



AMALA DUO

Karla Galva, Violin and Amanda Grimm, Viola

PREPARING YOUR SCHOOL FOR THE AMALA DUO'S VISIT

Program Description:

The **AMALA DUO** will present a program which links three centuries of music by the elements common to them all. The duo will use popular music (rock-and-roll and rap for example), and TV and film music that the children are familiar with, to explore classical music that may be unfamiliar to them. The program will focus on melody, rhythm and harmony as the building blocks of all music. The duo will usually play a brief example of the concept, then a longer selection to hear that concept in its complete context. There will be a question and answer period following the program, and some quizzing on the concepts along the way.

TERMS

- Rhythm
- Melody
- Harmony
- Motive
- Round
- Canon
- Counterpoint
- Pizzicato
- Duo, Trio, Quartet
- Syncopation
- Bow
- Vibration
- Fortissimo
- Pianissimo

MUSICAL EXCERPTS to be selected from the following:

Classical music:

Fuchs - Duet No. 12 Waltz

Kalliwoda - Duo No.1 last movement

Mozart - Duo No.2 in B flat major Andante Cantabile

Beethoven Symphony No.5

Handel - Halvorsen - Passacaglia



J.S. Bach - Invention No. 1
Martinu - Three Madrigals, movement III
Mozart - Eine Kleine Nachtmusik

TV/Pop/Folk music:

Row Row Row Your Boat
Mission Impossible Theme Music
Katy Perry "Firework" or Rihanna "We Found Love"

GUIDELINE QUESTIONS FOR FOLLOW-UP DISCUSSION:

Q: What instruments were used in today's program?

A: Violin, viola

Q: What is a melody?

A: A melody is a tune.

Q: What constitutes rhythm?

A: Rhythm is a sequence of long and short sounds that form patterns in music.

Q: What constitutes harmony?

A: Harmony comes from chords, and the vertical arrangement of tones.

Q: What is counterpoint?

A: The combination of independent musical lines ("voices").

Q: What is a canon?

A: A canon is a form of counterpoint where a second musical line starts later and imitates the first musical line.

Q: What is a round?

A: A round is like a canon that starts over and over again (ex. Row, row, row your boat)

Q: What is 'Classical music'?

A: Classical music is primarily music written for the sake of making great art, as opposed to popular styles, which are designed for lighter entertainment. Classical music is divided into different periods, and takes place primarily in Europe and the Americas. The periods are the Renaissance, Baroque, Classical, Romantic, and 20th century, which includes Impressionism and Modern and contemporary music.

Q: Can you name five different Classical composers?

A: Bach, Mozart, Beethoven, Martinu, Handel, etc.

Q: What is folk music?

A: Folk music is the traditional music of 'the people', generally not written down, and passed on orally from one generation to another.

Q: Can you name the sections of the orchestra, and the common



instruments in them, highest-pitched, to lowest-pitched?

A:

Strings: violin, viola, cello, double bass

Woodwinds: flute, oboe, clarinet, bassoon

Brass: trumpet, French horn, trombone, tuba

Percussion: tympani, glockenspiel, tubular bells, snare drum, celeste, etc.

ACTIVITY:

Listen to a Beethoven, Mozart, or Brahms symphony. Try to identify the motives/ analyze how it progresses in mood, tempo, etc. Other pieces to try: Prokofiev, "Peter and the Wolf", Saint-Saens "Carnival of the Animals". Discuss the role and sound of the instruments of the orchestra.

ACTIVITY:

Have the children do a research project, and make a musical timeline, listing about 25 of the major composers, from the Renaissance to the present day.

ACTIVITY:

Have the class divide into groups and give reports on various musical instruments, including their history, examples of how they sound, their repertoire, etc.

GUIDELINES FOR STUDENT FEEDBACK

Ask your students to write to the International Music Foundation using some of the following questions or topics.

- What was your favorite part of the program?
- What did you learn that you didn't already know?
- Did you have a favorite composition or composer?
- What instrument would you like to learn, if any?
- What parts of the program were unclear, if any?
- Do you like Classical music more, less, or the same as before the presentation?

SEND TO:

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