



Canton Symphony Orchestra
Gerhardt Zimmermann, Music Director

YOUNG PEOPLE'S CONCERT 2011



April 6, 2011
Umstatt Hall
9:30 & 10:30am

Matthew Brown conducting
Connections: Social Studies and Music

Supported by:
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MUSIC UNITES US

Young People's Concert

Connections: Social Studies and Music

Matthew Brown conducting

As the conductor of the Canton Symphony's educational programs, I would like to personally thank you for bringing your students to our Young People's Concert of 2011. We are pleased to present an exciting program, and hope you find it both enjoyable and educationally valuable for your students. It's a big world out there. There is much to learn about different countries and cultures, and music can be a great vehicle for that exploration. We will perform and talk about a wide variety of music from different countries, and will also incorporate other art forms. Members of the Canton Ballet will be performing with the orchestra, and your students will also be treated to visual delights courtesy of the Canton Museum of Art.



While mostly music you likely know and love, the program also boasts a world premiere performance of a new piece by Cleveland composer Matthew Smith, commissioned specifically for this concert.

We appreciate your support of our programming, and we look forward to seeing you at the concert!

Sincerely,

A handwritten signature in black ink that reads "Matthew Brown".

Matthew Brown

PROGRAM:

Georges Bizet	Les Toréadors from <i>Carmen: Suite No. 1</i>
Peter Ilyich Tchaikovsky	<i>Capriccio Italien, op. 45</i>
Ludwig van Beethoven	<i>Symphony No. 5, op. 67</i>
Peter Ilyich Tchaikovsky	Chinese Dance from <i>Nutcracker, op. 71</i> Featuring members of the Canton Ballet
Béla Bartók	<i>Romanian Folk Dances</i>
Matthew Smith	<i>World Piece</i> (includes recorder play-along)
Aaron Copland	Hoe Down from <i>Rodeo</i> Featuring members of the Canton Ballet

Images of various pieces of art, provided by the Canton Museum of Art, will be projected throughout the performance.

Study Guide Prepared by:

Irene Barker, Education Programs Manager
Lisa Boyer, Education Director
Matthew Brown, Associate Conductor

With Contributions by:

Holly Fox, Tuslaw Local Schools
Beth Gray, Marlinton Local Schools
Nancy Hannon, Massillon City Schools
Sandy Simpson, Plain Local Schools

**Canton Symphony Orchestra
2011 Young People's Concert**

STUDY GUIDE CD

Track 1	:56	Introduction to the Concert & Bizet Matthew Brown, Associate Conductor
Track 2	2:20	Bizet: Les Toréadors from <i>Carmen</i>
Track 3	:43	Introduction to Tchaikovsky: Matthew Brown
Track 4	15:25	Tchaikovsky: Capriccio Italien
Track 5	:52	Introduction to Beethoven: Matthew Brown
Track 6	7:24	Beethoven: Symphony No. 5
Track 7	:36	Introduction to Tchaikovsky: Matthew Brown
Track 8	1:09	Chinese Dance from <i>The Nutcracker</i>
Track 9	:55	Introduction to Bartók: Matthew Brown
Track 10	:37	Bartók: Romanian Folk Dance
Track 11	1:00	Bartók: Romanian Folk Dance
Track 12	1:43	Bartók: Romanian Folk Dance
Track 13	:31	Bartók: Romanian Folk Dance
Track 14	:15	Bartók: Romanian Folk Dance
Track 15	:40	Bartók: Romanian Folk Dance
Track 16	:42	Introduction to Copland: Matthew Brown
Track 12	3:37	Copland: Hoe Down from <i>Rodeo</i>

Total Duration: 48:27

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*Irene Barker, Education Coordinator
Canton Symphony Orchestra
1001 Market Avenue, North
Canton, Ohio 44702*

STUDY GUIDE CD PERFORMERS

Bizet - Les Toréadors

Bizet: Carmen Suites. Philharmonia Cassovia, Alfred Walter conductor. Amadis 7073

Tchaikovsky - Capriccio Italien

The Tchaikovsky Experience. Montreal Symphony Orchestra, Charles Dutoit conductor.

Musical Heritage Society 13704Y

Beethoven - Symphony No. 5

Ludwig van Beethoven: 9 Symphonies. Berlin Philharmonic, Herbert von Karajan conductor

Duetsche Grammophon 429036-2

Tchaikovsky - Chinese Dance

Provided by the Canton Ballet

Bartók - Romanian Folk Dances

Bartók: The Miraculous Mandarin. Budapest Festival Orchestra, Ivan Fischer conductor. Philips

Copland - Hoe Down

Copland conducts Copland. London Symphony Orchestra, Aaron Compland conductor.

CBS Records Masterworks

Georges Bizet (born 1838 in Paris, France; died 1875 in Bougival, France)



Georges Bizet was born in Paris, France. At the age of 9, he entered the Paris Conservatory of Music. While at the conservatory, he studied piano, harmony and composition. He was a brilliant pianist, but focused more on composing. He composed his first major work, the Symphony in C, at the age of 17. He is most known for his opera *Carmen* which he composed at the age of 35. The opera's poor reception at its premiere greatly saddened Bizet and this affected his health. Unfortunately, he died just one year later before ever having a chance to enjoy the success of his opera.

About *Carmen*

Carmen is an opera that takes place in Seville, Spain around the year 1820. The main characters are Carmen, a gypsy girl; Don José, a corporal of the guard; and Escamillo, a **toréador**. The famous Toréador theme which you will hear at the concert, is first heard in the **prelude** to the opera. It is then repeated in Act Two when Escamillo makes his entrance.

CARMEN VOCABULARY

ACT: One large part of an opera.

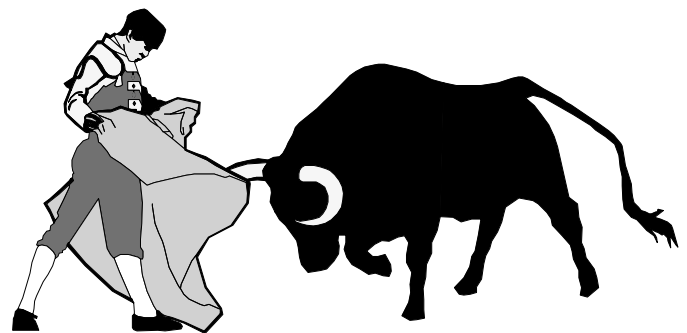
OPERA: A play that is sung. A drama with costumes and scenery in which all or most of the text is sung to the accompaniment of an orchestra. The essence of opera is that the music is equally as important as the words.

ORCHESTRA: Accompanies the entire opera and plays the prelude.

PRELUDE: A mood-setting musical introduction to an opera or other musical piece.

TORÉADOR: A bullfighter.

Bullfighting is a long standing tradition in Spain. It is an event that attracts many people to attend. There is much pageantry with the event. The team of toréadors enters the arena to music with trumpets and much fanfare. Each toréador wears an elegant and highly decorated costume called the "suit of lights". The lead toréador is known as the matador. Bizet's Toréador is certainly inspired by the festive pageantry of this Spanish custom.



Europe

What countries border Spain?

What bodies of water border Spain?



Spain

The capital of Spain is Madrid. The opera, Carmen, takes place in Seville, Spain.

In what general direction would one travel from Madrid to go to Seville?

Find two cities that are North of Madrid.

Name two cities that are South of Seville.



Les Toréadors

LESSON PLAN

Grade Level: 4th Grade

Learning Outcomes:

The students will:

1. define the word, "opera."
2. demonstrate the ability to keep a steady beat.
3. use appropriate music terms to describe a composition.

Music Content Standard: Analyzing and Responding

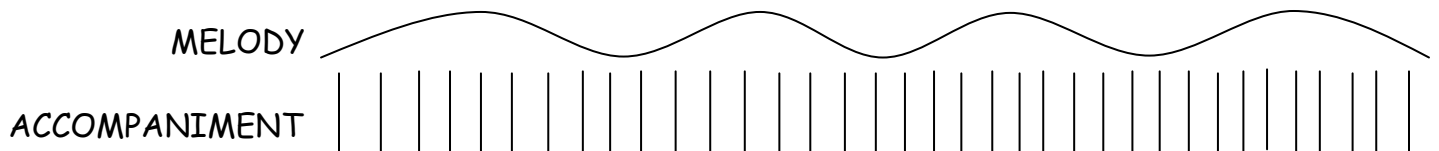
Benchmark A - Identify and demonstrate elements of music using developmentally appropriate music vocabulary.

Grade Level Indicator 4:4 - Identify how elements of music communicate ideas or moods.

Activities

1. Ask the students what an opera is. (*An opera is an extended dramatic performance in which the story is sung with orchestral accompaniment.*)
2. Briefly describe the setting and plot of "Carmen." (*Spain, bullfighting*)
3. Listen to the excerpt, keeping the steady beats with "walking" fingertips on lap.

Ask students to describe the changing dynamics. (*levels of loud and soft*) "What is the form of this piece?" (*ABA, identify same and different phrases*) Show the two distinct articulations. (*Flowing melody, detached accompaniment*)



Assessment Strategy: Observe student response to various discussion items.

Equipment, resources and materials needed:

Cd player, recording of the piece, white or chalkboard.

Tchaikovsky Capriccio Italien

Peter Ilyich Tchaikovsky (born 1840 in Votkinski, Russia; died 1893 in St. Petersburg, Russia)



Peter Ilyich Tchaikovsky was born in 1840 in a mining town in the eastern part of Russia where his father was an engineer and the local governor. He loved Russian art and literature, the pomp and ceremony of the Russian Orthodox Church, and the folk songs and dances of his country. Although he had been trained for a career in law, he was not happy in that profession. When he was 23, he gave up his government job so that he could enter the St. Petersburg Conservatory and study music.

Following his graduation, Tchaikovsky spent several years as a professor at the Moscow Conservatory until he could establish himself as a composer and earn his living writing music. In 1877, Madame Von Meck, a wealthy widow, discovered Tchaikovsky's music and took him under her patronage. The two exchanged letters for nearly fourteen years. In these letters, Tchaikovsky shared many of his thoughts and feelings with von Meck which he never revealed to other people. However, at von Meck's request, the two never met face to face.

In his later years, Tchaikovsky spent much time traveling to other countries where he appeared as guest conductor and supervised performances of his works. In 1891, he came to the United States for a month and conducted concerts in New York city, Baltimore, Philadelphia, and Washington, D.C. Whenever he was back home in Russia and not actively engaged in composing, he liked to work in his garden, take long walks in the woods near his house, and spend quiet evenings with family members and friends. One of the most famous and popular composers of all time, he died in St. Petersburg in 1893.

About *Capriccio Italien*..... Tchaikovsky was inspired to write this piece in 1880 while on a trip to Italy. During his stay that year, many festivals were taking place and he enjoyed hearing the music played by the local townsfolk. Upon his return, he put many of those melodies into this one piece. For instance, the beginning of the piece includes brass fanfares inspired by the morning bugle call from the Royal Italian cavalry whose barracks were across the street from his hotel. The part of the piece to be played at the Young People's Concert reflects the folk tunes and dances Tchaikovsky heard while on his travels.

Europe

What countries border Italy?

What bodies of water border Italy?

Tchaikovsky was from Russia. Find Russia on the map. Which of the following modes of transportation would he most likely have taken on his trip to Italy in 1880?

- A. Motorcycle
- B. Steamboat
- C. Steam Locomotive (train)



Italy

The capital city of Italy is Rome. This is where Tchaikovsky was visiting when he was inspired to compose *Capriccio Italien*. Find Rome on the map.

Italy is sometimes called “the boot”. Can you tell why? What Italian island would earn the nickname “the football?” Why?

Capriccio Italien

LESSON PLAN

Grade Level: 4th Grade

Learning Outcomes:

The students will:

1. identify by sight and sound orchestra instruments and families.
2. describe common elements of visual art and music.

Music Content Standard: Connections, Relationships and Applications

Benchmark A - Explain ways that music interrelates with other arts disciplines and with various disciplines outside the arts.

Grade Level Indicator 4:2-Identify the use of similar elements (e.g., form, rhythm,) in music and other art forms.

Activities

1. Show the students the painting, "Canal Scene with Washerwomen, Venice." Observe the degree of detail and activity of the painting. (*many different things going on in the scene*)
2. Do a "Seek and Find" activity.
3. Review the four families of instruments of the orchestra.
4. While listening to the excerpt, have the students identify and indicate different instruments/families as they occur with visual representations. (See study guide for reproducible chart)
5. Describe how the details of the painting and the elements of the composition create the rich canvas of the whole work.

Assessment Strategy: Observe student response to various discussion items.

Equipment, resources and materials needed:

Cd player, recording of the piece, white or chalkboard.
Picture of painting
Instrument family chart

About the painting

Title: Canal Scene with Washerwomen, Venice

Artist: Frank Duveneck (born 1848 in Covington, Kentucky, died 1919)

Copy provided by Canton Museum of Art. It can also be viewed in their virtual gallery at www.cantonart.org

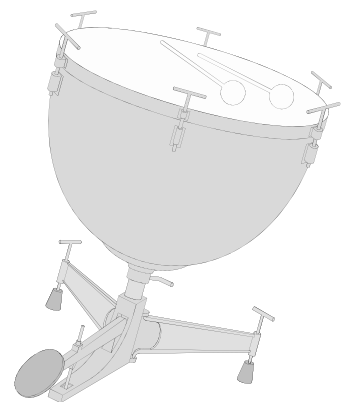
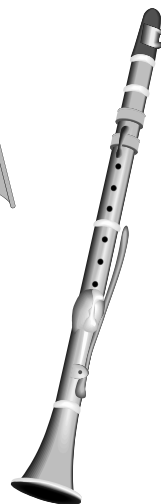
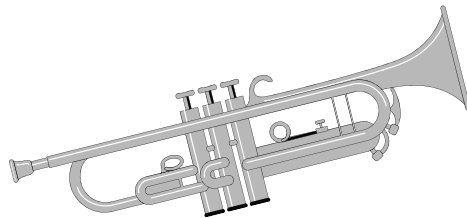
Instrument Family Chart

woodwind

brass

string

percussion



Beethoven

Symphony No. 5

Ludwig van Beethoven (born 1770 in Bonn, Germany; died 1827 in Vienna, Austria)



Ludwig van Beethoven was born in Bonn, Germany on December 16, 1770 and died in Vienna, Austria on March 25, 1827. While he was not famous for being a child prodigy, he had his first public appearance at age 8 and had music published from the age of 12. When he was 22, he moved to Vienna where he moved freely among the aristocracy despite his more humble upbringing. His nine symphonies are often considered his greatest achievements, but he also wrote piano concertos, piano sonatas, string quartets and one opera, *Fidelio*. He began to lose his hearing while still a young man and, by the time he was 40, he was almost completely deaf and unable to hear his final works. Beethoven was influenced by

the classical style of Haydn and Mozart, but he created a bold and dramatic style of writing that made him unique and began the Romantic era.

VOCABULARY

Symphony: A large-scale composition for orchestra, usually consisting of more than one movement, sometimes incorporating passages to be spoken or sung by soloists and/or chorus.

Movement: A complete section or subdivision of a piece of instrumental music, generally unified by tempo, key, mood, or affect.

Definitions from The NPR Listener's Encyclopedia of Classical Music by Ted Libbey, Workman Publishing © 2006

About *Symphony No. 5*....It would appear that Beethoven began his Fifth Symphony in 1805 but laid it aside almost at once and did not resume work on it until 1807. In the interim, he composed, among other works, the Fourth Piano Concerto, the Fourth Symphony, and the Violin Concerto. Although the Fifth Symphony was completed in 1807, it remained unperformed for almost a year. The premiere finally took place on December 22, 1808, in Vienna. The first movement of the piece opens with a very famous four-note theme that continues throughout the movement. Beethoven himself described this theme as “Fate knocking at the door”. The composer was largely, if not completely deaf when he wrote this symphony.

Europe

Beethoven was born in Germany. How many countries share a border with Germany?

Beethoven died in Austria. How many countries share a border with Austria?



Germany & Austria

The capital of Germany is Berlin.

The capital of Austria is Vienna.



Symphony No. 5

LESSON PLAN

Grade Level: 4th Grade

Learning Outcomes:

The students will:

1. recognize and identify repeated patterns or motifs in poetry and music.
2. identify ways to vary motif to create artistic interest.

Music Content Standard: Valuing Music/Aesthetic Reflection

Benchmark C - Demonstrate how music communicates meaning of text, feelings, moods or images, and influences personal preferences.

Grade Level Indicator: 4:4 Respond physically, emotionally and/or intellectually (e.g., movement, written/oral description) to a variety of age-appropriate music.

Music Content Standard: Connections, Relationships and Applications

Benchmark A - Explain ways that music interrelates with other arts disciplines and with various disciplines outside the arts.

Grade Level Indicator: 4:3 Explain ways that the basic principles (e.g., elements of music) and subject matter (e.g., topics, themes, lyrics) of music are interrelated with disciplines outside the arts.

Activities

1. Identify the rhythmic (da, da, da, dum) motif that is the foundation for the entire Fifth Symphony. (*sing, play on piano, hum*)
2. While listening to the excerpt, students will identify and tally each time the motif occurs (with teacher guidance)
3. Lead children to discover that the rhythmic motif and minor tonality contribute to the emotion of the piece.
4. Pose this question to the students. "If Beethoven used the same motif numerous times during the piece, how did he use the elements of music to keep the piece interesting?"
5. Show the students the painting, "Red Lilly". Discuss the obvious subject of the painting (red lilies in water). Explain that this is like the main theme of Beethoven's 5th Symphony. The obvious theme. Then, have the students look at the painting again more carefully and discuss the other elements of the painting that make it even more interesting.
6. Have students compose short poems (4 lines) about the painting that use the same rhythmic motif found in the Beethoven's composition.

Assessment Strategy:

Observe student response to various discussion items and check rhythmic accuracy in their poems.

Equipment, resources and materials needed:

About the painting

Title: Red Lilly

Artist: Joseph Raffael (born 1933 in Brooklyn, New York)

Copy provided by Canton Museum of Art. It can also be viewed in their virtual gallery at www.cantonart.org

The Nutcracker is a ballet in two acts. Peter Ilyich Tchaikovsky composed *The Nutcracker* in 1891-1892. It was first performed in St. Petersburg, Russia in December of 1892.

While an opera tells a story with singing, a ballet tells a story through dance.

The Nutcracker

A Synopsis of the Story

Setting: Christmas Eve in the 1850's.

Act I: On the street outside the Stahlbaum home, Uncle Drosselmeyer weaves through the crowd of vendors, street urchins and children carrying packages to Christmas parties. The guests begin to arrive, and the party gets under way with the guests exchanging gifts and dancing. Drosselmeyer's magic tricks delight the children, but he has even bigger mysteries in store for Clara. He gives her a wonderful Nutcracker doll! When brother, Fritz, breaks the doll while playing with it, Drosselmeyer uses his magic skills to repair it. The guests say their goodbyes and the family retires for the night. Clara leaves her Nutcracker downstairs under the tree.

As midnight approaches, Clara steals downstairs to find her beloved Nutcracker, but Clara is not alone. Gigantic mice threaten her from every side, and she faints. When she comes to, she finds herself and the house under a spell. Everything is growing, even the Nutcracker, who becomes life-sized. The mice return to terrify Clara, but the Nutcracker rallies the toy soldiers to rescue her. As the battle reaches its peak, Clara's compassion for the Nutcracker ensures victory over the Mouse King, and Nutcracker is transformed into a handsome Prince. He invites Clara on a journey through the glittering snowy forest to the Land of Enchantment. Guided by the Snow King and Queen, they set off on a magical sleigh ride.

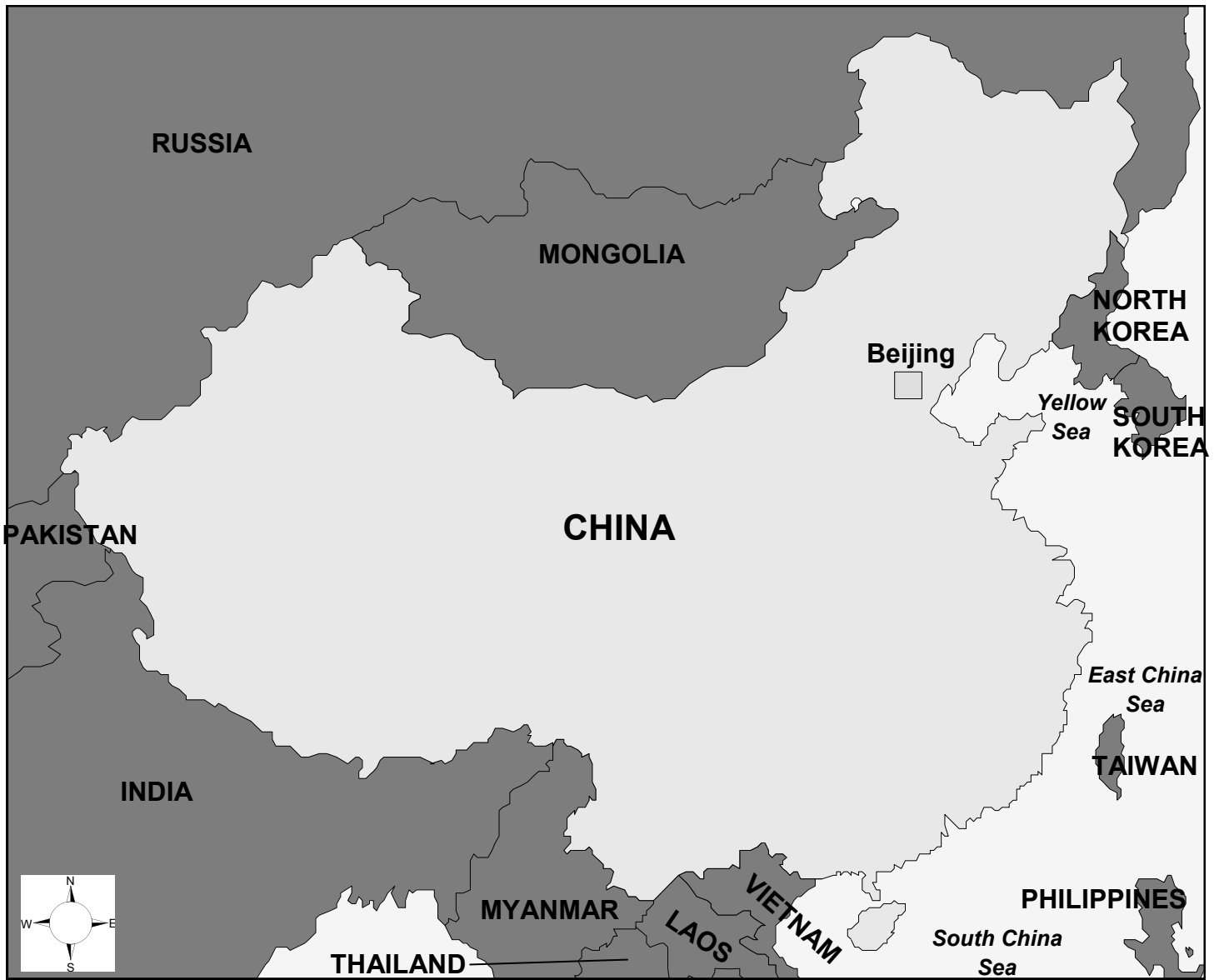
In Act II, Clara and the Prince arrive in the Land of Enchantment where the Sugar Plum Fairy and her Cavalier greet the travelers.

The grand festival begins, with dancers from many lands entertaining Clara and the Nutcracker Prince. Each dance is a gift of gratitude that Clara will carry with her forever. Her visit to the Land of Enchantment culminates with a Grand Pas de Deux (a dance for two people) danced by the Sugar Plum Fairy and her Cavalier.

Christmas Day dawns on the street outside the Stahlbaum home. Clara awakens in her living room; was it all a dream? Can it be? She rushes to her father who gives her, ever faithful, her Nutcracker Prince.

Provided by the Canton Ballet. Written by Penny Hare





China

China is on the continent of Asia. Its capital city is Beijing.

Circle T if the statement is true, circle F if the statement is false.

- | | | |
|---|---|---|
| 1. China shares a border with Russia. | T | F |
| 2. Mongolia is South of China. | T | F |
| 3. Beijing lies close to the coast of the South China Sea | T | F |
| 4. India is on the southern border of China | T | F |
| 5. Taiwan is an island off the east coast of China. | T | F |

Chinese Dance from *The Nutcracker*

LESSON PLAN

Grade Level: 4th Grade

Learning Outcomes:

The students will:

1. correctly identify the solo instrument and accompaniment in a composition.
2. identify the sound of pizzicato strings and legato flute.

Music Content Standard: Analyzing and Responding

Benchmark B - Identify the sounds of a variety of instruments including orchestra, band and classroom instruments.

Grade Level Indicator: 4:5 Describe the way sound is produced on various instruments and with the human voice.

Activities

1. Listen to the piece and determine the solo flute and accompaniment.
2. Determine how the parts are different. (*pizzicato accompaniment, legato flute line*)

Assessment Strategy: Informal observation.

Equipment, resources and materials needed:

Cd player, recording of the piece, pictures of stringed instruments and flute.



Violin



Flute

Bartók

Romanian Folk Dances

Béla Bartók (born 1881 in what is now Sînnicolau Mare, Romania; died 1945 in New York, USA)

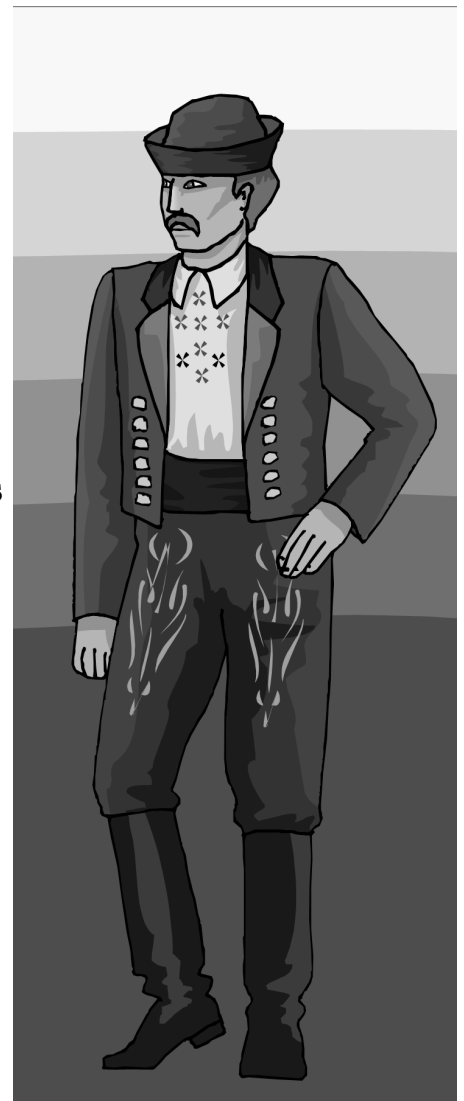


Béla Bartók began music lessons with his mother, who raised the family after his father's death in 1888. In 1898, Bartók went to the Budapest (Hungary) Academy where he studied piano and composition. There he was influenced by the music of German composers like Wagner and Strauss.

In 1905, he and another Hungarian composer, Zoltán Kodály, began traveling throughout the countryside of Eastern Europe and recorded folk music on a portable phonograph. Bartók was influenced by this folk music and began writing the rhythms of peasant dance and other Hungarian elements in his music. His travels were put to an end by the start of World War I.

In 1940, Bartók and his wife left war-torn Europe to live in New York. They gave concerts and for a while, he worked on a research project that involved a collection of Yugoslav folksongs.

About *Romanian Folk Dances*...The Romanian Folk Dances make wonderful use of both *melody* and *rhythm*. In these dances, the melody is very important because the listeners would recognize the tune, and know right away what dance steps to do. The rhythm is equally important in this dance music because it inspires the listeners to feel like dancing, and helps each piece have its own unique character.



Romanian Folk Dances

LESSON PLAN

Grade Level: 4th Grade

Learning Outcomes:

The students will:

1. identify by sound and style different sections/moods in the dances.
2. describe the musical elements that make each dance different.

Music Content Standard: Historical, Cultural and Social Contexts

Benchmark B - Identify and respond to music of historical and cultural origins.

Grade Level Indicator: 4:5 Recognize and describe ways that music serves as an expression in regional cultures.

Activities

1. Explain that the excerpts they are going to listen to are dances. Listen to the five excerpts. Compare the five pieces. How did the dance movements differ? How did the instrumentation, tempos and tonality differ, and how might that affect the movement of the dancers? (*e.g., mysterious, energetic, flowing*)

Assessment Strategy:

Informal observation.

Equipment, resources and materials needed:

Cd player, recording of the piece.



Copland

Hoe Down from *Rodeo*

Aaron Copland (born 1900 in Brooklyn, New York; died 1990 in North Tarrytown, New York)



Aaron Copland came from a comfortable, middle-class family. His parents, who had emigrated from Russia, were the owners of a small department store. Copland began studying music at the age of 11. When he was 21, he had saved enough money to go to France, where he studied three years at the American Conservatory at Fontainebleau. In 1924, he returned to the United States and quickly came to the attention of Serge Koussevitsky, the conductor of the Boston Symphony, who became a champion of his music. Later, Leonard Bernstein, another famous American composer and conductor, assumed this role and was highly instrumental in bringing Copland's music to even greater popularity.

In addition to being a composer, Copland was the author of several books and numerous articles on music. In his later years, he was also active as a conductor and recorded definitive performances of many of his works.

About Hoe Down from *Rodeo*.....*Rodeo* is a ballet that premiered at the Metropolitan Opera House in New York city in 1942. The dancer Agnes de Mille described the atmosphere of the ballet as follows: "Throughout the American Southwest, the Saturday afternoon rodeo is a tradition. On the remote ranches, as well as in the trading centers and the town, the 'hands' get together to show off their skill in roping, riding, branding, and throwing. Often, on the more isolated ranches, the rodeo is done for an audience that consists only of a handful of fellow workers, womenfolk, and those nearest neighbors who can make the eighty-mile-or-so trip. The afternoon's exhibition is usually followed by a Saturday night dance at the Ranch House." Hoe Down is the lively finale to the ballet and is based on two square dance tunes, Bonypart and McLeod's Reel. Ushered in by fanfares and motives that anticipate one of the primary themes, Copland creates a glorious, foot-stomping delight.



United States of America



According to the United States Census Bureau, the Southwest region of the U.S. consists of the following states:

- Arkansas
- Louisiana
- New Mexico
- Oklahoma
- Texas

Find these states on the map and shade them in. Have you visited any of these states? List all the states you have visited below. Then, color them a different color on the map.

BONUS: There are two states missing from the map. What are they?

Hoe Down

LESSON PLAN

Grade Level: 4th Grade

Learning Outcomes:

The students will:

1. define the word "ballet."
2. accurately track a composition using a listening map.

Music Content Standard: Historical, Cultural and Social Contexts

Benchmark B - Identify and respond to music of historical and cultural origins.

Grade Level Indicator: 4:5 Recognize and describe ways that music serves as an expression in regional cultures.

Activities

1. Review with the students what a ballet is. (*A ballet is a story told through dance.*) Tell the students that this piece is from the ballet, "Rodeo" by Aaron Copland.
2. Listen to the piece on the CD. Follow the listening map that goes with the music (see following page).

Assessment Strategy: Observe the students as they track the listening map.

Equipment, resources and materials needed: Cd player, recording of the piece, listening map.



Hoe Down Listening Map



Yee Haw! My
work is done!
(Theme A)



I'm galloping to the ranch
for the celebration!
(Theme B)



Yee Haw! I'm
at the party!
(Theme A)



Swing your partner &
dosey doe! Let's dance!
(Theme C)



Time to rest!
(Bridge)



Yee Haw!
What fun!
(Theme A)

Smith World Piece

Matthew Smith (born 1987 in San Diego, California)



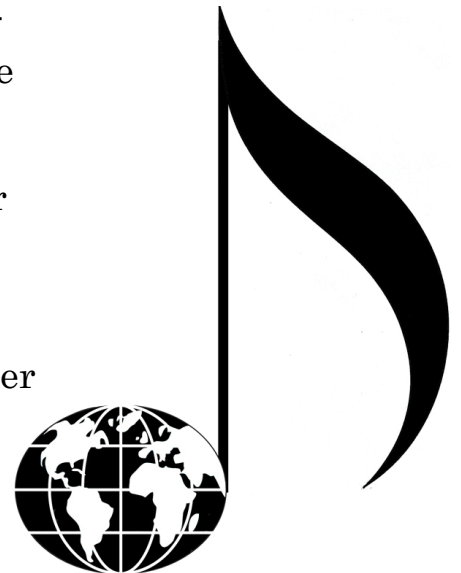
Matt Smith, in addition to having a really boring name, is a student at the Cleveland Institute of Music studying composition in the Master's degree program. He began studying music at the age of 6, taking piano lessons. He had a brief stint with the flute as a fourth grader, but was talked into being a trombonist upon entering middle school (mostly because it was louder). He officially began composition studies upon being admitted to CIM after teaching himself to write music in high school. His non-classical music interests include scores for films and video games, as well as traditional Chinese and Japanese music. He has combined some of these interests with an impressionistic instrumental language to produce *World Piece*.

World Piece is a musical composition commissioned by the Canton Symphony Orchestra for this Young People's Concert. The students can be united together and the orchestra by playing along on their recorders. Music for the recorder play along is on the following page.

There will be two sections in the piece where the recorder players will come in. They will be cued by the orchestra conductor.

Also, the composer has written two versions of the recorder part - a basic and an advanced. Teachers may use their discretion at selecting which part will be best for their students to play.

This will be a very exciting part of the concert!



World Piece Recorder Play Along

Basic

Excerpt from
World Piece

Matt Smith
2011

Musical notation for the basic level of the piece. It consists of five staves of music in 4/4 time. The first staff begins with a treble clef and a 4/4 time signature. The melody is written in a simple, accessible style with a 4-measure phrase. The second staff continues the melody with a 4-measure phrase. The third staff is empty. The fourth staff continues the melody with a 4-measure phrase. The fifth staff concludes the piece with a 4-measure phrase, ending with a double bar line.

Advanced

Excerpt from
World Piece

Matt Smith 2011

Musical notation for the advanced level of the piece. It consists of five staves of music in 4/4 time. The first staff begins with a treble clef and a 4/4 time signature. The melody is written in a more complex style with a 4-measure phrase. The second staff continues the melody with a 4-measure phrase. The third staff is empty. The fourth staff continues the melody with a 4-measure phrase. The fifth staff concludes the piece with a 4-measure phrase, ending with a double bar line.