Minnesota Sinfonia Music in the Schools, 2022-2023
Water, Our Most Precious Resource

Dear Teachers,

I am very excited to work with you for this year's Music in the Schools presentation, *Water, Our Most Precious Resource.* This program focuses on science, and how we as musicians use water as a theme for some of the music we perform.

Following are teaching materials that I hope you will find helpful when preparing for our visit:

- Academic science standards for each grade level.
- Activities that relate the music to the science standards and student activities in this curriculum. Please be aware that not all of the music relates to specific academic standards, but it does connect to water and its many uses and needs. The Sinfonia welcomes new ideas, so please send us any suggestions you think we could include for the next time we use this curriculum.
- Complete recordings of the music the Sinfonia will perform, songs the students will sing and the music the orchestra students will play all can be found at https://www.mnsinfonia.org/2022-2023-mis-program-water-our-most-precious-resource.
- Music for student choirs to sing: *El Barquito (The Tiny Boat Song)* and *It's Raining* (both to be sung in English and Spanish) are songs that your school choir will perform on concert day with the Sinfonia. For schools without choirs, the children in one or two grades can serve as the choir. For schools with advanced choirs, *It's Raining* has an optional second voice part. If you cannot play the accompaniments on a piano, please use the enclosed computer-generated accompaniments when teaching children the music. Orchestra students will play *Summer Day* with the Sinfonia.
- Teacher surveys are included with this package, and are also available online via our website at https://www.mnsinfonia.org/water-our-most-precious-resource-survey. Please complete the survey (we prefer you do it online if possible) shortly after the concert day. If you need to submit hard copy versions, please mail them to the Sinfonia office (901 North Third Street, #112, Minneapolis. 55401). Thank you.

If at any time you have questions about the curriculum, the music, or how to get started with the activities, please call or e-mail me. I can be reached through the Sinfonia office (612-871-1701), my cell phone (614-440-7661) or personal email (jfishmanmusic@gmail.com).

This program has great music for the children to learn. It is essential that it be played in class *every day.* Please be aware that we will play excerpts – not full versions of the works – so we can give the students a broader sampling of quality music.

I want to say a very special thank you to Marshall Davis, Program Manager, Science K-12, Saint Paul Public Schools; April Rust from the Minnesota Department of Natural Resources; and teacher Wendi Storhoff, also from SPPS. Addionally a special thank you to Ann Ogg from the Franklin County Library, Columbus, Ohio, for her research help; to Paul Schulz for his IT help; and to Ann Taliaferro for her help with editing this current updated curriculum.

Jay Fishman

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Concert Day Activities – What To Expect

- Musician Visits: In the morning, one or two students from each classroom should come to the auditorium/gym to escort a Sinfonia musician back to their classroom for a 10-15 minute visit. Generally, we are able to send 22 musicians to the classrooms. During this time, the students can ask questions and get to know their musician.
- Choir/Orchestra Rehearsal: During the classroom visits, students in the choir should report to the gym/auditorium to rehearse for the concert. I will rehearse them with one or two Sinfonia musicians doing the accompaniment, but during the performance, the students will sing with the full orchestra. For schools with a string orchestra program, string students should also report to the performance space during the classroom visits, so they can rehearse with the Sinfonia string players. In this case, only the eight Sinfonia wind players will do the classroom visits.I will try and schedule an additional rehearsal with the orchestra students a few days prior to the Sinfonia's visit to the school.
- Concerts: After classroom visits, the orchestra will perform two times—once for each half of the student body. If possible, students should be grouped by age, with the younger students in the first group and older students in the second.
- Evaluations: During the concert, please remember to keep notes on the reactions of your students, for the follow-up evaluation. Please get feedback from them after the concert as well.

Sinfonia Needs for the Concert Day

- 32 straight back (folding chairs)
- One good quality speaking PA system for me to talk to the students
- Choral risers (optional) for the student choirs
- 23 music stands for the Sinfonia's use (if available)
- For morning performances: good strong coffee and treats….

Please call the Sinfonia office and tell us immediately which of the above you do or do not have. Thank you.

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Listening to the Music

Music can be heard on the Minnesota Sinfonia website at https://www.mnsinfonia.org/water-our-most-precious-resource-listening.

- Georg Frederick Handel: Bourree from *The Water Music*
- Ludwig Van Beethoven: *Symphony No. 6*, Movement IV (Lightning and Thunder Storm)
- Antonín Dvořák: *The Water Goblin*
- Frédéric Chopin: *Prelude in D Flat Major*, opus 28 #15, "Rain Drop" (played on piano)
- Felix Mendelssohn: *Fingal's Cave*
- Blind Tom Wiggins: *Water in the Moonlight* (piano version)
- Angel Villoldo: *Acorazado Rivadavia* (piano version)
- Students' Songs: *El Barquito* (*The Tiny Boat Song*) and *It's Raining* (in Spanish and English)
- Jay Fishman: *Summer Day*(for orchestra students – computer generated version)
- Not recorded:
  - Paul Schulz and Steve Lang: *Water Wheel*
  - Jay Fishman and Bernard Fishman: *The Ugly Duckling*

To reiterate, all performances are full renderings of the particular movements, or are complete performances when they are single movement works. As already mentioned, during the Sinfonia performances, excerpts will be the norm.

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The Curriculum

Water is one of the most important resources in our daily lives – without it we cannot live. In fact, this is true for every form of life on our planet. Water is the basis for all civilizations and cultures, and has been honored in nearly every form of ritual and celebration. Water has also been inspirational in the music world. It has taken center stage for musical numbers in virtually every style and during every age. The Sinfonia's program highlights some of these masterpieces, and integrates the music into our program stressing water's importance to life.

Following are K-6 state-mandated 2019 science standards, and activities and related music that can help meet those standards.

Kindergarten Standard: 2.1.1 Students will be able to represent observations and data in order to recognize patterns in the data, the meaning of those patterns, and possible relationships between variables.

Music relationship: Storm scene from Beethoven's Sixth Symphony. Listen for the loud rolling sounds – thunder; the hard attacks in the strings and percussion – thunder claps; and the quiet and calming sounds of the clarinet at the end, which signifies the aftermath of the storm and the sun appearing.

Activity: Create a daily calendar and note different changes in the weather. Is the day sunny, cloudy, hot, cold, wet or dry? When does it rain – when the sun is out and no clouds are in the sky, or when the sky is cloudy and you can't see the sky? How would the children use music to describe these different variations – e.g., pretty music for nice sunny days, fast and loud music for storms, etc.

Project WET Activity Suggestion: *The Thunderstorm* (page 196 in WET 1.0 Guide or page 209 in new WET 2.0 Guide) – students simulate the sounds of a thunderstorm through physical activity.

Grade I Standard: 1.1.1 Students will be able to ask questions about aspects of the phenomena they observe, the conclusions they draw from their models or scientific investigations, each other's ideas, and the information they read.

Music relationship: *The Ugly Duckling*. All of the ducklings started out as eggs – they needed the mother to sit on them and keep a constant temperature so they can hatch. As ducklings, they needed to learn how to swim to survive. When the hunter captured Grezango, he almost became a Sunday dinner – food for the hunter's family. When he grew up, he became a swan, and lived on the water.

Activity: Start a discussion about the changes the duckling Grezango in our story undergoes from before it hatches to how it develops. Compare its development to those of the other baby ducklings. What were the similarities and what were the differences?

Project WET Activity Suggestion: *The Life Box* (page 76 in WET 1.0 Guide or page 69 in new WET 2.0 Guide) – students create life boxes that contain the four necessities for living things: water, soil, sunlight, air.

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Grade II Standard: 1.2.1 Students will be able to design and conduct investigations in the classroom, laboratory, and/or field to test students' ideas and questions and will organize and collect data to provide evidence to support claims the students make about phenomena.

Music relationship: *The Ugly Duckling.* The duckling (Grezango) was frozen into the pond, and could not move or run away from danger, thereby making it easy for the hunter to catch him.

Activity: Put water in a paper cup and place it in a freezer. What happens? Take the frozen water, and lay it on a cafeteria tray (with sides), and watch it melt. A variation on this activity is to create different frozen layers of ice. First put a small layer of water in a cup and freeze it. Next place the same amount of water that has been colored with food coloring on top of the "iced" water, and put the cup back in the freezer. Do this several times, each time with a different food coloring, so that you have a multi layered ice cup. Put the frozen ice on a cafeteria tray, and notice the way the ice melts. Which section of the ice melts first? What does this tell us (ice melts from the outside layers to the core).

Another activity is to partially freeze water, and put objects in the water, first before it freezes, then when it is only partly frozen, and see how it is more difficult to move the object. Why?

Grade III Standard: 1.1.1 Students will be able to ask questions about aspects of the phenomena they observe, the conclusions they draw from their models or scientific investigations, each other's ideas, and the information they read.

Music relationship: *The Ugly Duckling.* When Grezango hatched, did he look like the other ducklings? Could he really have been related to the mother and the other ducklings?

Activity: Take/assemble pictures of young birds, and older birds of similar and different species, and take/assemble pictures of young and old dogs, cats or other animals. Ask the children to match up which young animals go with their older counterparts. And then question if young dogs can be matched to older birds, etc.

Grade IV Standard: 1.2.1 Students will be able to design and conduct investigations in the classroom, laboratory, and/or field to test students' ideas and questions and will organize and collect data to provide evidence to support claims the students make about phenomena.

Music relationship: *The Ugly Duckling.* If the water is not safe, Grezango and the other ducks could not live in the ponds.

Activity: Use the *Water, Water Everywhere* kit in the Engineering is Elementary activities to create a water clarification/cleaning system (this can also be used for a grade VI activity).

Suggestion: *Water Ways: A Minnesota Water Primer and Project WET Companion* book that's available in paper or online. The Water at Home section on pp 71-73 is a perfect match for this benchmark and often really helpful information for teachers. There are activity starter ideas and walking field trip ideas at the end of each chapter as well.

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Grade V Standard 2.1.1 Students will be able to represent observations and data in order to recognize patterns in the data, the meaning of those patterns, and possible relationships between variables.

Music relationship: Mendelssohn's *Fingal's Cave* – note the musical depiction of a storm scene – the loud fast ferocious section. Wiggins' *Moon in the Water* – note the calm music representing the calm water in a moonlit night.

Activity: Create a "lake" or river (put water in a big baking pan with sides) and let the water sit, so that it is still. Then take an electric fan, set it on low, and let it blow across the water. Notice the waves. Then put the fan on high, and notice that the waves are larger. Next, create a lightweight boat made out of a paper (http://www.wikihow.com/Make-a-Paper-Boat or http://www.highhopes.com/maverickboats.html).

Place the boat on the still water. Then put the fan on low blowing on the water (not the boat). Notice what happens to the water and the boat. Next put the fan on high (again, blowing on the water). Now what happens to the boat? Why?

Activity: Study the pictures and history of Fingal's cave, and determine how it developed into what it is today. Pictures can be found at http://www.google.com/search?q=fingal's+cave&hl=en&client=safari&rls=en&prmd=imvns&tbm=isch&tbo=u&source=univ&sa=X&ei=wP4oUOHXLuHUygHTvIGYCA&ved=0CEkQsAQ&biw=1406&bih=925.

Grade VI benchmark: 1.1.1 Students will be able to ask questions about aspects of the phenomena they observe, the conclusions they draw from their models or scientific investigations, each other's ideas, and the information they read.

Music relationship: Beethoven's *Storm Scene,* Handel's *Hornpipe* and *The Ugly Duckling*. Clean and drinkable water is necessary for the sustainance of life. So in a real sense, much of the music from this program indirectly relates to this activity. For the Handel *Hornpipe,* if the sea were too dirty, the boats could not go out to fish, and people would not have work or food to eat. Beethoven's *Sixth Symphony* is all about nature, and as the thunderstorm scene's music ends, Beethoven created a musical picture of calm and purity (the storm brings fresh water to the forest). In *The Ugly Duckling,* Grezango and the other ducks and swans needed clean water to live in.

Activity: Create a water filtration system, and put in different colors of water (use food coloring), and then different types of contaminants. First, create an hypothesis as to what will happen to the water and why. Investigate the process, and see/determine how the water changes. Even though the water may be clear, do not drink it. There still may be contimanants.

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Background Information and Additional Suggested Projects to be Used at Teachers' Discression

Water: Where is it?
This study can begin with the axiom, "All there is, is all there is." The amount of water on our planet is constant, and it is simply recycled over and over. Just because the number of people and the need for water is increasing, it does not mean that more water is or can be created (source: Earth•Works Groups *50 Simple Things You Can Do To Save The Earth*, copyright 1989). In fact, although the amount of water on Earth is constant, much of it is unavailable for daily use because it's saltwater in the oceans, frozen in ice caps and glaciers, too deep or expensive to pump from underground, too polluted to use, and unevenly distributed throughout the world. Even though water is a renewable resource, for practical purposes it acts like a non-renewable resource. Impacts on water plus a larger global population means less clean water available to use.

We live in the state of Minnesota, the city of St. Paul/Minneapolis, and the Mississippi Watershed. A watershed is an area of land drained by a river and its tributaries to a common water body like a larger river, lake, wetland or ocean. Our schools are located in the "*Mississippi Watershed Management Organization's* District."

Water travels both above and below ground through our community and watershed as it flows to the Gulf of Mexico. It goes through forests, farmlands, and cities, providing drinking water to plants, animals and us, but it also picks up contaminants that are carried and deposited along the way. These contaminants are also known as non-point source pollution and make up approximately 86% of Minnesota's water pollution, threatening the health and wellbeing of all living things.

Before we talk about the various sources of water, we need to emphasize just how important water is to us in our daily lives.

The human body is approximately 65% water. Water helps our bodies transport nutrients, remove waste, regulate our temperature, lubricate organs/bones/joints, and build hormones and enzymes. Milk is 95% water. An orange is 85% water. Bread is 30% water. A steak is 73% water. An elephant is 70% water. People can live only three to five days without water and need about 2.5 quarts of water every day (source: World Book's Young Scientist)!

Project WET Activity Suggestion: *Aqua Bodies* (page 63 in WET 1.0 Guide or page 45 in new WET 2.0 Guide) – students demonstrate how much of their bodies are composed of water, where water is found within their bodies, and the functions of water in their bodies.

Project WET Activity Suggestion: *Aqua Notes* (page 66 in WET 1.0 Guide or page 51 in new WET 2.0 Guide) – while singing simple, fun songs about water in the body, students gain an appreciation for the many ways they need water.

We need to rely on fresh water sources
Of the 3% of the water left on earth that is fresh (that is, drinkable), most of it (66%) is in the form of the polar ice caps and glaciers. Because of cost and practicality, this water is not available for everyday

use. Consequently, the remaining little bit of water we use comes from rain, snow, lakes and rivers, 90% of which is underground (source: *50 Simple Things You Can Do To Save The Earth*).

Project WET Activity Suggestion: *A Drop in the Bucket* (page 238 in WET 1.0 Guide or page 257 in new WET 2.0 Guide) – students estimate the percentage of fresh water available for human use.

Activity: Fill a five-gallon container with water. Remove 1 cup - this represents the amount of water in the ice caps. Next, remove 1 tablespoon – that represents the amount found in the world's ground water. Remove 1 teaspoon – this represents the amount in the world's lakes. Remove 1 more teaspoon – this represents the amount in the planet's rivers. Remove a tiny pinch – this represents what is in the atmosphere - the rain and snow. The remaining water represents the oceans (source: DNR).

Most of the earth's water is in the ocean (97% - source World Book's *Young Scientist)*, and is not drinkable because of its salt content.

Activity: Fill a container with fresh tap water, and add 3-4 teaspoons of salt (which makes it similar to the ocean water). See how many children enjoy drinking it.

Salt water can be made into fresh water, but it is very expensive. It takes a lot of energy to remove the salt from the water, and the salt corrodes (destroys) the machinery, so the machinery has to be repaired and/or replaced quite frequently.

The Water Cycle
Most of the fresh water we see is in the form of lakes, rivers, wetlands, snow and rain. The students should learn about the water cycle, and how water in oceans, lakes and rivers, evaporates from the sun's heat, rises, is moved about in the cooling air, and eventually becomes so dense (as it cools), that it falls back to earth either as rain, or if it is cold enough, sleet or snow.

Experiment: Create a water cycle - how does it work?

1. Put 2 cupfuls of water in a jar
2. Cover the jar with a plastic wrap, and fasten it with a rubber band
3. Place the jar in a sunny place
4. Observe the jar every hour during the day
5. Place an ice cube on the plastic wrap
6. Observe the jar until the ice cube melts

Questions: What did you observe in step 4? Step 6? How is this model like the water cycle? (Source: Addison-Wesley Publishing House *Science* copyright 1983.)

Project WET Activity Suggestion: *The Incredible Journey* (page 161 in WET 1.0 Guide or page 155 in new WET 2.0 Guide) – students roll giant dice and move through a mini water cycle as drops of water to learn how water moves around the Earth.

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How Much Water Pollution?
When scientists talk of water pollution, they often talk in parts per million or parts per billion. How many drops of pollutants can be found in a million drops of water? To children (and even adults), this measurement may seem inconsequential. To change this perception, try this with your students.

Activity: Take six small glass jars. In the first, add nine teaspoons of water, and one teaspoon of dark food coloring. We have created a glass with the measurement equivalent of one part per ten. In the next glass, put nine new teaspoons of water and add one teaspoon from the first glass. We have now created a glass with one part per hundred. In the third glass, place nine teaspoons of water, and add one teaspoon from the second glass. We have now created a glass with one part per thousand. Continue in this fashion (the fourth glass will be one part per 10,000; the fifth glass will be one part per 100,000 and the sixth glass will be one part per million). Have the children note that the color changes in the glasses. How far along can they still notice the color changes? Stress that this experiment is only visual, and that chemicals and other dangerous substances are much smaller and cannot be seen by the human eye.

This is a link to a list of the chemical pollutants in our water:
http://water.epa.gov/drink/contaminants/index.cfm

Project WET Activity Suggestion: *Reaching your Limits* (page 344 in WET 1.0 Guide or page 371 in new WET 2.0 Guide) – by playing a game of limbo, students gain a better understanding of the effort involved in meeting drinking water quality standards.

Water purification
How is the water we drink purified? Create your own filtering system.

Experiment: Cut off the bottom of a half-gallon plastic milk container. Push some absorbent cotton into the neck opening. Turn the bottle upside down so that the neck drains into a glass jar. Fill the bottle first with an inch of small pebbles, then an inch of gravel, then another inch of sand. Pour one cup of water into a different container, and then mix in two tablespoons of dirt. Stir well, and then pour this mixture into the filter bottle that you created. Watch the water/dirt mixture as it pours through the sand, pebbles, etc. What happens when the water finally drains into the glass jar? **Even though this water may look clean, do not drink it - remember the parts per million experiment above** (source: *Young Scientist*).

Water is far too important to waste. What can we do as individuals to lower our personal water waste and pollution? The students should be encouraged to discover on their own (with your direction) what the pollution problems and solutions are, and to think of ways to improve their own water conservation. You can help them by starting the list with the following:

- When brushing your teeth, first wet the toothbrush, then turn off the water while you brush - turn the water back on, only as you need it
- Use a water-saving shower head
- Throw waste products into garbage bins so that they do not end up on the ground and then into our lakes, rivers and oceans

- Recycle paper products, etc.

All of the source materials used for this guide are geared for elementary school age children.

Other resources include:

- Water Water Everywhere published by the city of Minneapolis (2005), tel. 612 661 4999
- 50 Simple Things Kids Can Do To Save The Earth (copyright 1990)
- Ecology and Pollution (copyright 1973 by Children's Press)
- Our Endangered Planet Groundwater (Hoff and Rodgers, Lerner Pub)
- Going Green A Kid's Handbook to Saving the Planet (Elkington, Hailes Hill and Makower, Viking Press)
- Science in Action Water, Water! (Johnston published by Gareth Stevens, Milwaukee)
- The Magic School Bus (Cole published by Scholastics)
- Berenstain Bears Don't Pollute (Berenstains published by Random House)

Website addresses:

- http://ga.water.usgs.gov.edu U.S. Geological Survey's (USGS) Water Science for Schools web site
- www.epa.gov/owow/nps/kids EPA kids' site
- www.kidsface.org/ Kids for a Clean Environment
- www.projectwet.org Water education for educators and young people ages 5-18
- www.ci.phoenix.az.us/WATER/watermen.html Water info for kids
- Google "water information for kids"
- Google "water pollution"

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The Program

George Frederic Handel (1685-1759): *Bourree* from the *Water Music*

- German composer who lived and composed mostly in England
- Lived during the what is called the high baroque, a time when the music was generally complicated and contrapuntal (two-three tunes going on at the same time – think of *Row, Row, Row Your Boat* with two or three tunes instead of one, and all played at the same time)
- Most famous pieces are the *Water Music* and *The Messiah*

About the music:

- The Water Music is really 3 suites of several pieces each, many of which are dances
- The music was first played on a barge floating on London, England's Thames River (hence the name)
- Because England is an island surrounded by the sea, water themes were/are very important in everyday life

Suggestions for listening: The *bouree* is bouncy and uplifting. Ask the students to imagine sailors dancing to it – perhaps after six weeks at sea and finally spotting land off in the horizon. Talk about the importance of the Mississippi and Minnesota Rivers to the Twin Cities (shipping, recreation, travel, waste disposal, irrigation, etc.). How should we care for the river? Are we abusing it?

Ludwig Van Beethoven (1770-1827): *Symphony No. 6*, "Pastorale," "Gewitter, Sturm" ("Lightning and Thunder Storm")

- Became deaf in middle age, but still created some of the most famous and popular of the entire symphonic repertoire
- His 5th symphony (the most famous 4 notes in music), 9th symphony *(Ode to Joy)* and 6th symphony (made famous by Walt Disney's *Fantasia)* are among his most often performed
- His music bridges the classical music of Haydn and Mozart, written during the time of the American revolution, and romantic era in music history

About the music:

- The symphony is called "pastorale" because it describes in musical terms scenes of nature
- Although Beethoven's music does not actually tell a story, he uses musical devices (accents, loud trembling sounds and unexpected but dramatic dynamic changes) to create the impressions of storms, lightning, etc.
- At the end of the storm excerpt, Beethoven uses the clarinet to play some slower arpeggios (single note chords) that sound like a bird chirping and the sun breaking through the clouds, telling us that the storm has ended

Suggestions for listening: Ask the students to identify the different aspects of the storm as portrayed in the music. Where is the rolling thunder, the cloudbursts, the torrents of rain, the calm after the storm,

etc. Let this lead to a discussion about what causes storms, and what is and what causes thunder and lightning.

Antonín Dvořák (1841-1904): *The Water Goblin*

- Czech romantic/nationalist composer, who used his native harmonies, rhythms and folk stories to inspire his music, and in so doing helped to create a Czech nationalist music style
- A romantic composer who wrote tone poems (music that tells a story), symphonies, concertos and chamber music
- Lived in the United States for a few years, where he helped to establish a major music conservatory in New York
- During the time he spent in Spillville, Iowa, he composed his most famous symphony, *From the New World*

About the music:
The Water Goblin is a tone poem – a story described through the music – and is based on Czech folklore.

It is a dreary story, and one that must be dealt with carefully with your students. Perhaps paraphrasing the story (sanitizing it for the younger children) would be appropriate. However, it does (again, with a stretch) allow for discussions about the dangers of water (drowning and injury), and how everyone must treat water with respect and care. You may also want to have a discussion about folklore, and how it was developed to explain difficult situations (death, etc.), which were unexplainable at the time. Following is a synopsis of the story.

The story begins at dusk, with the Water Goblin sitting on a poplar branch, and making a new coat and pair of shoes. He is happy and sings to himself, because on the next day, he will chose a young girl from the village to become his wife. On the next morning, a pretty girl rises early, and goes to the lake to wash her clothes. In desperation, the mother tries to stop her, telling of an evil dream she had in the night. Her daughter does not pay attention, and goaded on by an irresistible impulse, she hurries to the water.

As she takes her first steps into the water, the ground gives way, and she falters. The Water Goblin claps his hands for joy, as he sees his victim sink into the depths.

The girl becomes his wife, and they live in the bottom of the lake. Her new home is dreary and lonely, because this is also a place where the Water Goblin holds prisoners – the souls of the drowned. The poor girl sings a sad lullaby to her baby, bemoaning her own unhappy fate. She is homesick and wants to see her mother.

The song infuriates the Water Goblin, and in his anger he threatens to turn her into a fish. Undeterred, she tells him that she would rather be turned to stone, then not be allowed to see her mother at least once again. Finally tiring of the endless complaints, the Water Goblin gives in, and sets his wife free for one day to revisit the world above. To make certain that she returns, the Water Goblin keeps her baby as

a hostage. In a tearful meeting, the mother and daughter are reunited. As the evening comes, a furious knocking is heard at the door. The Water Goblin has come to reclaim his wife. The mother scornfully turns him away. A horrific storm comes from the lake, followed by a loud crash against the door of the cottage. The mother opens the door and finds the headless body of her daughter's child.

Suggestions for listening: Try to identify the various sections of the music as they relate to the story. Also, hold discussions on the dangers of water, and the care required when one is in and near water.

Frédéric Chopin (1810-1849): *Prelude in D Flat Major*, opus 28 #15, "Rain Drop"

- Was one of the greatest composers for piano in the Romantic Era
- Similar to Dvořák, Tchaikowsky (the *Nutcracker)* and other composers of his time, he used his native (Polish) culture and dance forms (polonaises, mazurkas, etc.) as frameworks for his compositions
- Although most of his works were straightforward in design (melodies and accompaniments), his creative use of harmonies and the intricacies of the melodies resulted in a very distinct and brilliant style that has made him one of the most popular of all composers for the piano

About the music:
Chopin had tuberculosis and as part of the cure, his doctor suggested going to a warm and dry climate. He went to Majorca, an island in the Mediterranean Sea, and contrary to expectations, the weather was very damp, and his condition worsened. The story goes that in frustration, he composed this prelude, which has a consistent repeated note pattern, signifying the constant rain, and hence the name "raindrop." Even if the story is not true, it is a good one….

Suggestions for listening: Ask the students to identify the repeated note pattern. Do they think it could represent raindrops? Then talk about the effect of rain and humidity on our health. How do we feel when it rains? How do rain and snow affect our activities?

Felix Mendelssohn (1809-1847*): Fingal's Cave* (*The Hebrides* Overture)

- Early Romantic German composer who was one of the greatest composers of his generation, who composed symphonies, concertos and chamber music
- Music historian who helped revive the music of J.S. Bach (who was considered too old fashioned and, hence, almost forgotten)
- Conductor who led one of the most important orchestras of his time, the Leipzig Gewandhous, which is still in existence today (the orchestra is named for the hall in which in performs)
- His violin concerto, *Fingal's Cave*, and music for the Shakespearean play *A Midsummer Night's Dream* are three of his most popular works, the latter which includes one of the most popular wedding marches

About the music:

- Mendelssohn took a boat (steamer ship) to the Hebrides Islands, just off of the coast of

Scotland, where he saw Fingal's Cave

- The cave inspired him to compose what became one of his most famous and popular pieces
- The overture captures a very real sense of the countryside and the tumultuous disposition of the surrounding waters, including some storms

Suggestions for listening: Listen to the work and then describe the moods and feelings from the different sections of the music. What does the opening suggest? What about the fast, loud and tumultuous sections in the middle? And what about the ending? Also, see the standards for grade V and the related activities.

Blind Tom Wiggins (1849-1908): *Water in the Moonlight*

- Was a slave who was born blind
- Because of his blindness, he could not work in the fields, and therefore was allowed to live in the plantation house, where he showed early pianistic skills, and was allowed regular access to the piano, which he played for hours and hours
- He was plagued with mental issues throughout his life, and he had great difficulties communicating with words, although he was able to accurately imitate animal and other sounds, including human speech; compose; and readily play music on the first hearing
- Tom was hired out for concerts by his owner, and toured the country and even in Europe
- In 1860, he became the first African American to perform at the White House
- Blind Tom was one of the most prominent American soloists of his time, and certainly the most famous African American musician in the mid to later half of the 19th century

About the music:

- *Water in the Moonlight* is one of many piano pieces that Blind Tom composed and performed in concert. Because he was blind, he composed and played by ear. Many of his compositions were transcribed and, at his insistence, published under different psseudonyms including Professor W.F. Raymond, J.C. Beckel, C.T. Messengale and Franciois Sexalise.
- Working from the transcription, Sinfonia conductor Jay Fishman arranged *Water in the Moonlight* for the Sinfonia's use in its Music in the Schools program.The piece is a musical picture of a gentle night with the moonlight shining on the water.

Angel Villoldo (1861-1919): *Acorazado Rivadavia*

- Argentinian musician who was a composer, lyricist and a major performer (singer) of his time
- Is one of the founders of Tango music, which became a national folk treasure in Argentina
  Would tell stories through his singing, often playing guitar and harmonica during his performances for the fun and enjoyment of his audiences
  In 1917, just two years before his death, he wrote and published a modern guitar method, *Metodo america*

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About the music:
Acorazado Rivadavia was the name of a tango that Villoldo wrote to honor a battleship of the same name. The *Rivadavia* was a newer (for the time) type of battle ship commissioned by Argentia as part of an arms race with Brazil. The ship was built by the American Foe River Shipbuilding Company, but never actually saw war time duties in either World War I or II. In 1957 it was sold, and in 1959 it was broken up for scrap.

Paul Schulz and Steve Lang: *Water Wheel*
Paul Schulz, composer

- For the past 13 years has been and is the clarinetist with the Sinfonia
- Is the composer for several of the songs that are performed during the Sinfonia's Music in the Schools
- Is a freelance professional musician who plays clarinet with several of the region's other top professional orchestras
- Is an Information Technology specialist

Steve Lang, poet

- Is a retired family physician
- Lives in Colorado
- Enjoys the Colorado outdoors and occasionally writes poetry

About the music: *Water Wheel*
Water is cool, it's really wet
When you're thirsty, your best bet
It runs in the rivers, floats in the lakes
Falls from the sky for goodness sakes.
In the winter it freezes, then it snows
Spring time come to the ocean it flows
Then rise on up into the sky
Up to the clouds really high.
Just keeps on going round and round
Up to the sky, down to the ground.
So savor the water that you drink –
From the bottle or kitchen sink,
It's more precious than you think.

Jay Fishman and Bernard Fishman: *The Ugly Duckling*
Jay Fishman, composer

- Is the Artistic Director and conductor of the Minnesota Sinfonia
- As the Sinfonia's Artistic Director, is responsible for all programming
- Is the creator of the orchestra's Music in the Schools program

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- Has been conducting in the region for 44 years and has conducted approximately 1650 performances
- Has created over 350 registered original compositions and arrangements

Bernard Fishman, author

- Is a trained classical pianist who used his skills to become a DJ.
- Is a skillful and clever author, who has written most of the stories for the Sinfonia's Music in the Schools program
- Owns a vinyl record store in San Diego, California, that was highlighted in the New York Times as one of the interesting places to visit in San Diego

About the music:
The Ugly Duckling is a children's story written by Hans Christian Anderson. Bernard updated the story to make it more appealing to today's school children, and Jay composed the music.

Bernard created two versions to the story's ending. The traditional ending has the ugly duckling turning into a beautiful swan. The alternate ending has the ugly duckling finding inner peace, after which he lives his life with happiness after realizing that self-awareness and confidence are more important than physical beauty. We chose this second version, because we thought it might be a good lesson to the students about self-esteem and confidence. The story emphasizes the importance of water for the sustainability of life for all living creatures.

The story:
Once upon a time, in a pond just over the horizon, lived a mother duck. She had been sitting on her eggs for ages, and was getting pretty sick of it. She dreamed of the day when she could swim in the pond, eat whatever she wanted, and fly up into the sky without worrying about her babies being eaten. You know, the normal things mothers worry about.

One day, almost in desperation, she thought to herself, "I hope these ducklings make it out before nighttime; I want them to come out sunny side up!"

Suddenly, she heard an egg crack. And then another, and another, until all but one of the eggs had hatched. Staring at the last egg, mother duck froze in disbelief. "Horn toad over easy!" she bellowed. "This egg looks just like a potato. I've been bamboozled! [Sigh] But I have waited this long for it to hatch, so maybe I'll sit a little longer."

So while the baby ducklings splashed in the pond, Mother Duck sat on the last egg. Finally, she felt a wiggle, and then another, and a few more, until ... BBWWAAAHHH?!?!?! "What on earth? This is the ugliest and most revolting poor excuse for a duckling I have ever seen!"

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The other ducklings also thought their new brother was ugly. In fact, they found him so ugly that they named him Grezango, after the hideous ogre in their favorite storybook. Day after day, they bullied and teased him. First, they pecked him with their small beaks. Then they flapped him with their wings, flipping him upside down, so just his little flippers were left poking up out of the water while he desperately tried to turn back over.

All these things were bad, but they were nothing compared to what the meanest duckling did. His real name was Ferdinand, but everyone called him Quack Nasty, because he was the biggest and nastiest duckling in the pond. When Quack Nasty was around, he would pick Grezango up like he was only a feather, twirl him on his beak, pound him like a freshly made pizza dough, and then throw him to the ground with a thud. After being treated so badly for so long, Grezango sometimes wished that his egg had been scrambled.

Things got so bad that eventually he had had enough. Early one morning he packed a few things, and waddled off into the woods. After what seemed like days, but really was only a few hours, he found a new pond with two ducks (and no Quack Nasty) playing in the water. “What’s up doc?” said the first duck. “Whooee, you sure are an ugly one,” said the other. But they both agreed that Grezango could play with them.

While swimming with the ducks, Grezango gazed across the lake and noticed two geese. They looked a little different, and so he decided to go check them out. “You can play with us,” the biggest goose said. “Yea, as long as you don’t squawk at my sister,” said the skinnier one.

All seemed to go along swimmingly, but in the distance, trouble loomed. The faint sounds of a hunting party were in the air, and as they advanced, Grezango could hear their guns a-blazing. Scared quackless, Grezango hid in the reeds by the edge of the water. After hours and hours of trembling with fear, waiting for the hunters to leave, Grezango finally picked himself up and started off on his way.

Over the next few days, he had many more adventures, first meeting a cat, a hen, and even an old woman who jabbered on and on about this and that, and that and this. The cat and the hen both thought themselves the smartest and craftiest creatures this side of Timbuktu. And they kept telling Grezango how pretty they were, and how ugly he was. They even told him that he should get plastic surgery to look better, but Grezango did not want to be mistaken for a plastic duck in a shooting gallery, so he respectfully declined. They kept clucking so much that Grezango soon grew sick of them, and decided to move on.

With a spring in his waddle (he still couldn’t fly), he marched along until he found another pond, and quickly dove into its cool waters. When he came up he saw… Holy duck feathers! Two swans, two of the most beautiful creatures ever to live, were swimming nearby. They had pearly white feathers, and moved with such grace and gentleness that Grezango was in awe. Embarrassed by his ugliness, this was the first time he considered the plastic surgery.

Days turned into weeks, and soon the great winds blew in from the north. The swans flew south for the winter, and Grezango, who still could not fly, was left alone in the icy pond. It was a cold and very difficult winter. Grezango had no friends to play with, and became lonely and despondent.

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He did have one more adventure, which all but sealed his fate. Early one morning, when the temperature was at its coldest, and Grezango was shivering in the freezing pond, he was seen by a woodsman. Drooling with delight, the woodsman thought that Grezango would make an excellent Sunday dinner. With lightening speed, he caught Grezango, threw him in a sack, and marched home to show off his prize to his wife and children. The woodsman's children were excitable little demons, and as soon as they saw Grezango, they chased him all over the house, and had a grand old time with him. Grezango, on the other wing, was scared for his life, and fluttered all over the house. The woodsman's wife soon had enough, grabbed a broom, and with a shriek, chased him out of her house. "This is reduckuless," Grezango muttered to himself as he scurried into the meadow. With a quack skidaddle, he dove into another new pond, hoping above hopes for a ray of sunshine in his otherwise bleak existence.

After looking across the way, he saw a group of swans. "They are beautiful, no doubt," Grezango thought, "but that won't stop the hunter from shooting them. They can be eaten just as easily as me." He waddled over to the water, gazed down at his reflections, and now saw himself in a new light. And that's when it hit him. He realized that his true strength and beauty came from within. He didn't need plastic surgery and he didn't need other ducks helping him, because he could help himself. He realized that others had viewed him as ugly because he viewed himself that way.

With this newfound confidence, he ceased to care what other animals thought of him. He swam over to the swans, and when they saw how confident he was, they all stroked their beaks on his feathers, welcoming him into their clan. Grezango found a happiness he never imagined possible, and he lived to be a wise old bird, one of the most exquisite creatures ever to float upon this earth.

Traditional ending:
After looking across the way, he saw a group of swans. Thoroughly demoralized, he thought it would be better to be pecked and pecked by the beaks of such beautiful creatures than to continue on as an ugly duck. Approaching the swans with his head bowed, he noticed his reflection in the water. He saw that he was no longer the ugly creature that was scorned by so many. He was in fact a swan; equally beautiful to the birds he once envied. Grezango felt a new sense of pride, and decided he must live. He joined the other swans, and they all stroked their beaks on his feathers, welcoming him into their clan. Grezango found a happiness he never imagined possible, and he lived to be a wise old swan, one of the most exquisite creatures ever to float upon this earth.