

IS IT A FIDDLE OR A VIOLIN?

TEACHER'S GUIDE



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This teacher's guide includes classroom lessons designed to assist teachers in preparing their students for the program *Is It a Fiddle or a Violin?* During the program, students will listen to and interact with a professional violinist and a professional fiddler. In addition, students will tour both the Country Music Hall of Fame® and Museum and Schermerhorn Symphony Center, home to the Nashville Symphony.

A poster, worksheet, and CD are included to accompany specific lessons in this guide. The lessons engage students and teachers in listening to, observing, writing, and discussing the characteristics of fiddles and violins, museums and symphony centers, and the people who work at both places. Lessons address specific curriculum objectives in language arts, music, social studies, and visual art for grades K-5. All curricular connections are based

on Tennessee State Curriculum Standards and can be used as interdisciplinary teaching tools. Teacher Tips, included in most of the lessons, provide detailed instructions or suggestions for ways teachers can adapt lessons to the particular needs and interests of their students. Because museums and symphony centers are special places containing valuable and delicate objects, a discussion about appropriate behavior prior to a visit may be helpful.

The Country Music Hall of Fame and Museum and Schermerhorn Symphony Center provide workshops for teachers several times a year. For workshop dates and times, and to learn more about our programs for teachers and students, please visit: www.countrymusicHalloffame.org/learn and www.nashvillesymphony.org/education.

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COUNTRY MUSIC HALL OF FAME AND MUSEUM

1 | INSTRUMENTS AND INSTRUMENT FAMILIES

STANDARDS

Language Arts:

1. Language

Demonstrate knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.

2. Communication

- Continue to develop basic listening skills necessary for communication.
- Continue to develop basic speaking skills necessary for communication.

4. Research

- Identify and narrow a grade-appropriate research topic.
- Gather information from a variety of sources to support a research topic.
- Present research results in a written report.

Music:

Standard 6.0 Students will listen to, analyze, and describe music.

Standard 8.0 Students will understand relationships between music, the other arts, and disciplines outside the arts.

Learning Objectives:

1. Students will develop a list of instruments that they have heard or played, and will learn that instruments, like people, belong to families.
2. Students will correctly categorize instruments into families.
3. Students will be introduced to the fiddle and violin, and other common instruments.

Prep Time: Five minutes to put a chart of instrument families on the board, five minutes to photocopy worksheet, five minutes to set up CD and CD player (if available)

Materials: Paper, pencils, poster board, white board or chalkboard, "Instrument Families" worksheet (found on page 5). You may also wish to use the lesson guide CD and a CD player.

Vocabulary: Brass, educated guess, fiddle, percussion, strings, violin, woodwind

TEACHER TIP:

If you are a classroom teacher, this lesson presents a good opportunity to involve your school's music specialist.

1. Start with a general introduction to instruments and the sounds they make.

Instruct students to make a list of as many instruments as they can, either on their own or in small groups. If necessary, play a song or several songs that students are familiar with and ask them to identify the instruments they hear. Students should save their answers for a later exercise. Consider playing a track or two from the lesson guide CD.

2. Discuss the following with students.

- Have you ever been to a concert?
- What types of instruments did you see and hear?
- Did you see more than one person playing the same instrument?
- How were the musicians seated on stage?
- How can you tell two instruments apart?

3. Explain to students that instruments, like people, belong to families. Ask students the following questions about families as an introduction to this concept.

- Who is in a family?
- What makes families special?
- Do people have to be related by blood to be in a family? Why or why not?
- What are some activities your family does together?

4. Share the following with students.

While families don't have to be related by blood, there is something special that brings them together. Families often have special activities or traditions that they do together. For example, they may enjoy similar hobbies like sports, cooking, or making music. They may have something in common like a great sense of humor or a love of reading. Instruments, like people, belong to families. Just as people within a family have similarities, instruments within a family have a lot in common, like their sound, how they are played, and what they are made of. There are four instrument families: brass, percussion, strings, and woodwind. We will learn a little about all four and what makes them unique.

COUNTRY MUSIC HALL OF FAME AND MUSEUM



Nashville Symphony

5. Read the following descriptions of instrument families to students.

Brass: Brass instruments are all made of brass or other metals and have a mouthpiece on which musicians place their lips and make a buzzing sound. To change from note to note, brass players use valves, slides, and the vibrations of their lips.

Percussion: Instruments in this family come in a wide range of shapes and sizes and can be made of many materials, including wood, metal, and plastic. They make noise when you hit, strike, or shake them.

Woodwind: Woodwind instruments are made of wood and/or metal, and are played by blowing into a mouthpiece. Some woodwind instruments have reeds, which are pieces of wood that vibrate when an instrumentalist blows on them.

Strings: String instruments are played by pulling a long bow over the strings. Sometimes you pluck the strings instead of using the bow, which is called *pizzicato*.

TEACHER TIP:

For sound clips of the instruments, please visit www.nsokids.org.

6. Students should share the lists of instruments they came up with in #1, making an educated guess about what families they belong to.

Below is a list of common instruments grouped by family. Ask students to guess the families before you share the answers.

Brass: horn, trombone, trumpet, tuba

Percussion: chime, cymbal, drum, hand bell, marimba, piano*, tambourine, xylophone

Woodwind: bagpipe, bassoon, clarinet, flute, oboe, recorder, saxophone

String: banjo, bass, cello, fiddle, guitar, harp, mandolin, viola, violin

*The piano is considered a percussion instrument because it makes sound by pressing keys that strike strings within the instrument.

TEACHER TIP:

Consider creating a graphic organizer on the board with a column for each instrument family. As students share their answers aloud, write them in the proper column.

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Bob Wills performs with his band

7. Divide the class into four groups. Assign an instrument family to each group.

Ask students to create a poster representing their assigned instrument family. Students can draw or cut out pictures of instruments in that family. Near each instrument, ask students to indicate the name, what each instrument is made out of, whether the instruments have holes or strings, and what styles of music that instrument family can be found in. For more information about instruments, visit the “Our Instruments” section at www.nsokids.org. Consider using the suggested resources listed at the back of this guide as well.

8. An assessment about instrument families can be found on the following page. Answers are listed below.

Instrument Families Answer Key:

1. Match each instrument family to the descriptions below.

- d. This family is made up of wooden and metal instruments. Many instruments in this family are played with reeds.
- c. Instruments in this family are played with a bow. Sometimes, they are plucked.
- b. Instruments in this family come in many shapes and sizes. They are similar because you must hit, strike, or shake them to make noise.
- a. This family is made up of metal instruments. They have mouthpieces, valves, and slides.

a. Brass b. Percussion c. Strings d. Woodwind

2. Fill in the blanks using words from the word bank below.

Just like people, instruments belong to **families**. Instruments within a family have something in **common**. They may **sound** similar when you hear them. They may be made of similar **materials** like wood or metal. They could also be **played** in the same way, by striking, strumming, or blowing. There are four instrument families: **brass**, **percussion**, **strings**, and **woodwind**.

3. Using what you have learned about instrument families, can you guess which family the following instruments belong to?

Drum—percussion

Violin—strings

Horn—brass

Flute—woodwind

COUNTRY MUSIC HALL OF FAME AND MUSEUM

Worksheet INSTRUMENT FAMILIES

Name: _____ Date: _____

1. Match each instrument family to the descriptions below.

- _____ This family is made up of wooden and metal instruments
Many instruments in this family are played with reeds.
- _____ Instruments in this family are played with a long bow.
Sometimes, they are plucked.
- _____ Instruments in this family come in many shapes and sizes.
They are similar because you must hit, strike, or shake them to make noise.
- _____ This family is made up of metal instruments.
They have mouthpieces, valves, and slides.

- a. Brass
- b. Percussion
- c. Strings
- d. Woodwind

2. Fill in the blanks using words from the word bank.

Just like people, instruments belong to _____.

Instruments within a family have something in _____.

They may _____ similar when you hear them. They may be made of similar _____ like wood or metal. They could also be _____ in the same way, by striking, strumming, or blowing. There are four instrument families: _____, _____, _____, and _____.

Word Bank

brass
common
families
materials
percussion
played
sound
strings
woodwind

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3. Using what you have learned about instrument families, can you guess which family the following instruments belong to?

Drum _____

Violin _____

Horn _____

Flute _____

COUNTRY MUSIC HALL OF FAME AND MUSEUM

2 | LEARN ABOUT THE FIDDLE AND VIOLIN

STANDARDS

Language Arts:

3. Writing

Write for a variety of purposes to different audiences.

4. Research

Gather information from a variety of sources to support a research topic.

Visual Arts:

Standard 6.0 - Interdisciplinary Connections

Students will make connections between visual arts and other disciplines.

Learning Objectives:

1. Students will learn that the fiddle and violin are the same instrument physically.
2. Students will learn that the main difference between the fiddle and violin is the method in which they are played.

Prep Time: Five minutes to photocopy worksheet and hang lesson guide poster

Materials: Colored pencils, paper, pens, and classroom poster

Vocabulary: fiddle, violin

1. Before beginning this lesson, it will be important for students to recognize that the fiddle and violin are, physically, the same instrument.

Divide the class in half and instruct half the students to draw a fiddle. The other half will draw a violin. Once students have completed their work, ask them to share it aloud. They will notice that their drawings all look very similar.

2. Instruct students to look at the lesson guide poster, which displays both a fiddle and a violin on it. Consider the following discussion questions.

- Does your drawing look like the images on the poster? Did you miss any important parts of the instrument?
- Do the two instruments look similar? How?
- Do the two instruments look different? How?
- Have you heard a fiddle or a violin before? They look similar. Do you think they sound similar?

3. The grid at the bottom of the page contains information about the fiddle and violin.

Since the instruments are physically the same, much of the information, like the number of strings and materials, is identical. However, the instruments have different histories and are played in different styles of music. Photocopy the grid and share it with students or create a blank one to fill out as a class.

4. Consider the following activities to further explore the grid.

- Make a Venn diagram, with one circle for the fiddle and one for the violin. Ask students to compare and contrast each instrument, using the diagram as a guide.
- Discuss styles of music that feature each instrument. What other instruments are featured in that style of music? How would you describe the sound and moods of the music?
- Instruct students to research notable performers who play each instrument. Where are they from? How long have they played their instrument? Do they play with a band or orchestra or by themselves? How did they learn to play? Do they play both the fiddle and violin or just one?

Instrument	Fiddle	Violin
Number of Strings	4	4
Materials	Wood body, metal or synthetic strings, horsehair bow	Wood body, metal or synthetic strings, horsehair bow
Instrument Parts	Bow, bridge, chin rest, f-holes, neck, scroll, strings, tuning pegs	Bow, bridge, chin rest, f-holes, neck, scroll, strings, tuning pegs
Well-Known Instrumentalists	Mark O'Connor Vassar Clements, Alison Krauss,	Isaac Stern Midori Goto, Itzhak Perlman,
Styles of Music	Bluegrass, country, folk	Classical, jazz, pop

COUNTRY MUSIC HALL OF FAME AND MUSEUM

3 | WHAT DO FIDDLES AND VIOLINS SOUND LIKE?

STANDARDS

Music:

Standard 6.0 Students will listen to, analyze, and describe music.

Standard 7.0 Students will evaluate music and musical performance.

Language Arts:

Standard 1 - Language

Demonstrate knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.

Standard 2 - Communication

Continue to develop basic listening skills necessary for communication.

Continue to develop basic speaking skills necessary for communication.

Learning Objectives:

1. Students will define the terms *dynamics* and *tempo* and will apply them appropriately to four pieces of music.
2. Students will describe, accurately, music as fast, slow, medium, loud, soft, or moderate.

Prep Time: Five minutes to photocopy worksheet and set up CD and CD player

Materials: CD player, lesson guide CD, "Listen Along" worksheet

Vocabulary: dynamics, tempo, staccato

TEACHER TIP:

Consider allowing students to draw or paint along with each song. Their images can reflect either the mood or feeling of the piece. Display student art as part of this unit.

1. Allow students to come up with definitions of "tempo" and "dynamics" before you share the following definitions:

Tempo: the speed at which music is played

Dynamics: the change in volume and sound in a piece of music

2. Play the violin pieces, tracks #1 and #2 from the lesson guide CD.

Instruct students to take notes on how the music sounds, any images it brings to mind, and how it makes them feel.

Note: You may need to play each piece more than once.

3. Ask students what they notice about the tempo and dynamics of the pieces they heard. Discuss the following with students.

- What instrument(s) do you hear?
- How do the pieces sound similar?
- How do they sound different?

4. Play each piece once more and instruct students to follow along on the "LISTEN ALONG!" worksheet.

5. Next, play the fiddle pieces, tracks #3 and #5 on the lesson guide CD. Discuss the following with students.

- What instrument(s) do you hear?
- How do the pieces sound similar?
- How do they sound different?

6. Hand out another copy of the worksheet and instruct students to follow along as you play each fiddle piece once more.

7. Discuss the following as a class.

- Which pieces feature a violin?
- Which pieces feature a fiddle?
- Describe the tempo and dynamics of both violin pieces.
- Describe the tempo and dynamics of both fiddle tunes.
- Describe the differences in the sounds of the fiddle and the violin.
- Which instrument would be easier to clap along to?
- Which instrument would you hear at a barn dance? Which would you hear at a symphony concert? How can you tell?
- Which instrument do you like best? Why?
- How do you think two instruments that look the same can sound so different?

TEACHER TIP:

Tracks #4 and #6 feature fiddle solos of the melody in the previous track.

COUNTRY MUSIC HALL OF FAME AND MUSEUM

Worksheet LISTEN ALONG!

Name: _____ Date: _____

Listen to each piece. Describe its sound.

Piece #1 _____

Tempo:

Fast	Medium Fast	Moderate	Medium Slow	Slow

Dynamics:

Soft	Medium Soft	Moderate	Medium Loud	Loud

Smoothness:

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Smooth	Staccato

Piece #2 _____

Tempo:

Fast	Medium Fast	Moderate	Medium Slow	Slow

Dynamics:

Soft	Medium Soft	Moderate	Medium Loud	Loud

Smoothness:

Smooth	Staccato

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4 | INSTRUMENT PARTS

STANDARDS

Language Arts:

Standard 2- Communication

Continue to develop basic listening skills necessary for communication.

Continue to develop basic speaking skills necessary for communication.

Visual Arts:

Standard 6.0- Interdisciplinary Connections

Students will make connections between visual arts and other disciplines.

Learning Objectives:

1. Students will learn eight parts of the fiddle and violin and will be able to identify them on a drawing of the instrument.
2. Students will learn what materials fiddles and violins are made of to better understand the instruments and the sounds they make.

Prep Time: Five minutes to photocopy worksheet

Materials: Student drawings of fiddles and violins, Classroom poster, “Fiddle Puzzle” worksheet, scissors, and glue

Vocabulary: Bow, bridge, chin rest, f-holes, neck, scroll, strings, tuning pegs

1. Ask students to look at the instrument drawings they created in Lesson 2.

If students did not complete the last lesson, use the included poster, which has an image of both instruments.

2. Identify each instrument part and read the descriptions below.

You can also read the description first and have students select the corresponding part on the instrument image.

Bow: The bow is the long stick that instrumentalists move across the strings. It causes vibrations, which create sound. Bows are made of wood with horse hair for the strings.

Bridge: The bridge supports the strings of the instrument. It holds them above the instrument itself.

Chin Rest: The chin rest helps the instrumentalist know where to put their jaw. Just like the name suggests, it provides a place for them to rest their chin while they play.

F Holes: The F Holes are cut out of the body of the violin. They help project the instrument’s sound.

Neck: The neck comes out of the main body of the instrument. It is long and thin, and instrumentalists run their fingers along it to change notes as they play.

Scroll: The scroll is the decoratively carved end of the neck.

Strings: Strings used to be made of sheep gut, but are now made of steel or synthetic material. They run from the top of the instrument to the bottom, and an instrumentalist pulls the bow across them to make sound.

Tuning Pegs: The tuning pegs change the pitch of the strings by increasing or decreasing tension.

3. Distribute the “Fiddle Puzzle” worksheet to students.

Instruct students to carefully cut out each square of the puzzle. They should then put the pieces in their proper places to reveal the fiddle and bow. A completed version is available on the back of the worksheet.

4. Discuss the following with students.

- What would the instrument sound like if we took away the f-holes? What about the bridge? The strings? The bow?
- Are there any parts that are for decoration or to help the instrumentalist? Do these affect the sound? Why or why not?

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5 | WHAT IS A MUSEUM?

STANDARDS

Language Arts:

Standard 1 - Language

Demonstrate knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.

Standard 2 - Communication

Continue to develop basic listening skills necessary for communication.

Continue to develop basic speaking skills necessary for communication.

Standard 5 - Logic

Develop logic skills to enhance thoughtful reasoning and to facilitate learning.

Use learned logic skills to make inferences and draw conclusions in a variety of oral and written contexts.

Social Studies:

Standard 2.0 - Economics

Globalization of the economy, the explosion of population growth, technological changes, and international competition compel students to understand, both personally and globally, the production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy making versus decision making.

Standard 6.0 - Individuals, Groups, and Interactions

Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

Learning Objectives:

1. Students will define *artifact* and *museum* to understand the distinct characteristics of museums.
2. Students will define *hall of fame* to better understand why halls of fame are important institutions.

Prep Time: None

Materials: White board or easel paper, paper, pencils or pens, lesson guide poster

Vocabulary: architecture, artifact, exhibit, hall of fame, museum

TEACHER TIP:

While Lessons 5-8 do not directly relate to fiddles and violins, they further explore the two venues students will visit and how they operate. For students who have never visited a museum or symphony center, these lessons will help further explore their purposes within communities. They also provide opportunities to learn new vocabulary and discuss community resources.

1. Share the following with students:

We will visit both the Country Music Hall of Fame and Museum and Schermerhorn Symphony Center during our fieldtrip. At each location, we will learn more about the fiddle and the violin. First, we will learn more about the Country Music Hall of Fame and Museum, and museums in general.

2. Use the following questions to engage students in a discussion about museums. Record answers. Responses will be used later in a comparing-and-contrasting activity.

- Have you ever been to a museum? Which one(s)?
- What did you see there?
- What did you do there?
- What do you like best about visiting museums?
- Are there any rules in a museum? What are they?
- What types of museums are there (art, aquariums, botanical gardens, history, zoos)? Why do you think they are all considered museums? (They all exhibit specific objects, living or non-living.)

3. Share and discuss the following with students:

History-related museums like the Country Music Hall of Fame and Museum contain *artifacts*. An artifact is an object that helps tell an important story. Some artifacts tell us about how people lived long ago, and others are ordinary objects that once belonged to important people. Museums such as zoos and botanical gardens collect and preserve living objects (animals and plants). What types of objects have you seen in museums?

4. As a class, generate a list of common museum characteristics.

This will determine students' initial understanding. Use questions and student responses from #2 to help create this list.

5. After students have generated

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this list, share this definition of a museum:

A *museum* is an institution, open to the public, that collects, cares for, and exhibits objects for the purpose of study, education, and enjoyment (adapted from International Council of Museums).

6. Ask students to compare their characteristics of a museum with the definition provided.

7. Discuss the museum’s architecture with students using the classroom poster.

The design of the Country Music Hall of Fame and Museum, inside and out, relates to the story of country music that is told in the museum’s exhibits. Look at the photograph of the museum on the accompanying poster and discuss how the building design or architecture might be related to music. Examples include the pattern of the windows, which resemble the black and white piano keys; the radio tower on the top of the Hall of Fame Rotunda; and the drum-like shape of the Rotunda. Students may also note the large discs on top of the Rotunda, which represent the changes in recording technology: the 78-rpm disc, the vinyl LP, the 45-rpm disc, and the compact disc.

8. Allow students to come up with a definition of “hall of fame” before you share the following definition:

Hall of Fame:

1. a room or building that houses items honoring outstanding individuals
2. a group of individuals judged outstanding, as in a sport or profession

9. Discuss why “hall of fame” can signify both a physical structure and the group of individuals who are honored.

Did students think that it could refer to both? Have they ever visited another hall of fame? What other halls of fame can they name?

10. Ask the students to create their own hall of fame, either in small groups or as a whole class. Some questions to consider:

- What will they call their hall of fame?
- Where will the hall of fame be?
- Who will elect the new members to their hall of fame?
- What item will they use to honor the members of the hall? Will it be a plaque, a bust, etc.?
- How will they design their hall of fame? Will there be an order in which the individuals are represented within the hall? Will that be chronological? Alphabetical? Random? Why?
- How will they celebrate the new inductees each year?

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TEACHER TIP:

Have students use the Internet to research the induction criteria for the Country Music Hall of Fame and other halls of fame to help guide their own decisions about induction.



Country Music Hall of Fame and Museum

COUNTRY MUSIC HALL OF FAME AND MUSEUM

6 | WHAT IS A SYMPHONY CENTER?

STANDARDS

Language Arts:

Standard 1 - Language

Demonstrate knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.

Standard 2 - Communication

Continue to develop basic listening skills necessary for communication.

Continue to develop basic speaking skills necessary for communication.

Standard 5 - Logic

Develop logic skills to enhance thoughtful reasoning and to facilitate learning.

Use learned logic skills to make inferences and draw conclusions in a variety of oral and written contexts.

Social Studies:

Standard 2.0 - Economics

Globalization of the economy, the explosion of population growth, technological changes, and international competition compel students to understand, both personally and globally, the production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy making versus decision making.

Standard 6.0 - Individuals, Groups, and Interactions

Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

Learning Objective:

Students will learn about symphonies and concert halls to understand their distinctive characteristics and their roles within communities.

Prep Time: None

Materials: White board or easel paper, paper, pencil or pen

Vocabulary: concert hall, symphony

1. Use the following questions to engage students in a conversation about concert halls.

- Have you ever been to a concert hall? Which one(s)?
- What did you see there?
- What did you do there?
- Do you like listening to live music?
- What kinds of live music have you heard?
- What is a symphony?
- What kinds of music do you think you might hear at a symphony center?
- What are some characteristics of a concert hall?

TEACHER TIP:

While the word *symphony* refers to a particular work of music, encourage students to think about this idea in terms of a symphony orchestra—"a large assemblage of musicians who play the diverse instruments and musical parts called for in ensemble music; a term usually used in relation to symphony music." (from New York Public Library Performing Arts Desk Reference).

2. As a class, generate a list of common characteristics of a concert hall.

This will determine students' initial understanding. Use questions and student responses from #1 to help create this list.

3. After students have generated their own list, share the following:

A concert hall is a space designed primarily for live musical performances. The design and materials that go into the construction of the concert hall affect everything from how the music sounds to how the audience hears this sound. In fact, a concert hall is often considered to be an instrument itself.

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4. Ask students to compare their characteristics of a concert hall with the definition provided.

5. Ask students what they think it means for a concert hall to be considered an instrument itself.

6. Discuss Schermerhorn Symphony Center’s architecture with students using the classroom poster.

The design of Schermerhorn Symphony Center was inspired by some of the world’s greatest concert halls, many of which were built in Europe in the late 19th century. Laura Turner Concert Hall, the largest concert hall in the center, seats over 1,800 people. It is one of the few halls nationwide to feature natural light through 30 windows. These windows were specially designed and they are soundproof so that noise from the street can’t interrupt performances. Behind the stage is a special loft with seats for chorus members when they sing with the orchestra. The stage has room for over 100 musicians.

Schermerhorn Symphony Center is home to the Nashville Symphony, but you can hear many types of music there, from classical and choral to jazz and pop. The concert hall is designed so that all types of music can be easily heard. Because sound bounces off of surfaces like walls and floors, the concert hall has many moveable banners and panels that are placed around the space to help dampen or brighten the sound depending on the style of music being played.

7. In addition to “Music City, USA,” Nashville is known as “the Athens of the South,” so it makes sense that Schermerhorn Symphony Center’s design includes references to classical Greek structures.

Have students think about other buildings in Nashville that look similar (Parthenon, downtown Public Library). Which parts of the buildings look alike? Which parts are different?

TEACHER TIP:

If you are working with older or advanced students, you may wish to extend this activity by asking the following questions. While the Country Music Hall of Fame and Museum is a museum and Schermerhorn Symphony Center is a concert hall, both places are considered “cultural centers.” What do you think this term means? Do you think cultural centers are important to a community? Why or why not? In what ways are museums and concert halls like other public places? In what ways are they different?

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Laura Turner Symphony Hall in Schermerhorn Symphony Center
Photo credit: Susan Adcock

COUNTRY MUSIC HALL OF FAME AND MUSEUM

7 | WHO WORKS AT MUSEUMS AND CONCERT HALLS?

STANDARDS

Language Arts:

Standard 1 - Language

Demonstrate knowledge of Standard English usage, mechanics, and spelling.

Demonstrate knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.

Standard 2 - Communication

Continue to develop basic listening skills necessary for communication.

Continue to develop basic speaking skills necessary for communication.

Music: Standard 8.0 -

Students will understand the relationship between music, the other arts, and disciplines outside the arts.

Standard 9.0 -

Students will understand music in relation to history and culture.

Social Studies

Standard 6.0 - Individuals, Groups, and Interactions

Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

Learning Objectives:

1. Students will analyze job descriptions for both museums and concert halls.
2. Students will predict the challenges and responsibilities of each career through a role playing exercise.

Prep Time: None

Materials: White board or easel paper, paper, pencil or pen

Vocabulary: archivist, conductor, curator, development officer, educator, exhibit designer, musician, production staff, nonprofit organization

1. Share the following with students:

Both the Country Music Hall of Fame and Museum and Schermerhorn Symphony Center play important roles in the community by sharing art and history with the public. This requires hard work by many people. For the museum, much work must

be done to collect, store, and care for historical photographs, musical instruments, stage costumes, and sound recordings that tell the story of country music. For the symphony center, staff must find and train musicians, organize diverse performances, and publicize or inform the community about the opportunities to hear the music.

2. Discuss together.

Ask students to think about the various jobs involved in operating a museum. Some of the main jobs involved in the daily work of a museum are as follows:

Archivist: Archivists manage a museum's archives. An archive is a place where historical documents are catalogued and cared for. Archivists help preserve the museum's collection, much of which is not on display. They monitor how much light and humidity artifacts are exposed to. Archivists ensure the artifacts' safety so they will last as long as possible.

Curator: Curators are responsible for choosing and acquiring artifacts to be shown in a museum. They also decide how the pieces should be displayed and the order in which they appear. Curators are knowledgeable about each object and ensure its preservation.

Exhibition Designer: Museum exhibition designers develop exhibits that present the museum's collection to the public. These exhibitions help people better understand the museum's main purpose and the story of the objects in its collection. They work closely with museum curators.

3. Divide students into three groups representing each of the three jobs listed above.

Encourage them to answer the following questions as if they worked at the Country Music Hall of Fame and Museum. Students should use what they have already learned or should conduct more research by searching www.CountryMusicHallofFame.org.

Archivist: How would you explain the importance of your job to children?

Curator: Sometimes artifacts need a break from exhibit lighting. How would you explain to the public that you have to rotate objects, even the popular ones?

Exhibition Designer: How might you display

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a particular object so that children would be interested in learning more about it?

4. Discuss together.

Ask students to think about the various jobs involved in operating a symphony center. Some of the main jobs involved in the daily work of a concert hall are as follows:

Production Staff: The production staff includes a stage manager, audio engineer, and lighting director. They work together to create proper stage lighting and sound at each performance. They also transport, set up, and remove all the stage equipment, including chairs, music stands, stand lights, and some of the larger instruments like the harp, string bass, and many of the percussion instruments.

Conductor: A conductor decides how a piece of music should sound and then teaches the musicians to play it that way. The conductor directs the musicians during performances and shows them when to get louder or softer, faster or slower, and gives other expressive commands by using his or her hands or a baton, a long, slim rod. Conductors stand on a podium in front of the orchestra, so that all of the musicians can see him or her.

Musician: Musicians from all four instrument families (brass, percussion, woodwind, string) make up an orchestra. They rehearse together several times a week and many practice by themselves every day.

5. Divide students into three groups representing each of the three jobs listed above.

Encourage them to answer the following questions as if they worked at Schermerhorn Symphony Center. Students should use what they have already learned or should conduct more research by searching www.NashvilleSymphony.org.

Production Staff: Normally, classical concerts are attended mainly by adults. If you were going to create a concert for youth, what are some changes you could make to the stage, set, and equipment to accommodate your young audience?

Conductor: Conductors are in charge of rehearsals for musicians. How would you keep your musicians focused and motivated to work hard?

Musicians: If you were a musician performing in a symphony, how would you dress and act on stage? How would this be different than being in a

rock band? What about a jazz band or pop band? Why would a musician want to play in a symphony instead of alone?

6. Discuss together.

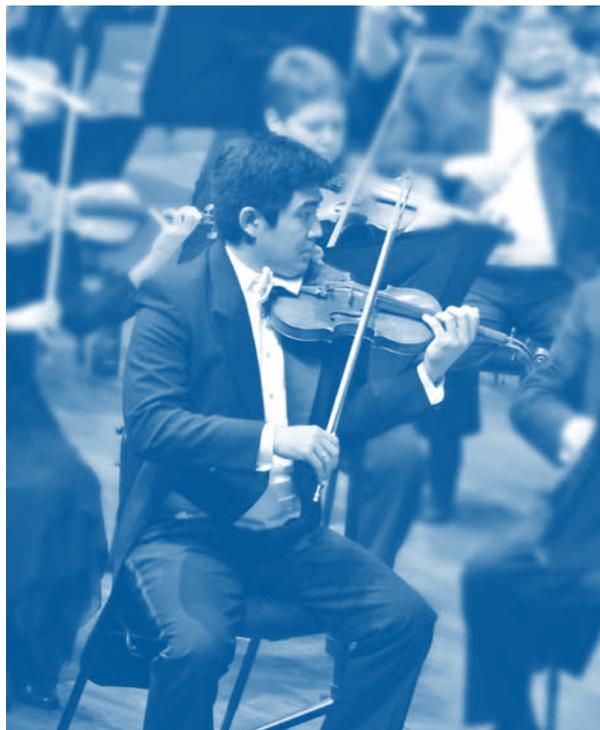
Ask students to think about the various jobs involved in operating both a museum and a symphony center. Some jobs involved in running both venues are as follows:

Educator: Educators develop and conduct educational programs for children and adults to enhance their understanding of history, music, or art by connecting key themes to their everyday lives.

Development Officer: Since most museums and symphony centers are nonprofit, the development staff seeks funding through grants, sponsors, and donors to support the operations of the institutions.

Marketing Staffer: The marketing department is responsible for creating a plan to advertise the organization's programs to the general public. This includes billboards, television and radio advertisements, and print ads.

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Nashville Symphony concertmaster Jun Iwasaki.
Photo credit: Susan Adcock

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Divide students into six groups representing the occupations listed above.

There will be two groups for each of the occupations—one for a museum and one for a symphony center. Each group will answer the questions below. After groups have had time to work, share answers aloud to generate a discussion about the differences and similarities of working in symphony centers and museums.

Educator: How might you relate your exhibitions / concerts to youth? What hands-on activities would you create to engage children in learning?

Development Officer: How might you encourage a potential funder to donate money to your museum or symphony center?

Marketing Staffer: How would you advertise an upcoming long term exhibit? How would that be different from advertising for a one-time concert? What parts of your plan would you change for that?



Bob Wills

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8 | POST-VISIT ACTIVITIES

STANDARDS

Language Arts:

Standard 1- Language

Demonstrate knowledge of Standard English usage, mechanics, and spelling.

Demonstrate knowledge of Standard English sentence structure.

Standard 3 - Writing

Write for a variety of purposes to different audiences

Write in a variety of modes and genres, including narration, literary response, personal experience, and subject matter content.

Learning Objectives:

1. Students will recall their experiences at the Country Music Hall of Fame and Museum and Schermerhorn Symphony Center by writing in complete sentences to journaling prompts.
2. Students will create their own unique instrument based on what they have learned about instruments and instrument families.

Prep Time: Five minutes to photocopy worksheet

Materials: “My Instrument” worksheet

Vocabulary: None

1. Consider using the following journaling prompts to help students reflect on their trip to the Country Music Hall of Fame and Museum and Schermerhorn Symphony Center.

- What did you learn about museums that you didn't know before?
- What did you learn about concert halls that you didn't know before?
- Did you have a favorite part of the field trip? If so, what was it?
- What did you learn about the fiddle and violin?
- How are the designs of the fiddle and violin similar? How are they different?

2. Now that students know more about instruments and their families, instruct them to design their own fictional instrument using the “My Instrument” worksheet.

They should decide what materials it's made from, how many sound holes it has, whether or not it has strings, what family it would belong to and why, and how an instrumentalist would play it. Have students draw a picture of the instrument and write a description about how it looks and sounds.

TEACHER TIP:

Hang student artwork on a wall or bulletin board, along with pictures of the instruments they are learning about as part of your study.

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Worksheet MY INSTRUMENT

Name: _____ Date: _____

1. My instrument has:

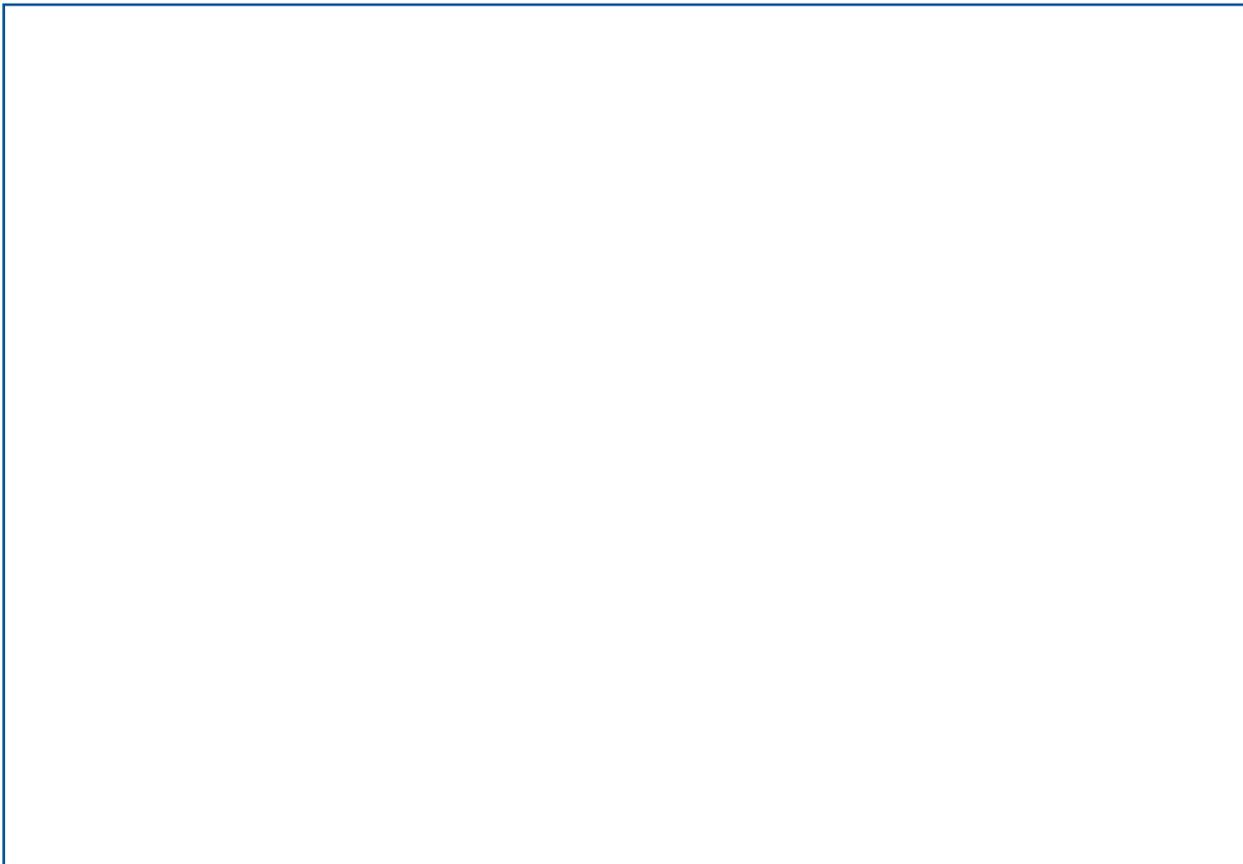
_____ Strings _____ Sound Holes _____ Reeds

2. My instrument is in the _____ family.

3. My instrument sounds like _____

4. My instrument is played in these musical styles:

5. Here is a picture of my instrument.



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HELPFUL RESOURCES:

Web Sites:

Fiddle-

Country Music Hall of Fame and Museum:

www.Countrymusichalloffame.org

Library of Congress:

memory.loc.gov/ammem/collections/reed/hrabout.html#glossary

Violin-

Nashville Symphony for Kids:

www.nsokids.org

Classics for Kids:

www.classicsforkids.com

The Symphony: An Interactive Guide:

library.thinkquest.org/22673/

Children's Literature:

Fiddle-

The Case of the Fiddle Playing Fox by John Erickson (Puffin, 1998)

Fiddle Fever by Sharon Arms Doucet (Clarion Books, 2007)

The Fiddle Ribbon by Margo Lemieux (Silver Burdett Press, 1996)

The Fiddler of the Northern Lights by Natalie Kinsey-Warnock (Dutton Juvenile, 1996)

Music Lessons for Alex by Caroline Arnold (Houghton Mifflin, 1985)

Rosie's Fiddle by Phyllis Root (Harper Collins, 1997)

Violin-

Musical Instruments: From Flutes Carved of Bone, to Lutes, to Modern Electric Guitars (Scholastic, 1994)

The Bat Boy and His Violin by Gavin Curtis (Aladdin, 2001)

The Sandy Bottom Orchestra by Garrison Keillor and Jenny Nilsson (Hyperion, 1998)

Yang the Youngest and His Terrible Ear by Lensey Namioka (Yearling, 1994)

CDs

Fiddle-

American Fiddle Tunes, various artists (Library of Congress / Rounder Select, 2000)

The Championship Years, Mark O'Connor (Country Music Foundation, 1990)

Violin-

Violin Concerto in D major, op. 61, Ludwig van Beethoven; Itzhak Perlman, violin (EMI Classics, 1990)

Violin Sonatas Nos. 1, 2, and 3, Johannes Brahms; Itzhak Perlman, violin; Vladimir Ashkenazy, piano (EMI Classics, 1999)

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TEACHER EVALUATION

Thank you for taking a few minutes to give us some feedback and suggestions on our programs and resources. We appreciate your help in making them as meaningful as possible.

Date of Visit: _____ School: _____

Grade(s): _____ Subject : _____

Did you use any activities in the *Is It a Fiddle or a Violin? Teacher's Guide*? Yes No
If yes, what activities did you use?

Please rate the *Is It a Fiddle or a Violin? Teacher's Guide* on the following:

Not Valuable	1	2	3	4	5	Valuable
Not Enjoyable	1	2	3	4	5	Enjoyable
Not Interactive	1	2	3	4	5	Interactive
Not Informative	1	2	3	4	5	Informative
Unorganized	1	2	3	4	5	Organized

Please use this space for comments or suggestions related to the *Is It a Fiddle or a Violin? Teacher's Guide*.

Which lessons did you find most useful? Why?

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Which lessons did your students most enjoy?

Were there any lessons you would like to see changed? Please explain.

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The Country Music Hall of Fame

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Songs on the CD:

1. Adagio for Strings – Samuel Barber (7:49)
Nashville Symphony Orchestra
2. Suite No. 3 in D Major (Air) – Johann Sebastian Bach (5:05)
Nashville Symphony Orchestra
3. Maiden's Prayer – Traditional, arr. by Matt Combs (4:24)
Matt Combs, fiddles; with Mike Bub, bass; Doug Jernigan, steel guitar; Andy Reiss, guitars; Jeff Taylor, piano
4. Maiden's Prayer (0:37)
solo fiddle
5. Lost Indian – Traditional, arr. by Matt Combs (2:57)
Matt Combs, fiddle, mandolin, and banjo; with Mike Bub, bass; Chris Sharp, guitar
6. Lost Indian (1:13)
solo fiddle

Please send completed evaluations to:

Country Music Hall of Fame and Museum
Attention: School Programs Manager
222 Fifth Avenue South
Nashville, Tennessee 37203

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