

For more information about the Philharmonic Society’s Concerts for Fifth Grade and its other Youth Music Education Programs, please visit PhilharmonicSociety.org/Education

TABLE OF CONTENTS

Overview	2
Key Vocabulary	2
Lessons	3
Lesson #1: Looking Forward to the Concert (pre-concert)	3
Lesson #2: Meet the Families of the Orchestra (pre-concert)	4
Lesson #3: Story Mapping Using Music (anytime)	6
Lesson #4: Conductor Charades (anytime)	8
Lesson #5: Sheet Music Markings (anytime)	10
Lesson #6: Write Your Own Concert Review (post-concert)	12
Worksheets and Visual Aids	14
Worksheet #1: Looking Forward	14
Visual Aid #1: Family Tree Example	15
Visual Aid #2: The Orchestra Family	16
Visual Aid #3: String Family	17
Visual Aid #4: Woodwind Family	18
Visual Aid #5: Brass Family	19
Visual Aid #6: Percussion Family	20
Worksheet #2: Musical Story Mapping	21
Worksheet #3: Conductor Notes	22
Worksheet #3: Conductor Notes (Answers)	23
Worksheet #4: Spot the Markings	24
Visual Aid #7: Example Sheet Music	25
Visual Aid #7: Example Sheet Music (Answers)	26
Other Resources	27
Audio Links and Websites from Lessons	27

OVERVIEW

This classroom extension contains lessons that can be completed before or after the Concerts for Fifth Grade field trip. Recommendations for when to complete each lesson are noted in the lesson title.

In this extension, students will:

- Understand concert etiquette and what is expected of them during the concert.
- Form a general understanding of the orchestra and its main components.
- Create a unique narrative by interpreting and connecting musical descriptions to story elements.
- Interpret and perform conductor signals to demonstrate understanding of musical elements.
- Identify and interpret common musical symbols related to dynamics, articulation, and tempo.
- Write a concert review about their experience and what they learned.

KEY VOCABULARY

Orchestra: A group of musicians who play instruments together to perform music.

String Family: The instruments in this family use vibrating strings to make sound.

Woodwind Family: The instruments in this family are long, hollow tubes. Musicians blow air through a small wooden reed or across a mouthpiece to make sound.

Brass Family: The instruments in this family are made of a metal called “brass” and make sound when a musician blows into a cup-shaped mouthpiece.

Percussion Family: The instruments in this family are played by being struck, shaken, or scraped.

Conductor: The leader of the orchestra.

Sheet Music: Printed paper with music notes and markings that tell a musician how to play the music.

Dynamics: Markings that tell musicians the volume in which to play.

Articulation: Markings that tell musicians the style in which to play.

Tempo: Markings and wording that tell musicians the speed in which to play.

LESSON #1: LOOKING FORWARD TO THE CONCERT (*pre-concert*)

ESTIMATED TIME: 15-20 minutes

Students will:

- Learn about concert etiquette and what is expected at a concert.
- Make predictions about the concert and compare their answers with a partner.

Materials:

- Classroom computer & projector to access video/audio
- [Video: Concert Etiquette](#)
- [Worksheet #1: Looking Forward](#)

California State Standards Covered:

- **SL.5.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

1. As a class, watch the [Concert Etiquette Video](#) to learn about their concert attending experience and the expectations for the audience.
2. Have students individually fill out [Worksheet #1: Looking Forward](#).
3. Pair students up and have them compare their answers.

After returning from the concert, have students see if their predictions came true. Also have them answer the question at the bottom of the worksheet.

PLAYLIST FOR THE CONCERT

To further prepare your students for the concert, or to reflect on your experience after attending, feel free to listen to the following pieces, all featured in the Concerts for Fifth Grade:

1. [Alexander Borodin's Prince Igor Overture](#)
2. [George Gershwin's American in Paris](#)
3. [Johann Strauss II's On the Beautiful Blue Danube](#)
4. [Johann Strauss II's Tritsch-Tratsh-Polka](#)
5. [Ennio Morricone's Theme from Cinema Paradiso](#)

LESSON #2: MEET THE FAMILIES OF THE ORCHESTRA *(pre-concert)*

ESTIMATED TIME: 30-45 minutes *(add 25 minutes for optional activity)*

Students will:

- Connect the concept of a family tree with the families of the orchestra
- Identify the instruments that belong to each family of the orchestra
- Delve deeper into the components of an orchestra with the Philharmonic Society's Digital Music Mobile *(optional activity)*

Materials:

- [Visual Aid #1: Family Tree Example](#)
- Paper, art supplies
- [Visual Aid #2: The Orchestra Family](#)
- [Visual Aid #3: String Family](#)
- [Visual Aid #4: Woodwind Family](#)
- [Visual Aid #5: Brass Family](#)
- [Visual Aid #6: Percussion Family](#)
- [Google Slides Presentation: Which Family Do I Belong To?](#)
- Classroom computer & projector, and access to Google Slides

California State Standards Covered:

- **5.MU:Cn11:** Musicians connect societal, cultural, and historical contexts when creating, performing, and responding.
- **SL.5.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

1. Have students outline their extended family by drawing their family tree on a piece of paper.
 - *Alternatively, have students look at [Visual Aid #1: Family Tree Example](#)*
2. As a class, discuss the different families of a family tree and that each family has similarities and differences from one another.
 - *How do you differ from your cousins, aunts, uncles, grandparents, etc.?*
 - *How are you similar?*
 - *Despite the differences, every person in your family is connected and makes up a greater unit.*
3. Have students look at [Visual Aid #2: The Orchestra Family](#).
 - *Each **orchestra** is made up of four families: **Strings, Woodwinds, Brass, and Percussion.***

- *At the head of this great family tree is the **conductor**, who leads the families.*
 - *Each family has a distinct sound and purpose in the orchestra, but they all play together to form one cohesive ensemble.*
4. Hang up the four orchestra family signs ([Visual Aids #3, #4, #5, #6](#)) on each wall in the classroom.
 5. Project the Google Slides presentation [Which Family Do I Belong To?](#) on the screen. With each instrument slide, have students go and stand by the family sign that they think the instrument belongs to.
 - *Optional: Turn this into a game resembling “Four Corners.” Have one student look at the slides on the laptop and read the instruments out loud instead of projecting it on the screen. When students go to the incorrect sign, they are “out” and must return to their desks. The last students standing are the winners.*

For a more in-depth look at the components of an orchestra, take a look at the Philharmonic Society’s Digital Music Mobile Module 1: Intro to the Orchestra using the link below:

[View Digital Curriculum](#)

If you are interested in learning more about the Digital Music Mobile and its subsequent modules, please email the Philharmonic Society education team at Education@PhilharmonicSociety.org

LESSON #3: STORY MAPPING USING MUSIC *(anytime)*

ESTIMATED TIME: 25-30 minutes

Students will:

- Analyze how musical elements such as tempo, dynamics, and texture influence storytelling.
- Create a unique narrative by interpreting and connecting musical descriptions to story elements.
- Compare and contrast their interpretations with peers to understand diverse perspectives in listening and storytelling.

Materials:

- Classroom computer with access to audio
- [Worksheet #2: Musical Story Mapping](#)
- [Music: George Gershwin's An American in Paris](#)

California State Standards Covered:

- **W.5.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **SL.5.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- **L.5.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **5.MU:Re7.2:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- **5.MU:Cn10:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

1. Distribute [Worksheet #2: Musical Story Mapping](#) to the class.
2. Before listening to any music, have students individually determine the main character, setting, and genre for their story.
3. Have them fill out the "What I Hear in the Music" column as they listen to [George Gershwin's An American in Paris](#), one of the pieces featured in the Concerts for Fifth Grade
 - *Does it get quiet?*
 - *Does it get fast?*
 - *Does it get flowy or short?*

4. After the piece has concluded, have students fill out the “What Happens in the Story” column, correlating the descriptions of the music with the action in the story.
 - *For example, fast music could be a chase scene, slow music could be a stroll along a river, choppy music could be bickering between characters, etc.*
5. Have students share their story with the class or with partners and compare and contrast how the stories differ.
 - *How did the music inform your choices in the story?*
 - *What does the differences between stories say about how we each hear and interpret music?*

AT-HOME ACTIVITY

Have students take their story outline home and read to a family member, as [George Gershwin’s American in Paris](#) plays in the background, reading their action during the corresponding section of the music.

LESSON #4: CONDUCTOR CHARADES *(anytime)*

ESTIMATED TIME: 10-15 minutes

Students will:

- Identify and describe how conductors use specific hand and baton movements to communicate musical changes.
- Interpret and perform conductor signals to demonstrate understanding of musical elements.

Materials:

- Classroom computer & projector to access video/audio
- [Video: How do you conduct an orchestra?](#)
- [Worksheet #3: Conductor Notes](#)
- [Worksheet #3: Conductor Notes \(answers\)](#)

California State Standards Covered:

- **SL.5.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- **5.MU:Cr2:** Musicians' creative choices are influenced by their expertise, context, and expressive intent
- **5.MU:Pr4.2:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **5.MU:Re7.2:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

A conductor is the leader of the orchestra, using a baton and their hands to guide the musicians so everyone plays together. They also show how the music should feel, whether exciting, calm, or dramatic, to bring the performance to life.

1. Distribute [Worksheet #3: Conductor Notes](#) and watch [this video](#), having students take notes on the worksheet.
2. Review the answers as a class using [Worksheet #3: Conductor Notes \(answers\)](#).

Conductors signal instructions to the orchestra using different movements, hand motions, and speeds.

3. Have the following conductor signals written on sheets of paper in a bowl:
 - Music gets faster
 - Music gets louder

- Music gets quieter
 - Music gets slower
 - Music is choppy
 - Music is flowy
 - Music stops suddenly
4. Have a student volunteer to get in front of the class to be the “conductor”.
 - *Use a pencil or pen as a conductor’s baton!*
 5. The “conductor” chooses a piece of paper from the bowl and then try to show how they would convey that change in music to the orchestra
 6. The class then guesses what change the “conductor” is trying to convey

LESSON #5: Sheet Music Markings *(anytime)*

ESTIMATED TIME: 20-25 minutes

Students will:

- Identify and interpret common musical symbols related to dynamics, articulation, and tempo.
- Make connections between the visual representation of the Line Rider video sledder's movements and common sheet music markings.

Materials:

- Classroom computer & projector to access video/audio
- [Worksheet #4: Spot the Markings](#)
- [Visual Aid #7: Example Sheet Music](#)
- [Video: Line Riders – Blue Danube](#)

California State Standards Covered:

- **5.MU:Re7.2:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- **5.MU:Re8:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- **SL.5.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

In an orchestra, musicians look at sheet music to make sure that they are playing the correct notes at the correct time. But there are also other markings on the sheet music that tell the musician additional instructions on how to play.

1. Pass out [Worksheet #4: Spot the Markings](#) and walk through each marking with students.
2. Project [Visual Aid #7: Example Sheet Music](#) and ask students to point out any **dynamics**, **articulation**, or **tempo** markings they see.
 - *Tempo di Valse indicates a waltz tempo (speed).*
 - *This is the sheet music from The Blue Danube, one of the pieces in Concerts for Fifth Grade*
3. Play the video [Line Riders – Blue Danube](#), and have students circle the markings they see throughout the video.
 - *The Blue Danube is one of the pieces featured in the Concerts for Fifth Grade*

4. As a class, discuss how the visuals connected to what they heard in the music.
 - *How did the music sound when there was a long downhill?*
 - *How did the music sound when the sledder was jumping between lines?*
 - *How did the music sound when the sledder was on a flat surface?*

The lines on the video and articulation are connected—they both contribute to the style of the work itself. The speed of the sledder and tempo (music speed) are also connected.

LESSON #6: WRITE YOUR OWN CONCERT REVIEW *(post-concert)*

ESTIMATED TIME: 15-20 minutes

Students will:

- Study the strategies and elements of an effective concert review.
- Reflect on their concert experience, articulating personal observations and emotions.
- Read peer reviews, identifying commonalities and recognizing differences.

Materials:

- Classroom computer & projector, as well as access to Google Slides
- [Google Slides: How to Write a Review](#)

California State Standards Covered:

- **W.5.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.5.4:** Produce clear and coherent writing (including multipleparagraph texts) in which the development and organization are appropriate to task, purpose, and audience.
- **SL.5.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- **5.MU:Re9:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- **5.MU:Cn11:** Musicians connect societal, cultural, and historical contexts when creating, performing, and responding.

1. As a class, review [Google Slides: How to Write a Review](#).
2. Have students reflect on their concert experience by creating their own concert review for the Concerts for Fifth Grade performance they attended.
3. Once finished, have students post their reviews on the wall and have other students review what their classmates have written and compare and contrast with their own review.

WE WOULD LOVE TO READ THE CONCERT REVIEWS!

Please consider sending us their reviews, so we can continue to make this concert experience tailored to all our attendees

Address can be found on next page

Letters and/or emails can be sent to:

Attn: Jennifer Niedringhaus
Philharmonic Society of Orange County
1124 Main Street, Suite B
Irvine, CA 92614
education@philharmonicsociety.org

CONCERTS FOR FIFTH GRADE

WORKSHEET #1: LOOKING FORWARD

Look into the future and see if you can make predictions about the Concerts for Fifth Grade. After you return from the concert, see if your predictions were correct!



What will the concert hall look like?

Was my prediction correct?

What kind of music will I hear at the concert?

Was my prediction correct?

How will I feel during the concert?

Was my prediction correct?

How will I act at the concert?

Was my prediction correct?

What will be my favorite part of the concert?

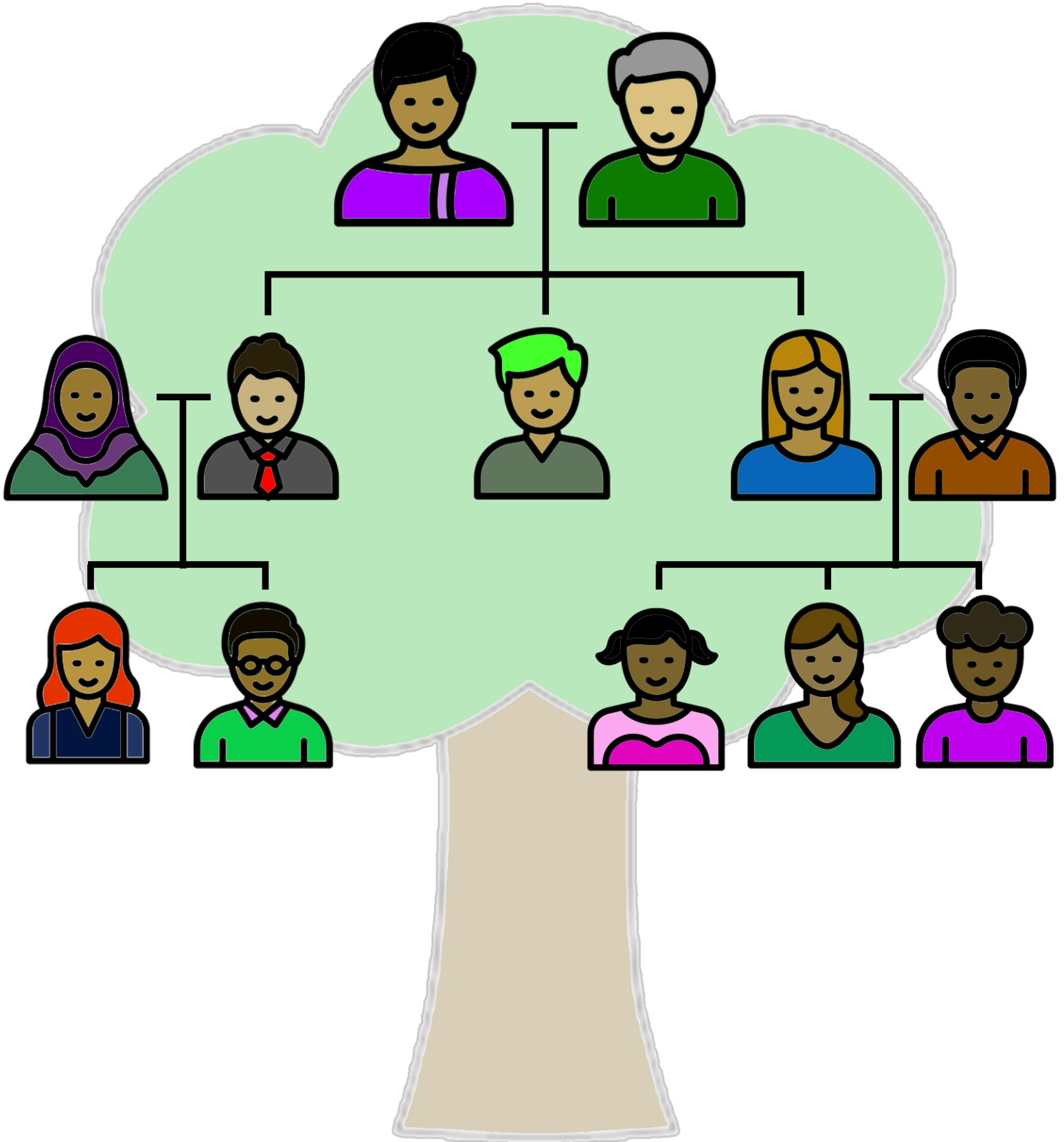
Was my prediction correct?

What is something that happened that I could have never predicted?

CONCERTS FOR FIFTH GRADE

VISUAL AID #1: FAMILY TREE EXAMPLE

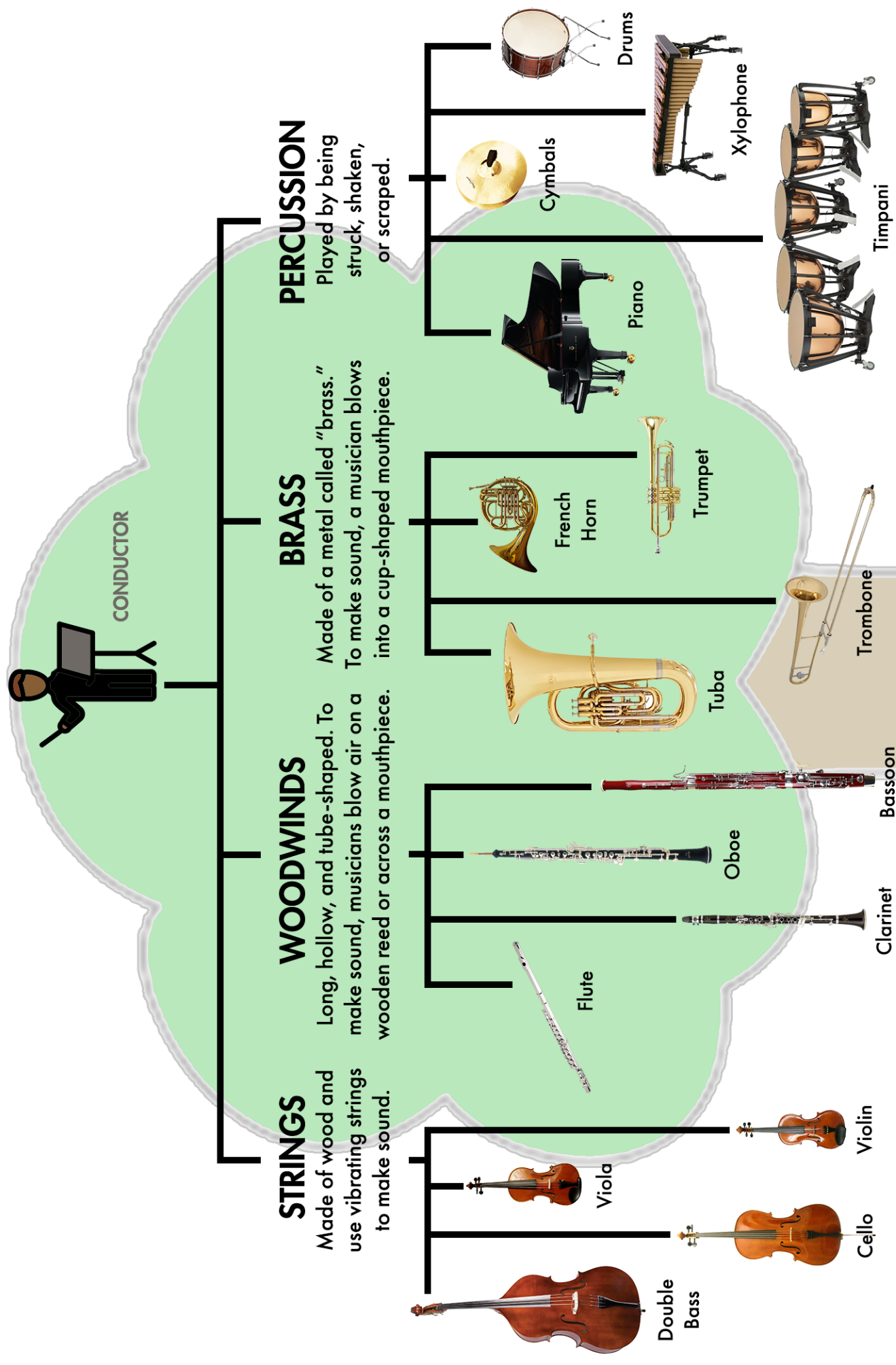
A family tree is a way to organize the branches of a family. Each family member is unique, but is connected under one tree.



CONCERTS FOR FIFTH GRADE

VISUAL AID #2: THE ORCHESTRA FAMILY

Each orchestra is made up of four families: Strings, Woodwinds, Brass, and Percussion. At the head of this great family tree is the conductor, who leads the families. Each family has a distinct sound and purpose in the orchestra, but they all play together to form one cohesive ensemble.



CONCERTS FOR FIFTH GRADE

VISUAL AID #3: STRING FAMILY

String Family

These instruments are made of wood and use vibrating strings to make sound.

CONCERTS FOR FIFTH GRADE

VISUAL AID #4: WOODWIND FAMILY

Woodwind Family

These instruments are long, hollow tubes. Musicians blow air through a small wooden reed or across a mouthpiece to make sound.

CONCERTS FOR FIFTH GRADE

VISUAL AID #5: BRASS FAMILY

Brass Family

These instruments are made of a metal called “brass.” To make sound, a musician blows into a cup-shaped mouthpiece.

CONCERTS FOR FIFTH GRADE

VISUAL AID #6: PERCUSSION FAMILY

Percussion Family

**These instruments are played by
being struck, shaken, or
scraped.**

CONCERTS FOR FIFTH GRADE

WORKSHEET #3: CONDUCTOR NOTES

Watch the video "How do you conduct an orchestra?" and answer the questions or fill in the blanks below.

- 1. TRUE / FALSE (CIRCLE ONE):** The role of the conductor is to interpret the music and communicate that interpretation to the musicians.
- 2. FILL IN THE BLANK:** The conductor sets the tempo and volume and shapes the expression and articulation of the music through _____.
- 3. FILL IN THE BLANK:** If you want the orchestra to play softly, conductors keep their gestures very _____.
- 4. QUESTION:** What do conductors do when they want the music to get louder?

- 5. TRUE / FALSE (CIRCLE ONE):**
A conductor uses a baton so that musicians in the back of the orchestra can see their gestures.



CONCERTS FOR FIFTH GRADE

WORKSHEET #3: CONDUCTOR NOTES (Answers)

Watch the video "How do you conduct an orchestra?" and answer the questions or fill in the blanks below.

1. **TRUE** / FALSE (CIRCLE ONE): The role of the conductor is to interpret the music and communicate that interpretation to the musicians.
2. **FILL IN THE BLANK:** The conductor sets the tempo and volume and shapes the expression and articulation of the music through gestures.
3. **FILL IN THE BLANK:** If you want the orchestra to play softly, conductors keep their gestures very small.
4. **QUESTION:** What do conductors do when they want the music to get louder?
They make their gestures bigger
5. **TRUE** / FALSE (CIRCLE ONE):
A conductor uses a baton so that musicians in the back of the orchestra can see their gestures.



CONCERTS FOR FIFTH GRADE

WORKSHEET #4: SPOT THE MARKINGS

As you watch the Line Riders - Blue Danube video, circle the markings that you see pass by.

DYNAMICS (VOLUME)

pp

Pianissimo
(Very Quiet)

p

Piano
(Quiet)

mp

Mezzo Piano
(Semi-Quiet)

mf

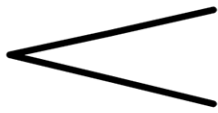
Mezzo Forte
(Semi-Loud)

f

Forte
(Loud)

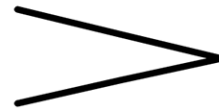
ff

Fortissimo
(Very Loud)



cresc.

Crescendo
(increase in volume)



dim.

Diminuendo
(decrease in volume)

ARTICLUATION (STYLE)



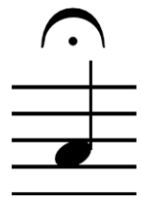
Legato
(Smooth)



Accent
(Emphasis on
one note)



Staccato
(Short, choppy)



Fermata
(Hold the note)

CONCERTS FOR FIFTH GRADE

VISUAL AID #7: EXAMPLE SHEET MUSIC

The Blue Danube
An der schönen blauen Donau

Johann Strauss II

Tempo di Valse (♩.=60)



CONCERTS FOR FIFTH GRADE

VISUAL AID #7: EXAMPLE SHEET MUSIC

The Blue Danube
An der schönen blauen Donau

Johann Strauss II

Tempo di Valse (♩.=60)

p

9 **LEGATO**

16

23

ACCENTS

31

37

43

47

p

AUDIO LINKS AND WEBSITES FROM LESSONS

LESSON #1: LOOKING FORWARD TO THE CONCERT

- [Concert Etiquette Video](#)
- Playlist for the Concert:
 - [Alexander Borodin's Prince Igor Overture](#)
 - [George Gershwin's American in Paris](#)
 - [Johann Strauss II's On the Beautiful Blue Danube](#)
 - [Johann Strauss II's Tritsch-Tratsch-Polka](#)
 - [Ennio Morricone's Theme from Cinema Paradiso](#)

LESSON #2: MEET THE FAMILIES OF THE ORCHESTRA

- Google Slides presentation: [Which Family Do I Belong To?](#)
- To learn more about the orchestra: [Digital Music Mobile Module 1: Intro to the Orchestra](#)

LESSON #3: STORY MAPPING USING MUSIC

- [Music: George Gershwin's An American in Paris](#)

LESSON #4: CONDUCTOR CHARADES

- [Video: How do you conduct an orchestra?](#)

LESSON #5: SHEET MUSIC MARKINGS

- [Video: Line Riders – Blue Danube](#)

LESSON #6: WRITE YOUR OWN CONCERT REVIEW

- [Google Slides: How to Write a Review](#)