



2023 CURRICULUM GUIDE

Thank you for your interest in the 2023 Symphony of Color Art Contest sponsored by the Evansville Philharmonic Orchestra. We are delighted that you will be participating this year and anxiously await the always inspiring art to come!

PURPOSE

We believe that the arts in all their forms are essential to a complete education. We further believe that the arts are a necessary and equal part of the total school curriculum and have produced this guide with those beliefs as our guiding principle. Students will receive the maximum benefit from their contest experience if the abundant connections between music and the other parts of the curriculum are emphasized. We hope you will take full advantage of this guide and recordings so your students can, in turn, become knowledgeable and eager participants in the Symphony of Color contest.

Sponsored by the Evansville Philharmonic Crescendo Club and in cooperation with:



EVANSVILLE MUSEUM
ARTS | HISTORY | SCIENCE

HOW TO USE THIS GUIDE

- 1) Teacher preparation: Read all materials thoroughly.
- 2) Have your students listen to the musical selection by following this link to the Frankfurt Radio Symphony's performance:

Three-Cornered Hat, Manuel de Falla

- 3) Review the listening and discussion topics found within this guide and allow students to reflect and plan their artwork.
- 4) Listen to the music again.
- 5) Begin artwork. Since the competition emphasizes the work and interpretation of the individual, take care not to suggest ideas that might not ordinarily occur to the students on their own.
- 6) **The 2023 Symphony of Color Contest will be held virtually. This means we are not accepting physical submissions. Students who are selected as winners may be requested to provide a physical copy to display in the lobby of the Victory Theater during the Spanish Nights concert.** Instead, teachers will submit their students' artwork as jpeg image files with the identification of the student and grade in the file name. **For example – "Ritenour, Chaz – Grade 4.jpeg"**. Instructions for getting these submitted will be sent upon your notification to me that your students intend to participate.

TIMELINE

Monday, February 6th, 2022	Deadline for submitting artwork online
February 8 th – 10 th , 2022	Judging and posting of artwork online
February 13th, 2022	Winner's notification
Saturday, February 25 th , 2023	Awards presentation & Artwork Display at Classics 4 <i>Spanish Nights</i> Concert

THEME
The Three-Cornered Hat

Art must be based upon the following Symphony of Color 2023 music selection:

Manuel de Falla – The Three-Cornered Hat Suite No. 2

Winning artwork will be displayed either as an exhibition in the lobby of the Victory Theater during our *Spanish Nights* concert OR as part of a multimedia slideshow during intermission.

CONTEST REGULATIONS

Entries: All entries must be original work of an individual student.

Media: Any two dimensional arts media, including paint, crayon, pencil, marker, pastels, or collage is acceptable. No chalk, please.

Size & Mounting: Finished artwork must be no larger than 24" x 36". No lamination. Artwork must be mounted on white, lightweight poster board.

Identification of Artwork:

Please identify the artwork in the files you submit in the following format for file names:

Last name, First name – Grade #

Example: Ritenour, Chaz – Grade 4

Judging: The finalists' art will be judged by representatives of the Evansville Philharmonic Orchestra, the Evansville Museum of Arts, History and Science, and the Koch Family Children's Museum of Evansville.

Prizes: One winner will be chosen from each grade level (1-5). Four of these winners will receive a \$50 cash prize. One winner will receive a Grand Prize of \$100 cash. In addition to the grade level awards, three special award recipients will be selected – the Conductor's Award, the CMOE Award, and the Museum Director's Award. Prizes for these individuals will be selected by each organization. All winners will receive 2 tickets to the Evansville Philharmonic Orchestra's Classic's concert, *Spanish Nights*, on February 25th, 2023. Prizes will be awarded in the lobby prior to the concert and winners will be recognized during the concert – this presentation will have to conform to Indiana Health Guidelines: specific information regarding the procedure will follow soon.

SELECTION GUIDELINES

- How well does the artwork capture the mood of the music?
- In artwork that is realistic, as opposed to abstract, how well has the theme of the music been portrayed? While this element is secondary to the actual musical interpretation, it should be considered when appropriate.
- Use of color values and intensities is a very important consideration. In general, children make good use of color as a means of expression, and this is encouraged. However, especially with some older children, pencil and ink entries can also be very effective. Do not automatically dismiss a work lacking color but capturing individuality, style and expression.
- We think of art as a personal statement or expression, not only to the interpreter, but also to the senses of the beholder. Please do not hesitate to send us a piece with which you personally identify, even if not all the above criteria apply.

INSTRUCTIONS FOR SUBMISSION

- 1) Please notify me by email at education@evansvillephilharmonic.org with your intention to participate in the contest.
- 2) When you are ready to submit your artwork virtually, **please email me again with the following information:**
 - o A complete alphabetical list of the student's names and grades for each piece of artwork being submitted.
 - o A **single sample image** of one of the pieces of artwork attached to the email so I can confirm the image size and quality is sufficient for our guidelines.
- 3) Once this information has been submitted, **I will email instructions for uploading the entirety of your submissions.**

CURRICULUM NOTES

The following notes help teachers identify and comprehend characteristics of the 2023 *Symphony of Color* contest repertoire. The work chosen for this year's contest is one of the best known and most beloved compositions in the symphonic repertoire.

THE MUSICAL SELECTION

Manuel de Falla – *The Three Cornered Hat Suite No. 2*

THE COMPOSER:

One of the most distinguished Spanish composers of the early 20th century was Manuel de Falla. He achieved a fusion of poetry, asceticism, and intensity in his music that represents the spirit of Spain at its purest.

Manuel de Falla was born on Nov. 23, 1876, in Cádiz, Spain. He took piano lessons from his mother and later went to Madrid to continue the piano and to study composition with Felipe Pedrell, who inspired him with his own enthusiasm for 16th-century Spanish church music, folk music, and native opera. In 1905 Falla won two prizes, one for piano playing and the other for a national opera, *La vida breve* (first performed 1913; Brief Life).

In 1907 Falla moved to Paris, where he met the composers Claude Debussy, Paul Dukas, and Maurice Ravel (whose orchestration influenced his own) and published his first piano pieces and songs. In 1914 he returned to Madrid, where he wrote the music for a ballet, *El amor brujo* (1915; Love, the Magician), remarkable for its distillation of folk music from Andalusia (the historic southern region of Spain). Falla followed this with *El corregidor y la molinera* (1917; The Magistrate and the Miller's Wife), which Sergei Diaghilev persuaded him to rescore for a ballet by Léonide Massine called *El sombrero de tres picos* (1919; The Three-Cornered Hat). *Noches en los jardines de España* (1916; Nights in the Gardens of Spain), a suite of three impressions for piano and orchestra, evoked the Andalusian atmosphere through suggestive orchestration. All these works established Falla internationally as the leading Spanish composer.

Falla then retired to Granada, where in 1922 he organized a *cante jondo* (a type of flamenco) festival and composed a puppet opera, *El retablo de Maese Pedro* (Master Peter's Puppet Show). Like the subsequent *Harpsichord Concerto* (1926), the *Retablo* shows Falla much influenced by Igor Stravinsky. After 1926 he wrote little, living first in Mallorca and, from 1939, in Argentina. He died on Nov. 14, 1946, in Alta Gracia, Argentina.

WHAT DO YOU THINK?

- 1) Manuel de Falla's music conveys many different moods, emotions, and feelings. When you listen, which come to mind?

- 2) Choose one of those moods, emotions, emotions, and feelings that you used to describe the music. How can you make specific choices about the color and line that you use in your artwork to convey those ideas?

- 3) Remember that this music was used in a ballet and helps drive the story of the ballet forward. Make up your own story to go with the music and discuss with your classmates.

- 4) How can you tell that story through your art work? Try to incorporate the mood and techniques in question #2!

***Symphony of Color* meets the following Indiana Academic Standards:**

Indiana Academic Standards:

Visual Art

Anchor Standard 1 - Generate and conceptualize artistic ideas and work - VA:Cr1.1.3a (4a, 5a, 6a)

Anchor Standard 2 - Organize and develop artistic ideas and work - VA:Cr2.1.3a (4a, 5a, 6a)

Anchor Standard 3 - Refine and complete artistic work - VA:cr3.1.3a (4a, 5a, 6a)

Anchor Standard 5 - Develop and refine artistic techniques and work for presentation - VA:Pr5.1.3a (4a, 5a, 6a)

Anchor Standard 9 - Apply criteria to evaluate artistic work - VA:Re9.1.3a (4a, 5a, 6a)

Anchor Standard 10 - Synthesize and relate knowledge and personal experiences to make art - VA:Cn10.1.3a (4a, 5a, 6a)

Music

K-2 (LR.5.2.1) 3-5 (LR.5.5.1) 6-8 (LR.5.8.1) Explore music's expressive qualities (such as dynamics and tempo)

3-5(Cn.2.5.1) - Discover, identify, and explore how music connects to language arts and/or science, mathematics.

6-8(Cn.2.8.1) - Describe and explore how the study of music applies to language arts, mathematics, and/or science.

3-5(Cn.2.5.2) - Discover, identify, and explore how music connects to other arts and humanities.

6-8(Cn.2.8.2) - Compare and describe how the characteristic elements of music and the other arts can be used to depict and/or transform events, scenes, emotions, and/or ideas into works of art.

Language Arts

Recognizing that oral and written communication skills are stressed throughout Indiana's Academic Standards, the *Symphony of Color* Curriculum Guide includes questions to prompt classroom discussions and writing exercises. These questions are intended to enhance oral and written work.

3.SL.1 (4.SL.1, 5.SL.1, 6.SL.1) - Listen actively and adjust the use of spoken language to communicate effectively with a variety of audiences and for different purposes.

3.SL.2 (4.SL.2, 5.SL.2, 6.SL.2) - Engage effectively in a range of collaborative discussions on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

3.SL.2.5 (4.SL.2.5, 5.SL.2.5, 6.SL.2.5) - Explain personal ideas and understand in reference to the discussion

3.SL.3.2 (4.SL.3.2, 5.SL.3.2, 6.SL.3.2) - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Visual Art and Music Vocabulary

Some of the same words are used to describe both visual art and music: line, form, color, texture. Here is a brief explanation of what some of these words mean when referring to visual art or to orchestral music.

In visual art, a **line** is an edge or a boundary marking you can see.

In music, a **line** is a succession of notes following one after another, like the notes of a melody.

In visual art, **form** refers to a shape or mass or the arrangement of all the shapes. **In music**, **form** refers to how the different sections of a piece are arranged.

In visual art, we see different **colors** and refer to them by name, such as red, blue, green and yellow. **In music**, we hear different **colors** when we hear different instruments like violins, horns, bassoons, flutes and timpani.

In visual art, **texture** can be seen and felt when different materials are applied to the surface of the artwork. **In music**, we can hear different **textures** when lines played by different instruments are added or subtracted.