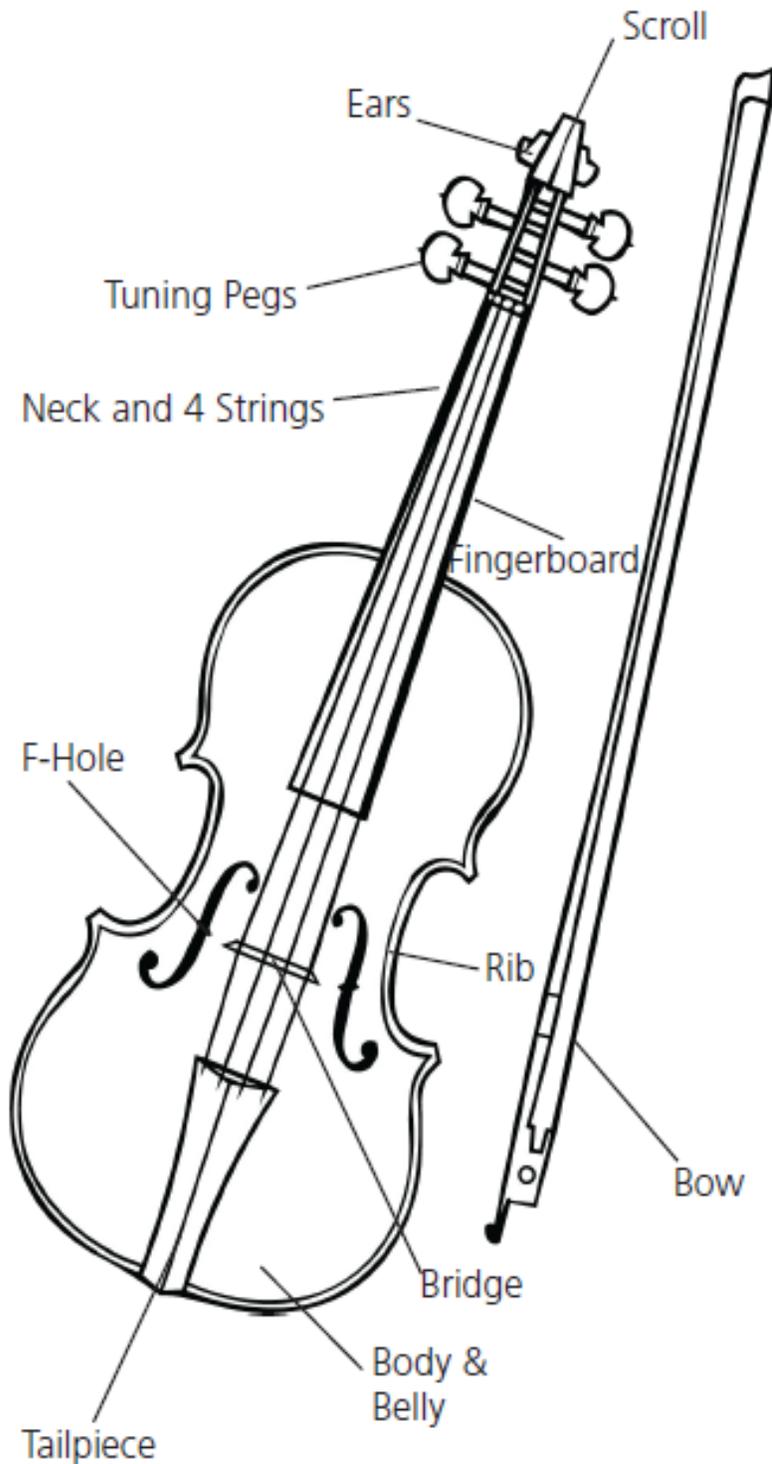




Name: \_\_\_\_\_

# Classroom Concerts: String Quartet

Color each labeled part of the string instrument using different colors.



The four orchestral instruments of the string family are the violin, viola, cello and double bass. All the instruments are made of a hollow wood body. Four strings stretch from the tailpiece, across the bridge, over the fingerboard to the tuning pegs. The string instruments in the orchestra are played with a bow made from wood and horse hair. The A<sup>2</sup>SO String Quartet is made up of two violins, one viola and one cello.

## How to make your own Shoebox String Instrument

### You will need:

- Shoebox
- Scissors
- Pencil
- Rubber bands

### Procedure:

1. Mark the center of your shoe box. Punch a hole in it with the pencil. Draw a large oval shape around the hole and cut it out.
2. Stretch the rubberbands around the box and adjust them so that they are spread evenly across the hole in the shoe box.
3. Use a pencil to create a bridge. Slide the pencil under the rubber bands, perpendicular to the rubber bands, on one side of the hole. The pencil will be held in place by the rubber bands and will raise the rubber bands up off the surface of the box.
4. You can then make the rubber bands tighter or looser around the box to create higher or lower pitches.
5. Pluck the rubber bands with your fingers, a small stick, or a pencil.

Here is a link to a video that will walk you through all the steps:

<https://youtu.be/i6Iug6cMAq8>

# Plink, Plank, Plunk

## About the Composer

Leroy Anderson was an American composer who was best known for writing light orchestral music. During the 1950s his orchestral recording of *Blue Tango* was the first instrumental recording to sell one million copies. His most recognizable pieces are *Sleigh Ride*, *Syncopated Clock*, and *The Typewriter* (an orchestral piece that features a typewriter). Here is a link to a recording of *The Typewriter*:

<https://youtu.be/g2LJ1i7222c>.

## About the Piece

Anderson's music was frequently used for commercial purposes and on TV shows. *Plink, Plank, Plunk* was the theme song for a 1950s television game show called *I've Got a Secret*. This piece is played by plucking the strings of the instruments instead of using the bow. This is called *pizzicato*.

## Activity

There's a reason *Plink, Plank, Plunk* was used for the theme of a game show: the quick rhythms, pizzicato, and syncopations make it fun! Why not have your own fun using the music? Use *Plink, Plank, Plunk* to play a game of musical chairs. Here's a recording: <https://youtu.be/I2zjoifJHs>.

# Leroy Anderson



# Largo from the New World Symphony

## About the Composer

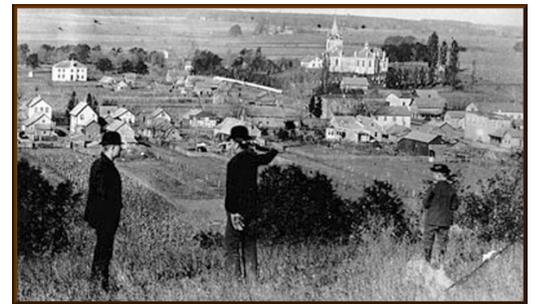
Dvorák was a Czech composer known for using folk melodies and rhythms in his music. This *Largo* – or very slow piece – is a movement from his *Symphony No. 9*, also known as the *New World Symphony*. Dvorák wrote this piece while living in the United States, where he was inspired by Native American music and Spirituals.

## Activity

Set up students to write a story from Dvorák's perspective: Imagine it is 120 years ago: before televisions and computers, before most people had phones, let alone cell phones. There were no cars. You are asked to take a job in a country you've never been to. You travel for days by boat across the Atlantic ocean, with just a few suitcases, and arrive in a New York City, where no one speaks your language. You then take a train across the United States to a farm town in Iowa.

Then play the students the *Largo* from the *New World Symphony*: <https://youtu.be/uCydQm83cJQ>. Ask them to write (or draw, for younger students) about what they see, what they hear and how they're feeling about being in this "New World."

# Antonín Leopold Dvorák



# Tango

# Michael McLean

## History of the Tango

Tango is a Latin-American ballroom dance in 2/4 meter. It originated in Buenos Aires, Argentina but has spread and developed into different styles across the world. The tango is an expressive and passionate dance usually performed by couples.



## Activity

Have the students watch the following dance video so they can get an idea of what Tango dancing looks like: <https://youtu.be/kdhTodxH7Gw>.

An *ostinato* is a short, repeated melodic phrase. The following musical fragment is an example of an *ostinato* that appears in McLean's Tango. Demonstrate the following rhythm on the piano and have the students move their feet to the rhythm.



# Prelude No. 2

# George Gershwin

## About the Composer

George Gershwin was a 20<sup>th</sup>-century American composer and pianist. His music is highly influenced by jazz. His best known works are *Rhapsody in Blue* and *An American in Paris*.

The following video is a recording of *Rhapsody in Blue* with Gershwin as the soloist. <https://youtu.be/cH2PH0auTUU>

## About the Piece

*Prelude No. 2* is part of a set of *Three Preludes* for piano. The piece has a steady bass line and a smooth melody in the top voice.

## Activity

The form of this piece is ABA. Create an A and B notecard for each student. Play the music and have the students identify the different sections by raising their letter cards when the section changes or comes back. Once the students can identify the two sections have them draw something that represents the mood of the different sections.

Use the following video as an example: <https://youtu.be/24oFUIqy3hs>.

A: 0-2'08"    B: 2'09"-2'47"    A: 2'48"

# How to be a good audience member

Being a good audience member comes down to respect for the performing musicians and audience members around you. Help your students learn proper concert etiquette with these fun activities:

Discuss and compare the appropriate audience behavior for various settings. For example, would audiences behave differently at a golf tournament or a football game? How does a rock concert compare to a classical concert or a play?

Choose students to act as performers in some of these scenarios. Have them pretend to play a sport or put on a play or perform in a concert. Have the rest of the class pretend to be the audience, using either appropriate or inappropriate audience behaviors you discussed. After the pretend performance is over, ask the performers how the audience's behavior made them feel and how it affected their performance.

## After the performance...

After the performance is over, have your students write or draw about their concert experience. Here are some questions to guide the discussion:

- 1.) What was your favorite piece and why?
- 2.) What was your least favorite piece? What didn't you like about it?
- 3.) Describe one thing you learned from today's performance that you didn't already know.
- 4.) How was listening to a live performance different from hearing music on the radio?
- 5.) Was it difficult to be a good audience member?



Please send students' comments and ideas to [sarah@a2so.com](mailto:sarah@a2so.com)