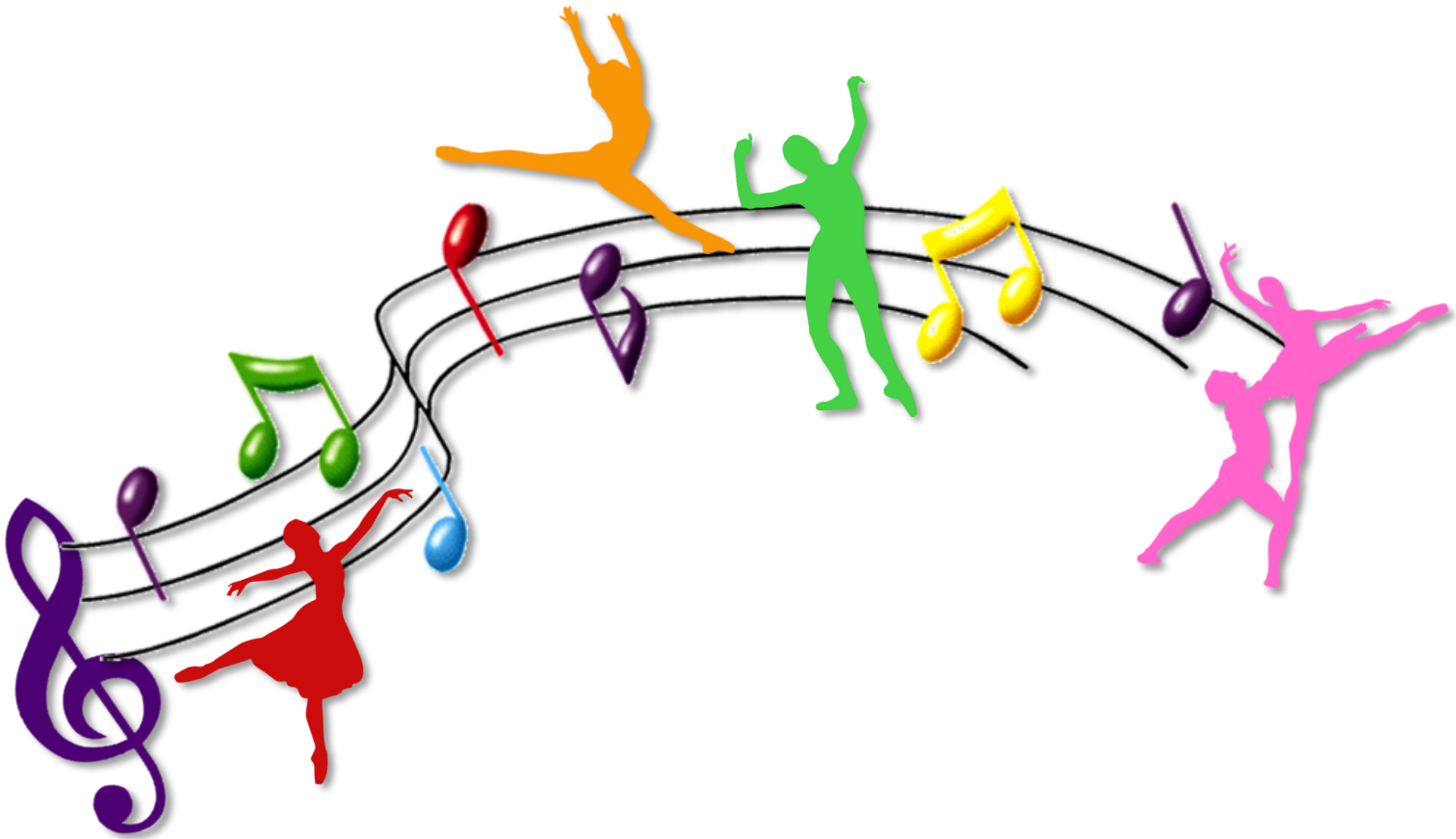




HoustonBallet



***Young Person's Guide To
The Orchestra***

Learning Outcomes & TEKS

EDUCATION & COMMUNITY ENGAGEMENT
EXPOSE. EDUCATE. INTEGRATE.



What is a Virtual Field Trip?

Virtual Field Trips are narrated digital lessons that introduce the art of dance to students of all ages. Watch special interviews from some of our most ground breaking company dancers, or immerse your students in the art of dance with narrated video clips of a Houston Ballet performance. All videos are paired with a study guide to extend the learning experience. Virtual Field Trips are tailored for grades K-12.

Learning Outcomes

Students who view the *Young Person's Guide to the Orchestra* Virtual Field Trip and utilize the study guide will be able to:

- Describe the 4 instrument families;
- Name at least 1 instrument from each family;
- Describe how each family creates vibrations to make sound;
- Describe at least one dance from *Young Person's Guide to the Orchestra* in words or pictures.



TEKS Addressed

§112.11. Science, Kindergarten

(6) Force, motion, and energy. The student knows that energy, force, and motion are related and are a part of their everyday life

(A) use the five senses to explore different forms of energy such as light, heat, and sound

§112.39. Physics, High School

(7) Science concepts. The student knows the characteristics and behavior of waves.

(C) compare characteristics and behaviors of transverse waves, including electromagnetic waves and the electromagnetic spectrum, and characteristics and behaviors of longitudinal waves, including sound waves

§117.109. Music, Grade 2

(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:

(B) identify instruments visually and aurally;

(C) use known music terminology to explain musical examples of tempo, including presto, moderato, and andante, and dynamics, including fortissimo and Pianissimo

(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:

(A) begin to practice appropriate audience behavior during live or recorded performances;

(B) recognize known rhythmic and melodic elements in simple aural examples using known terminology;

(C) distinguish between rhythms, higher/lower pitches, louder/softer dynamics, faster/slower tempos, and simple patterns in musical Performances



TEKS Addressed

§117.112. Music, Grade 3

(1) Foundations: music literacy. The student describes and analyzes musical sound.

(B) categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion, and instruments from various cultures;

(C) use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo; and dynamics, including mezzo piano and mezzo forte, to identify musical sounds presented aurally

§117.211. Theatre, Middle School

(5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:

(B) develop simple oral and written observations about the visual, aural, oral, and kinetic aspects of theatrical performances such as informal playmaking or formal theatre;

§114.22. Languages Other Than English Levels I and II

(4) Comparisons. The student develops insight into the nature of language and culture by comparing the student's own language and culture to another.

§117.205. Dance, Middle School

(5) Critical evaluation and response. The student makes informed personal judgments about dance and the meaning and role of dance in society.

§117.306. Dance, High School

(5) Critical evaluation and response. The student makes informed personal judgments about dance and the meaning and role of dance in society.