



QUEENSLAND SYMPHONY
ORCHESTRA



LEARNING CONCERTS
2019

FERGAL ONIONS



FERGAL ONIONS

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Composer

A composer is a person who writes music.
David Montgomery is a composer and is also
plays percussion.

Musician

A musician is a person who
plays a musical instrument. You
can play for fun and as a career.

Author

An author is a person who writes stories.
John Harrison is the author of Fergal Onions.

Conductor

A conductor is a person who
leads an orchestra and keeps
everyone together.

Illustrator

An illustrator is a person who creates pictures
to tell a story.
John Harrison is both an illustrator and an artist.

The story of Fergal Onions

Fergal Onions tells the story of a young girl named Annie who practices her violin every day. Annie's next door neighbour is a older man named Fergal Onions. Mr Onions stays at home all day every day with his cat named Meredith and his dog named Dog. Fergal gets out of bed at the same time every day when he hears the *Crunchy Munchy Cornflake* ad on the TV.

Fergal has a TV in every room of his house.
Meredith the cat, Dog the dog and Mr Fergal Onions watch TV all day every day.

One day Fergal notices that rather than playing scales, Annie is playing a beautiful melody on her violin. He can remember the tune because he also played this melody when he was young, but he cannot remember the name of the melody. Finally Fergal, Meredith and Dog leave their house and go next door to ask Annie what she is playing.

Fergal has a lovely time meeting his neighbours and also realises that it is a beautiful day outside so he takes Meredith and Dog to the park.

When he gets home all the TVs are turned off and he thinks he might try playing some music as well. Annie inspires her neighbour, Fergal, to dust off his saxophone and play music again like he did when he was young.

He is soon walking in the park with Meredith the cat and Dog the dog, meeting new people and playing music. He also plays Mozart's melody with Annie and Annie's mother and Meredith and Dog love it!

So much better than sitting all day watching TV!

The characters – Fergal Onions



The bass clarinet is a member of the woodwind family.

It is larger than the clarinet and plays deeper notes.

The bass clarinet rests on the floor so the musician can play.

In the story, Fergal plays the saxophone.

Fergal Onions lives with his dog and cat. He has got used to a lonely life in his house watching television all day long.



The characters – Annie Heifetz

The violin is a member of the string family. It is the smallest and highest sounding instrument in the family.



Annie is a young girl who lives next door to Fergal.

Annie practices on her violin every morning playing her scales and exercises.

Annie practices to get better and better and soon she is playing a beautiful melody by Mozart.

The characters – Meredith

Meredith the Cat is represented by two instruments playing together – the piccolo and the oboe. Meredith sits and watches TV all day with Fergal until they go to the park and have fun outdoors.

The piccolo is half the size as the flute so plays one octave higher. The oboe and piccolo are members of the woodwind family along with the flute, clarinet, bass clarinet and bassoon.



Oboe



Piccolo



Meredith the cat

The characters - Dog

Dog is represented by instruments from the Brass family – French Horn, Trumpet and Trombone. Dog sits and watches TV all day with Fergal until they go to the park and have fun outdoors.



Trumpet



French Horn

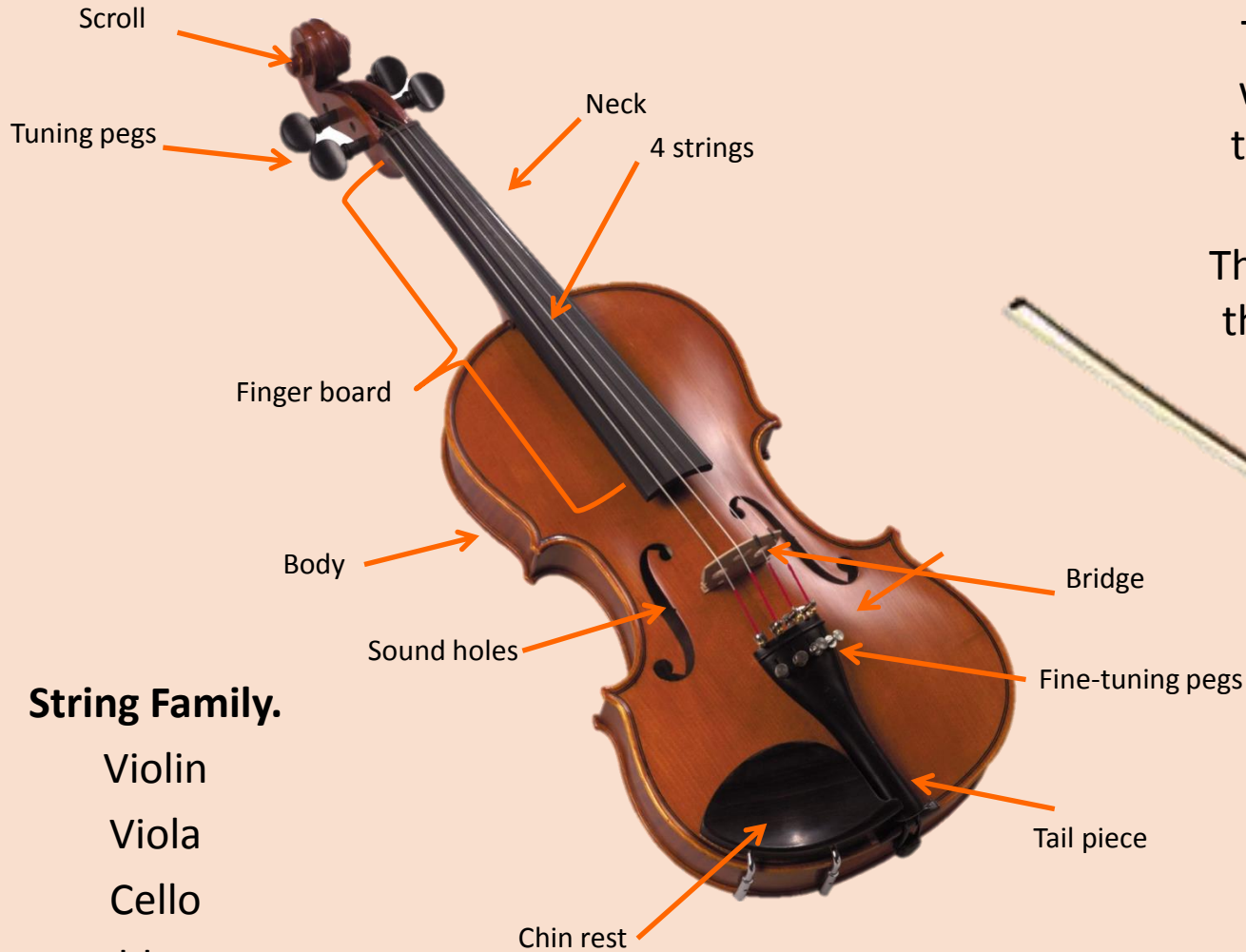
The dog's name is Dog



Trombone



Violin



String Family.

Violin

Viola

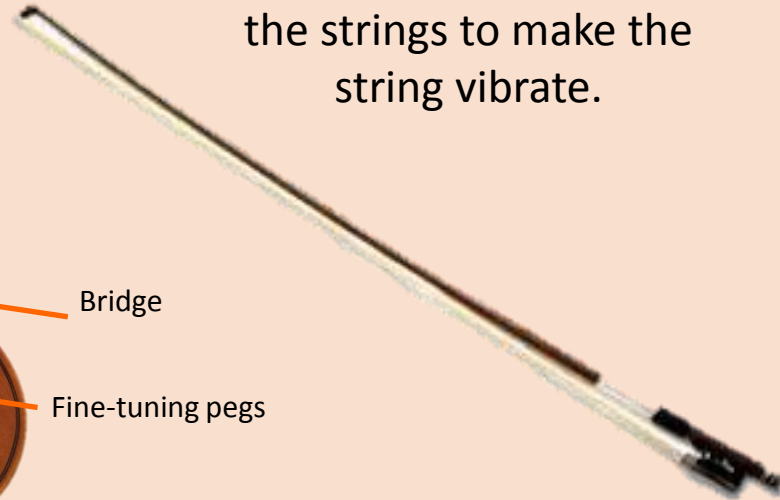
Cello

Double Bass

Bow

The bow is a piece of wood with horse hair tightened from end to end.

The bow is drawn across the strings to make the string vibrate.



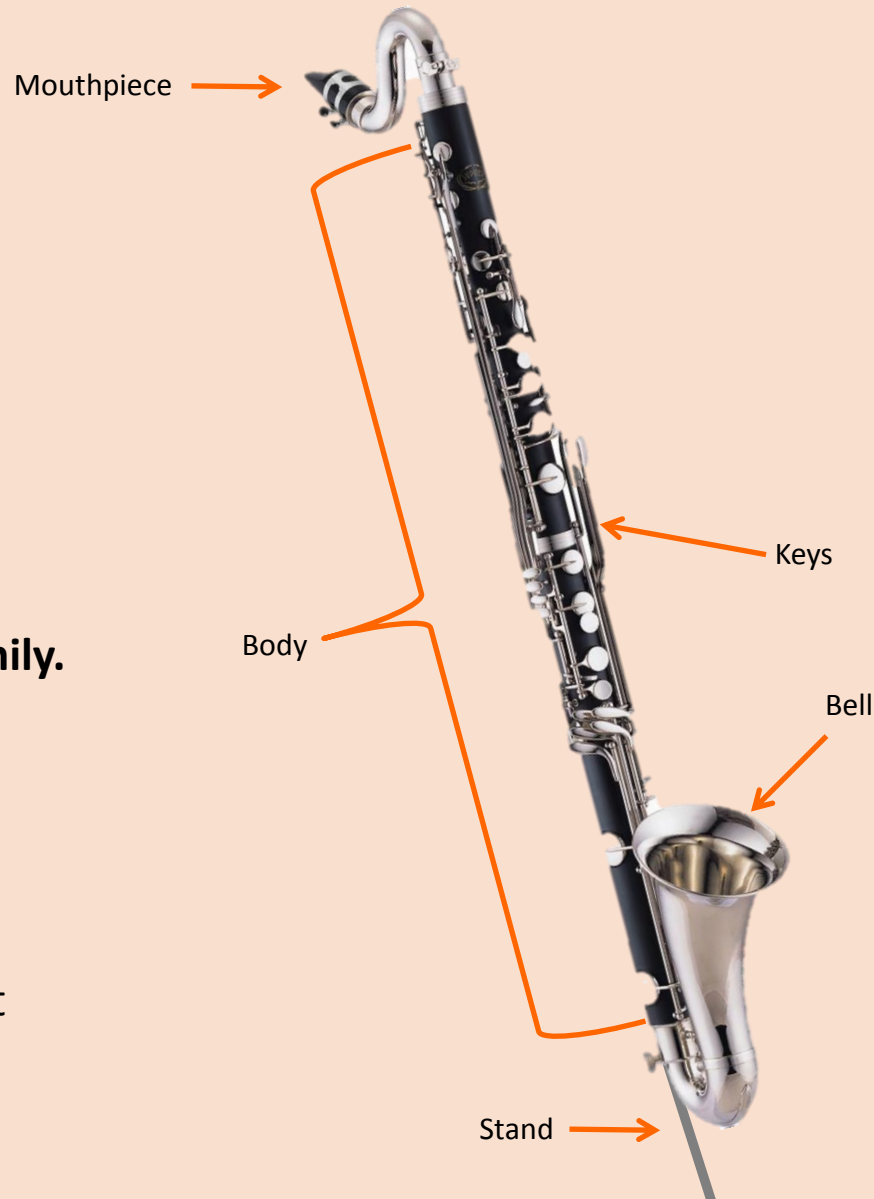
Bass Clarinet

Mouthpiece

A reed is made of cane, similar to bamboo. The reed is scraped very thin and when air is blown between the reed and the mouthpiece, it vibrates and makes the sound.

Woodwind Family.

Piccolo
Flute
Clarinet
Oboe
Bass Clarinet
Bassoon



Click [here](#) to learn about the bass clarinet

Oboe and Piccolo

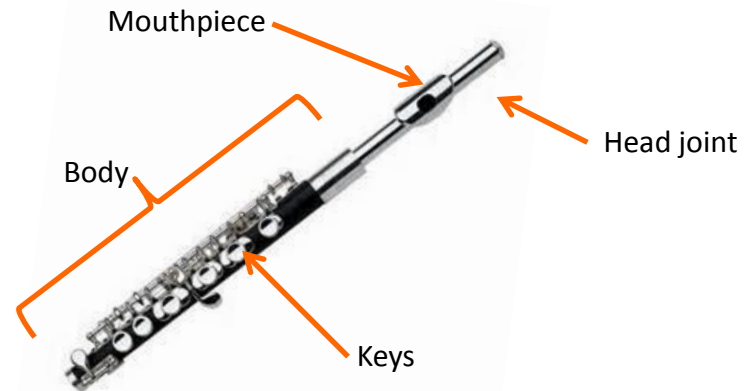


Woodwind Family.

Piccolo
Flute
Clarinet
Oboe
Bass Clarinet
Bassoon

Oboe and Bassoon Mouthpiece

A double reed is two pieces of cane tied together. The reeds are scraped very thin and when air is blown between the reeds they vibrate and makes the sound.



Flute and Piccolo Mouthpiece

The mouthpiece is a hole in the tubular instrument. Air is blown across the hole creating the sound.

Brass Family.

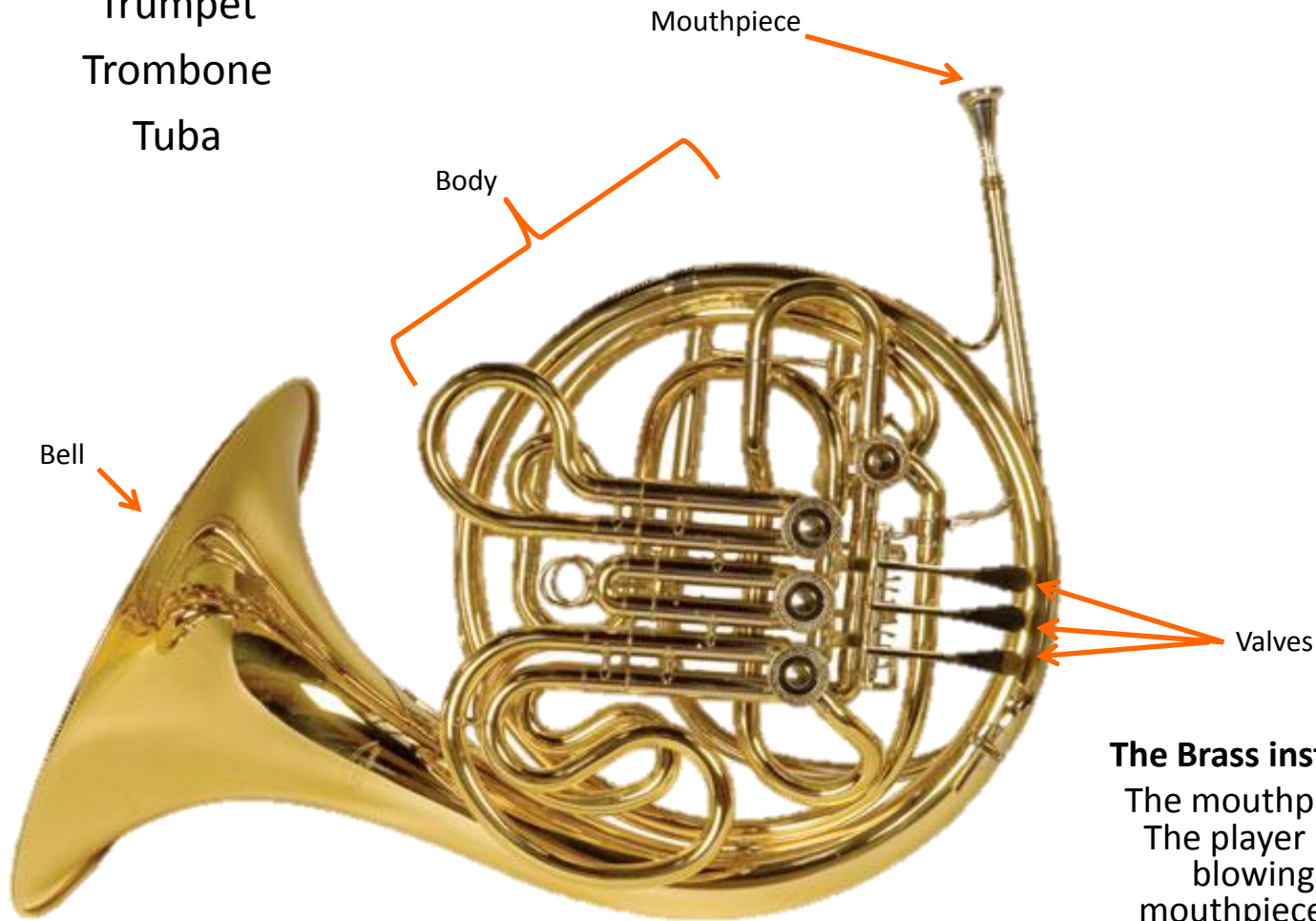
French Horn

Trumpet

Trombone

Tuba

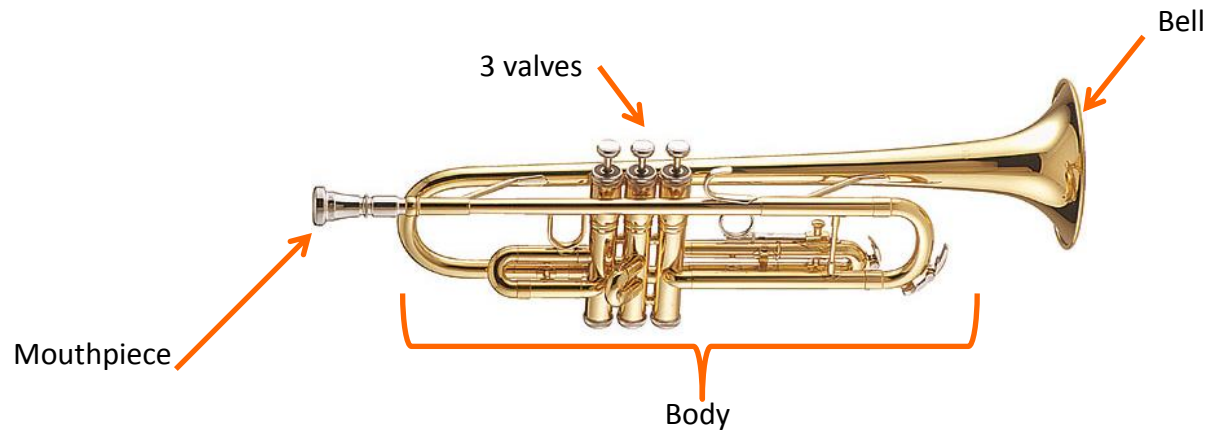
French Horn



The Brass instrument's Mouthpiece

The mouthpiece is made of metal. The player buzzes their lips (like blowing a raspberry). The mouthpiece and the body of the brass instruments amplify this buzzing sound making the brass instrument sounds.

Trumpet and Trombone



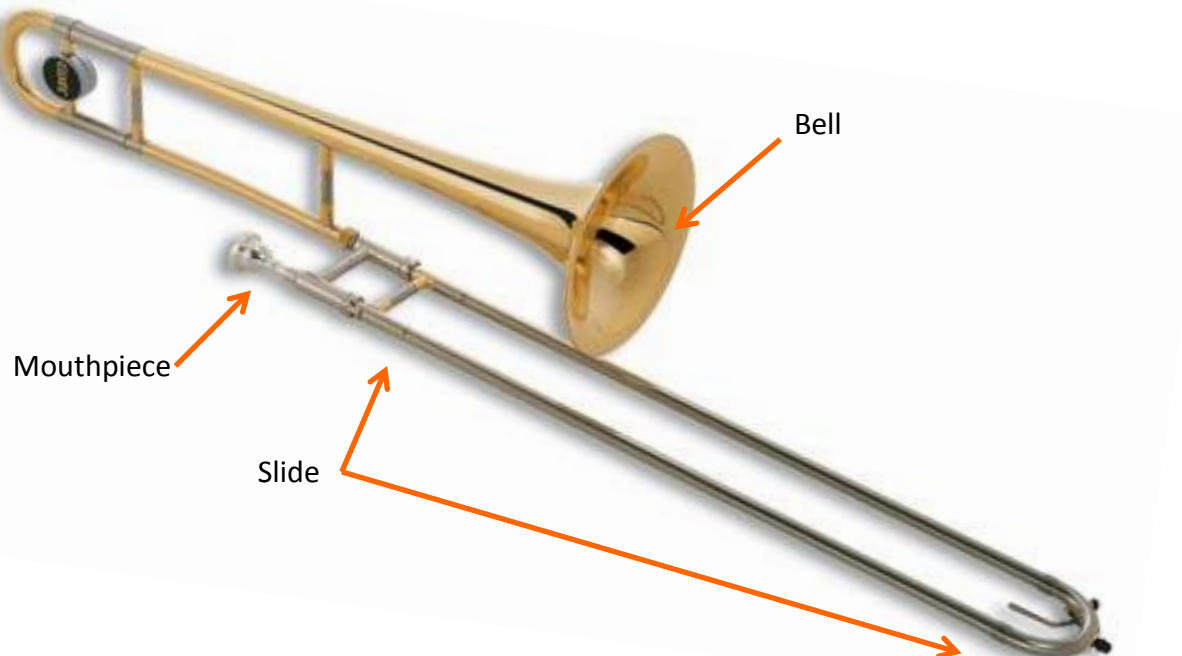
Brass Family.

French Horn

Trumpet

Trombone

Tuba



Trombone

The trombone uses a slide to change the sounds rather than valves.

Saxophone

Mouthpiece

keys

Bell

Body

The saxophone family contains many instruments, from the small which produce high sounds, to the large which produce low sounds.

The saxophone is a family of instruments on its own, invented by Adolphe Sax in 1840.

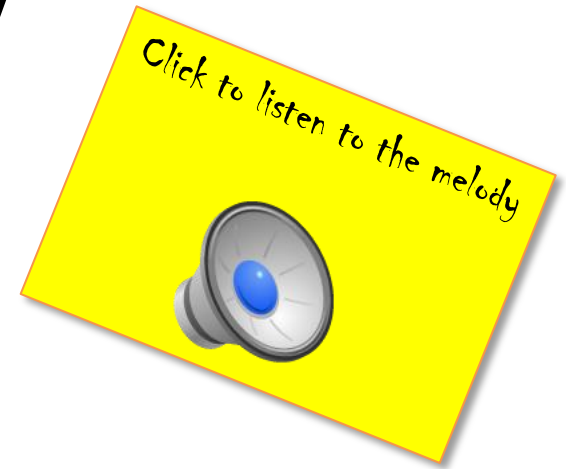
The saxophone is a woodwind instrument with keys, fingering and mouthpiece like a clarinet but it is made of brass giving it a unique sound.

Soprano saxophone
Alto Saxophone
Tenor Saxophone
Baritone Saxophone

Annie's Melody

Key Signature: E flat major - B flat, E flat and A flat.

Time Signature: $\frac{3}{4}$, 3 beats per bar



Key Signature

Time Signature



Annie's Rhythm

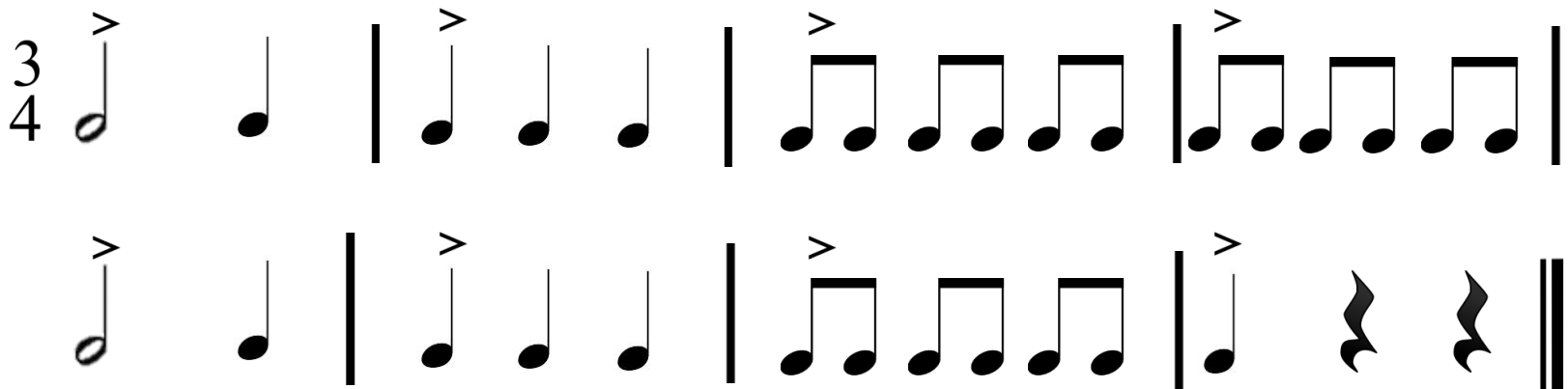
There are three beats in each bar.



Clap the beat and then
the rhythmic pattern

Accent >
Accented notes are stronger than the
others

This is the rhythm of Annie's melody



Fergal's Accompaniment

An accompaniment is a different pattern or melody to the main melody. An accompaniment is played at the same time as the melody to add interest, harmony and texture.

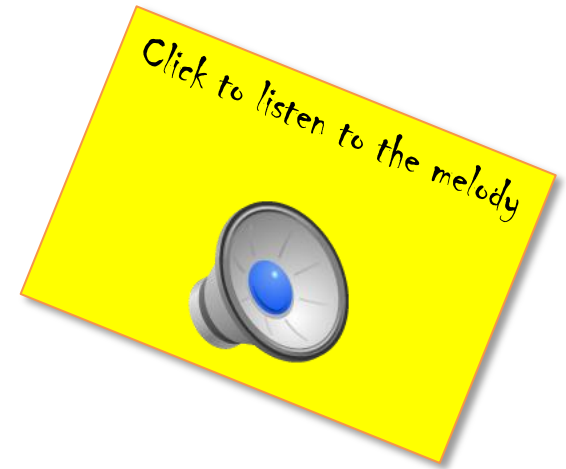


Bass Clef



Annie's Song

Make up your own words to tell the story.



Key Signature

Time Signature

Ann- ie plays her scales up and down un- til she loves the sound and then she plays her

6

Moz- art tune mak- ing eve- ry bod- y smile.

The image shows two staves of musical notation in G major (one sharp) and 3/4 time. The first staff contains the melody for the first line of the song, with lyrics underneath. Two orange arrows point from labels 'Key Signature' and 'Time Signature' to the key signature (one sharp) and time signature (3/4) respectively. The second staff continues the melody with the lyrics 'Moz- art tune mak- ing eve- ry bod- y smile.' The number '6' is written above the second staff.

TV Jingles and theme music

Fergal Onions sits and watched TV all day.

All through his favourite shows the ads play and their catchy songs help us remember the product that is being advertised.

Music is also used to begin and end TV shows . This is called the theme music.

Sing the theme music of your favourite cartoon or TV show.

*Think of a TV ad with a jingle.
Does the jingle help you remember the product they are trying to sell?*

A jingle is a melody or song in an advertisement. Jingles are successful when they are memorable. A jingle could be memorable because you love it, you can sing along or even because it is very annoying.

Crunchy Munchy Cornflakes

Sing the Crunchy Munchy
Cornflakes song



Crunch- y Munch- y Crunch- y Munch- y Crunch- y Munch- y Brunch- y corn flakes



Crunch- y Munch- y Crunch- y Munch- y Brunch- y corn flakes.

Clap the rhythmic
pattern.
Note the changes of
time signature. Accent
the first beat of each
bar.



Listen to the melody



Annie's Music

Wolfgang Amadeus Mozart

Mozart was born on 27 January 1756 but he died when he was only 35 years of age in 1791.

Mozart became very famous playing piano when he was very young and he started composing music at age 5. He performed piano all round Europe when he was very young. He had his first job aged 17 as a musician and composer.

He composed more than 600 pieces of music in his short life.



Minuet in G major


was the first piece composed by Mozart when he was 5 years old.



Mozart Symphony No.39

Mozart wrote his last three symphonies very quickly all within three months in 1788. This was very close to the end of his short life.

The Symphony No.39 has 4 movements:

1. Adagio– Allegro
2. Andante con moto
-  3. Menuetto – This is the movement that Annie played.
4. Allegro

Annie's melody comes from the 3rd movement, Menuetto. A **minuet or Menuetto** is a dance form with three beats in each bar. Mozart was inspired by an Austrian folk dance, the **Laendler** and he used this style in the Menuetto.

A **Laendler** is a folk dance with 3 beats in a bar. The dance has hopping and stamping of the feet.

A symphony is a large composition for orchestra. There are usually 3 or 4 movements beginning and ending with fast and lively music. The 2nd movement is always slow and the 3rd movement is usually a dance.

Annie's Melody and Fergal's Accompaniment

Click to listen to the melody



Piano

$\text{♩} = 100$

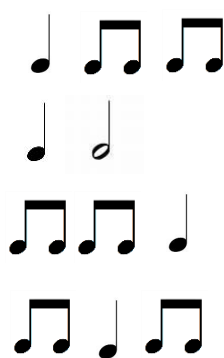
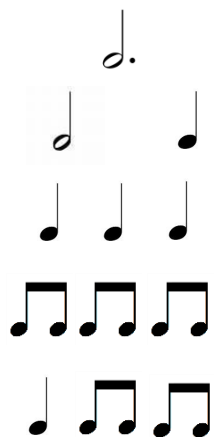
The first system of piano accompaniment for 'Annie's Melody and Fergal's Accompaniment'. It is written for piano in 3/4 time, with a key signature of two flats (B-flat and E-flat). The tempo is marked as quarter note = 100. The right hand plays a melody of quarter and eighth notes, while the left hand plays a steady eighth-note accompaniment.

5

The second system of piano accompaniment, starting at measure 5. It continues the same musical pattern as the first system, with a melody in the right hand and an eighth-note accompaniment in the left hand.

Three beat rhythmic patterns

3 beat patterns – each combination of rhythmic patterns add up to 3 beats.



Compose your own 4 bar rhythmic pattern with three beats in every bar.

Perform your rhythmic composition.
Join other compositions together to make a longer composition.
Find a friend and perform your patterns at the same time.
Keep the beat in your feet or on a drum.

3
4

Laendler Dance

There are three beats in each bar.



The *Laendler* is a traditional dance from Austria. The dance has three beats in each bar and the dancers step on the first beat and hop on the second and step on the third beat.

Step – hop – step, Step – hop – step.

Maria and Captain von Trap dance the Laendler in the movie [*The Sound of Music*](#).

[*Edelweiss*](#) is a song with 3 beats in each bar. This song is sung by the Von Trapp children in *The Sound of Music*.



Annie's Melody – D Major

D major has 2 sharps and is a great key signature if you play violin.



Fergal's Accompaniment in treble clef

If required, this is the accompaniment written in treble clef. Play one octave lower.



Treble Clef



DISCOVER - Level 1 Beginning

Ideal for those beginning their musical journey.

Content and delivery relates to Levels 1 and 2 of Australian Curriculum (The Arts).

CURRICULUM	DETAILS
Literacy	<ul style="list-style-type: none"> • Cause and effect, compare and contrast • Compose, contribute and respond in groups and different settings. • Summarise and analyse information • Acknowledge viewpoints of others • Use music, historical and context language appropriately in written and spoken form. • Understand and use music literacy, creating and writing concepts as per The Arts – Music Curriculum up to Year 5
Numeracy	<ul style="list-style-type: none"> • Subdivision into groups • Fractions in relation to time signatures
Studies of Society & Environment (SOSE)	<ul style="list-style-type: none"> • Time, Continuity and Change • Place and Space • Culture and Identity – Inter-generational connections
Design and Technology and Science	<ul style="list-style-type: none"> • Sound changes according to devices and materials used. • Design and development of musical instruments • Languages and cultural practices • Enhance intercultural communication • Understand regional and cultural diversity
The Arts	<ul style="list-style-type: none"> • Gross and fine motor skills (music, dance) • Rhythm, beat and patterns, structure and form (music, dance, drama) • Storytelling and improvisation (music, media) • Duration, beat, time values (music) • Pitch, intervals, melody , harmony (music) • Sound sources, tone colour (music) • Dynamics (music) • Texture ,shade, contrast and patterns (visual arts, music) • Positive and negative space (visual arts)
Health &Physical Education	<ul style="list-style-type: none"> • Physical, social, emotional and cognitive dimensions of music. • Behaviours and choices for quality of life. • Individual and group interaction for health and well-being. • Enhance experiences through interpersonal behaviours, respecting cultural protocols, relationships in groups, working cooperatively and being aware of others.

Australian Curriculum – Music

Elements of Music	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Rhythm	Beat and rhythm Fast/slow Long/short	Tempo changes ostinato	Compound metre	Time signature Rhythmic devices - anacrusis, syncopation, ties and pause	Regular and irregular time subdivision Triplet, duplet Motif, Augmentation/ diminution
Pitch	High/low Pitch direction Pitch matching Unison	Pentatonic patterns Melodic shape Intervals Treble clef and staff	Major scales Pitch sequences, arpeggio, riff, Bass clef	Minor scales Key and key signatures Major/minor chords Ledger lines	Tonal centres, Modulation Consonance/dissonance Chromaticism
Dynamics & Expression	Forte, piano	Dynamic gradations <i>pp</i> to <i>ff</i> Legato & staccato	Staccato, legato accent	Dynamic gradations Articulations relevant to style	Rubato, vibrato, ornamentation
Form and Structure	Introduction Same/different, echo patterns, repetition Verse, chorus, round	Question & answer Repeat signs Binary (AB) form Ternary (ABA) form	Theme, motif Phrase Rondo (ABACA) form ostinato	Repetition and contrast Theme and Variation Verse chorus, bridge	Motivic development Sonata form Interlude, Improvisation
Timbre	How sound is produced Every voice and instrument has its own sound	Recognise orchestral instruments by sound In isolations and in combination	Acoustic and electronic sounds Voice and instrument types	Recognise instrumental groups	Identify instruments by name and sound production.
Texture	Melody Accompaniment Drone	Patterns occurring simultaneously	Contrast within layers of sound	Layers of sound and their role. Unison, homo/ polyphonic	Horizontal/vertical layers countermelody
Creating	Creating sounds using voice and instruments				
Performing	Playing instruments in groups.	Rhythms	Playing and reading melodic and rhythmic excerpts		Sing and play in two or more parts
Responding	Moving to beat and rhythms	Respond to the stories.	Historical context		Awareness of ensemble



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