

FORCES OF NATURE

2024-2025
Young People's
Concerts

Celebrate **90**
EVANSVILLE PHILHARMONIC
2024-2025 *Seasons!*

90TH ANNIVERSARY CELEBRATION SPONSOR
MR. & MRS. G. RICHARD EYKAMP

Teacher Curriculum Guide

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Welcome Letter

Dear Music Educator,

Thank you for your interest in the 2025 Evansville Philharmonic Young People's Concert! We hope the concerts are as enjoyable for your students to attend as they are for us to perform.

Since 1954, the Evansville Philharmonic's Young People's Concerts have provided a unique educational experience for students in the tri-state area to SEE and HEAR live classical music. At this year's concerts, 14-News WFIE meteorologist Jeff Lyons will team up with Maestro Roger Kalia to present Forces of Nature.

The following materials have been developed to help prepare and engage your students for the 2025 Young People's Concerts. Feel free to duplicate the materials as needed.

If you have questions, please do not hesitate to contact me: (812) 425-5050, ext 316, or education@evansvillephilharmonic.org.

I look forward to seeing you in the concert hall.

Sincerely

Dr. Leanne Hampton

May Director of Education and Community Programs

Evansville Philharmonic

Made possible by the Helen M. McKinney Memorial Concert Trust

THANK YOU TO OUR SPONSORS:

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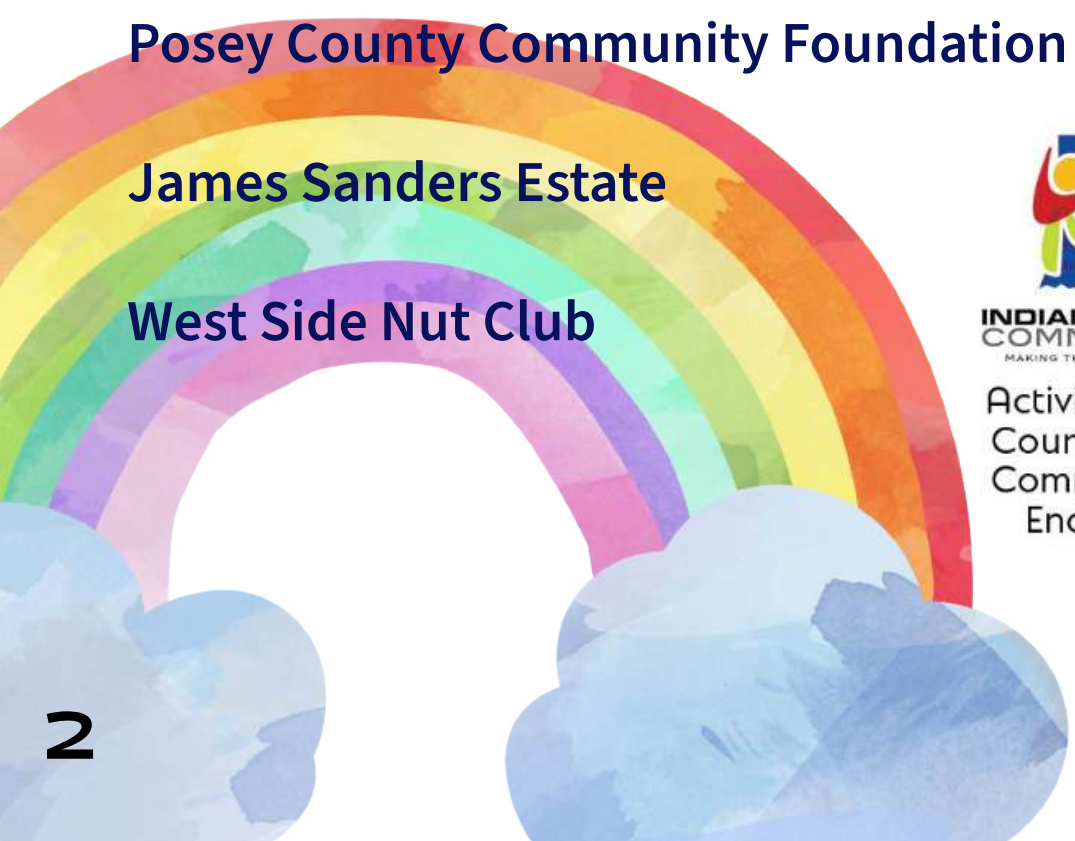
Helen & Gordon McKinney Memorial Concert Trust

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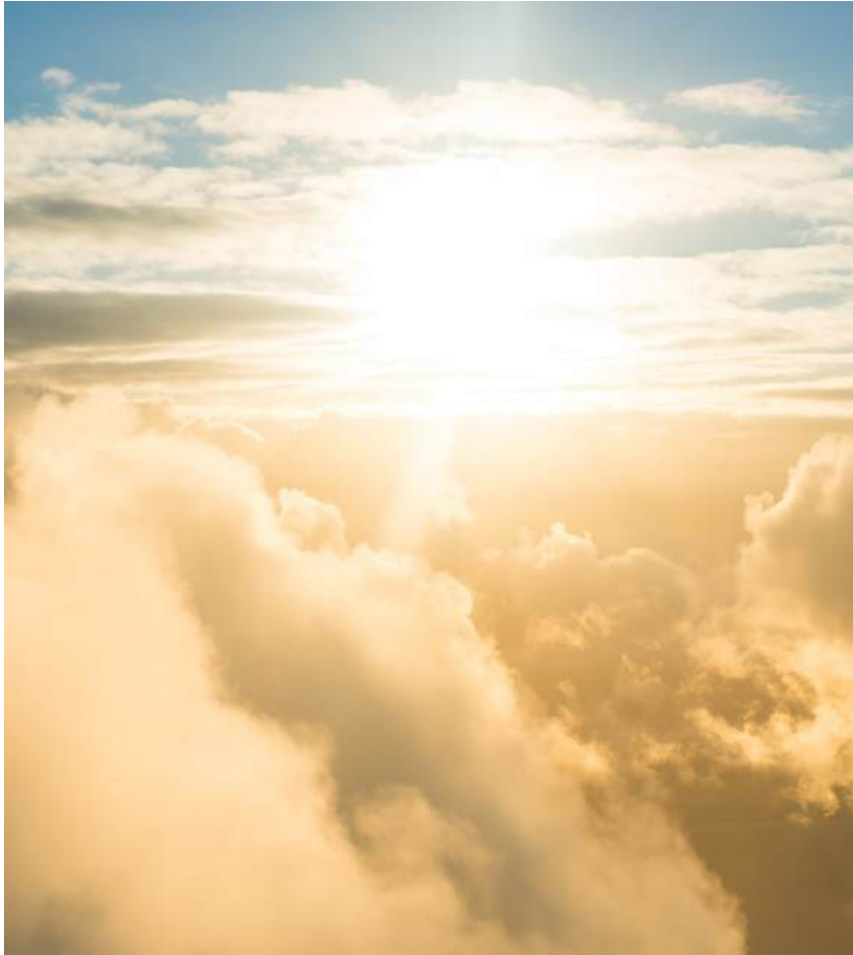
James Sanders Estate

West Side Nut Club



Activities are made possible in part by the Arts Council of Southwestern Indiana, Indiana Arts Commission, a state agency, and the National Endowment for the Arts, a federal agency.

Introduction



YPC Goals

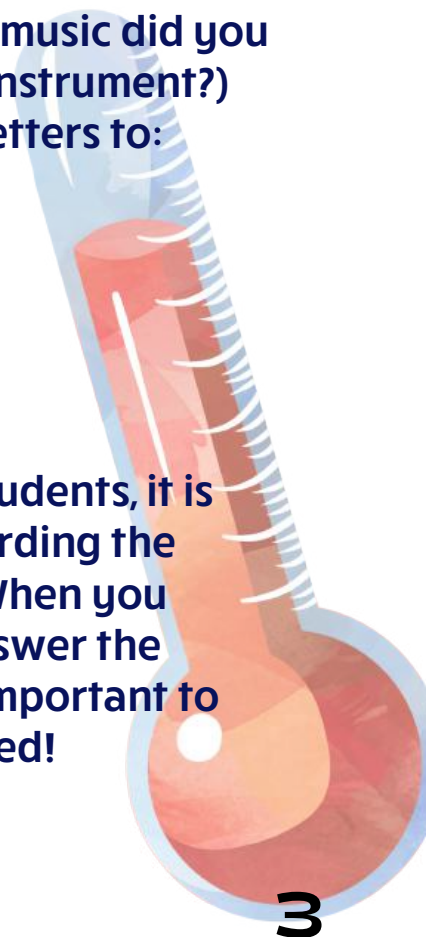
- To present concerts of the highest quality;
- To introduce students to the Orchestra and its music;
- To acquaint students with their role as audience members;
- To encourage students to examine the nature, meaning, and value of music; and
- To provide a resource to aid teachers in attaining curriculum goals stated in the National Standards for Arts Education.

After the concert...

Send fan letters! Ask your students to write a letter to the Evansville Philharmonic Orchestra describing their Youth Concert experience (Which piece of music did you like best? How did the music make you feel? What was your favorite instrument?) Make sure students include their name, grade, and school. Send the letters to:

Evansville Philharmonic Orchestra
Education Department
P.O. Box 84
Evansville, IN 47701

Give us your input. In order to continue meeting the needs of your students, it is important for the Orchestra to have your feedback, particularly regarding the appropriateness and relevance of the pre-concert study materials. When you receive your Youth Concert survey, please take a few moments to answer the questions. Your insight and experience as an educator is extremely important to the continued success of the Youth Concerts and is greatly appreciated!



Guide to Audience Behavior

Your students will learn many skills by attending the Young People's Concerts including concert etiquette. Please review these guidelines with your students. This knowledge of the expectations in a formal concert situation will increase their comfort in this new environment – and increase their enjoyment!

Please silence cellphones and all noise-making devices



Upon arriving inside the lobby of the Victory Theatre, everyone is expected to speak in a moderate, **indoor tone of voice**. It's fine to talk, but no yelling, please.

Upon entering the auditorium it's time to whisper only. Ushers will be seating your class, and they need to be heard when they direct you to your seat. The orchestra will be warming up on the stage. The musicians will need to be able to hear themselves, too.

When the lights dim, all whispering should stop. The concertmaster is about to tune the orchestra and the conductor will be entering next.

When the conductor enters the stage, **everyone applauds**.

Once the orchestra begins to play, the audience should concentrate on the music. Between pieces of music, the conductor will speak. **Listen carefully**.

Show your appreciation for the music at the end of each piece by applauding. Watch the conductor carefully to make sure the music has really ended. Sometimes it seems like the end, then the music starts again. The conductor usually puts his hands down by his sides when the piece is over.

Avoid loud talking or yelling on the way out of the hall or lobby area. This is the moment when your teachers and the ushers need your attention most. Watch and listen!

Meet the Orchestra

The largest group of musicians that performs together is called an orchestra. Click [here](#) to watch the Evansville Philharmonic Orchestra.

Orchestras can sometimes have over 100 musicians playing together at one time, so it is important to have one leader who can help make sure that they all play together. The leader is called a conductor.



Meet the Conductor

What does a conductor do?

Because orchestra music involves so many players, a leader is required. This is the job of the conductor. The conductor stands on a raised platform so that he or she can be seen by the whole orchestra. The most obvious function of the conductor is to set the tempo, or speed, of the music and beat the time, however, the conductor does much more than that! The conductor's greatest responsibility is to interpret the music.



The conductor's facial expressions and body language signal what mood or emotion they would like the musicians to convey. In this way, the conductor makes sure the orchestra expresses the musical feelings that the composer put into the piece of music.

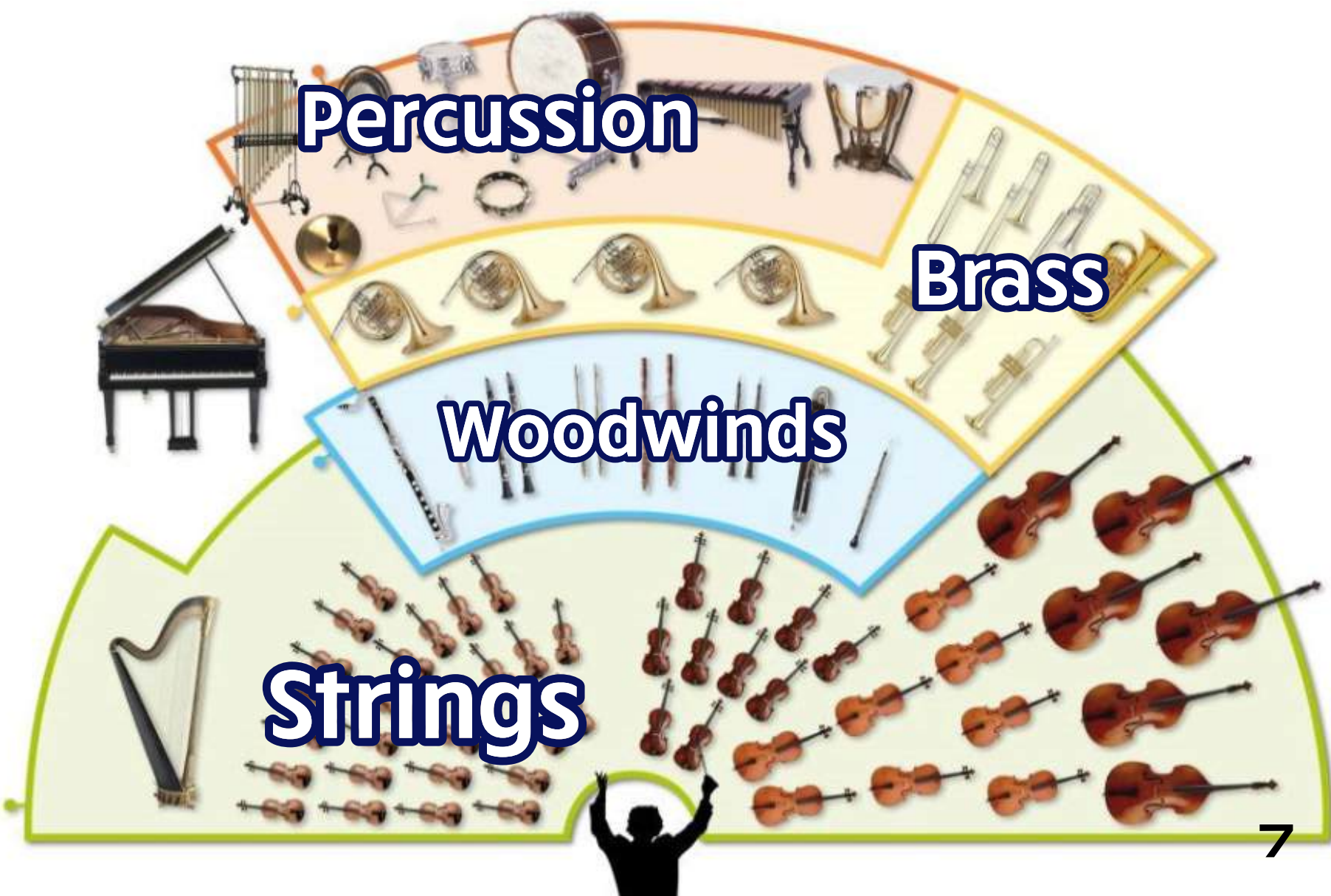
Conductors use their faces, hands, and bodies to communicate with the musicians. Conductors use a white stick called a baton to make their movements more visible to the musicians.



**Roger Kalia
EP Conductor**

The Instruments

The Evansville Philharmonic Orchestra is made up of different families of instruments -- playing together on a variety of musical instruments. They are divided into four different sections (string, woodwind, brass and percussion) but they are united in one common goal: making music together.



Strings

The four main members of the string family that belong in the orchestra are the **violin, viola, cello** and **double bass**. The harp is also a member of the string family.

The instruments in the string family are made out of wood and are hollow in the center.

They are played by drawing a bow across the strings.



Timothy and Nikki Chooi

Woodwinds

The four main members of the woodwind family which are found in the orchestra are the flute, oboe, clarinet, and bassoon.

Even though flutes are made of metal, they are still considered a part of the woodwind family



Woodwind instruments consist of a cylindrical tube with holes, which the player uses to change the pitch.

Because woodwinds can play lots of fast notes, you can often hear them in music for cartoons!



**Emily Cook,
Principal Clarinet
of EP**

Brass

To create a sound on a brass instrument, the player blows into a mouthpiece while buzzing their lips.



Members of the Brass family include the trumpet, trombone, French horn, and tuba.



These instruments are the loudest, so you'll see them at the back of the orchestra.



Percussion

The percussion family is the largest family of instruments!



Ross
Erickson,
EP Principal
Percussion

The family includes any instrument that produces sound by being hit, scraped or shaken.



The percussion instruments help the orchestra stay on beat and in time!

Some of the percussion instruments you'll hear most frequently in the orchestra are the timpani, snare drum, cymbals, bass drum, triangle, and xylophone.

INSTRUMENTS OF THE ORCHESTRA: STUDENT ACTIVITY SHEET #1

NAME:

DATE:

There are **FOUR** families of instruments in the orchestra. In some ways they are similar and in some ways they are different!

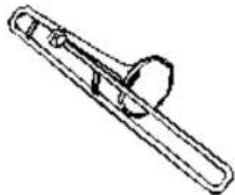
STRINGS: these have strings that are bowed and plucked

BRASS: these are made of brass and are blown through a mouthpiece

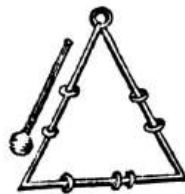
WOODWINDS: these are blown through a reed (except flutes)

PERCUSSION: these are hit

1) **CIRCLE** the instrument that does not belong in the group. Explain why.



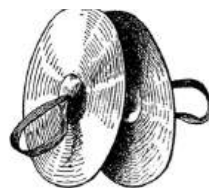
2) **Circle TWO** instruments that are **HIT** (percussion).



3) **Circle TWO** instruments that are played with a **BOW** (strings).



4) **CIRCLE** the instrument that does not belong in the group. Explain why.



FUN PANTOMIME: Now pick an instrument on this worksheet and show your teacher, parent or class how it should be played!

The Evansville Philharmonic Orchestra Presents

Forces of Nature

Roger Kalia, conductor

Braden Riley, solo violin

Michael Giacchino: Music from UP

Bedřich Smetana: Vltava ("The Moldau")

Ludwig van Beethoven: Symphony No. 6, IV. Allegro

J. Strauss, Jr.: Thunder and Lightning Polka

Over the Rainbow

The Beatles: Here Comes the Sun

*Antonio Vivaldi: Concerto No. 1 in E Major Op. 8, RV 269,
*"Spring" (La primavera), I. Allegro**

*Vivaldi: Concerto No. 4 in F Minor, Op. 8, RV 297, "Winter"
*(L'inverno), II. Largo**

Medley from Frozen

The Sounds of Storms

Storms, thunder, and lightning have been popular topics for composers for centuries.

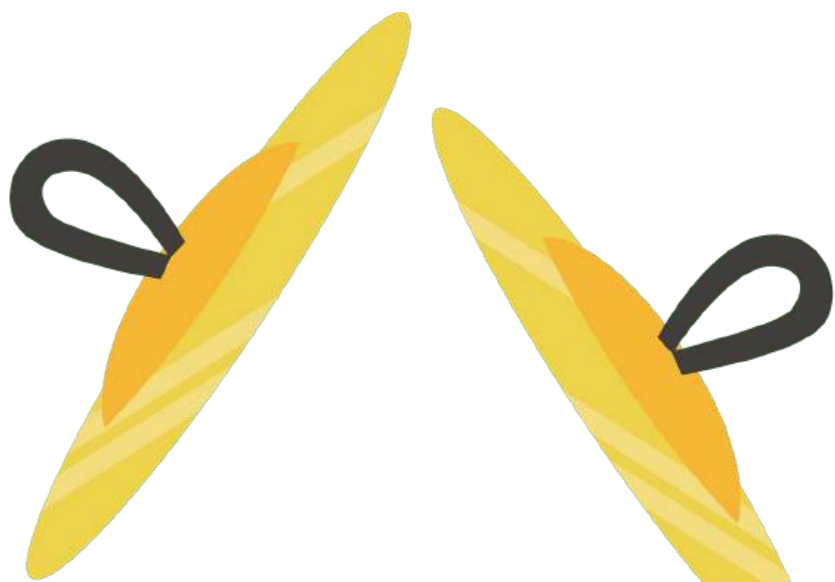
Since thunder is a purely aural event, composers have had an easy time representing it in music. Usually the timpani drums, as in Beethoven's Symphony No. 6, represents the rumble of the approaching thunder.



BOOM!



Lightning is one of the more difficult weather occurrences to represent in music since lighting is a purely visual experience. Composers have used a variety of tricks to represent the look of lightning in music.



Crash!
ZAP!!



In Thunder and Lightning Polka, for instance, Johann Strauss depicts lightning using a rapid scales in the strings and woodwinds that, using sound, mimics the look of lightning descending. Crash cymbals are used to surprise the listener -- similar to a flash of lightning.

Composer Spotlight

Antonio Vivaldi

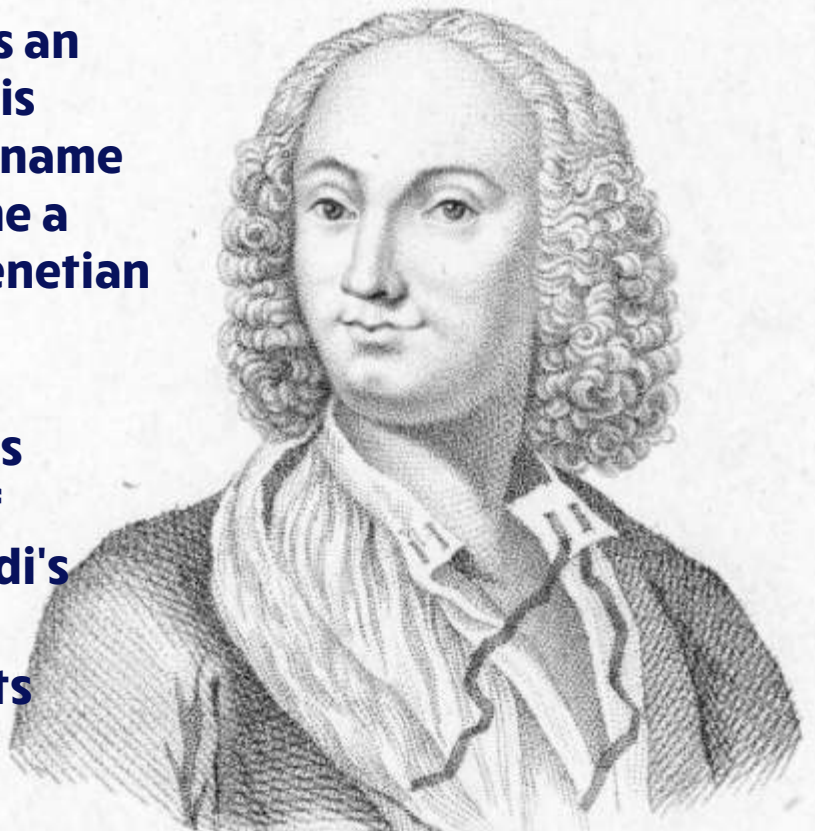


Antonio Vivaldi was a famous composer from Italy who lived over 300 years ago. He was born in 1678 in the beautiful city of Venice, Italy. Vivaldi loved music from a very young age. He played the violin, a string instrument, and he also wrote many pieces of music.

Antonio Vivaldi (1678-1741)

Antonio Vivaldi began his career as an ordained Catholic priest -- where his bright red hair earned him the nickname "the Red Priest" -- and in 1703 became a music teacher at the Ospedale, a Venetian orphanage for girls.

The Ospedale was famous for its music education and training of young musicians. Much of Vivaldi's music was composed for the Ospedale School, whose concerts were a great tourist attraction.



For the Ospedale, Vivaldi was required to compose two concertos a month for the students to perform. In his lifetime, Vivaldi wrote more than 500 concertos -- that's a lot of music! Over 250 of those concertos are for the solo violin, including The Four Seasons which we'll hear at the concert.



Vivaldi's music is considered virtuosic. It calls for the soloists to play fast and challenging music. Vivaldi loved to compose music with brilliant effects: flashy, energetic scales that zoom up and down; dramatic dynamic contrasts; wide leaps from one register to another; and attempts to describe the sounds of nature through music. Vivaldi loved composing music that sounds like thunderstorms, birdcalls, or a sunny Spring day.

The Four Seasons

Vivaldi is best known for a group of four violin concertos called *The Four Seasons*. These concertos represent the four different seasons of the year—spring, summer, fall, and winter. Each season sounds different, and Vivaldi used music to make us think of things like the soft winds of spring, the hot sun of summer, the chilly winds of fall, and the quiet of snowy winter.

Vivaldi's depiction makes *The Four Seasons* an early example of *program music*, or instrumental music that tries to convey a story, action, or events. Vivaldi also chose to include a sonnet, a type of poem, to accompany each concerto in *The Four Seasons*

Listen to *The Four Seasons* and imagine what each season might look or feel like. Vivaldi's music is special because it helps us experience the changing seasons through sound!



The Four Seasons: Spring, Mvt. I

The concerto *Spring* begins with a joyful and delightful welcome!

The violin's first solo sounds like a bird singing (birds are some of Vivaldi's favorite animals to depict in music). The music that follows may sound like flowing brook or a gentle breeze to the listener.

What's great about program music is that it inspires the listener to use their imagination!



Spring Sonnet

*Joyful Spring has arrived,
The birds welcome it with their happy
songs,
And the brooks in the gentle breezes
Flow with a sweet murmur.*

*The sky is covered with a black
mantle,
Thunder and lightning announce a
storm.
When they are silent, the birds
Take up again their harmonious
songs.*

The Four Seasons: Winter, Mvt. II



In this slow movement, Vivaldi actually takes us *indoors* to warm up by the fireplace from a winter walk.

Here the soloist plays a lyrical melody while the orchestra plays pizzicato, or plucked, to represent snowflakes falling from the sky.

Winter Sonnet

*To spend the quiet and
happy days by the fire
Whilst outside the snow
soaks everyone.*

*To walk on the ice with slow
steps
And go carefully for fear of
falling.*



Meet the Composer

Name:

Date:

Objectives: Students will read and answer questions about the life and music of Antonio Vivaldi.



1. Where was Antonio Vivaldi born?

2. What instrument did he play?

3. Which piece of music is Vivaldi best known for?

4. What was Vivaldi's nickname? Why ?

5. Instrumental music that depicts or conveys a story, action, or event is known as :

6. Name two sounds from nature that Vivaldi uses in his music.

7. The Four Seasons features what solo instrument?

Lesson #1 : Meet the Composer Answer Key

Objectives:

Students will read and answer questions about the life and music of Antonio Vivaldi.

- 1. Where was Antonio Vivaldi born? Venice, Italy**
- 2. What instrument did he play? Violin**
- 3. Which piece of music is Vivaldi best known for? The Four Seasons**
- 4. What was Vivaldi's nickname? Why ? The Red Priest. He first began his career as a Catholic priest and he had red hair.**
- 5. Instrumental music that depicts or conveys a story, action, or event is known as : Program Music**
- 6. Name two sounds from nature that Vivaldi uses in his music. Thunder, birdcalls, blistering winds, delicate snowfall,**
- 7. The Four Seasons features what solo instrument? Violin**

Standards



Grades 3 - 5

Anchor Standard 1: Connect with a varied repertoire of music by exploring the relationships between music and personal experience.

Cn.1.5.1 Demonstrate and explore how personal interests and skills relate to choices when creating, performing, and responding to music.

Cn.1.5.2 Identify and practice life skills developed in music studies and activities, such as cooperation, effort, perseverance, and respect, that transfer to other disciplines and contexts.

Anchor Standard 2: Connect with a varied repertoire of music by exploring the relationships between music, the other arts, and disciplines outside the arts.

Cn.2.5.1 Discover, identify, and explore how music connects to language arts, mathematics, and/or science.

Cn.2.5.2 Discover, identify, and explore how music connects to other arts and humanities.

Anchor Standard 3: Connect with a varied repertoire of music by exploring the relationships between music and history and culture.

Cn.3.5.1 Identify, explore, and perform music associated with historical periods and connect to state, regional, and national events.

Cn.3.5.2 Compare and contrast contemporary American music with various world cultures through live or recorded authentic performances.

Cn.3.5.3 Recognize and describe various roles of musicians in society.

Anchor Standard 4: Listen and respond to a varied repertoire of music by audiating music.

Lr.4.5.1 Audiate and accurately speak or sing from notated music familiar and unfamiliar rhymes and songs with varied forms, tempi, meters, and tonalities.

Anchor Standard 5: Listen and respond to a varied repertoire of music by describing, analyzing, and evaluating music and its elemental components.

Lr.5.5.1 Define expressive music terms and apply them to selected musical examples.

Lr.5.5.2 Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply these criteria to performances.

