



I ♥ Music Discovery Series

Episode 1: Meet Apollo's Fire, the Baroque Orchestra!

Learning objectives:

To learn about Apollo's Fire Orchestra's history and to meet the different members of the Orchestra; such as musicians, composers, and focused on the Conductor and Founder, Jeannette Sorrell!

Ohio Music Learning Standards:

PERCEIVING/KNOWING/CREATING (CE)

PRODUCING/PERFORMING (PR) RESPONDING/REFLECTING (RE)

1PR Demonstrate same and different (e.g., fast/slow, loud/soft, high/low and long/short).

1RE Explain how music is used for a variety of purposes and occasions

3CE Listen to and identify music of various and contrasting styles, composers, periods and cultures.

Youth Development Domains: cognitive, social-emotional skills, literacy/verbal, physical

Time: 15-18 minutes

Video Lesson outline:

A. Discovery Series Video:

- a. Introduction: Amanda & Gaby host!
- b. Overview of the Discovery series and ask students to grab supplies needed
- c. Baroque Period: Description and how it relates to Apollo's Fire
- d. Apollo's Fire, a Baroque Orchestra: History of name and who is a part of an Orchestra
 - i. Apollo Greek God of healing & music
 - ii. Apollo's Fire: spreading healing through playing music!
- e. Members of the orchestra: Musicians, Composers
- f. Who's in Charge of the Orchestra?: Introduction of Conductor Jeannette Sorrell
 - i. Activity 1: Keep the Beat, change the Tempo

- g. Maestro! : Talk about the Conductor's job in the orchestra and what they use to help the musicians play!
 - i. Activity 2: Conductor says
- h. Listen to the music and Feel the music: explanation of Baroque music influence and emotions
 - i. Activity 3: Draw what you hear and feel
- i. Conduct a conclusion: listen and actively conduct to one more song
- j. Closing wrap up: overview of lesson, join us next time. I <3 music and I <3 Learning!

Activities:

1. Keep the Beat, change the Tempo
 - a. Students will follow along first by tapping their lap, then clapping their hands
 - b. The beat will start first, once the beat has established change the tempo; slow and fast
2. Conductor says
 - a. Similar to the beat and tempo, have the students learn what a conductor does for the orchestra, ask students to stand up and "conduct" first with their hands flicking their wrist forward and back, then using their head with nods yes/no and head tilts, lastly using a pencil/marker/or pointer finger
 - b. Students will practice with their bodies and then try with their "baton"
 - c. Students get a chance to co-conduct with Jeannette during a video
3. Draw what you hear and feel
 - a. Students will use paper and colored writing materials to draw during a movement. Students are encouraged to draw what they feel; i.e. happy, sad, excited. They can also draw a picture, or shapes, there is no right or wrong answer it's just how you feel!

Learning outcomes:

Students will...

1. Be able to identify what an orchestra is and the different members that make up an orchestra.
2. Be able to describe the job of the conductor and perform conductor actions.
3. Be able to think about what the Baroque Period was and its importance in art and music.

Vocabulary

1. **Orchestra**-a group of musicians that plays music together on instruments
2. **Apollo's Fire**- an orchestra that plays music and instruments from long ago with lots of expression and emotion
3. **Baroque period**-around 400 years ago when people were creating music art that was all about expressing emotions
4. **Composers**-people who write music

5. **Musicians**-people who play music on instruments
6. **Conductor**-the person who shows the orchestra a tempo and a beat and shows how the emotions of the music are to be played.
7. **Tempo**-how fast or slow music is played.
8. **Beat**-the consistent pulse of music.
9. **Harpsichord**-an instrument from the Baroque period that is a predecessor of the piano. It has levers that pluck strings to make a sound.
10. **Conducting baton**-a stick that a conductor uses to show the beat and tempo of the music.