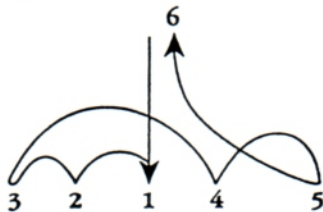
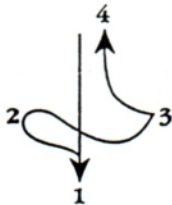
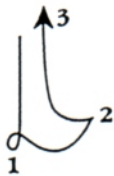


Teaching Suggestions

Getting Ready for the Concert

1. Fill your classroom with music the students will hear during their concert experience. Use the ~~cassette~~ provided. Listen to the music several times. Encourage the students to talk about what they feel and hear using the musical language in the vocabulary section.
2. Talk about how and why performers need to warm up before performing. Use practical experiences from their lives to demonstrate. What do basketball players do before a game? What do gymnasts do before a meet? Why do you yawn and stretch when you wake up in the morning?
3. Why does an orchestra usually have a conductor? Could it play without a conductor? Why? Why not? You might consider relating your talk to the importance of a team and team leader. Who is the team leader in volleyball? Baseball? How is an orchestra like a team?



4. Let's sharpen our observation skills and look for the following at the concert:
 - How does the orchestra tune?
 - Why do they tune?
 - What do the musicians play when they are warming up?
 - How long does it take to tune?
 - How does the conductor move when he conducts the orchestra?
 - How does the conductor move when he wants the orchestra to be softer, louder, slower, faster, accented?
5. Play some recordings and have the students practice basic conducting patterns using their right arm. You can practice conducting together. Try drawing on the board the conducting patterns sketched for you to the left of this question. Try having the students sing a simple song they know while conducting.
6. Create your own sounds and practice identifying sound qualities. This will strengthen listening skills. By making sounds with objects students can identify which sounds are high and low (pitch), loud and soft (dynamics), or fast and slow (tempo). One instrument playing alone creates a thin sound, while many instruments together make a thick sound (texture). The sounds made by some instruments are mellow and rounded, while others may sound sharp, edgy or shrill (timbre). Discover objects that make sounds. Encourage students to make sounds utilizing such items as metal cans, paper bags, shells, graters, cups, pipes, bamboo, nails and wood.