



Aram Demirjian, Music Director

National Park Service  
Great Smoky Mountains National Park



Sheena McCall Young People's Concerts: Fall 2020

TEACHER'S GUIDE

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*Program repertoire and artists subject to change*

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This ear symbol will give students something to listen for in select pieces.



Watch for this symbol to give you interesting facts, vocabulary words, or program notes for students.

## What is a Composer?

A composer is a person who writes music. He or she can write music for groups as large as a symphony orchestra, or for a single instrument. Many times in orchestral works the composer tells a story, and all of the different instruments of the orchestra are the actors in the story. Composers can write pieces of music based on many different things, such as dreams, places, persons, or poems. Sometimes they even create pieces by mixing several different ones together. A composer has the ability to hear a tune in his head and write it down as notes for instruments.

## “Reel Time” from *Southern Harmony*

Jennifer Higdon  
(b. 1962)



**Jennifer Higdon**, although born in Brooklyn, NY, grew up in the south. When she was about six years old, her family moved to Atlanta; they moved to Seymour, TN, near Knoxville, when she was about 15, and she graduated from high school there. Her dad was an artist, a painter and he taught his children much about visual arts. But their musical education was mostly limited to 1960's rock and folk music.

photo: J. D. Scott After that move to Tennessee, Jennifer found a flute in the attic and taught herself to play. She also joined the high school band, where she played percussion. But she heard little classical music until she went to college and heard John Williams' soundtracks to *Star Wars*. In college, her formal musical education began, but she didn't study composition until age 21.

In spite of her late start, she has become a major figure in contemporary classical music. She has composed music for orchestra, chamber and wind ensembles, voice, choir and even opera. The list of her works also includes fourteen different concertos for various solo instruments. Dr. Higdon's works are some of America's most performed, and she has won three Grammy awards and a Pulitzer prize.

She likes to write music that comes from her instincts, rather than following strict classical forms. This is due, at least partly, to her childhood background of listening to the Rolling Stones, Beatles and Simon & Garfunkel. She is also influenced by the Smoky Mountains and wide open spaces, with nature as her inspiration.



In the KSO concert, you will get to hear one of Jennifer Higdon's compositions that reflects her background in the Smoky Mountains. The piece is “Reel Time,” from *Southern Harmony*. Here is her own description:

*Southern Harmony* is a portrait of the South, where I grew up (Georgia and Tennessee). The three movements depict gentle aspects of Southern life: a slower pace, simple living, and an emphasis on traditional, handed-down music...The second movement, “Reel Time,” is a dance based on the form of the reel (a dance occurring in a moderately quick duple meter)...this is a dance that you might witness in a place where there is some serious fiddling going on.

## “Autumn” from *The Four Seasons*: III. Allegro

Antonio Vivaldi  
(1678-1741)



**Antonio Vivaldi**, was born in the famous canal city of Venice, Italy, the same day a large earthquake shook the city. His dad, a violinist, taught Antonio to play the violin, and the two of them often performed together. Antonio began his adult life as a priest, and he was called the “Red Priest” because of his bright red hair. But he continued to study and practice the violin, and when he had to give up being a priest due to bad asthma (he couldn't say Mass!), his career took a more musical turn.

Vivaldi spent the rest of his life writing and teaching music. He taught at an orphanage for girls and composed music for them to play. People came from miles around to hear his talented students perform the beautiful music he had written. His music was (and is) joyful, almost playful, and sounds as if he really loved writing it. Even today, he is one of the most popular composers from the Baroque period.

The popularity of his music gave Vivaldi the opportunity to travel to other places in Italy—to Mantua to work for the governor, and to Rome, at the request of the Pope—but he still wrote music to send to the girls at the orphanage in Venice, and he returned there often to rehearse it with them. At the end of his life, Vivaldi moved to Vienna, Austria, to play for royalty. When the king died, Vivaldi became poor (he had never earned a lot of money for his music) and he had no way to return home to Italy, and he died in Vienna.



Antonio Vivaldi wrote more than 400 concertos for various instruments, especially for the violin. The most popular of these is a set of four violin concertos that are grouped together under the name *The Four Seasons*. Each concerto in this set (“Summer,” “Spring,” “Autumn” and “Winter”) has three movements in the typical arrangement fast-slow-fast. At the KSO concert you will hear the third movement of “Autumn.”



This melody is one of Vivaldi's best-known. He wrote on the music score that it was to sound like setting out on an autumn morning. How many times do you hear this repeated melody? Can you imagine the cool crisp air of early evening setting out on a hike in the Smokies?

Allegro



## “Flight of the Bumblebee” from *The Tale of the Tsar Saltan*

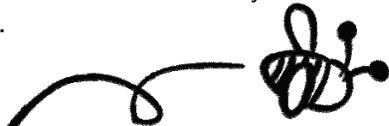
Nikolai Rimsky-Korsakov  
(1844-1908)

**Nikolai Rimsky-Korsakov** was born into a wealthy Russian family. His education was guided by his older brother, who led Rimsky-Korsakov into a career in the Russian Navy. He began to play the piano when he was five years old and wrote his first composition at the age of ten. Nikolai attended the Naval College in the city of St. Petersburg and developed a great love for opera. He continued his piano lessons and also learned to conduct by leading the student orchestra. One of his jobs with the Navy was Inspector of Naval Bands and through this job he learned to play all kinds of wind instruments.



Rimsky-Korsakov had the opportunity to sail to many far away places while in the Navy. He was on a naval ship for three years, during which time he visited the United States. While on board the ship he used his spare time to write music. He liked Russian myths and legends and wrote operas based on these stories. He became one of a group of five Russian composers called The Mighty Handful, who wrote music based on traditional songs, stories and folk dances of the Russian people.

Rimsky-Korsakov was known for his compositions that painted pictures with music, using the unique sounds of each instrument of the orchestra. He captured in music the sounds, landscape and character of the places he visited. He is known as the “Father of Orchestration” because of his ability to write so well for the unique sound of each instrument.



“Flight of the Bumblebee” is from Rimsky-Korsakov’s opera *The Tale of Tsar Saltan*, based on a Russian poem. The song describes Prince Guidon, magically transformed into a bumblebee, flying back to the court of his father the Tsar. Another of Rimsky-Korsakov’s best-known instrumental pieces, *Scheherazade*, was also based on myth.



How did Rimsky-Korsakov make the buzzing music for “Flight of the Bumblebee?” He writes a series of notes that are all the same, then puts an accent on the next one that is just a tiny bit higher. Then, he makes the buzzing bee sound as if he is flying by using a pattern of chromatic notes.



*Chromatic* notes are very close together, just a half-step apart. If you played, in order, all the black and white keys on a section of a piano keyboard, you would be playing *chromatic* notes.

## “Clair de Lune”

Claude Debussy  
(1862-1918)

**Claude Debussy** was a French composer, born in Paris. His aunt noticed how musical he was and arranged for him to take piano lessons. He also learned to play the violin. When he was only ten years old, he began studying at the very strict Paris Conservatory. His father had planned a sailing career for Claude, who loved the sea. One of his most famous works is *La Mer* (The Sea); but his life work was as a musician, not a sailor.

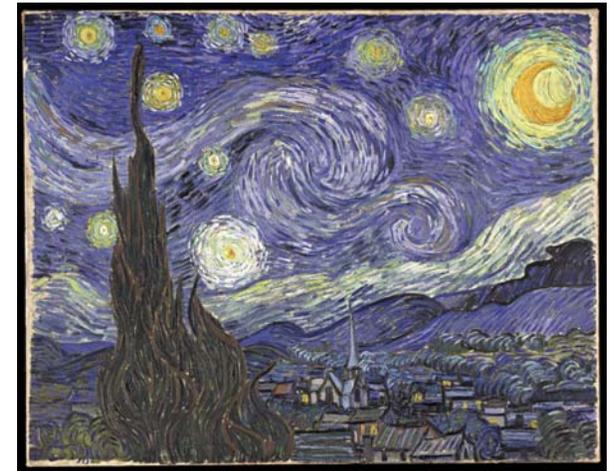


Debussy was inspired by art, especially the impressionist style that was developed during the same time that he was learning to write music. His music sounds like watercolor paintings look, with rhythms and melodies that often sound blurred. Instead of melodies with clear beginnings and ends, Debussy often wrote wisps of melody that faded into others, much like the artists of his day overlapped many dots or brush strokes to create a blurry image. Debussy’s compositions included works for orchestra, string quartet and piano.

Claude Debussy wrote the impressionistic piano piece “Clair de Lune” when he was just 28 years old, but it wasn’t published for another fifteen years. The title means “Moonlight,” and the piece is actually part of the four-movement *Suite Bergamasque*. Although originally for piano, and often played on just piano, you will hear an arrangement of “Clair de Lune” that was written for orchestra during the KSO concert.

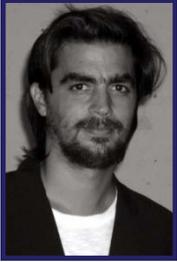


Do you know about one of the most famous impressionistic paintings that shows moonlight in a star-lit sky? This is Vincent van Gogh’s “Starry Night.” Look at how the brush strokes are swirls of color that make a blurry view of the night sky.



## “Songs in Light: Firefly Music”

Jorge Variego  
(b. 1975)



**Jorge Variego**, born in Argentina, is a former Fulbright Scholar who now lives in Knoxville. He teaches music theory and composition at The University of Tennessee. He also plays clarinet and saxophone and is busy as a composer. Mr. Variego’s music incorporates modern technology and he is a pioneer in the field of interactive computer music. He has created and performed many works for clarinet and electronics in the United States, Europe and South America. He has also participated in many music festivals internationally, including Knoxville’s own Big Ears.

In Knoxville, Mr. Variego directs the UT Electroacoustic Ensemble a student group that he founded to focus on free improvisation with electronic media. He also composes for and performs with a trio called The Domino Ensemble.

The KSO has commissioned Jorge Variego to compose a new work especially for this Young People’s Concert! You will be the very first audience to hear music written to celebrate the synchronous fireflies that live in the Great Smoky Mountains National Park. As of the writing of this Teacher’s Guide, the piece has yet to be composed, so we don’t know the title yet. But we anticipate that it will be an exciting inclusion on our concert.



Have you ever gone into your back yard, or some nearby woods, to watch fireflies light up at night? Also called “lightning bugs,” they are fun to watch, even at home. But in the Great Smoky Mountains National Park, where 19 different kinds of fireflies live, one species is *synchronous*. That means the fireflies all light at the same time and then all wait about eight seconds before lighting again. Somehow they all know when to begin lighting after the darkness.

In the image below, you can see different kinds of lighting patterns made by different kinds of fireflies. The music that Mr. Variego is composing will use some of these patterns.

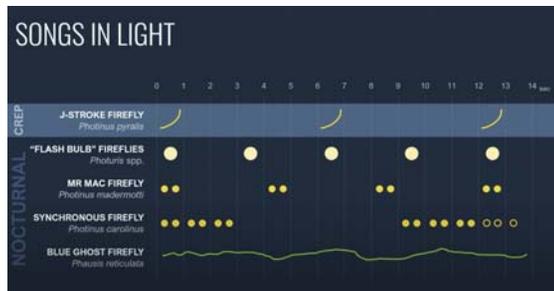
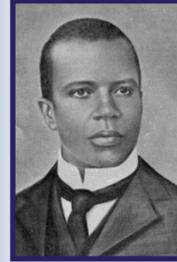


Image: Discover Life in America ([dliia.org](http://dliia.org))

## “The Entertainer”

Scott Joplin  
(1867-1917)



Today, birthdays are carefully recorded, but no one knows for sure exactly when—or where—**Scott Joplin** was born. The United States census of 1870 recorded that Joplin was then two years old, and it is thought that he was probably born in northeast Texas. His dad was born into slavery in North Carolina and his mother was a freeborn lady from Kentucky. Both his parents were musical. His mother worked cleaning houses, and young Scott was allowed to use the piano in one of those houses, teaching himself to play. When he was in his teen years, he began travelling, playing in saloons, and for the World’s Fair in 1893, he played cornet in a band.

Joplin spent some time in college, eventually making his way to St. Louis (the “hotbed of ragtime”) and on to New York City. He wrote some songs and stage works, but is best known as the composer of piano rags. The one that made him famous was “Maple Leaf Rag.” He wrote more than 40 piano ragtime pieces, but he also composed two operas. One of them, *Treemonisha*, was even awarded a Pulitzer Prize, but it came nearly 60 years after he died.

Ragtime became less popular after Joplin, called The King of Ragtime, died, as jazz became the favored music. But his music became popular again in the 1970’s, especially when “The Entertainer” was used in the film *The Sting*.

*Ragtime* is a complicated style of piano music, where notes for the right hand are played “off the beat” to create a ragged sound. Today, you can hear arrangements of ragtime pieces for other instruments—even a full orchestra.

Although written for piano, “The Entertainer” was first recorded on mandolin and guitar. It is one of the classics of ragtime and came back to fame all over the world when a famous composer and pianist, Marvin Hamlisch, adapted it for the film *The Sting*, starring Robert Redford and Paul Newman. The song is sub-titled “A Rag Time Two Step,” which was a form of dance popular in the early 1900’s, and a style that was common for rags written at the time.

## How Birds Came Into the World

David Crowe  
(b. 1946)

When **David Crowe** was a little boy, his parents noticed how much he loved to bang on pots and pans in time with Sousa marches, so they bought him his first drum for his 6th birthday. He says he's "been drumming ever since, sometimes with other musicians in a band or orchestra, but more often on tabletops, empty buckets, the steering wheel of his car, or anything else that makes a cool sound."



Having studied at The State University of New York in Binghamton, and at the New England Conservatory of Music, he considers himself fortunate to have been able to make music for many years and in different ways: as a composer, conductor, percussionist and teacher.

Mr. Crowe was Associate Conductor of the Fort Wayne Philharmonic for several years, and has been a guest conductor for many orchestras in the United States. He worked for more than ten years with the Charlotte Symphony in North Carolina as a guest conductor and teaching artist, and he still lives in North Carolina.



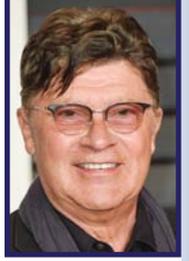
The KSO will perform David Crowe's "How Birds Came Into the World" on the Young People's Concert. When asked about this piece, the composer said:

"It was composed for my friend David Holt, who is a well known folk artist and storyteller from Asheville, North Carolina. It's a beautiful Cherokee legend that describes the changing of the seasons as experienced by the trees, and the special relationship that birds have to the trees. Many of the musical themes were actually composed by fourth-grade students who participated in a Young Composer Project several years ago. I used their themes and ideas to create this musical composition. So when people ask me where I get my ideas for composing, I say, 'I steal them from children!'"

## Cherokee Morning Song

Traditional  
arr. Robbie Robertson (b. 1943) and Rita Coolidge (b. 1945)

**Robbie Robertson** is a Canadian musician, songwriter, film composer, actor and author. He's best known as lead guitarist and primary songwriter for the rock group The Band, and for his career as a solo recording artist.



Robertson has been inducted into the Rock and Roll Hall of Fame and the Canadian Music Hall of Fame (as a member of The Band), as well as into the Canadian Songwriters Hall of Fame. He is also known as a film soundtrack composer and collaborated with director Martin Scorsese on several dramatic films, including *Raging Bull*.



**Rita Coolidge** is an American recording artist. During the 1970's and 1980's, her songs were on *Billboard* magazine's pop, country, adult contemporary and jazz charts, and she won two Grammy awards with fellow musician and then-husband Kris Kristofferson. Her recordings include "Your Love Keeps Lifting Me Higher and Higher" and "All Time High," the theme song for a James Bond film.

Coolidge's father was a minister and her mom was a school teacher. She attended high school in Nashville before graduating from a high school in Jacksonville, Florida. She is a graduate of Florida State University.

Robbie Robertson, who is part Mohawk, wrote the music for a television miniseries, *The Native Americans*, and also produced an album of the same title and music. Rita Coolidge, who is part Cherokee, collaborated with Robertson on one of the songs for his project, a traditional Native American song that you will hear on the KSO concert: "Cherokee Morning Song." She and her trio Walela, which includes her sister and her daughter, were the vocalists on the soundtrack. Walela, has released several albums and Coolidge believes it is important to honor her Cherokee ancestors and to bring their culture to others.

The words to "Cherokee Morning Song" are actually from an older Native American culture, the Tinhanama. But over the years, many Cherokees adopted the song. The Cherokee women sang it as a part of the morning prayers, facing the rising sun and welcoming the new day.

### CHEROKEE MORNING SONG

We n' de ya ho, We n' de ya ho  
We n' de ya, We n' de ya Ho ho ho ho,  
He ya ho, He ya ho, Ya ya ya

"I am of the Great Spirit. It is so."

## “Rocky Top”

Felice Bryant and Boudleaux Bryant  
(1925-2003) (1920-1987)



**Felice and Boudleaux Bryant** were an American husband and wife country music and pop songwriting team. They wrote many songs that were recorded by the Everly Brothers, including “All I Have to Do is Dream” (credited solely to Boudleaux), “Bye Bye Love” and “Wake Up Little Susie.”

Felice’s unmarried name was Matilda Genevieve Scaduto, but Boudleaux called her Felice (“happy”). She was born in Milwaukee, WI, into an Italian family and wrote lyrics set to traditional Italian tunes when she was young. During World War II, she sang and directed shows at the local USO.

Boudleaux was born in a small town in the southern part of Georgia and was trained as a classical violinist. He performed with the Atlanta Philharmonic Orchestra for one season, but was more interested in country fiddling, so he joined an Atlanta-based western band.

The Bryant duo eloped two days after meeting each other. Felice said she’d had a dream when she was eight years old of her dream guy, and when she saw Boudleaux at a hotel where she worked eleven years later, she recognized him immediately as the man from her dream. The song “All I Have to Do is Dream” was based on that.

The Bryants struggled financially until Little Jimmy Dickens recorded one of their songs and opened the doors to work in Nashville. They moved there in 1950, and in 1978 moved to Gatlinburg. It was there that they wrote the song that Tennessee citizens know best, “Rocky Top,” and they even bought the Rocky Top Village Inn next to the Great Smoky Mountains National Park.

Photo: licensed under the [Creative Commons Attribution-Share Alike 3.0 Unported](#) license.



“Rocky Top,” first recorded by the Osborne Brothers in 1967, tells of a person in the city who reminisces about a simpler and freer life in the hills of Tennessee. It is one of Tennessee’s ten official state songs and is closely associated with The University of Tennessee. The Pride of the Southland Band at UT has played a marching band version of the song at sporting events since the early 1970’s. Although the Bryants never made reference to a specific place that the song described, some have suggested that a bare mountaintop known as “Rocky Top,” near the Tennessee/North Carolina border in the Great Smoky Mountains National Park, is the best fit.

## Online Audio Link

The Knoxville Symphony is pleased to offer online audio examples through the ThingLink platform and in partnership with NAXOS. NAXOS has provided exclusive access to their online NAXOS Music Library for teachers using the Young People’s Concert Teacher’s Guide.

Instructions on how to access the music included on the concert will be emailed to you when you register for the concert.



<https://www.thinglink.com/scene/1342957080167841794>

# Lesson: Cherokee Morning Song

## by Tracy Ward, Sequoyah Elementary School

**Objective:** Students will show the melodic contour of Cherokee Morning Song and discover that it is based on the pentatonic scale.

1. Have students listen to Cherokee Morning Song on the [ThingLink Audio Page](#) or <https://www.youtube.com/watch?v=YhcgX1VHsgk> Teachers may also wish to make videos of themselves singing the song . Here is a digital version by Tracy Ward: <https://www.loom.com/share/a4668737d3f74b578f111d40e07db3cf>.
2. While singing or listening to the song, have students play quarter notes on the drum and eighth notes with egg shakers. If students are learning from home, they can use objects they find at home to make their own instruments. Use a cardboard box or plastic container for a drum, and rice or beans inside a smaller container for a shaker. If students want to be even more creative, they can use the directions in this guide to create their own water drums and turtleshell rattles! (see No. 3 under Activities)

3. Try singing the song in a round!

4. Give each student a copy of the mountain graphic (on the next page) and let them cut out the bear's face. Sing or listen to Cherokee Morning Song and use the bear to trace the melodic contour from left to right along the tops of the mountains.

5. Sing or listen to the song again while pointing to the solfege ladder graphic to show the pitches of the song.

Questions to ask:

How many pitches are used in this song?

Do any of the pitches have the same names?

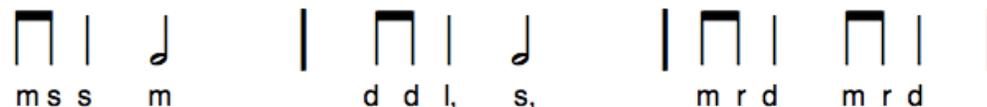
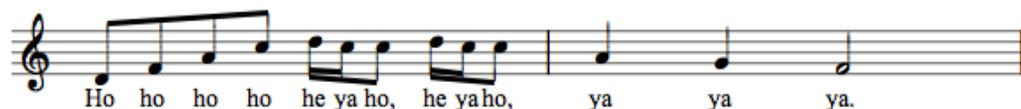
If they have the same names, what is the difference in their sounds?  
(There are both high and low sos and las, so there are actually only five pitches in all.)

Why are there gaps between the pitches? (There are no fas or tis.)

6. Have students sing the syllables without hand signs first, then add the hand signs. If students have limited experience with solfege, do only the mi-re-do parts at first, and then add a few pitches at a time.

7. Tell students that they have been singing pitches from the pentatonic scale, a scale with five pitches, do-re-mi-sol-la, that has gaps between some of the pitches. If the scale includes low so, low la, or high do, it is called an extended pentatonic scale. Many folk songs from around the world are based on this scale, especially folk songs from the Appalachian Mountains.

Cherokee Morning Song



Follow-Up Activities:

Sing other pentatonic folk songs from the mountains. Here are some examples found in many music textbooks:

Sourwood Mountain

Amazing Grace

Cindy

Cumberland Gap

Explore the pentatonic scale using Orff instruments with the fa and ti bars removed or by playing melodies on the black keys of a piano keyboard. Students may discover how to play Cherokee Morning Song or even create their own pentatonic melodies!



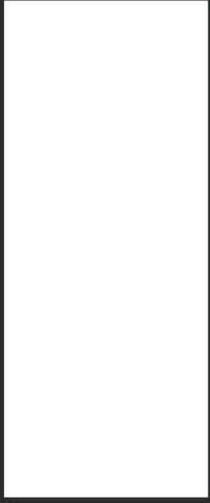
Activity: Cut out the bear and move it along the mountains to show where the melody of Cherokee Morning Song moves up and down. Work from left to right, starting just after the trees.



la



so



mi



re



do



la,



so,

## Activities

1. Listen to Claude Debussy's "Clair de Lune." How does the composer describe moonlight? For Grades 3-5, see the Moon Observation and Moon Journal on the next three pages.
2. For 4th grade: Read *How the Rabbit Stole the Otter's Coat*, found at <https://experiencecadescope.com/blog/cherokee-legend-from-cades-cove/>
3. Explore The Cherokee Nation with lesson plans from the East Tennessee Historical Society, *Cultures in Conflict: The Revolutionary Era on the Cherokee Frontier*. [https://www.easttnhistory.org/sites/default/files/eths\\_teaching\\_tenn\\_history\\_lesson\\_plans\\_vol\\_v\\_cultures\\_in\\_conflict.pdf](https://www.easttnhistory.org/sites/default/files/eths_teaching_tenn_history_lesson_plans_vol_v_cultures_in_conflict.pdf) Includes activities to create a water drum and a turtle rattle.
4. For 5th grade: Check out the *Salamander News* and Research Activity on the two pages after the Moon Journal.
5. Visit the Smokieeee's @ Home website to learn how to draw a salamander. <https://youtu.be/4TGFbyax3bE>
6. Listen to *The Great Smoky Mountain Salamander Ball*, read by Author/Illustrator Lisa Horstman: <https://www.youtube.com/watch?v=NkenMu1Oii0&t=4s>
7. Visit the Smokieeee's @ Home website to create a Backyard Sound Map with this video <https://youtu.be/AZGR872rxjo> and this Junior Ranger Curriculum from the National Park Service [https://www.nps.gov/subjects/sound/upload/Junior-Sound-Ranger\\_09232019\\_678-429\\_FINAL.pdf](https://www.nps.gov/subjects/sound/upload/Junior-Sound-Ranger_09232019_678-429_FINAL.pdf)
8. Listen to Rimsky-Korsakov's "Flight of the Bumblebee" and then discover another insect, the butterflies that stop by Great Smoky Mountains National Park. You can learn about migration, insect tracking, and threats to butterfly habitats: <https://youtu.be/ZHOqBg6qhOg>. There are insects we see all the time around our homes and parks, but we generally don't stop and observe them. Slow down and notice what our little neighbors are up to and maybe learn something about the life of insects! Go out and search for an insect (or arachnid) that you would be able to follow and observe for a while. Observe and follow your insect without disturbing it. Use a journal to create a map of where your insect travels, adding sketches of your insect or locations along with any observations about its behavior and questions you have: [https://smokieees.org/wp-content/uploads/2020/05/Insect-Tracking-Map-Activity-w\\_-SmokiEEEs-logo.pdf](https://smokieees.org/wp-content/uploads/2020/05/Insect-Tracking-Map-Activity-w_-SmokiEEEs-logo.pdf)
9. Watch the *Virtual Firefly Event* presented by Discover Life in America to learn more about the species and their flash patterns: <https://www.youtube.com/watch?v=jneuOra3NvI>
10. Did you know that school children in Knoxville contributed their pennies and dimes to help found Great Smoky Mountains National Park? Learn about the history and early explorers of the park: <https://knoxvillehistoryproject.org/smoky-mountain-explorers/>
11. Have students collect their pennies and dimes to donate to a conservation organization like: Great Smoky Mountains Association <https://www.smokiesinformation.org/make-a-donation> Friends of the Smokies <https://friendsofthesmokies.org/>, Discover Life in America <https://dlia.org/>, or Great Smoky Mountains Institute at Tremont <https://gsmit.org/>.
12. Art in Nature - focus on observing through an artistic lens and create your own nature art using basic design elements and natural materials: <https://smokieees.org/wp-content/uploads/2020/05/art-in-nature.pdf>
13. Enjoy *Traditional Native American Flute Music* performed by Tommy Wildcat: <https://www.youtube.com/watch?v=gJ5XWEOH9Es>
14. Visit the Smokieeee's @ Home website to watch spring blossom on Fodderstack Mountain in Great Smoky Mountains National Park over the course of a month. The mountain goes from almost no green to a full leaf over the course of this short video. [https://youtu.be/yZEzkH4K\\_90](https://youtu.be/yZEzkH4K_90). What happens to the trees in Autumn? Listen to Vivaldi's "Autumn" (III. Allegro) and imagine what happens in the Great Smoky Mountains during this season.
15. Visit the Smokieeee's @ Home website to take a virtual hike! What might you see along the way? <https://youtu.be/nBdA3OAG0c4>



## Moon Observation



Student Name: \_\_\_\_\_

Observing the stars and the moon have long been important to people throughout history and all over the world. Sailors use the stars to help navigate, travelers use the stars to help tell direction at night, the moon provides light for all of us at night, controls the tides of the ocean and even farmers watch the night sky to help determine planting. Great Smoky Mountains National Park is a wonderful place to remove yourself from bright lights at night and allow a truly amazing view of our beautiful moon! Before completing the activity below, take a moment to learn more about [how important our moon and stars were to our farmers](#) here in our Great Smoky Mountains!

### Directions:

Observe the moon like our ancestors. Wait until it is completely dark outside. Find a dark spot away from as much light as possible and with an adult see how many of these features you can find on the moon.

### Moon Observation:

***Let's see what you already know about the moon!***

**1. How Big is the Moon?**

*(about 1/4 the size of Earth)*

**2. Does the Moon have more or less mass than Earth?**

*(less--would take 81 Moons to = Earth's Mass)*

**3. What does that mean about the gravitational pull on the moon?**

*(less mass=less gravity)*

**4. What phase of the Moon are we currently in?**

**5. What does that mean?**

**6. Do you know other phases?**

*(Waning=lit moon is decreasing; Crescent=less than 1/4 lit; New=0% lit; Full=100% lit; Quarter= 25% or 1/4 lit)*

**7. Where does the light from the moon come from? (reflected from the Sun)**

**8. What is a LUNAR ECLIPSE?**

*(A lunar eclipse occurs when the Earth passes between the Moon and the Sun, and the Earth's shadow obscures the moon or a portion of it. This is different from a SOLAR ECLIPSE which occurs when the Moon passes between the Earth and the Sun, blocking all or a portion of the Sun.)*

**Continued...**



**Awesome! So. Now let's explore the surface of the moon!**

*(use binoculars if you have them or simply view with your eyes!)*

**There are 3 major features we will look at on the moon:**

**Mountains, Craters, and Mare (MAH-ray).**

*(As you read the descriptions--look for them on the real moon)*

- 1. Mare (MAH-ray) are the large grey patches which astronomers used to think were similar to the seas on Earth. They are actually ancient lava flows from about 3-4 billion years ago. How many mare can you see tonight?**
- 2. The Moon's mountains are large, rounded "bumps," which look much like old, eroded mountain ranges on Earth. The Moon's mountains are even older than the mare, dating back as far as 4.4 billion years. In 1610, Galileo drew some of these and used the shadows to mathematically calculate the height! Can you find one?**
- 3. CRATERS - These roughly circular depressions on the surface formed when meteoroids struck the Moon at high speeds. The Moon's surface has hundreds of thousands of craters. The craters can be large (hundreds of kilometers) to as small as one meter. Fun Fact: They are all named for famous astronomers or philosophers! How many can you find?**





MOON JOURNAL

MONTH \_\_\_\_\_

YEAR \_\_\_\_\_

SUNDAY		MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY		SATURDAY	
DATE	TIME	DATE	TIME	DATE	TIME	DATE	TIME	DATE	TIME	DATE	TIME	DATE	TIME
MOON		MOON		MOON		MOON		MOON		MOON		MOON	
DATE	TIME	DATE	TIME	DATE	TIME	DATE	TIME	DATE	TIME	DATE	TIME	DATE	TIME
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INSTRUCTIONS:

1
DATE

5:30PM
TIME

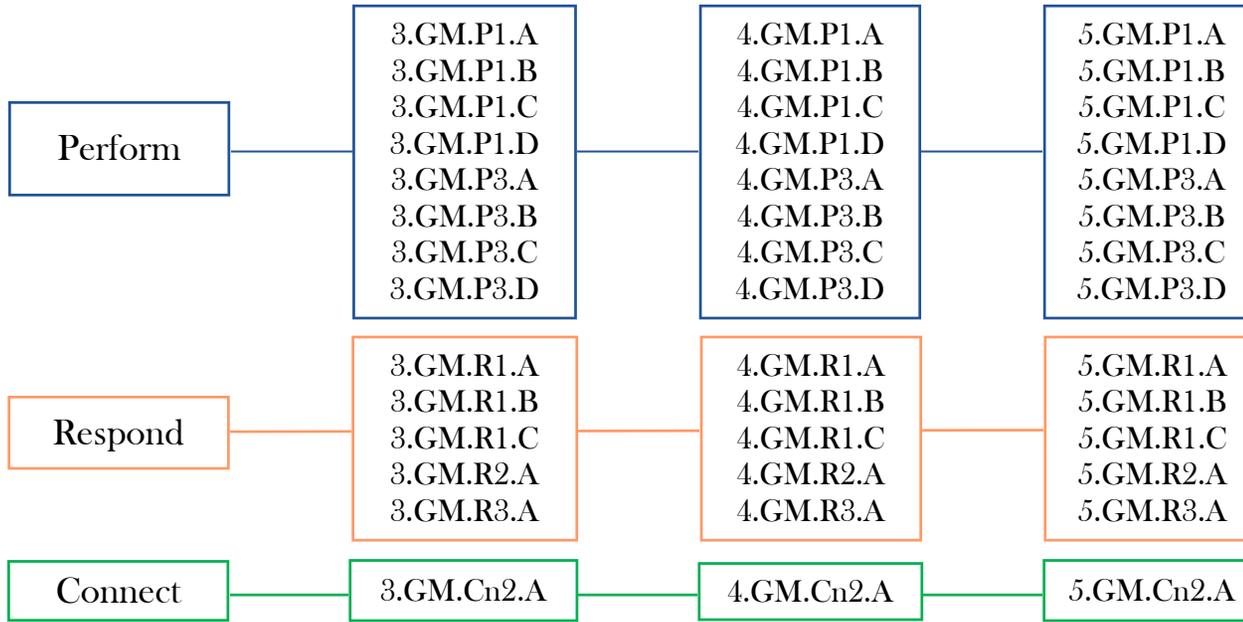
1. Write in the month, year, date and time that you are viewing the Moon.



2. Draw a picture of what the Moon looks like at that date and time.

# Curriculum Reinforcement

**Core Standards** addressed by the concert and/or the activities in this Teacher's Guide (Note: many activities also connect with science standards, 4th grade social studies standards and visual art standards:



## Other Resources

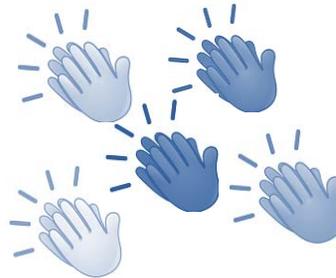
Quaver Interactives for:

- ♪ The Four Seasons, No. 3, Op. 8, Movement 3 (including Composer Profile and Printable on the Baroque Period)
- ♪ Flight of the Bumblebee (including Composer Profile, The Orchestra, Steady Beat Machine, Printable on the Romantic Period)
- ♪ Clair De Lune (Composer Profile, Impressionist Period)
- ♪ The Entertainer (Form Workout, Instrument Anatomies)
- ♪ Rocky Top (History gives a glimpse into the Native American populations in Tennessee including the Cherokee in East Tennessee)
- ♪ Share the Music: 3-385G, Clair de lune

### Audience Job Description

*Please help make this a good performance by being a good audience:*

- Be quiet as the lights dim and the concert begins.
- Clap when the concertmaster enters to lead the orchestra in tuning.
- Clap when the conductor enters to begin the concert.
- Clap to welcome any soloists during the concert.
- Watch the conductor during the concert. When he puts his hands down and turns to face the audience, the piece is finished and you may clap to let the musicians know you liked it.
- Remember that the orchestra is in the same room with you, not in a movie or on TV. If you talk or make other noises, they can hear you. If you get up and leave in middle of the concert, they can see you. Please be quiet and still so the musicians can play their best for you and everyone can enjoy the concert.



Available @ [knoxvillesymphony.com](http://knoxvillesymphony.com)  
[www.knoxvillesymphony.com](http://www.knoxvillesymphony.com)

- ♪ Link to this guide as a PDF
- ♪ Link to a digital version of the Lesson Plan
- ♪ Information for Knox County Risk Assessment
- ♪ Complete Vocabulary and Glossary
- ♪ The Knoxville Symphony Orchestra—Meet the Orchestra

## Meet the Conductor



**Maestro Demirjian** moved to Knoxville from Kansas City, where he was associate conductor of the Kansas City Symphony. He was born into a musical family in Lexington, Massachusetts, and he learned to play the cello and sing at a young age. Aram was seven years old when his mother first taught him how to conduct a 4/4 pattern, and he always enjoyed being the line-leader in elementary school.

Aram's desire to be a conductor began when he played cello in his high school orchestra. On his 18th birthday, one week before he graduated from high school, Aram made his conducting debut, directing the Lexington High School Orchestra. He attended Harvard University, and first studied government there, but switched to music after conducting two seasons of the Harvard Bach Society Orchestra. He later attended the New England Conservatory in Boston.

Aram loves sports, especially football, baseball and basketball! His favorite teams are the New England Patriots, Boston Red Sox and Boston Celtics.

## What is a Conductor?

The conductor of an orchestra is the leader. Conductors must know a great deal about music, the great composers, and their works. Also, they must have the personality and skills to direct many players at once and to turn them into a team.

Often conductors hold a *baton* that they use to mark the beats of the music for the orchestra to follow. Conductors may sometimes play more than one instrument, but they do not need to play every instrument. Instead, they understand how each instrument works and the special qualities of each instrument. Most importantly, the conductor learns each piece of music well enough to guide all the players in an exciting performance.



**Baton:** A wooden stick, approximately one foot in length, that the conductor uses to communicate with the orchestra. The baton helps the musicians see the conductor's motions so that they can play better together.

## Meet the KSO

### WILLIAM SHAUB, CONCERTMASTER



- ♪ Has been the concertmaster of the KSO for four seasons
- ♪ Played his first solo with an orchestra at age 12

- ♪ Graduated from The Juilliard School in New York City
- ♪ Organized a ten-year series of benefit concerts for the United Nations' Adopt-a-Minefield Campaign, providing more than 40 prosthetic limbs for landmine victims in Iraq and Afghanistan
- ♪ Performs on a violin made by Jean-Baptiste Vuillaume in 1865—it is over 150 years old!



JILL BARTINE, FLUTE

- ♪ Originally from south Louisiana
- ♪ Has played second flute with the KSO for 20 years
- ♪ Also plays with the Oak Ridge Symphony Orchestra and the Knoxville Wind Symphony
- ♪ Is a talented yoga teacher
- ♪ Lives with her husband and twin sons



### PHILLIP CHASE HAWKINS, PRINCIPAL TRUMPET

- ♪ This is his 8th season as Principal Trumpet for the KSO
- ♪ Began playing trumpet at age 10
- ♪ Before working on music pieces, spent more than a month making buzzing sounds on the mouthpiece because it made funny sounds like a horse
- ♪ Loves all the different sounds the trumpet can make

# Anatomy of a Symphony

Today's symphony orchestra varies in size from city to city, but usually has about 100 players. Orchestras are different from bands because they include string instruments. The string section is the largest section of players in the orchestra, with about 60 people. The woodwind section is made up of approximately twelve or more players, and the brass section typically has ten players. Finally, the percussion section ranges in numbers, depending on the amount of percussion parts used in a piece.

The seating chart below shows how you will see the Knoxville Symphony Orchestra seated when you come to the Young People's Concert. The players are seated in a semicircle facing the conductor.



For their generous support of our Young People's Concerts, the Knoxville Symphony Orchestra gratefully acknowledges:

**SHEENA McCALL**

**EAST TENNESSEE FOUNDATION**

**COVENANT HEALTH**

**ROTARY CLUB OF KNOXVILLE**

**AKIMA CLUB**

City of Knoxville

Knox County

Knoxville Symphony League

Tennessee Arts Commission

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Special thanks to:

- ◆ Tracy Ward, Sequoyah Elementary School, for lesson plans in this Teacher's Guide
- ◆ and to our partner for this concert:

**National Park Service  
Great Smoky Mountains National Park**



The Knoxville Symphony Orchestra

*Aram Demirjian, Music Director*

*Presents*



**Sheena McCall  
Young People's Concerts**

Fall 2020

# NATURE AT NIGHT: A Smokies Symphony

**Aram Demirjian conducting**

“Reel Time” from *Southern Harmony* Jennifer Higdon

“Autumn” from *The Four Seasons* Antonio Vivaldi

“Flight of the Bumblebee”  
from *The Tale of the Tsar Saltan* Nikolai Rimsky-Korsakov

“Clair de Lune” from *Suite Bergamasque* Claude Debussy

Songs in Light: Firefly Music Jorge Variego

The Entertainer Scott Joplin/arr. Schuller

How Birds Came Into the World David Crowe

Cherokee Morning Song Traditional

Rocky Top Felice and Boudleaux Bryant

SPONSORS:

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**AKIMA CLUB**  
**Knox County**  
**City of Knoxville**  
**Knoxville Symphony League**  
**Tennessee Arts Commission**

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Knox County Schools' Board of Education

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Sheree Beeler, Education Advisory Council

Liz Britt, Webb School of Knoxville, Education Advisory Council

Sarah Cummings, Christian Academy of Knoxville, Education Advisory Council

Kristin Luttrell, Gibbs Elementary, Education Advisory Council

Lee Ann Parker, Bearden Elementary, Education Advisory Council

**AND TO OUR PARTNER FOR  
THIS CONCERT:**



National Park Service  
Great Smoky Mountains National Park