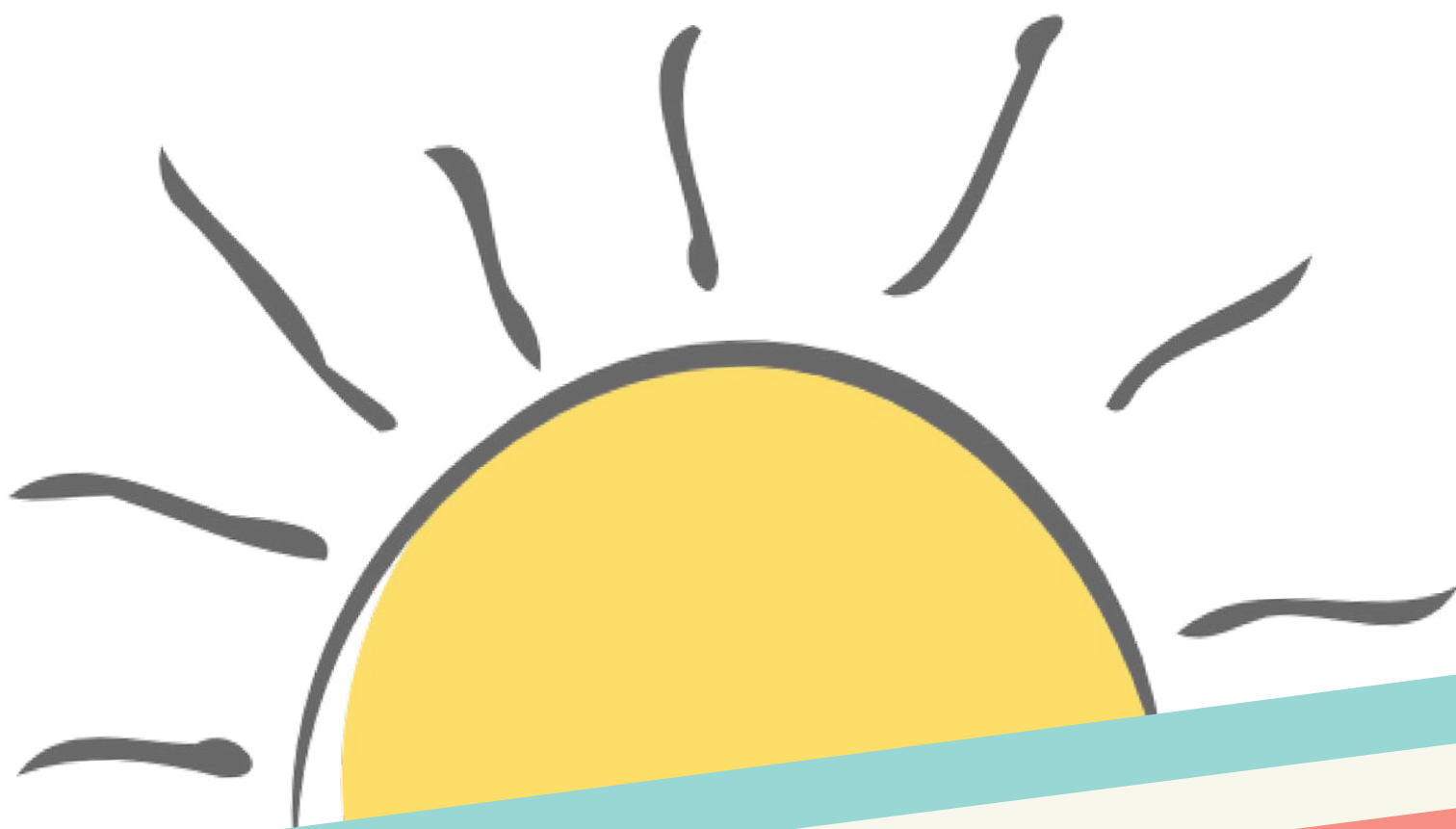


2021 - 2022

The Evansville Philharmonic Orchestra presents:

Sounds of Summer



STUDENT
LESSON GUIDE

WELCOME TO THE “SOUNDS OF SUMMER”

Who doesn't love the summertime? With activities like swimming and playing outdoors coupled with seemingly endless days, summer can truly be one of the best times of the year!

Throughout the month of July, **the Evansville Philharmonic Orchestra is excited to present its new “Sounds of Summer” educational series.** This series is specifically geared toward elementary school students in kindergarten through fifth grade and will teach us all how we can embrace the hot temperatures by using music to learn about summer weather, activities, and more!

This series will feature some of the talented musicians of the Evansville Philharmonic Orchestra as they present short performances at various locations throughout the community. Each performance will revolve around a specific summer theme and will include online student activities to complete following each performance.

Through this series, the Evansville Philharmonic Orchestra aims to:

- Maintain a high level of community engagement with students and their families throughout the EPO's off-season.
- Help students discover music associated with special summertime activities and occasions.
- Guide students through explorations of musical examples that support other disciplines.

Feel free to attend these performances in person or listen back at your convenience on the Evansville Philharmonic Orchestra's website. Performance videos and student activities found in this packet will be available for download at <https://evansvillephilharmonic.org/education/sounds-of-summer/>.

This packet is full of fun activities related to the summer and features exciting information about the musical works, composers, and EPO artists you will hear throughout this series.

We are so excited for you to join us and learn more about the “Sounds of Summer” with the EPO!



"SOUNDS OF SUMMER" SERIES SCHEDULE

Friday, July 9th

Evansville Public Library (Oaklyn)
3001 Oaklyn Dr.
Evansville, IN 47711
10:00 - 10:30 AM



Thursday, July 15th

Friedman Park, West Pavilion
2700 Park Blvd.
Newburgh, IN 47630
10:00 - 10:30 AM



Wednesday, July 21st

Evansville Public Library (Central)
200 S.E. Martin Luther King Jr. Blvd.
Evansville, IN 47713
Time 10:00 - 10:30 AM



Friday, July 30th

Willard Library
21 N First Ave.
Evansville, IN 47710
10:00 - 10:30 AM



Saturday, July 31st

Children's Museum of Evansville (cMoe)
22 SE 5th St
Evansville, IN 47708
10:30 - 11:00 AM



Lesson 1.1 “Somewhere Over the Rainbow...”

Featuring EPO musicians: Isabel Kwon, cello
Richard Li, cello

One of the first musical selections you will hear at today’s performance is a song called “Over the Rainbow,” made popular by Judy Garland in the 1939 film **The Wizard of Oz**.

A rainbow is a multicolored arc that forms in the sky after it rains. Have you ever seen a rainbow before? If so, what colors did you notice?

List any colors you remember seeing in the rainbow below:

As you just learned, a rainbow forms when light shines through water. This light is bent and reflected, similar to our reflections in a mirror, and creates all of the amazing colors we see in a rainbow.

Rainbows are made up of seven (7) primary colors that come from light. These colors are red, orange, yellow, green, blue, indigo, and violet. A great trick that is used by many people to remember these colors is an acronym that sounds like someone’s name:

ROY G. BIV

FUN FACTS ABOUT RAINBOWS:

- Did you know that **we can’t actually touch rainbows**? They are made up of light, which is not a physical object that we can grab onto.
- **There is no end to a rainbow!** Even though a rainbow looks like an arc, they are actually full circles.
- **Earth** is the only planet in our vast solar system where a rainbow is possible.

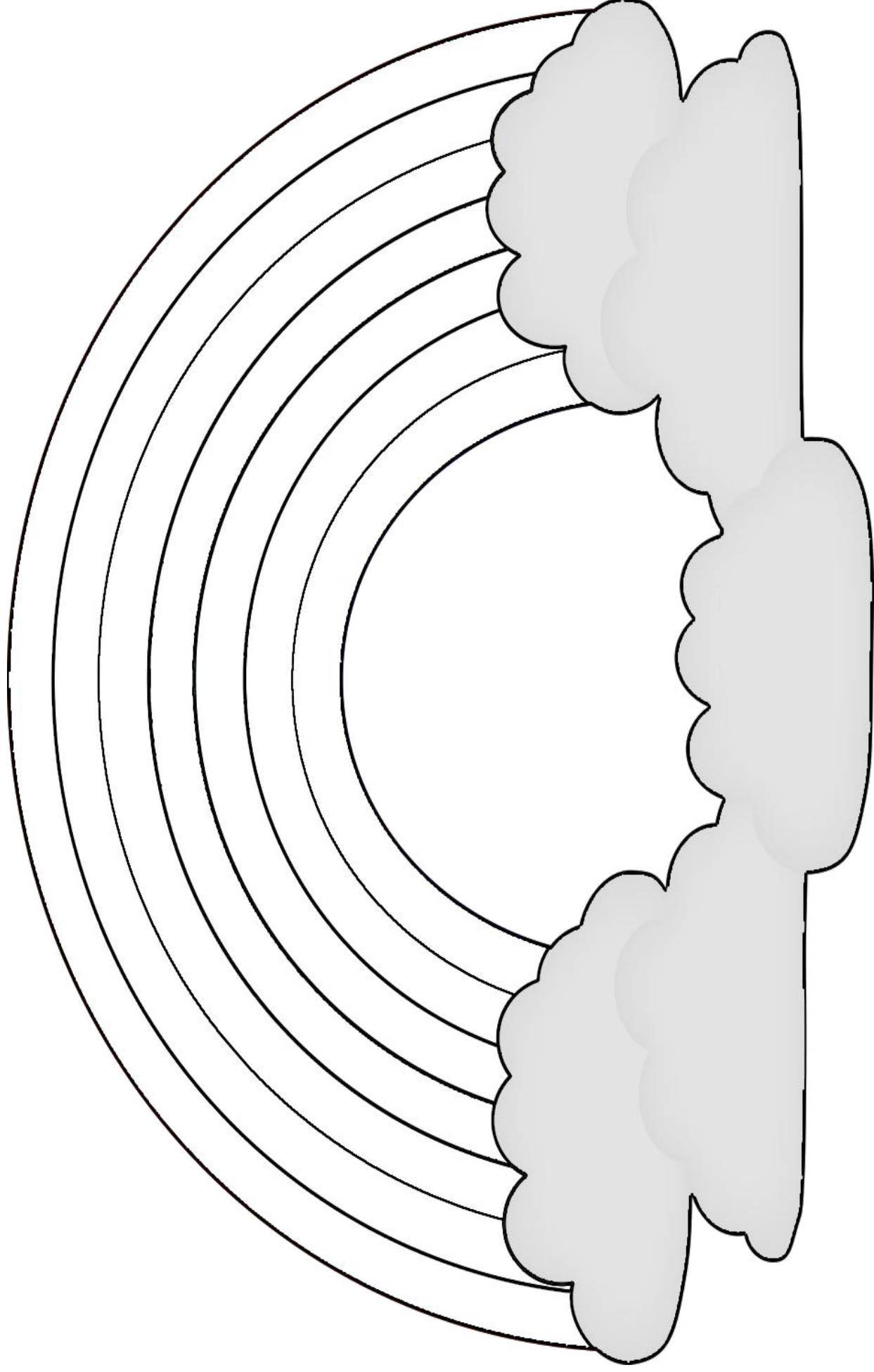


Actress/singer Judy Garland
“Dorothy” in the Wizard of Oz



Lesson 1.1 Activity

Using the colors discussed in this lesson (Roy G. Biv), color your own rainbow and post it on the fridge for all of your friends and family to see!



Lesson 2.1 “What’s the Buzz About Summer?”

Featuring: The Old Dam Community Band’s “Big Brass Quartet” (BBQ)

For week two of our **Sounds of Summer** series, the Evansville Philharmonic Orchestra wanted to introduce you to some brass instruments! To make a sound on a brass instrument, players must put their lips together and blow air through a small opening to create a “buzz”. When paired with a brass mouthpiece, this buzzing noise creates the sounds we hear from different brass instruments in the orchestra!

Can you think of any other noises you might hear in the summer time that also sound like a “buzz”?

If you were thinking about a bee, that is correct! But, what makes a bee “buzz”?

Did you know?

*A bee’s wings stroke nearly **11,400 times per minute**, thus making their distinctive “buzz” sound.*

Beyond the noises made by bees, these insects are vitally important to our environment and the food we consume. Nearly one third of the food that we eat on a daily basis requires **pollination** by bees and other insects/animals. Different fruits and vegetables require pollination to grow properly. For example: avocados, broccoli, celery, cucumbers, peaches, kiwis, cherries, and melons all require pollination.

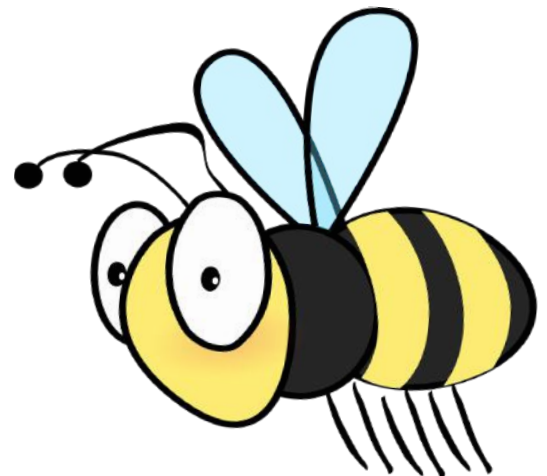
What is pollination?

Pollination is the act of transferring pollen from one flower to another in hopes of making seeds. Seeds help to continue the growth of various flowers and plants. Bees will collect pollen by sticking it onto their bodies and then flying to a new flower to distribute the pollen accordingly.

What about the honey?

Yes, you may have heard that honey also comes from bees. This is true! Bees collect a sugar-like juice from the flowers they visit called “nectar”. This nectar is kept inside the bee’s stomach until they go back to the hive and turn it into honey with the help of different worker bees.

Honey is a delicious treat enjoyed by many people worldwide! It is most commonly used at breakfast time or stirred into a cup of tea or coffee to add an additional layer of sweetness.



Lesson 2.1 Activity

You will need the following items to complete the activity for Lesson 2.1:

- Pen or pencil
- Scissors
- Piece of paper
- Popsicle stick
- Clear tape
- Powdered sugar, granulated sugar, or salt
- Two plates

First, you will need to draw a picture of a bee and give it some color if you wish. You can also feel free to print the bee image found on the next page and use it as your own for this activity.

Once you have cut out and colored your bee, take your popsicle stick and tape it to the back of your bee.

While you have your bee turned over, go ahead and place a few extra pieces of tape (sticky side out) on the wings of your bee. This will help the pollen stick to our bee just like it would in the wild!

Now, take your pollen (powdered sugar, granulated sugar, or salt) and place it on one of our plates.

These plates will serve as our flowers and it is time for us to pollinate!

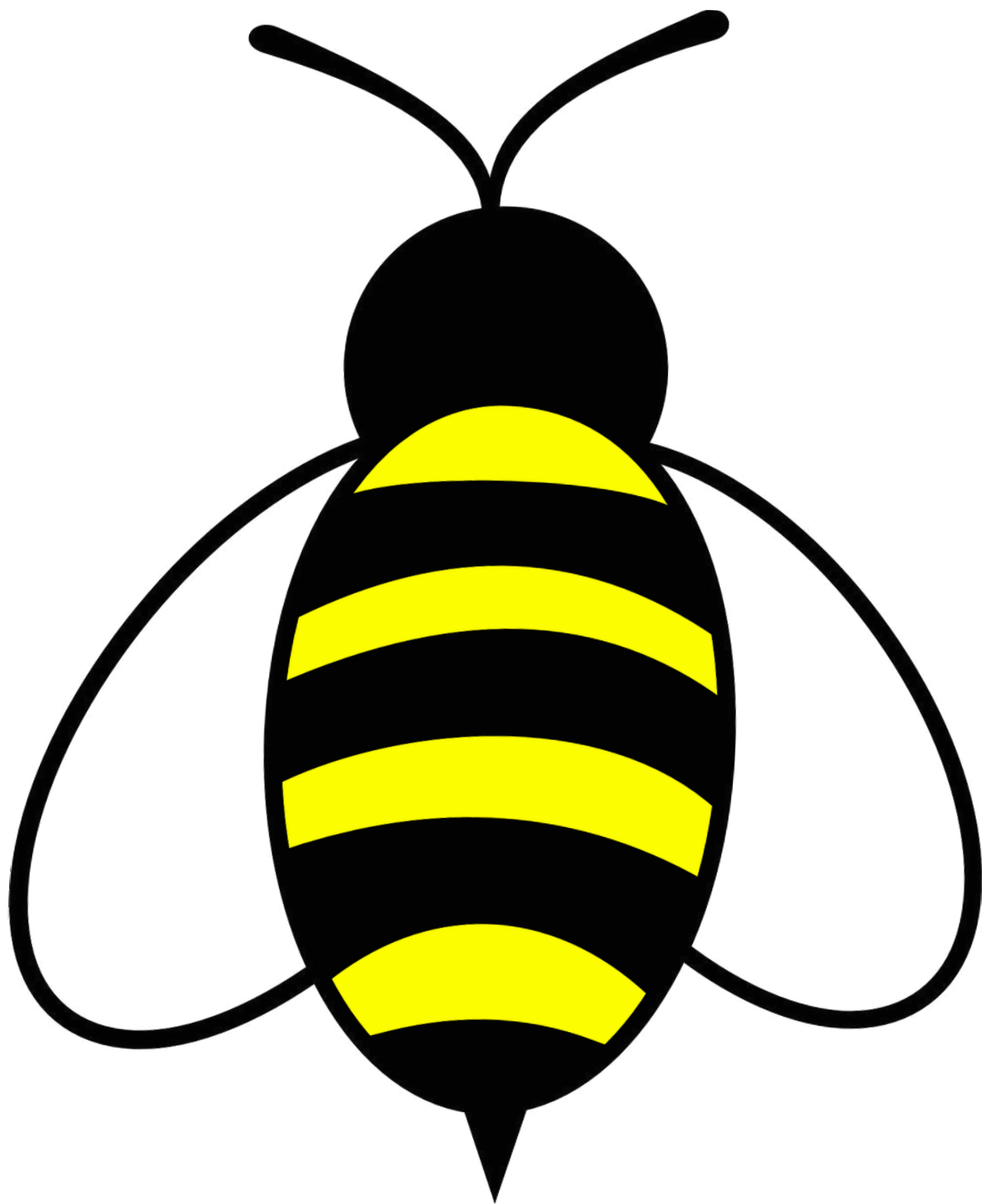
Gently dip the sticky side of your bee into the pollen and work carefully to transfer the pollen to your second plate. See if you can successfully get all of the pollen from one plate to the next.

Try keeping the plates close together, then spreading them far apart. How easy is it to travel long distances with pollen? Did you drop some along the way to your flower?

You should now have a deeper understanding of what a bee does to keep flowers growing in our environment. And without bees, this process would be extremely difficult.

Do you think we would have all of the pretty flowers outside if we did not have any bees? Why?





Lesson 3.1 *Summer Storms*

Featuring EPO musician: Emily Cook, clarinet

Thunderstorm fast facts:

- Approximately **16 million** thunderstorms occur on our planet each year!
- Thunderstorms occur when warm air rises into the atmosphere and combines with very cold temperatures. This change of temperature then creates moisture in the air that eventually falls from the sky as rain drops.
- Thunder is actually a sound we hear during a thunderstorm that is caused by lightning.



How does lightning occur?

“Since opposites attract, the negative charge at the bottom of the storm cloud wants to link up with the positive charges on the ground. Once the negative charge at the bottom of the cloud gets large enough, a flow of negative charge called a **stepped leader** rushes toward the Earth. The positive charges at the ground are attracted to the stepped leader, so positive charge flows upward from the ground. When the stepped leader and the positive charge meet, a strong electric current carries positive charge up into the cloud. Our eyes see this as the bright flash of a lightning bolt. Thunder and lightning occur at roughly the same time although you see the flash of lightning before you hear the thunder because light travels faster than sound.”¹

What is the difference between lightning and thunder?

“**Lightning** is a discharge of electricity. A single stroke of lightning can heat the air around it to **54,000°F**! This extreme heating causes the air to expand explosively fast. The expansion creates a shock wave that turns into a booming sound wave, known as thunder.”²

The Waters Wrecked the Sky by Evan Williams

One of the featured musical selections on today’s program includes Evan Williams’ *The Waters Wrecked the Sky*. This is a solo piece for clarinet and is based on an **Emily Dickinson poem** that depicts a thunderstorm. “The clarinet brings the words to life with tremolos representing the winds, beautiful gestures and multi phonics representing the sky, and violent sweeping gestures representing the stormy waters.”³

1. UCAR Center for Science and Education (website); the “Thunder and Lightning” page, last modified 2019, <https://scied.ucar.edu/learning-zone/storms/thunder-and-lightning>.

2. Ibid.

3. Evan Williams - Composer|Conductor (website); the “Waters Wrecked the Sky” page, accessed July 20, 2021, <http://www.evanwilliamsmusic.info/the-waters-wrecked-the-sky.html>.

Lesson 4.1 *Unique Summer Sounds*

Featuring: Eve Parsons and Ed Lacy, bassoon

What is a bassoon?

The bassoon is the lowest sounding instrument belonging to the woodwind family. The **bassoon is a part of the woodwind family** because it uses two pieces of wood placed together called a double reed to make its characteristic sound. When the musician blows air through the opening in a double reed, it causes a vibration that creates the sound we hear through our ears. In the orchestra, **someone who plays the bassoon is called a “bassoonist”**.

Bassoon fun facts¹:

- Two of the most popular symphonic solos for the bassoon include the theme for grandfather in Prokofiev's *Peter and the Wolf* and the opening solo in Stravinsky's *The Rite of Spring*.
- The bassoon family includes the **bassoon** and the **contrabassoon**. The contrabassoon can play lower than any other instrument in the symphony orchestra!
- The bassoon has seven feet of tubing, while the contrabassoon has sixteen feet. That's a lot of tubing!

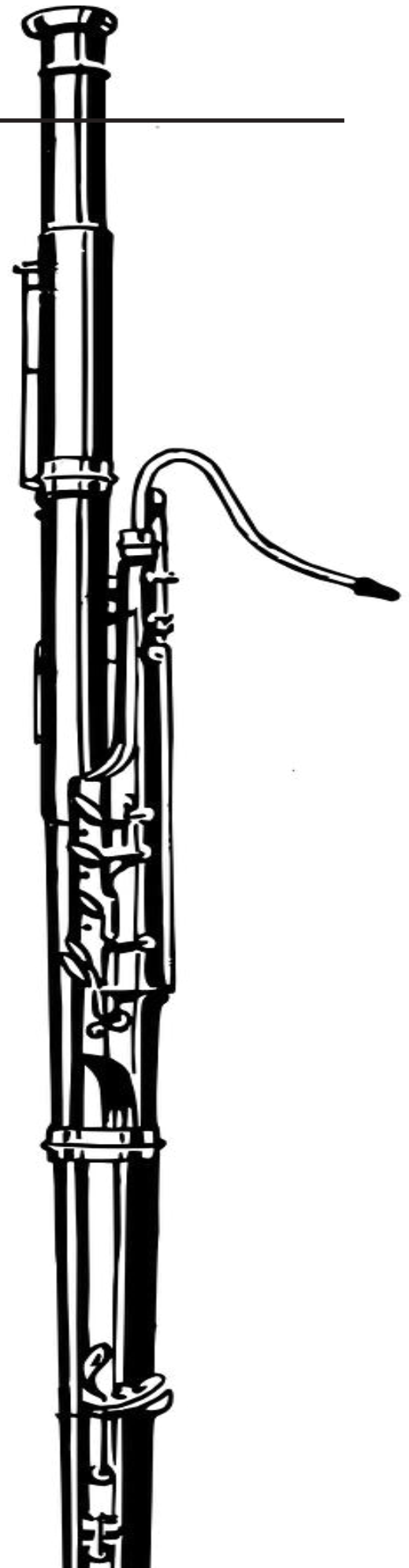
Do you recognize any of these songs?

Today, you will hear quite a few different bassoon duets, but you will also hear a theme song that many people might recognize from a popular video game from Nintendo.

Do you know what video game the following character is from?



1. Making Music Fun (website), the “Meet the Orchestra Index” page, accessed July 26, 2020, <https://makingmusicfun.net>.



Lesson 4.1 Activity

Do you want to make your own music at home?

Items needed for this activity:

- 4-6 similar empty glass bottles/jars of similar size
- Water
- Spoons

Instructions:

Start off by placing your empty glass bottles in a row, then fill them with different amounts of water. Some can be more full or empty than the others. It is totally up to you!

If you are having trouble seeing the water lines, consider adding some food coloring to the jars to help see exactly where the line of water is.

Experiment with the various sounds these musical bottles/jars can make when filled up with water. See if you can arrange them in an order where the sounds go from a higher pitch to a lower pitch.

After you have explored the different sounds of your new musical instruments, close your eyes and have a parent/guardian tap on the bottles/jars and see if you can tell which one is being played.

Extra Practice:

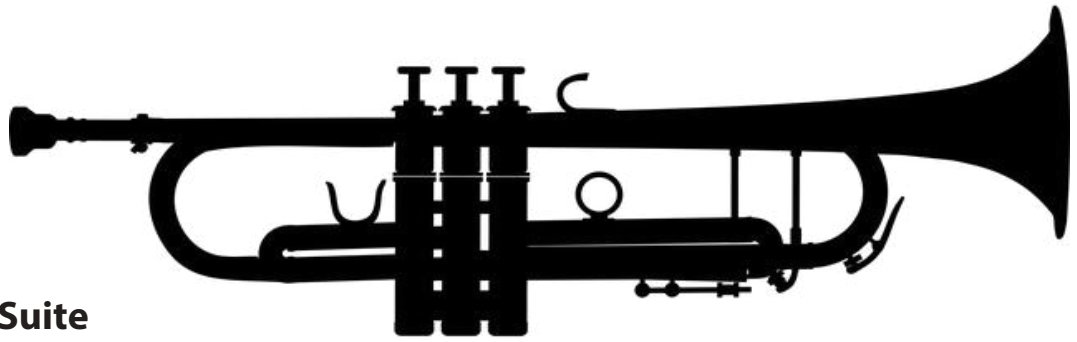
After a while of testing out the different sounds/pitches, you should try and arrange your bottles/jars in a way that creates a recognizable melody (*Twinkle, Twinkle, Little Star* for example).



Lesson 5.1 *Sweet, Sweet, Summertime!*

Featuring:

Leanne Hampton, flute
Tim Zifer, trumpet
Anne Fiedler, piano
Greg Olson, bass
Todd Sheehan, drums



Toot Suite and Flute Suite

Today you are going to hear two pieces by the same composer. A **composer** is a person who writes music. Claude Bolling is the composer of both songs you will hear today and both of them feature a group of musicians called a quartet.

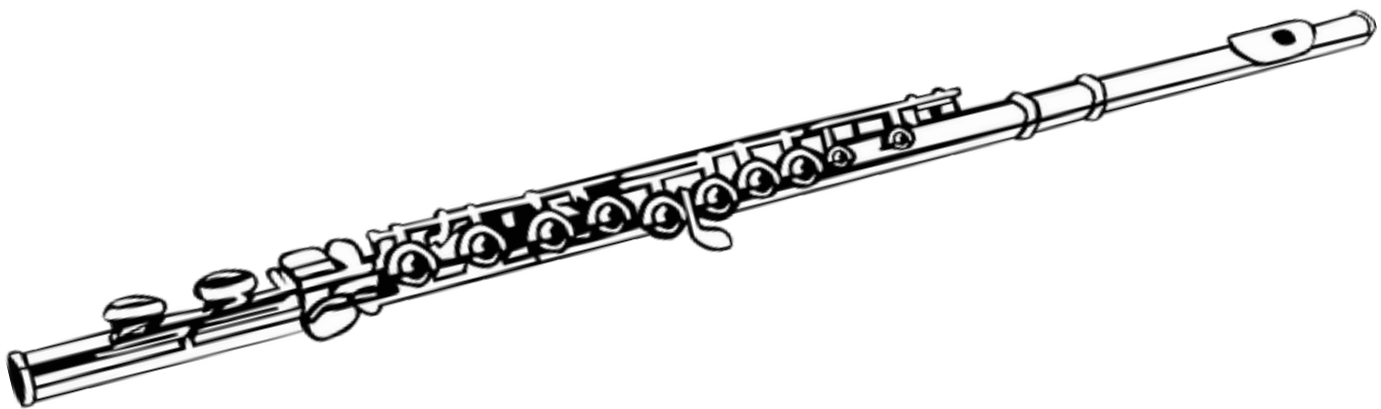
A **quartet** is a group of four (4) individuals playing together in a group. A quartet has to have four (4) players to be considered a quartet, otherwise we call it something else (Example: three (3) players is called a trio).

The pieces you will hear today by Claude Bolling are a part of the jazz genre, which is still a very popular musical genre today.

The interesting thing about jazz music is that it can be played in many different styles (swing, funk, rock, etc). There are tons of different composers who write jazz music and it is played in many places around the world!

In previous lessons, we have talked about the “buzz” sound used to make a sound of a brass instrument, as well as the reeds used to make a sound on woodwinds. But, the flute is unique in that it is a member of the woodwind family, but it does not use a reed to make a sound.

Instead, the flutist blows air toward a small opening at the top of the flute to make a sound. A **flutist**, as you may have guessed, is someone who plays the flute. Similarly, someone who plays the trumpet is called a **trumpeter**.



Lesson 5.1 Activity

It's time for another create your own instrument activity!

For this activity, you will need the following items:

- Paper/plastic cups
- Markers, paint, etc. (anything you can color your cups with)
- Masking tape
- Uncooked rice

Instructions:

Fill one of your cups about halfway full of uncooked rice and then place another empty cup on top of the cup filled with rice. The parts of the cup where we drink out of should be facing one another.

Help a parents/guardian hold the cups firmly and steadily in place while someone joins them together using the tape.

Now, take your markers and give your cup maracas a neat design that you create!

Use your favorite colors and symbols to make a maraca that is just as cool and unique as you are.

For each cup maraca that you make, you might consider adding different amounts of rice in each one. For different sound effects, you could also use dried pasta or beans in your maracas.

Practice playing some different rhythms on your new instruments!

