



QUEENSLAND SYMPHONY
ORCHESTRA



Meet the Orchestra's Instruments and Musicians

Discover: Education
Digital Concert Resource

Queensland Symphony Orchestra is committed to fostering music education and appreciation for the next generation in Queensland, presenting a variety of Education concerts each year. This video concert is one way that we can engage with communities who find themselves unable to attend live music events.

The purpose of this particular concert is to introduce students in years 3-4 to some of the instruments from the orchestra, so that they not only know more about the orchestra but also may become interested in learning a particular instrument.

This concert covers certain aspects of the music education curriculum, including the recognition of musical elements such as pitch, and rhythm (ACAMUM084), and identifying intended purposes and meanings for music students listen to by using the elements of music to make comparisons (ACAMUR087).

Three instrument family groups are discussed in the concert: woodwind, brass, and strings. Please see the list of works below, including timestamps where each work occurs in the video. There are also questions and learning activities included below.

Outline of Concert

The **woodwind section** commences at **1:17**

The **brass section** commences at **6:30**

The **string section** commences at **13:15**

List of Works

1:35

Plaisir d'amour, Jean-Paul-Égide Martini

Oboe, Clarinet

This work is a French love song, and its title translates as 'Pleasure of Love'. It was composed in 1784 by Bavarian-born Classical composer and court musician Jean-Paul-Égide-Martini. It has since been arranged for countless ensembles, and even used as the basis for many pieces of popular music, such as Elvis Presley's *Can't Help Falling in Love*.

Question: How would you describe the sounds and colours of the clarinet and oboe?

Learning Activity: Encourage your students to think about different sounds they hear in the work. Do any sound like animals? Do they sound piercing or soft?

3:46

Sonata Op.2 No.2 for Flute and Continuo, Blavet

Flute, Bassoon

Written in 1732 by French composer Michel Blavet, this work features the flute playing the melody or main tune, and the bassoon accompanying it. Blavet was very good at playing both the flute and bassoon, and is said to have taught himself to play many instruments.

Question: Which instrument is lower – the flute or the bassoon? Does the size of the instrument affect its pitch?

Learning Activity: As well as discussing the length of the instrument, you can talk about the width or diameter of the instrument. You could also discuss the difference between how each instrument is played.

5:11

Vivace from Sonata No.4, Telemann

Clarinet, Trumpet

Georg Philipp Telemann was born in Germany in 1681. His parents wanted him to become a lawyer but he wanted to be a composer, and he composed a lot of music. His style of music influenced many other composers. The word 'vivace' means 'lively', and in this work you can hear quick passages of music on the clarinet and trumpet.

7:33

***Reciprocity*, Meador**

Trombone, Tuba

Unlike the other works discussed up until now, *Reciprocity* was composed very recently, in 2005. It was written for trombone and tuba, two instruments which don't often get a chance to play melodies or main tunes in music as they usually play basslines or accompany melodies to other instruments.

Learning Activity: Listen out for when the trombone and tuba play the same rhythms, and when they play different rhythms.

10:17

Notturmo for Four Horns, Rimsky-Korsakov

French Horn

Nikolai Rimsky-Korsakov was an incredibly important Russian composer and a part of a prominent group of composers known as "The Five", whose mission was to create a national style of Russian Classical music. This work has a solemn melody and creates a beautiful blend of colour between the four horns.

14:48

Gavotte in D Major from Orchestra Suite No.3 BWV1068, J.S. Bach

Violin

J.S. Bach is one of the most well-known composers. He wrote gavottes for instruments such as the violin, cello, and piano. A gavotte in music is based upon a lively French dance which originated in the 1600s. It usually has two or four beats.

Question: This work is written for the highest string instrument, the violin. Which instruments sound higher and which sound lower in this next group of works?

Learning Activity: Try to imagine how people in the 1600s might have danced to this music.

17:06

Prelude from Cello Suite No.1 in G Major BWV1007, J.S. Bach

Cello

You might have heard this work before – it is one of the most popular and frequently-performed pieces of cello music. It features almost-constant arpeggios (an arpeggio is when the notes of a chord are played in a rising or falling manner).

20:04

Duet for Viola and Double Bass, Dittersdorf

Viola, Double Bass

Carl Ditters von Dittersdorf was an Austrian composer and violinist who lived in the time of Joseph Haydn and Wolfgang Amadeus Mozart. Though his music is not as well-known as that of Haydn and Mozart, he composed a tremendous number of works.

Question: What instrument is playing the melody?

Learning Activity: Discuss what a melody is. How can you tell if something is a melody? Is it always played by one instrument? Encourage students to imagine the melody in this work as like a conversation, where the viola and double bass are talking to each other.