<table>
<thead>
<tr>
<th>Composer</th>
<th>Piece</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georges BIZET</td>
<td>Carmen Suite No. 1 V. Les Toréadors</td>
</tr>
<tr>
<td>Benjamin BRITTEN</td>
<td>“Fugue” from Young Person’s Guide to the Orchestra, Op. 34</td>
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<tr>
<td>Carl Maria von WEBER</td>
<td>Bassoon Concerto in F major, Op. 75 III.Rondo: Allegro</td>
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<tr>
<td></td>
<td>Featuring the Association of the Louisville Orchestra’s Young Artist Competition Soloist: Nathan Shepherd, bassoon</td>
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<tr>
<td>Jessie MONTGOMERY</td>
<td>Starburst</td>
</tr>
<tr>
<td>John Philip SOUSA</td>
<td>“The Stars and Stripes Forever” with Teddy’s Kids Conductors</td>
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<tr>
<td>Teddy ABRAMS</td>
<td>“Rap” from <em>The Greatest: Muhammad Ali</em></td>
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<td></td>
<td>With guest rappers: Quentin Brady, D’Angelia McMillan, and Jeriah McMillan</td>
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<tr>
<td>Herbie HANCOCK</td>
<td>“Chameleon” with Landfill Orchestra  Arr. Teddy Abrams</td>
</tr>
<tr>
<td>Pharrell WILLIAMS</td>
<td>“Happy” Arr. Quijada Ortiz</td>
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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.

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.

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.

Did you know?

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 COMPOSERS

JOHN PHILIP SOUSA
DC, WASHINGTON

HERBIE HANCOCK
CHICAGO, ILLINOIS

PHARRELL WILLIAMS
VIRGINIA BEACH, VIRGINIA

BENJAMIN BRITTEN
LOWESTOFT, SUFFOLK

JESSI MONTGOMERY
NEW YORK CITY, NEW YORK

CARL WEBER
EUTIN, GERMANY

GEORGES BIZET
PARIS, FRANCE

TEDDY ABRAMS
BERKELY, CALIFORNIA

CARL WEBER
EUTIN, GERMANY

GEORGES BIZET
PARIS, FRANCE
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 story
**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

- 1ST VIOLINS
- 2ND VIOLINS
- VIOLAS
- BASS
- CELLO
- CONDUCTOR
- FLUTES
- CLARINETS
- OBOES
- BASSOONS
- TIMPANI
- PERCUSSION
- HORNS
- HARP
- TRUMPETS
- TROMBONE
- TUBA
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

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.

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

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, 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. 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.

“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

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.

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

TAKE A LISTEN

March, The Stars and Stripes Forever

March, The Stars
and Stripes Forever

TAKE A LISTEN

“The Stars and Stripes Forever”
featuring Teddy’s Kids student conductors

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TEDDY ABRAMS

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

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.

MUHAMMAD ALI TIMELINE

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1942</td>
<td>born in Louisville, Kentucky</td>
</tr>
<tr>
<td>1954</td>
<td>Ali is steered to start boxing lessons</td>
</tr>
<tr>
<td>1964</td>
<td>Ali converted to the religion Islam</td>
</tr>
<tr>
<td>1967</td>
<td>Ali refuses to report into the US military, citing religious opposition to American involvement in the Vietnam War</td>
</tr>
<tr>
<td>1998</td>
<td>Ali becomes a United Nations Messenger of Peace for his global diplomatic and charitable work</td>
</tr>
<tr>
<td>2005</td>
<td>President George W. Bush awards Muhammad Ali the Presidential Medal of Freedom</td>
</tr>
<tr>
<td>2005</td>
<td>dies in Scottsdale, Arizona</td>
</tr>
</tbody>
</table>
**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 PIECE**
From the 1973 album Head Hunters, the original jazz standard features one of the most well-known bass lines that displays the characteristics 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.

**Falsetto** features prominent bass lines, heavily off beat patterns with strong rhythmic accents.

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**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 PIECE**
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.
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!
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.
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.

**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.

**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.
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

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

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.

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.