



SCHOOLTIME
PITTSBURGH SYMPHONY ORCHESTRA

TALLULAH PLAYS THE TUBA



Tallulah Plays the Tuba

Listening Guide

What do you need to play an instrument? Tiffany Stone's delightful story about a young girl who wants more than anything to play the tuba explores this question with humor and sensitivity.

Use this listening guide with your students to explore each piece of music featured in Schooltime: Tallulah Plays the Tuba. Worksheets are included in this guide for students to use while listening to the music.

All music can be found in the concert playlist, available in the Schooltime classroom resources section at www.pittsburghsymphony.org/schooltime. You can also click on each title in this document to go straight to the piece.

Tallulah Plays the Tuba



**JENNIFER
HIGDON**

"Dynamo" from Tuba Concerto

Listen to the first two minutes of the concerto (0:00-2:23).

- What instrument family begins the piece?
- Listen for the tuba. What shapes or objects do you imagine?
- What color does the tuba sound like to you? Why?



**JOHN
PHILIP
SOUSA**

Liberty Bell March

- Tap along to the beat of the music.
- Listen for when the music gets louder and when it gets softer. Change how you move to the beat of the music when it is louder and when it is softer.
- What feeling words describe the music?



**MICHAEL
DAUGHERTY**

"Mist" from Reflections on the Mississippi

Listen to the last two minutes of "Mist" (3:42-5:42).

- What color does the tuba sound like now? Is it the same or different than before?
- Move freely with the music. Use all the parts of your body. How are you moving your arms? Your chest? Your legs? Your feet?
- How do you feel listening to this music?



**AMANDA
HARBERG**

"Vivace" from Concerto for Piccolo and Orchestra

Listen to "Vivace," the last movement of the concerto (10:28-14:38).

- How does the music start? Are the instruments all playing the same part or different parts? What else do you notice?
- Listen for when the music is bouncy and when the music is smooth. Raise your hand when the music sounds smooth. Put your hand down when the music sounds bouncy.
- The piccolo player uses a special technique called flutter tongue. It kind of sounds like gargling or growling! Listen closely to the piccolo. How many times do you hear flutter tongue?



**MEREDITH
WILLSON**

"Seventy-Six Trombones" from *The Music Man*

- What instrument family begins the music?
- Call out each new instrument family when you hear it (strings, winds, brass, percussion). Which instrument family do you hear the most?
- Listen for the piccolo solo. Raise your hand when you hear it!
- How do you feel listening to this music?



**MARGARET
BONDS**

"Lament" from *Montgomery Variations*

- Listen for the melody. How many times does the melody repeat?
- Does the melody sound the same each time it repeats? What changes?
- What feeling words describe the music?



**DUKE
ELLINGTON**

"Riba" from *The River Suite*

- Clap along to the beat of the music. Is following the beat harder, easier, or about the same as Sousa's Liberty Bell March?
- Make up a story for this music. What do you imagine is happening? Include at least one main character and two actions or events. Share your story!
- How does the music end?



**GEORGE
GERSHWIN**

Strike Up the Band

- Have a parade! Work as a group to move in time to the music.
- Name all the different instruments you hear. How many are there?
- How does listening to this music make you feel?

STUDENT WORKSHEET

JENNIFER HIGDON

"Dynamo" from Tuba Concerto

Circle the instrument family that begins the piece:

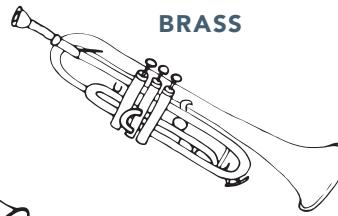
STRING



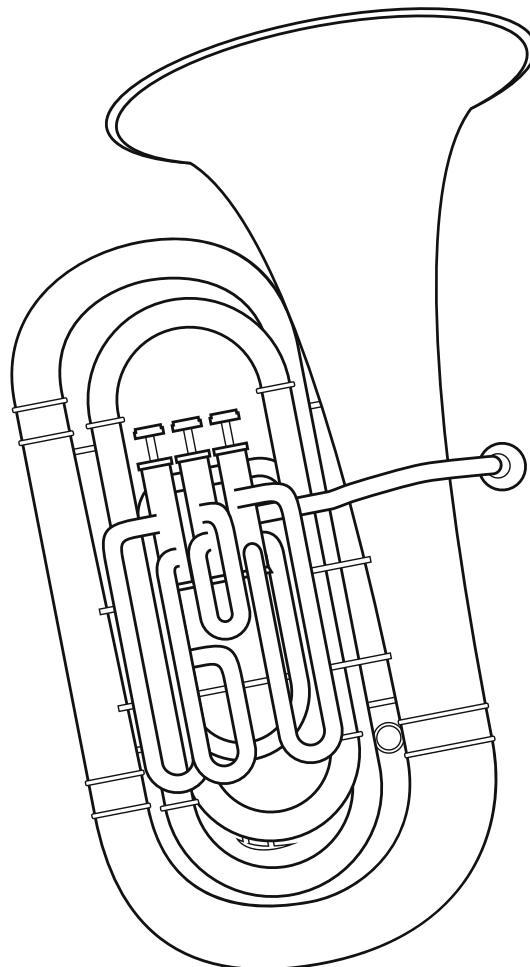
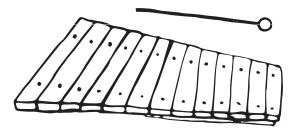
WOODWIND



BRASS



PERCUSSION



Color the tuba! What color does the tuba sound like to you?

STUDENT WORKSHEET

JOHN PHILIP SOUSA

Liberty Bell March

Circle the feeling words that describe the music:



EXCITED



MAD



SURPRISED



PROUD

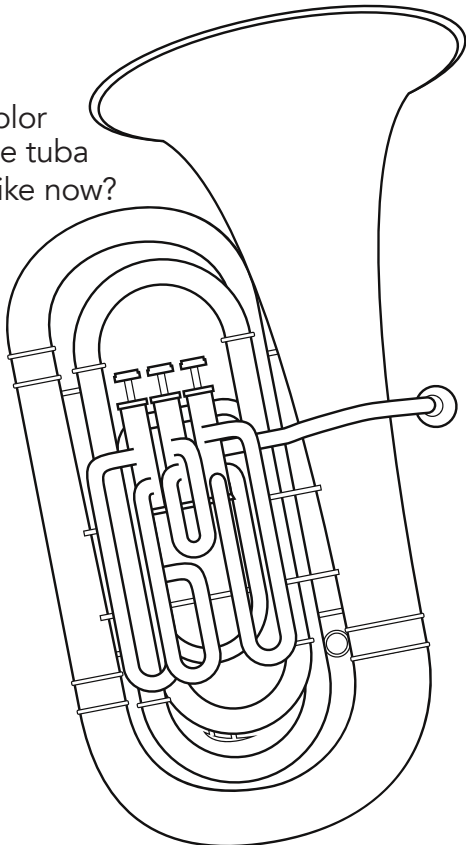


BLAH

MICHAEL DAUGHERTY

"Mist" from *Reflections on the Mississippi*

What color
does the tuba
sound like now?



Draw how you feel listening to the music:

A large, empty rectangular box with a thin black border, intended for a student to draw their feelings.

STUDENT WORKSHEET

AMANDA HARBERG

"Vivace" from Concerto for Piccolo and Orchestra

MARK EACH TIME THE MUSIC IS BOUNCY

--

MARK EACH TIME IT IS SMOOTH

--

MEREDITH WILLSON

Seventy-Six Trombones

Circle the instrument family that begins the piece:

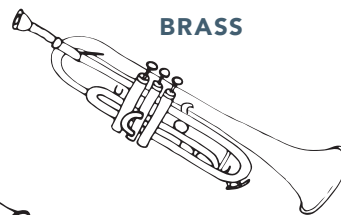
STRING



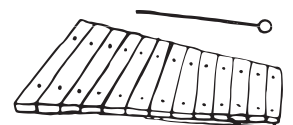
WOODWIND



BRASS



PERCUSSION



Mark each time you hear a new instrument family. Which instrument family do you hear the most?

STRING

--

WOODWIND

--

BRASS

--

PERCUSSION

--

STUDENT WORKSHEET

MARGARET BONDS

"Lament" from *Montgomery Variations*

How many times does the melody repeat? Write the number here:

Circle the feeling words that describe the music:



CALM



SAD



LOVED



SAFE



SLEEPY

STUDENT WORKSHEET

DUKE ELLINGTON

"Riba" from *The River Suite*

Draw or write your story here:

STUDENT WORKSHEET

GEORGE GERSHWIN

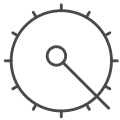
Strike Up the Band

Circle the names of all the instruments you hear!

PERCUSSION



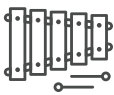
Cymbals



Drums



Triangle



Xylophone

BRASS



Horn



Trombone



Trumpet



Tuba

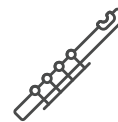
WOODWIND



Bassoon



Clarinet



Flute



Oboe

STRING



Bass



Cello



Viola



Violin