

North Winds: *Wind Works* Educational Guide, Grades K-8



About the Performance

Five of New England's top woodwind professionals introduce students to woodwind instruments and musical concepts of composition such as melody, accompaniment, and style. Additionally, students hear a diverse selection of music from several countries and historical periods. Audience volunteers perform with the quintet in a rousing rendition of "Ragtime Dance" by the legendary Scott Joplin.



About the Artists

North Winds is comprised of five of New England's best professional wind instrumentalists. Passionate about education as well as performance, this exciting quintet introduces students to an important family of orchestral instruments and demonstrates the ability of instrumental music to create characters and tell stories. The musicians in North Winds are:

- **Jacqueline DeVoe**, flute
- **Gregory Newton**, bassoon
- **Marguerite Levin**, clarinet
- **Michael Weinstein**, horn
- **Kyoko Hida-Battaglia**, oboe and English horn

Program Learning Goals

1. To become familiarized with woodwind instruments.
2. To explore basic musical concepts, including theme and variation, melody, harmony, rhythm, and meter.
3. To make visual and emotional connections with music.

Essential Questions

1. What instruments are in the woodwind family and how are they related?
2. What are the components of a musical composition?
3. How can music help us to express ourselves?

Vocabulary

- **Woodwind instruments:** musical instruments sounded by blowing air into or across a mouthpiece
- **Beat:** the steady pulse of a song or piece of music
- **Rhythm:** a strong pattern of notes or beats in music
- **Melody:** a series of notes that creates the main part of a song or piece of music
- **Harmony:** individual notes or groupings of notes that accompany and support the melody
- **Theme:** the primary melody of a piece of music
- **Variation:** a change in the melody, harmony, or rhythm of a theme

Key Facts and Context for Students

What is classical music?

Classical music is a very broad term. It includes music originally written, or **composed**, in **Europe** over many hundreds of years, but is now played all over the world. Classical music is performed with instruments, voices, or both! Usually musicians read music written on pages of **sheet music** which tells them what to play and how to play it. Some of the most famous **composers** of classical music include Johann Sebastian Bach, Ludwig van Beethoven, and Wolfgang Amadeus Mozart.

Featured Instruments in this Performance:



Pre-Performance Discussion Questions

- What do you know about classical music? What would you like to know? How could you find out more?
- What woodwind instruments do you know? How are they played?
- How does music make you feel?

Pre-Performance Activities

Activity 1: Musical Groupings

Learning Goal:

To learn about different groupings of musical ensembles.

Materials:

Musical Groupings Worksheet (see page 4),
Musical Groupings Worksheet Answer Key (see page 5)

Directions:

1. Tell students that they are going to see a performance by a woodwind quintet. What do they think that means? Which instruments do they think will be played? How many musicians do they think will perform?
2. Explain that musical groups use specific words to describe the size of the ensemble and its instrumentation.
3. Tell students the number of performers in a musical group can differ. Write “solo,” “duo,” “trio,” “quartet,” and “quintet” on the board. Discuss how many people are in each type of ensemble (solo: 1, duo: 2, trio: 3, quartet: 4, quintet: 5).
4. Play a grouping game with the class. Call out the names of musical ensembles (duo, trio, etc.) and have students form small groups with the correct number of people.
5. Tell students musical instruments are grouped into different families depending on the materials they are made from and/or how they are played.
6. In small groups or individually, fill out the Musical Groupings Worksheet. Look up any unfamiliar instruments to figure out which instrument family they belong to.
7. Review the answers for the Musical Groupings Worksheet with the class. Which instruments did students know? Which instruments were unfamiliar?
8. Remind students that they will see a woodwind quintet perform. How many musicians will play? If only four woodwind instruments are listed on the worksheet, what instrument do they think the fifth musician will play? (*Answer: French Horn*) Why do they think this instrument is included in a woodwind quintet?



Name: _____

Musical Groupings Worksheet

Directions: Place the instruments listed below into their musical instrument families.

Instruments:

Violin
Drums
Oboe
Tuba

Clarinet
Trombone
Cymbals
Viola

Timpani
Cello
French Horn
Flute

Bassoon
Xylophone
Double Bass
Trumpet

String Family

Woodwind Family

Brass Family

Percussion Family

ANSWER KEY

Name: _____

Musical Groupings Worksheet

Directions: Place the instruments listed below into their musical instrument families.

Instruments:

Violin	Clarinet	Timpani	Bassoon
Drums	Trombone	Cello	Xylophone
Oboe	Cymbals	French Horn	Double Bass
Tuba	Viola	Flute	Trumpet

String Family

Violin
Viola
Cello
Double Bass

Woodwind Family

Flute
Clarinet
Oboe
Bassoon

Brass Family

Trumpet
Trombone
French Horn
Tuba

Percussion Family

Drums
Cymbals
Timpani
Xylophone

Pre-Performance Activities, continued

Activity 2: Europe in the 18th and 19th Centuries

Learning Goals:

- To explore European life and culture in the 18th and 19th centuries.
- To analyze European political borders from 1700-Present.
- To connect famous classical music composers to their places and cultures of origin.



Materials:

Maps of Europe from 1700 to the present (see <https://www.euratlas.net/history/europe>), YouTube, Spotify, or similar (to search for composers and their music), art supplies, posterboard/large paper

Directions:

1. Look at maps of Europe from the 1700s to the present and discuss the political changes. Which countries no longer exist today? Which countries are smaller? Larger? Why did these changes occur?
2. Discuss the ruling class of European countries. What is the difference between monarchies and democracies?
3. Divide students into small groups. Ask them to imagine that they are court messengers in the year 1800, traveling from country to country. Assign each group a starting and ending point. Have them map out a route they might take, pinpointing the cities they might visit along the way. Name and discuss composers from each country, and listen to their music. Examples:
 - Germany: Bach, Telemann, Wagner
 - Austria - Mozart, Haydn, Brahms
 - Italy- Vivaldi
 - England - Handel
 - France - Debussy, Ravel
4. Have each group make a poster to detail their journey. Include the kings and queens they met, the music they heard in court, in church, and on the road, as well as the art and architecture they saw. Pick 3-4 musical excerpts to play for the class to illustrate the journey.
5. Share each group's project with the class and compare each journey. What is notable about the similarities and differences across cultures in 18th and 19th century Europe?

Pre-Performance Activity Extensions

- Listen to recordings of classical music and discuss what you hear. (*Note: "Peter and the Wolf" by Sergei Prokofiev is an excellent piece for young children, and it uses all five woodwind quintet instruments.*) Where have students heard this type of music? What does it make them think about and feel? What instruments do they hear?
- Talk about playing instruments. Does anyone in the class play an instrument? What is it like to practice an instrument? Why do you have to practice so much? What instrument(s) are you interested in playing?
- Have students research the Classical period (1750 - 1825) in music. Why was it called "Classical"? What is the difference between Classical and classical music? What were the art, architecture, and music like during this period? Which scientific discoveries were made? What political events occurred?



Post-Performance Discussion Questions

- What instruments did North Winds use in their performance? How were they played?
- What did you notice in the performance? What did you see and hear?
- What are the parts of a musical composition? How do they all work together to create a piece of music?

Post-Performance Activities

Activity 1: Variations and Repetitions

Learning Goal:

To explore the basic ideas of repetition and variation in literature and music.

Materials:

Fairytales, such as:

- “The Three Little Pigs”
- “Goldilocks and the Three Bears”
- “Jack and the Beanstalk”

Recordings of popular children’s songs, such as:

- “Old MacDonald Had a Farm”
- “Down By the Bay”
- “The Wheels on the Bus”

Recordings of students’ favorite songs, speakers/equipment to play recordings



Directions:

1. Discuss the words “theme” and “variation.” What do they mean in literature and music?
2. Read a fairytale (or multiple tales) to the class. Was a phrase or idea repeated? How did it change when repeated? How did the repetition affect the story?
3. Play a “round-robin” story game. One person begins the story. The next person tries to repeat what the previous person said and add a little more. Keep going around the circle with everyone repeating, then adding to the story. Note how the story changes as it moves from person to person.
4. Listen and sing along to popular children’s songs. What repeats in each song?
5. Make a list of students’ favorite songs and select a few to play for the class. Try to select songs across several genres. What repeats in each song?
6. Discuss the use of repetition in music and literature. Do students like when things repeat? Does it make the music, or literature more or less interesting?



Post-Performance Activities, continued

Activity 2: Visualizing Music

Learning Goal:

To encourage students to experience music through listening and visualization.

Materials:

Recordings of classical music, such as:

- “Eine Kleine Nachtmusik” by Wolfgang Amadeus Mozart
- “Für Elise” by Ludwig van Beethoven
- “Toccatina and Fugue in D minor” by Johann Sebastian Bach

Recordings of students’ favorite songs, speakers/equipment to play recordings

Directions:

1. Discuss North Winds’ performance. Which musical selections were familiar? Unfamiliar? What did the music make them think about?
2. Make a list of students’ favorite songs and select a few to play for the class. Try to select songs across several genres. Ask students to write down words that they think of while listening to the music.
3. Repeat this activity using classical music.
4. Discuss the words that students wrote down. Did students write down the same words when listening to their favorite songs versus when listening to the classical music?
5. Listen to same recordings again. This time, have students draw pictures or sketches of images they visualize while listening to the music. Discuss the different images.
6. Have each student write a short paragraph to accompany one of their sketches. What were they inspired to draw? Why? How did it change or enhance their listening experience?
7. Share each student’s paragraph. Discuss how listening to music can be enhanced if people allow themselves not only to listen, but also to visualize.

Pre-Performance Activity Extensions

- Write a review of the North Winds’ performance. What did you like? Were there any surprises? What are your favorite instruments?
- Research flutes from different places and periods. How do the flutes vary from country to country and era to era?
- Pick a famous classical music composer to research. What was their life like? What is their music like? Were they famous in their lifetime? Why is their music popular today?

Further Resources

- [The Kennedy Center's Digital Classical Music Collection](#)
- Cline-Ransome, Lesa: *The Story of the Saxophone*, Holiday House (2023)
- Hood, Susan: *Ada's Violin: The Story of the Recycled Orchestra of Paraguay*, Simon & Schuster Books For Young Readers (2016)
- Levine, Robert: *A Child's Introduction to the Orchestra*, Black Dog & Leventhal (2019)
- Marsalis, Wynton: *Squeak, Rumble, Whomp! Whomp! Whomp!: A Sonic Adventure*, Candlewick Press (2021)
- Speed Shaskan, Trisha: *Opening Night With the Woodwind Family!*, Picture Window Books (2010)



Curricular Connections

Arts Standards: Music

Creating

- Generate and conceptualize artistic ideas and work. (M.Cr.01)
- Organize and develop artistic ideas and work. (M.Cr.02)

Performing

- Convey meaning through the presentation of artistic work. (M.P.06)

Responding

- Perceive and analyze artistic work. (M.R.07)
- Interpret intent and meaning in artistic work. (M.R.08)
- Apply criteria to evaluate artistic work. (M.R.09)

Connecting

- Synthesize and relate knowledge and personal experiences to make art. (M.Co.10)
- Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding. (M.Co.11)

English Language Arts and Literacy Anchor Standards

Speaking and Listening

- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.PK-12.2)
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. (SL.PK-12.3)

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Curricular Connections, continued

English Language Arts and Literacy Anchor Standards, continued

Language

- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (L.PK-12.3)
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (L.PK-12.5)

History and Social Science

K

- Topic 1: Civics: classroom citizenship (HSS.K.T1)
- Topic 3: History: shared traditions (HSS.K.T3)

Grade 1

- Topic 1: Civics: communities, elections, and leadership (HSS.1.T1)
- Topic 3: History: unity and diversity in the United States (HSS.1.T3)

Grade 2

- Topic 3: History: migrations and cultures (HSS.2.T3)

Grade 7

- Topic 4a: Physical and political geography of Europe (HSS.7.T4a)

