel Adler wrote that it is “an invaluable addition to the world of conducting textbooks.”

Mr. Itkin’s first film score (“Sugar Creek”) was recorded in 2006 by the Arkansas Symphony for the film’s 2007 release. His most recent major work, “Exodus”, an oratorio, was premiered in April 2005 in Little Rock, with William Shatner narrating. “Exodus” was released worldwide on CD in 2007.

In May 2009 Maestro Itkin was awarded both an Honorary Doctorate of Humane Letters by Lyon College and the Above the Barre award by Ballet Arkansas.

In addition to his professional schedule, Maestro Itkin regularly serves as a guest conductor/clinician, including concerts with the Arkansas All-State Orchestra, the Southern California High School Honors Orchestra, the Maine All-State Orchestra, the Las Vegas Senior Honors Orchestra, and several Texas all-region Honors Orchestras.

Also in demand as a speaker and lecturer, Mr. Itkin has been asked to lecture for a wide variety of organizations, including SilverSea cruise lines, two consecutive years as a featured lecturer for the Arkansas Governor’s School, the Texas Association of Symphony Orchestras, and a keynote address at the National Federation of Music Clubs national conference.
Role of the Conductor

The role of the conductor is to lead all the orchestra musicians in playing the music the way the composer intended it to be performed. He or she stands on a platform called a podium at the front center of the orchestra. Using a baton, he or she sets the tempo (how fast or slow), controls the dynamics (how loud or soft), and cues musicians when to start playing.

You can get an idea of what it is like to be a conductor. Use a straw or stick for a baton and practice the beat patterns listed below.

In addition to leading the orchestra, the conductor plans what music is to be played for concerts. He/She works with any additional performers such as dancers, mimes, or narrators. Just as each musician in the orchestra has his or her part of the music to play, the conductor has a part, also. It is called a “score”, and it contains all the orchestral parts put together in a giant “road map” of the music.
A MUSICAL SCORE

Symphonie Nr.1
(C moll)
Für großes Orchester

Johannes Brahms, Op.68, Veröffentlicht 1876

Key signature
Time signature
Tempo marking
Clef
Score page number
Composer
Opus number
Catalog number for composer’s work
First performed
Dynamic markings
Publishers
Publisher's catalog number
Publisher's note
Expression markings
Musical instruments
First violin
Second violin
Viola
Cello
Bass
Un poco assaiuto
Un poco accelerando
First performed
Expression markings
Publisher's catalog number
1. Enter the concert hall quietly.
2. Be a good listener. Do not talk or sleep while the orchestra is playing.
3. Turn off all cell phones.
4. Do not bring food, drink, or gum to a concert.
5. Please plan to use the restroom before the concert starts. It is disruptive to leave or enter the concert hall during a performance.
6. Applaud at the end of each piece when the Conductor drops his hands and **turns to face the audience**.
7. When the concert is about to begin, the Concertmaster will come onto the stage carrying his/her violin.
8. You should applaud for the Concertmaster and the audience should become very quiet. The orchestra must hear itself to tune and the concert is about to begin.
9. When the Concertmaster is seated, the Conductor will come out onto the stage.
10. You may applaud, and he will bow.
11. The Conductor will cue the percussionist and the drum roll for the National Anthem will begin.
12. **The audience should stand immediately**, place their right hands over their hearts, and **sing** The Star Spangled Banner.
13. A symphony concert is not a sporting event. Please use your best concert manners and etiquette at the performance.
Music is broken into time periods called eras. The four most recent time periods are the Baroque Era (1600 – 1750), the Classical Era (1750 – 1820), the Romantic Era (1820 – 1910), and the Modern Era (1910 – 20??). This year’s concert includes music from the romantic and modern eras. Each era has its own special characteristics in not only music, but art, literature, and culture as well. Here are some characteristics and historical events for each time period.

**Baroque Era (1600-1750):**

**Musical Characteristics**
1. Ornamental – musical flourishes that decorate the melody
2. Basso Continuo – music is based on the line played by the lowest sounding instrument
3. Small orchestra – no conductor
4. Concerto – featured solo instruments
5. Concept of major/minor tonalities develops
6. Motor rhythm – steady pulse and tempo varies little within a piece or movement
7. Opera is born

**Art and Literature Characteristics**
1. Art glorified the church and monarchy
2. Examples: Saint Teresa in Ecstasy – Bernini, Rembrandt
3. Literature made use of metaphor and allegory
4. John Milton and Jonathan Swift were noted authors.
5. Scientists were Sir Isaac Newton and Galileo

**Historical Events**
1. 1607 – Jamestown colony was founded
2. 1620 – Pilgrims landed at Plymouth Rock
3. 1626 – Purchase of Manhattan Island
4. 1692 – Salem witch trials
Classical Era (1750-1820):

Musical Characteristics
1. Use of sonata form and Alberti Bass
2. Balanced phrases - often question/answer phrases; these are phrases that begin similarly and end differently like the 2 halves of Mary Had a Little Lamb
3. Repeated simple patterns
4. Growth of public concerts and use of conductors
5. Major/minor tonalities continue
6. Clear textures – simple melodies with accompaniment

Art and Literature Characteristics
1. Themes include the value of the common man and the power of human reasoning in overcoming the problems of the world
2. Simulates the Greek and Roman styles
3. Artists were Goya and David
4. Voltaire and Rousseau were noted authors.
5. Known as the Age of Enlightenment or Reason

Historical Events
1760 – Industrial revolution begins
1769 – Watts invented the steam engine
1775 – American Revolution begins
1776 – Declaration of Independence
1787 – steamboat invented
1788 – French Revolution
1796 – first vaccination
1803 – Louisiana Purchase
1812 - War of 1812
1814 – Star Spangled Banner written
Romantic Era (1820 – 1910):
Musical Characteristics
  - Virtuosity, they like to show off
  - Big dynamic changes with emotion
  - Tone poem and programmatic titles, music tells a story
  - Nationalism, patriotic pieces, study of folk music for preservation
  - Larger orchestra
  - Dominated by lyric melodies
  - Tempos typically more varied
  - Patronage system no longer in use

Art and Literature Characteristics
  - Emphasis on exotic settings, women and children, the supernatural, and historical themes
  - Artists of the time were Renoir, Pissaro, and Manet.
  - Noted authors were Byron, Keats, Emerson, Longfellow, Edgar Allen Poe, and Mark Twain.

Historical Events
  - 1830 – 1st railroad
  - 1831 – 1st copyright act to include music
  - 1848 – Gold Rush
  - 1861 – Civil War begins
  - 1865 – Slavery abolished in America
  - 1867 – Alaska purchased
  - 1869 – Suez Canal opens
  - 1877 – Thomas Edison invents phonograph
  - 1881 – Panama Canal built
  - 1886 – Stature of Liberty unveiled

Growth of Capitalism and Socialism during this era
**Modern Era (1910 – present)**

**Musical Characteristics**
- Dissonance and atonality – chromatic harmony
- Driving rhythms - syncopation, polyrhythms (more than one at a time), changing rhythms and meters
- Jazz
- Sound based compositions – Stomp
- Unlimited tone colors
- Study of folk songs continued
- Technological influences

**Art and Literature Characteristics**
- Many new styles - defined by the traditions it broke rather than traditions created
- Geometric abstraction, pop art
- Artists: Picasso, Dali, Rockwell, Pollack
- Authors: Fitzgerald, Steinbeck, Eliot, Frost, Cather, Angelou, J. K. Rowling

**Historical Events**
- 1914 – 1918 – World War I
- 1927 – 1st television transmission
- 1930s – Great Depression
- 1939 – 1945 – World War II
- 1946 – United Nations established
- 1959 – 1953 – Korean War
- 1963 – JFK assassinated, King’s “I Have a Dream” speech
- 1968 – Robert Kennedy and Martin Luther King Jr. assassinated
- 1969 – Apollo moon landing
- 1975 – Microsoft founded
- 1989 – Berlin Wall falls
- 1991 – collapse of the Soviet Union
- 1993 – internet officially released for public use
- 1997 – Pathfinder lands on Mars
Orchestra Family Characteristics

The String Family

String instruments make up more than half of the orchestra. They look similar but are different in size and sound. The strings are made of gut, steel, or nylon. The vibration of the strings is produced in one of two ways. arco – which is bowing; pizzicato – which is plucking

**Violin** – There are 30 or more usually found in the orchestra. It is 24 inches long and the bow is 29 inches long.

**Viola** – There are usually 10 – 14 in the orchestra. It is 27 inches long and the bow is 29 inches long. It is thicker than the violin bow.

**Cello** – There are 8 – 12 cellos usually found in the orchestra. It is 4 feet tall and the bow is 28 inches long and thicker than the viola bow.

**Double Bass** – There are usually 6 – 8 double basses in the orchestra. It is 6 feet tall. The bow is 26 – 27 inches long and very thick and heavy.

**Harp** – There are usually 1 – 2 harps in the orchestra. It is 6 feet tall with 47 strings.

The Woodwind Family

Woodwind instruments are long narrow tubes with tone holes. Long ago, they were made of wood but are made of wood and other materials today. The column of air vibrates producing the sound. The air is set in motion by blowing across or into the tube sometimes through a thin piece of wood called a reed. The pitch is controlled by opening and closing the tone holes.

**Piccolo** – highest pitched woodwind instrument; half the size of the flute and plays one octave higher; Tchaikovsky and Berlioz played the piccolo

**Flute** – originally made of wood now usually made of silver, gold, or other metals; there are usually 2-4 in the orchestra; 27 ½ inches long

**Oboe** – double reed; black with metal keys; usually 2-4 in the orchestra; 2 feet long

**Clarinet** – single reed attached to a mouthpiece; slender black tube with flared bell usually 2-4 in the orchestra; 26 inches long

**Saxophone** – single reed attached to mouthpiece; only woodwind instrument made of brass; belongs to the woodwind family because the sound is produced by blowing through a column of air through a reed into a hollow tube; the pitch is controlled by covering the tone holes with metal keys

**Bassoon** – double reed; unfolded 8 feet long; 2-4 usually in orchestra
The String Family

Violin

Viola

Cello

Harp

Double Bass
The Woodwind Family

Piccolo (Not drawn to scale)

Oboe

Clarinet

English horn

Flute (not drawn to scale)

Bass Clarinet

Saxophone

Bassoon

Contrabassoon
Orchestra Family Characteristics

The Brass Family

Brass instruments are usually made of brass. They are long tubes with flared bells. They are played by placing the mouth to a metal mouthpiece and buzzing the lips. A column of air vibrates through the tubing. The air is usually controlled by pressing valves that open and close parts of the tubing.

**Trumpet** – highest pitched brass instrument; thousands of years old; usually 2-4 in the orchestra; 6 ½ feet long if stretched out

**French Horn** – descended from 17th century hunting horns; 17 feet long if stretched out; usually 4 in the orchestra

**Trombone** – uses slide to change pitch (7 positions); usually 3 in the orchestra

**Euphonium** – also known as Baritone; comes from the Greek word meaning “sweet voiced”; 9 feet long if stretched out

**Tuba** – lowest pitched brass instrument; usually about 16 feet long if stretched out

The Percussion Family

A percussion instrument is anything that you strike, shake, or scrape. Percussion instruments keep rhythm, create texture, and make special sounds. There are two classes of percussion instruments. They are either pitched or unpitched.

**Snare drum** – unpitched; set of wires on the outside of the bottom drumhead rattle when you strike the drum

**Bass Drum** – concert bass drum is lowest sounding drum in the orchestra

**Tympani** – pitched; sometimes called the Kettle Drum; tuned by pressing the pedals

**Xylophone** – pitched; wooden bars over resonators

**Vibraphone** – pitched; metal bars over resonators

**Chimes** – 12 -18 metal tubes hung on a metal frame; sound like church bells when struck

**Piano** – belongs to the percussion family because the sound is produced when a hammer strikes the strings inside the piano

**Marimba** – percussion instrument consisting of a set of wooden bars struck with mallets; resonators are attached to the bars to amplify their sound. The marimba originated in Africa and South America.
The Brass Family

Trumpet

Cornet

Flugelhorn

French horn

Bass Trombone

Tenor Trombone

Tuba

Euphonium
Large Percussion Instruments of the Orchestra

- Bass Drum
- Timpani
- Timbales
- Snare Drum
- Tenor Drum
- Cymbals
- Xylophone
- Chimes
- Marimba
Small Percussion Instruments of the Orchestra

Cabasa

Sleigh bells

Claves

Cowbell

Tambourine

Bongos

Maracas

Guiro

Triangle

Slapstick

Ratchet

Wood block

Castanets

Temple blocks

Conga
Francis Scott Key was born on August 1, 1779 near Frederick County, Maryland. His father was a captain in the Revolutionary Army. He attended St. John’s College where he obtained a law degree. He was the district attorney for the District of Columbia.

In August of 1814, when the British attacked Washington D.C., Key’s friend Dr. William Beanes was captured and imprisoned aboard a British warship. Washington D.C. was set on fire and the White House, along with several other buildings, was burned. There are still scorch marks visible on some walls of the White House today. American military leaders sent Key aboard a British ship in Chesapeake Bay to negotiate Beanes’ release. On September 13, 1814, the British fleet sailed up the bay to bombard Fort McHenry, which guarded Baltimore Harbor. All night Key paced the deck as some 1800 shells exploded in and around the fort lighting up the sky. When the shelling finally stopped, it was still dark and Key had to wait until dawn’s early light to see if the American flag was still flying over Ft. McHenry. If it was, it meant that the fort had withstood the challenge and that Baltimore had been saved. When he saw the Stars and stripes still flying defiantly over Ft. McHenry, he wrote a poem showing his patriotic feelings about the battle.

Key and Beanes were allowed to return to Baltimore later that morning, where Key’s poem was published under the title The Defense of Fort McHenry. It was reprinted in newspapers across the country and later set to the tune of a popular song, To Anacreon in Heaven. It was renamed the Star Spangled Banner in 1815. It was not officially made the national anthem until 1931.

Definitions
- Anthem – song or hymn of praise or gladness
- Dawn – daybreak
- Hailed – to salute or greet with enthusiastic approval
- Twilight – the light from the sky between sunset and full night
- Glimmering – shining
- Perilous – involving risk; dangerous
- Ramparts – a wall-like ridge used as a protective barrier; the walls of the fort
- Gallantly – bravely
- Banner – flag

Books
- By the Dawn’s Early Light: the Story of the Star Spangled Banner by Steven Kroll
- The Star Spangled Banner by Peter Spier
- The Star Spangled Banner in translation: What it Really Means by Elizabeth Raum
- Oh say! Can You See: the Star Spangled Banner with CD
- The National Anthem by Patricia Ryon Quiri
- The Star Spangled Banner by Amy Winstead
- Our National Anthem by Norman Pearl
- O, say can you see?: America’s symbols, landmarks, and inspiring words by Sheila Keenan

Videos/You Tube/APPS

https://www.youtube.com/watch?v=iiVryYnzmdI- Smithsonian story of the Battle of Fort McHenry through Francis Scott Key’s eyes

http://www.viewpure.com/2Cv7Hd_qnCw?ref=search – with words and pictures; 1st verse only; Denise Gagne

http://www.viewpure.com/X3-6zugC2Ug?ref=search – Fort McHenry video
Teaching Suggestions

I spend at least three days on the Star Spangled Banner. I read one of the books to each grade and put the War of 1812 on our timeline. We discuss what the words mean. With 4th and 5th grade, we discuss that the 1st two verses are questions and the 3rd verse is the answer. We spend time working on singing and pitch. I have them echo sing each phrase several times. We discuss the correct etiquette for singing The Star Spangled Banner especially that it should be sung and sung respectfully. We roll play the beginning of the concert. I have them sit down. One student is the conductor (off stage), one is the concert master (with a small violin), one is the percussionist (I have a donated snare drum). The students practice being the orchestra warming up, the concert master sits down, the conductor strides out, the drum roll starts, and we stand at attention immediately. They love this! We don’t always sing the whole song so that more students can have turns. You can use any drum and pantomime a violin if you need to.
Cowboys

A cowboy is an animal herder who tends cattle on ranches in North America traditionally on horseback. Cowboy comes from the Spanish word vaquero. Cowboys are responsible for feeding the livestock, branding and marking the cattle, moving the cattle to market, repairing fences, taking care of equipment, etc. Cowboys played a vital role in the settling of the western United States. A cowboy’s day began before sunrise. They lived in bunkhouses on large ranches and ate around the campfire meals prepared by the cook with the chuck wagon. Some of the foods they ate were bacon, salt pork, baked beans, sour-dough biscuits, and strong coffee.

The youngest cowboy was the wrangler who looked after the horses of the cowboys and helped the cook. They spent up to 18 hours a day on horseback in all kinds of weather. Their clothing was serviceable in many ways. The cowboy hat could be used to shield the face from rain, snow, and hot sun. It could also be used to scoop water from a stream and as a pillow at night. His bandana, tied around his neck, could be used to shield the face from dust, snow, and to blindfold a frightened horse. Most cowboys owned nothing but their saddle. Even their horse was owned by the rancher. Cowboys participated in roundups twice a year where all of the cattle were gathered from the open range and sorted by brand. Newborn calves and mavericks (strays) were roped and branded. After the spring roundup, the cattle drive north began. A drover (trail boss) was in charge of the herd. He kept count of the herd because there were several thousand head of cattle being drive at a time. There were usually 10 – 12 cowboys per herd. The older cowboys rode at the front while the younger cowboys had to ride at the back in the dust.

Cattle drives took almost three months from Texas to Abilene, Kansas. There were many dangers including crossing rivers, Indians, stampedes, storms, and prairie fires. Whether at home on the ranch or on a cattle drive, a cowboy’s day was long. At night, they ate from the chuck wagon, played cards or dominos, and repaired their gear. One of the cowboys would usually play a fiddle, harmonica, or banjo and some might sing old cowboy songs to quiet the herd and make the night less lonesome.

Definitions

Bandana – a triangle, or square piece of cloth folded into a triangle, which is tied around the neck; most commonly used as a dust mask but also used as protection from sunburn, snow blindness and as a pot-holder, tourniquet, and sling

Bit – a steel rod inserted in a horse’s mouth and held in place by the bridle

Brand – a permanent mark on the hide of livestock; in the old west an iron rod with a seal-like mark that ranchers heated in a fire

Bridle – headgear used to control a horse consisting of buckled straps to which the bit and reins are attached

Bronco – wild or half-tamed horse

Cattle drive – the process of moving large herds of cattle from the ranch to market; many famous trails were from Texas to the railroads in Kansas

Chaps – leather leggings joined by a belt or lacing often having flared outer flaps and worn over pants
Definitions cont.

**Chuck wagon** – a wagon carrying supplies and provisions for cooking on a ranch or cattle drive

**Cowboy boots** – specific style of boot worn historically by cowboys

**Cowboy hat** – broad brimmed hat with a high crown, curved brim and often made of felt; also known as a ten gallon hat; Stetson is the trademark brand named after its creator John B. Stetson

**Cowpuncher** – a cowboy; also called a buckaroo

**Lasso** – a rope with a noose at one end used to capture cows and horses; also called a lariat

**Maverick** – stray calf

**Reins** – long narrow straps attached to the end of a horse’s bit used to guide or check the horse

**Rodeo** – exhibition or contest where cowboys ride broncos, wrestle steers, rope calves, etc.

**Roundup** – the driving together of cattle roaming the open range for inspecting, branding, and shipping to market

**Saddle** – western saddle; a deep seated saddle used originally by cowboys with wide broad skirts and wide fenders; a high pommel with a horn for holding the lariat

**Spurs** – a pointed device secured to a rider’s heel and used to urge a horse forward

Books

See John Williams page

Resources

[https://www.ducksters.com/history/westward_expansion/cowboys.php](https://www.ducksters.com/history/westward_expansion/cowboys.php) - website with facts about cowboys and cowboy life

[https://www.thewildwest.org/cowboys](https://www.thewildwest.org/cowboys) - website with facts and pictures about cowboy life; contains a lot of information

[https://kids.kiddle.co/Cowboy](https://kids.kiddle.co/Cowboy) - basic facts about cowboys and cowboy life with pictures

[http://www.frontiertexas.com/](http://www.frontiertexas.com/) - Abilene’s Frontier Texas site with the opening video
John Williams
(1932, Modern Era)

John Williams was born February 8, 1932 in Floral Park, New York. His mother was Esther Towner from Boston whose father was a cabinetmaker. His father was Johnny Williams whose father ran a department store in Bangor, Maine. His father was, also, a jazz musician and percussionist who played with the Raymond Scott Quintet. The family moved to Los Angeles, California in 1948 where John attended North Hollywood High School. He attended UCLA, studied with the Italian composer Mario Castelnuovo-Tedesco, and attended Los Angeles City College for their jazz band. He was drafted into the U.S. Air Force in 1952 where he played, arranged music, and attended the University of Arizona. In 1955, he entered the Julliard School of Music and studied with Rosina Lhevinne before moving back to Los Angeles where he worked as a session musician for Henry Mancini and others. He won his first Academy Award for the score for Fiddler on the Roof in 1971. During the 1970s, he teamed up with Steven Spielberg and George Lucas to write music for Jaws and Star Wars among many other movies. Williams served as conductor of the Boston Pops Orchestra from 1980 – 1993 and is now the Pops’ Laureate Conductor conducting several times each year. He has been nominated for 51 Academy Awards winning 5, 6 Emmy awards winning 3, 25 Golden Globe awards winning 4, and 67 Grammy awards winning 23. He been inducted into the American Classical Music Hall of Fame and the Hollywood Bowl Hall of Fame. He has received two honorary doctorates, been made an honorary brother in Kappa Kappa Psi, Kennedy Center Honors award, the Olympic Order by the International Olympic Committee, Ken Burns Lifetime Achievement Award, and a National Medal of Honor.
The Cowboys Overture” from The Cowboys

“The Cowboys Overture” evokes images of rolling plains, vast open spaces, galloping horses, and a hint of adventure. The Overture wasn’t part of the original score for the movie, but was written by Williams in 1980 when he took themes from his original work and shaped them into a traditional orchestral overture. The opening theme is rapidly repeating 16th notes played by the French horns and brass section. The movie tells the story of an aging cattle rancher played by John Wayne. The rancher is forced by circumstances to use a group of young boys to drive his cattle to market. It is a coming of age story that turns the boys into real cowboys by the end of the drive.

Famous Quotes

“It’s not hard work that makes success; it’s sustained hard work that makes success.”

“So much of what we do is ephemeral and quickly forgotten, even by ourselves, so it’s gratifying to have something you have done linger in people’s memories.”

“There are occasionally eureka moments – off the top of my head, maybe Darth Vader’s theme, you know, the imperial march.”

YouTube

http://www.viewpure.com/iPCpccUo8Lw?start=0&end=0 – John Williams conducting

http://www.viewpure.com/GDdF4EPUKl?start=0&end=0 - Stanilaw Moniuszko School of Music Orchestra

http://www.viewpure.com/N7FlkkmVtg0?start=0&end=0 – Volga Band of Saratov, Russia; video of scenes from the movie playing above the orchestra

http://www.viewpure.com/922NwdZS7Sc?start=0&end=0 – Band of America Grand Nationals marching band performance

Books

Cowboys by Marie Gorsline
Cowboys: voices in the Western wind by David Harrison
The Cowboys handbook: how to become a hero of the wild West by Tod Cody
Why Cowboys Need a Brand by Laurie Lazzaro Knowlton
“The Cowboys Overture” from The Cowboys

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YouTube

http://www.viewpure.com/fPCpeccUo8Ilw?start=0&end=0 – John Williams conducting

http://www.viewpure.com/GDdfV4EPUKI?start=0&end=0 - Stanilaw Moniuszko School of Music Orchestra

http://www.viewpure.com/N7FlkkmVtig0?start=0&end=0 – Volga Band of Saratov, Russia; video of scenes from the movie playing above the orchestra

http://www.viewpure.com/922NwdZS7Sc?start=0&end=0 – Band of America Grand Nationals marching band performance

Books

Cowboys by Marie Gorsline

Cowboys: voices in the Western wind by David Harrison

The Cowboys handbook: how to become a hero of the wild West by Tod Cody

Why Cowboys Need a Brand by Laurie Lazzaro Knowlton
Ferde Grofe
(1892-1972, Modern Era)

Ferde Grofe was born on March 27, 1892 in New York City. He was descended from four generations of classical musicians. His father was a baritone who sang opera, and his mother was a professional cellist. At age 7, his father died, and his mother took him abroad to study music in Germany. At age 14, he left home and found work as a milkman, usher, newsboy, and several other odd jobs. At age 17, he wrote his first commissioned work. His friends and colleagues were the jazz and big band musicians of the early 1900s. He was a pallbearer at Gershwin’s funeral. He was a conductor and faculty member at the Julliard School of Music. He died April 3, 1972 in Santa Monica, California.

Grand Canyon Suite, Movement 3 “On the Trail”:

“On the Trail” was written after Grofe had taken a road trip to the Grand Canyon. The Suite is his tribute after seeing the sunrise the next morning. It begins with a violin cadenza and features the bass clarinet as the donkey. As you travel the trail down into the canyon, you will hear French horns playing the traveler’s tune, the rhythmic sound of the donkeys making their way down the trail, the flutes as you near a waterfall, and the celesta as you near a cabin where a music box is playing.

Famous Quotes

“I couldn’t hardly describe it in words because words would be inadequate.” – after seeing the sunrise over the Grand Canyon

Interesting Performances/Facts

“On the Trail” is used extensively in the movie “A Christmas Story”.

“On the Trail” is used as the soundtrack for the Grand Canyon Diorama on the Santa Fe and Disneyland Railroad in Disneyland.

Frankie Laine recorded “On the Trail” on his Call of the Wild” album. The orchestra was conducted by John Williams for the recording.

YouTube/Resources

https://www.phoenixsymphony.org/uploads/HBAZ.pdf - analysis and lessons suggestions by the Phoenix Symphony

http://www.viewpure.com/6_7DA1G6tVs?start=0&end=0 – scenes of the Grand Canyon and mules on the trail

http://www.viewpure.com/lpirTaslA0M?start=0&end=0 - Scottsdale Philharmonic performance; On the Trail is from 11:20 – 18:54


http://www.viewpure.com/YSP_HorKQMc?start=0&end=0 – Davy Jones theme form Pirates of the Caribbean played on celesta
http://www.viewpure.com/GTXBLyp7_Dw?start=0&end=0 – Hedwig’s Theme from Harry Potter played on the celesta; written by John Williams

http://www.viewpure.com/yIDyuUhlJM?start=0&end=0 – video of someone playing jazz on the celesta; shows the inside very well

http://www.viewpure.com/10B3e3k6CVs?start=0&end=0 – celesta tutorial by Elizabeth Burley

Books

That’s Good! That’s Bad! In the Grand Canyon by Margery Cuyler

Brighty of Grand Canyon by Marguerite Henry
Aaron Copland was born on November 14, 1900 in Brooklyn, New York. His parents, Harris and Sarah Copland, were Lithuanian Jews who had left Russia to escape persecution and seek a better life. The family lived above his father’s dry goods store and was not particularly musical though his mother did sing and play the piano. She made sure that music lessons were provided for the children. Copland’s sister, Laurine, taught him to play the piano from what she was learning while he found ways to attend New York Philharmonic concerts. At age 16, Copland began to study with Rubin Goldmark and spent three years in France studying with Nadia Boulanger at the American Conservatory in Paris. He received many honors during his lifetime and inspired many young American composers and conductors. Copland was famous for incorporating American folk music and Jazz in his music. He was often called the “Dean of American Music”. He taught composition at Tanglewood from 1940-1965, was an honorary member of Phi Mu Alpha Sinfonia, received a Grammy in 1960, an Oscar in 1949 for Best Original Score for The Heiress, received the Presidential Medal of Freedom from President Johnson, and won a Pulitzer Prize in composition for Appalachian Spring. He conducted his last symphony in 1983 and died on December 2, 1990 in Sleepyhollow, New York from complications from Alzheimer’s and respiratory failure. His ashes were scattered at Tanglewood.

**Rodeo**

* Rodeo is a ballet composed by Aaron Copland and choreographed by Agnes de Mille. It is a set of 4 dances. The ballet is a simple love story set against the backdrop of American ranch life. It takes place on the Burnt Ranch with a cowgirl who has her heart set on the Head Wrangler who, of course, sees her as one of the boys and has his heart set on the rancher’s daughter. There is to be a Hoedown, so the cowgirl finds a dress and goes to capture the wrangler’s heart. At first, she is ignored and alone, but soon dances with a champion roper. In the end, she dances with the Head Wrangler and they finish the final dance with a kiss. The piece is scored for 3 flutes, 2 piccolos, 2 oboes, English Horn, 2 clarinets, bass clarinet, 2 bassoons, 4 horns, 3 trumpets, 3 trombones, tuba, timpani, percussion, piano, harp, celesta, and strings.

“Buckaroo Holiday” – This dance opens with a brass fanfare as the corral gates open. The folksong “Sis Joe” is heard as the cowboys enter. Various solo instruments repeat the theme ending with a triple canon by the full orchestra.

“Corral Nocturne” – The 2nd dance shows the cowgirl’s sadness as she watches everyone else dance. The oboe and bassoons are heard with strings in the background.

“Saturday Night Waltz” – In the 3rd dance, the cowgirl gets to dance with the champion roper to the folk song “I Ride an Old Paint”. The oboe plays the main dance tune with a syncopated accompaniment.

“Hoe-Down” – The final dance pairs the cowgirl with the Head Wrangler. The folk song “Bonapart’s Retreat” can be heard at the beginning. This builds in the string section while the French horns play a counterpoint. As the dance continues, “McLeod’s Reel” can be heard on several solo instruments. “Gilderoy” is played by the clarinet and oboe. At the end, “Bonaparte’s Retreat” returns and is played in canon.
Quotes

“So long as the human spirit thrives on this planet, music in some living form will accompany and sustain it and give it expressive meaning.”

“To stop the flow of music would be like the stopping of time itself, incredible and inconceivable.”

Interesting Facts/Performances

“Hoe-Down” was recorded by the rock band Emerson, Lake and Palmer.

“Hoe-Down” was used as background music in the commercial “Beef. It’s what’s for Dinner.”

“Hoe-Down” was used in a choreographed performance for the opening scenes of the 2002 Winter Olympics in Salt Lake City, Utah.

YouTube

http://www.viewpure.com/ylpva4GCe2o?ref=search – USC Symphony Orchestra; good closeups of instruments

http://www.viewpure.com/8PGkJkK1yU?ref=search – American Ballet Theater performance of the ballet; features an interview with Agnes de Mille

http://www.viewpure.com/sL683DKgYyE?ref=search – Pasadena Community Orchestra with Bethany Pflueger as conductor

http://www.viewpure.com/N9hVmTxJ1-Q?ref=search – Hoe-Down performed by the Louisville Mandolin Orchestra

http://www.viewpure.com/2V69QWh82F0?ref=search – Hoe-Down performed by the Mormon Tabernacle Orchestra; great closeups of instruments

http://www.viewpure.com/hgvb0PRtO7o?ref=search – Corral Nocturne by “The President’s Own” United States Marine Band

http://www.viewpure.com/_I7erUUviGU?ref=search – Saturday Night Waltz performed by the 2009 National Orchestra Cup
Additional listening

Miss McCleod’s Reel - [http://www.viewpure.com/YQWGu-M930?start=0&end=0](http://www.viewpure.com/YQWGu-M930?start=0&end=0)
Sis Joe - [http://www.viewpure.com/sGKl8goE?ref=search](http://www.viewpure.com/sGKl8goE?ref=search)
If He’d Be a Buckaroo - [http://www.viewpure.com/FDRKbaYMyU8?ref=search](http://www.viewpure.com/FDRKbaYMyU8?ref=search)
Lesson 1
Grades 3,4,5

Instructional Objectives:
Prepare National Anthem
Practice tuneful singing
Prepare instruments of the orchestra

Behavioral Objectives: (Students will)
Describe relationship between music and other subjects
Perform music representative of American heritage
Identify 4 major instrument families


Repertoire: Orchestra Song, National Anthem

Song Bouquet: (Obj. 2)
· Orchestra Song – sing all parts in unison
· National Anthem

I. High Concentration: (Obj. 1) National Anthem
   1) read book on the National Anthem
   2) put War of 1812 on the time line
   3) discuss vocabulary of song

II. Change of Pace: (Obj. 1) National Anthem
   Watch video or youtube clip

III. Moderate concentration: (Obj. 3) Instrument families
   Introduce the 4 instrument families and their characteristics using one of the websites

IV. Assessment: echo sing first 2 phrases of the National Anthem

V. Closing: S. sing verse 1 of the Orchestra Song while t. sings 2nd verse

VI. TEKS: 3.1a, 3.1b, 3.1c, 3.2a, 3.2b, 3.6a 4.1a, 4.1b,4.1c, 4.2a, 4.2b, 4.6a, 5.1a, 5.1b, 5.1c, 5.2b, 5.5b, 5.5c, 5.6a
Lesson 2
Grades 3,4,5

Instructional Objectives:
- Prepare National Anthem
- Practice tuneful singing
- Prepare string family

Behavioral Objectives: (Students will)
- Exhibit audience etiquette during live performances
- Perform music representative of American heritage
- Identify instruments of the string family in order of pitch

Manipulatives: study guide, drum, conducting baton (straws, chopsticks), violin (cardboard, toy violin, etc.), string family video

Repertoire: Orchestra Song, National Anthem

Song Bouquet: (Obj. 2)
- Orchestra Song – sing first two verses in 2 parts; echo sing 3rd verse
- National Anthem – echo sing 1st two phrases

I. High Concentration: (Obj. 1) National Anthem
   1) Discuss etiquette of concert and National Anthem from the study guide

II. Change of Pace: (Obj. 1) National Anthem
    Roll play the beginning of the concert – instructions are in the study guide
    Sing entire song once with a recording; then just sing 1st phrase to give more students a turn

III. Moderate concentration: (Obj. 3) String family
    List string family in order from lowest pitch to highest pitch
    Compare/contrast instruments
    Discuss vibration to produce sound/identify what vibrates on each instrument
    Watch video clip of string family - viewpure.com/bVPHsNUgreU

IV. Assessment: roll play of audience etiquette

V. Closing: S. sing verse 1 of the Orchestra Song while t. sings 2nd verse

VI. TEKS: 3.1a, 3.1b, 3.1c, 3.2a, 3.2b, 3.6a 4.1a, 4.1b, 4.1c, 4.2a, 4.2b, 4.6a, 5.1a, 5.1b, 5.1c, 5.2b, 5.5b, 5.5c, 5.6a
Lesson 3
Grades 3,4,5

Instructional Objectives:
Prepare conductor  
Practice tuneful singing  
Practice conducting  
Prepare woodwind family  
Identify instruments of the woodwind family in order of pitch

Behavioral Objectives: (Students will)
Use music terminology in explaining musical instruments and musical performances  
Categorize a variety of musical sounds including voice, woodwind, brass, strings, percussions

Manipulatives: study guide, drum, conducting baton (straws, chopsticks), violin (cardboard, toy violin, etc.), woodwind family video  
Repertoire: Orchestra Song, National Anthem

Song Bouquet: (Obj. 2)  
· Orchestra Song – sing first two verses in 2 parts; add 3rd verse  
· National Anthem – echo sing 1st three phrases

I. High Concentration: (Obj. 1) Introduce Maestro David Itkin
1) use study guide for bio, conductor, conducting, score  
2) http://www.viewpure.com/3_fkYpgTF04?start=0&end=0 – 7 minute video clip of Maestro Itkin

II. Change of Pace: (Obj. 2,3) National Anthem
Conduct National Anthem with chopsticks or straws  
Roll play beginning of concert if time permits

III. Moderate concentration: (Obj. 4,5) Woodwind family
List woodwind family in order from lowest pitch to highest pitch  
Compare/contrast instruments  
Discuss vibration to produce sound/identify what vibrates on each instrument  
Watch video clip of woodwind family - viewpure.com/Ku3TreJLpyY 

IV. Assessment: roll play of audience etiquette, conducting pattern

V. Closing: T. sings 4th verse of orchestra song

VI. TEKS: 3.1a, 3.1b, 3.1c, 3.2a, 3.2b, 3.6a 4.1a, 4.1b,4.1c, 4.2a, 4.2b, 4.6a, 5.1a, 5.1b, 5.1c, 5.2b, 5.5b, 5.5c, 5.6a
Lesson 4
Grades 3, 4, 5

Instructional Objectives:
- Prepare composer
- Practice tuneful singing
- Prepare brass family

Behavioral Objectives: (Students will)
- Describe a variety of compositions and formal or informal performances using specific music vocabulary
- Use music terminology in explaining musical instruments and musical performances
- Categorize a variety of musical sounds including voice, woodwind, brass, strings, percussions

Manipulatives: study guide, conducting baton (straws, chopsticks), brass family video
Repertoire: Orchestra Song, National Anthem, I Ride an Old Paint

Song Bouquet: (Obj. 2)
- Orchestra Song – Sing entire song
- National Anthem – echo sing 1st four phrases
- I Ride an Old Paint – sing song

I. High Concentration: (Obj. 1) John Williams
   1) Introduce time period and composer from study guide
   2) Put composer on timeline
   3) discuss themes and solo instruments

II. Change of Pace: (Obj. 3) Young Person’s Guide to the Orchestra
   Play brass family section: Viewpure.com/3HhTMJ2bek0 start clip at 10:54

III. Moderate concentration: (Obj. 3) Brass family
    List brass family in order from lowest pitch to highest pitch
    Compare/contrast instruments
    Discuss vibration to produce sound/identify what vibrates on each instrument

IV. Assessment: name brass instruments in order from lowest to highest pitch

V. Closing: Sing orchestra song

VI. TEKS: 3.1a, 3.1b, 3.1c, 3.2a, 3.2b, 3.6a 4.1a, 4.1b, 4.1c, 4.2a, 4.2b, 4.6a, 5.1a, 5.1b, 5.1c, 5.2b, 5.5b, 5.5c, 5.6a
Lesson 5  
Grades 3,4,5

**Instructional Objectives:**
- Prepare composer
- Practice tuneful singing
- Prepare percussion family

**Behavioral Objectives:** (Students will)
- Describe a variety of compositions and formal or informal performances using specific music vocabulary
- Use music terminology in explaining musical instruments and musical performances
- Categorize a variety of musical sounds including voice, woodwind, brass, strings, percussions

**Manipulatives:** study guide, conducting baton (straws, chopsticks), percussion family video

**Repertoire:** Orchestra Song, National Anthem, I Ride an Old Paint

**Song Bouquet:** (Obj. 2)
- Orchestra Song – Sing entire song
- National Anthem – echo sing 1st five phrases
- I Ride an Old Paint – sing song

I. **High Concentration:** (Obj. 1) Ferde Grofe
   1) Introduce time period and composer from study guide
   2) Put composer on timeline
   3) discuss themes and solo instruments

II. **Change of Pace:** (Obj. 3) Young Person’s Guide to the Orchestra
   Play percussion family section: Viewpure.com/3HhTMJ2bek0, start clip at 12:00

III. **Moderate concentration:** (Obj. 3) Percussion family
    Classify percussion instruments as pitched or unpitched
    Compare/contrast instruments
    Discuss vibration to produce sound/identify what vibrates on each instrument

IV. **Assessment:** classify percussion instruments as pitched or unpitched

V. **Closing:** Sing orchestra song in 3 parts

VI. **TEKS:** 3.1a, 3.1b, 3.1c, 3.2a, 3.2b, 3.6a 4.1a, 4.1b, 4.1c, 4.2a, 4.2b, 4.6a, 5.1a, 5.1b, 5.1c, 5.2b, 5.5b, 5.5c, 5.6a
Lesson 6
Grades 3, 4, 5

Instructional Objectives:
Prepare composer
Practice tuneful singing
Practice all instrument families

Behavioral Objectives: (Students will)
Describe a variety of compositions and formal or informal performances using specific music vocabulary
Use music terminology in explaining musical instruments and musical performances
Categorize a variety of musical sounds including voice, woodwind, brass, strings, percussions

Manipulatives: study guide
Repertoire: Orchestra Song, National Anthem, I Ride an Old Paint

Song Bouquet: (Obj. 2)
Orchestra Song – Sing entire song in parts
As the classical music authority in Abilene, we recognize our responsibility of providing quality music education opportunities for the community. As part of our mission, we look to unleash the power of music hopes of inspiring a new generation of musicians arts administrators, and patrons of classical music.

For more information about the Abilene Philharmonic’s educational and outreach programs and to learn how you can support our efforts with the Academy of Music, please contact:

Abigail Payne at 325-677-6710
abigail@abilenephilharmonic.org
AbilenePhilharmonic.org
The Abilene Philharmonic Association would like to extend a special thank you to the organizations and individuals which made this event possible.

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