

The Young Person's Guide to the Orchestra: Activity 1 Orchestral Innovation

Teaching Objective

Students will understand the impact that Janissary music had on the evolution of the orchestra.

Vocabulary

Percussion – musical instruments characterized by the striking, shaking, or scraping of the instrument to make the sound (Example: cymbals)

Janissary Music – music played by Turkish and Polish army bands in the 18th and 19th centuries to inspire the soldiers during battle

Innovation – the creation of a new method, idea, or product

Materials/Resources

- Accompanying Youth Concert CD, Track 1
- Green & orange colored pencils/crayons
- Instrument sheets (found on page 10 of this Guide)
- DSOkids.com
- Orchestra Seating Chart (found on page 11 of this Guide)

Pre Assessment

- Ask the students to think about how change happens in the world.
 1. How has something in this world changed during your lifetime? (Possible examples: tele-phones, computers, movies, music, etc.)
 2. How might these changes have come about? Who may have come up with the idea? How did/will it impact the future? How did/will people react to the change?

Teaching Sequence

1. Tell the students the definition of innovation, relating it back to the pre-assessment.
2. Briefly explain that music is divided into time periods. Mozart was a composer from the Classical era (1750-1820). The era following was the Romantic era (1820-1910).
3. (optional) Go to DSO kids' website's Orchestra Seating Chart to see the evolution of the orchestra.
4. Define Janissary music and play the Janissary music example provided. Ask the students to name some of the instruments and instrument families they hear and distribute copies of the Janissary and *Abduction from the Seraglio* instrument bank. Define percussion and give/ask for examples. Note that most of the Janissary instruments are percussive, but ask the students to point out the one that is not.
5. Distribute copies of the seating chart to students.

Compare and Contrast

- Color the Janissary Instruments green on the orchestra seating chart.
- Color Mozart's *Abduction from the Seraglio* instruments (except for the green Janissary instruments) orange where you see them on the orchestra seating chart.
- What do you notice about the green (Janissary) instruments? Are each of the Janissary instruments in all of the charts?
- Are all of the orange (Mozart's) instruments in the newest orchestra? Which instruments are still blank? These instruments joined the orchestra just like the Janissary instruments, through people as innovative as Mozart.

Culminating Activity

Ask the students about Mozart's innovation. Why do you think Mozart used these specific instruments for this piece (think about the story)? How do you think people responded to his innovation? Why would people like/dislike it?

Extension

If you were able to add any instrument into an orchestra, what instrument would it be and why? Write about it and then draw a picture of your new addition to the orchestra on your Romantic orchestra seating chart.

Evaluation

Did the students' responses indicate an understanding of the innovations made by Mozart?

TEKS Connections

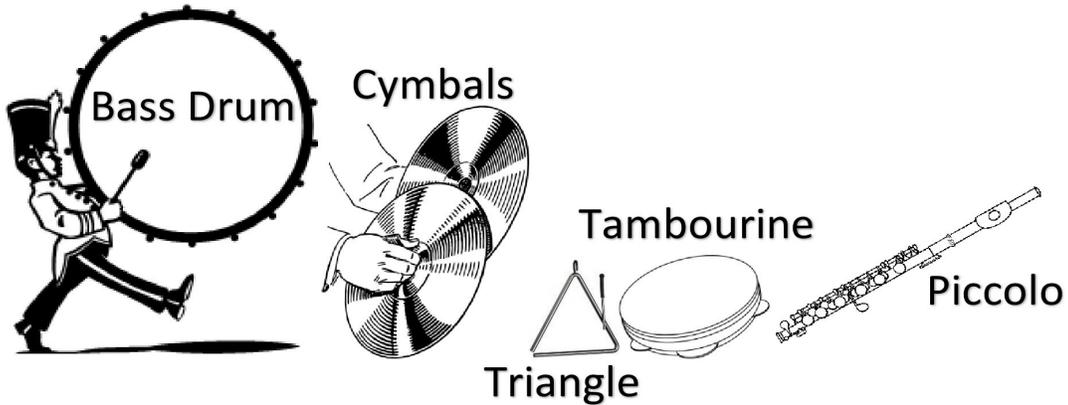
English Language Arts: 110.14b(4); 110.15b(2); 110.16b(2); 110.18b(2)

Social Studies: 113.14b(1A,3A,3C,15,17B,17C); 113.16b(21); 113.18b(1,2,18)

Art: 117.111[2(Expression C), Historical D)]; 117.114[2(Expression C), (Historical D)]; 117.117[2(Expression C), (Historical D)]; 117.202[3(Expression C)]

Music: 117.112(1B, 5B, 6E); 117.115(1B, 6E-F); 117.118(1B, 5C-D, 6E-F)]; 117.208(5B-D)

Janissary Instruments



Abduction from the Seraglio

Instruments

