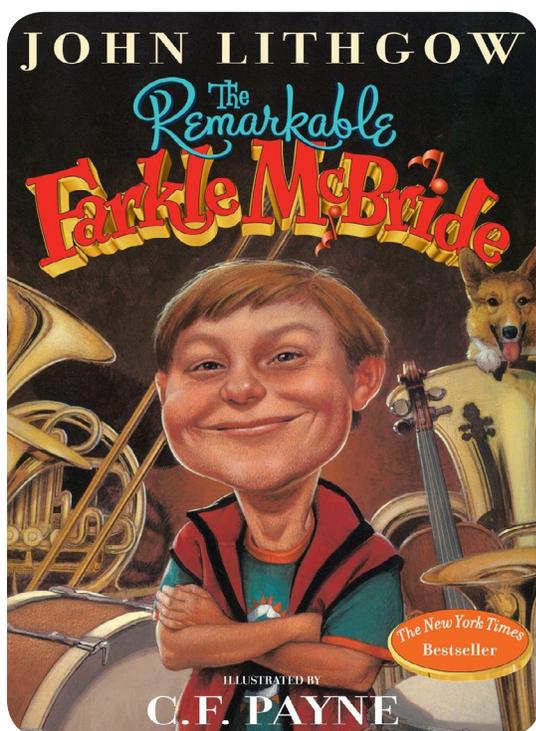




THE REMARKABLE FARKLE & THE WOLF



Curriculum Guide

82nd Annual Young People's Concert

William Boughton, NHSO Music Director

2013-2014 Season



The Remarkable Farkle & The Wolf

A concert introducing the instruments of the orchestra!

It is an honor to work in close partnership with esteemed educators across Connecticut who believe in the power of music education. It is our hope that you can use this concert experience to inspire students to engage in further musical study and appreciation.

This guide is meant to work hand-in-hand with your class lesson plans and can be used throughout the school year. There are two primary themes to support your curricular goals:

1. An introduction to the instruments of the orchestra.
2. A focus on literacy with music as a vehicle for storytelling.

Worksheets are prepared for easy duplication and activities are flexible, requiring only a short amount of preparation for classroom implementation.

I invite you to listen and learn with your Symphony this year and for many more to come.

A handwritten signature in black ink that reads "Laura Adam". The signature is written in a cursive, flowing style.

Written by Laura Adam, NHSO Education Director

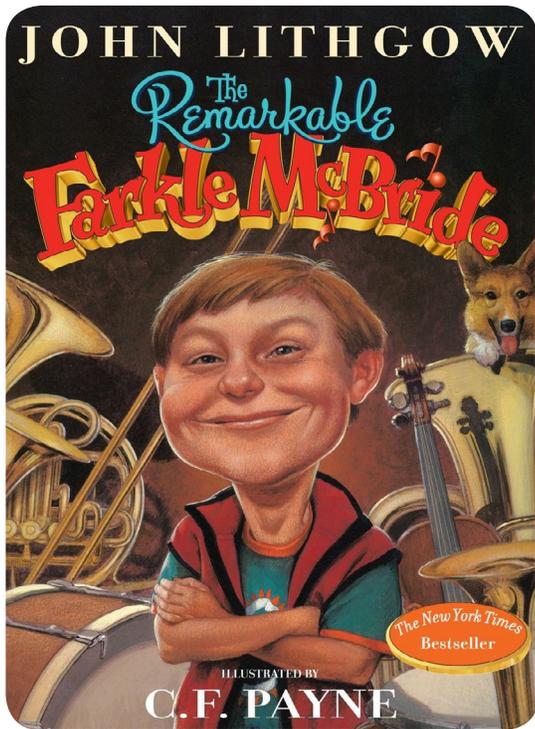
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CONCERT REPERTOIRE



The Remarkable Farkle McBride

Book by John Lithgow

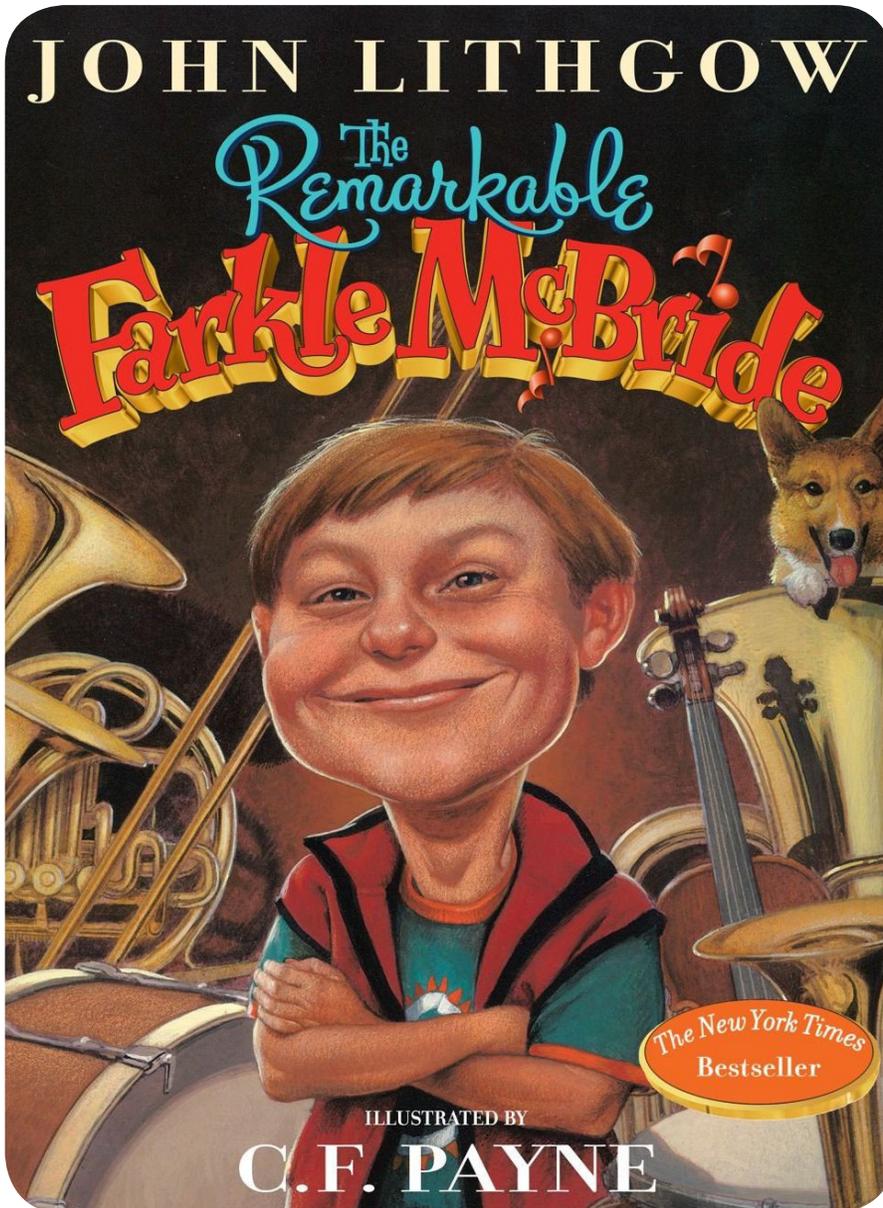
Music by Bill Elliott

Peter and the Wolf, Op. 67

Music and story by
Sergei Prokofiev (1891-1953)



Thursday, May 1, 2014
9:30 am & 11:30 am
Woolsey Hall, New Haven



[Click here to PURCHASE THIS BOOK](#)

ABOUT THIS PIECE...

This enchanting story, introducing the instruments of the orchestra, was written by actor John Lithgow and orchestrated by composer Bill Elliott. Young Farkle McBride is a musical genius. He plays the violin, the flute, the trombone, and the drums with incredible skill, but he is never satisfied. Something is always missing! Farkle explores each instrument of the orchestra and eventually figures out exactly how he can happily be part of a symphony - he can conduct ALL of the instruments of the orchestra. The narrator will take listeners on a tour of the orchestra through many musical styles and familiar themes.

Book by:
John Lithgow



[Click here to MEET JOHN](#)

Music by:
Bill Elliott



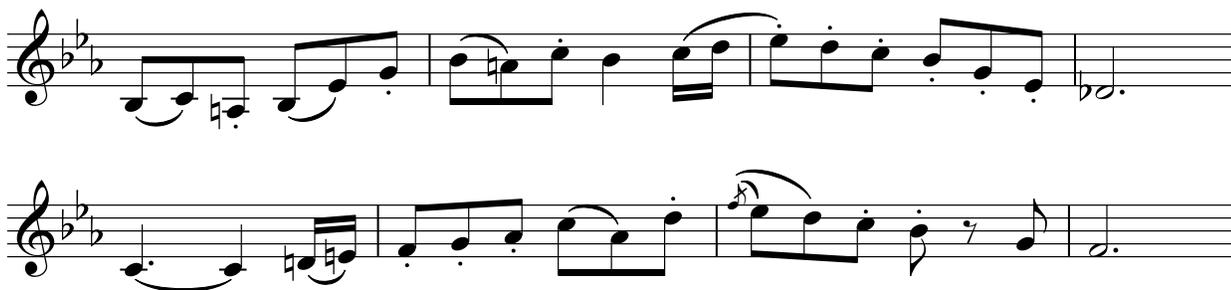
[Click here to MEET BILL](#)

THE REMARKABLE FARKLE McBRIDE

Text by John Lithgow is brought to life by the music of Bill Elliott.

Please note the text from the book was modified when set to music.

Each verse introduces one instrument family and begins with a variation on this theme:



Each instrument of the family has their own counterpoint melody to the theme. Once each instrument has been introduced, the full section plays together, combining each of these parts.

At the end of each verse, listen for this refrain:

"Play on! Play on! Play on!" the voice cried, "Play
on with per - sis - tence and pas - sion and pride! Play
on from your heart and the rest will take part! Play
on, you re - mark - a - ble Far - kle Mc - Bride! Play
on, you re - mark - a - ble Far - kle Mc - Bride!"

THE REMARKABLE FARKLE McBRIDE

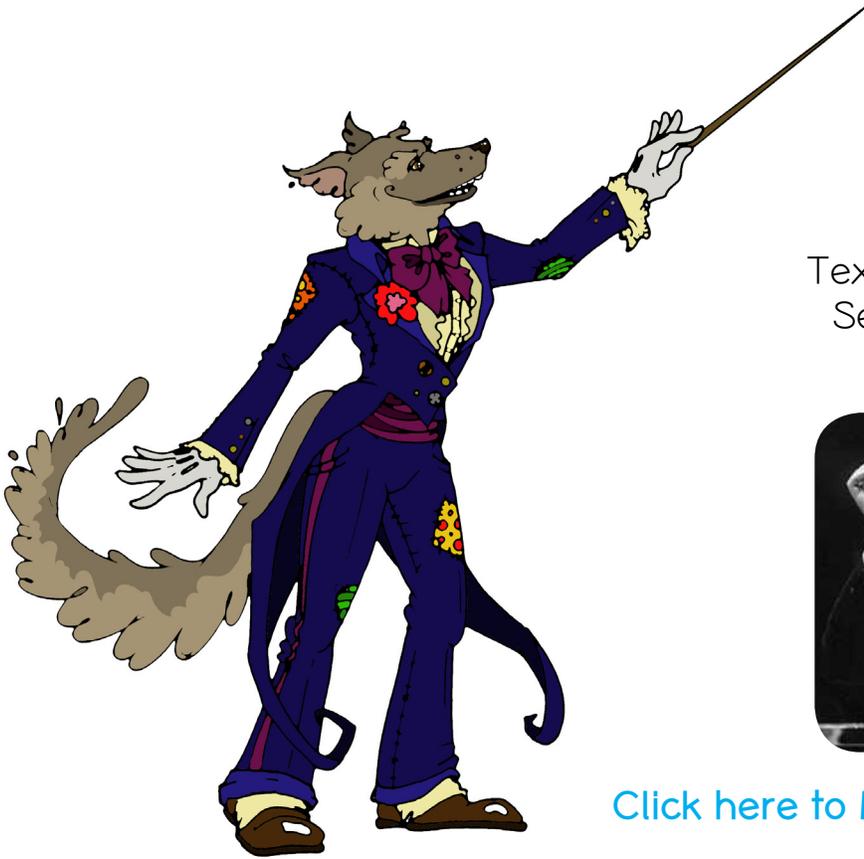
After each family of instruments is introduced the orchestra plays all together in various tempos and styles. Before each new section the narrator will say:

- "They went..." *Allegro - quick and lively*
- "They went..." *Moderato - moderate or medium tempo*
- "They went..." *Piu Mosso - more movement*
- "They went..." *Waltz - a dance in triple time*
- "They went..." *Vivace - very fast*
- "They went..." *Andante Glorioso - at a walking pace, gloriously*
Listen for George Gershwin's Rhapsody in Blue
- "They went..." *Larghetto Maestoso - somewhat slowly and majestically*
- "They went..." *March - music in double time with a strong rhythm*
Listen for John Philip Sousa's Stars and Stripes Forever

Finally, you will hear the same refrain melody with new words as Farkle McBride takes the podium.

"Lead on! Lead on! Lead on!" the voice cried, "Lead
on with per - sis - tence and pas - sion and pride! Lead
on from your heart and the rest will take part! Lead
on, you re - mark - a - ble Far - kle Mc - Bride! Lead
on, you re - mark - a - ble Far - kle Mc - Bride!"

PETER AND THE WOLF



Text and Music by:
Sergei Prokofiev
(1891-1953)



[Click here to MEET SERGEI PROKOFIEV](#)

[Click here to WATCH PETER AND THE WOLF](#)
Vancouver Symphony Orchestra on YouTube

ABOUT THIS PIECE...

In 1936, composer Sergei Prokofiev was asked by the Central Children's Theatre in Moscow to write a new musical symphony for children that would cultivate "musical tastes in children from the first years of school." Prokofiev completed the work in just four days, writing both the text and music himself. Nearly 100 years later, *Peter and the Wolf* is one of the most beloved pieces of classical music of all time. The original story includes a tragic ending for the wolf, but modern versions include the wolf (with the duck living inside of him) as part of the final parade.

PETER AND THE WOLF

Story by Sergei Prokofiev

Early one morning, Peter opened the gate and walked out into the big green meadow.

On the branch of a big tree sat a little bird, Peter's friend. "All is quiet," chirped the bird happily.

Just then a duck came waddling round. She was glad that Peter had not closed the gate and decided to take a nice swim in the deep pond in the meadow.

Seeing the duck, the little bird flew down to the grass, settled next to her, and shrugged his shoulders. "What kind of bird are you if you can't fly?" said he. To this the duck replied, "What kind of bird are you if you can't swim?" and dived into the pond. They argued and argued, the duck swimming in the pond and the little bird hopping along the shore.

Suddenly, something caught Peter's attention. He noticed a cat crawling through the grass.

The cat thought, "That little bird is busy arguing, I'll just grab him." Stealthily, the cat crept towards him on her velvet paws.

"Look out!" shouted Peter and the bird immediately flew up into the tree, while the duck quacked angrily at the cat from the middle of the pond. The cat walked around the tree and thought, "Is it worth climbing up so high? By the time I get there the bird will have flown away."

Just then grandfather came out. He was upset because Peter had gone in the meadow. "It's a dangerous place. If a wolf should come out of the forest, then what would you do?"

But, Peter paid no attention to his grandfather's words. Boys like him are not afraid of wolves!

But, grandfather took Peter by the hand, led him home, and locked the gate.

No sooner had Peter gone, than a big grey wolf came out of the forest!

In a twinkling, the cat climbed up the tree. The duck quacked, and in her excitement jumped out of the pond. But no matter how hard the duck tried to run, she could not escape the wolf. He was getting nearer, nearer, catching up with her. Then he got her, and with one gulp, swallowed her whole!

And now, this is how things stood: the cat was sitting on one branch, the bird on another – not too close to the cat. And the wolf walked around and around the tree, looking at them with greedy eyes.

continued on next page...

PETER AND THE WOLF

In the meantime, Peter, without the slightest fear, stood behind the closed gate watching all that was going on. He ran home, got a strong rope, and climbed up the high stone wall.

One of the branches of the tree, around which the wolf was walking, stretched out over the high stone wall.

Grabbing hold of the branch, Peter lightly climbed over onto the tree. Peter said to the bird, "Fly down and circle over the wolf's head. Only take care that he doesn't catch you!"

The bird almost touched the wolf's head with his wings while the wolf snapped angrily at him from this side and that.

How the bird worried the wolf! How he wanted to catch the bird!

But the bird was clever, and the wolf simply could not do anything about it.

Meanwhile, Peter made a lasso and carefully letting it down, caught the wolf by the tail and pulled with all his might.

Feeling himself caught, the wolf began to jump wildly, trying to get loose.

But Peter tied the other end of the rope to the tree and the wolf's jumping only made the rope around his tail tighter.

Just then, the hunters came out of the woods, following the wolf's trail and shooting as they went.

But Peter, sitting in the tree, said, "Don't shoot! Birdie and I have already caught the wolf. Now help us take him to the zoo."

Now, imagine the triumphant procession: Peter at the head; after him the hunters leading the wolf; and winding up the procession, grandfather and the cat.

Grandfather shook his head discontentedly. "Well, if Peter hadn't caught the wolf... What then?"

Above them flew Birdie chirping merrily. "My, what brave fellows we are, Peter and I! Look what we have caught!"

And if one would listen very carefully, he could hear the duck quacking inside the wolf, because the wolf in his hurry, had swallowed her alive.

THE END

PETER AND THE WOLF

Each character is represented by a musical theme and instrument.

PETER: a playful theme played by violins violas, cellos, and basses



BIRD: a fast and flighty theme played by the flute



DUCK: a chromatic waddling theme played by the oboe



CAT: a smooth and proud theme played by the clarinet



GRANDFATHER: a stately theme played by the bassoon



WOLF: a sneaky theme played by the French horns



*If you read in front of your kids,
it's very likely that they will become
readers, too.*

John Lithgow

*In my view, the composer, just as the
poet, the sculptor or the painter, is duty
bound to serve Man, the people. He must
beautify life and defend it. He must be a
citizen first and foremost, so that his art
might consciously extol human life and
lead man to a radiant future.*

Sergei Prokofiev



STUDENT ACTIVITY UNITS

Who am I?

Identifying instruments of the orchestra through visual and written clues
Pg. 14

Concert Reading List

Suggested reading to prepare for the concert and additional reading challenges
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WHO AM I?

Identifying instruments of the orchestra



This activity challenges students to identify instruments through written clues, pictures, and word scrambles.

- Introduce students to the Instruments of the Orchestra on the following pages. Perfect for your SMARTBoard.
- *Who am I?* worksheet: print, double-sided, pgs. 18-19
- Teacher Key included on pg. 20

INTRODUCTION TO THE ORCHESTRA

Meet the New Haven Symphony Orchestra before the concert.

ORCHESTRA = a group of musicians who play many instruments as one ensemble

[Click Here to MEET THE NHSO](#)

CONDUCTOR = leader of the orchestra, referred to as *Maestro* (Italian for "Master")

The conductor uses a baton and hand gestures to show the musicians the speed and volume of the music so that the players stay together.

[Click Here to MEET WILLIAM BOUGHTON, NHSO MUSIC DIRECTOR](#)

INSTRUMENTS OF THE ORCHESTRA

The orchestra is divided into four instrument families:

STRINGS

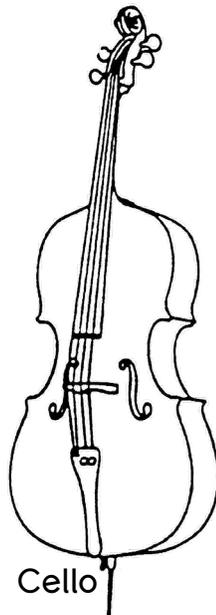
In a symphony orchestra, there are typically four string instruments.



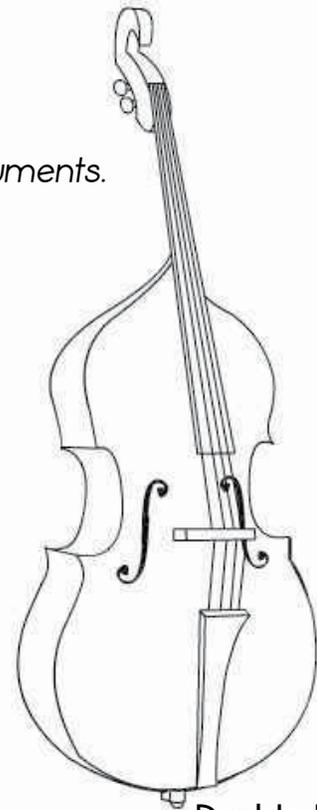
Violin



Viola



Cello



Double Bass

- Sound is made by vibrating the strings with a bow or plucking with fingers.
- Players change pitch by pressing down on the strings along the fingerboard.
- Violins create the highest pitches and the basses create the lowest.
- Violins and violas have a chin rest the musician uses while playing.
- Cellos and basses stand upright.
- The violin player that sits to the left of the conductor is called the *Concertmaster*.

INSTRUMENTS OF THE ORCHESTRA

WOODWINDS

In a symphony orchestra, there are four primary woodwind instruments.

Flute

Flute players often play the piccolo which is a short instrument that plays very high notes.



Oboe

Oboe players often play the English horn which is longer and deeper than the oboe.



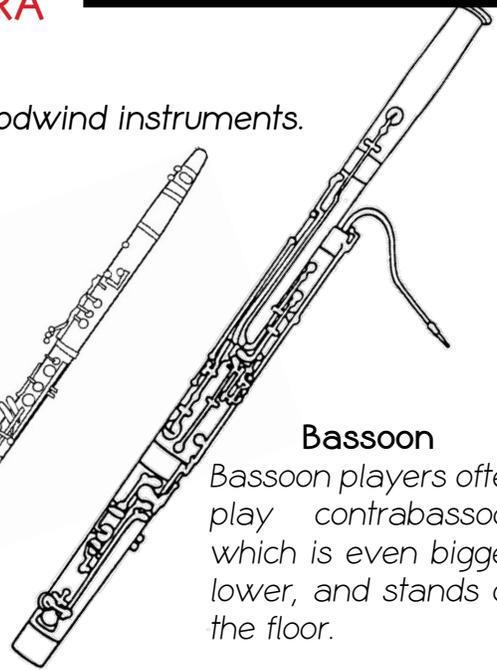
Clarinet

Clarinets come in various pitches and sizes from soprano to bass clarinet.



Bassoon

Bassoon players often play contrabassoon which is even bigger, lower, and stands on the floor.

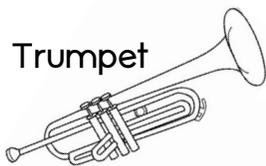


- Sound is made by blowing air inside of the instrument.
 - The flute has a hole that the player blows across.
 - The clarinet uses a single reed (a small piece of wood) in the mouthpiece.
 - The oboe uses a double reed as a mouthpiece. (Players carve these themselves!)
 - The bassoon uses a double reed slightly bigger than the oboe's.
- Players change the pitch by pressing their fingers down on the keys.

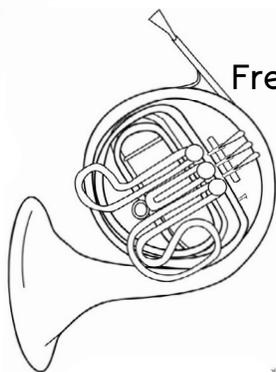
BRASS

In a symphony orchestra, there are typically four brass instruments.

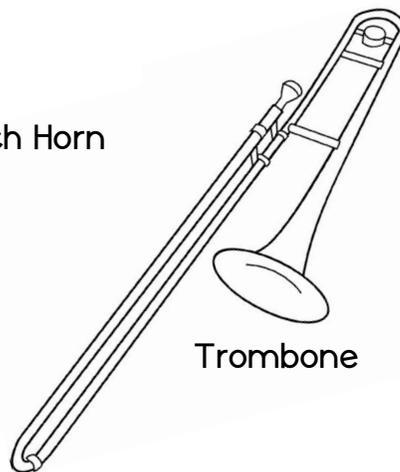
Trumpet



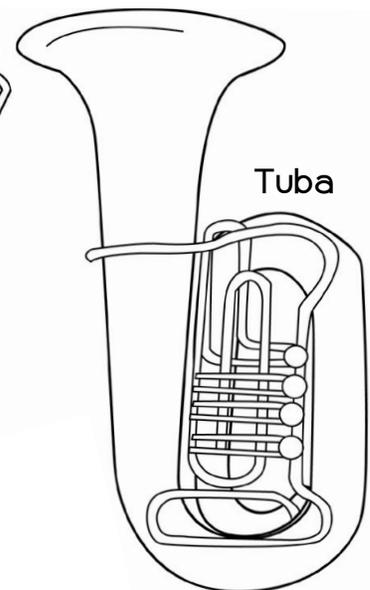
French Horn



Trombone



Tuba



INSTRUMENTS OF THE ORCHESTRA

BRASS *continued*

- Sound is made by buzzing the lips in the mouthpiece.
- Players change the pitch by pressing their fingers down on buttons called valves.
- The trombone does not have valves. It uses a slide to change the pitch.
- Trumpets create the highest pitches and tubas create the lowest.
- There are many pitch and size variations of these instruments.

PERCUSSION

In an orchestra, there are MANY percussion instruments used. Here are a few:



Bass Drum



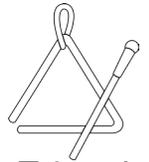
Snare Drum



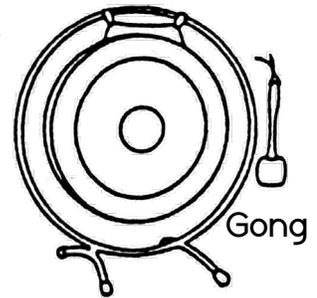
Timpani



Tambourine



Triangle



Gong

- All percussion instruments are played differently.
- Players create sound by shaking, rattling, or striking with a stick, mallet, or their hands.

PIANO & HARP

An orchestra often includes a piano and a harp.

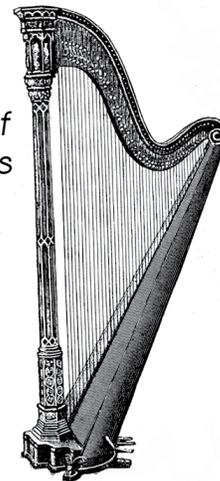


Piano

The piano is a member of the percussion family because hammers hit strings when the keys are pressed.

Harp

The harp is a member of the string family. Players use their fingers to pluck the strings and their feet to adjust the pedals.



WHO AM I?

NAME _____

Name the instrument family that is described.

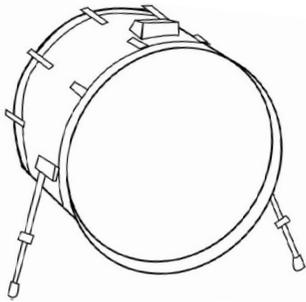
1 Most of us are made of a material listed in our name, but our highest member is made of metal.

2 We come in many different sizes, but all of us have four of these that vibrate when we pluck them.

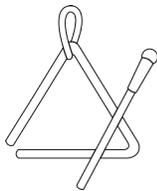
3 Our family has hundreds of instruments and sometimes players use 10 or more of us in a single piece of music!

4 We have valves, bells, and many feet of tubing that is coiled up so that players can hold us.

Name the instruments that are pictured.



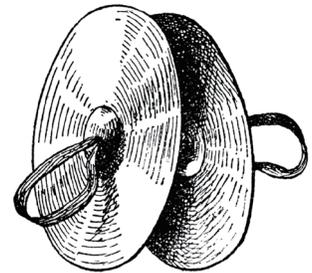
5 _____



6 _____



7 _____



8 _____

Unscramble the letters of the instrument names.

EBOO

9 _____

RHPA

10 _____

OCLEL

11 _____

BTAU

12 _____

ONAIP

13 _____

NOSBASO

14 _____

WHO AM I?

Write the name of the instrument being described by each clue.

15 _____ I am a member of the woodwind family but I am made of metal.

16 _____ I have many feet of coiled tubing, a small mouthpiece, and a large bell in which a player places their hand when I am played.

17 _____ I am the largest, lowest member of the string family.

18 _____ I am often used in fanfares because my sound can be bright and loud.

19 _____ I can make a very unique sound when you move my slide.

20 _____ I am the instrument that the Concertmaster plays.

21 _____ I look like another instrument and am held like another instrument in my family. People often confuse us, but my sound is deeper and my strings are tuned differently.

BONUS QUESTION:

_____ I am the highest, smallest instrument in the orchestra.

TEACHER KEY

1. WOODWIND FAMILY
2. STRING FAMILY
3. PERCUSSION FAMILY
4. BRASS FAMILY
5. BASS DRUM
6. TRIANGLE
7. TAMBOURINE
8. CYMBALS
9. OBOE
10. HARP
11. CELLO
12. TUBA
13. PIANO
14. BASSOON
15. FLUTE
16. FRENCH HORN
17. DOUBLE BASS
18. TRUMPET
19. TROMBONE
20. VIOLIN
21. VIOLA

BONUS: PICCOLO

CONCERT READING LIST

Suggested reading to
prepare for the concert



This activity challenges students to use literary sources to learn more about musical performance, instruments, and composers.

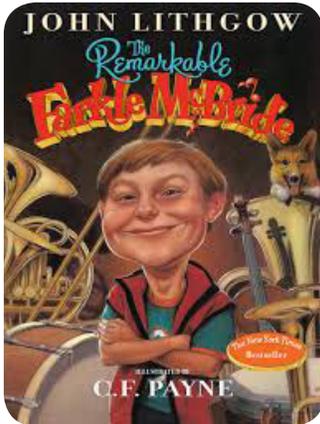
- Utilize the school library to prepare for the concert. Students will use basic researching skills to begin understanding musical texts.
- If specific books listed are not available, challenge students to find other relevant books/resources.
- *Concert Reading List* worksheet: print pg. 22 or pg. 23

CONCERT READING LIST

NAME _____

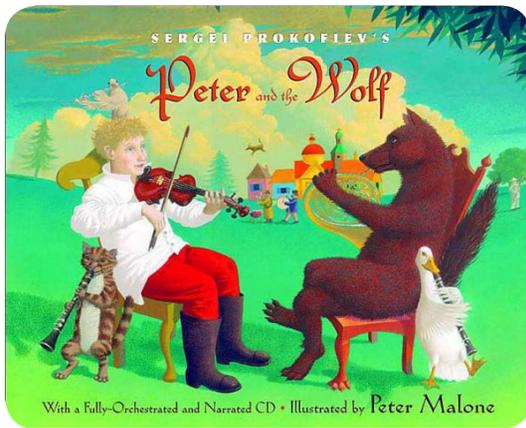
Check out these great books before the Young People's Concert.

Check the box when you have completed each book.



The Remarkable Farkle McBride
Written by John Lithgow
Illustrated by C.F. Payne

Young Farkle McBride is a musical genius. He plays the violin, the flute, the trombone, and the drums with incredible skill, but he is never satisfied. Something is always missing. Find out what is missing and meet the instruments of the orchestra.



Peter and the Wolf
Adapted by Janet Schulman
Illustrated by Peter Malone

Check out this version of Prokofiev's tale that comes with a CD playing the music. There are many versions of this story, so check this box if you read any *Peter and the Wolf* book.

Meet the Orchestra

Written by Ann Hayes
Illustrated by Karmen Thompson

Animal friends introduce each instrument of the orchestra before a concert begins.

Lives of the Musicians

Written by Kathleen Krull
Illustrated by Kathryn Hewitt

Check out the chapter on Sergei Prokofiev!

CHALLENGE! Look for other books about music and the instruments of the orchestra. Read one, check off this box and write the title here:

CONCERT READING LIST

NAME _____

Do some reading before the Young People's Concert. Look for books about music, composers, and the instruments of the orchestra. For each book you complete, list the title and author along with one sentence about the book.

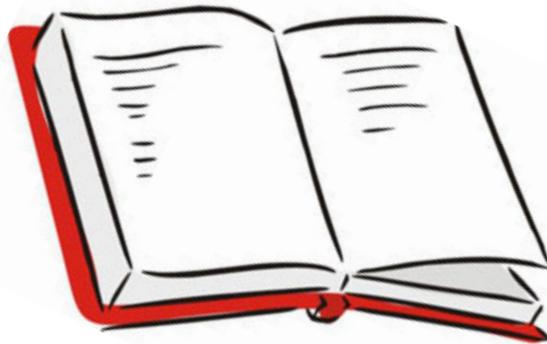
TITLE: _____

AUTHOR: _____

ABOUT THIS BOOK:

STRUCTURE OF A STORY

Identifying and investigating the
components of a story



This activity challenges students to create a simple diagram of each musical story presented at the Young People's Concert.

- Review *Peter and the Wolf* and *The Remarkable Farkle McBride* stories with students by listening and/or reading each book.
- Use this activity to help students to identify the parts and structure of each story.
- *Structure of a Story* worksheet: print, double-sided, pgs. 25–26

STRUCTURE OF A STORY

NAME _____

Review the story of *Peter and the Wolf* and complete the diagram.

1. List the main character(s)

2. How does the story begin?

3. What is the problem?

4. Describe a story event

5. How is the problem solved?

6. How does the story end?

STRUCTURE OF A STORY

NAME _____

Review the story of *The Remarkable Farkle McBride* and complete the diagram.

1. List the main character(s)

2. How does the story begin?

3. What is the problem?

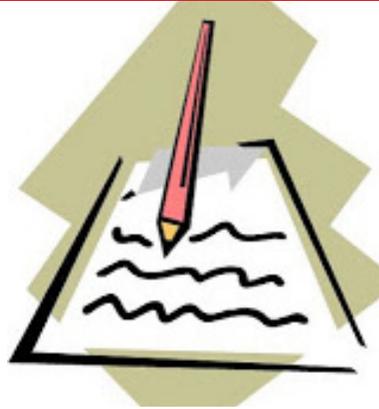
4. Describe a story event

5. How is the problem solved?

6. How does the story end?

COMPOSE A STORY

Write a story to be set to music



This activity builds on the previous unit by challenging students to compose a story with the same parts and structure.

- Review the *Structure of a Story* worksheets that students completed for each concert piece.
- Challenge students to write their own story following the same format.
- *Compose a Story* worksheet: print, double-sided, pgs. 28–29

COMPOSE A STORY

NAME _____

Use the format below to write your own story in the same way that *Peter and the Wolf* and *The Remarkable Farkle McBride* were structured.

1. List and describe the three main characters in your story.

2. How does your story begin? (3-5 sentences)

3. What is the problem in your story? (3-5 sentences)

COMPOSE A STORY

4. What is an event that happens in your story? (3-5 sentences)

5. How is the problem in your story solved? (3-5 sentences)

6. How does your story end? (3-5 sentences)

Congratulations!
Your story is completed and ready to be set to music!

MY MUSICAL STORY

Compose music for your story



This activity challenges students to compose simple melodies to accompany each section of their story.

- Review the musical themes in each of the concert pieces with students and identify ways that the composer highlighted certain aspects of the story with music.
- Students will need their *Compose a Story* worksheets from the previous unit to complete this activity.
- *My Musical Story* worksheet: print, double-sided, pgs. 31-32

MY MUSICAL STORY

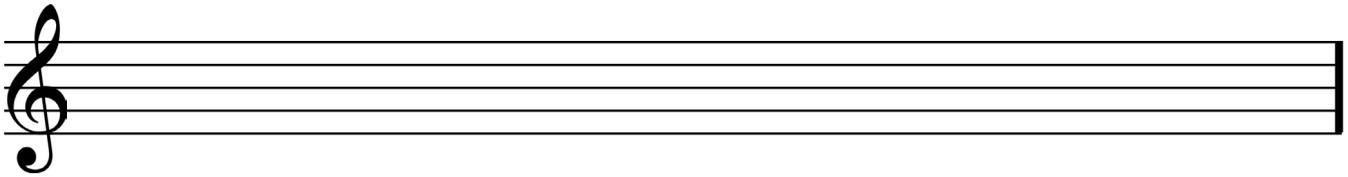
NAME _____

There are many ways compose music to fit a story and now it is your turn to compose music for your story.

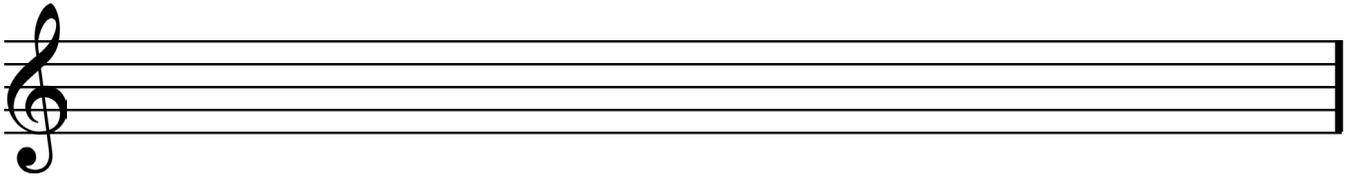
1. Compose a melody for each of the main characters in your story.

Think about each character's mood, size, age, behavior, etc.

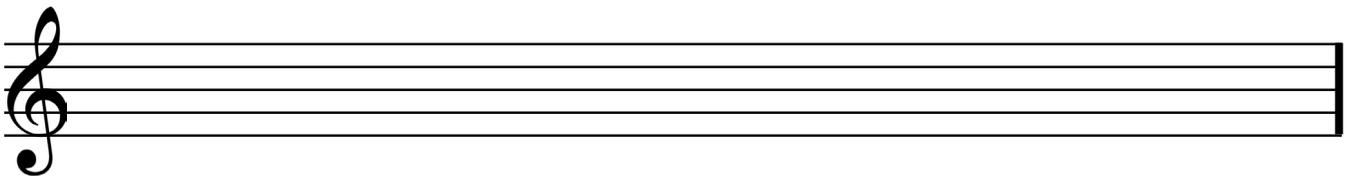
Character name: _____



Character name: _____

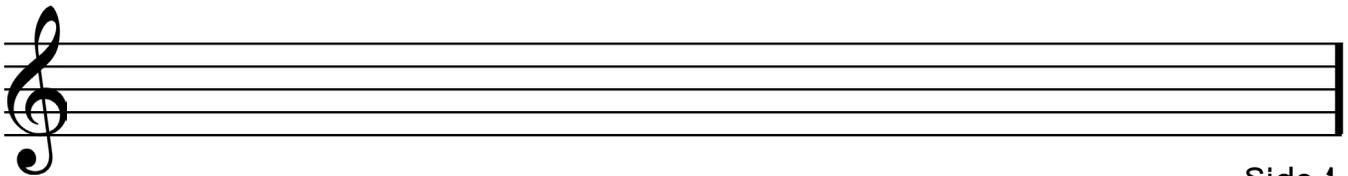


Character name: _____



2. Compose a melody for the beginning of your story.

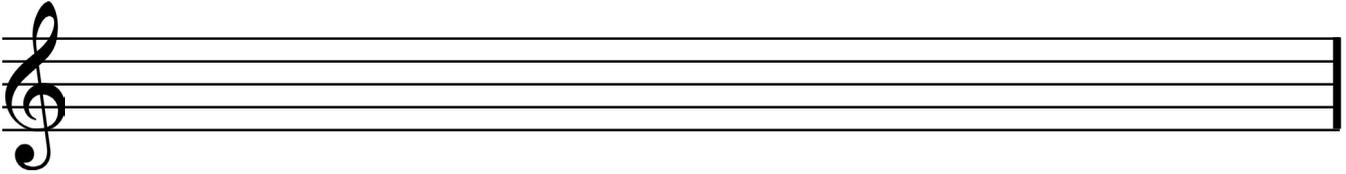
Think about the mood and atmosphere you want to create as your story begins.



MY MUSICAL STORY

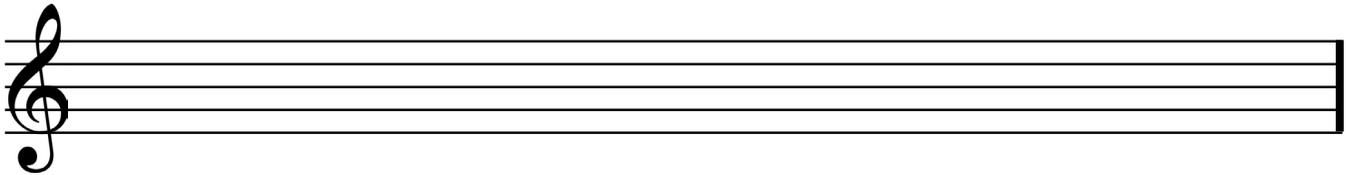
3. Compose a melody for the problem in your story.

Think about how your melody can help the reader understand the problem.



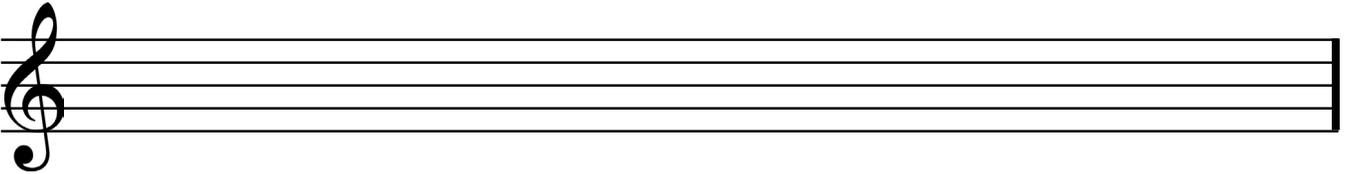
4. Compose a melody for an event in your story.

Think about how your melody can help the reader understand the event.



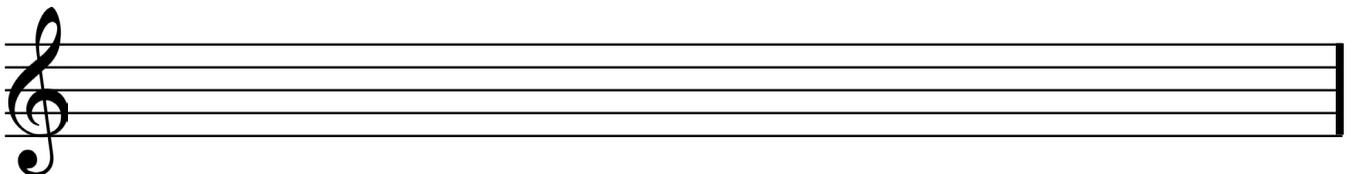
5. Compose a melody for the solution to the problem in your story.

Think about how your melody can help the reader understand the solution.



6. Compose a melody for the ending of your story.

Think about the mood or atmosphere you want to create as your story end.



Congratulations!
Your musical story is complete!

MAKE-A-MOVE

Activities to promote healthy living through music



This activity challenges students to use the Young People's Concert music as a soundtrack for a class dance party.

- Use the worksheet on the following page as a class handout or as a guide for class discussion.
- Provide music for students to move in a structured way or freestyle.
- *Make-A-Move* worksheet: print, double-sided, pgs. 34-35

NAME _____

A great way to stay healthy is by dancing or working out to music! There are lots of ways to use the Young People's Concert music as inspiration for your next dance party and here are a few ideas. See if you can come up with more!

THE REMARKABLE FARKLE McBRIDE

- Learn the words and music to the refrain and dance while you sing along.
- Listen to the music that Bill Elliott quotes in *The Remarkable Farkle McBride* and dance:
 - George Gershwin - *Rhapsody in Blue*
 - John Philip Sousa - *Stars and Stripes Forever*

Other ideas? Write them here.

PETER AND THE WOLF

- Make-up a move for each character in the story. Listen to the music and move like that character each time you hear the theme.
- *Peter and the Wolf* ends with a triumphant parade including all of the characters. Use the music from the parade section or choose other music and create a class parade. Take turns leading the parade.

Other ideas? Write them here.

CLASS CHALLENGES

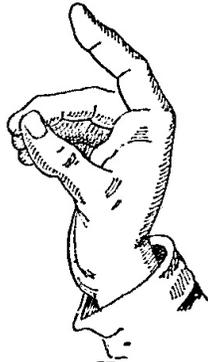
- Dance to music at home everyday until the Young People's Concert and keep track of how many minutes you have danced.
- Teach the rest of the class your favorite song to sing and dance to. Rock on!
- Teach the rest of the class how to do your favorite dance move. Cut a rug!
- Make a list of activities that can be done while listening to music, like dancing, to help maintain a healthy lifestyle.

MAKE-A-MOVE

Here are some ideas for dance moves!



clap



snap fingers



**hum or
sing along**



stomp feet



jump



sway



spin like a top



bend your knees



**step forward,
backward, left, or right**



**Play a pretend
instrument**

MY CONCERT EXPERIENCE

Before, during, and after the
Young People's Concert



This activity challenges students to understand the details of and feel prepared for the Young People's Concert experience.

- Outline concert etiquette expectations for students using the guide on the next page.
- Learn about the history of Woolsey Hall and show students images of the venue on page 38.
- Introduce students to the concert performers on page 39.
- *My Concert Checklist* worksheet: print, pg. 40

CONCERT ETIQUETTE

BEFORE the Young People's Concert:

- Learn about the venue you will visit.
- Learn about the music that you will hear.

WHEN YOU ARRIVE at the Young People's Concert:

- Find your seats, remove your coat, and get situated.
- Turn off all devices that make noise or create light.
- Look around the concert hall/auditorium at the architecture and decor.
 - *Acoustics: Imagine how sound from the orchestra may bounce around the hall*
- Locate the restrooms and use them before the show.
- Watch and listen as the musicians assemble on the stage and begin warming up.

DURING the Young People's Concert:

- Be respectful to the performers by remaining quiet and not talking.
- There is no photography or video allowed during the concert.
- The concert will begin when the concertmaster enters the stage to tune the orchestra.
- Watch as the concertmaster signals the oboe to give an "A" for others to tune.
- Applaud for the entrance of the conductor and soloist.
- When they are ready to begin, pay attention and be a good listener.
- Watch the movements of the performers and listen carefully.
- Listen for your favorite instrument or piece.
- Wait to applaud until a piece has ended. (When the conductor lowers his arms.)
- Please remain seated until the end of the concert.

AFTER the Young People's Concert:

- Continue applauding until you feel you have properly thanked the performers.
- After the applause ends, stay seated for important announcements about dismissal.
- When you return to school, complete the Young People's Concert Evaluations Forms.
- Send evaluations and student artwork to the NHSO.

Can you think of anything else? Let us know!

WOOLSEY HALL

Learn about this beautiful concert hall before you arrive.

- Woolsey Hall has 2,691 seats between the main floor, balcony, and second balcony.
- Built in 1901-1902 to commemorate the 200th anniversary of Yale University.
- Named after Reverend Theodore Dwight Woolsey, President of Yale (1846-1871).
- The outer rotunda is called Memorial Hall where Yale-graduate soldiers are honored.
- Inside the concert hall, there is 24-karat gold decorating the stage and organ.
- There is a small hook under each seat the men used as hat holders.
- Center stage, notice the Newberry Memorial Organ, a world-class instrument!
- Woolsey Hall is home to Yale's musical ensembles and organizations like the NHSO.

[Click Here to LEARN MORE ABOUT WOOLSEY HALL](#)



What else do you notice?

MEET THE PERFORMERS



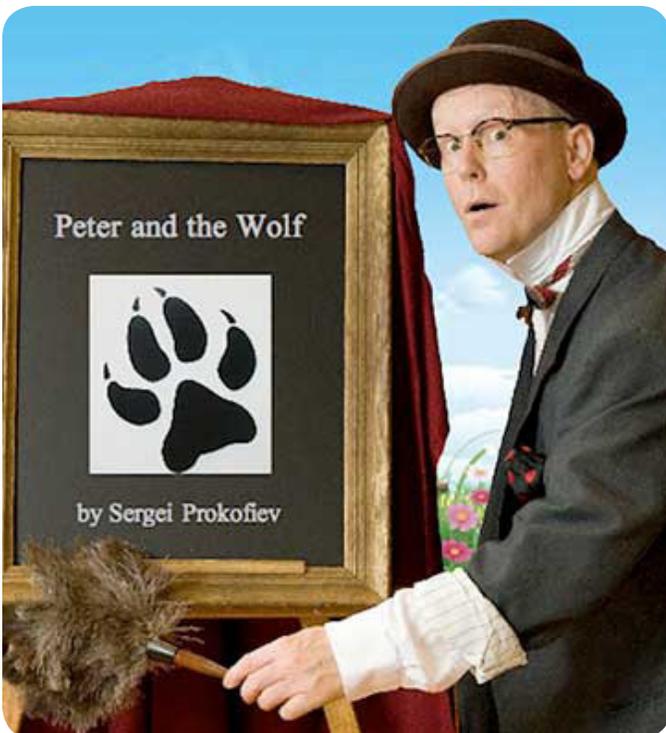
[Click here to
MEET THE NHSO](#)

120th Anniversary Season...
Still Surprising.



[Click here to
MEET WILLIAM BOUGHTON](#)

The 10th Music Director of the
New Haven Symphony Orchestra



[Click here to
MEET MICHAEL BOUDEWYNS](#)

Co-Founder and Performer of
Really Inventive Stuff

Young People's Concert Actor

MY CONCERT CHECKLIST

BEFORE, DURING, AND AFTER THE CONCERT

NAME _____

Check each item off as you prepare for and attend the Young People's Concert.

- I learned about the music and story of *The Remarkable Farkle McBride*.
- I learned about the music and story of *Peter and the Wolf*.
- I learned about each instrument of the orchestra before the concert.
- I read some books about music and the orchestra before the concert.
- I learned about the parts of a story.
- I wrote a story to be set to music.
- I composed music to go with my story.
- I moved to music to stay healthy while listening to the orchestra.
- I learned about Woolsey Hall (or other venue.)
- I learned about the performing musicians before the concert.
- I am ready to go to the concert!
- After the concert: I completed the *Student Response Form: Concert Review*.
- After the concert: I completed the *Student Response Form: Share your thoughts*.

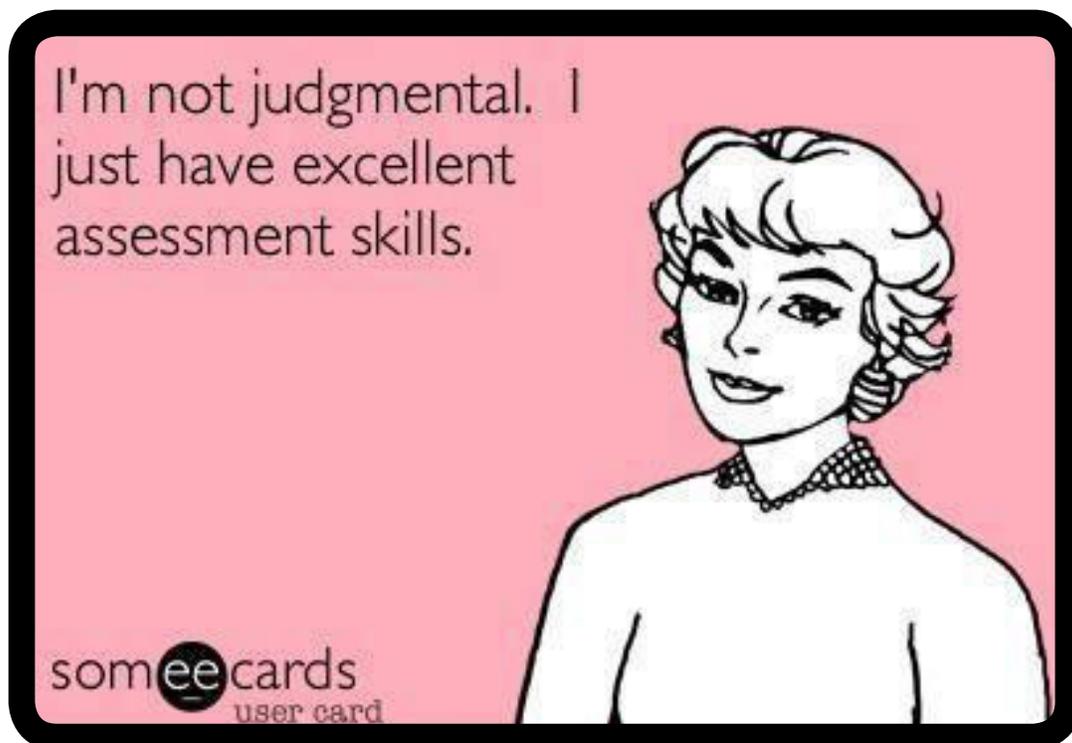
EVALUATION & RESPONSE

Thank you for attending the 2014 NHSO Young People's Concert.

We strive to continually improve and hone our programs in an effort to better serve you and your students. Your feedback is critical to our program planning.

Please send evaluations and responses to the address below.
Feel free to contact us at any time with ideas, questions, and suggestions.

Education Department
New Haven Symphony Orchestra
105 Court Street, Suite 302
New Haven, CT 06511



- Pg. 42 Student Response Form: Concert Review
- Pg. 43 Student Response Form: Share your thoughts
- Pg. 44 Teacher Evaluation

STUDENT RESPONSE FORM

CONCERT REVIEW

Thank you for attending the 2014 NHSO Young People's Concert.

NAME _____ GRADE _____ AGE _____

SCHOOL _____

Where did the concert take place? _____

Think about the concert experience and create your own written review of the performance. Write a few sentences for each question.

What did you see and hear? _____

What did you like? Please explain why. _____

What did you find interesting? _____

What was your least favorite part? Please explain why. _____

What was your overall opinion of the performance? _____

STUDENT RESPONSE FORM

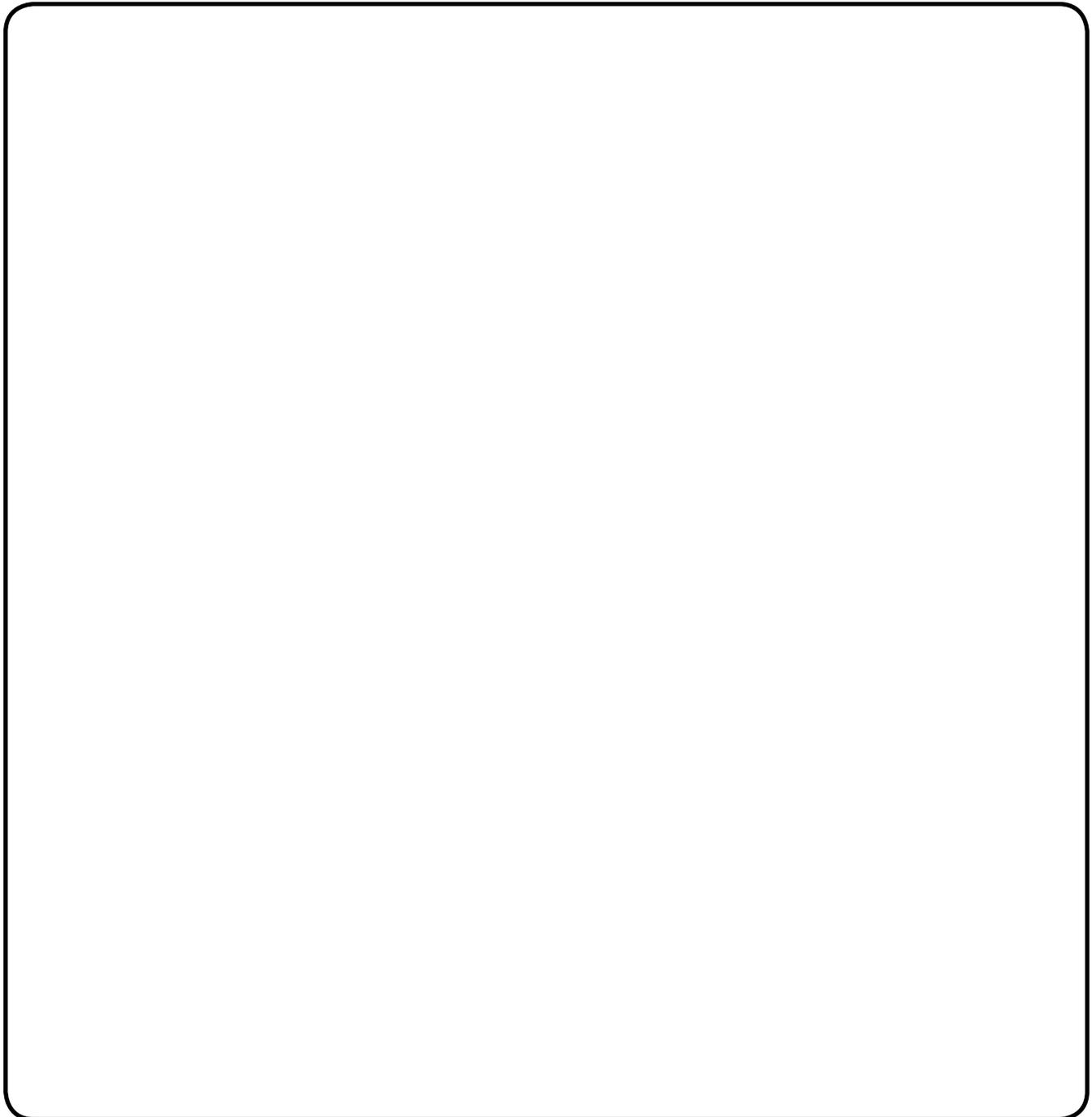
SHARE YOUR THOUGHTS

Thank you for attending the 2014 NHSO Young People's Concert.

NAME _____ GRADE _____ AGE _____

SCHOOL _____

Your opinion is very important and helpful! Please tell us what you thought of the show. Draw a picture or write a letter to actor Michael Boudewyns, Maestro Boughton, NHSO musicians, or everyone!



TEACHER EVALUATION

Thank you for attending the 2014 NHSO Young People's Concert.
Your feedback is greatly appreciated.

NAME _____ POSITION _____

SCHOOL _____

EMAIL _____ PHONE _____

Which venue, date, and time did you attend?

What grade level(s) did you prepare and bring to the concert?

Approximately, how many students did you bring?

Did you use the NHSO curriculum guide before the concert? YES NO

Did you find the guide helpful? YES NO

Please explain how you used it and what you liked/disliked.

Did you attend the NHSO Teacher Workshop? YES NO

Did you receive appropriate logistical info from the NHSO? YES NO

Was there any other info you would have found helpful?

At the concert, were you happy with your seats? YES NO

If not, please explain.

How was the dialogue & music at the concert?

Please feel to attach an extra sheet with further comments about how we can improve.

ACKNOWLEDGEMENTS

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Katharine Matthies Foundation



Major support for the Young People's Concert performances:

Henry E. and Nancy H. Bartels Fund for Education

Chester Kitchings Family Foundation

Katharine Matthies Foundation

Milford Public Schools

Performing Arts of NorthEast Connecticut

Additional support for the Young People's Concert performances:

Daphne Seybolt Culpeper Memorial Foundation



Actor guest artist sponsored by:

Harold and Mimi Steinberg Charitable Trust

Thank you for supporting music education for Connecticut students.

NHSO EDUCATION PROGRAMS

Serving 34,000 students each year!
Click on each program name to learn more.

CREATING MUSICAL READERS

Music and literacy combine in a program for Pre K - 2nd graders.

ENSEMBLES-IN-SCHOOLS

NHSO chamber ensembles play interactive concerts at area schools.

MUSICIAN COACHING SESSIONS

NHSO Teaching Artists work with student musicians and school ensembles.

ALEXION TOOLKIT FOR INTERDISCIPLINARY LEARNING

Classroom posters, cds, and a curriculum guide that NHSO Teaching Artists use to introduce American History through the lives and music of American musicians.

SCIENCE OF MUSIC TOOLKIT

Interactive curriculum guide introducing the scientific principles involved in how instruments make sound and guides to build instruments with household materials.

SCHOOL NIGHT AT THE SYMPHONY

On one special night each season all K-12 students, faculty, staff, and their families are invited to join the NHSO at Woolsey Hall for FREE!

PROGRAM NOTES FOR KIDS

The Symphony is for listeners of all ages! Program Notes for Kids provide relevant information and activities for even our youngest audience members.

CONCERT READING LISTS FOR KIDS

Suggested reading for students before attending NHSO Classics Series concerts on Thursday evenings at Woolsey Hall.

NHSO STUDENT SHOWCASE

Student ensembles from Greater New Haven join the NHSO as the opening act for NHSO concerts at Woolsey Hall.

NHSO JUNIOR BOARD

Area high school students get an inside perspective into arts administration and their Symphony through community service projects and volunteering.

Without music, life would be a mistake.

Fredrich Nietzsche



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