

2022-2023 School Year

United States Coast Guard Band School Concerts

“Musical Pictures”

Information for Teachers, Grades 6-8, 9-12

Overview

Thank you for attending The U.S. Coast Guard Band School Concert this year! We are honored to have you join us! This performance features music originally composed for piano by Modest Mussorgsky and inspired by pictures from an art exhibit of Viktor Hartmann. Students will develop greater insight and appreciation for the music by participating in listening as well as visual art exercises. This cross curricular program will help students to make connections between music and visual art through educational activities and audience interaction. The subject matter of this concert provides rich opportunity for further study, exploration, and experience for students and their teachers. This document aims to provide ideas that you can mold to assist in that exploration before and after the concert.

Educational Objectives

- Gain further appreciation of the *creative process* in music.
- Explore the parts of music (melody, harmony, dynamics, articulation etc.) and how they are used to depict art in concert music.
- *Experience* the connection between musical and visual art.
- *Identify* how musical concepts can convey visual ideas.
- Gain further experience in *focused listening*.

- *Experience, appreciate, and understand* a professional concert band performance of creative and quality compositions.
- Explore ways to *perform* works with convincing musicality, based on knowledge of source material/styles.

Program

****The Hyperlinks will take you to recordings of the various pieces and movements as well as informational pages.**

[Foshay Tower Washington Memorial March](#) by John P. Sousa:

[Semper Paratus](#) (1927)- [Francis Saltus Van Boskerck](#) (1868-1927)

[The Star Spangled Banner](#) (1770/1814) - [John Stafford Smith \(1750-1836\)](#) and [Francis Scott Key \(1779-1843\)](#)

[Pictures at an Exhibition](#) (check out some of the original paintings using the link!)

- [1:33](#) Promenade
- [2:53](#) The Gnome
- [5:23](#) Promenade
- [6:14](#) The Old Castle
- [10:33](#) Promenade
- [11:00](#) Tuileries
- [12:00](#) Bydlo
- [14:59](#) Promenade
- [15:43](#) Ballet of the Unhatched Chickens
- [17:06](#) Samuel Goldenberg and Schmuyle
- [19:30](#) Promenade
- [20:44](#) Limoges: The Market Square
- [22:16](#) Catacombae (Sepulchrum romanum)
- [26:08](#) The Hut on Hen's Legs (Baba-Yaga)
- [30:00](#) The Great Gate of Kiev

The Incredibles by Michel Giacchino arr. By Moren

[Stars and Stripes Forever](#) (1896)- [John Philip Sousa](#) (1854-1932)

Drawing submissions!

This year we are asking teachers to submit drawings by **MONDAY, OCT. 10** that may be showcased during the concert. We will be including artwork from the students to be included in the slideshow.

1. Give your students a piece of paper and materials to draw
2. Pick a movement to listen to and give your students the title and perhaps a brief description of the movement. (Find descriptions on Wikipedia page)
3. While listening to the movement have simply have students “draw” what they “hear.” How close was their idea to the original painting? Discuss their thoughts in the classroom.
4. Scan the drawing and submit to us using the form below!

[Drawing Submission Form](#)

Please email timothy.m.bedard@uscg.mil with any questions.

Pre-Concert Suggestions

To enhance your students' benefit from the concert, you can introduce the following basic concepts or activities, which you can adapt as needed to challenge your students accordingly.

As this concert will primarily focus on Pictures at an Exhibition; listen to the movements as able, before coming to the concert. Having students familiarize themselves with these movements will help them make connections during the concert.

How could a performer change a folk song to create a variation (slow to fast, loud to soft, changing instruments or voices, fragmentation)?

While playing or singing a scale or singing a simple melody together as a class, explore ways to create variations of the scale or melody (slow to fast, loud to soft, changing instruments or voices, fragmentation, etc.). Have students decide variations.

Additionally, students will benefit from having familiarity with the following musical terms that will be used throughout the program:

- Dynamics: “Variations in loudness or softness of notes and phrases.”
- Tempo: “The speed at which a piece of music is played”
- Articulation: How short, long, separate, or connected notes are to one another.
- Movement: Similar to chapters in a book, movements are sections of a larger piece that can stand alone, but are parts of a complete composition.

Audience Etiquette

What is the best way to teach concert etiquette? Please follow [THIS LINK](#) to see an audience etiquette idea, discussion points for teachers, orchestra etiquette worksheet, all prepared by the Louisville Orchestra.

General Post-concert Suggestions

- Explore with students the concept of “Musical Pictures.” How are musical and visual art similar and different?
- Review/discuss some ways composers incorporate musical techniques to create an “audible image” in compositions played by the Coast Guard at this concert.
- Explore with students the concept of “Musical Pictures.” How are musical and visual art similar and different?
- As a performer, how does knowledge of a composition’s inspiration/source material affect the way you play the music? How does seeing the visual pictures of some of these movements effect how you approach performing the musical depiction of it?

-Teacher information prepared by the Education Division of the United States Coast Guard Band