

NATIONAL ARTS CENTRE ORCHESTRA
AND PLATYPUS THEATRE PRESENT



Music under a Midnight Moon



Where does music come from? What is the source of creativity? Of beauty? What makes us find one piece of music, one work of art, or one landscape more beautiful than another? Every day, from the moment we open our eyes until we go to bed at night, we are surrounded by sights and sounds.

Some, such as the family pet or a favourite song, we like or find pleasing; while others disturb us or are unattractive. We have lots of ready-made ideas about what is beautiful and what is not. Parents, teachers, friends, television, magazines, movies and the media can influence what we find beautiful.

We are told that a certain painting or a certain piece of music is beautiful.

We are told that certain artists are the best in the world.

But where does the feeling that something is beautiful come from? What is it that makes us decide to enjoy one thing, and avoid another? Why do some sights and sounds bore us, while others interest us?

"Music under a Midnight Moon" explores the idea of beauty in music and in all aspects of our lives. So...Let's begin!



Play your recorder or sing Brahms' "Lullaby". If you play the recorder or like to sing, turn to page 9.

Student Readers

Canada's **National Arts Centre Orchestra** and **Platypus Theatre** are pleased to share a musical adventure that explores how creativity and beauty can be found in the most unexpected places. As a participant, you will also be involved in the creation of symphonic music!

We want to hear from you! Please share your comments, drawings or reviews of this show to: Music Education Programs, National Arts Centre, 53 Elgin Street, P.O. Box 1534, Station B, Ottawa, Ontario K1P 5W1 or visit our website ArtsAlive.ca

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Beauty in Music

"Music under a Midnight Moon" narrates a tale without a single spoken word and challenges you to listen and think about music in interesting and sometimes surprising ways.

In this theatrical symphony concert, the sun is setting on a crisp day in late fall when two tramps wander into a junk yard on the edge of the city. Cold, tired and hungry, they settle down in a heap of scrap for the night when a beautiful reverberation fills the night air. Discovering music lurking in unexpected places – a saw that can play duets with a cello, bottles that play with the flutes, a scrap of brightly coloured material that transports you, the listener,

to Vienna – the tramps are launched into a fantasy world where music and beauty can be found in all that surrounds them.

What kind of music do you listen to? Is it different from what your parents listen to? What about your grandparents? Chances are what you like in music is not the same as what your parents or grandparents enjoy. For that matter, you may have very different tastes from your friends. Why is this? What makes something sound beautiful to you and not to someone else?



Music evolved in cultures all around the world as a way to celebrate special occasions and as an expression of religious belief.

In Medieval times, monks developed a form of praying called Gregorian chant. Five times a day the monks would gather in the chapel of their monastery and sing out their prayers. Like all forms of art, music has changed dramatically over the centuries, but one thing that seems certain is that all societies, all through time, have always had music of some kind. As far as



we know, the earliest musical instruments created were made to imitate the sounds of nature. They were made out of sea shells and the horns and bones of animals. People played them to lead hunting expeditions, to sound the cry of battle or to call to each other across the vast expanses of wilderness that separated them. Whistles made of reindeer bones have been found that are around 42,000 years old!

Reporting the News Grades 7 - 8

Become a "reporter" for a class newspaper. Design a questionnaire to explore the music tastes of three people you know of diverse ages. Write a newspaper article reporting your findings. Results can be displayed for the whole class as a wall chart or in a graph form.

Music in your Life Grades 4 - 6

How do we use music today? On what occasions do we hear music? What purpose does music serve in your life? Make a list of five occasions where you hear music.

Beauty in Music

Following Gregorian chant, music became more complicated as composers developed more intricate rhythms and joined different voices together to create beautiful harmony. Musical instruments also became more complex as early string instruments were developed followed by woodwinds and brass instruments.

Composers through the ages continued to develop their musical styles, inspired by the music that came before them and reworking these musical ideas to their tastes and imaginations and to reflect the times in which they lived.

Sometimes the changes that happened were not popular at first as people found the new sounds strange, unpleasant and even threatening. When the "Rite of Spring" by Russian composer Igor Stravinsky was first performed in Paris in 1913, there was a riot in the concert hall as people were outraged by the new sounds they heard. Now that same piece of music is considered to be one of the great masterpieces of the 20th Century.



Igor Stravinsky
1882 - 1971

Changes in music have always affected people deeply. In more recent times, when Rock N' Roll was first being played, many parents thought it was evil music and forbade their children to listen to it. This is still happening today. Think about the controversy that surrounds certain kinds of rap music.

Some of the classical music you will hear during "Music under a Midnight Moon" was written many centuries ago. Do you think popular music of today, such as Rap music, will still be played hundreds of years from now? Will there come a time when people will think that Rap music is very old-fashioned? What kind of music do you think your children will listen to?

Music in the future

Grades 4 - 6

1. Write a short scene depicting a teenager 200 years from now who uncovers a "Rap" song (pre-approved by the teacher), and either loves it or hates it!

Grades 7 - 8

2. Prepare for, and participate in, a debate on the following statement: "Pop" music today will be played 200 years from now.

How to Conduct Yourself at a Concert

During the first performance of "**The Rite of Spring**", the audience protested so loudly that at times the dancers could not hear the orchestra! The conductor, musicians and actors are the main focus of the concert experience. But the audience also has an important role to play. Here are some things you should remember:

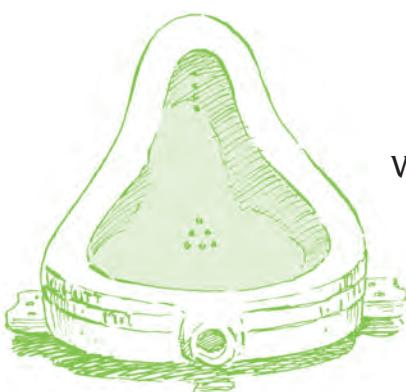
- Applaud first the concertmaster and then the conductor as they take their places on stage.
- Watch the conductor to signal the orchestra to begin playing.
- Clap when the music has stopped and the conductor turns to face the audience.
- Watch the soloists, who receive applause at the end of each piece.
- Avoid talking and making other distracting noises.
- Listen carefully and, most importantly, enjoy the music.

Beauty in Visual Art

The idea of what is beautiful has changed over the centuries in other forms of art too. Look at the two portraits to the right from different eras and think about how perceptions of beauty have changed.

Which do you find more beautiful and why? What don't you like about the other portrait? What do you think might have made it beautiful to the person who created it and to the society they live or lived in?

A changing perception of beauty has also been true in architecture not only because of the materials that have been available for building at different times but because of the changing tastes and social values of a particular society. Look at these two photographs of buildings. Both of them are considered masterpieces of architecture but they couldn't be more different.



What is art? What makes something a piece of art? Who decides? Does something have to be beautiful to be a work of art? In 1917 French artist Marcel Duchamp put a urinal in an art exhibit and called it "The Fountain". Some people were outraged by this but whether they liked it or not it changed the way the world thought about art. Artists began using all kinds of interesting objects in their artwork including things they found around their houses, things one might consider to be garbage

You can make all sorts of things out of what some people consider junk. Not only is this a good and cheap way to make art

but it also gives us a chance to recycle things that would otherwise land in the garbage dump. It also allows us to think about the way we use things, what we throw out and what does it really mean for something to be junk.

**Turn to
page 11
to create
your own
instrument
out of junk!**



Beauty... in whose Eyes?

Grades 7 - 8

Prepare arguments to debate whether "The Fountain" (or another controversial artwork) is a piece of art.

Something from Nothing: Grades 4 - 6

Create a three-dimensional piece of art from recycled materials.

Here are some websites to get you started:

www.kinderart.com/recycle

www.essortment.com/recycled-art-projects-55596.html

Beauty in Strange Places

"I live on the street, I have no money, no job and nowhere permanent to sleep.

My clothes are ripped and dirty and they don't fit properly.

I haven't had a bath in a long time and I rarely get enough to eat." – Anonymous

The quote you have just read certainly would fit a lot of people in Canada and even in your own city, who don't have a place to live. That description also fits the characters you will meet in "Music Under A Midnight Moon".

Homelessness in Canada is a big problem. Experts calculate that there are over 200,000 men and women in Canada who don't have a permanent place to live.

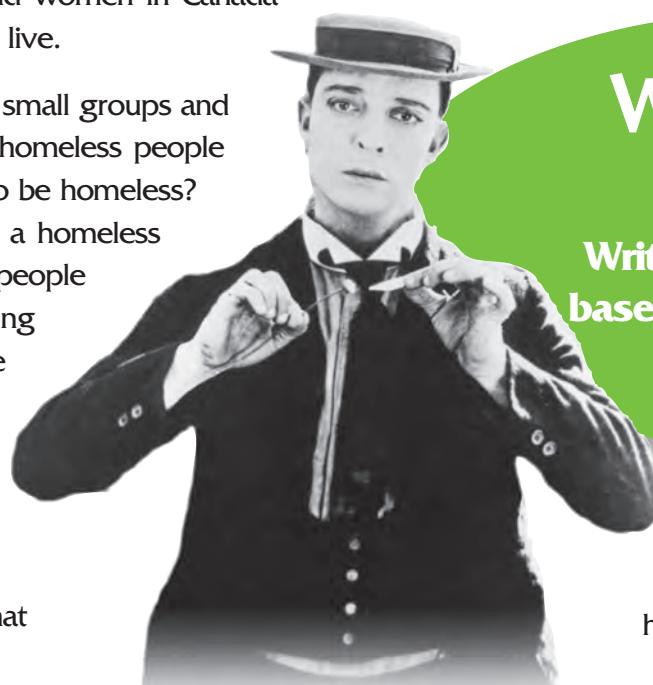
Discuss the following questions in small groups and report back to your class: What are homeless people like? What do you think it feels like to be homeless?

What do you do when you walk by a homeless person on the street? Are homeless people bad? Dangerous? At fault for being homeless? Is it a good idea to give homeless people money? Have you ever talked to a homeless person? Do you know anyone who is or has been homeless? What kind of person were they? How did they come to be homeless? What

can the government, organizations and individuals do to help the problem of homelessness?

To learn more about homelessness in Canada, go to this website:

www.hrsdc.gc.ca/eng/homelessness/



Buster Keaton
1895- 1966

Who Am I?

Grades 4 - 8

Write a character sketch based on the quote at the top of the page.

Now close your eyes and clear your mind of the image of the homeless person you might see on the street downtown.

What other image might you have of a person who fits that description?

Here's a hint: He might make you laugh rather than feel sorry for him. Take a look at the movies of Charlie Chaplin and Buster Keaton and discuss why we enjoy seeing tramps in movies but not on our own streets.

Check it Out!

Here are some films that you can probably find at your local library:

Charlie Chaplin Films:

"The Great Dictator", "Modern Times", "City Lights", "The Gold Rush", "Limelight", and "The Circus".

Buster Keaton Films:

"The General", "Sherlock, Jr.", and "The Railrodder"*

*This film may be of particular interest as it was made by the "National Film Board of Canada" and tells the story of Buster Keaton crossing Canada on the rail system.

How Can You Help Homeless People?

Homeless and Hungry

Grades 4 - 8

Invite a director of a shelter and/or someone who uses a shelter into the classroom. Prepare questions to explore the issues concerning homelessness.

Helping Out

Grades 4 - 8

Organize an activity to help the homeless such as a food drive or car-wash to raise money in support of a shelter. Think of ways to bring beauty into the lives of the homeless. For example, you could create art to decorate a shelter.

Taking Action

Grades 7 - 8

Write a letter to your Member of Parliament about homelessness.

Beauty in Story-Telling

The music you will hear in "Music under a Midnight Moon" as the two main characters explore their environment not only helps create a specific mood but also tells a story - sometimes of a fantasy world, foreign lands, or an activity you may love, like playing baseball!

Patrick Cardy (1953-2005)

"Rhythm in your Rubbish Suite"

Two tramps are launched into a fantasy world where music and beauty can be found in all that surrounds them.

Aaron Copland (1900-1990)

"Buckaroo Holiday"

You can almost picture the wide open spaces of the American West under a clear blue sky.



Albert Von Tilzer (1878-1956) (Arr. Wagler)

Take Me Out to the Ball Game

It's not difficult to guess what this song is about. Shortly after this piece was composed, it became the tradition in America that this piece is sung during the seventh inning of each baseball game.

Julius Fucik (1903-1943)

Entrance Of The Gladiators

The title "Entrance of the Gladiators" has often been nicknamed "circus music". While listening to this piece, can you guess why?

Johann Strauss (1825-1899)

Vienna Blood

The waltz in this piece conjures up visions of Vienna as a kind of romantic "Never-Never Land". We think of splendid ballrooms, glittering chandeliers, and elegantly dressed dancers.

Antonin Dvorak (1841-1904)

Cello Concerto in B Minor

The music grows ever more passionate and yearning throughout, until the piece ends by bringing back musical material from the first and second movements in a slow, quiet fashion.

Harry Freedman (1922-2005)

Samba 2 from Oiseaux Exotiques

The exotic birds in this ballet are not named, but are represented in the various Hispanic African dance numbers (Meringue, Samba, Journo, etc.)

Arr. Trevor Wagler

Turkey in the Straw

This tune became so popular that it was also set to words about fishing and nonsense verses.

Johannes Brahms (1833-1897)

Lullaby

This waltz is one of the best-known themes ever written. Brahms was a serious, quiet fellow, but he occasionally wrote music in a light-hearted, popular style.

Sergei Prokofiev (1891-1953)

Romeo and Juliet Suite (Scenes And Masks)



Inspired by the famous story by William Shakespeare, it's a tale about two teenagers who fall in love but both tragically die in the end.

Peter Illyich Tchaikovsky (1840-1893)

Swan Lake Suite

A princess is captured by an evil magician and is turned into a swan-maiden (a swan by day and woman by night). The handsome prince falls in love with the princess; however the evil magician tries to prevent their love affair. Love triumphs in the end, but only in the death of the two lovers.

Did You Know?

Music composed between 1820 and 1900 that tells a story or expresses human feelings, like happiness or anger, is called "Romantic" music.

Silent Picture Show

Grades 4 - 6

Music can tell us a lot about a story. Watch a scene from a movie, like "Finding Nemo" or the "Lion King", with the sound off. What is the mood? Now listen to it with the sound - did the mood change?

The Life and Times of...

Grades 7 - 8

Research the life of one of the composers listed on this page and report back to the class.

Music In Storytelling

Grades 4 - 8

Listen to at least four pieces of music from the repertoire list on the CD. If the music were the soundtrack to a scene from a movie, what would be going on?

Write a short story to describe what you see.

The Storytellers

Introducing Platypus Theatre!

The platypus is one of the world's most bizarre creatures. It has a duck beak, webbed feet, an otter-like body and a beaver tail. Even more strangely, the female lays eggs, yet the platypus is a mammal, not a bird! Platypus males,

meanwhile, have spurs on their hind feet that deliver poisonous venom with a swift kick. These strange creatures live on the banks of bodies of water at the other end of the world in Australia, New Zealand and New Guinea. Canada's "Platypus Theatre"

was created in 1989 to entertain you, your parents, and your teachers. They have performed in Canada, in the United States and Asia for many other kids just like you. Let's see what the tramps have to say about "Music under a Midnight Moon".



Meet the Actors

Peter Duschenes
&
Danielle Desormeaux



How did you come up with the idea for "Music under a Midnight Moon"?

I wanted to create a concert that showed children that anyone can make music. It's not only musicians in an orchestra playing fancy instruments that can do it.

Music can be made by anyone, not only on traditional instruments but also on bottles, tin cans, spoons, a saw...

How do you use theatre and music to tell a story?

"Music under a Midnight Moon" is a lot like an old silent movie. The way the characters move, how they use their bodies, the expressions on their faces, all these can tell a story. In addition to the actors, the music is the other major story-teller.

How did you become an actor who is also interested in music?

I grew up in a musical family. My father was a professional flautist and conductor and my mother taught recorder to children. When I was 13, my brothers put on a marionette production of Igor Stravinsky's "The Soldier's Tale" which used music and words to tell an exciting story.

My brothers didn't really want their little brother involved, but at the last minute they needed someone to do the voice of the Soldier... Peter to the rescue!

That was my first taste of theatre and also of combining theatre with music.

What is it like performing with Peter Duschenes?

I've been working with Peter since 1998 and it has been an amazing experience. It's not often as an actor that you get to work with different orchestras in so many different countries. I also have a background in music, so that really plays into my enjoyment of the work as well. It's quite rewarding for me to think that all that time spent playing scales and rehearsing at school has worked itself back into my life as an actor.

What is your favourite moment in "Music under a Midnight Moon"?

The experience of building this show was my favourite part. I also like playing the bottles with the orchestra in the show. It's really fun to figure out and remember which bottle you are going to play next.

What advice would you give to a student interested in acting?

I would say the same thing to anyone who wants to do any profession: If you really want to do it, do it! It takes a lot of dedication and hard work. Acting is not any different from doing anything else. It's a craft that requires the same amount of discipline and attention than any other.

Be honest and always remember that you are telling a story. If you focus on that, the story will be told well no matter which part you play in it.

You're the Music Critic

Grades 7 - 8

You have been named the new music critic at the "Ottawa Citizen". Your first assignment is to write a review of the concert. Don't forget to give the important facts about the concert, when and where the concert was, who performed and what they

played. What did you like? What did you not like? Be sure to explain why you felt this way. If you attended the "Bach to Becky" concert last year you can include a comparison. Share and compare your review with those of your classmates.

Music Listening Checklist

What do you listen for when a piece of music is playing?
Here are some ideas to help you:

Melody:

This is the part of the music you can hum, whistle, or sing to yourself. You might call it a tune. Some melodies bounce all over the place, which may make them difficult to sing, but easy to play on an instrument like the violin or piano.

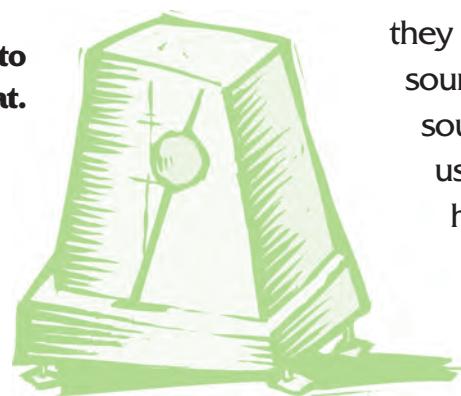
Sing or play on your recorder the sweet melody of Brahms' "Lullaby" on page 9.



Meter:

This is the part of the music you can tap your foot to. You will usually find that the main pulses fit into groups of twos, threes, or fours. A march is "in two" (ONE-two ONE-two) while a waltz is "in three."

Count a moderate beat "One-two-three" to Brahms' Lullaby, emphasizing the first beat. If you emphasize pulse "two" or "three", the melody will sound quite different. Try it and compare.



Tempo:

This is the speed of the music. The speed may vary from very slow to very fast. Most composers use Italian words to describe the tempo: *adagio*, for example, means very slow. *Andante*, moderate; *allegro*, lively and *presto*-very fast.



Dynamics:

Dynamics refer to how loudly or softly the music should be played. Sometimes the dynamics change abruptly, sometimes gradually.

How would Brahms' "Lullaby" sound if it were played or sung loudly instead of softly? Which one sounds better?

Timbre:

The specific kind of sound each instrument makes is its timbre. A flute sounds different from a violin, even if it's playing exactly the same note. You can mix timbres, just as you can mix colours in painting. If you mix red and yellow, you get orange. If you mix a flute and a violin, you get a particular mixture of timbres.

You can hear a contrast of the timbres between the cello and the orchestra in Dvorak's "Cello Concerto in B Minor".

Harmony:

Underneath the melody are clusters of notes called chords, each of which sound different. These chords can stand alone, or they can support a melody. Some chords sound gentle and pleasant; some may sound harsh or unpleasant. The composer uses these to create the kind of mood he wants at each moment.

You can hear accompaniment, or "harmony," by listening to any of the repertoire listed on page 6.

ACTIVITY

Grades 4 - 8

Present your favourite piece of music to the class using the music "Listening Checklist" as a guide.

ACTIVITY

Grades 7 - 8

Listen to another piece by Brahms, keeping the "Listening Checklist" in mind. How is this Brahms piece different than his "Lullaby"?

A Beautiful Performance

Here is an excerpt of Johannes Brahms' famous

Lullaby

Play the melody on the recorder or sing along!

You will have the chance to play this piece with the NAC Orchestra!

(Wiegenlied) Op. 49, No. 4

Soprano Recorder

Adagio



Johannes Brahms

Did You Know?

A lullaby is a soothing song sung to children before they go to sleep. The original title for this piece is "Wiegenlied" (pronounced VEE-gen-LEED), which means "Cradle Song" in German. Brahms originally composed this piece for voice and piano in 1868 to celebrate the birth of a son to his friend Bertha Faber.

Fun facts about the NAC Orchestra



1. A string player changes strings and bow hair 2-3 times per year.
2. An orchestral musician plays between 10,000 and 20,000 notes during a typical concert.
3. Starting with a raw piece of cane, an oboe player spends 10 to 20 hours a week hand-crafting reeds to produce an average of one reed per day.
4. The most common injury to musicians is repetitive stress injuries to the arms, as well as neck and back pain.
5. NAC Orchestra musicians practice at least three hours a day on their own time. As well, for every classical concert, they have three to five rehearsals of 2 hours each.
6. Some of the NACO musicians' stringed instruments are 300 years old.
7. A clarinet player goes through about 500 reeds per year.
8. Most orchestra concerts are about two hours long and have one intermission.
9. String players have blocks of rosin for their bows, and wind and brass players have weighted cloths to clean the water out of their instruments.
10. The ultimate reward for a musician is to be invited to perform at "Carnegie Hall" in New York City. The NAC Orchestra has played there eleven times!

Musical Web Search

Visit www.ArtsAlive.ca to learn more about the NAC Orchestra, the musicians, and the various instruments used in the orchestra!

Conductor Needed

Grades 7 - 8

The NAC Orchestra needs a conductor. What qualifications are required for this position and what duties can the conductor be expected to perform?

Create a classified advertisement for the conductor's position. Given the proper training, do you think you would make a good conductor?

Why or why not?

The Instruments of the National Arts Centre Orchestra

What is the NAC Orchestra made up of?

First of all, the NAC Orchestra is made up of 61 men and women, playing together on a variety of musical instruments.

They are divided into four different sections (String, woodwind, brass and percussion) but they are united in one common goal: making music together.

You might already know that orchestras are not always the same size.

Smaller orchestras, with between 20 and 34 musicians, are called "chamber orchestras." Larger orchestras, with between 60 and 110 musicians, are called "symphony orchestras" or "philharmonic orchestras."

The NAC Orchestra (NACO) is a Symphony Orchestra, not too small, not too big, just the right size for your enjoyment and pleasure.

The NACO STRING SECTION contains:

20 Violins

6 Violas (somewhat larger than a violin)

7 Cellos (definitely larger than the viola)

5 Double Basses (twice the size of a cello!)

1 Harp



- All these instruments, except the harp, have four strings.
- Their sound is produced by the friction of a bow on a string, or by plucking the strings by the fingers, allowing them to vibrate.
- Plucking the strings is called "pizzicato" (meaning "plucked" in Italian).
- Bigger instruments have lower sounds. For example the sound of the violin is higher than that of the double bass.

Did you know that the bows that are used to play some stringed instruments are made of wood and horsehair?

The NACO WOODWIND SECTION contains:



2 Flutes, 2 Oboes, 2 Clarinets, 2 Bassoons

- These instruments are basically tubes (either wood or metal) pierced with holes. As a musician blows through their tube, they cover different holes with their fingers to produce different notes.
- Some wind instruments use a reed to produce sound. A reed is made of thin wood which vibrates against the lips as a musician blows into the instrument to create a sound.
- Of the four woodwind instruments of the orchestra, only the flute doesn't require a reed.
- Clarinets are single reed instruments, whereas oboes and bassoons are double-reed instruments. It means that the oboists and bassoonists use double-reeds against their lips to create a sound.

Did you know that the reeds are made of cane, more commonly called "bamboo"?

The NACO BRASS SECTION contains:

2 Trumpets, 5 French horns, 3 Trombones, 1 Tuba



- Brass instruments are definitely the loudest in the orchestra; this explains why there are fewer brass players than string players.
- They are made of long metal tubes formed into loops of various lengths with a bell shape at the end.
- The sound is created by the vibrations of lips as the musician blows into a mouthpiece that looks like a little circular cup.
- Brass instruments have small mechanisms called valves that allow the sound to change, modifying the distance the air travels through the tube each time they are pressed or released by the player.

Did you know that most brass instruments have a special spit valve that allows water, condensation generated by blowing in the instrument, to be expelled?

The NACO PERCUSSION SECTION contains:

Timpani, Xylophone, Marimba, Snare Drum, Wood Block, Cymbals and tons of other interesting sounding instruments.



- Percussion instruments help provide rhythm for the orchestra.
- Within this family of instruments, there are 3 types: metal, wood and skin.
- These instruments are either "pitched" (they produce a specific note, like the xylophone) or "unpitched" (they produce a sound that has no specific note, like the snare drum).
- Percussion sounds are generally produced by hitting something with a stick or with the hands.

Did you know that a timpani looks like a big cauldron? But don't try making soup in it!

Beauty in Junk

When you come to the concert hall to see and hear "Music under a Midnight Moon" you will see musicians playing on very finely crafted instruments made with techniques developed over many centuries.

Some of the violins you will hear are several hundred years old, built in some of the finest instrument-making shops in the world. The instruments in the orchestra are made mostly of wood and metal, but in other cultures instruments are also

made out of animal skins, bones, tusks, beaks, claws, shells, hair and even stones.

Modern instruments like synthesizers also use plastics and computer chips to produce new and original sounds. All through history and all over the world people have used the materials at their disposal to make musical instruments.

Look around you. What objects are there in your house or classroom that can make music?



Create Your Own Instrument!

Find objects in your house or at school that make interesting sounds and recycle them to create your own instrument. Here are some ideas of what you might use:

Empty tin cans and plastic containers: These would make excellent drums!

Pop Bottles: Fill them to varying levels with water, blow across the top and hear the different notes you can produce.

Hard Pieces of Wood: Try out different kinds of wood and see which make the nicest sounds.

Plastic Pipes: Fill them with rice or dried peas and block off the ends with tape or paper to make a simple shaker.

Activity

Grades 4 - 6

In which category would your "rubbish" instrument belong: strings, woodwinds, brass or percussion? Why?

Does your instrument sound similar to any instrument you are familiar with? If so, in what ways is it constructed the same (i.e. shape, materials used, method of playing)? How is it different?

Activity

Grades 4 - 8

In small groups, use the instruments you have created to tell a story using sound.

This can be either a story you invent or a story from a book.

One student reads the story while the others create the sound effects or soundscape to enhance the mood of the story.

Did you Know?

In many cultures instruments are crafted by such skilled artisans that they are considered to be works of art. Don't forget to decorate your instrument and make it look as well as sound beautiful!

Check it Out!

Take a look at these books and websites that can help you in knowing more about the development of instruments and in creating your own:

Websites:

http://azaz.essortment.com/musicalinstrument_rhvf.htm
<http://www.rhythmweb.com/homemade/index.htm>

Books:

"Music" by DK Eyewitness Books
"Making Musical Things" by Scribners

ArtsAlive.ca

NATIONAL ARTS CENTRE

Musical Word Search

As you look for the hidden words, remember that they can be horizontal, diagonal or vertical – forward or backward!



Artwork

Cello

Chant

Concerto

Dvorak

Dynamics

Flute

Gladiator

Gregorian

Harmony

Lullaby

Rhythm

Romantic

Stravinsky

Symphony

Timbre

Vienna

Waltz

Wiegenlied

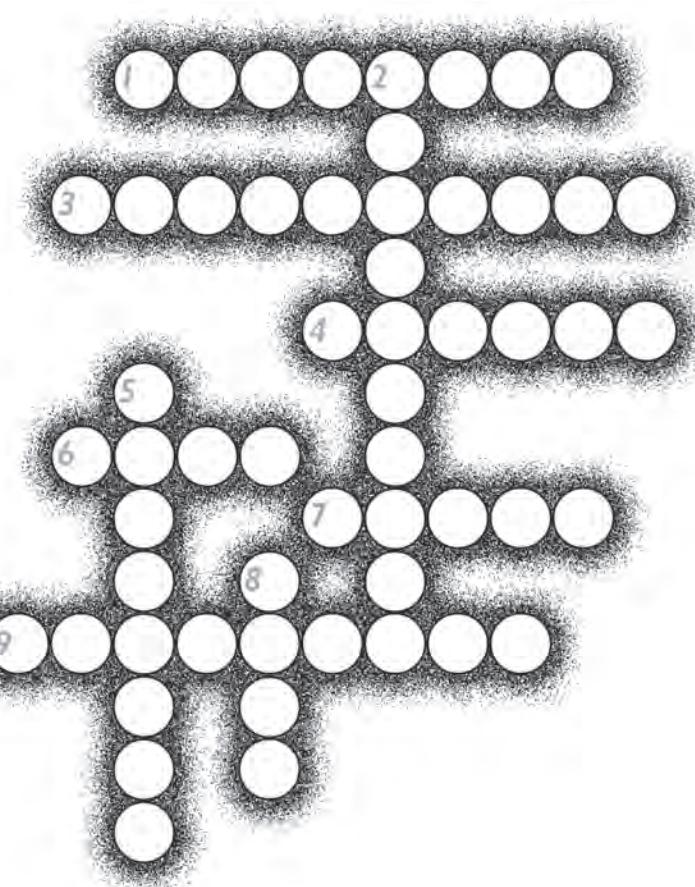
Acrostic Poem

Compose an Acrostic poem about the NAC orchestra. Here's how it's done:

- Write a word that you think describes the NAC Orchestra and starts with the same letter of the alphabet of that line.
- Have fun and send us your poems to post on

www.ArtsAlive.ca

Criss Cross Puzzle



ACROSS:

1. Literally means “the middle of the night”, also 12 o’clock at night.
3. Section of the orchestra in which the sound of the instruments is produced by hitting something with a stick or with the hands.
4. The composer of the famous Lullaby.
6. The natural object in orbit around the earth.
7. The speed of the music.
9. The person who leads and directs the orchestra during a performance.

DOWN:

2. A device that produces sound and can somehow be controlled by a musician.
5. Expressive music composed between 1820 and 1900 that usually tells a story.
8. Another word for trash or rubbish.

1. Midnight
2. Instrument
3. Berhms
4. Breussion
5. Romantic
6. Moon
7. Tempo
8. Juk
9. Conductor

Solutions:

O _____
R _____
C _____
H _____
E _____
S _____
T _____
R _____
A _____