

VANCOUVER ISLAND
SYMPHONY
Keeping Music *LIVE!*



Baba Yaga & The Magic Gallery

VIS Education Concert
Worksheets & Educator's Guide

About Vancouver Island Symphony

The Vancouver Island Symphony (VIS) is a professional orchestra based in Nanaimo, BC, Canada. The VIS regularly performs at The Port Theatre in Nanaimo, as well as at the Sid Williams Theatre in Courtenay and the Tidemark Theatre in Campbell River, BC.

By attracting professional musicians and soloists from across the country, offering special education and community concerts and programming, and engaging active volunteers and donors, the VIS serves as a creative asset to the many communities of the growing Central Island area. Its wide-reaching audience and commitment to education are helping to *Keep Music Live!* and foster the next generation of audiences and performers.

Baba Yaga & The Magic Gallery and the music of *Pictures at an Exhibition*

Introduction

Pictures at an Exhibition is a suite of ten pieces, plus a recurring, varied Promenade, composed for piano by Russian composer Modest Mussorgsky in 1874. Inspired by the artworks of his late artist friend Viktor Hartmann, Mussorgsky wrote these musical works in 5 days after a long period of writer's block. The music is a soundscape of his tour of Hartmann's posthumous exhibition, with each of the ten numbers of the suite serving as a musical illustration of an individual piece of art.

Pictures at an Exhibition is one of the most arranged musical suites of all time. It has been arranged for full orchestra, small orchestra, guitars, jazz band and many other groups of instruments. The VIS commissioned Vancouver composer Jason Nett to arrange *Pictures* for 12 instruments. These instruments include:

- | | | |
|-----------|----------------|----------------|
| 1. Violin | 5. Cello | 9. Bassoon |
| 2. Viola | 6. Double Bass | 10. Trombone |
| 3. Flute | 7. Trumpet | 11. Clarinet |
| 4. Oboe | 8. French Horn | 12. Percussion |

Learning Components

Meet the Musicians Videos - Each video introduces a VIS musician, their instrument, a musical concept and focuses on one of the musical movements in *Baba Yaga and the Magic Gallery*. There is a worksheet in this guide for each of the 12 videos.

Full Concert Film - The Vancouver Island Symphony performs Jason Nett's 2022 arrangement of Mussorgsky's *Pictures at an Exhibition*, filmed by Opus 59 Films (37m 20s).

Activity Sheets - There are 12 worksheets that can help your class get more out of each Meet the Musician video. Use them after watching the videos and/or seeing the live or film version of the full concert.

Classroom Visits - Contact VIS' Education Manager, Mark Beaty to arrange a class visit to your school or group.
mbeaty@vancouverislandsymphony.com

Music

Pictures as an Exhibition is a suite of ten movements with a recurring theme called the Promenade. Here are the time markers for each movement as they can be seen/heard in the VIS film recording.

1. 2'48" Promenade I
2. 4'30" Gnomus
3. 7'09" Promenade II
4. 8'11" The Old Castle
5. 12"43" Promenade III
6. 13'14" Tuileries
7. 14'18" Bydlo (Cattle)
8. 16"44" Promenade IV
9. 17"27" Battle of the Unhatched Chicks
10. 18'50" Samuel Goldenberg & Schmuyle
11. 21'16" Limoges / The Market
12. 22'44" Catacombs
13. 25'10" With the Dead in a Dead Language
14. 27'28" The Hut on Fowl's Legs
15. 31'00" The Bogatyr Gates (The Great Gate of Kiev)

Core Competencies

Exploring & creating

- Choose artistic elements, processes, materials, movements, technologies, tools, techniques and environments using combinations and selections for specific purposes in art making
- Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play

Reasoning and reflecting

- Observe, listen, describe, inquire and predict how artists use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate
- Reflect on creative processes and make connections to other experiences
- Connect knowledge and skills from other areas of learning in planning, creating, interpreting, and analyzing works for art

Communicating and documenting

- Interpret and communicate ideas using symbolism to express meaning through the arts
- Express, feelings, ideas, and experiences in creative ways
- Describe and respond to works of art and explore artists' intent
- Experience, document and present creative works in a variety of ways

Culminating Activities

The activities presented in this kit are most suitable for use after watching each of the **Meet the Musicians videos**. Attending the live concert or watching the filmed concert will give each student more context for the music. The following activities and each worksheet can be done after watching some or all of the videos.

Here are some general activities ideas:

1. What is your best joke? Share a joke about a musical instrument or a musician or composer.

E.g. Egart: Where are you going, Mozart?

Mozart: I'll be Bach, in a minuet!

2. What is your favourite instrument used to play our version of *Pictures at an Exhibition*? Why?

3. What question(s) would you have put in the Question Box?

4. Listen to any movement and make art while you listen. What pictures do you imagine while listening to the music?

5. Design your own great gate of Kyiv.

6. **Machine Game** - one student starts in an open space making both a repetitive movement with any part of their body and a corresponding sound. Another student joins beside the first student making a connecting movement and different sound. One by one, students add to the chain of movements and sounds until there is a multi-step, many clogged machine noisily moving using all the players. [YouTube example here.](#)

7. **Soundscape of Home** - *Pictures at an Exhibition* is a soundscape of a visitor moving through an art exhibit. Focus on the sounds unique to your hometown. What sounds make your home / room / city / school unique? What happens when everyone in your group picks a sound and makes it at the same time?

8. **El Sistema** - Nimo (oboist) got his start in music participating in the El Sistema musical program in his hometown of Mexico City. Research this program and find out why this program is so successful for music participation in children across the world. LINK: <https://www.elsistema.mx/>

9. **Compare & Contrast** - Listen to a movement in the VIS version by Jason Nett, then listen to the same movement arranged by Maurice Ravel. What differences do you notice?

Resources

The “Pictures” Then and Now

Only seven of Viktor Hartmann’s inspirational pieces of artwork remain. In anticipation of this project, the VIS launched a community call for visual art entries and selected 10 pieces of artwork inspired by the music of *Pictures at an Exhibition*. These pieces of art were used in the VIS’ original concert production of *Pictures at an Exhibition*. You will find links to both Hartmann’s existing works and the works that won our contest in the [Resource Library on the VIS website](#).

The cover art is one of the winners. “The Hatching” (2022) by Rosalie Chappell; paper on acrylic board.

VIS Approved Musical Recordings & Videos

More resources can be found in the VIS online resources library at: <https://www.vancouverislandsymphony.com/the-pictures-project/resource-library/>

Acknowledgment & Thanks

We wish to thank the following collaborators and contributors:

Mark Beaty, Allana Chatterton, Caitlin Ferguson, Erin Lawson, Alexandra Lee, Molly MacKinnon, and David Quigg.

For more information about the **Vancouver Island Symphony** and all the digital components of the Pictures Project including **Baba Yaga & The Magic Gallery** please visit:

www.vancouverislandsymphony.com

Worksheet 1

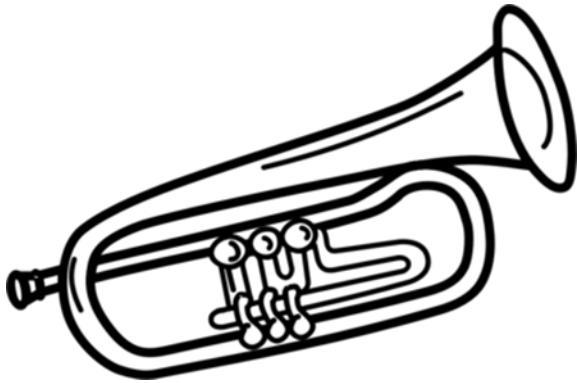
Let's focus on:

Instrument: Trumpet

Musician: Stevan

Movement: Promenade I

Musical Concept: Tempo



Pictures at an Exhibition | Promenade I

Mussorgsky wrote 10 movements of music for each piece of art in an exhibit. He also wrote a recurring theme, known as the Promenade, as the soundscape of someone walking from room to room, from piece of art to piece of art. This theme is repeated 4 times in the suite. When you watch the full concert, listen for this theme 4 times. The repetition of the theme resets the listener's ear with a familiar melody and tempo.

Tempo: the frequency or speed of the beat; the speed you play (fast or slow); helps a composer convey the mood or intensity of the music; measured in beats per minute (bpm).

Examples (from slowest to fastest):

- *Grave* – slow and solemn (20–40 BPM)
- *Lento* – slowly
- *Largo* – broadly
- *Adagio* – slow and stately (literally, “at ease”)
- *Adagietto* – rather slow
- *Andante* – at a walking pace (73–77 BPM)
- *Moderato* – moderately
- *Allegretto* – moderately fast
- *Allegro* – fast, quickly and bright
- *Vivace* – lively and fast
- *Presto* – extremely fast (168–177 BPM)
- *Prestissimo* – even faster than Presto

Observation & Comprehension

1. Did you recognize the piece of music Stevan is playing at the beginning of the video? What is it? What tempo is it? Choose from the list above.
2. What is the first step to making a sound with the trumpet? **Hint:** You don't need a trumpet. *Try it!*
3. Why is the trumpet a good choice for *Promenade I*?
4. What does *Promenade I* make you think of?
5. If you listen to the full concert, what is different about the Promenade each time you hear it? Is it the same?



Try it!

Speed Walking

Supplies Required: Space to move

When you walk, the pace you go is the *tempo* of your steps. You might walk *andante*. In what *tempo* do you walk to meet your friends? At what *tempo* do you walk on the beach? What happens to the *tempo* of your steps when you are running late?

Worksheet 2

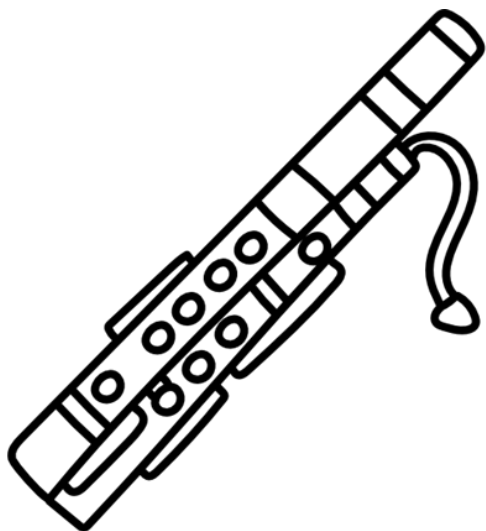
Let's focus on:

Instrument: Bassoon

Musician: Olivia

Movement: Gnomus

Musical Concept: Time Signature



Pictures at an Exhibition | Gnomus (The Gnomus)

This piece of music was inspired by a sketch of a little gnome, clumsily running with crooked legs. Hartmann's sketch, now lost, is thought to represent a design for a nutcracker displaying large teeth. The lurching music, in contrasting tempos with frequent stops and starts, suggests the movements of the gnome.

Time Signature: a notational convention used to specify how many beats (pulses) are contained in each measure (bar), and which note value is equivalent to a beat; how we count and feel the beats (pulse).

3/4 Time Signature



Artwork

The Goat in the Night (2020) by Heather Jane Kent, Chemainus, BC; watercolour & ink pens

Observation & Comprehension

1. Olivia started playing the bassoon because there was already someone in her class playing the oboe. Can you think of a time in your life when something good came out of something bad?
2. The sound of a bassoon is called a 'crow'. Why do you think that is? Can you make that sound?
3. Mussorgsky used the bassoon to represent the gnome. Why is this instrument a good choice? Listen to the full movement and tell a story of what the gnome is doing during this music. Make a sketch of the gnome.
4. What have you learned about the bassoon?



Try it!

Clumsy Gnome

Supplies Required: Space to move

Try marching and counting to four at the same time, giving an extra loud "stomp" on every "1". Now try it again with the same stomp on 1, but counting to three. What happens to your body? Do you wobble back and forth a bit? Now you know why Mussorgsky used $\frac{3}{4}$ time to create a picture of a stumbling, wobbly gnome.

Worksheet 3

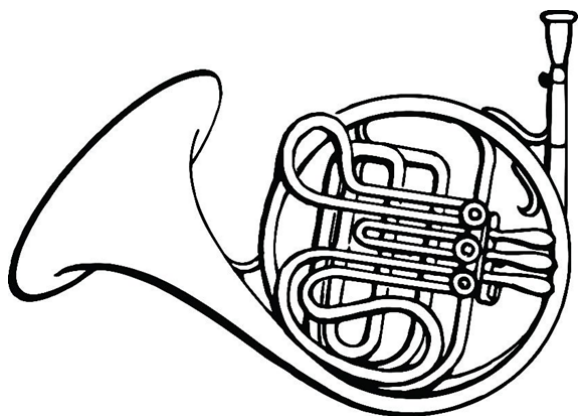
Let's focus on:

Instrument: French Horn

Musician: Karen

Movement: Promenade II

Musical Concept: Tone



Tone: the warmth or coolness of a sound [or] the feel of the sound; includes the length, the quality, the loudness of the note.

Observation & Comprehension

1. What did you learn about the French horn?
2. Where does the musician put her hands when playing the French horn and what can the hands do to affect the music?
3. Karen plays Promenade II in two ways to demonstrate tone. How does playing the music warmly & affectionately then loudly & choppy change the music? Which tone sounds better for the music and why?
4. Who do you think of when you listen to this music?
5. Karen plays the opening segment of the movement (4m 30s). What does it make you think of? You can hear and see the full version of Promenade II in the full-length video recording at 7m 08s.

Pictures at an Exhibition

| Promenade II

The observer continues to walk through the exhibition. Mussorgsky thinks about his friend Viktor and misses him. The tone of this piece is reflective, nostalgic and calm.



Try it!

Greetings, Your Majesty

Supplies Required: 1 throne (chair or seat)

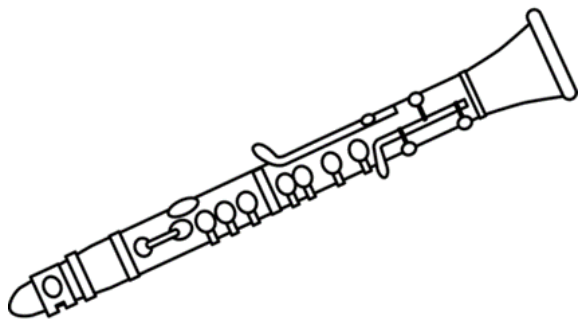
We use tone in our voices to help with emphasis or feeling. In this game, a player uses tone to disguise their voice. Their Majesty tries to guess who it is.

One student is selected to play His/Her/Their Majesty and sits in a throne (chair) with their back turned to the rest of the players. Using tone or a secret direction like “say it as a snobby chef / opera singer / upset baby” another player tries to disguise their voice saying “Greetings, Your Majesty”. Their Majesty tries to guess who is speaking.

Worksheet 4

Let's focus on:

Instrument: Clarinet
Musician: Krystal
Movement: The Old Castle
Musical Concept: Phrasing



Phrasing: a musical sentence; the method by which a musician shapes a sequence of notes in a passage of music to allow expression.

Artwork

Botany Bay (2022) by Elizabeth Ashworth, Sooke, BC; digital photograph

Observation & Comprehension

1. Do you like the sound(s) of the clarinet? Why / why not?
2. What do you think the troubadour is singing about?
3. Krystal talks about the music description *con dolore* (with sadness). How does playing it with sadness affect the image you picture while listening?

Pictures at an Exhibition | The Old Castle

This movement is thought to be based on a watercolour painting depicting an Italian castle and a troubadour. Unfortunately, the piece of art by Hartmann no longer exists.



Try it!

Flutter Tongue

Supplies Required: none

Try to do this mouth exercise without an instrument. If you can't roll your R's, start by saying D's and T's over and over, faster and faster until your tongue loosens up and flutters.

Worksheet 5

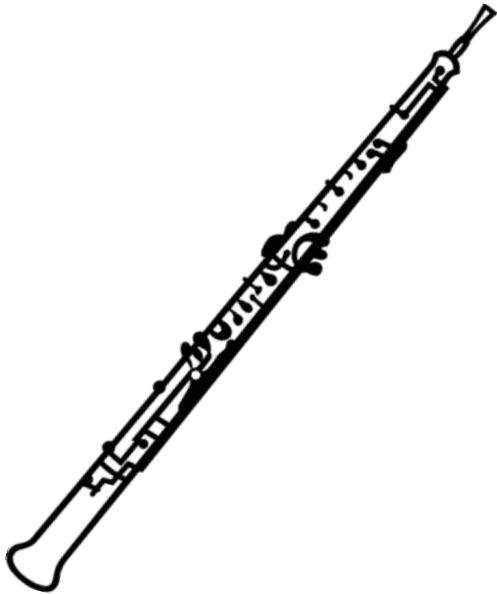
Let's focus on:

Instrument: Oboe

Musician: Geronimo

Movement: Tuileries

Musical Concept: Call & Response



Call & Response: a music conversation; a dialogue; two distinct phrases where the second phrase is heard as a direct commentary on or in response to the first.

Artwork

Child's Play (2021) by Patt Scrivener (Parksville, BC); Oil and Cold Wax

Observation & Comprehension

1. While all the instruments are playing, the call and response is demonstrated between two distinct instruments. Which instrument represents the children and which instrument represents the nanny?
2. Nimo got into music through the **El Sistema Music Program** in. What is this program? Why is it good for kids like Nimo?

Pictures at an Exhibition | Tuileries

This movement was inspired by Viktor's picture of the **Jardin des Tuileries** near the Louvre gallery in Paris, France. This picture is no longer in existence. In this scene, a group of children is playing in the garden. Their nanny is trying to call them back to go home.



Try it!

Call & Response

Supplies Required: none

Divide the participants into 2 groups. The groups will 'toss' this phrase back and forth, calling out this phrase together as one group to the second group. The leader/teacher can suggest different phrasing or styles after a few tosses back and forth. E.g. sadly, angrily, softly, mysteriously.

"Yes, yes, yes we do. We like music, how 'bout you?" (Rhythm: TA-TA-Ti-Ti-TA, Ti-Ti-Ti-Ti, Ti-Ti-TA.)

The phrase can also be tossed as clapping, singing, talking, snapping fingers, stomping, whispering, etc. in the same rhythm.

Worksheet 6

Let's focus on:

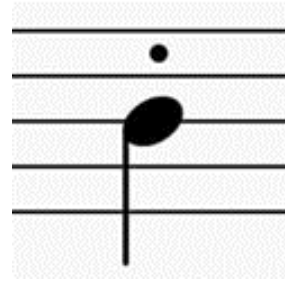
Instrument: Flute
Musician: Paolo
Movement: Ballet of the Unhatched Chicks
Musical Concept: Staccato



Pictures at an Exhibition | Ballet of the Unhatched Chicks

This movement was inspired by a picturesque scene in Viktor's set & décor design for the ballet *Trilby*. This ballet was produced at the Bolshoi Theatre in Saint Petersburg in 1871.

Staccato: shorter, detached, crisp notes; opposite of Legato; notated like this:



Artwork

A costume sketch of canary chicks for J. Gerber's ballet *Trilby*, by Victor Hartmann (1871); watercolor

The Hatching (2022) by Rosalie Chappell (Nanaimo, BC); paper and acrylic on board

Observation & Comprehension

1. What did you learn about the flute?
2. Why do instruments like the flute have a case?
3. When Paolo plays this movement, he pictures a chaotic backstage scene at a children's ballet. When you listen to this movement, what scene do you imagine? Describe it.



Try it!

Water Music

Supplies Required: plastic or glass re-fillable bottles for each participant, food colouring (optional).

In groups of 4 fill 3-6 bottles with water to different levels and try blowing across the top. Try changing the water levels to get the pitches you want. Can you and your partners play (blow) the bottles at the same time to make a chord? If one of you conducts the others, can you make a song?

Worksheet 7

Let's focus on:

Instrument: Double Bass

Musician: Mark

Movement: "Samuel" Goldenberg and "Schmuyle"

Musical Concept: Legato



Pictures at an Exhibition
| "Samuel" Goldenberg
and "Schmuyle"

Legato: in a manner that is smooth, long or connected (as between successive tones)

Artwork

The Rich Jew by Viktor Hartmann (1834 - 1873)

The Poor Jew by Viktor Harmann (1834 - 1873)

Midsummer's Night (2002) by Nelly Kazenbroot (Nanaimo, BC); Acrylic on board

Observation & Comprehension

1. What did you learn about the bass?
2. Listen to the movement (at 18m 50s). Can you hear the conversation between the bass and the trumpet? Write a dialogue between the two men, Samuel and Schmuyle, inspired by the music's mood.
3. If you were going to write music to depict a large, wealthy arrogant man, what would you write? Can you sing it?
4. Would it be better if Symphony players danced while they played? Why / why not?

This movement is based on two portraits of Polish Jews: one a rich man, the other a poor man. The bass represents the wealthy man while the trumpet plays the poor man.



Try it!

Pencil Pitches

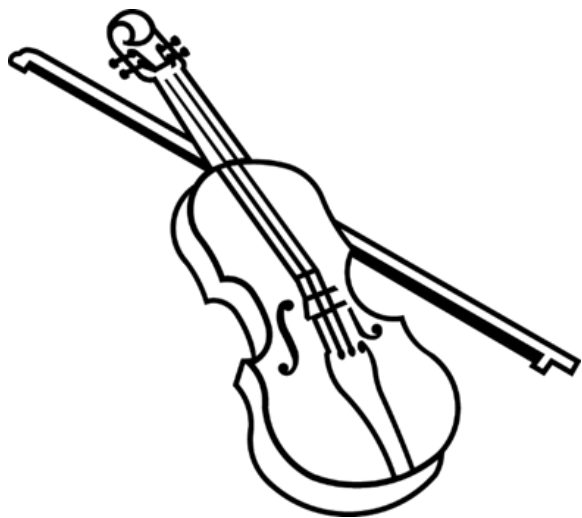
Supplies Required: wooden pencils with attached erasers, table or desk edge

Hold a wooden pencil with an eraser on the end, tap the pencil on the edge of a table or desk. As you move the pencil up and down the table listen to how shortening the length of the pencil changes the pitch of its tap. This is the same concept demonstrated by Mark as he depresses the strings on his bass and moves his fingers up and down the fingerboard.

Worksheet 8

Let's focus on:

Instrument: Violin
Musician: Calvin
Movement: Limoges
Musical Concept: Pizzicato



Pizzicato: the technique of playing a stringed instrument by plucking the strings with one's finger.

Artwork

Hearts, Minds, and Music (2022) by Teresa Nicholson (Crofton, BC); Acrylic paint

Observation & Comprehension

1. What did you learn about Calvin and his family?
2. Calvin demonstrates two ways to play his violin - *pizzicato* and *bowing*. Which do you like better and why?

Pictures at an Exhibition | Limoges (The Market)

Limoges is a city in France and it has a big, busy marketplace. Mussorgsky's piece is the musical interpretation of a marketplace discussion "the great news".



Try it!

Great News!

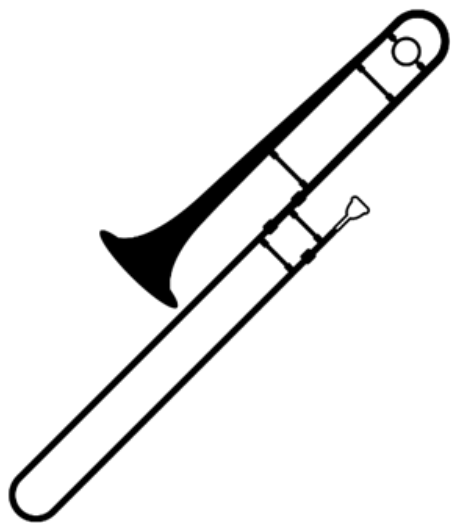
Supplies Required: Video recording of VIS' *Pictures at an Exhibition*

Listen to the movement (at 21m 16s). The music describes some great news that everyone in the market is talking about. What do you think that great news is?

Worksheet 9

Let's focus on:

Instrument: Trombone
Musician: Scott
Movement: Catacombes
Musical Concept: Fermata



Pictures at an Exhibition | Catacombes

This movement is in two distinct sections: the first section includes loud and soft chords while the second section is the part when the observer descends into the tombs. The figures in Hartmann's corresponding watercolour painting of the Paris Catacombes include himself, Vasily Kenel and a guide holding a lantern.

Fermata: a pause that holds a sound or silence; used in music to create tension.

Artwork

Paris Catacombs by Viktor Hartmann; watercolour

Catacombs (2022) by Amber Morrison Fox (Nanaimo, BC); digital collage print on metal

Comprehension & Observation

1. What did you learn about the trombone?
2. What differences did you hear in the music samples Scott played with and without the fermatas?
3. Why is the trombone a good instrument to use for the movement *Catacombes*?



Try it!

Supplies Required: none

Tell a scary story to a friend using expressions like *fermata*.

Story telling

Worksheet 10

Let's focus on:

Instrument: Cello
Musician: Min Jee
Movement: Baba Yaga
Musical Concept: tremolo



Pictures at an Exhibition | Baba Yaga

Tremolo: “trembling” sound; a wavering effect in a musical tone, produced by rapid reiteration of a note, often used to increase tension.

Artwork

Clock in the Russian Style by Viktor Hartmann; wood, metal

Baba-Yaga (2021) by Vince Kehn (Black Creek, BC); digital photography

Observations & Comprehension

1. What are some of the different sounds a cello can make?
2. Choose a partner who knows you well. Share some idea about things you would each like to be good at. Brainstorm strategies about how to get better at them.
3. Listen to the movement (starting at 27m 30s) and describe the scene you see. What story is the music telling you?

The scariest of the suite, this movement is also known as “The Hut on Fowl’s Legs”. It is about a witch chasing a group of children. This movement is marked feroce (fierce, ferocious) with a slow middle section. You can hear the bells of a large clock and the whirlwind sounds of the chase.



Try it!

Scary Tag

Supplies Required: space to move

Ask the gym teacher if you can play a game of tag while listening to this movement on big speakers. Does it make the game more exciting?

Worksheet 11

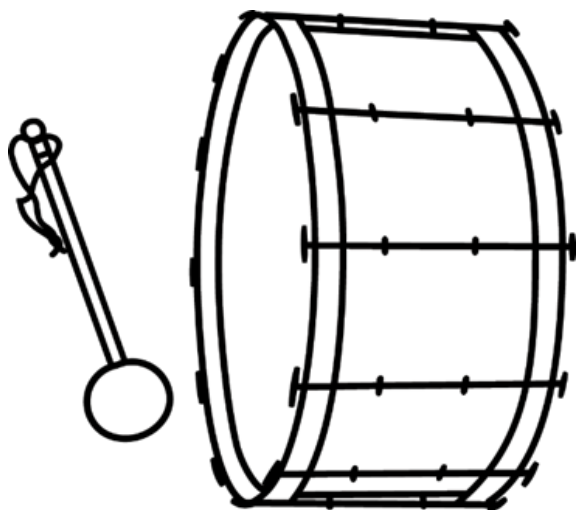
Let's focus on:

Instrument: Percussion

Musician: Nicole

Movement: The Bogatyr Gates

Musical Concept: Timbre



Timbre: colour or quality of the sound played by the musician

Artwork

Project for the city gates in Kyiv, main facade by Viktor Hartmann

The Great Gate of Kyiv (2022) by Gerda Hofman (Nanaimo, BC); acrylic on canvas

Observations & Comprehension

1. What are your favourite sounds the drum can make and why?
2. A percussion instrument is one that is struck or plucked. There are many members in the percussion family: timpani, xylophone, cymbals, triangle, snare drum, bass drum, tambourine, maracas, gongs, chimes, celesta, and piano. What have you used that is a percussion instrument?
3. Label the parts of the drum. Decorate your drum. (See illustration on next page.)

Pictures at an Exhibition | The Bogatyr Gates

This movement was inspired by Viktor's design for the city gates in Kyiv, Ukraine. The gates were designed in an ancient Russian style with a cupola shaped like a Slavonic helmet. *Bogatyr*s are heroes that appear in Russian folklore. This movement repeats themes presented in the Baba-Yaga and Gnomus movements.



Try it!

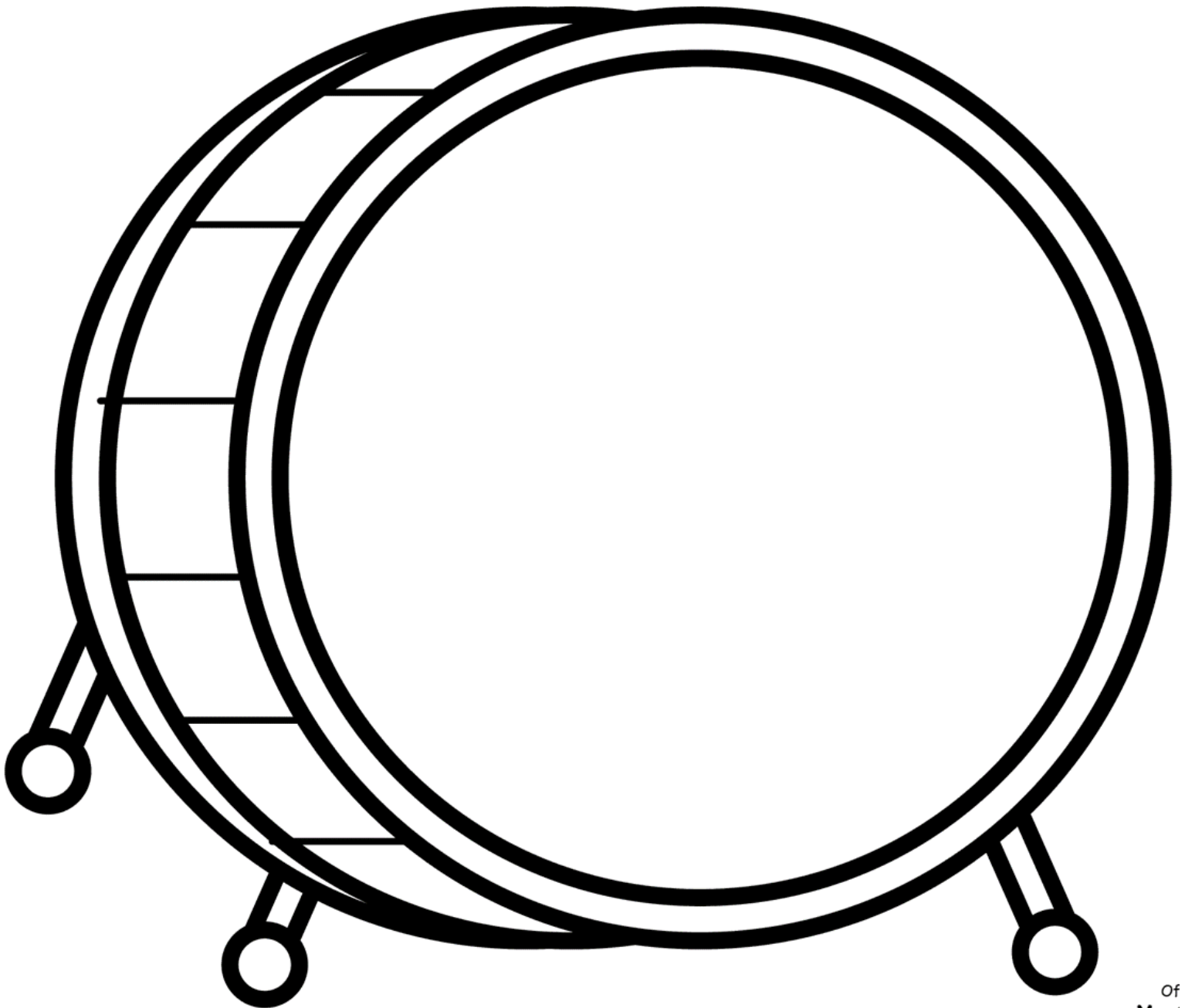
Body Drum

Supplies Required: none

How many different sounds can you make using your body, but not your voice?

E.g. snapping fingers, tapping taut cheeks, clapping feet together, hitting the inside of your legs together, shattering teeth.

Label the parts of the drum. Decorate your drum.



Of
Vani

Worksheet 12

Let's focus on:

Instrument: Baton

Musician: Pierre

Musical Concept: Conducting



Conducting: directing the performers of an orchestra by cueing, setting tempo and communicating musical ideas usually through the use of the hands or a baton.

Observations & Comprehension

1. What did you learn about Pierre and his family?
2. What kinds of things does a conductor have to do to prepare?
3. Italian is the language most often used in music. Even though Mussorgsky was Russian, he used Italian words in his composition. You probably know some Italian words too. Can you think of some Italian words that you use every day?

Here are some examples of words you might not have known were Italian:

Ballerina	Ghetto	Propaganda
Broccoli	Graffiti	Scenario
Confetti	Influenza	Solo
Duo	Lava	Spaghetti
Extravaganza	Magenta	Tarantula
Fiasco	Mozzarella	Volcano
Finale	Pasta	
Gelato	Pizza	



Try it!

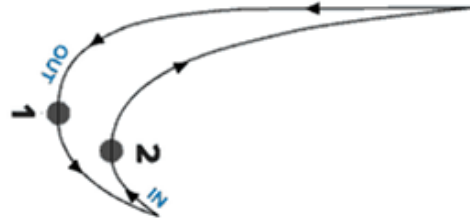
Conduct in 3/4 Time

Supplies Required: pencil or baton

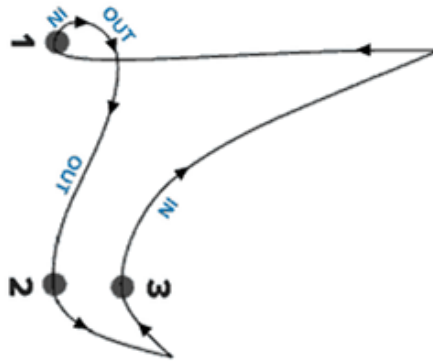
There are 2 movements in *Pictures* in $\frac{3}{4}$ time: *Gnomus* (starting at 4'30" in the film) and *Catacombs* (starting at 22'44" in the film).

1. Practice the hand movements on the next page.
2. Watch the conductor's movements in the video.
3. Practice conducting along with the music. Use a pencil as your baton.

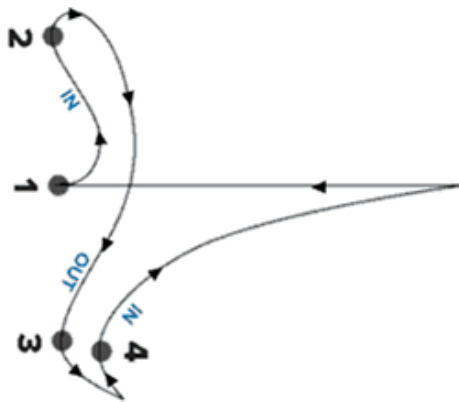
Here are the typical movements for some standard time signatures.



2/4
OR
3/8



3/4



4/4