

**TEDDY
ABRAMS+**



**LOUISVILLE
ORCHESTRA**

#Making MUSIC

TEDDY ABRAMS, conductor

#Making MUSIC

Georges BIZET

Carmen Suite No. 1 V. Les Toréadors

Benjamin BRITTEN

“Fugue” from Young Person’s Guide to the Orchestra, Op. 34

Carl Maria von WEBER

Bassoon Concerto in F major, Op. 75 III.Rondo:Allegro
Featuring the Association of the Louisville Orchestra’s
Young Artist Competition Soloist: Nathan Shepherd, bassoon

Jessie MONTGOMERY

Starburst

John Philip SOUSA

“The Stars and Stripes Forever” with Teddy’s Kids Conductors

Teddy ABRAMS

“Rap” from *The Greatest: Muhammad Ali*
With guest rappers: Quentin Brady, D’Angelia McMillan, and Jeriah McMillan

Herbie HANCOCK

“Chameleon” with Landfill Orchestra Arr. Teddy Abrams

Pharrell WILLIAMS

“Happy” Arr. Quijada Ortiz

THE JOURNEY TO **#MakingMUSIC**

THE ARTIST'S JOURNEY TO MakingMUSIC

The Louisville Orchestra's **SCHOOL OF RAP** will have three student rappers make their MakingMUSIC debut with the Louisville Orchestra. Commissioned specifically for the use of the Louisville Orchestra, the "Rap" from *The Greatest: Muhammad Ali* is a genre bending display of creativity, celebrating the great history of the Commonwealth of Kentucky and legacy of Muhammad Ali.

Did you know?

Through community engagement and education, the Louisville Orchestra is committed to opening minds and hearts to the power of music. The Louisville Orchestra offers a variety of experiences that reaches over 100,000 individuals annually.

Our 2020 **TEDDY'S KIDS** is a young conductors program of 18+ students that will take the podium for the performance of "The Stars and Stripes Forever". Coached by LO Music Director Teddy Abrams, students will showcase their conducting chops on stage leading the Louisville Orchestra!

LANDFILL ORCHESTRA gives students in the audience a chance to bring out their homemade musical instruments. The program reflects, interprets, and depicts Reuse, Reduce, and Recycle. Participating students will have the chance to jam along peers and Music Director Teddy Abrams during the performance of Herbie Hancock's "Chameleon".

Established in 1942, the **Young Artist Concerto Competition** presented by the Association of the Louisville Orchestra is open to students in grades 5 to 12 who compete in an annual solo competition to perform with the Louisville Orchestra.

58 members strong, the Louisville Orchestra with Maestro Abrams and guest artist present the 2020 MakingMUSIC concerts after a week of rehearsals!

THE ORIGIN OF ^{#Making} MUSIC COMPOSERS



JOHN PHILIP SOUSA
DC, WASHINGTON

JESSI MONTGOMERY
NEW YORK CITY, NEW YORK

CARL WEBER
EUTIN, GERMANY

GEORGES BIZET
PARIS, FRANCE

BENJAMIN BRITTEN
LOWESTOFT, SUFFOLK

HERBIE HANCOCK
CHICAGO, ILLINOIS

TEDDY ABRAMS
BERKELEY, CALIFORNIA

PHARRELL WILLIAMS
VIRGINIA BEACH, VIRGINIA



GEORGES BIZET

Carmen Suite No.1
V. "Les Toréadors"

TAKE A LISTEN
"Les Toréadors"



TIMELINE

1838 October 25th

birth of Alexandre César Léopold Bizet
in Paris, France

1840 March 16th

baptized as Georges Bizet

1870-1871

Franco-Prussian War

1873-74

The opera *Carmen* was composed

1875 March 3rd

opera *Carmen* was premiered

1875 June 3rd

Bizet dies of a heart attack

1882

Ernest Guiraud publishes arrangement
of *Carmen* Suite No.1

1887

Ernest Guiraud publishes arrangement
of *Carmen* Suite No.2

ABOUT THE COMPOSER

A French composer of the Romantic era, Bizet is best known for his opera compositions. He was a gifted pianist but chose to pursue a career exclusively focused on composition.

ABOUT THE PIECE

The movement *Les Toréadors* is a selection from Bizet's opera *Carmen*, arranged by Ernest Guiraud known as *Carmen Suites* Nos.1 and 2.

THE STORY

The story of *Carmen* is based on an 1845 novella by French dramatist Prosper Mérimée. The story centers around the main character *Carmen*, the law, and the throes of the heart.

FAST FACTS

Georges BIZET is the composer's Christian name, which he received once baptized in 1840 and used his entire life. His given name was Alexandre César Léopold Bizet.

Carmen is one of Bizet's most known and most frequently performed pieces in all of opera.

With a slow start to having his works regularly performed, Bizet made his initial career arranging and transcribing compositions of other composers.

After his sudden death, many of his original manuscripts were lost.

KEY TERMS

toréador- bull fighter

novella - a short novel or long short



BENJAMIN BRITTEN

“Fugue” from
*Young Person’s Guide
to the Orchestra, Op. 34*

TAKE A LISTEN
“Fugue”



TIMELINE

1913

birth of Britten in Lowestoft, Suffolk

1914

World War 1 begins

1919

Britten starts to compose

1932

Britten’s first published composition

1945

Britten composes *Young Person’s
Guide to the Orchestra*

1976

death of Britten

ABOUT THE COMPOSER

An English composer, Britten was known for his large range of compositions that included instrumental, choral, vocal, chamber, opera, and film music.

ABOUT THE PIECE

This piece was composed for a children’s film made to showcase all the different instrument families of the orchestra. Britten later published the music as a standalone piece to teach youth about the orchestra in the concert hall.

THE STORY

The “Fugue” is the final movement of the piece that is preceded by a theme and variations (13) that each showcase a specific instrument or instrument family.

FAST FACTS

By age fourteen, Britten composed over 100 pieces.

This piece is written in the forms of **fugue** and **theme & variations**.

The theme of piece can be traced to a hornpipe popular tune composed by Baroque English composer Henry Purcell. The main theme of the piece is inspired from Henry Purcell’s 2nd movement Rondeau from the play *Abdelazer*.

Born on November 22nd, Britten shares his birthday with the patron saint of music St. Cecilia.

KEY TERMS

theme and variations - a melody that is followed by slightly altered versions of the original tune.

fugue - composition in which a short melody (the theme) is repeatedly introduced, layered and developed

A GUIDE TO THE ORCHESTRA



CARL MARIA VON WEBER

Bassoon Concerto in F major Movement III, Op. 75

featuring a guest soloist from the Association of Louisville Orchestra Young Artist Competition

TAKE A LISTEN
Movement III



TIMELINE

1786

birth of Weber in Eutin, Germany

1811

Concerto in F Major was written

1811

December 11th- first performance of the concerto

1822

the piece is revised for the 1st time

1823

the piece is revised for the 2nd time

1826

death of Weber in London, England

ABOUT THE COMPOSER

Carl Maria von Weber was a pianist, composer, conductor, and music critic of German descent. His compositions are considered some of the first pieces written in the Romantic period.

ABOUT THE PIECE

Weber's Bassoon Concerto was composed for a bassoonist in the Munich court orchestra. The third movement is a rondo that is light and humoresque in mood.

FAST FACTS

Weber was born into a successful musical and theatrical family.

His brothers Fritz and Edmund studied with composer Joseph Haydn.

The three different versions of the concerto that the composer wrote are: 1811 (original), 1822 (revision), 1823 (edition of parts).

Weber's first published works were the six piano fughettas and an opera the young age of twelve.

KEY TERMS

rondo-

a musical form with a recurring leading theme, often found in the final movement of a sonata or concerto.

JESSIE MONTGOMERY

Starburst

TAKE A LISTEN
Starburst



TIMELINE

1981

Montgomery was born

2010

Co-founded the Grammy-nominated string ensemble PUBLIQuartet

2014

composed *Starburst* for string orchestra

2018

composed *Strum* for string orchestra

2020

New York Philharmonic selects Jessie as one of the featured composers for their Project 19- the largest women-only commissioning initiative in history.

ABOUT THE COMPOSER

Jessie Montgomery a New York native, is an acclaimed composer and violinist. Her music interweaves classical music with elements of pop music, improvisation, social justice, and language.

ABOUT THE PIECE

Starburst was composed for the Sphinx Virtuosi, a 18 member chamber orchestra formed to showcase the nation's top Black and Latinx classical musicians.

The brief one-movement work is an interpretation of sudden and explosive musical colors changing.

FROM THE COMPOSER

“Music is my connection to the world. It guides me to understand my place in relation to others and challenges me to make clear the things I do not understand. I imagine that music is a meeting place at which all people can converse about their unique differences and common stories.”

KEY TERMS

starburst-

an explosion producing a rapid formation of large new star clusters in a galaxy.

JOHN PHILIP SOUSA

“The Stars and Stripes Forever”

featuring Teddy’s Kids
student conductors

TAKE A LISTEN

**March, The Stars
and Stripes Forever**



TIMELINE

1854

Born in Washington D.C.

1868

he enlisted in the U.S Marine Corps

1877

Sousa becomes lead of U.S Marine Band

1892

Sousa resigns from his Marine Band
post to start his own civilian band
named Sousa Band

1932

death of Sousa in Reading,
Pennsylvania

1987

President Ronald Reagan signs
an act of congress declaring the
“The Stars and Stripes Forever”
the official national march of the
United States of America

ABOUT THE COMPOSER

Sousa was the son to immigrant parents of German and Portuguese decent.

ABOUT THE PIECE

“The Stars and Stripes Forever” is one of the most popular and easily recognizable marches in the world. The march is celebrated for it’s championing of American patriotism and energetic writing.

FAST FACTS

Sousa composed 136 military marches.

He was nicknamed “The March King” for his reputation writing some of the most famous marches in US history.

His infamous Sousa Band toured the United States and Europe for 39 years.

TEDDY ABRAMS

“Rap” from *The Greatest; Muhammad Ali*

featuring the Louisville Orchestra’s SCHOOL OF RAP students



ABOUT THE COMPOSER

Born in Berkeley, California and raised in the San Francisco bay Area, Abrams is a pianist, clarinetist, composer, and most notably the Louisville Orchestra’s Music Director.

ABOUT THE PIECE

“Rap” from *The Greatest: Muhammad Ali* is a piece that comes from the larger work *The Greatest: Muhammad Ali*, a work composed by Teddy Abrams to tell the story and legacy of Ali.

“There’s the Ali narrative, and that does go from the beginning of his life and the boxing history even before he starts fighting, all the way through to his death. Then there[is]... the American history narrative, so there are political speeches that are recited, Kennedy and Johnson and Malcolm X’

-Teddy Abrams

MUHAMMAD ALI TIMELINE

1942

born in Louisville, Kentucky

1954

Ali is steered to start boxing lessons

1964

Ali converted to the religion Islam

1967

Ali refuses to report into the US military, citing religious opposition to American involvement in the Vietnam War

1998

Ali becomes a United Nations Messenger of Peace for his global diplomatic and charitable work

2005

President George W. Bush awards Muhammad Ali the Presidential Medal of Freedom

2005

dies in Scottsdale, Arizona

MUHAMMAD ALI

Ali (1942-2016) was a West Louisville native nicknamed “The Greatest” for his exceptional career as a professional boxer, activist, and philanthropist.

Born with the given name Cassius Marcellus Clay, Jr., Ali grew up in segregated Kentucky under the Jim Crow Laws. Under the highly unethical oppressive laws of Jim Crow, Ali like many African-Americans of his time were denied basic civil rights to occupy common facilities and enjoy many basic civil services.

In addition to his many accomplishments in and outside the boxing ring, Ali led a remarkable life of fighting for civil rights, religious tolerance, and social equity.



TAKE A LISTEN

"Chameleon"



HERBIE HANCOCK

"Chameleon" - featuring the Landfill Orchestra

ABOUT THE COMPOSER

Herbert Jeffrey Hancock born in 1940, is an American composer, actor, band director, and pianist. He is best known for his jazz standards. A Chicago, Illinois native, Hancock never had a teacher and was instead self-taught throughout his development.

ABOUT THE PEICE

From the 1973 album Head Hunters, the original jazz standard features one of the most well-known bass lines that displays the characters of funk music.

KEY TERMS

Falsetto - a popular style of music formed in the late 1960s as an extension of the Rhythm and Blues genre. Funk features prominent bass lines, heavily off beat patterns with strong rhythmic accents



TAKE A LISTEN

"Happy"



PHARRELL WILLIAMS

"Happy"

ABOUT THE COMPOSER

Pharrell Lanscilo Williams born in 1973 is an American fashion designer, rapper, record producer, and songwriter. Born in Virginia Beach, Virginia, Williams has won 13 Grammy Awards, two-time Oscar Award nominee over the course of his career.

ABOUT THE PEICE

The most successful song of 2014 with 13.9 million streams worldwide, "Happy" was composed and recorded by Williams, launching his international career as a pop artist. The song is in the key of F minor, and highlights the higher falsetto range of the male voice.

KEY TERMS

Falsetto - a method of singing used by male vocalist to sing notes outside of their full voice range.

#Making
MUSIC

IN YOUR CLASSROOM

Each of the composers on this program has used various musical elements to make their compositions unique. Many used existing story lines, previously composed and existing ideas to create their works.

Here are some materials and additional information to dive further into our MakingMUSIC concert program! Explore and enjoy our STEAM informational guide designed to integrate science, technology, engineering, the arts and mathematics as access points for guiding student inquiry, dialogue, and critical thinking!



#Making
MUSIC

IN YOUR CLASSROOM



steam

SCIENCE

TECHNOLOGY

ENGINEERING

ARTS

MATHEMATICS

STEAM is an integrated learning approach that focuses on intentional design and connection among Kentucky Academic Standards across academic disciplines.

The goal of our STEAM guide have students immersed in two or more disciplines of Science, Technology, Engineering, Math and the Arts to be taught and assessed in and through each other.



IN YOUR CLASSROOM

This MakingMUSIC concert guide and supplemental materials aligns with Common Core for 4th and 5th grade KCAS and National Arts Standards. Lesson plans and assessment tools have been created and developed to address specific strands within each discipline

MUSIC

STRUCTURES

Essential Questions: What are the elements of music? How do we use the elements to create music?

Learning targets: (rhythm) imitate, explore, identify, notate, improvise, compose, and perform music written in 4/4.

Skills and Concepts: Students will use the elements of music while performing, singing, playing instruments, moving, listening, reading music, writing music and creating music independently and with others.

PROCESSES

Essential Questions: How do musicians create a piece of music?

Learning targets: Students can create music using their voices

Skills and Concepts: Students will be actively involved in creating, notating, improvising, and performing simple melodies (melodic shape/contour, meter), alone and with others.



**WANT MORE INFO?
CHECK IT OUT HERE!**

**MakingMUSIC CURRICULUM
GUIDE**

LANDFILL ORCHESTRA GUIDE

**VIDEO: BUILD YOUR OWN
INSTRUMENT DEMOS**

**MakingMUSIC CONCERT
FAQS**

**CONCERT ETIQUETTE
ACTIVITY**

#Making
MUSIC
IN YOUR
CLASSROOM

SCIENCE

STRUCTURES

ESS3.C: Human Impacts on Earth Systems Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments.

MATHEMATICS

STRUCTURES

Students use visual models and equations to solve problems involving the addition and subtraction of fractions, moving flexibly between the abstract and concrete representations (MP2, MP4).

4.NF.3: Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. Students will understand addition and subtraction of fractions as joining and separating parts referring to the same whole. Students will decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model

5.NF.2: Solve word problems involving addition and subtraction of fractions.

ENGLISH LANGUAGE ARTS

PHONICS AND WORD RECOGNITION

RF.4.3 and RF.5.3: Know and apply grade-level phonics and word analysis skills in decoding words.

Students will use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

VOCABULARY ACQUISITION AND USE

L.4.4 and L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 and grade 5 reading and content, choosing flexibly from a range of strategies.

(4/5) Students will use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

(5) Students will use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word