



Woodwind TRIO - 2011 Performance

Description: There is nothing elusive about our woodwind trio! Their lovely sounds lend accompaniment to our journey to the northern forests on a search for the magnificent moose. Program length is approximately 30 minutes.

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

Book: *Elusive Moose* 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 woodwind family of the orchestra both by sight and sound.
- Students will differentiate between fast and slow tempo.
- Students will create appropriate movements to the sounds of fast and slow tempo.

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.





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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

- Match familiar adult family members, plants and animals with their young.
- Recognize physical differences among the same class of people, plants or animals.
- Describe how plants and animals usually resemble their parents.
- Observe and describe seasonal changes in weather.
- 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.

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