Music Discovery Day

Part of the:

Sound Discovery

Community Engagement Programs

Presented by:

Lancaster Symphony Orchestra

Stephen Gunzenhauser, Music Director

May 19, 2014
9:30 AM & 11:00 AM
J.P. McCaskey High School
School District of Lancaster

May 20, 2014
9:30 AM & 11:00 AM
Good Shepherd Chapel
Lancaster Bible College

You may listen to this year’s concert repertoire by following the link to the 2014 playlist on the Music Discovery page of the Symphony website (www.lancastersymphony.org)

1. The Star-Spangled Banner
2. Navarro, Downey Overture
5. Britten, Young Person’s Guide to the Orchestra, Op. 34
National Learning Standards Addressed:

4. Composing and arranging music within specified guidelines
6. Listening to, analyzing, and describing music
7. Evaluating music and music performances
9. Understanding music in relation to history and culture

Pennsylvania Academic Standards Addressed:

9.1 B, D, F, I, – Production and performance of music
9.2 A, B, C, E, G, H – Historical and Cultural Contexts
9.3 A, F, G – Critical Response
9.4 C, D – Aesthetic Response
Concert Etiquette:

- After the orchestra has assembled on stage, ask your students to watch for the Concert Master’s entrance. It is appropriate to applaud as he walks to the front of the orchestra. Remember to remain quiet as he tunes the orchestra.
- Following the tuning of the orchestra, when all is quiet, watch for the arrival of the Conductor. As he enters, you may also applaud.
- After the guest soloist is introduced, please applaud as he/she enters the stage.
- Please remind your students to sit quietly. There should be no talking or whispering as the music is being played. This allows the musicians to concentrate on their music and other members of the audience to enjoy the performance. If invited to clap along, please continue clapping until the conductor signals you to stop.
- Before leaving your seats, remind your students to check for personal items such as hats, jackets, etc.
- Please exit the building quietly and orderly.
- If your students would like to write thank you notes to the Lancaster Symphony Orchestra, they may be sent to:

  Lancaster Symphony Orchestra
  Attn: Director of Community Engagement
  P.O. Box 1281
  Lancaster, PA 17608-1281
Meet the Artists:

Stephen Gunzenhauser, Music Director, Lancaster Symphony Orchestra

Stephen Gunzenhauser has been Conductor and Music Director of the Lancaster Symphony Orchestra in Lancaster, PA since 1979. He completed 23 years as the Music Director of the Delaware Symphony Orchestra in Wilmington, DE before concentrating on the Lancaster Symphony.

Dr. Gunzenhauser enjoys conducting in foreign venues. He has conducted in Europe and the British Isles, South America, Canada, Korea, Hong Kong and Israel. The Maestro is the fifth-most recorded American conductor. His recordings have sold over two million copies. In August 2006, Maestro Gunzenhauser presented the opening season of the first International Music Festival in Pennsylvania, the Endless Mountain Music Festival. Entering its eighth season, the festival continues to grow, featuring highly talented artists such as pianist Santiago Rodriguez, and violinist and conductor Robert Bokor.

Born in New York City and a graduate of the High School of Music and Art in New York City, Dr. Gunzenhauser received a Bachelor of Music degree from Oberlin College and a Master of Music degree from the New England Conservatory. He also holds an Honorary Doctorate degree from Widener University. He has been awarded three Fulbright grants and has an Artist’s Diploma from the Mozarteum, Salzburg, Austria. Dr. Gunzenhauser enjoys competitive tennis, golf and gourmet cooking. He resides in Avondale, PA with his wife Shelly. Both of their daughters are grown and live in Los Angeles, CA.

Jingyuan Gao, first place winner of the Student Instrumental Solo Competition

Jingyuan “Steven” Gao is a seventeen-year-old student from Beijing, China, and currently attends Lancaster Mennonite High School. Steven began his piano studies at the age of six. Since then, he has performed in a professional choir and has taught music theory and piano lessons. Steven has experienced several exciting performance opportunities including an appearance at the Great Hall of the People in Beijing with famous actor and martial artist Jackie Chan. He has also performed as a piano and tenor soloist in notable concert halls like the National Grand Theatre, the Beijing Concert Hall, and the Sun Yat-Sen Concert Hall. In addition to performing, Steven enjoys composing music. Some of his compositions have been performed in public. He has participated in benefit concerts for grieving families as well as a program which helps children with autism. In addition to attending Lancaster Mennonite High School, Steven is also enrolled at Millersville University in the pre-collegiate Gifted and Talented Program for International Students. When he isn’t practicing, Steven loves to travel and ride roller coasters!
Meet The Program:

Francis Scott Key (1779-1843), The Star-Spangled Banner

The Star-Spangled Banner is the national anthem of the United States of America. Francis Scott Key wrote the words to our national anthem after watching the Battle of Fort McHenry. This battle took place on September 13-14, 1814, during the War of 1812. Fort McHenry is in the harbor of the Chesapeake Bay in Baltimore, and the battle was between the United States and the Royal Navy of England. Mr. Key watched the battle from a British ship eight miles away. He was sent there to free an American prisoner that was onboard. The Royal Navy kept firing their cannons all night. Mr. Key couldn’t tell if we were winning the battle until the very next day when he saw a great big American flag waving “in the dawn’s early light!”

Mr. Key loved to write poetry, so he wrote a poem about the battle. He titled it “Defense of Fort McHenry.” Mr. Key was later inspired to turn the poem into a song. He paired the words with a popular British melody of the time. The catchy tune and words became well-known. Before the War of 1812, the flag was used mostly to identify ships and forts. However, Mr. Key’s song transformed the flag into a national symbol of American values.

The United States Navy started using the patriotic song in ceremonies in 1889. In 1931, the Congress and President Herbert Hoover declared it our national anthem. There are four verses, but we only sing the first verse.

Oh, say can you see by the dawn's early light
What so proudly we hailed at the twilight's last gleaming?
Whose broad stripes and bright stars, through the perilous fight,
O'er the ramparts we watched were so gallantly streaming?
And the rocket's red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there.
Oh, say does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

September 14, 2014 marks the 200th anniversary of Mr. Key’s legendary poem!

Fort McHenry has a unique star-like shape.
Oscar Navarro (b. 1981), *Downey Overture*

Oscar Navarro was born in Novelda, Spain. He studied the clarinet as a boy. Later, he studied music in Valencia, Spain. Navarro moved to the U.S. and attended the University of Southern California where he studied composition for movies and television.

Navarro has won many national and international awards. In 2011, he was asked to compose a special piece of music for the Downey Symphony Orchestra located in southern California. *Downey Overture* is an exciting work that features colorful Latin-American dance rhythms. The orchestra is instructed to do something out of the ordinary about halfway through the performance of this piece. As you listen and watch the performance, see if you can guess what it is! (Hint: the orchestra uses more than their instruments to create music!)

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**Ludwig van Beethoven (1770-1827), Symphony No. 5, Op. 67**

**I. Allegro con brio** (fast, with brilliance, lively)

German composer Ludwig van Beethoven is a legendary figure in classical music. He first learned to play the piano and violin from his father. As a composer, Beethoven pushed boundaries. He created music that was more difficult for performers to play and more difficult for audiences to understand than composers that came before him.

Through his adulthood, Beethoven suffered from a gradual loss of hearing. Beethoven was completely deaf the last nine years of his life.

When Beethoven wrote his *Symphony No. 5*, he was in the early years of his hearing loss. Have you ever experienced circumstances beyond your control? This is sometimes described as fate. You might feel frustrated or treated unfairly. Imagine being a composer and not being able to hear! Beethoven’s frustration is clearly heard in this symphony. He created a musical idea, or motive, to symbolize man’s struggle with fate. Listen how Beethoven takes four simple notes, a “short-short-short-long” pattern, and turns them into music that is dramatic and complex!

A symphony is a type of classical music written for orchestra. It is made up of different sections like chapters in a book. Each section is called a movement. You will hear the Lancaster Symphony perform the first movement of this famous symphony.
Felix Mendelssohn (1809-1847), *Concerto No. 1 in G Minor, Op. 25*

3rd movement: Presto-Molto allegro e vivace

**Jingyuan (Steven) Gao**, piano soloist

Felix Mendelssohn was born in 1809 in Hamburg, Germany, and displayed an early talent for music on the piano and violin. All three of his brothers and sisters also studied music, but Felix and his older sister Fanny are the two most famous in the family. Mendelssohn played his first public concert when he was only nine years old! By the time he was twelve, he was already writing string symphonies and piano quartets.

Mendelssohn didn’t just study music as a child, he also learned about art, literature, languages, and philosophy. He also liked to draw, and would often include little cartoons in his letters to friends and family. He traveled all over Europe studying with different teachers, writing music, and conducting orchestras. He even started his own school in 1843 which still exists today.

Mendelssohn wrote his *Piano Concerto No. 1 in G Minor* in 1831. A concerto is a musical work for solo instrument and orchestra. Sometimes the orchestra and soloist play at the same time. At other times, they take turns and it sounds like a conversation! This concerto has three parts, or movements. You will hear the third movement. This movement is marked *Presto* which is Italian for “very fast!” In addition to composing this piece, Mendelssohn was the piano soloist at the first performance. He was 22 years old. Mendelssohn’s compositions are often bright and cheerful.

The third movement is an energetic rondo. A rondo is a musical form in which new sections of music are separated by repeated sections of the first theme. These sections are often represented by capital letters; for example, ABACA. The A melody is repeated between new sections of music - B and C. An example of a simple rondo is the folk song *Twinkle, Twinkle, Little Star*.

Benjamin Britten (1913-1976), *The Young Person’s Guide to the Orchestra, Op. 34*

Benjamin Britten was an English composer with wide appeal. He created music for orchestras, chamber groups, operas, and even movies! Some of his compositions are very intense and dramatic while others are light and funny. In 1945, the year World War II ended, Britten was asked to compose music for a special movie that would teach children about the instruments of the orchestra. This piece of music was titled *Young Person’s Guide to the Orchestra*.

Britten was a fan of the English composer Henry Purcell (1659-1695). Britten decided to take a melody composed by Purcell and use it as the main theme of *Young Person’s Guide to the Orchestra*. For this work, Britten uses a
musical form called theme and variation. After the entire orchestra plays the main theme, each section of the orchestra takes turns playing the theme in different and creative ways. Why might Britten have wanted audiences to hear the orchestra play the theme together, at the same time, and then section by section?

To conclude the piece, Britten puts the sections of the orchestra back together just like pieces of a puzzle! They perform a fugue, which is like a complicated canon. Listen how the different sections seem to chase after each other!

John Philip Sousa (1854-1932), *The Stars and Stripes Forever*

John Philip Sousa was born in Washington, D.C. in 1854. He had a wide musical career as a performer, conductor, and composer. From 1880-1892, he was the conductor of the Marine Band and became an American icon as “The March King.” Sousa composed 136 marches. One of his most popular, *The Stars and Stripes Forever*, became our nation’s official march. It was composed on Christmas day 1896.

Sousa also started the Sousa Band in 1892. The popular band enjoyed tours across the U.S. and Canada. While on vacation in Europe, Sousa needed to return home early to help with managing the Sousa Band. It was during his voyage home that he created this famous melody.

Sousa died in Reading, Pennsylvania, on March 6, 1932. He was 77 years old. He was in Reading leading rehearsals of the Ringgold Band. The last piece he conducted was *The Stars and Stripes Forever*. 
Imagine you work for the local newspaper. You have been hired to write reviews of concerts performed throughout your community. After attending a Music Discovery Experience concert, use the questions below to guide you as you create a review of the Lancaster Symphony Orchestra.

Describe your concert experience. What happened first, second, next, etc.?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Name one of the pieces you heard and describe it.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Pick two instruments you heard and compare them. Think about how they look, what they are made of, their size, and how they produce sound. Describe their sound.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What did you enjoy most about the concert? What did you enjoy least about the concert? What surprised you?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
1). Francis Scott Key wrote the words to *The Star Spangled Banner* after witnessing what battle?

The Battle of ___ ___ ___ ___   ___ ___ ___ ___ ___ ___

2). In what U.S. city was this battle fought?

___ ___ ___ ___ ___ ___ ___ ___ ___

3). *The Star Spangled Banner* turns ___ ___ ___ years old this year!

4). Oscar Navarro is a/an Spanish, Mexican, or Italian composer?

___ ___ ___ ___ ___ ___ ___ ___ ___

5). In a symphony, each section is called a ___ ___ ___ ___ ___ ___ ___ ___ ___.

6). Beethoven turned a short musical idea, or ___ ___ ___ ___ ___ ___ ___ ___ ___ into an entire symphony!

   ![Short-short-short-LONG! Short-short-short-LONG!]

7). John Philip Sousa is known as “___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___.”

8). Benjamin Britten used what musical form when composing *Young Person’s Guide to the Orchestra*? The box below is a symbolic example of this.

   TH___ ___ ___ ___ ___ D ___A___I___ ___ ___ ___ ___ N

   Lancaster Symphony Orchestra   Lancaster Symphony Orchestra

   Lancaster Symphony Orchestra   Lancaster Symphony Orchestra

9) A complicated canon in which melodies appear to chase each other is called a ___ ___ ___ ___ ___.
10). In *Young Person’s Guide to the Orchestra*, the theme is played by each section of the orchestra in the following order. Can you match the instruments to their correct picture?

a) flutes and piccolo

b) oboes

c) clarinets

d) bassoons

e) violins

f) violas

g) cellos

h) double basses

i) harp

j) French horns

k) trumpets

l) trombones and tuba

m) percussion
Theme and Variation

Theme and variation is a musical form in which a main theme or musical idea is stated and then repeated with creative changes. It is a musical celebration of unity and diversity!

1). How are the following pictures examples of theme and variation?

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

2). With a partner or in groups, create a theme and variation using body percussion. Use the actions in the box below and create one of your own!

<table>
<thead>
<tr>
<th>Clap your hands</th>
<th>Stomp your foot</th>
<th>Snap your fingers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pat your hands on your lap</td>
<td>“Shhhhh”</td>
<td>Create your own: __________</td>
</tr>
</tbody>
</table>
Write your actions in the boxes, rehearse them, and then perform your theme and variation for your classmates. Be sure that your variations include evidence of the original theme!

**THEME:**

```
[boxes]
```

**VARIATION 1:**

```
[boxes]
```

**VARIATION 2:**

```
[boxes]
```

**VARIATION 3:**

```
[boxes]
```
Lunchtime Rondo!

A rondo is a musical form where new sections of music are separated by repeated sections of the first theme. The sandwich below is also a rondo! Using the first few letters of the alphabet and capital letters, label the form of the sandwich. Start at the top and work down.

In the same way, label the ice cream sundae. Is this a rondo? ______

*Sing Twinkle, Twinkle, Little Star.
What is the form of this piece? Use capital letters to fill in the blanks.

Felix Mendelssohn uses rondo form in the first, second, or third movement of his Piano Concerto No. 1? ___________

A piece for solo instrument and orchestra is called a _______________. It often sounds like the soloist and orchestra are having a conversation!

In the same way, label the ice cream sundae. Is this a rondo? _______
1). Francis Scott Key wrote the words to *The Star Spangled Banner* after witnessing what battle?

The Battle of **FORT MCHENRY**

2). In what U.S. city was this battle fought?

**BALTIMORE**

3). *The Star Spangled Banner* turns **200** years old this year!

4). Oscar Navarro is a/an Spanish, Mexican, or Italian composer?

**SPANISH**

5). In a symphony, each section is called a **MOVEMENT**.

6). Beethoven turned a short musical idea, or **MOTIVE**, into an entire symphony!

7). John Philip Sousa is known as “**THE MARCH KING**.”

8). Benjamin Britten used what musical form when composing *Young Person’s Guide to the Orchestra*? The box below is a symbolic example of this.

**THEME AND VARIATION**

Lancaster Symphony Orchestra  
Lancaster Symphony Orchestra  
Lancaster Symphony Orchestra  
Lancaster Symphony Orchestra

9) A complicated canon in which melodies appear to chase each other is called a **FUGUE**.
10). In *Young Person’s Guide to the Orchestra*, the theme is played by each section of the orchestra in the following order. Can you match the instruments to their correct picture?

a) flutes and piccolo

b) oboes

c) clarinets

d) bassoons

e) violins

f) violas

g) cellos

h) double basses

i) harp

j) French horns

k) trumpets

l) trombones and tuba

m) percussion
**Lunchtime Rondo!**

A **rondo** is a musical form where new sections of music are separated by repeated sections of the first theme. The sandwich below is also a rondo! Using the first few letters of the alphabet and capital letters, label the form of the sandwich. Start at the top and work down.

*Sing *Twinkle, Twinkle, Little Star.* What is the form of this piece? Use capital letters to fill in the blanks.

A B A

Felix Mendelssohn uses rondo form in the first, second, or third movement of his Piano Concerto No. 1? **Third.**

A piece for solo instrument and orchestra is called a **concerto.** It often sounds like the soloist and orchestra are having a conversation!

In the same way, label the ice cream sundae. Is this a rondo? **No.**
Listening Lesson on Navarro’s *Downey Overture*

### Listen and Discuss:

- Teachers, lead a discussion with your students about the sounds they hear every day – conversations with family and friends, TV, video games. With no talking and no movement, have students close their eyes and listen closely to the background sounds of the classroom, or perhaps another location in the school (cafeteria, playground, etc.) for one minute. Have students list what they heard. Ask if these sounds are always noticeable when they are not listening for them. While we hear sounds around us, we learn to focus on and listen to the things that interest us and ignore the sounds in the background.

- Ask students to name places where they hear music (radio, TV, stores, malls, restaurants, etc.). Do you listen to it or is it easily ignored as sound in the background?

- Have students name some of their favorite songs. Why do you like it? Why do you enjoy listening to it or singing it over and over? Part of the fun is in knowing what comes next! The same is true of music we don’t know. When we know what to listen for, new music can be more enjoyable.

### Listen and Discuss:

- One of the pieces the students will hear the Lancaster Symphony Orchestra perform at the Music Discovery Experience concert is *Downey Overture* by Oscar Navarro. Play an excerpt from this piece ([http://www.youtube.com/watch?v=guIgHgjhE1g](http://www.youtube.com/watch?v=guIgHgjhE1g)). Ask your students:
  - What is the mood? Did it make you feel like doing something?
  - Does this music create a picture in your mind?
  - If it tells a story, what is it about? What are the characters like?

- Play the same excerpt again. What was it in the music that made you give the answers above? Discuss in terms of the following vocabulary:
  - **Tempo** – how fast or slow music is performed
  - **Timbre** (təmˈbər) – also called tone color or tone quality. The defining characteristics of sound. (e.g. bright, dark, mellow, piercing, hollow, round, nasal, pinched, gruff, soothing, brassy, etc.)
  - **Dynamics** – how loud or soft music is performed
  - **Melodic Contour** – the shape of the melody or tune. Did the pitches move higher, lower, both? How? Were some pitches repeated?
  - **Accompaniment** – secondary, supporting musical material. How did everything that was not the melody support the melody?
**Instrument Families Activities**

*These activities should be used across a period of several days.

**Activity #1: Exploring the Instrument Families**

Ask your students to think of different kinds of families. Be creative! (Makes and models of cars; breeds of dogs; types of trees/flowers; Apple products- iPhone, iPad, iPod, MacBook, etc.)

How are members of a family alike? Different?

Divide the class into groups. Using a computer or the school’s media center, have each group research one of the four instrument families: strings, woodwinds, brass, and percussion. Have them answer the following.

- What are the instruments in your family made of?
- How do they produce sound?
- What are the names of the primary instruments in the family? How are they alike/different?
- Have the students share and record their findings.

**Activity #2: Aural Awareness**

Listen to the examples of each instrument family and their members at [http://www.britten100.org/new-to-britten/learning/instruments](http://www.britten100.org/new-to-britten/learning/instruments).

Quiz your students by playing the Aural Quiz game at [http://www.britten100.org/new-to-britten/learning/aural-quiz](http://www.britten100.org/new-to-britten/learning/aural-quiz).

**Activity #3: Instrument Bingo!**


Distribute instrument bingo cards (http://www.bingocardcreator.com/pdf/orchestral-instruments.pdf) and markers of your choice. Students may also enjoy designing their own Instrument Bingo cards.

Using a CD or the online examples above (see your buildings’ music teacher for additional resource ideas), randomly play examples of orchestral instruments. Have students mark bingo cards after each example. Keep track of the instruments played. When a student calls “bingo,” have him/her read the instruments he/she marked. This may also be played by students marking their cards after the teacher reads a description of an instrument and its sound. For this version, teachers should read the descriptions the students discovered from Activity #1.
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<tr>
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<th>I</th>
<th>N</th>
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<tbody>
<tr>
<td>double bass</td>
<td>viola</td>
<td>oboe</td>
<td>cello</td>
<td>trumpet</td>
</tr>
<tr>
<td>contrabassoon</td>
<td>bassoon</td>
<td>English horn</td>
<td>violin</td>
<td>bass trombone</td>
</tr>
<tr>
<td>bass drum</td>
<td>piccolo</td>
<td>Free Space!</td>
<td>timpani</td>
<td>tuba</td>
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<tr>
<td>bass clarinet</td>
<td>marimba</td>
<td>flute</td>
<td>French horn</td>
<td>snare drum</td>
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<td>trombone</td>
<td>xylophone</td>
<td>triangle</td>
<td>harp</td>
<td>clarinet</td>
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(c) Bingo Card Creator 2010. Come visit http://www.bingocardcreator.com! Cards printed with the full version have no watermark or footer.
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<tbody>
<tr>
<td>cymbals</td>
<td>bass clarinet</td>
<td>harp</td>
<td>violin</td>
<td>bass trombone</td>
</tr>
<tr>
<td>snare drum</td>
<td>flute</td>
<td>viola</td>
<td>French horn</td>
<td>timpani</td>
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<tr>
<td>trombone</td>
<td>oboe</td>
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<td>clarinet</td>
<td>bass drum</td>
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<tr>
<td>trumpet</td>
<td>piccolo</td>
<td>double bass</td>
<td>contrabassoon</td>
<td>English horn</td>
</tr>
<tr>
<td>tuba</td>
<td>xylophone</td>
<td>marimba</td>
<td>triangle</td>
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<tr>
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<td>xylophone</td>
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<td>marimba</td>
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<tr>
<td>viola</td>
<td>English horn</td>
<td>triangle</td>
<td>harp</td>
<td>contrabassoon</td>
</tr>
<tr>
<td>clarinet</td>
<td>bass drum</td>
<td>Free Space!</td>
<td>cello</td>
<td>bass trombone</td>
</tr>
<tr>
<td>snare drum</td>
<td>piccolo</td>
<td>trumpet</td>
<td>tuba</td>
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<td>oboe</td>
<td>trombone</td>
<td>double bass</td>
</tr>
</tbody>
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(c) Bingo Card Creator 2010. Come visit http://www.bingocardcreator.com! Cards printed with the full version have no watermark or footer.
This is a call list, which lists all the words on your cards in scrambled order. Just call them out one at a time, starting at the top. You can also give a clue rather than the word itself.

- oboe
- timpani
- piccolo
- triangle
- cymbals
- English horn
- contrabassoon
- marimba
- viola
- bass clarinet
- trombone
- bassoon
- French horn
- violin
- double bass
- bass drum
- bass trombone
- flute
- harp
- xylophone
- tuba
- cello
- trumpet
- snare drum
- clarinet
Lancaster Symphony Orchestra
Music Discovery Experience
Recommended Websites

The Smithsonian’s Star-Spangled Banner website boasts a wealth of history, quizzes, and activities focused on the national anthem and our nation’s famous flag.
http://amhistory.si.edu/starspangledbanner/default.aspx

This website also includes lesson plans and activities for classroom use.
http://amhistory.si.edu/starspangledbanner/educational-resources.aspx

The following website offers several interactive games and activities based on Benjamin Britten’s Young Person’s Guide to the Orchestra, which will be a focal point of this year’s Music Discovery Experience. Activities include listening examples, aural quizzes, and pages that allow students to explore theme and variation and create their own fugue!
http://www.britten100.org/new-to-britten/learning/digital-guide-to-the-orchestra

The following website provides an interactive map of the orchestra with listening examples of the instrument families.
http://www.classicsforkids.com/music/orchestra.asp

Dallas Symphony Orchestra offers this activity exploring ABA form using the opening of Beethoven’s Symphony No. 5.
https://www.dsokids.com/media/10173/Lone-Star-Symphony-Beethoven-s-Fifth.pdf

This graphic score is a great representation of Beethoven’s use of motivic development.
http://www.youtube.com/watch?v=rRgXUFnfKlY