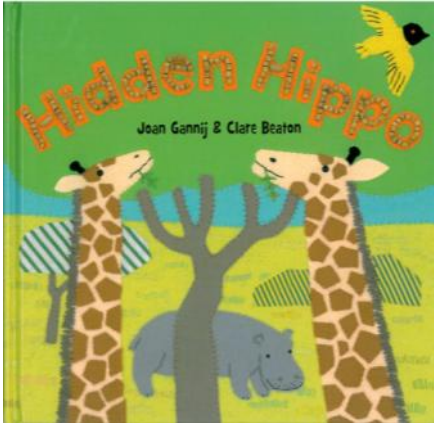




## BRASS TRIO - 2011 Performance



**Description:** This book takes us to the plains of Africa. The brass trio joins the safari with interesting facts about the animals and, of course, fabulous music. Program length is approximately 30 minutes.

**Age Level:** 3 to 6 years, Grades Pre-K through First

**Book:** *Hidden Hippo* written by Joan Gannij, illustrated by Clare Beaton, published by Barefoot Books, Inc.

### Dates and Prices 2010-2011 Season

#### Public Performances

- Wednesday, February 9, 2011  
10:00 and 11:00am
- Thursday, February 10, 2011  
10:00am and 11:00am
- Saturday, February 12, 2011  
10:00am and 11:00am
- \$5.00 per person

#### In-school Performances

- Arranged to meet the school schedule.
- \$270 for the first performance of the day; \$200 for each additional performance on the same day. Maximum of 4 performances per day.

For performances outside Stark County, additional cost for mileage will be added to the first performance of the day.

To schedule, contact:

**Lisa Boyer**

Director of Education

**330-452-3434 ext. 604**  
lboyer@cantonsymphony.org

www.cantonsymphony.org

#### Objectives:

- Students will identify members of the brass family of the orchestra both by sight and sound.
- Students will differentiate between loud and soft dynamics.
- Students will create appropriate movements to the sounds of loud and soft dynamics..

**Public Performances:** Are performed in Cable Recital Hall, located inside the Cultural Center for the Arts (1001 Market Avenue North, Canton). A casual environment where children are encouraged to sit on the floor close to the musicians and includes visual aids and setting decorations.

**In-school Performances:** Can be performed for single classrooms or larger multiple classroom groups (maximum audience size of 125) either in a small classroom or larger assembly room. Arranged to meet the schedule of the school. Performances can be scheduled in multiple buildings in your district on the same day.





## BRASS TRIO - 2011 Performance

### Standards and Indicators (Early Learning, Kindergarten, Grade 1)

#### Music—Analyzing and Responding

- Demonstrate contrasting elements in music (e.g. dynamics: loud/soft; rhythm: fast/slow; melody: high/low).
- Identify the sources of a wide variety of sounds.

#### Music—Valuing Music/Aesthetic Reflection

- Participate in developmentally appropriate music activities.
- Attend live music performances and demonstrate audience behavior appropriate for the context and style of music performed.
- Listen and respond to various music styles.

#### Music—Connections, Relationships, and Applications

- Identify a musician.

#### English Language Arts—Phonemic Awareness

- Differentiate between sounds that are the same and different.
- Recognize when words share phonemes and repeat the common phoneme.
- Recognize, say and write the common sounds of letters.
- Identify and say the beginning and ending sounds of words.

#### English Language Arts—Acquisition of Vocabulary

- Understand the meaning of new words from context of conversations, the use of pictures that accompany text or the use of concrete objects.
- Understand new words from the context of conversations or from the use of pictures within a text.
- Identify words that have similar meanings and words that have opposite meanings.

#### English Language Arts—Reading Process

- Answer literal questions to demonstrate comprehension of orally read age-appropriate texts.
- Respond to oral reading by commenting or questioning.
- Monitor comprehension of orally read texts by asking and answering questions.

#### English Language Arts—Reading Applications: Literary Text

- Use pictures and illustrations to aid comprehension.
- Distinguish between fantasy and reality.

#### English Language Arts—Communication: Oral and Visual

- Listen attentively to speakers, stories, poems and songs.
- Follow simple oral directions.

#### Social Studies—History

- Begin to use the language of time (day, night etc.)

#### Social Studies—Geography

- Distinguish between land and water on maps and globes.
- Demonstrate and use terms related to location, direction and distance.

#### Social Studies—Skills and Methods

- Listen for information.
- Sort objects or pictures according to appropriate criteria.
- Compare similarities and differences among objects or pictures.

#### Science—Life Sciences

- Identify common needs of familiar living things.
- Recognize physical differences among the same class of people, plants or animals.
- Observe and begin to recognize that environments support life by meeting the unique needs of each organism.

#### Science—Physical Sciences

- Explore musical instruments and objects and manipulate one's own voice to recognize the changes in the quality of sounds (eg. talks about loud, soft, high, low, fast, slow).
- Examine and describe objects according to the materials that make up the object.
- Classify objects according to the materials they are made of and their physical properties.

#### Contact:

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