



TACOMA
YOUTH
SYMPHONY
ASSOCIATION



Discover Music 2025

Curriculum Guide

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PRESENTED BY THE
TACOMA
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Letter to Teachers

WELCOME TO THE TACOMA YOUTH SYMPHONY ASSOCIATION'S 2025 DISCOVER MUSIC PROGRAM! THE THEME FOR THIS SCHOOL YEAR IS *MUSIC THAT TELLS A STORY*. WE HOPE THAT YOU ENJOY THE STUDY GUIDE WE HAVE CREATED TO HELP YOUR STUDENTS EXPLORE ORCHESTRAL MUSIC THAT TELLS A STORY. ALONGSIDE THIS PROGRAM YOU WILL FIND THE STORIES AND MUSIC OF THE PEOPLE WHO HAVE FOUND WAYS TO USE MUSIC TO TELL STORIES, INVOKE FEELINGS AND INSPIRE IMAGINATION. WE HOPE YOU FIND THESE TO BE MEANINGFUL RESOURCES FOR YOUR CLASSROOM. CONTACT SCHOOL PROGRAMS MANAGER, DR. JAMES DAYOLE, WITH ANY QUESTIONS: SCHOOLPROGRAMS@TYSAMUSIC.ORG

SUGGESTIONS FOR INCORPORATING TSYA'S DISCOVER MUSIC PROGRAM CURRICULUM

- **ENJOY** OUR PLAYLIST BEFORE THE CONCERT. HAVE YOUR STUDENTS IDENTIFY DIFFERENT FAMILIES OF INSTRUMENTS IN THE ORCHESTRA,
- **DISCOVER** NEW ACTIVITIES FOR THE CLASSROOM TO ENGAGE YOUR STUDENTS IN CONVERSATIONS ABOUT DIVERSITY AND CULTURAL RICHNESS THAT CAN BE FOUND THROUGHOUT ALL MUSIC. EXPLORE BOOKS AND MATERIALS THAT WILL SUPPORT YOUR WORK AS A TEACHER IN THESE AREAS.
- **EXPLORE** ADDITIONAL MATERIALS IN THIS GUIDE TO STUDY CONDUCTORS, COMPOSERS, AND INTERESTING FACTS ABOUT ARTISTIC EXPRESSION AND STORYTELLING.
- **LISTEN** TO THE MUSIC FROM THIS CURRICULUM GUIDE WHILE STUDENTS WRITE THEIR OWN STORIES THROUGH CREATIVE WRITING EXERCISES.
- **SHARE** OUR CURRICULUM GUIDE WITH PARENTS AND GUARDIANS SO THAT STUDENTS CAN STUDY AT HOME.

About Us



Dr. Welsch

About Me

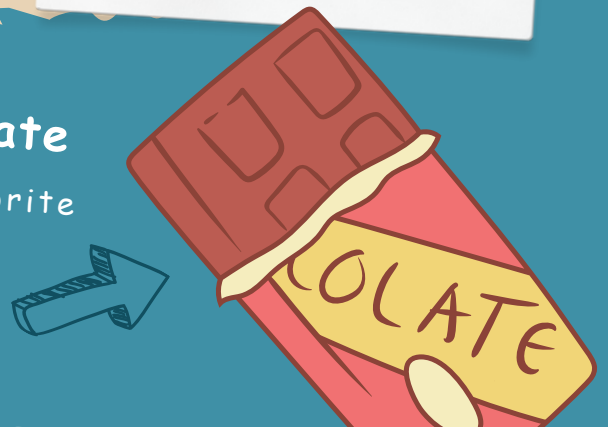
Hello fabulous young people! I have been a conductor for over 20 years! For all of those years I have been involved with teaching young people to appreciate and fall in love with music. I have lived all over the United States and recently moved to Tacoma. I am excited to get to know you and share some amazing music with you!

Even though music is my passion, I love spending time in nature. Often when I am outside, I have a book with me. I adore books - each one is a new adventure, a journey to different worlds and perspectives. I love the way words come alive, painting vivid pictures in my mind. Nature and books are not just a hobby; they are my escape - where I do most of my learning. In books, I find endless stories that inspire and enrich my life. Oh, and here are my pets: Santo (woof) and Onyx (meow).



Santo & Onyx

Chocolate
is my favorite



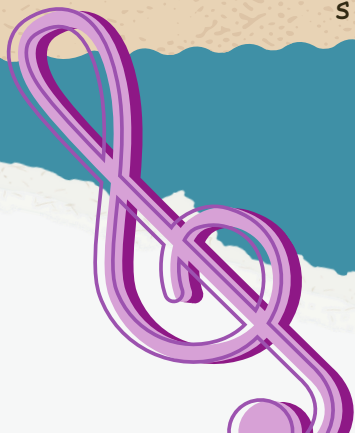
About Us

About TYSA & TYS

Known for providing music instruction to children, the Tacoma Youth Symphony Association provides much more than that. The nurturing familial atmosphere pervades the entire association from management to the students themselves. TYSA strives to challenge young musicians to pursue musical excellence, seek intellectual stimulation, experience the love and joy of music-making, appreciate cultural diversity, and become socially aware and responsible citizens.



Tacoma Youth Symphony (TYS) is a pre-professional symphonic orchestra for advanced high school and college musicians. This orchestra performs music of all styles from the standard professional orchestral repertoire. Conducted by the TYSA Music Director, Dr. James O. Welsch, this nationally renowned orchestra performs three concerts in downtown Tacoma, the Discover Music Concert for elementary school audiences, and the popular Costume Concert featuring music from the big screen!



We live for



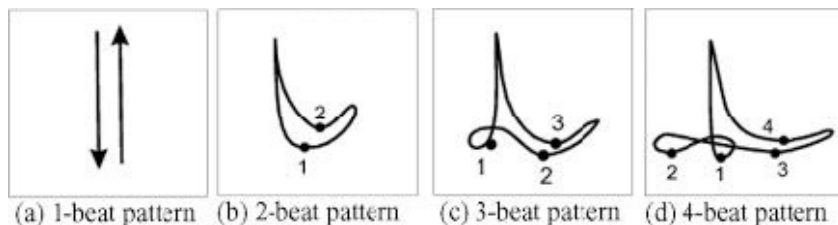
The Role of the Conductor

The conductor is the leader of the orchestra. They lead the orchestra by directing them onstage during rehearsals and performances. A conductor unifies musicians to share the message and intent of the composer. The conductor also sets tempo, starts and ends the orchestra, and leads the beat with their hand or baton. A conductor's right hand keeps the beat with a specific pattern. A conductor's left hand communicates the expressive qualities of music.



Together, with the musicians, the conductor translates musical symbols into sound that people come to hear. Even though the conductor seems to be in control, a good conductor knows that meaningful music can only be created WITH their musicians and there is a mutual respect that must exist between everyone on the stage in order to accomplish something meaningful together.

Some patterns a conductor may use



If you conduct, remember to lead with passion!

Featured Repertoire



Antonin Dvorak: The Noonday Witch

Claude Debussy: Prelude to the Afternoon of a Faun

Alan Silvestri: Mouse Hunt Suite

Alan Menken: Little Mermaid Suite



Lesson #1

MEET THE ORCHESTRA!

Objectives

- Students will be able to visually and aurally identify the four instrument families (string, brass, woodwind, and percussion), as well as the physical and musical characteristics of each family.
- Compare and contrast sounds of different orchestral instruments

Materials

- Instrument Flash Cards
- Symphony Orchestra Worksheet
- Computers/devices with internet access
- DSO Kids instrument sound files: [DSO Kids Instrument Sound Files Here](#)
- Instrument Identification Worksheet

WA Standards
MU: Cr1.1.4

Lesson 1



Lesson #1

MEET THE ORCHESTRA!

PROCEDURE

1. Ask students what information they already know about symphonies or orchestras. Have they seen or heard an orchestra before? Do they know what types of instruments perform in a symphony? Ask the class if anyone plays a musical instrument. If so, do they know which instrument family their instrument belongs to?
2. Show the students the video from *The Noonday Witch* by Antonin Dvorak (see Featured Repertoire on p. 7). Do students recognize any instruments? What are some of the different ways the instruments are being played? How do they think specific instruments might produce sound?
3. Split students into groups of three to five. to explore the DSO Kids website. Have students access the instrument descriptions and sound files to complete their Orchestra Instrument Worksheet and answer sheet located on pp. 15-17.
4. Ask students how the musicians manage to stay together as they perform. Is someone leading the orchestra? Explain the the conductor determines the tempo (fast or slow) and the dynamics (loud or soft). Ask students to demonstrate how they think the conductor communicates slower tempos, faster tempos, louder dynamics, and softer dynamics. (Answer: Students should move their arms slower/faster for changes in tempo and use larger/smaller gestures for changes in dynamics.) See the prior page about *The Role of the Conductor* for basic conducting gestures.
5. Explain to students that being a teacher can be a lot like being a conductor. Classroom signals show students what to do in the same way the conductor can signal, or cue, the musicians. Ask students to name the “conductor” of the other activities in their lives, like sports teams (coach), businesses (CEO), and driving a car (crossing guard). Once they have identified people that show signals or lead them through jobs and tasks, ask them what kind of cues they use to get their message across.

ASSESSMENT

Begin by taping a picture of an orchestra instrument (pp. 10-14) to each student’s back. Students will roam the room asking each other only “yes” or “no” questions to discover which instrument they have on their back. Once a student believes they have determined which instrument they have, have them report to the teacher. If the student guesses their instrument correctly, give them a new instrument to discover. The student who has collected the most instruments at the end of the game wins!

INSTRUMENT FLASHCARDS



VIOLIN



VIOLA



CELLO



BASS

INSTRUMENT FLASHCARDS



TRUMPET



FRENCH HORN



TROMBONE



TUBA

INSTRUMENT FLASHCARDS



FLUTE



CLARINET



BASSOON



OBOE

INSTRUMENT FLASHCARDS



TIMPANI



BASS DRUM



SNARE DRUM

INSTRUMENT FLASHCARDS



TAMBOURINE



XYLOPHONE

ORCHESTRA INSTRUMENT WORKSHEET

BRASS

1. Brass instruments produce sound by _____ their lips inside a mouthpiece shaped like a _____ or _____.
2. Match the instrument with its description.

a. Trombone	_____ The player presses valves with the left hand and moves the right hand inside the bell.
b. Trumpet	_____ It is made of 6.5 feet of tubing, bent in an oblong shape.
c. French Horn	_____ It is the only brass instrument to be played in someone's lap.
d. Tuba	_____ The listening excerpt includes a sliding sound, called a glissando, produced by its lack of buttons/valves.

Bonus: Which instrument sound file was from a movie soundtrack? _____

WOODWINDS

1. Which woodwind instrument is not usually in an orchestra? _____
2. The _____ is a larger and lower sounding relative of the clarinet. The _____ is a smaller flute. The _____ is a relative of the contrabassoon.
3. Write the number of reeds each instrument has. (If it doesn't use a reed, put 0)

_____ Flute	_____ Clarinet	_____ Oboe	_____ English horn
_____ Contrabassoon	_____ Piccolo		

WORKSHEET CONTINUED

STRINGS

1. Put the following instruments in order from highest pitched to lowest pitched:
violin, double bass, cello, viola. _____
2. How many strings are on a harp?
a.5
b.88
c.45
3. Which string instrument requires players to sit on a stool or stand? _____

PERCUSSION

1. Instruments in the percussion family are played by being _____,
or _____.
2. Who added the bass drum to the symphony in 1782? _____
3. The percussion instruments are an international family. Name three parts of the world
that percussion instruments are from. _____
4. Circle the instruments that are played with sticks or mallets. Put a star beside the ones you
play with your hands.

Xylophone

Tambourine

Snare drum

Chimes

Timpani

Castanets

Cowbell

Cymbals

Glockenspiel

TEACHER RESOURCES

LISTENING LOG ANSWER KEY:

BRASS

1. Buzzing, cup or funnel
2. C, B, D, A
Bonus: French horn

WOODWINDS

1. Saxophone
2. Bass clarinet, piccolo, bassoon
3. Flute - 0; Clarinet - 1; Oboe - 2; Contrabassoon - 2; English horn - 2; piccolo - 0

STRINGS

1. Violin, viola, cello, double bass
2. 45
3. Double bass

PERCUSSION

1. Struck, shaken, scraped
2. Mozart
3. Middle East, Asia, North America, South America, Africa, Europe
4. Played with sticks or mallets (circled): xylophone, chimes, timpani, glockenspiel
Played with hands (starred): tambourine, castanets, cymbals

Lesson #2

EXPLORE THE PIECES

Objectives

- Students will listen to the featured repertoire in this section and learn about the composers. Program notes for the pieces are provided for teachers and students to learn about the variety of ways a composer can tell a story or solicit a specific response/feeling.

Materials

- Featured Repertoire Links
- Biographies of composers (below)
- Program Notes for the pieces (below)
- What Does It Say? Workset (below)

WA Standards

MU: Re7.1.4

MU: Re7.2.4

MU: Re8.1.4

MU: Re9.1.4



Lesson #2

EXPLORE THE PIECES

PROCEDURE

Mini-Lesson 2a

1. Select one of the proposed works and listen with your students for at least 1-2mins.
2. Discuss with your students the following questions:
3. What instruments in particular caught your attention?
4. How do the instruments represent the message of music?
5. How did the music make you feel?
6. What did you like most about this work? What did you enjoy the least?
7. How were the instruments used to express the content of the story?
8. If the composer were here, what questions would you like to ask him/her?
9. Take 6 minutes to have your students listen to the Suite from the movie Mouse Hunt.
10. Ask students to describe in words what images come to mind while listening. There may be some students who would enjoy the act of writing a short story based upon the score that they are hearing. Students could be further challenged by making a point of indicating specific instruments they hear while listening that influence their thoughts and mental images that come to mind.

Mini-Lesson 2b

1. Explain to students that movies are heavily reliant on multiple specialty departments that all work alongside each other to help encourage emotions, feelings and contribute to the overall success of a film. Would your favorite film still be your favorite if the music were taken away? Even though the music is not the only focus in a film, it can do a lot to enhance the movie.
2. What sorts of feelings did you feel while listening to this Suite from the movie Mouse Hunt? Imagine a scene from one of your favorite movies. Imagine how different it might feel if there was no music soundtrack to accompany it. What if the music was replaced with other music? How differently would that make you feel about that scene?
3. Watch the opening to Disney's The Lion King, first without the musical soundtrack: **The Lion King opening (no music)**
4. Then watch the same scene with the music restored: **The Lion King opening (with music)**.
5. How differently would you have felt if the music you heard in the back were far more scary, or silly?
6. Ask students if there are any movies that have some of their favorite music. Why is this music their favorite? What sorts of emotions do you feel?



Guabancex

Taino Goddess of Hurricanes

Activity

MAKE YOUR OWN SHAKER

PROCEDURE

1. Follow this link to a video where our School Programs/Engagement Manager, Dr. James Doyle, will share with you how to gather materials for and how to assemble your students own musical shaker for use in the Discover Music Concert in January 2025 with the Tacoma Youth Symphony.
2. We strongly urge the teacher to hold all assembled shakers for their students during the actual concert until Dr. Welsch (the conductor) asks for them to be passed out for participation.
3. If you should have any questions or need resources where to best source materials for creating these instruments, do not hesitate to reach out to us at: schoolprograms@tysamusic.org



["MAKING SHAKERS IS AS EASY AS 1-2-3" VIDEO HERE!](#)

Mini-Lesson

1. **Rhythm Matching** - Start by introducing children to basic rhythms using egg shakers. Play a rhythm on a drum or clap, and ask the children to mimic it with their shakers. This activity sharpens listening skills and teaches rhythm matching, a fundamental musical skill.
2. **Musical Storytelling** - Integrate egg shakers into storytelling. Assign different rhythms or shaking styles to story characters or actions. For instance, children can shake rapidly to depict a running character. This technique enhances narrative skills and auditory memory.
3. **Pattern Recognition** - Challenge children with pattern recognition exercises. Create sequences using different rhythms or tempos with the shakers, and have the children replicate them. Introducing multiple shaker types can increase the complexity and aid in auditory discrimination.
4. **Counting Beats** - Use egg shakers to teach basic counting and timing. Have children shake their shakers to count beats in a song or during specific rhythmic exercises. This introduces fundamental math concepts through musical engagement.