



Arizona
Musicfest

Musicfest Winds

RESOURCE GUIDE

BEFORE YOU ATTEND THE PERFORMANCE

PROGRAM OVERVIEW

Combining music history, performance practice, information about instrumentation, rhythm, melody, conducting, and more, this 50 minute program is an entertaining and informative introduction to classical music and the woodwind family of instruments. This audience-participatory program addresses music state standards, and is ideal for elementary school students, particularly 3rd-5th graders. *Presented free of charge to schools!*

Instrumentation

Music History

Music + STEM

Becoming a Musician

Identifying
Musical Elements

ABOUT ARIZONA MUSICFEST

Arizona Musicfest is a registered 501(c)3 not-for-profit charitable organization. Along with presenting an annual festival concert series, Arizona Musicfest provides valuable music education programs to youth and adults. Our mission includes educating and inspiring young and old through music enrichment programs, as well as cultivating, supporting and promoting aspiring young musicians through performance opportunities, competitions and scholarships.

CURRICULUM OVERVIEW

Featuring the flute, oboe, clarinet and the bassoon, the instruments of the woodwind quartet have different ranges that provide a variety of timbres and allow for a multitude of musical possibilities. This program introduces 3rd-5th grade students to classifying and identifying instruments, and analyzing and describing music, including rhythm, pitch, dynamics, conducting, melody and harmony. The program also presents various composers and their role in music history, musical eras, musical styles, music history and cultures, and the life of a professional musician.

Instrumentation

- Introduction of instruments
- Overview of instrument families
- Overview of the instruments' physical & musical properties

Music History

- Brief history of the woodwind quartet & quintet
- Brief history of musical genres
- Overview of various composers

Music + STEM

- Rhythm (STEM: Math)
- Conducting rhythms (demonstration of understanding various durations) (STEM: Math)
- Physics of the instrument- how is sound produced? (STEM: Science, Tech, Engineering)

Music Examples

- "Quartet" by Jean Francaix
- "Motion" by Alyssa Morris
- "3 Moravian Dances" by Leos Janacek
- "Four Old Tunes" by Gordon Jacob

Becoming a Musician

- Practicing
- Musical education
- Forming an ensemble

Identifying Musical Elements

- Rhythm
- Dynamics
- Call and Response
- Melody & Harmony
- Musicality

CONNECTION TO MUSIC STATE STANDARDS

Performing

(MU.PR.4.Kd-8d): *Select, analyze, and interpret artistic work.*

(MU.PR.4.Kd-8d): *Explain how interpretation is connected to expressive intent in various musics.*

Responding

(MU.RE.7.Kb-8b): *Perceive and analyze artistic work; Explain how music listening is influenced by personal interest, knowledge, purpose, and context.*

(MU.RE.8.K-8): *Interpret intent and meaning in artistic work; Demonstrate and describe expressive attributes and how they support creators'/performers' expressive intent.*

(MU.RE.9.K): *Apply criteria to evaluate artistic work.*

Connecting

(MU.CN.10.Ka-8a): *Synthesize and relate knowledge and personal experiences to make art; Express personal preferences in music; Identify pieces of music that are important to one's family or cultural heritage.*

(MU.CN.10.2b-3b): *Explore various uses of music in daily experiences (e.g. songs of celebration, game songs, marches, TV, movie, and video game sound tracks, dance music, and work songs).*

(MU.CN.10.4b-8b): *Describe the roles and impact various musics plays in one's life and the lives of others.*

(MU.CN.11.Ka & Kb- 8a & 8b): *Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.*

(MU.CN.11.2a-8a): *Explore and describe relationships between musics and other content areas (e.g. dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).*

CLASSROOM DISCUSSION QUESTIONS *BEFORE THE PERFORMANCE*

- What types of music have you heard? Can you describe your favorite type of music?
- What instruments do you think are in a woodwind quartet?
- What do you think “woodwind” means? Could it indicate the instruments have something in common?
- How do you think you should behave during the performance?

CLASSROOM DISCUSSION QUESTIONS *AFTER THE PERFORMANCE*

- How did the musicians work together? What is an example of teamwork that you have experienced?
- What is an example of a time you worked really hard to achieve a goal?
- How is the music performed by the woodwind quartet different from other music you know?
- Does music relate to culture, or things you learn in school, like math? How?
- How do the musicians express themselves, as well as the music? (facial expressions, movements, tone, etc.)
- Did you like the performance? Why or why not?

CLASSROOM ACTIVITIES

Activity 1

Divide the class into two groups. One will be the “melody” group and one will be the “harmony” group. Create a simple melody together, then experiment with voice & “non-musical” (found) objects as instruments. You can also experiment with rhythm. This activity can be adjusted for varying grade levels.

Activity 2

Write a reflection on the presentation. Your writing should include proper grammar, spelling, and formatting, and should be at least three paragraphs long. Try to answer the five W’s- who, what, where, when and why, relating to the performance.

**Learn more about Arizona Musicfest’s festivals, community programs, and education and youth programs at:
www.azmusicfest.org | 480-488-0806**