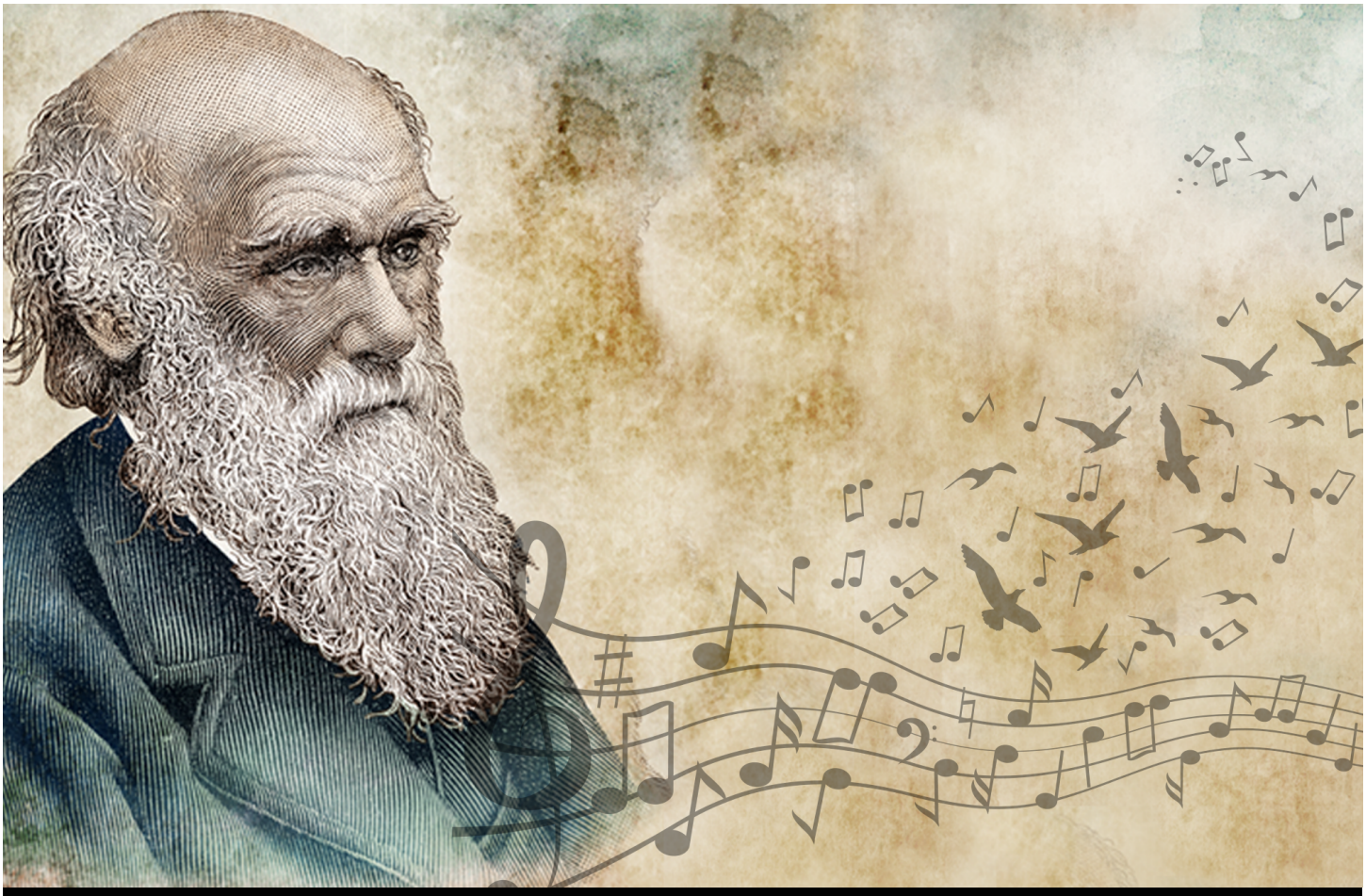


MUSICAL ORIGINS

CONCERT & ACTIVITY GUIDE

Symphor!a

THE ORCHESTRA OF CENTRAL NEW YORK

WELCOME!

We are excited to perform our Musical Origins concert for you! In this guide, you can find information about the concert, including descriptions of the musical selections that we will be performing, sound samples, some important highlights about the music and orchestra, and some activities for students. Please don't hesitate to reach out with any questions, or if we can be of any assistance in your preparation for the concert.

Lawrence Loh, conductor

Lawrence Loh is Music Director of Symphoria (Syracuse, NY), having previously served as ssistant, Associate and Resident Conductor of the Pittsburgh Symphony Orchestra from 2005-2015 and he returns annually to lead a wide variety of programs.

Mr. Loh's previous positions include: Music Director of the West Virginia Symphony Orchestra, Music Director of the Northeastern Pennsylvania Philharmonic, Artistic Director and Principal Conductor of the Syracuse Opera; Music Director of the Pittsburgh Youth Symphony Orchestra; Associate Conductor of the Dallas Symphony Orchestra; Associate Conductor of the Colorado Symphony Orchestra and Music Director of the Denver Young Artists Orchestra.

Mr. Loh is active as a guest conductor, both in the U.S. and abroad. In addition to annual concerts in Pittsburgh and Dallas, his recent engagements include the Boston Pops (Tanglewood), North Carolina Symphony, Baltimore Symphony, Florida Orchestra, Pensacola Symphony, Atlanta Symphony, National Symphony, Detroit Symphony, San Diego Symphony, Seattle Symphony, Buffalo Philharmonic, Albany Symphony and the Cathedral Choral Society at the Washington National Cathedral. Past engagements include the National (Washington D.C.), Indianapolis, Tacoma, Utah, Rochester, Naples, Knoxville, Florida, El Paso, San Luis Obispo, Edmonton, Colorado, Charleston (SC), Malaysia, Daejeon (South Korea) and Greater Bridgeport Orchestras. His summer appearances include the festivals of Grant Park, Sun Valley, Bravo Vail Valley, Aspen, Mann Center in Philadelphia, Breckenridge, Las Vegas, Hot Springs, the Kinhaven Music School and the Performing Arts Institute (PA). In the summer of 2016, he made his debut at Tanglewood, conducting Shostakovich's 5th Symphony with the Boston University Tanglewood Institute Young Artists Orchestra and returned to Tanglewood in 2017 to conduct the Boston Pops.

Having a particular affinity for pops programming, Mr. Loh has been engaged for repeat performances with Chris Botti, Idina Menzel, Ann Hampton Callaway and more. He has assisted John Williams on multiple occasions and conducted numerous sold-out John Williams tribute concerts. He is particularly adept at conducting concerts synchronizing live orchestral music with film, and he has led Jurassic Park, Pixar in Concert, Disney in Concert, The Wizard of Oz and Singin' in the Rain, among other concert productions.

Mr. Loh received his Artist Diploma in Orchestral Conducting from Yale, his Masters in Choral Conducting from Indiana University and his Bachelor of Arts and Certificate of Management Studies from the University of Rochester. Lawrence Loh was born in southern California of Korean parentage and raised in Carlisle, Pennsylvania. He and his wife Jennifer have a son, Charlie, and a daughter, Hilary. Follow him on instagram @conductorlarryloh or twitter @lawrenceloh or visit his website, www.lawrenceloh.com.

Holly Adams, host

Holly Adams is a SAG-AFTRA performer with classic and conservatory training and a graduate of the International Dell 'Arte School. Her professional career covers two decades and four continents! Known for her skills as a physical actor, her stage and film roles include Zombies, Aliens, and Shakespearean nymphs, witches, and warriors. Favorites include film features Gotham Blue, Anomie, and Here Alone; shorts Your Loving, Virginia as Virginia Woolf, Ovid, and Taps. Some stage favorites: Love, Loss and What I Wore; My Father's Dragon; A Midsummer Night's Dream; Macbeth; A Christmas Carol; Hotspur in Richard II; Richard III in Kynge's Games; as well as numerous physical theatre pieces.

PROGRAM

Wolfgang Amadeus Mozart: Magic Flute Overture
Listen here: https://youtu.be/s2Gedb05J5M

Camille Saint-Saëns: Aviary from *Carnival of the Animals*
Listen here: https://youtu.be/zqgl2gWp8Zs

Peter Ilyich Tchaikovsky: Dance of the Little Swans from Swan Lake
Listen here: https://youtu.be/KURO8XyXu-Y

Astor Piazzolla: Libertango
Listen here: https://youtu.be/H_-cfWEMDrU

Nikolai Rimsky-Korsakov: Dance of the Little Birds from Snowmaiden Suite
Listen here: https://youtu.be/2XFiiBV8VAQ

Georges Bizet: Habanera from Carmen Suite
Listen here: https://youtu.be/t2XjR_LGCfI

Ludwig van Beethoven: Turkish March and Overture from Ruins of Athens
Listen here: https://youtu.be/GuW_T3RP1TE

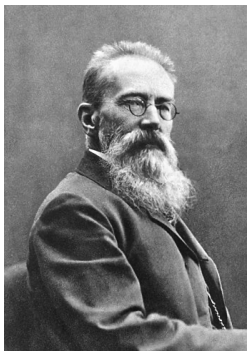
COMPOSERS

Wolfgang Amadeus Mozart was born on January 27, 1756, in Salzburg, Austria, and died on December 5, 1791 in Vienna. The Austrian composer, widely recognized as one of the greatest composers in the history of Western music. With Haydn and Beethoven he brought to its height the achievement of the Viennese Classical school. Unlike any other composer in musical history, he wrote in all the musical genres of his day and excelled in every one. His taste, his command of form, and his range of expression have made him seem the most universal of all composers; yet, it may also be said that his music was written to accommodate the specific tastes of particular audiences.

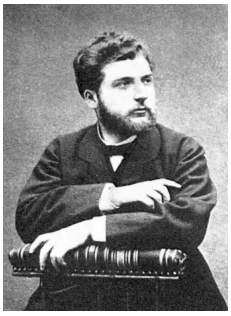
Camille Saint-Saëns, is chiefly remembered for his symphonic poems—the first of that genre to be written by a Frenchman—and for his opera *Samson et Dalila*. Saint-Saëns was notable for his pioneering efforts on behalf of French music, and he was a gifted pianist and organist as well as a writer of criticism, poetry, essays, and plays. Of his concerti and symphonies, in which he adapted the virtuosity of Franz Liszt's style to French traditions of harmony and form, his *Symphony No. 3* (*Organ*) is most often performed. Saint Saëns lived from 1835 to 1921.

Pyotr Ilyich Tchaikovsky, was born on May 7, 1840, in Votkinsk, Russia, and died on November 6, 1893 in St. Petersburg. He is the most popular Russian composer of all time. His music has always had great appeal for the general public in virtue of its tuneful, open-hearted melodies, impressive harmonies, and colorful, picturesque orchestration, all of which evoke a profound emotional response. His works include 7 symphonies, 11 operas, 3 ballets, 5 suites, 3 piano concertos, a violin concerto, 11 overtures (strictly speaking, 3 overtures and 8 single movement programmatic orchestral works), 4 cantatas, 20 choral works, 3 string quartets, a string sextet, and more than 100 songs and piano pieces.

Astor Piazzolla was an Argentine musician, a virtuoso on the bandoneón (a square-built button accordion), who left traditional Latin American tango bands in 1955 to create a new kind of tango that blended elements of jazz and classical music. He was a major Latin American composer of the 20th century. Piazzolla lived from 1921 to 1992.



Nikolay Rimsky-Korsakov was a master of orchestration. His best-known orchestral compositions; Capriccio Espagnol, the Russian Easter Festival Overture, and the symphonic suite Scheherazade, are staples of orchestral repertoire, along with suites and excerpts from some of his 15 operas. Rimsky-Korsakov believed in developing a nationalistic style of music, as did his fellow composer Mily Balakirev. This style employed Russian folk song and lore along with exotic harmonic, melodic and rhythmic elements in a manner that eschewed traditional Western compositional methods. Rimsky Korsakov lived from 1844 to 1908.



Georges Bizet was a French composer who was born on October 25, 1838 and died on June 3, 1875. He is a well known composer of the Romantic era of music. He is best known for his operas in a career cut short by his early death. Though Bizet won many awards as a student, he achieved few successes before his final work, *Carmen*, which has become one of the most popular and frequently performed works in the entire opera repertoire.

Widely regarded as the greatest composer who ever lived, **Ludwig van Beethoven** dominates a period of musical history as no one else before or since. Rooted in the Classical traditions of Joseph Haydn and Mozart, his art reaches out to encompass the new spirit of humanism and incipient nationalism expressed in the works of Goethe and Friedrich von Schiller, his elder contemporaries in the world of literature; the stringently redefined moral imperatives of Kant; and the ideals of the French Revolution, with its passionate concern for the freedom and dignity of the individual. He revealed more vividly than any of his predecessors the power of music to convey a philosophy of life without the aid of a spoken text; and in certain of his compositions is to be found the strongest assertion of the human will in all music, if not in all art. Though not himself a Romantic, he became the fountainhead of much that characterized the work of the Romantics who followed him, especially in his ideal of program or illustrative music, which he defined in connection with his Sixth (Pastoral) Symphony as “more an expression of emotion than painting.”

ABOUT THIS CONCERT

Did you ever wonder where music came from? It seems like a lot of people like music, and almost every culture in the world has some kind of music that they are known for or enjoy. But where did it come from? Did someone invent it? Did we learn about it from animals? Do animals even create music?

With many questions, we can find the answer by reading, or searching on the internet. But what happens if there answer aren't there? How do figure something out that hasn't yet been answered? Scientists are also looking for answers, and we can look to their process for figuring out the answers to questions that don't yet have answers.

We'll learn a little bit about the **Scientific Method** in this concert, and make observations about different kinds of music. We'll create some **hypothesis** of our own, and learn about some well know theories about where music came from, and then we'll test those theories to see if what we think might be true, is actually true.

We may not discover the answers we are looking for right away, but we'll learn some new ways to think about music. We might even learn some new ways to think about other things too!

The Music

The music on today's concert was selected specifically for our program, and the composers who wrote each piece were influenced by different things, and were trying to capture different kinds of sounds. In some cases, those sounds are influenced by animals (such as birds), and in other cases, the music is influenced by nature or love. The different sounds in each piece will allow us to make observations and test our theories about how music might have developed.

The Theories

There are many theories about where music came from. Charles Darwin wrote in the Descent of Man, that music served a significant purpose in charming members of the opposite sex. Other scientists, such as Steven Pinker describes music as a kind of "auditory cheesecake," unessential for survival or reproduction, but instead a by-product of evolutionary processes. We'll also explore the possibility that music is a signaling mechanism, intended to communicate specific messages to others, such as territorial claims.

While these explorations are primarily observational, the diverse selection of music will allow for exploration or the various possibilities or combinations of possibilities, and serve to credit or discredit each hypothesis.

WORKSHEET: Exploring the Scientific Method

The scientific method is a process that scientists use to better understand the world around them. It includes making observations and asking a question, forming a hypothesis, designing an experiment, collecting and analyzing data, and drawing a conclusion. This is sometimes also referred to as scientific inquiry. A hypothesis is a possible explanation for an observation. A good scientist will design a controlled experiment to test their hypothesis.

In a controlled experiment, only one variable is tested at a time. It is called the manipulated or independent variable. The experimental group will test the independent variable. The control group will be left alone, so you have something to compare your results to. The variable that determines the data is the responding, or dependent variable. It responds to the manipulated variable. All other variables in the experiment should remain the same, because if you change more than one variable, you will not know which variable explained your results. Once something has been tested many different times by many different scientists, it

can become a scientific theory. It is different from a scientific law, which describes what will happen every time under a particular set of conditions.

TRUE OR FALSE

If the answer is true, write "true" on the line. If the answer is false, replace the underlined word or phrase with one that will make the sentence correct. Write the new word(s) on the line.

1. _____ Forming a hypothesis is the first step of the scientific method.

2. _____ A scientific law is different from a scientific theory because it describes something in nature without attempting to explain it.

3. _____ In order for a hypothesis to be testable, scientists need to be able carry out investigations that will either support or disprove it.

4. _____ The experimental group is the group that is left alone during the experiment.

5. _____ The manipulated variable is the same thing as independent variable

MATCHING

6. _____ Scientific inquiry
7. _____ Hypothesis
8. _____ Control group
9. _____ Experimental group
10. _____ Independent variable
11. _____ Dependent variable
12. _____ Scientific theory
13. _____ Scientific law

A. This group shows the effect of the variable being tested
B. This is the one variable that is changed
C. A well-tested explanation for experimental results
D. The many ways in which scientists study the natural world
E. A possible answer to a scientific question
F. This describes an observed pattern in nature
G. This group is left alone and not experimented on

INDENTIFYING

Read through the following scenarios. Identify the control group, the experimental group, the independent variable, and the dependent variable.

Scenario	Independent Variable	Dependent Variable	Experimental Group	Control Group
A company wants to test a new dog food that is supposed to help overweight dogs lose weight. 50 dogs are chosen to get the new food, and 50 more continue their normal diets. After one month, the dogs are checked to see if they lost any weight.	14	15	16	17
A new sunscreen has been developed that is supposed to be more effective at preventing sunburn. 30 participants spray one arm with the new formula, and spray the other arm with the leading formula. After 4 hours in the sun, their skin is evaluated for any redness.	18	19	20	21
A student wants to study the effect of sunlight on plant growth. In his experiment, 12 plants receive normal amounts of sunlight, but half of them are kept under bright sun lamps all night long. After 6 weeks, the plants' heights are measured.	22	23	24	25

ADDITIONAL RESOURCES

There are many well developed resources that address theories of evolution, music, and the work of Charles Darwin. A short list of excellent resources is provided below.

Evolution in Paradise

This resource includes lesson plans, videos, and additional activities developed by the Cornell Lab of Ornithology, specifically for use in K-12 classrooms.
https://media.nationalgeographic.org/assets/file/BoP-lesson2-Sexual-Selection.pdf

Darwin's Great Voyage of Discovery

This resource is offered by PBS contains an activity related to Darwin's 1831 trip to the southern hemisphere. The lesson includes Teacher Notes, Activity Sheets, and some special software for students to map his trip.
https://www.pbs.org/wgbh/evolution/educators/lessons/lesson2/act1.html

Charles Darwin's Experiments

This resources from C-Span contains video content, worksheets, and activity suggestions.
https://www.c-span.org/classroom/document/?7398

Evolution and Natural Selection

This lesson was developed by the Chantier 7 Project at McGill University, and is intended for grades 7-8. The lesson references Darwin's Finches, from which his observations led him to specific conclusions on the origins of music.
https://www.mcgill.ca/sciedchantier7/resources/sample-lesson-plans/evolution-and-natural-selection

Natural Selection Lesson

This lesson and activity from FutureEngnineers.org imagines a future where the students are all birds with differently shaped beaks. Students learn how traits affect evolution and make written observations through multiple generations of these "bird" species.
https://festorage.blob.core.windows.net/futurecreatures2020/files/futurecreatures2020-scienceworksheets-c80b6904.pdf