



## 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.



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## Activity 1: Keep the beat, Change the tempo!

**Time:** 8-10 minutes

**Description:** Students will learn to keep a beat and follow along as the tempo is changed.

**Materials:** Speaker/music optional

**Vocabulary:** A **beat** is the steady rhythm which the music follows

**Tempo** is the speed of the beat, it can be fast or slow, or change during the song

**Instructions:** Students can sit/stand in a circle or remain in seats

**Teacher/Instructor:** This is a game like follow the leader, I'll go first and you repeat what I do!  
But it's music so we need to keep the beat!

Students will follow along first by tapping their lap, then clapping their hands

The beat will start first, once the beat has established change the tempo; slow and fast

There is a beat to every song. So what you can do is play a song "Can't stop the feeling"

Make a note that there is a beat in Baroque music and modern day music!

Establish the beat and use stomping on lap pats to indicate the beat

**Activity extension:**

Everyone keep a beat and go around the room and say your name! If you get off beat you start with the person who it ended with.

Start with going around the room and have everyone say their name regularly, if a students name has multiple syllables in it keep the beat ex: Tia-nna, Ga-by, each syllab gets a beat if a name has double the syllables Elizabeth still give two beats and combine the first two syllables then the last two for "Eliza-beth

Clap or pat a steady beat, try to go around the circle!

If the class is doing ok with the first part try changing the tempo fast or slow



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#### Activity 2: Conductor says...

**Time:** 8-10 minutes

**Materials:** Pencil or Marker, Speaker/music

**Vocabulary:** Conductors are the people in front of the orchestra who show the beat and help the musicians keep the beat while they are playing

**Instructions:**

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

Beat in 4/8 time (counting with the beat: count out loud 1,2,3,4 repeat, or / 1,2,3,4,5,6,7,8 )  
Beat in 3 time (counting with the beat: 1,2,3, repeat)



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### Activity 3: Draw what you hear and feel

**Time:** 12-15 minutes

**Materials:** paper, coloring supplies, speaker/music

**Instructions:**

Select a song/piece of music

Tell the students that music can express feelings on how it sounds. While the song is playing ask students to draw a picture representing how they feel while the song is playing

(In our video we used Vivaldi Four Seasons )

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!

**Closing:**

After students are done drawing you can have them share their pictures/emotions and have a discussion. Collect all the drawings and you can put them on display or send them to [education@apollosfire.org](mailto:education@apollosfire.org) and we can list them on our Education Section





## Apollo's Fire – I ♥ Music Program Evaluation Form

What do you think the participants liked best about this program?

Please describe how a student surprised or inspired you because of this program.

Please share any challenges, concerns or difficulties you experienced related to this program.