

PREPARING FOR THE CONCERT

BEFORE THE CONCERT

- Please make sure we are aware of any special seating needs you may have by the Symphony at sbrimhall@kcsymphony.org or (816) 218-2639 at least 2 weeks prior to the performance.
- Please double check that the concert date, number of attendees and amount due listed on your confirmation email matches your order.
- You will not receive tickets for this event.
- Please review proper concert etiquette with your students prior to the performance. Information can be found below under "During the Concert" and later in this guide.

ARRIVING BY BUS

- Busses will offload on the south drop-off drive of the Kauffman Center for the Performing Arts (KCPA). The drive runs east to west on concert dates and is accessed from Wyandotte Street.
- Please mark all busses with your school's name and memorize bus numbers.
- Make sure you have contact information for each bus driver.
- Please ask bus drivers to follow all directions provided by KCPD, KCPA and KCS staff.
- Bus drivers must remain with the bus until it is parked at its final location.
- Bus drivers are invited to attend the performance but must be accounted for in the ticket count for your school. Bus drivers must be back on the bus 15 minutes before the end of the performance.
- Please make sure a teacher or other adult is the first person off the bus so they may help with the offloading process.
- Volunteers are there for your safety; please listen to all instructions.

ARRIVING BY CAR

- Parking is available in the Arts District Garage for \$3-\$10 on concert days.
- Free street parking is also available on surrounding streets including 17th, Wyandotte, Baltimore and Broadway.

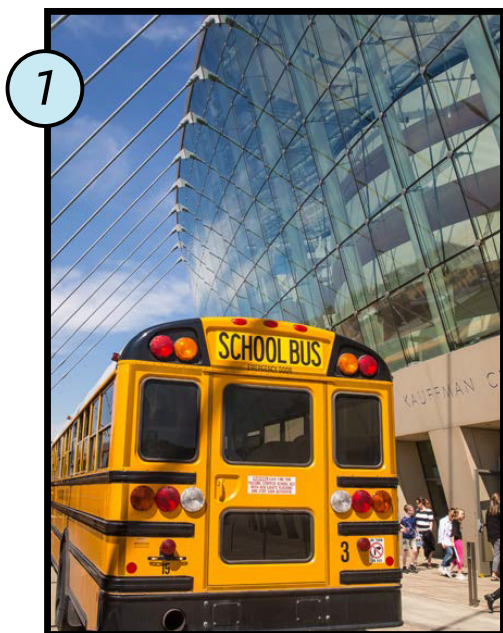
DURING THE CONCERT

- Your group will be seated by KCS and KCPA volunteers. Please plan to be in your seats 5 minutes before the concert begins.
- When you arrive in the hall, you will see musicians warming up on stage. When it is time for the concert to begin, the lights will dim and a staff member will give brief announcements.
- The orchestra will tune.
- The conductor will enter and ask the orchestra to stand. Applause for the conductor and orchestra is welcome at this time.
- Throughout the concert, applause is also welcome after each piece. You will know when it is time to applaud when the conductor lowers his arms and turns to face the audience.
- Students may be asked to participate at various times throughout the concert. Please listen closely to instructions given from the stage.
- Out of courtesy to your neighbors, please do not talk during the performance.
- Flash photography, audio recording and video recording are not permitted during the concert.
- Please make sure all electronic devices are switched off during the performance.
- Performance duration is about 55 minutes.

AFTER THE CONCERT

- Please remain in your seats until your group is dismissed.
 - Listen closely to dismissal instructions and be aware that your bus may be parked in a different location than where you were dropped off.
 - Students will be escorted to their parked bus.
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GOING TO A CONCERT



My school is going to a Kansas City Symphony Concert. We will ride on a school bus.



When we arrive at the Kauffman Center, ushers will help take us to our seats.

(Our cool conductor!)



When the concert is about to start, the lights will dim and we will meet the concert host.



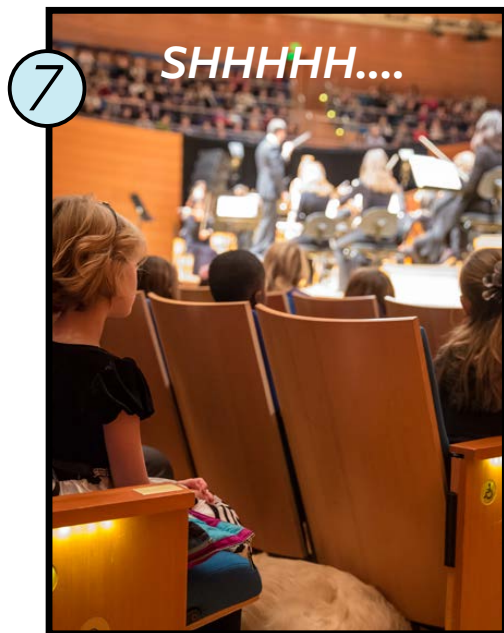
The orchestra will tune.
The conductor will come out on stage.
The concert will begin!



When I am in the theater, I am sitting in my seat being a good listener.



When the music stops, I can clap for the musicians.



When the concert is over, I will stay in my seat and wait for instructions.



Time to leave. Going to the Symphony is fun!

INSTRUMENT FAMILIES

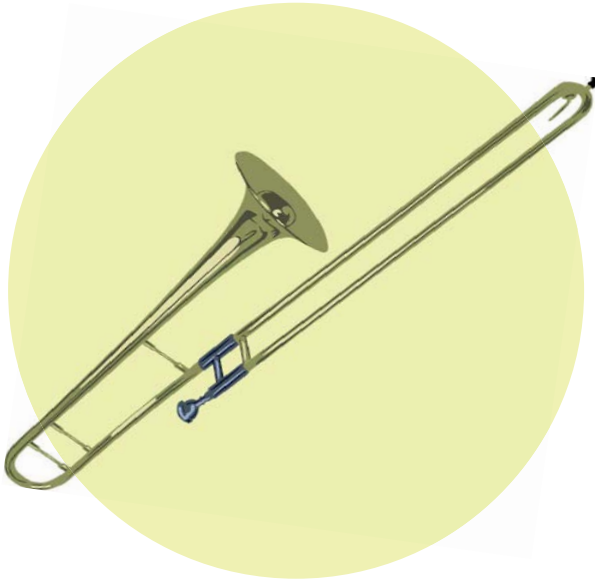
The instruments of the orchestra can be categorized into families. Instruments in a specific family have similar traits but may sound, look, or be used slightly differently than other members of the same family. The four instrument families in an orchestra are **STRINGS**, **WOODWINDS**, **BRASS** and **PERCUSSION**.



The **STRING** family includes the violin, viola, cello and bass. Instruments in this family produce sound by vibrating strings. Musicians use two different techniques to cause the string to vibrate. One way to produce vibrations is to rub the strings with a bow. The bow is a long stick with horsehair stretched across it. When the bow is drawn across the strings, it causes the strings to vibrate which produces a sound. Another way strings vibrate is by plucking them with your finger. This technique is called pizzicato. Whether bowing or plucking, the pitch on a string instrument is changed by adjusting the length of the string. This is accomplished by putting fingers down on the string to shorten the length of the portion that is vibrating. String instruments have a very mellow, rich sound. There are many string players in an orchestra because each instrument alone does not produce a very loud sound compared to other instrument families.



The **WOODWIND** family includes the flute, clarinet, oboe and bassoon. These instruments produce sound by players blowing a vibrating column of air inside some form of tube. As the name suggests, all woodwind instruments have been made out of wood at one time in their existence. The flute has since evolved into being made of metal. All woodwind instruments create the vibrating column of air in different ways. Flutists blow across the top of an open hole. Clarinetists blow between a reed — usually a small, flat piece of bamboo — and a fixed surface. Oboists and bassoonists blow between two reeds that vibrate against each other. Woodwinds usually change the pitch of their instruments by changing the length of the tube they are blowing through by opening or closing holes using keys on their instruments. A modern orchestral woodwind section generally consists of three of each of the instruments in the family.



The **BRASS** family includes the trumpet, French horn, trombone and tuba which are all made of brass. The brass family is one of the oldest families of the orchestra. Sound is produced when the musician “buzzes” his or her lips into a cup-shaped mouthpiece to produce vibrating air. The vibrating air then travels through a long metal tube that modifies and amplifies the vibrations. In order to change pitch, brass players use two techniques. The first is to change the speed that they buzz their lips — a fast buzz produces a higher pitch and a slower buzz produces a lower pitch. They also are able to change the length of tubing — trumpet, French horn and tuba players have keys that may be pressed to lengthen or shorten the tubing and trombone players increase or decrease the length of tubing by using a slide. The brass section is generally found toward the back of the orchestra because of their ability to produce louder sounds. A modern orchestral brass section traditionally consists of four horns, two trumpets, three trombones and one tuba.



The **PERCUSSION** family is the most varied family in the orchestra. Percussion instruments include the cymbals, drums, maracas, xylophone, marimba and many more. Sound on percussion instruments is created by physically striking, rubbing or shaking either a solid material, like a metal triangle, or a membrane, like the top of a snare drum. In the past, membranes have been made of animal skins, but most of today’s drums use a synthetic material. There are many different kinds of percussion instruments used in an orchestra that produce many different types of sounds. They are usually used to provide rhythm for the music.

Teaching Activity:

Concert Etiquette

Teaching Objective:

Students will examine, discuss and practice appropriate concert behavior in different settings.

Preparatory Activities:

1. Ask the students to list places or situations where they might be part of an audience. Solicit examples such as a rock concert, tennis match, football game, golf tournament, movie theater, etc. Create a list of answers where everyone can see them.
2. Discuss the way audience behavior in various settings would be different. Discuss how different venues or activities have different expectations for audience behavior. Discuss how an audience can positively or negatively affect the performer or athlete and other audience members.

Teaching Sequence:

3. Assign a group of two or more students to act out behavior that would occur at various venues at the front of the classroom. For example, have two students pretend to be playing tennis.
4. Instruct the rest of the class to pretend that they are the audience for the event being portrayed. Instruct the “audience” to show their appreciation for the performers/athletes pretending in front of the class.
5. Critique the “audience” behavior and discuss why certain behavior was appropriate or inappropriate for the situation. Talk about audience reactions such as applause, yelling or whistling and when it is appropriate or inappropriate.
6. Ask the performers to tell the class how the “audience” behavior affected their efforts.
7. Repeat this activity with all examples of activities (e.g. rock concert, chess match, ballet, football game, etc.).

Culminating Activity:

Talk to the students about the upcoming Kansas City Symphony concert. Discuss what they should expect to happen and how they can appropriately show their appreciation for the orchestra. Students should know that it is appropriate to clap for an orchestra after each piece. The conductor will indicate when each piece is over by putting his hands down by his sides.

Evaluation:

Were students able to understand how and why audience behavior might be different in different settings and venues? Did they understand the importance of their role as an audience member?

