NASHVILLE SYMPHONY

YOUNG PEOPLE'S CONCERTS

Lunar New Year

Grades 4-8

Nashville Symphony

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CONCERT PROGRAM



CONCERT PROGRAM

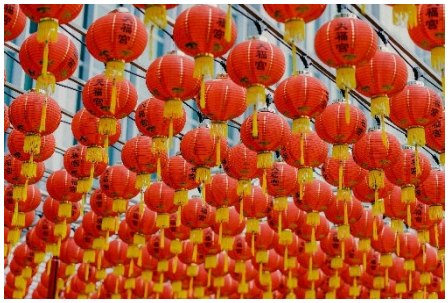
Spring Festival Overture | Li Huanzhi
"Empress of the Pagodas" from *Mother Goose Suite* | Maurice Ravel
"Flower Drum Song from Feng Yang" from *Folk Songs for Orchestra* | Huang Ruo
Jasmine Flower | Traditional, arr. Li Wenping
The Angel from Formosa | Tyzen Hsiao
Song of Arirang | Traditional
Dance of the Golden Snake | Nie Er

WHAT IS LUNAR NEW YEAR?



Lunar New Year is one of the most important and widely celebrated holidays in many Asian cultures, marking the beginning of the lunar calendar year. Also known as the "Spring Festival" in China and other names in different countries, this holiday is rich in cultural traditions, family gatherings, and festivities. The celebration is typically observed by millions of people around the world, including in China, Korea, Vietnam, and other parts of East and Southeast Asia, as well as in communities worldwide.

Lunar New Year signals the arrival of spring and symbolizes a fresh start for the year ahead. It is a time to honor ancestors, spend time with family, and wish for health, prosperity, and happiness in the coming months. The holiday's date varies each year, as it is based on the **lunar calendar**, which follows the moon's cycles rather than the **solar calendar** used in most Western countries. This means that Lunar New Year usually falls between January 21 and February 20.



Red is a color that symbolizes good luck, happiness, and prosperity in many cultures. During Lunar New Year, homes, streets, and public places are decorated with red lanterns, banners, and signs, often featuring messages of good fortune. The color red is believed to ward off evil spirits and bring good luck for the year ahead.



One of the most vibrant and exciting parts of the celebration is the **Lion Dance**. A traditional performance where a team of dancers dressed in colorful lion costumes performs acrobatic routines, often to the sound of loud drums, cymbals, and gongs. The lion is believed to bring good luck and drive away evil spirits. The dance is often seen at parades, festivals, and even businesses seeking blessings for the year ahead.



The Lunar New Year is also associated with the Chinese zodiac, which is a 12-year cycle where each year is represented by a different animal. The animals, in order, are: Rat, Ox, Tiger, Rabbit, Dragon, Snake, Horse, Goat, Monkey, Rooster, Dog, and Pig. Each animal is believed to have certain characteristics that influence the year it represents. For example, the Year of the Dragon is thought to bring strength and energy, while the Year of the Rabbit is considered peaceful and gentle. 2025 is the year of the Snake!



Music is an integral part of Lunar New Year celebrations. From the lively beats of traditional drums and cymbals during the Lion Dance to the serene sounds of folk songs, music brings people together to celebrate and enjoy the festivities. In many countries, people also perform and listen to traditional music that has been passed down for generations, often played on instruments like the **erhu**, **gu zheng**, **pipa**, and **gong**.

LESSON 1: THE PHASES OF THE MOON

TN STANDARDS

Science

S5.ESS1.4 - Explain the cause and effect relationship between the positions of the sun, earth, and moon and resulting eclipses, position of constellations, and appearance of the moon.

OBJECTIVES

- Students will learn about the different phases of the moon and how the lunar cycle works.
- Students will explore the cultural significance of the moon in connection with Lunar New Year celebrations.

MATERIALS

- A diagram of the moon phases (printable)
- Flashlight or lamp (to simulate sunlight)
- Small ball (representing the moon) or styrofoam ball
- Black or dark-colored cloth (to create the night sky)
- Whiteboard or chart paper and markers

PROCEDURE

Introduction (10 minutes)

- Discussion: Begin by asking students what they know about the moon. Encourage them to share their observations of the moon's shape in the night sky. Have they noticed the moon changing from night to night? Do they know what causes this?
- Connection to Lunar New Year: Explain that the Lunar New Year is based on the lunar calendar, which uses the moon's cycle to determine the start of the new year. The moon plays an important role in many cultures, and different phases of the moon are celebrated in festivals like the Lunar New Year.

Continued next page

LESSON 1: THE PHASES OF THE MOON

PROCEDURE CONTINUED

Exploring the Phases of the Moon (15 minutes)

- Demonstration:

1. Turn off the lights in the classroom or use a black cloth to create a "night sky" effect.
2. Use the flashlight or lamp to represent the sun.
3. Hold the small ball (representing the moon) in front of the flashlight, slowly moving it in a circular path around the “Earth” (the students). As the ball moves, demonstrate how the light reflects on the ball to create different phases of the moon.

- Explanation of Phases:

Show the following phases and explain each one:

1. New Moon: The moon is between the Earth and the Sun, and we cannot see the moon because the side that is lit by the sun is facing away from us.
2. Waxing Crescent: A small sliver of light is visible as the moon starts moving away from the new moon position.
3. First Quarter: Half of the moon is lit up, and it’s the point at which the moon is one-quarter of the way through its orbit.
4. Waxing Gibbous: More than half of the moon is lit up, but it's not yet full.
5. Full Moon: The entire face of the moon is illuminated because it is opposite the Sun in the sky.
6. Waning Gibbous: After the full moon, the light begins to decrease, and we see less and less of the moon.
7. Third Quarter: Again, half of the moon is lit, but now it’s the opposite half from the first quarter.
8. Waning Crescent: A small sliver of light remains before the moon returns to the new moon phase.

Hands-On Activity: Create Your Own Moon Phases (15 minutes)

- Moon Phase Models: Give each student a small ball (or styrofoam ball) and have them use a flashlight to simulate the phases of the moon. In pairs, students can work together to observe how the ball changes as they move it around the flashlight.

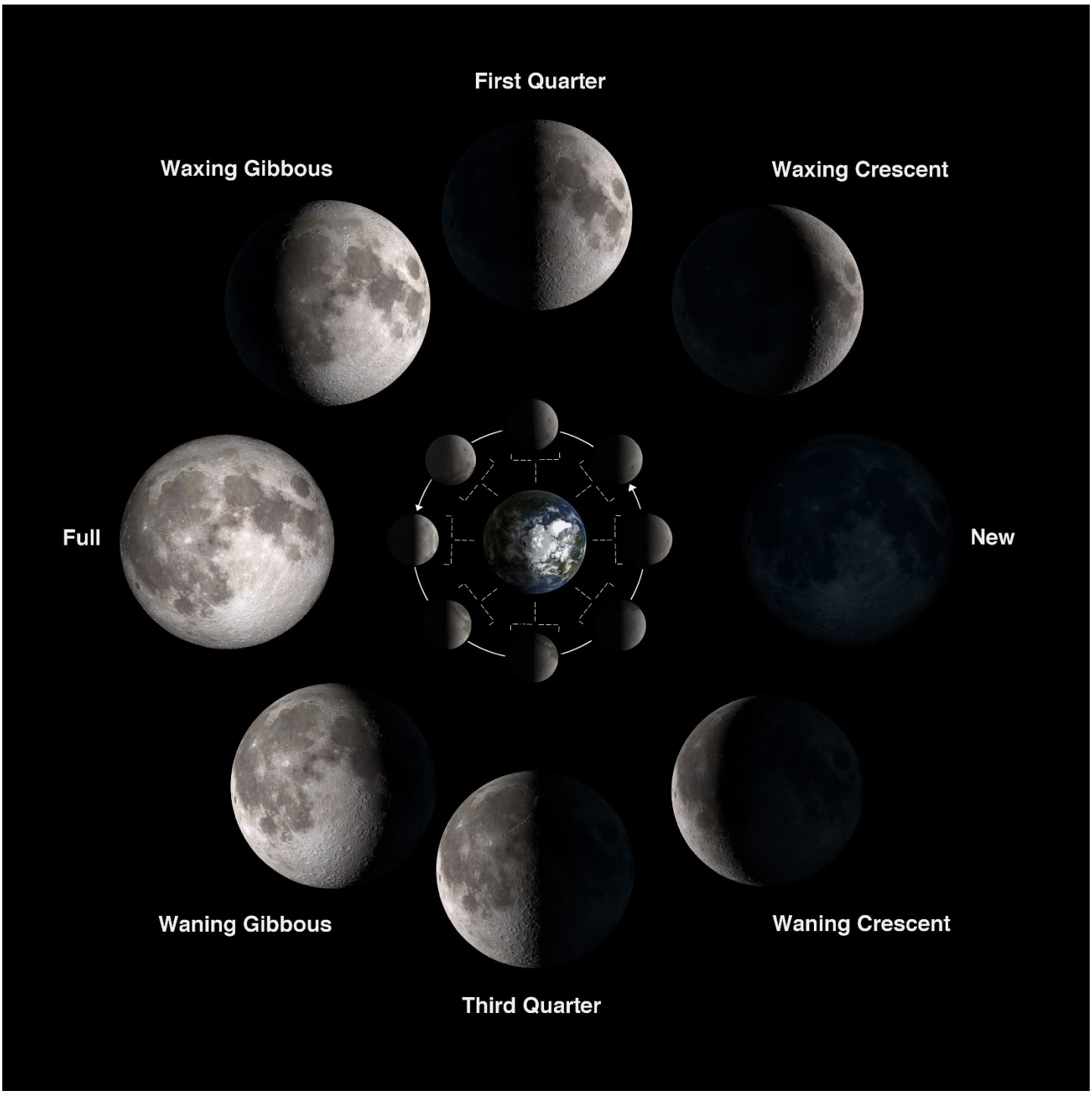
Cultural Connection (10 minutes)

- Discussion: Explain how many cultures, including those celebrating Lunar New Year, use the lunar calendar to keep track of time. Ask students how the moon might influence the timing of Lunar New Year, and why it is important for certain celebrations.
- Art Integration: Students can create their own “moon phase” artwork, combining the phases of the moon with symbols or designs from Lunar New Year, such as lanterns or animals from the Chinese zodiac. (See Art Activity on page 8)

Reflection and Review (5 minutes)

- Review Key Concepts: Ask students to share what they learned about the moon’s phases and how they relate to Lunar New Year. You could also ask questions like:
    - o "What causes the moon to look different each night?"
    - o "What phase is the moon in during the Lunar New Year celebrations?"
    - o "Why is the moon so important in many cultures?"

LESSON 1: THE PHASES OF THE MOON



Source: NASA.gov

ART ACTIVITY: PAPER LANTERNS

TN STANDARDS

Visual Arts
4-8.VA.Cr2.A-C - Organize and develop artistic ideas and work.

OBJECTIVES

- Students will make paper lanterns
- Students will express their own creativity within the structure of an existing medium.

MATERIALS

- Construction paper (red is traditional).
- Age-appropriate scissors
- Decorative materials of choice, i.e. markers, crayons, gift wrap paper, washi tape, ribbons, sequins, stickers, glitter glue, small buttons, etc.
- Tape, glue, and/or stapler

PROCEDURE

1. Starting with one piece of construction paper, cut a 1-inch wide strip off the edge on short side. Set this aside for the handle.
2. Fold the paper in the center lengthwise, hotdog style.
3. Lightly draw a line about 1 inch from the open edge of the long side of the paper. You may erase this line later.
4. Starting from the folded edge, cut a one-inch slit up to the drawn line. Continue cutting one-inch strips until you reach the other side of the paper.
5. Unfold the paper and lay it on your desk so the folds are sticking up. Decorate the uncut border on both sides. You can do this however you like, but gold or yellow decoration makes for a traditional look.
6. Roll the paper into a tube shape so the folded edge folds outward and the decorated borders are showing. Overlap the long edges slightly, and glue, tape, or staple the long edges together.
7. Decorate the handle if desired. Attach the handle to one end of the lantern like a basket handle.
8. You can hang the finished lanterns on a string to display in your classroom!



LESSON 2: INSTRUMENTS OF THE ORCHESTRA

TN STANDARDS

Music

4-8.GM.R1.C - Demonstrate an understanding of the elements of music applied to a listening example using teacher-given vocabulary (such as different sections of complex forms, teacher-selected orchestral instruments, etc.).

English Language Arts

4-8.SL.CC..1- Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.

OBJECTIVES

- Students will be able to identify the instrument families of the orchestra and the individual instruments in each family.
- Students will be able to identify the role of the conductor.

MATERIALS

- Instrument flashcards (pages 11-18)
- 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 video of Laura Turner Hall and the Nashville Symphony. Do they recognize any of the instruments? What are some different ways the instruments are being played?

3. The orchestra has four families of instruments: strings, woodwind, brass, and percussion. Play the demonstrations of each instrument on the DSO kids instrument sound files. Ask students if they play any instruments; if they do, can they name the family to which their instrument belongs? Use flashcards to further discuss which instruments belong to which families.

4. Refer back to the video. Ask students who they think is leading the orchestra. How do they think the musicians know what to do? (Answer: the conductor leads the orchestra) Explain that the conductor determines the tempo (how fast or slow the piece is) and the dynamics (how loud or soft the notes are).

5. Explain to the students that being a teacher can be a lot like being a conductor. Do you use gestures for classroom management (e.g. raising your hand to signal that students should be quiet, call and response clapping to get students' attention)? Explain that these "signals" show students what to do, much like the conductor signals the orchestra.

6. Tell the students that for your next activity, they will be musicians and you will be the conductor. Their voices will be their instruments! Have students sing "Row, Row, Row Your Boat" in unison as you conduct (see the diagram and instructions in teacher resource.) Challenge the students by experimenting with different tempos and dynamics. Optional extension: let students take a turn as the conductor.

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 activity: 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 violin is the smallest, highest-pitched member of the string family.
- The violin has four strings.
- The violin is played with a bow or by plucking the strings (pizzicato).

Instrument Family: String

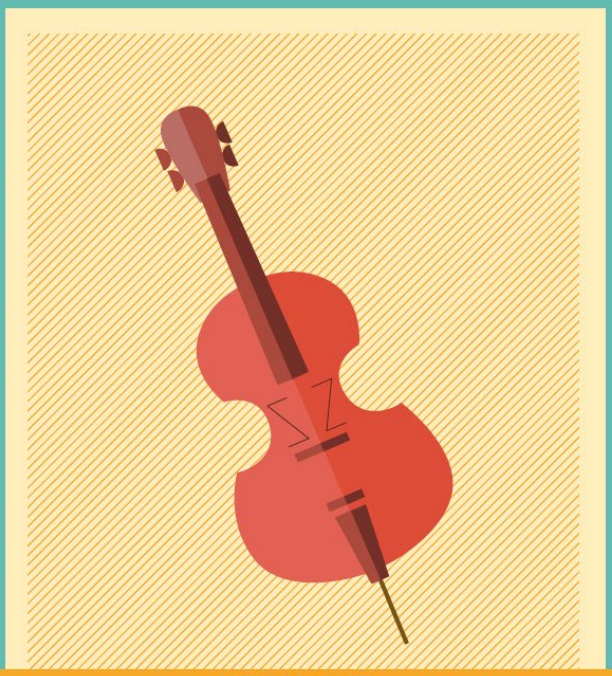


VIOLA

- The viola is slightly larger than a violin in size and has a lower and deeper sound.
- Since the 18th century, it has been the middle voice of the string family.
- The viola has four strings.
- The violin is played with a bow or by plucking the strings (pizzicato).

Instrument Family: String

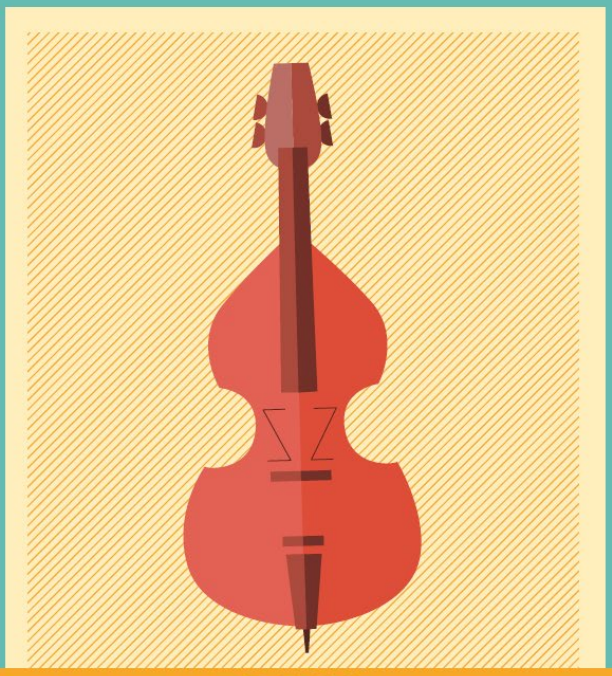
INSTRUMENT FLASHCARDS



CELLO

- The cello is larger and deeper in sound than both the violin and the viola.
- The cello has four strings.
- The cello is played with a bow or by plucking the strings (pizzicato).

Instrument Family: String



BASS

- The bass is the largest and lowest pitched member of the string family.
- The bass is also called the string bass, contrabass, or standup bass.
- The bass is played either with a bow or by plucking the strings (pizzicato).
- In orchestral and tango music, both bowed and pizzicato techniques are used. In jazz, blues, and rockabilly, pizzicato is the norm.

Instrument Family: String

INSTRUMENT FLASHCARDS



HARP

- The harp has 47 strings and 7 pedals.
- The harp is played by plucking the strings.
- While played regularly in the Western classical music world, the harp also has a place in the traditions of over 150 African peoples.

Instrument Family:
String



FLUTE

- The flute played by blowing air across an opening at the top of the instrument. The keys of the instrument are pressed to change the pitch.
- Along with the voice, the flute is one of the earliest known musical instruments. The oldest flute ever discovered may be a fragment of the bone of a cave bear, with two to four holes.
- Today, the flute is made of metal.

Instrument Family: Woodwind

INSTRUMENT FLASHCARDS



CLARINET

- The clarinet is played by blowing air into a mouthpiece with a reed attached. The keys of the instrument are pressed to change the pitch.
- Reeds can be made of a thin strip of bamboo or cane. The reed, together with the mouthpiece onto which the reed is fixed, makes the air in the instrument vibrate when blown into.

Instrument Family: Woodwind

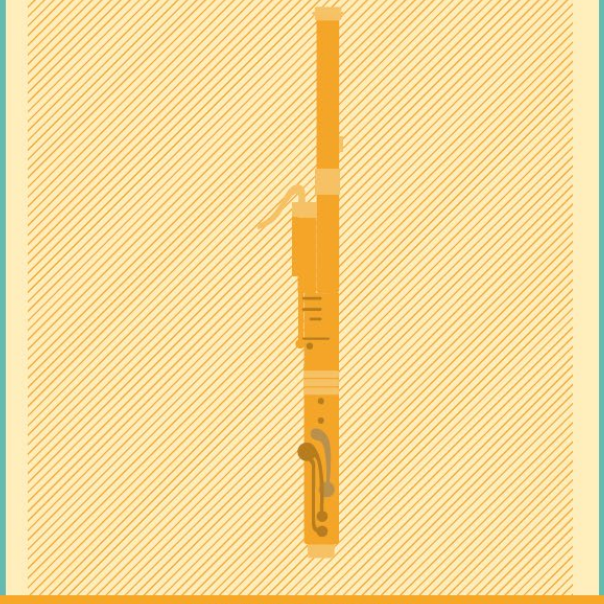


OBOE

- The oboe is a double reed instrument, meaning there are two pieces of bamboo or cane vibrating against each other.
- The oboe is played by blowing into a double reed. The keys of the instrument are pressed to change the pitch.

Instrument Family: Woodwind

INSTRUMENT FLASHCARDS



BASSOON

- Much like the oboe, the bassoon is played by blowing into a double reed. The keys of the instrument are pressed to change the pitch.
- The bassoon is held diagonally in front of the player, but unlike the flute, oboe and clarinet, it cannot be supported by the player's hands alone. The bassoonist must use a strap to hold the instrument.
- The bassoon has a lower range (is able to play lower pitches) than the oboe.

Instrument Family: Woodwind



FRENCH HORN

- The name "French horn" is often used because the word "horn" by itself, even in the context of musical instruments, may refer to nearly any wind instrument with a flared exit for the sound. Nevertheless, the adjective is normally omitted when referring to the European orchestral horn,
- The horn is the third highest sounding instrument group in the brass family, below the cornet and the trumpet.
- As the name indicates, humans originally used to blow on the actual horns of animals before starting to emulate them in metal.

INSTRUMENT FLASHCARDS



TRUMPET

- The trumpet is the smallest and highest pitched member of the brass family.
- The trumpet is played by blowing air through closed lips, producing a "buzzing" sound that starts a vibration inside the instrument. The valves are pressed to change the pitch.

Instrument Family: Brass



TROMBONE

- The word trombone comes from Italian tromba (trumpet) and -one (meaning "large"), so the name means "large trumpet." The trombone is larger and lower pitched than the trumpet.
- The trombone is played by blowing air through closed lips, producing a "buzzing" sound that starts a vibration inside the instrument. A slide mechanism that varies the length of the instrument is used to change the pitch.

Instrument Family: Brass

INSTRUMENT FLASHCARDS



TUBA

- The tuba is the largest and lowest pitched member of the brass family.
- The tuba is played by blowing air through closed lips, producing a "buzzing" sound that starts a vibration inside the instrument. The valves are pressed to change the pitch.

Instrument Family: Brass

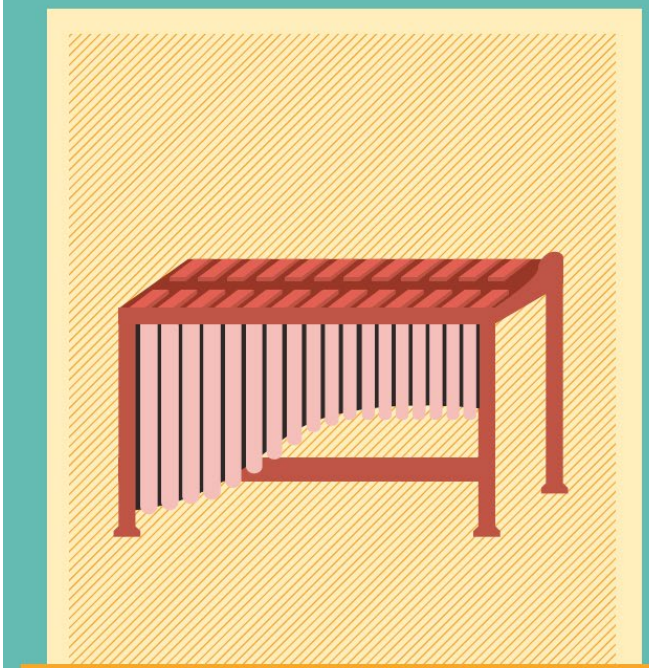


TIMPANI

- The timpani consist of a skin called a head stretched over a large bowl traditionally made of copper.
- The timpani are played by striking the head with a specialized drum stick called a timpani mallet.
- The timpani can be tuned and played at different, specific pitches.

Instrument Family: Percussion

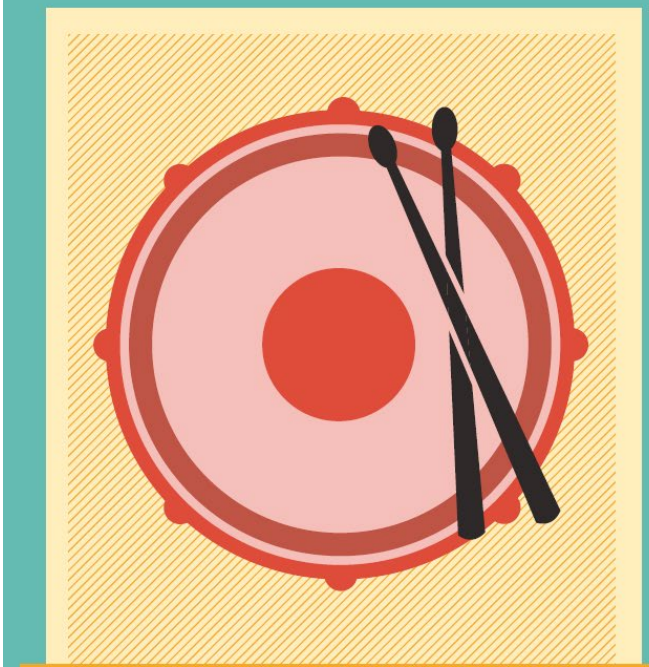
INSTRUMENT FLASHCARDS



XYLOPHONE

- A xylophone consists of a set of wooden bars which are arranged similar to the keys of a piano and are tuned to specific pitches.
- The xylophone is played by striking the wooden bars with a mallet.

Instrument Family: Percussion



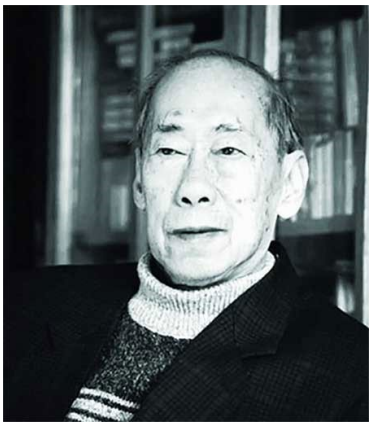
SNARE DRUM

- The snare drum is made of a wood or metal shell and a plastic or animal skin head.
- "Snares" made of metal or nylon are stretched across the bottom of the drum to make a distinctive rattling noise.
- The snare drum is played by striking the head of the drum using drumsticks or wire brushes.

Instrument Family: Percussion

COMPOSER HIGHLIGHTS

Li Huanzhi
(1919-2000)

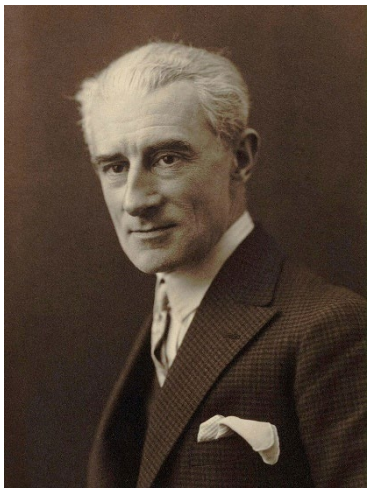


Li Huanzhi was a famous Chinese composer, best known for his beautiful music that blends traditional Chinese sounds with Western classical styles. Born in 1919 in China, Li loved music from a young age. He studied both Chinese and Western music, learning how to play instruments, including the piano, and composing music that brought together the best of both worlds.

One of his most famous pieces is *The Spring Festival Overture* (1956), which is often performed during the Lunar New Year celebrations. This lively and joyful composition celebrates the Chinese New Year, featuring bright and colorful melodies that make listeners feel excited and hopeful for the year ahead.

Li worked hard to make sure that his music represented the beauty of Chinese culture, while also exploring new musical ideas from the West. Throughout his life, he became a beloved figure in Chinese music and is remembered for creating songs that bring people together to celebrate the joys of life, tradition, and community.

Maurice Ravel
(1875-1937)



Maurice Ravel was a French composer, known for his exquisite orchestral music and innovative approach to harmony and texture. Born in 1875 in France, Ravel showed a deep love for music from a young age and began studying composition at the Paris Conservatory. Over time, he became one of the most famous composers of the 20th century.

Ravel's music is known for its beauty, richness, and attention to detail. He was influenced by many different musical styles, including Impressionism, which is a movement that emphasizes mood and atmosphere over clear melodies.

Throughout his life, Ravel's music was celebrated for its rich textures, vivid orchestration, and unique harmonic style. He had a deep understanding of orchestral color and often experimented with sounds that were ahead of his time.

COMPOSER HIGHLIGHTS

Huang Ruo
(1976-Present)



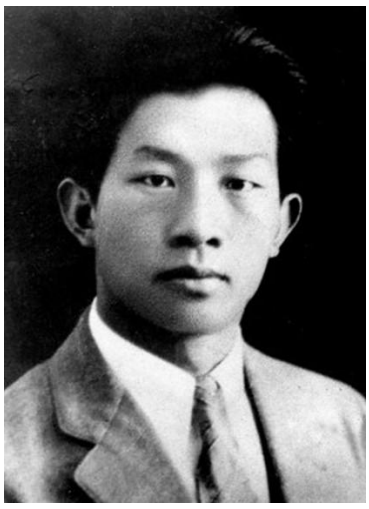
Huang Ruo is a composer known for his unique and creative style that blends Chinese music with Western sounds. Born in 1976 on Hainan Island in China, he started learning piano and composition from his father at the age of six. Growing up during a time when China was opening up to Western culture, he was influenced by both traditional Chinese music and Western styles like classical, rock, jazz, and heavy metal.

Huang Ruo's music spans many different genres, from orchestral and chamber music to opera, theater, and even sound installations. His works have been performed by famous groups like the New York Philharmonic and the Philadelphia Orchestra. Some of his recent operas, like *An American Soldier* and *M. Butterfly*, have had world premieres at major festivals and opera houses.

After studying at the Shanghai Conservatory of Music, Huang Ruo moved to the United States to further his education. He earned degrees from the Oberlin Conservatory of Music and Juilliard. Today, he is a faculty member at the Mannes School of Music in New York and is the artistic director of Ensemble FIRE.

Huang Ruo's music is known for combining different cultures and sounds into something new and exciting. His work has been praised for its originality and emotional depth.

Nie Er
(1912–1935)



Nie Er was a talented Chinese composer and musician, best known for composing the national anthem of the People's Republic of China, "The March of the Volunteers." Born in 1912 in the city of Kunming, he showed a passion for music at a young age. He moved to Shanghai to study music, where he was influenced by both Western classical music and traditional Chinese sounds.

During his short life, Nie Er composed many songs that inspired and united people during difficult times. His music became an important part of the cultural movement in China, especially in the 1930s, when the country faced challenges from foreign invaders.

Although he passed away at the young age of 23, his music continues to inspire and be celebrated in China and around the world. His legacy reminds us that music can bring people together, even in times of hardship, and his work is a wonderful example of how the arts can shape history and culture.

COMPOSER HIGHLIGHTS

Tyzen Hsiao
(1938-2015)



Tyzen Hsiao was born on January 1, 1938, in Kaohsiung, Taiwan. He started playing piano as a child, learning from his mother. After high school, he studied music at National Taiwan Normal University and later in Japan.

In the 1960s, Hsiao returned to Taiwan to teach and compose music. In the 1970s, he moved to the U.S. due to financial struggles and opened a gift shop, but soon after, he decided to return to music.

Hsiao's work often focused on themes of freedom and democracy, and his music earned him international recognition. His *Violin Concerto in D Major* (1992) and *1947 Overture* (1993) became widely acclaimed. He continued composing despite health issues and passed away in 2015.

Hsiao is remembered for blending Taiwanese folk music with Western styles, leaving a lasting impact on Taiwan's music history.

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