

CONCERT PREPARATION GUIDE



YOUNG PEOPLE'S CONCERTS
THE PLANETS

FEBRUARY 13 & 14, 2019
10am & 11:35am
ORCHESTRA HALL

Designed for students in grades 3-6
Prepared by the Minnesota Orchestra
Education & Community Engagement Department



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PREPARING FOR YOUR TRIP

We want you and your students to have a GREAT DAY at Orchestra Hall. Please help us by following these simple guidelines:



QUESTIONS OR CONCERNS?

Please contact our Logistics Coordinator at 612-371-5671 or youngpeoples@mnorch.org.

1

BEFORE YOU LEAVE SCHOOL

Please give a copy of your ticket to every bus driver and group leader on the day of the concert.

Tickets will be emailed to you approximately 2 weeks prior to the concert and will give detailed parking, arrival and seating instructions.

2

Please ensure all adults in your group are wearing the nametags provided.

Nametags will be mailed to you prior to the concert. Safety is our first priority at Orchestra Hall and we appreciate your help in ensuring a safe environment.

3

WHEN YOU ARRIVE AT ORCHESTRA HALL

Please keep a single file line from your bus to your assigned seats.

HOMESCHOOLERS: Please park private vehicles in nearby parking ramps.

SCHOOLS: Police officers and ushers will greet your bus as you arrive and help you park. You will be directed to your arrival door and led directly to your seats.

SEATING: We have assigned your school to a specific section of Orchestra Hall. You are seated from front to back according to when you arrive. If anyone in your group needs an assistive listening device, please let one of our ushers know on the way to your seats.

Please note: If your group gets separated, let our ushers know. They will direct you to a holding area so you can gather everyone in your group and enter the auditorium together.

4

ONCE YOU ARE SEATED

Please let the usher seat your group BEFORE:

- Sending students to the restrooms (must be accompanied by an adult)
- Re-arranging the seating of your students

If you or someone in your group requires assistance during the concert, please contact the ushers located at the back of each section near the auditorium exits.

PREPARING FOR THE CONCERT

Whether your student learners are brand new to the orchestra or veteran classical music listeners, here are some steps you can take to prepare for the concert!

REVIEW CONCERT ETIQUETTE

Use our concert etiquette chant to review five behavioral expectations for the concert. At the end of the chant, have students make an “etiquette promise” by giving a high five to a teacher or parent. We love “high five students” at Orchestra Hall!

CONCERT ETIQUETTE CHANT

Number 1, eyes wide (to take it all in)

Number 2, ears open (for all that listenin’)

Number 3, voice off while the musicians play

Number 4, calm body in your chair, OK?!

Number 5, and the last, most important of this rhyme, Follow all these rules and you’ll have a great time, SHOW FIVE!

Videotape your class’ performance of the concert etiquette chant and send it to education@mnorch.org. Your video may be selected for our social media sites!

(Disclaimer: Teachers, by sending any video content to the Minnesota Orchestra, you acknowledge that all students recorded in the video have appropriate media releases on file at school.)

LISTEN TO THE MUSIC

Use this [YouTube playlist](#) to hear the music to be performed on the concert.

When introducing the music of this concert to your students, consider asking the following questions to create an inquiry-based, focused discussion in class. Have students focus on one question at a time as they listen. This will allow them to hear the piece multiple times and gain familiarity with the music.

1. What did you notice in the music?
2. What does the music remind you of?
3. How do you think the composer wants to make you feel?
4. What would you want to know about the music?

CHECK OUT THE PREPARATION ACTIVITIES!

All activities are aligned with Minnesota State Standards.

CONNECT WITH THE ORCHESTRA!



CONNECT WITH THE MINNESOTA ORCHESTRA

Homeschool Families: We offer complimentary pre-concert workshops to help prepare your family for the Young People's Concert. [Register to attend a pre-concert workshop.](#)

Schools: Our education staff offers complimentary student workshops to help prepare your students for the Young People's Concert. Workshops are typically 30 minutes long and are scheduled on a first-come, first-serve basis. To register, email education@mnoch.org

GUIDE TO THE ORCHESTRA



MINNESOTA
ORCHESTRA


+ more instruments


INSTRUMENTS ^

STRINGS


 Violin


 Viola


 Cello


 Double Bass


WOODWINDS

 Piccolo

 Flute


 Oboe


 Clarinet

 Bassoon

BRASS

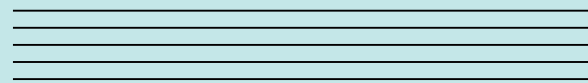
 Horn

 Trumpet

 Trombone

Visit www.minnesotaorchestra.org/guide to learn about the instruments of the orchestra. You'll see photos of the instruments, descriptions, and short video demonstrations too!

CONCERT PROGRAM



THE PLANETS

Holst *The Planets* LESSON

"Mars, the Bringer of War"

"Venus, the Bringer of Peace"

"Mercury, the Winged Messenger"

"Jupiter, the Bringer of Jollity"

"Saturn, the Bringer of Old Age"

"Uranus, the Magician"

"Neptune, the Mystic"

The concert program is subject to change.

Meet the composer.

MEET THE PERFORMERS



MINNESOTA ORCHESTRA

- The Minnesota Orchestra began as the “Minneapolis Symphony Orchestra” in 1903. Within a few weeks of the orchestra’s first performance on November 5, 1903, baseball’s first World Series was played and the Wright brothers made their first airplane flight.
- Re-named “Minnesota Orchestra” in 1968, the ensemble plays nearly 175 performances a year. The orchestra has toured to Australia, Asia, Europe, the Middle East, Canada, and Latin America, and most recent international tours have been to Cuba, Europe and South Africa.
- There are approximately 85 musicians in the orchestra.
- The Minnesota Orchestra won a Grammy Award for “Best Orchestral Performance” in 2014 for their recording of Sibelius’ Symphonies No. 1 and 4.
- Our musicians are the best at what they do and dedicate their lives to music making. And that’s not all! They are also athletes, teachers, volunteers, pet-owners, environmentalists, and more.

Minnesota Orchestra musicians

MEET THE PERFORMERS



AKIKO FUJIMOTO ASSOCIATE CONDUCTOR

- Akiko Fujimoto is associate conductor of the Minnesota Orchestra. She joined the orchestra in September 2017.
- Fujimoto conducts many concerts, including the Young People's concerts, and leads educational sessions with high school students. Conducting the Minnesota Orchestra "has been a dream come true" for her.
- Fujimoto was born in Japan, and moved to the United States at the age of 14.
- She studied music and psychology at Stanford University, and earned master's degrees in choral and orchestral conducting from Boston University and the Eastman School of Music.

[Akiko Fujimoto](#)

MEET THE COMPOSER



GUSTAV HOLST

1874-1934

MODERN PERIOD

- Gustav was born in England. Growing up, he studied piano, violin, and eventually trombone. He loved playing the piano!
- Gustav started composing all types of music in his teenage years. When he was 18 years old, he wrote an operetta that was very successful. This success prompted young Holst to study composition at the Royal College of Music in London.
- Holst found it was difficult to make a living as a composer. He also taught music at a local college. Holst continued to teach throughout his career, and was recognized by many as a great teacher.
- Holst's compositions span many genres and include 13 operas, as well as many pieces for orchestra, chamber ensembles, and choral groups.
- *The Planets* is Holst's most famous work.

ABOUT THE MUSIC

English composer Gustav Holst wrote this piece about 100 years ago, between 1914 and 1916. The original title was *Seven Pieces for Large Orchestra*. At the time, Holst was thinking about astrology and how astrologers believed planets had various mysterious powers over people. Each movement sounds uniquely different to represent those powers. Holst's favorite movement was "Saturn, the Bringer of Old Age." The first complete performance of *The Planets* took place in 1920.

Holst's titles for the movements	Connection to Astrology
I. "Mars, the Bringer of War"	Roman god of war
II. "Venus, the Bringer of Peace"	Roman goddess of love and beauty
III. "Mercury, the Winged Messenger"	Roman god of messages and communication
IV. "Jupiter, the Bringer of Jollity"	Roman king of the gods
V. "Saturn, the Bringer of Old Age"	Roman god of time
VI. "Uranus, the Magician"	Roman god of sky
VII. "Neptune, the Mystic"	Roman god of the seas

Performance Notes:

- We have re-arranged the order of movements for the performance you will attend. This [YouTube playlist](#) contains the movements in performance order.
- Not all movements will be played in full.
- The orchestra will not be as big as you see in the videos and some of the instruments you see in the videos will not be on stage (e.g. bass flute and bass oboe).



Today, we most often connect Holst's music "*The Planets*" directly to the planets in our solar system.

PREPARATION ACTIVITY #1

KEY VOCABULARY

Movement

a piece that is complete on its own, and is also part of a larger composition

WONDER BEFORE YOU LISTEN?

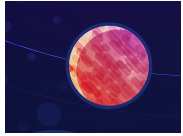
1. Have students work with a partner to complete [PRINTABLE 1 – “I Predict...”](#). Discuss their ideas. Return to this page after listening to all of the movements to see if their ideas were similar to Holst.
2. Given the movements in “The Planets” (see Printable 1) and their knowledge of the solar system, ask students:
 - Which planet is missing from Holst’s work?
 - Why do you think Holst left it out?

A CULMINATING GALLERY OF TABLEAU!

After students have listened to and discussed *The Planets*,

- Divide them into small groups and assign each group one of the seven movements.
- Provide technology to each group so they are able to listen again to their assigned movement. Have students choose an excerpt for their tableau.
- Based on their collective impression of the powers or personality suggested in the chosen excerpt, have the group create a tableau – a “frozen picture” where each student makes a pose within their group scene. Appropriate facial expressions are very important, too.
- Give each group a chance to present their “frozen picture” to the class while the excerpt they chose is played.
- Have the class discuss what they saw and how the tableau connected to the powers or personality suggested in the music.

PREPARATION ACTIVITY #2



Mars, the Bringer of War

LISTEN (AND VIEW)!



BBC Symphony Orchestra,
conducted by Susanna Mälkki

OPTIONAL STUDY FOR UPPER ELEMENTARY STUDENTS

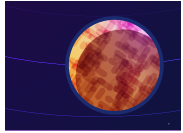
Watch Paul Rissman and the Philharmonia Orchestra present a [short guided listening of "Mars, the Bringer of War."](#)

ACTIVITY

I can compare "Imperial March" from *Star Wars* and "Mars, the Bringer of War."

- Listen to John Williams conduct his ["Imperial March" from Star Wars](#).
Use [PRINTABLE 2](#) to describe what you hear.
- Listen to "Mars, the Bringer of War."
Use [PRINTABLE 2](#) to describe what you hear.
- Compare and contrast the two pieces you just heard.

PREPARATION ACTIVITY #3



Venus, the Bringer of Peace

LISTEN (AND VIEW)!



BBC Philharmonic Orchestra,
conducted by Sir Charles Mackerras

OPTIONAL STUDY FOR UPPER ELEMENTARY STUDENTS

Watch Paul Rissman and the Philharmonia Orchestra present a [short guided listening of "Venus, the Bringer of Peace."](#)

ACTIVITY

I can identify solo instruments in "Venus, the Bringer of Peace"

- Listen to "Venus, the Bringer of Peace."
Use [PRINTABLE 3](#) to identify the different solo instruments you hear during the piece

PREPARATION ACTIVITY #4



Mercury, the Winged Messenger



& Neptune, the Mystic

MERCURY

LISTEN (AND VIEW)!



Philadelphia Orchestra,
conducted by Eugene Ormandy

OPTIONAL STUDY FOR UPPER ELEMENTARY STUDENTS

Watch Paul Rissman and the Philharmonia Orchestra present a [short guided listening of "Mercury, the Winged Messenger."](#)

NEPTUNE

LISTEN (AND VIEW)!



Brevard Music Center Orchestra,
conducted by Keith Lockhart

OPTIONAL STUDY FOR UPPER ELEMENTARY STUDENTS

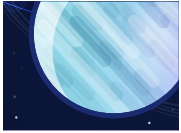
Watch Paul Rissman and the Philharmonia Orchestra present a [short guided listening of "Neptune, the Mystic."](#)

ACTIVITY

I can recognize the mood of the music.

- Listen to both "Mercury, the Winged Messenger," & "Neptune, the Mystic."
- Using [PRINTABLE 4](#), create a drawing to represent what you hear and write a sentence to connect your picture to the music.
- Compare and contrast the two movements.

PREPARATION ACTIVITY #5



Uranus, the Magician

LISTEN (AND VIEW)!



BBC Philharmonic Orchestra,
conducted by Sir Charles Mackerras

OPTIONAL STUDY FOR UPPER ELEMENTARY STUDENTS

Watch Paul Rissman and the Philharmonia Orchestra present a [short guided listening of "Uranus, the Magician."](#)

ACTIVITY

I can compare "Sorcerer's Apprentice" and "Uranus, the Magician"

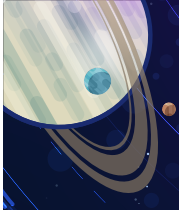
- Listen to, and view, the [Fantasia performance of "Sorcerer's Apprentice" by Dukas](#). Use [PRINTABLE 5](#) to describe what you hear. Students may need to watch this twice – once to enjoy Mickey's adventure, and a second time to describe the music.
- Listen to "Uranus, the Magician." Use [PRINTABLE 5](#) to describe what you hear.
- Compare and contrast the two pieces you just heard.

BONUS ACTIVITY

Isao Tomita created an electronic music version of *The Planets* in 1976. Have students listen to an excerpt of [Tomita's arrangement of "Uranus, the Magician."](#)

- Do students like this version of Holst's music? Do they like it better than the original version played by the orchestra? Why or why not?
- Do students think Gustav Holst would like this version of his music? Explain why or why not.

PREPARATION ACTIVITY #6



Saturn, the Bringer of Old Age

LISTEN (AND VIEW)!



BBC Symphony Orchestra,
conducted by Susanna Mälkki

OPTIONAL STUDY FOR UPPER ELEMENTARY STUDENTS

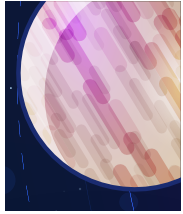
Watch Paul Rissman and the Philharmonia Orchestra present a [short guided listening of "Saturn, the Bringer of Old Age."](#)

ACTIVITY

I can listen thoughtfully to "Saturn, the Bringer of Old Age."

- Use [PRINTABLE 6](#) as you listen to guide a discussion about the music. (Have students listen to the excerpt multiple time to complete their ideas; then discuss in small groups.)

PREPARATION ACTIVITY #7



Jupiter, Bringer of Jollity

LISTEN (AND VIEW)!



NDR Radiophilharmonie,
conducted by Andrew Manze

OPTIONAL STUDY FOR UPPER ELEMENTARY STUDENTS

Watch Paul Rissman and the Philharmonia Orchestra present a [short guided listening of "Jupiter, the Bringer of Jollity."](#)

ACTIVITY

I can identify the form of "Jupiter, the Bringer of Jollity."

- Using [PRINTABLE 7](#), identify the sections of the piece as you listen.

BONUS ACTIVITY

The beautiful, lyrical melody in the middle of "Jupiter" has become well-known on its own. About five years after *The Planets* was first performed, Holst took this melody and added a patriotic text written by Cecil Spring Rice, "I Vow to Thee, My Country." From the first performance in 1921, "I Vow to Thee, My Country" has been part of Remembrance Day services and other special events in the United Kingdom.

- Listen to ["I Vow to Thee, My Country."](#)
- Discuss: what about this melody makes it work well as a song? Think about things like rhythm, intervals, and melodic direction.



PRINTABLES

"I PREDICT..."

Study the title Gustav Holst gave to each movement of his piece, and predict some of the characteristics he used to tell the story.

Names _____

Holst's titles for the movements	Connection to Astrology
I. "Mars, the Bringer of War"	Roman god of war
II. "Venus, the Bringer of Peace"	Roman goddess of love and beauty
III. "Mercury, the Winged Messenger"	Roman god of messages and communication
IV. "Jupiter, the Bringer of Jollity"	Roman king of the gods
V. "Saturn, the Bringer of Old Age"	Roman god of time
VI. "Uranus, the Magician"	Roman god of sky
VII. "Neptune, the Mystic"	Roman god of the seas

1. I predict _____ will have mostly fast notes/quick rhythms
title of movement

because _____

2. I predict _____ will be played mostly *forte*
title of movement

because _____

3. I predict _____ will be played mostly *legato*
title of movement

because _____

4. I predict _____ will feature the percussion family
title of movement

because _____

Williams vs. Holst

Names _____

Listen to each piece and describe its musical characteristics.

	"Imperial March" from <i>Star Wars</i>	"Mars, the Bringer of War"
Important Instruments		
Dynamics <i>pp p mp</i> <i>mf f ff</i> <i>crescendo</i> <i>decrescendo</i>		
Articulation <i>accent</i> <i>staccato</i> <i>legato</i>		
Mood		

Using the information from your chart, what are three ways these pieces are similar?

1. _____
2. _____
3. _____

What is one way these pieces are different?

Venus Instrument Chart

Gustav Holst used various instruments to create sparkling, beautiful melodies in "Venus, the Bringer of Peace." Touch the pictures to show the changing solo instruments as you hear them.

Name _____



horn



oboe



celesta



violin



flute



glockenspiel



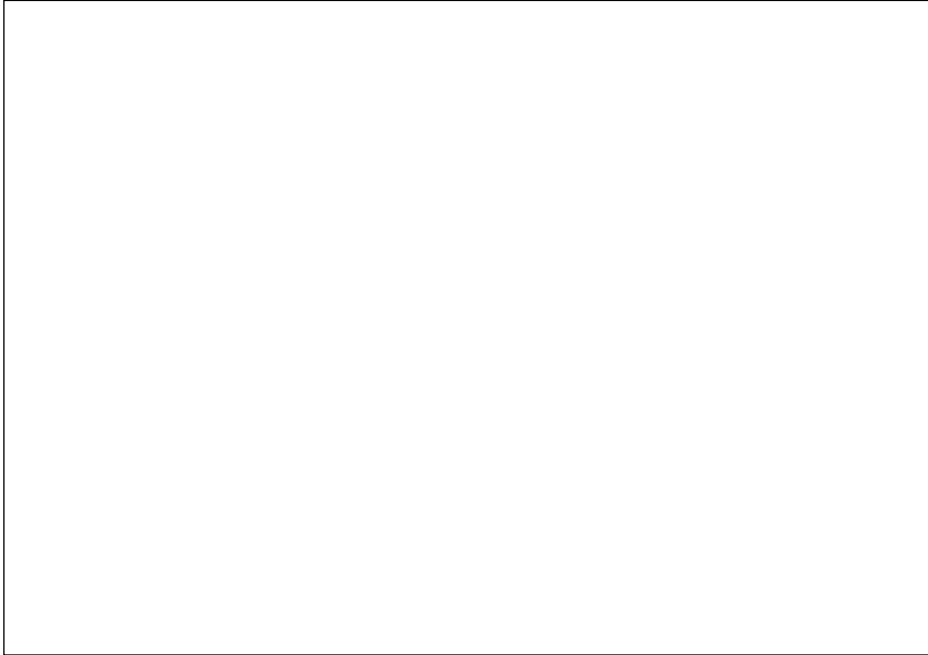
harp

What does the sound of this movement remind you of? _____

I See Mercury and Neptune

Name _____

Create a picture to represent the power, mood or personality of
"Mercury, the Winged Messenger."



Write a sentence to connect your picture to the music.

Create a picture to represent the power, mood or personality of
"Neptune, the Mystic." Note that Neptune is also called god of the seas.



Write a sentence to connect your picture to the music.

What is one way these movements sound different? _____

What is one way these movements sound similar? _____

Two Magicians!

Names _____

Listen to each piece and describe its musical characteristics.

	Sorcerer’s Apprentice	“Uranus, the Magician”
Important Instruments		
Dynamics <i>pp p mp</i> <i>mf f ff</i> <i>crescendo</i> <i>decrescendo</i> sudden changes		
Articulation <i>accent</i> <i>staccato</i> <i>legato</i>		
Mood		

Using the information from your chart, what are three ways these pieces are similar?

1. _____

2. _____

3. _____

Which piece do you like better, and why?

Saturn, the Bringer of Old Age

Name _____

1. What do you notice in the music?

I noticed that _____

2. What does "Saturn, the Bringer of Old Age" remind you of?

The sound of the music makes me think of _____

because _____

3. How do you think Gustav Holst wanted to make us feel when we listen to his music?

I think Holst wanted to us to feel _____

because _____

4. What questions do you have about the music?

I wonder _____

5. Why do you think this was Holst's favorite movement of this piece?

I think this was his favorite movement because _____

Jupiter

Name _____

Follow this listening map as you view the Chicago Symphony Orchestra performing "Jupiter, the Bringer of Jollity."

Time	Section	Meter	Description
0:00	A	2 Duple meter	<ul style="list-style-type: none"> Low-sounding instruments introduce the melody Trumpet plays ascending notes
1:04	B		<ul style="list-style-type: none"> Suddenly slower with accelerando New melody played by strings, then woodwinds
1:27	A		<ul style="list-style-type: none"> Hints of the opening theme played by strings and woodwinds Trumpet plays ascending notes
1:44	C	3 Fast triple meter	<ul style="list-style-type: none"> Accelerando
2:38	A	2 Duple meter	<ul style="list-style-type: none"> Transition with hints of the earlier themes
3:11	D		<ul style="list-style-type: none"> Suddenly slower and legato theme that became the melody of "I Vow to Thee, My Country" Grows louder and stronger
5:17	A		<ul style="list-style-type: none"> Sudden change led by woodwinds Low-sounding instruments take over with opening theme Transition
6:20	B		<ul style="list-style-type: none"> Suddenly slower with accelerando Melody passes between strings, woodwinds
6:43	A		<ul style="list-style-type: none"> Quieter Transition with hints of first melody
7:00	C	3 Fast triple meter	<ul style="list-style-type: none"> Light sound, pizzicato strings Layers added to the sound by strings, horns, trumpets, woodwinds, glockenspiel, brass, trombones, low strings, timpani
7:41	D	2 Duple meter – suddenly slower	<ul style="list-style-type: none"> Hints of "I Vow to Thee, My Country" start in low-sounding instruments
8:02	Coda		<ul style="list-style-type: none"> Strong ending

ABOUT ORCHESTRA HALL



WELCOME!

Orchestra Hall, home of the Minnesota Orchestra since 1974, is known as one of the best acoustic spaces in the world. In 2012, the hall was renovated to create long-awaited upgrades and additions throughout the building.

As you walk into the lobby area and into the auditorium, here are some things to look for...



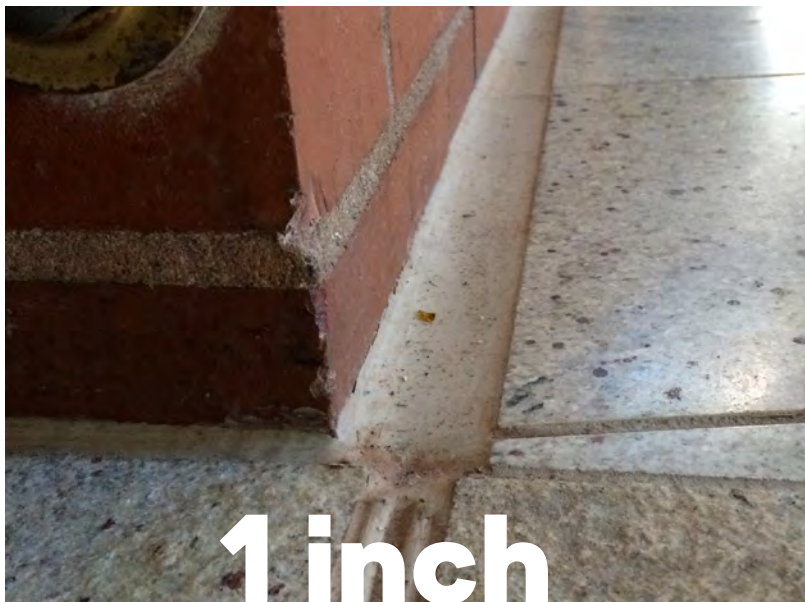
lockers

Yes, Orchestra Hall has lockers! But instead of putting school books in them, audience members put their coats in these lockers during concerts. We thought about getting rid of them during the renovation but discovered that having coats in the lockers actually helps to sound-proof the auditorium because they soak up sound!



holes

The small holes in the brown paneling on the lobby walls absorb sound so everyone can talk to their friends at the same time without having to shout!



1 inch

Look for a one inch gap as you walk through the lobby doors into the ring corridor. Orchestra Hall is actually two separate buildings separated by a one inch gap that is filled with a special material to block noise and vibrations from going inside the auditorium.



fuzz

fuzzy carpeting on the walls is another soundproofing element of the ring corridor



114 cubes

There are 114 cubes on the ceilings and walls. Instead of absorbing sound like in the lobby, the cubes bounce the sound all over the place so everyone can hear our orchestra play. But that also means that if you talk from your seats the musicians can hear you too!

Why cubes? Well, when they were first building Orchestra Hall the architects kept envisioning a shape on the walls and ceiling but couldn't decide what to use. Internal legend has it that one of the architects went home to have dinner with his family and as he described the problem with the hall, his kids responded "It could be like Fantastic Four superhero 'The Thing!'"

He loved the idea so much that he added cubes on the wall and ceiling, giving the hall its iconic "Thing-inspired" look!



ORCHESTRA HALL RENOVATION PROJECT FACTS