



PREMIER EDUCATION PARTNER

VSO

Life Emerging! Grade 3-7 Study Guide November 14-15, 2023

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Otto Tausk **Conductor & Music Director**

Dutch conductor Otto Tausk is the Music Director of the Vancouver Symphony Orchestra and Artistic Advisor of the VSO School of Music, now in his fourth season. He is also Chief Conductor of Phion Orkest van Gelderland & Overijssel, and until spring 2018, was Music Director of the Opera Theatre and Tonhalle Sinfonieorchester St. Gallen. He is a hugely respected musical personality in his native Holland, working with all its major orchestras and composers.

Born in Utrecht, Otto Tausk initially studied violin and then conducting with Jonas Aleksa. Between 2004 and 2006, Tausk was assistant conductorto Valery Gergiev with theRotterdamPhilharmonic Orchestra, a period of study that had a profound impact on him. .He received this prestigious award for his contribution to theArts in theNetherlands, in particular his extensive work with Holland Symfonia serving as MusicDirector 2007 to 2012.

Vancouver Symphony Orchestra

Founded in 1919, the Grammy and Juno-award winning Vancouver Symphony Orchestra is the third largest orchestra in Canada, the largest arts organization in Western Canada, and one of the few orchestras in the world to have its own music school.

Led by MusicDirector Otto Tausk since 2018, the VSO performs more than 150 concerts throughout Vancouver and the province of British Columbia each year, reaching over 270,000 people. The VSO has toured to the United States, China, Korea and across Canada. The orchestra presents passionate, high-quality performances of classical, popular and culturally diverse music, creating meaningful engagement with audiences of all ages and backgrounds.



Vancouver Symphony Orchestra

Otto Tausk, Music Director

ALAN AND GWENDOLINE PYATT PODIUM

David Bui, RBC Assistant Conductor

MARSHA AND GEORGE TAYLOR CHAIR

Members of the Orchestra

First Violin

Nicholas Wright, Concertmaster
RON AND ARDELLE CLIFF CHAIR
Timothy Steeves, Associate Concertmaster
WILLIAM AND IRENE McEWEN CHAIR
David Lakirovich, Assistant Concertmaster
ROBERT G. AND SUZANNE BRODIE CHAIR
Jennie Press, Second Assistant Concertmaster
Cassandra Bequary
Jae-Won Bang
Sunny She
Xue Feng Wei
Rebecca Whitling
Yi Zhou
Georgina Leo
Colleen Venables

Second Violin

Karen Gerbrecht, Acting Principal
JIM AND EDITH LE NOBEL CHAIR
Jeanette Bernal-Singh,
Acting Associate Principal
Blythe Allers
Manuel Lok
Daniel Norton
Ann Okagaito
Ashley Plaut
Carina Vincenti
Alicia Venables
Jim Jingpu Xi

Viola

Hung-Wei Huang, Principal
Andrew Brown, Associate Principal
Emilie Grimes, Assistant Principal
Katrina Chitty
Matthew Davies
ESTELLE AND MICHAEL JACOBSON CHAIR
Angela Schneider
PROFESSORS MR. AND MRS. NGOU KANG CHAIR
Jacob van der Sloot
Peter Ing
Isabelle Roland

Cello

Henry Shapard, Principal
NEZHAT KHOSROWSHAHI, OBC AND
HASSAN KHOSROWSHAHI, CM, OBC, CHAIR
Janet Steinberg, Associate Principal
Zoltan Rozsnyai, Assistant Principal
Natasha Boyko
MARY AND GORDON CHRISTOPHER CHAIR
Luke Kim
DR. MALCOM HAYES AND LESTER SOO CHAIR
Charles Inkman
Cristian Márkos
TIM WYMAN AND SUSAN GABE CHAIR
Albert Seo

Bass

Dylan Palmer, Principal
Evan Hulbert, Associate
Principal
Noah Reitman, Assistant
Principal
David Brown
Malcolm Armstrong
J. Warren Long

Flute

Christie Reside, Principal
RON AND ARDELLE CLIFF CHAIR
Rosanne Wieringa
MICHAEL AND ESTELLE JACOBSON CHAIR
Dakota Martin

Piccolo

Dakota Martin
HERMAN AND ERIKA STOTING CHAIR

Oboe

Joo Bin Yi
WAYNE AND LESLIE ANN INGRAHM CHAIR
Karin Walsh
PAUL MORITZ CHAIR
Christine Kim
Karin Walsh
IN MEMORY OF JOHN S. HODGE

Clarinet

Jeanette Jonquil, Principal
ROBERT G. AND SUZANNE BRODIE CHAIR
Michelle Goddard, Assistant Principal
TARYN BORDIE CHAIR
Aiden Wong

E-flat Clarinet

Michelle Goddard

Bass Clarinet

Aiden Wong

Bassoon

Julia Lockhart, Principal
Thalia Navas
Sophie Dansereau, Assistant Principal

Contrabassoon

Sophie Dansereau

French Horn

Alexander Wide, Principle
WERNER AND HELGA HÖING CHAIR
Oliver de Clercq, Associate Principal
Holly Bryan
William Loveless
Andrew Mee

Trumpet

Larry Knopp, Principal
Vincent Vohradsky
Marcus Goddard, Associate Principal

Trombone

Brian Wendel, Principal
Andrew Poirier
Ethan Shrier

Bass Trombone

Ilan Morgenstern
ARTHUR H. WILLMS FAMILY CHAIR

Tuba

Peder MacLellan, Principal

Timpani

Aaron McDonald, Principal

Percussion

Vern Griffiths, Principal
MARTHA LOU HENLEY CHAIR
Michael Jarrett
Julia Chien

Harp

Alyssa Katahara, Principal

Piano

Grace Huang
JEMINI FOUNDATION CHAIR
Bogdan Dulu
JEMINI FOUNDATION CHAIR



Curriculum Connections

Grade 3-7

Exploring and Creating

- Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation and purposeful play
- Intentionally select, and apply materials, movements, technologies, environments, tools and techniques by combining and arranging artistic elements, processes and principles in art making
- Demonstrate an understanding and appreciation of personal, social, cultural, historical and environmental contexts in relation to the arts
- Explore artistic expressions of themselves and community through creative processes

Reasoning and reflecting

- Observe, listen, describe, inquire and predict how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate
- Reflect on creative processes as an individual and as a group, and make connections to other experiences
- Develop and refine ideas, processes and technical skills in a variety of art forms to improve the quality of artistic creations
- Examine relationships between the arts and the wider world
- Connect knowledge and skills from other areas of learning in planning, creating interpreting and analyzing works for art

Communicating and Documenting

- Express feelings, ideas, stories, observations, and experiences through the arts
- Adapt learned skills, understandings and processes for use in new contexts and for different purposes and audiences
- Take creative risks to express feelings, ideas and experiences
- Describe and respond to works of art and explore artists' intent
- Demonstrate increasingly sophisticated application and/or engagement of curricular content

About the Concert

Nature has always been a boundless source of inspiration for many musicians and artists. Marcus Goddard, the VSO's Associate Principal trumpet and a composer, was also moved by the natural world to create *Antarctica: Life Emerging*.

It's amazing how artists and musicians like Goddard and Yo-Yo Ma can create meaningful connections through music. Watch the video below to hear Maestro Otto Tausk and Marcus Goddard at the Vancouver Aquarium discussing *Antarctica: Life Emerging*!



Fun fact about Antarctica: Life Emerging!

Did you know that Yo-Yo Ma, the superstar cellist, performed with the VSO this September AND served as the soloist for Antarctica: Life Emerging in its original recording?

Yo-Yo Ma isn't just about music: As an ambassador for nature, he believes in connecting with nature through music and even plays his cello outdoors.

Imagine the melodies echoing through forests, mountains, and rivers. How cool is that? How do you think music and nature work together? Curious to hear Yo-Yo Ma's thoughts on this topic? Watch this video below.



Featured works include excerpt from:

Handel Water music

Vivaldi four season

Marcus Goddard's Antarctica: Life Emerging
and more...



Let's get started...

So much of our world, including the earth, our communities, and bodies, function as systems where smaller parts collaborate to create a whole. Reflect:

Taking the earth as a magnificent example, reflect on how it involves interconnected parts.

The orchestra functions similarly to an ecosystem, with each part playing an essential role in [collaboration](#) with others.

What does Collaboration mean?

Collaboration is: when 2 or more people work together to create something or achieve the a goal.

- What are some other words similar to collaborate?
- When you work with someone, how does it make you feel?
- What might this look like inside the classroom?
- What are the pros and cons of working together?
- Can you think of tasks that can't be done by 1 person working alone?



Can you think of some examples of collaboration outside of your classroom?

Watch as these penguins work together to defend off enemies!

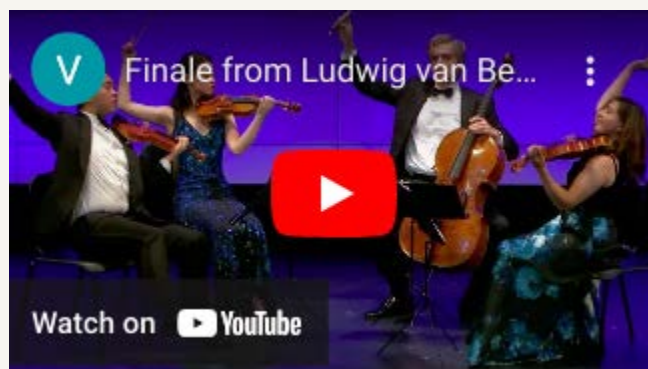


Soccer Fans! Watch the Canadian Men National Team collaborate for this crazy goal!

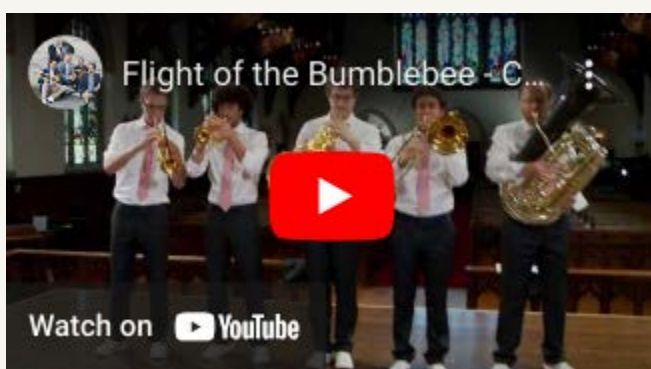


Musicians collaborate with each other all the time!

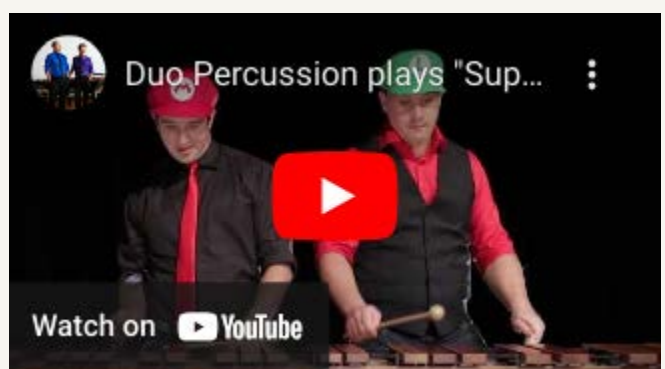
String Quartet
(composed of Violins, Viola, Cello) :
Viano Quartet



Brass Quintet (Trumpets, French Horn, Trombone, Tuba):



Duet (piece written for 2 musicians):



Activity 1 - PART 1

COLLABORATION LAB

Would you like to collaborate with the VSO and other schools?

In your classroom, you are going to collaborate together and create short musical ideas, known as MOTIFS. Short musical ideas (motifs) can develop into melodies, and are the building blocks of music. Follow the instructions below and have fun making music!

If you would like your motifs to be considered for inclusion in the Elementary School concert, please send by October 18, 2023. A limited number of motifs will be incorporated into the school concert.

Let's get started! we are going to need three ingredients:



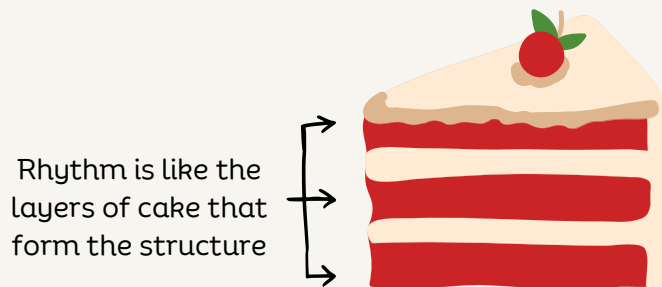
- 1. RHYTHM**
- 2. PITCH**
- 3. DYNAMICS**

Using these three elements we are going to make a
MUSICAL CAKE

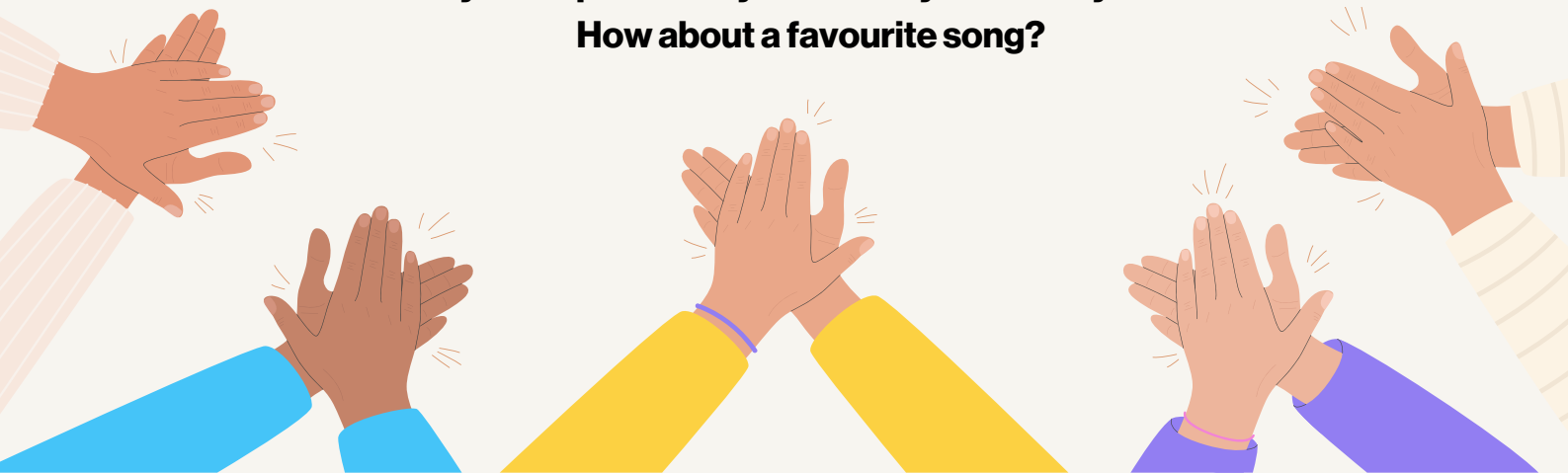


INGREDIENT 1: RHYTHM

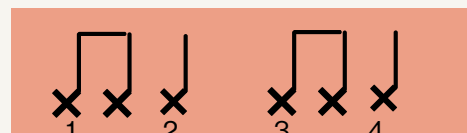
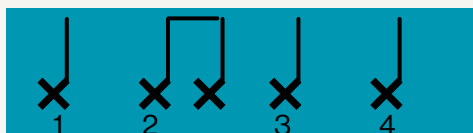
Music is usually anchored by a steady beat. The rhythm is made up of different lengths of sounds, which are related to the steady beat. Beat and rhythm give structure to music.



**Can you clap some rhythms that you already know?
How about a favourite song?**



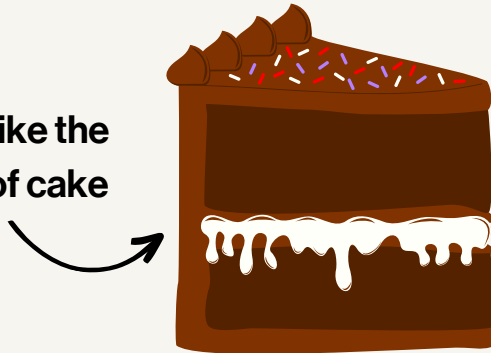
Here are some other examples:



INGREDIENT 2: PITCH

Pitch is another important element of music. Pitch is the highness or lowness of the sound. Pitches become interesting when grouped together into a melody, or layered into harmony.

Pitch is like the
flavour of cake

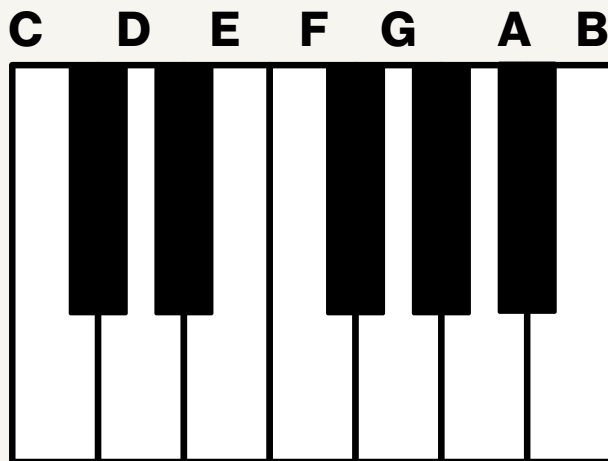


Can you hum a low pitch, and then a high pitch? How about the first 4 pitches of Happy Birthday?



Each pitch has a name:

A, B, C, D, E, F, G and the sharps and flats in between



Click here to be brought to a virtual keyboard.
Listen for the different pitches.

INGREDIENT 3: DYNAMICS

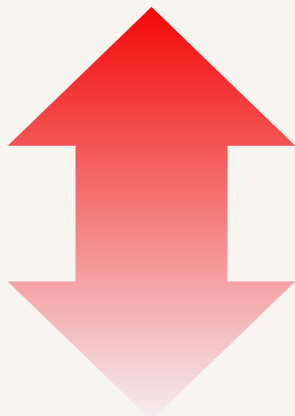
Dynamics help give the music expression: They tell us HOW to play the pitches and rhythms: Soft, loud, powerful, gentle, and everything in between! They contribute to the flavour and toppings of the cake.

What do you like on your cake?
What is your favourite toppings
on your cake?



Dynamics help the musician know what volume to play the music. Dynamics can be written on the music as instructions from the composer to the musician. Musicians also add their own expressive ideas.

from LOUD, Powerful



to SOFT, gentle

- *ff* Fortissimo
- *f* Forte
- *mf* Mezzo-Forte
- *mp* Mezzo-Piano
- *p* Piano
- *pp* Pianissimo



Gradually getting
louder

crescendo



Gradually getting
softer

decrescendo

Now that we know all the ingredients for our
MOTIFS,
let's start composing!!



Step 1: Create a **Rhythmic Pattern**

- Start by tapping out a simple beat on a table or clapping your hands. Experiment with different rhythms by varying the speed and pattern of your taps or claps.
- Choose a rhythm that you like: This will be the foundation of your motif.

Step 2: Choose **Pitches** for Your Motif

- Now, let's add some pitches to your rhythm. You can use the keyboard on page 14 of this study guide or any keyboard or a piano app on your computer or tablet to help you find different pitches.
- Try playing different notes on the keyboard and see which ones you like. You can choose high notes, low notes, or a combination of both.

Step 3: Add **Dynamics**

- Experiment with dynamics by playing some notes louder and others softer. For example, you can start softly and then get louder, or you can have a mixture of loud and soft notes.

Step 4: Putting it Together!

- Now, combine your rhythmic pattern, chosen pitches, and dynamics to create your motif. Play it on the keyboard and record it. **send us your recordings no later than October 18th for a chance to be chosen for the interactive part of the concert.** If you can notate your motifs please send a pdf as well.

Remember, there are no wrong choices in music! Have fun experimenting and see what sounds you like the best. Once you're happy with your motif, you can share it with us. We can't wait to hear what you come up with!



Activity 1- PART 2

Elaborate and Explore

If you didn't make it in time to send your motifs, don't worry! You can continue the composition process into larger units by following suggested tools below. This would also make an excellent post concert activity!

Explore ways to expand your motifs into bigger musical ideas or themes:

Here is a list of techniques that you can experiment with. Try presenting a few different options to a classmate. What works best for you and your motif?

- 1) Repeat the motif
- 2) Repeat the motif, but starting on a different pitch
- 3) Repeat the motif but changing the final note(s)
- 4) Extend the motif by creating an answering motif
- 5) Stretch out the motif, making the notes longer, and maybe adding some extra notes to fill in some of the steps
- 6) Repeat just the first half or second half of the motif
- 7) Combine the above ideas!!





Activity 2

Ocean School Quiz

Our friends at SeaLegacy bring you this Ocean School Quiz - a great way to dive deeper into the wonders of Antarctica. Have fun and let's learn together!

Show the images and questions provided in the following pages to your class.

Ask your students to record their answers.

After all questions have been presented, check out the last slide and find the answers!

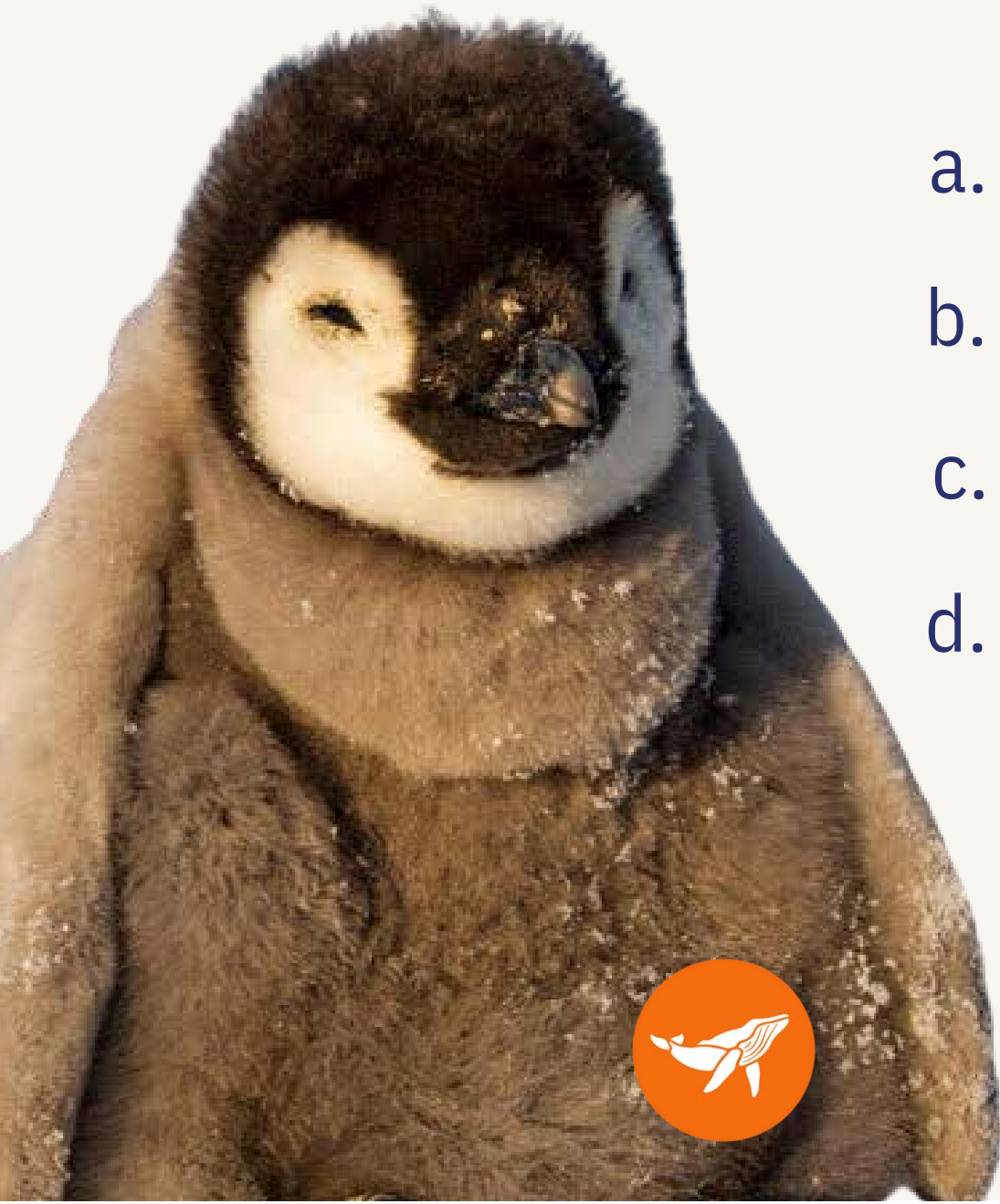
To explore more about the ocean and marine life, visit [Ocean School's website](#) or follow them on Instagram [@OceanSchool](#)

ANTARCTICA

QUESTION 1

How long can emperor penguins stay underwater?

- a. 5 minutes
- b. 20 minutes
- c. 3 hours
- d. Forever



ANTARCTICA

QUESTION 2

Antarctica is important to the entire planet because

_____.

- a. It influences global atmosphere temperatures
- b. It influences global ocean temperatures
- c. It plays a key role in spreading nutrients to the rest of the ocean
- d. All of the above

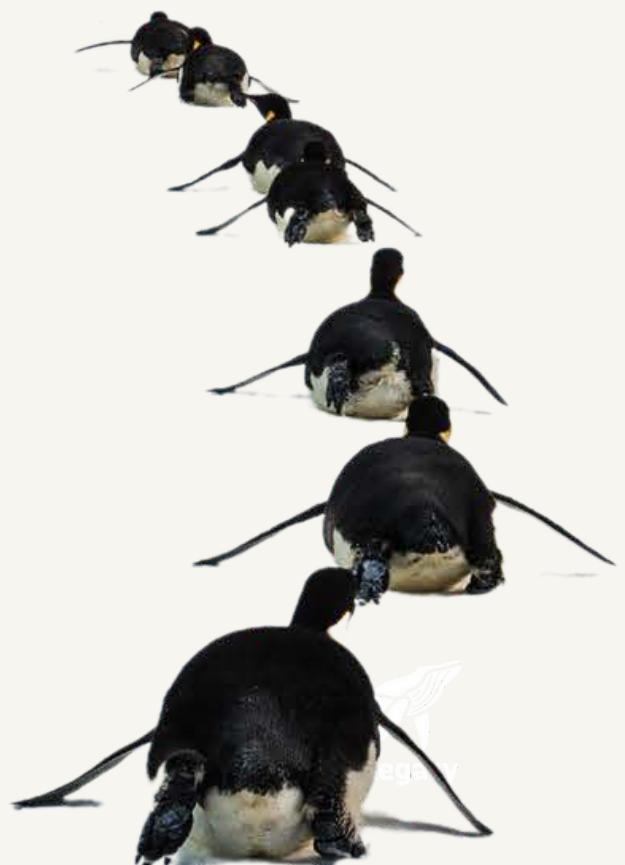


ANTARCTICA

QUESTION 3

Most of the species in Antarctica feed on this creature, making them very important to the food chain. Which animal is it?

- a. Penguins
- b. Krill
- c. Fin Whales
- d. Leopard Seals



ANTARCTICA

QUESTION 1

How long can emperor penguins stay underwater?

- a. 5 minutes
- b. 20 minutes**
- c. 3 hours
- d. Forever

Emperor penguins are excellent swimmers and take to the seas to hunt krill, fish, and squid. When they dive to find a snack, they can stay below the surface for 20 minutes before needing a breath!

QUESTION 3

Most of the species in Antarctica feed on this creature, making them very important to the food chain. Which animal is it?

- a. Penguins
- b. Krill**
- c. Fin Whales
- d. Leopard Seals

Hundreds of species eat krill, like whales, penguins, and seals. Scientists estimate that if you weighed the total number of Antarctic krill, the most common species, it would add up to 400 million tonnes! Each year, humpback whales and fin whales eat over two metric tonnes of krill from one area near the Antarctic Peninsula!

QUESTION 2

Antarctica is important to the entire planet because _____.

- a. It influences global atmosphere temperatures
- b. It influences global ocean temperatures
- c. It plays a key role in spreading nutrients to the rest of the ocean
- d. All of the above**

Antarctica plays an important role in helping life survive on Earth! By reflecting the sun's rays, it helps our air stay cooler. By adding cold water to the currents, it keeps our ocean cool. Also, animals, like whales, that migrate throughout the ocean collect nutrients from Antarctica and spread them along their journey, helping aquatic plants grow!

Post Concert Activity

Reflecting on the concert, what is something you would like to do or change?

*Something that is important to me, that
needs collaboration in order to succeed...*



Share your drawings with the VSO !
We would love to see your ideas!
education@vancouverSymphony.ca





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