



Name: _____

Classroom Concerts: Reed Trio

A Reed Trio is made up of three reed instruments: Clarinet, Oboe and Bassoon. Two of the reed instruments use a double reed and one uses a single reed. Draw a line to match the reed to its instrument.

Oboe



Bassoon



Clarinet

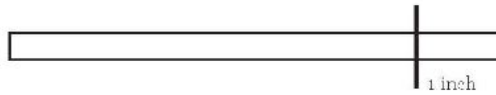


Make your own reed instrument!

You will need: scissors, 1/4-inch diameter straws, individual paper punch, ruler

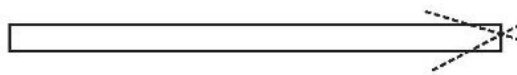
Step 1:

Flatten the top inch of the straw using your teeth. Try to crease the sides of the straw and not the middle.



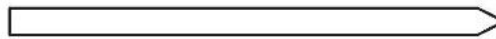
Step 2:

Once the straw is creased, cut the top of the straw into an upside down "V" shape.



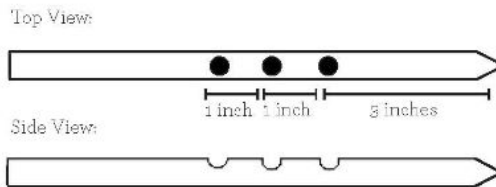
Step 3:

Put at least 1 inch of the straw into your mouth and try not to bite down on the straw. You should be able to blow into the tip to create a kazoo-like sound.



Extra Step: Adjusting the Pitch:

To cut holes into the straw, first slightly crease the straw. Use the hole punch on the crease to allow the punch to cut only the top layer. Cut the first hole 3 inches from top and each consecutive hole one inch below the first.



With a lot more work you can also make a clarinet out of a carrot.

Video: <https://www.youtube.com/watch?v=LWbj7FYei3M>

Tango from “Espana”

Isaac Albeniz

About the composer:

Isaac Albeniz was a Spanish composer and pianist from Spain who lived from 1860 to 1909. He is best known for his piano works, which were often loosely based on folk idioms. Albeniz was influential in the international spread of Spanish music and his work encouraged a movement of Spanish composers in his own country.

About the piece:

The Reed Trop will play an arrangement by Adame Lesnick of Albeniz’s *Tango from “Espana”* Op. 165. The original work was written in 1890 for piano. This piece is an arrangement of one movement, the tango.

A tango is a sequence based partner dance that often involves improvisation. In the early part of the 20th century the word tango would apply to any pieces written in 2/4 or 4/4. This Tango from Espana is in 2/4.

Activity

Watch or listen to the following recording of a piano version of “Tango”: <https://youtu.be/GNUpWAQuuVA>

Then watch or listen to the following recording of a trio version for piano, cello & violin. Have your students compare and contrast the two versions using a t-chart or venn diagram the two versions. <https://youtu.be/BNa9e6LDVwo>

Think about these questions while listening to the two versions:

1. Does the instrumentation affect the mood of the piece?
2. How does the tempo taken by each group compare? Which did you like better?
3. Could you easily tell they were the same piece? Or was the arrangement so different they felt like individual works?
4. Which version do you prefer and why?

Performance Reflection:

After the performance by the Ann Arbor Symphony Reed Trio, ask your students to compare the performance they heard live with the two recorded versions.



Dance Music around the World

Dance music is a part of every culture. Some dance styles are localized to specific parts of the world and some are globally utilized. On today's program, you will hear four distinct styles of dances: a Rag, Tango, Polonaise, and Rigaudon.



Rag: Recognizable by its syncopated rhythm it comes out of the African American community. Usually written in 2/4 or 4/4.

Tango: Spanish dance with European and African influences that originated in the Argentina/Uruguay border. Usually written in 2/4 or 4/4

Polonaise: Polish dance often written in 3/4 that has roots in the Polish ceremony “Studniowka” a celebration that fell 100 days before exams in Polish schools.

Rigaudon: French Baroque Dance in Duple Meter often used lively jumps and hop like steps.

Activity:

Older Students: After reviewing the four dance styles, play the following excerpts and ask students to identify which dance style they hear.

Younger Students: After reviewing the four dance styles, have students listen and move to the following excerpts. As they make up their own dance moves, encourage them to think about the different ways the music encourages them to move. What are their favorites and why?

Maple Leaf Rag: https://youtu.be/pMAAtL7n_rc

Adios Nonino (Tango): <https://youtu.be/KSsLmfHdCAk?t=10s>

Polonaise Op. 53: <https://youtu.be/8QT7ITv9Ecs>

The St. Catherine Rigaudon: <https://www.youtube.com/watch?v=DHwkOryg8-4>

Literary Activity Extension:

Ask the students to consider what the role of music is in their lives. If they were to pick a song or style of music that is meaningful to their family, culture or themselves, what would it be? Can they write a short journal entry or draw a picture about why this music is important to them and where they might be listening to it with their family and friends?

How to be a good audience member

Being a good audience member comes down to respect for the performing musicians and audience members around you. Help your students learn proper concert etiquette with these fun activities:

Discuss and compare the appropriate audience behavior for various settings. For example, would audiences behave differently at a golf tournament or a football game? How does a rock concert compare to a classical concert or a play?

Choose students to act as performers in some of these scenarios. Have them pretend to play a sport or put on a play or perform in a concert. Have the rest of the class pretend to be the audience, using either appropriate or inappropriate audience behaviors you discussed. After the pretend performance is over, ask the performers how the audience's behavior made them feel and how it affected their performance.

After the performance...

After the performance is over, have your students write or draw about their concert experience. Here are some questions to guide the discussion:

- 1.) What was your favorite piece and why?
- 2.) What was your least favorite piece? What didn't you like about it?
- 3.) Describe one thing you learned from today's performance that you didn't already know.
- 4.) How was listening to a live performance different from hearing music on the radio?
- 5.) Was it difficult to be a good audience member?



Please send students' comments and ideas to sarah@a2so.com