NASHVILLE SYMPHONY

YOUNG PEOPLE'S CONCERTS

Día de los Muertos

Grades K-5

Nashville Symphony

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CONCERT PROGRAM



CONCERT PROGRAM

Pelea de Gallos | arr. Enrico Lopez-Yañez
Flare | Horacio Fernandez Vazquez
Vista Alegre | arr. Enrico Lopez-Yañez
Antrópolis | Gabriela Ortiz
Bésame Mucho | Consuelo Velazquez
Huapango | Jose Pablo Moncayo

WHAT IS DÍA DE LOS MUERTOS?



Día de los Muertos is a colorful holiday that began in Mexico and is celebrated by people all over the world. The name means Day of the Dead in Spanish, and the holiday takes place on November 1st and 2nd, when families remember and honor their loved ones who have passed away.

During this time, families create beautiful altars called "**ofrendas**." These altars are filled with pictures of the people they want to remember, along with their favorite foods, drinks, and items that were special to them. Many people include bright orange marigold flowers, called "**cempasúchil**," because tradition says these flowers help guide the spirits back to their families.





The celebration is filled with joy and love. Families come together to tell stories, enjoy traditional foods like pan de muerto (a sweet bread), and listen to music. It's a time to celebrate the lives of those who have died and feel a connection to them.

In many places, you can see parades and festive decorations. **Papel Picado** is colorful paper with beautiful patterns cut out of it. The designs can show things like flowers and skeletons. People hang papel picado to make places feel cheerful and to honor their loved ones who have passed away. Some people paint their faces to look like friendly skulls, called "**calacas**." This reminds us that life and death are part of the same journey.





Día de los Muertos teaches us to remember those we love while celebrating life. It helps us understand that our loved ones stay with us in our hearts and memories. Through music, art, and family traditions, this wonderful holiday helps us honor the spirits of those who came before us!

LESSON 1: LETTERS TO LOVED ONES

GRADES K-5

TN STANDARDS

English Language Arts
K-5.W.PDW.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
Music
K-5.GM.Cn2 - Relate artistic ideas and works with societal, cultural, and historical context.
Social Studies
Culture - Students will use culture and cultural diversity to understand how human beings create, learn, share, and adapt to culture and appreciate the role of culture in shaping their lives and society, as well the lives and societies of others.

OBJECTIVES

- Students will be able to identify Día de los Muertos and its traditional celebration elements.
- Students will write a letter to a loved one.

MATERIALS

- What is Día de los Muertos? (page 4)
- Paper and pencil or computer/tablet

PROCEDURE

1. Read aloud or have the students read "What is Día de los Muertos?"
2. Discuss the holiday and its traditions:
   - Do you or anyone you know celebrate Día de los Muertos?
   - If not, have you heard of it or seen it being celebrated?
   - If so, how do you and your family celebrate?
   - How is Día de los Muertos similar to or different from other holidays you celebrate? Discuss how family and loved ones are important to most holiday celebrations.
3. As part of the Young People's Concert, we will be sharing stories from Nashville community members who submitted letters to their cherished loved ones who have passed away. Either in preparation or as a response to your students' attendance at the concert, have them write their own letters to a loved one, living or passed using the following prompts. Adjust the vocabulary to be grade-level appropriate.
   - Describe a special memory of your loved one that you hold dear. Use your senses and feelings to describe the memory in your letter
   - What has your loved one taught you about love or about family?
   - What has your loved one taught you about living?
   - What has your loved one taught you about forgiveness?
   - What has your loved one taught you about regret?

ART ACTIVITY: PAPEL PICADO

TN STANDARDS

Visual Arts
K-5.VA.Cr2.A-C - Organize and develop artistic ideas and work.

OBJECTIVES

- Students will be able to identify Día de los Muertos and its traditional celebration elements.
- Students will write a letter to a loved one.

MATERIALS

- Brightly colored tissue paper (8.5"x11" or similar size). 3 to 5 sheets per student.
- Age-appropriate scissors
- String or twine for displaying

PROCEDURE

1. Have students select 3-5 pages of tissue paper, choosing whatever color(s) they'd like.
2. Align paper so that the long edge is on top and fold once left-to-right (hamburger style). Crease the folded edge.
3. Repeat that fold in the same direction two more times, creasing the edge each time.
4. Have students cut out small holes on the left, right, and bottom edges of the folded paper in the design or pattern of their own choosing. Make sure to keep the top edge uncut. They can cut half-circles, triangles, or other shapes, keeping cuts to no more than an inch in width and length. Make sure there is about an inch between each cut.
5. Have students unfold the paper to see their design. If they would like to refold it and add more, they can, or they can restart on a new sheet if they want a different design. Students may also experiment with making cuts with more or less folds and unfold to see how that changes the design.
6. If you would like to display the papel picado in your classroom, make a small fold at the top of the paper and hang it on the string. Tape or glue the paper to the string and hang it anywhere in your classroom you'd like.



LESSON 2: INSTRUMENTS OF THE ORCHESTRA

TN STANDARDS

Music
K-5.GM.R2.A - Demonstrate knowledge of how expressive qualities and music concepts support a musical creation/performance (such as recognizing same/different sections, classroom and/or selected orchestral instruments, or how tempo and dynamics affect the mood of a piece).
English Language Arts
K-5.FL.VA.7b - With guidance and support from adults, explore word relationships and nuances in word meanings.

OBJECTIVES

- Students will be able to identify the instrument families of the orchestra. Older students will be able to identify individual instruments in each family.

MATERIALS

- Instrument flashcards (pages 9-16)
- 360 degree video of Laura Turner Hall and the Nashville Symphony:
  https://www.youtube.com/watch?v=XLt9ELFHPWo
- DSO kids instrument sound files:
  https://www.dallassymphony.org/community-education/dso-kids/listen-watch/instruments/
- Interactive orchestra map with recordings
  https://www.classicsforkids.com/music-games/
  - click on "Instruments of the Orchetra"



LESSON 2: INSTRUMENTS OF THE ORCHESTRA

PROCEDURE

1. Ask students what they know about symphony orchestras. Have they ever heard a symphony? What kinds of music do they play?

2. Show students the 360 degree symphony video, moving the camera perspective around so students get to experience the orchestra from all sides. Ask students if they recognize any of the instruments. What are some of the different ways they are played?
3. Pass out one flashcard to each student. Designate four areas around the room and ask students to group themselves with instruments that they think are like the instrument they have in their hands. For younger students, ask them to stand in a circle and lead an open sort, comparing each instrument one at a time. Instruct students to consider the appearance of the instrument as well as what they observed about how the instrument was played in the 360 video.

4. Once students they have completed their instrument sort, ask them to flip their cards and look at the shapes on the back. Explain that the shapes match according to instrument family. Do all the instruments in the arranged groups match? If not, what family does the instrument belong to and why? Have students then sort themselves by shape, if their shapes do not already match with those in their group.

5. Review each group's instruments one at a time. What do they have in common? How do you think they are played? Use the sound clips on the DSO website to illustrate how each instrument sounds.

   Sample descriptions from students:
   a. Brass: instrument is curled, yellow or silver, made of metal, uses a mouthpiece
   b. Woodwind: lots of keys or holes, look like long tubes
   c. String: have strings across top, have bows to play, long neck
   d. Percussion: instruments that have to be struck or hit, have mallets and sticks to play

   After they have assessed similarities, tell students the name of their instrument family -- strings, brass, woodwinds, or percussion. Ask students if they play any instruments. What families do these instruments belong to? Where would they sit in the orchestra?

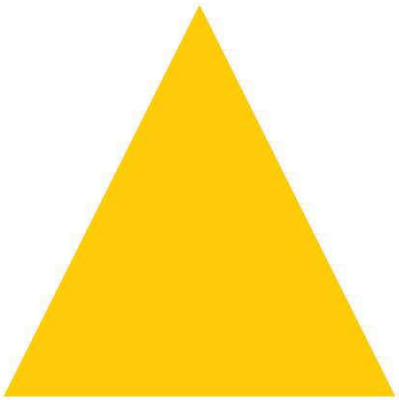
ASSESSMENT

Show students the interactive orchestra map with recordings. Ask students to identify each instrument family on the map. Can they name some of the instruments within each family? Once students have identified an instrument family, play the corresponding sound example.
Optional extension for older students: Begin by taping the instrument (and conductor!) cards to each student's back. Students will roam the room asking each other only "yes" or "no" questions to discover which instrument they have on their back. Once a student believes they have determined which instrument they have, have them report to the teacher. If the student guesses their instrument correctly, give them an new instrument to discover. The student who has collected the most instruments at the end of the game wins!

INSTRUMENT FLASHCARDS



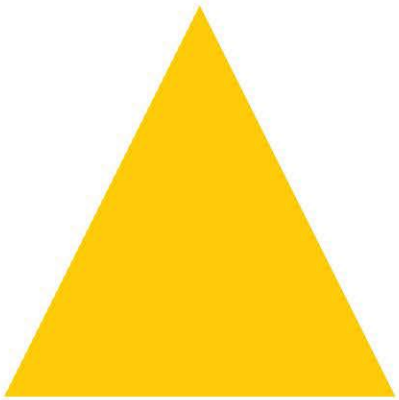
VIOLIN



THE STRING FAMILY



VIOLA



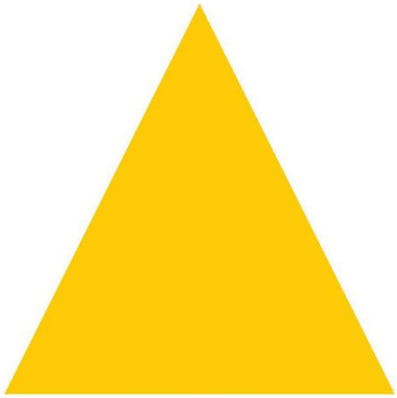
THE STRING FAMILY

10

INSTRUMENT FLASHCARDS



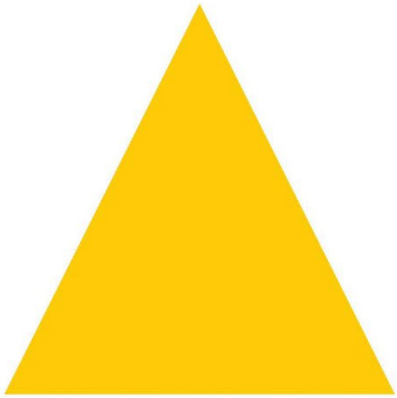
CELLO



THE STRING FAMILY



DOUBLE BASS



THE STRING FAMILY

INSTRUMENT FLASHCARDS





12

INSTRUMENT FLASHCARDS





13

INSTRUMENT FLASHCARDS



BASS DRUM

THE PERCUSSION FAMILY



TIMPANI

THE PERCUSSION FAMILY

INSTRUMENT FLASHCARDS



TRIANGLE

THE PERCUSSION FAMILY



CYMBALS

THE PERCUSSION FAMILY

15

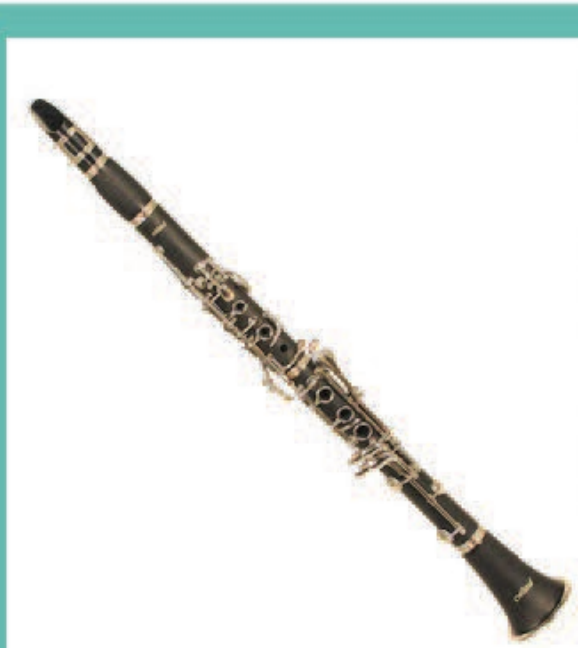
INSTRUMENT FLASHCARDS



FLUTE



THE WOODWIND FAMILY



CLARINET



THE WOODWIND FAMILY

INSTRUMENT FLASHCARDS



BASSOON

THE WOODWIND FAMILY



OBOE

THE WOODWIND FAMILY

COMPOSER HIGHLIGHTS



Horacio Fernández Vázquez is a **composer** from Mexico who studied music at the Juilliard School of Music, which is a famous **conservatory** in New York City. Horacio loves all kinds of music, and describes himself as “a classical composer by day and an urban music producer by night.“

Horacio does not come from a family of musicians, but his parents loved music. When he was eight years old, he took a few piano lessons, but his mother would have to bribe him with hotdogs to get him to go to his lessons. After that, he did not have any formal music training until high school. His mother loved to play classical music for him, and his father introduced him to the Beatles. Horatio says he became obsessed with the Beatles and would listen to their songs over and over. He tried to start writing pop songs, but his piano training lead him to start writing more in a classical style.

When he was in high school, he started to take piano lessons again and met his first composition teacher. He began writing more and more music, and eventually his piano teacher convinced him to enter one of his pieces in the Arturo Márquez Composition Competition in Mexico City. Horacio won the competition, and one of the judges was a professor at the Julliard school! Thi professor encouraged him to apply to Juilliard, and he was accepted in 2018. Today, he is pursuing his dream of writing music, and you’ll get to hear one of his pieces named *Flare* at the Nashville Symphony Young People’s Concert!

Gabriela Ortiz was born into a family that loved music, and from a young age, she felt like music had chosen her. Her parents were part of a famous music group called Los Folkloristas, which plays traditional Latin American **folk music**. Growing up in the vibrant city of Mexico City, Gabriela learned about many kinds of music. She played instruments like the charango and guitar with her parents, while also studying classical piano.



Gabriela was lucky to learn from some of Mexico's greatest composers, including Mario Lavista and Daniel Catán. She later traveled to Europe to continue her studies, where she earned a doctorate in composition and electronic music in London.

Her music is special because it blends different styles, from traditional tunes to modern techniques. Gabriela creates music that tells stories about Mexican culture while also reaching out to audiences all around the world. Some of her notable works include orchestral pieces like "Yanga" and operas such as "Only the Truth."

Gabriela’s music has been performed by many famous orchestras, including the New York Philharmonic and the Berlin Philharmonic. She has received many prestigious awards, like the Bellas Artes Gold Medal and the National Prize for Arts and Literature. Gabriela is also a member of El Colegio Nacional, a group of Mexico’s leading thinkers.

Today, she shares her passion for music by teaching composition at Mexico’s National Autonomous University. Gabriela Ortiz’s journey shows us how powerful music can be, connecting people across cultures and inspiring future generations!

COMPOSER HIGHLIGHTS



Consuelo Velázquez was a talented Mexican composer and pianist, born on August 15, 1916, in the beautiful city of Guadalajara, Mexico. From a young age, she loved music and began playing the piano when she was just four years old. Her passion for music grew, and she started writing her own songs as a teenager.

One of her most famous songs is "Bésame Mucho," which means "Kiss Me a Lot." This romantic song has been sung by many artists around the world and is loved by people of all ages. Consuelo wrote many other beautiful songs that captured feelings of love and longing.

Throughout her life, Consuelo Velázquez became known for her amazing talent and creativity. She traveled to many countries, sharing her music and connecting with people through her songs. Her work has inspired countless musicians and continues to be celebrated today.

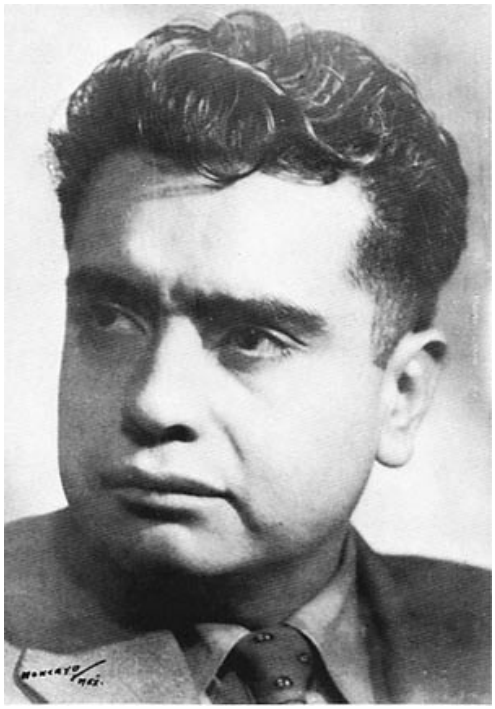
Consuelo Velázquez's contributions to music have made her an important figure in Mexican culture. She showed us how music can express deep emotions and bring people together. She passed away on January 22, 2005, but her beautiful melodies live on, reminding us of the power of music and love!

José Pablo Moncayo was a gifted Mexican composer and conductor, born on June 29, 1912, in Guadalajara, Mexico. He loved music from an early age and studied piano and music theory. Moncayo eventually moved to Mexico City, where he became an important part of the country's classical music scene.

One of his most famous pieces is "Huapango," which is inspired by traditional Mexican folk music. This lively and rhythmic composition showcases the vibrant culture of Mexico and has been performed by many orchestras around the world.

In addition to composing, Moncayo worked as a **conductor**, leading various orchestras and helping to promote the works of other Mexican musicians. He was also dedicated to teaching, sharing his love of music with students and encouraging them to explore their own creativity.

José Pablo Moncayo passed away on June 16, 1958, but his music still resonates today. His ability to blend traditional sounds with classical forms has left a lasting impact, reminding us of the rich cultural heritage of Mexico and the power of music to bring people together!



COMPOSER HIGHLIGHTS



Enrico Lopez-Yañez is the Nashville Symphony's own Principal **Pops** Conductor. He also leads concerts for the Detroit and Pacific Symphonies. He is known for his exciting style that connects with the audience and makes music fun! In addition to conducting, he also writes and arranges music for many orchestras.

Enrico has worked with many famous artists like Dolly Parton, Ben Folds, Nas, Patti LaBelle, and The Beach Boys. Each year, he conducts a big July 4th fireworks show called "Let Freedom Sing!" that is seen by millions of people on TV.

He has received awards for his work, including the "Mexicanos Distinguidos" Award from the Mexican government for his achievements. As the co-founder of Symphonica Productions, Enrico creates special music programs to attract new audiences, including shows for families. His music has also been featured on several albums, earning awards for its catchy and fun tunes. Enrico inspires many through his music and shows that orchestras can be exciting for everyone!

Glossary

Composer – A person who writes music for musicians to play.

Conservatory – A special school where people learn to play instruments, sing, and study music.

Folk music – A type of music that tells stories and shares traditions from a community or culture. It's often passed down from generation to generation and can be played with simple instruments like guitars or fiddles.

Conductor - A person who leads an orchestra, band, choir, or other group of musicians. They use their hands to show the musicians when to play, how fast to play, and how loud to be.

Pops - Pops music in orchestral music is a special kind of concert that features popular songs and fun tunes, like music from movies, TV shows, and hit songs.

NASHVILLE SYMPHONY EDUCATION DEPARTMENT

Kimberly Kraft McLemore
Vice President of Education and Community Engagement

Kelley Bell
Education and Community Engagement Program Manager

Dr. Phillip Ducreay
Education and Community Engagement Program Manager - Accelerando

Ross Bader
Education and Community Engagement Program Coordinator

Website: Nashvillesymphony.org/education
Email: education@nashvillesymphony.org
Phone: 615.687.6398

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