



Individual Concerts

Turn it up! (K through 2 or 3-8) – a program that introduces concepts of dynamics and volume on acoustic instruments. The group introduces instruments and engages students in active listening and retention skills through a variety of expressions of volume contrasts. Students acquire musical terminology, and use this vocabulary to describe contrasts, as well as sudden or gradual changes in the music. Externalizing these concepts in a variety of ways, including through means of movement, are emphasized. Associating character and drawing parallels to vocal expression important as well. Exposure to a large variety of Classical music and teaching of skills to actively engage in the listening experience.

Musical Storytime (K through 2) – a program that integrates a specific story (original or existing – see suggested reading). Children learn to represent characters and music, as applied to punctuated (staccato) and smooth (legato) sounds, high pitches and low pitches and melody. Skills for active engagement and inference are developed. Supplementary tools include visuals in the form of book illustrations projected on screen, and a narrator.

Mood Music (JH/HS) – How do we feel when we hear certain music or see certain art works? Why do they have that effect? Integrating works of art and music through the means of visual and sound color. Art works are displayed while a variety of classical music is showcased. Students express their association of paintings and musical selections to mood and color and choose which selections of each correspond. Program also integrates concepts of music and paintings from specific cultures. Also adaptable to interpretive dance.

Music from Around the World (5 through 8, JH/ HS) – Explores music from different cultures and what aspects make them distinctive. Integrates visual representations, fashions, and dance.

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Dance throughout history (5 through 8, JH/ HS) – Explores dance forms and music written for that purpose; integrates culture, social mores and dress. Major points of study include rhythm and externalization thereof, as well as melody. Baroque Dance, Waltz, Ragtime, Latin, some exploration of ballet (contrasting Tchaikovsky with Stravinsky)

Breaking the Rules (5 through 8, JH /HS) – Innovative thinkers: Mozart, Beethoven, Stravinsky, Debussy – listening to irregularities in music and becoming tuned in to them – the greatest creative minds of our time (including some composers but also forces like Galileo, Einstein, Picasso, etc) learned rules that provided a structure to their creative work, but then found ways to break the rules and that's why they're contributions are timeless. Skills developed include comparison and contrast, active engagement. Encouragement to think creatively.

5th House Musical Comedy Troupe (k through 4, 5 through 8) – What makes something funny? Set-up, delivery, an unexpected punch line. What makes music funny? Composers have written music with the specific purpose of being funny, so we learn the skills to be in on the joke. Examples include obvious physical humor (Playing a garden hose, or two people playing on one viola, or musicians leaving the stage in the middle of Haydn's Farewell symphony), unexpected notes that make you jump out of your seat, or dialogue between two instruments, or a certain style of music you don't expect classical musicians to play. Program engages active listening and focus.

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