# Uzu and Muzu from Kakaruzu

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The Phoenix Symphony will be performing a piece titled “Uzu and Muzu from Kakaruzu” by Avner Dorman, and it is pronounced “Oo-zoo and Moo-zoo from Kah-kah-roo-zoo.” The music was written to accompany the original story by Ephraim Sidon, who is often compared to Dr. Seuss. He uses rhyming in his children’s stories to illustrate important life lessons. This story focuses on the importance of communication to keep healthy relationships with other people. The story is a great way to show kids the negative effect that bullying can have on both parties involved. The concert will use this anti-bullying/conflict-resolution theme to spread awareness among Arizona’s youth. In addition to “Uzu and Muzu,” you and your students will hear two selections by Ludwig van Beethoven. Beethoven faced many conflicts in his life, and he was still able to overcome all of that and produce music that is still performed and loved to this day.

We would love your students to have some preparation coming into this concert. The theme of the concert can relate to other things being studied in the classroom, so we are providing some short activities that you can do with your students to give them a background of the work and for them to relate it to their own lives. Included are some general anti-bullying activities, music education activities, and activities that connect the themes of the story to material they study in English and history. The entire story is available online, and the link will be attached. It is not necessary to read the story to your students ahead of time, but you are welcome to read it as part of your preparation. We have provided a variety of preparation activities and discussions so that you can pick and choose which ones fit into your classroom time, though we encourage you to use all the provided materials.

One way to incorporate music into your classroom consistently is to play music in the background while your students are working. Music can effectively set the mood of a room, and it has been proven to help people concentrate. We have provided some additional listening samples that you can play for your students in the classroom, listed on the “Online Music Examples and Other Media” page.
AUTHOR – EPHRAIM SIDON

Taken directly from
www.ithl.org.il/page_13733

Ephraim Sidon was born in Tel Aviv in 1946, and was a member of Kibbutz Nir Yitzhak for a number of years. He majored in history and theater at the Hebrew University of Jerusalem. Since 1972, Sidon has written weekly satirical columns in various major newspapers. He writes for the theater, and has written for a wide variety of TV programs, including drama, entertainment and satire. Sidon has published many books for children, a number of which have been adapted for the stage. He was awarded the Bialik Prize in 2004.

COMPOSER – AVNER DORMAN

Taken directly from:
www.avnerdormanmusic.com

Born 14 April, 1975. Doctor of Musical Arts, The Juilliard School

Avner Dorman has quickly risen to become one of the leading composers of his generation. Dorman’s unique approach to rhythm and timbre has attracted some of the world’s most notable conductors, including Zubin Mehta, Christoph Eschenbach, Riccardo Chailly, and David Robertson to bring his music to international audiences at: the New York Philharmonic, the Los Angeles Philharmonic at the Hollywood Bowl, the Israel Philharmonic Orchestra, the San Francisco Symphony, the Munich Philharmonic Orchestra, the Chicago Symphony Orchestra, the Vienna Radio Symphony Orchestra at the Musikverein, the Salzburg Festival, and the Lucerne Festival. Avner Dorman is also Music Director of CityMusic Cleveland Chamber Orchestra.
LUDWIG VAN BEETHOVEN
ABOUT THE COMPOSER

COMPOSER – LUDWIG VAN BEETHOVEN

Taken directly from:
www.classicsforkids.com/composers/bio.asp?ID=4

For a more indepth biography:
www.biography.com/people/ludwig-van-beethoven-9204862#acclaimed-works-and-death&awesm=~oHumgOV71xkUwgdeath&awesm=~oHumgOV71xkUwg

LIVED: 1770-1827

Ludwig van Beethoven was born in Bonn, Germany. His father, who was a singer, was his first teacher. After a while, even though he was still only a boy, Ludwig became a traveling performer, and soon, he was supporting his family. In his early twenties, Beethoven moved to Vienna, where he spent the rest of his life. Beethoven was one of the first composers to make a living without being employed by the church or a member of the nobility. At first, he was known as a brilliant pianist. But when he was around 30 years old, Beethoven started going deaf. Even though he could no longer hear well enough to play the piano, Beethoven composed some of his best music after he was deaf! Beethoven is considered one of the greatest musical geniuses who ever lived. He may be most famous for his nine symphonies, but he also wrote many other kinds of music: chamber and choral music, piano music and string quartets, and an opera.
Sameer Patel is increasingly recognized by audiences and musicians alike as one of America’s most dynamic young conductors. Recently, Sameer spent three highly acclaimed seasons as Associate Conductor of the Fort Wayne Philharmonic, where he conducted over 100 performances and invigorated the orchestra’s engagement with the community. In 2013 Sameer was one of only six conductors selected by the League of American Orchestras for the Bruno Walter National Conductor Preview with the Jacksonville Symphony Orchestra, an event that showcases emerging and talented conductors to orchestra industry professionals. In 2011 he was awarded a Felix Mendelssohn-Bartholdy Scholarship, which gave him the opportunity to study with and assist former New York Philharmonic Music Director Kurt Masur in Germany and Finland.

Sameer has conducted orchestras throughout North America, South America, and Europe, and upcoming and recent engagements include performances with the Toronto Symphony Orchestra, Detroit Symphony, Reading Symphony, Naples Philharmonic, Jacksonville Symphony, Little Orchestra Society, San Diego Symphony, and Leipziger Sinfonieorchester. Sameer is a graduate of the University of Michigan, where he studied conducting with Kenneth Kiesler. Prior to joining the Fort Wayne Philharmonic he served as the Zander Conducting Fellow with the Boston Philharmonic. He furthered his training with conductors Gianandrea Noseda, Kurt Masur, Bernard Haitink, and David Zinman.

For more information on Sameer, please visit www.sameer-patel.com
WHERE DID YOU GROW UP?
I grew up in a small town called Port Huron in the state of Michigan. It gets really cold and snows a lot in winter! But it’s beautiful in the summer because it’s right on Lake Huron.

WHAT WERE SOME OF YOUR EARLY EXPERIENCES WITH MUSIC?
I started playing piano at the age of nine. Two years later, I began playing the saxophone. Even though at first I didn’t care for practicing, I became very interested in music in high school because I had really great teachers. I was lucky enough to have my first experiences conducting while in high school and have been doing it ever since!

DID YOU STUDY MUSIC IN COLLEGE?
Yes, I studied at the University of Michigan. While music was my major, I am thankful I had the opportunity to study other subjects like languages, literature, and history, all of which are still passions of mine.

WHAT DO YOU LIKE ABOUT CONDUCTING?
I like the creativity and teamwork involved in making music. I also like that it has taken me all over the world to meet other people who also love music. And I especially love seeing how music can help people and benefit their lives.

WHAT DO YOU LIKE TO DO WHEN YOU’RE NOT MAKING MUSIC?
In my spare time I like to travel, read, follow University of Michigan football (Go Blue!), and watch tennis. I am a very curious person and enjoy learning about all sorts of things!

DO YOU HAVE A FAVORITE FOOD?
I love all types of food, especially anything my mom makes!

DO YOU LIKE ANIMALS?
I love animals! At one point I even thought about becoming a veterinarian. I especially like dogs, cats, and elephants.

HAVE YOU BEEN TO ARIZONA BEFORE?
Yes, and it’s a very beautiful state! I especially love the Grand Canyon, Painted Desert, and the rock formations of Sedona.
MUSIC EXAMPLES


Beethoven’s “Symphony No. 9”: www.youtube.com/watch?v=t3217H8jppI

Beethoven’s “Egmont Overture”: www.youtube.com/watch?v=VP7RnuCmM00

Beethoven’s “Symphony No. 6-Pastoral”: www.youtube.com/watch?v=dbfa86bTD34

VIDEOS

Britain’s Got Talent – Anti-Bullying Song Audition: www.youtube.com/watch?v=mMxVPmVIVf4

Dr. Seuss: The Butter Battle Book movie adaptation: www.youtube.com/watch?v=C5FR_cuQsrc

BOOKS


WEBSITES

More teacher resources for Uzu and Muzu: www.steppinout-concerts.net/uzu-muzu-story.php

NPR Interview with Avner Dorman: www.npr.org/2012/03/07/148145028/struggling-stockton-finds-new-inspiration-in-classical-music

More Anti-Bullying Activities: www.pinterest.com/midgecap/anti-bully-activities/

Phoenix Symphony Website: www.phoenixsymphony.org

Dallas Symphony Orchestra – Kids Site: www.dsokids.com
ACTIVITY #1
MUSIC EDUCATION ACTIVITIES

PREPARE FOR ACTIVITY #1
Musical Instruments Illustrate the Story
Grades: (Adaptable: K-6th grade)

Materials:
- Paper, Coloring tools (crayons, markers, etc.)

Discuss emotions in music: what do you think the music will sound like when Uzu and Muzu are fighting? What kind of music is soothing and would play when the conflict is resolved? If you were to write music for this story, what would you write? Have your students take a blank piece of paper and draw colors and shapes that represent the different parts of the story. What colors and shapes illustrate happiness? Harmony? Sadness? Anger? Confusion?

ACTIVITY #1: UZU AND MUZU EXCERPTS
Grades: All

Materials:
- Access to the internet
- Uzu and Muzu music excerpts: www.dormanavner.com/music/uzu-and-mizu-from-kakaruzu/

The website above has short excerpts from the orchestral work that The Phoenix Symphony will perform. You may play different excerpts and ask your students to point out specific musical elements that help tell the story. For example: in “The Fight,” you can hear clashes of thunder and the fluttering of the fire. In “The Two Brothers,” Uzu and Muzu, represented by the percussion instruments, follow each other up and down, both always moving in the same direction. If your students did the preparation activity above, ask if their colors and shapes match the music they heard in the story.

EXPAND
For older students, use their coloring examples for additional discussion. Why do we associate certain colors and shapes with different emotions? Explain why you drew each thing on your sheet.
ACTIVITY #2 (ALL GRADES)
MUSIC EDUCATION ACTIVITIES

MEET THE ORCHESTRA, LEARN THE LAYOUT

**Duration:** 30-60 minutes

**Materials:**
- Access to the internet
- Pages 22-25 and 30-31 in this packet

The objective of this lesson is for your students to know the four sections of the orchestra, the layout of an orchestra, and to learn about different roles within the orchestra (including positions other than musicians). There are activity sheets to hand out to your students so they can follow along with the lesson.

- **Meet the Orchestra Pages 22-23 of this packet.**
  Pass this sheet out to each of your students and learn about everyone that makes up an orchestra.

- **Next, visit www.dsokids.com/visit-the-symphony/orchestra-seating-chart.aspx**
  (Dallas Symphony Orchestra) to see the layout of the orchestra on-stage. Scroll through (in the bottom left corner) to the map of the “Modern Period.” If you scroll through the other maps, you can see how orchestras have changed a lot over time! The Modern Period is what you will see when you visit The Phoenix Symphony. On their Orchestra Maps (pg 30), have your students label each section of the orchestra. Also, circle where the concertmaster sits and where the conductor stands!

- **Read Personal Bios from The Phoenix Symphony Musicians and Staff**
  Pages 24-25 of this packet.
  Read fun, personal bios from different members of the orchestra! For the musicians, see if your students can point to where they might sit in the orchestra.

EXPAND

If you would like to make this into a coloring activity, color the Woodwinds Blue, the Brass Red, the Strings Yellow, and the Percussion Green.
Have your students rip out a nice sheet of paper from a notebook. Then have them crumple it up, stomp on it, smash it into a small ball, etc. (but DON’T RIP IT). That act illustrates bullying. Then have your students try to smooth out their piece of paper. Notice that the page still has creases in it, even once it’s been smoothed out. This illustrates that bullying may end and people may heal, but there will always be some wrinkles left behind. This activity helps kids realize how impactful bullying can be and how its effects can last a lifetime.

EXPAND
Tell your students to put their crumpled up piece of paper into their pockets. They should carry their crumpled up piece of paper with them every day at school, so every time they feel it, they’ll be reminded how hurtful words can be. This should be a constant reminder to them that they should treat others nicely and think about what they’re saying.
DISCUSSION

Uzu and Muzu Connection
Uzu and Muzu get in a fight over the proper way to cross one’s legs. One thinks the left leg goes over the right, the other thinks the right leg goes over the left. This fight causes them to split their house in two and never speak to one another again. Ask your students to think of the silliest fight they’ve ever gotten in. How did they resolve it? Discuss how more serious disputes can be solved.

EXPAND
Ask your students to write out the silliest fight they’ve ever gotten in on a piece of paper. Have them share with their neighbors, then have them take turns reading some of them out loud. The class can discuss how these problems could be solved.
MUSIC VS BULLYING: BRITAIN’S GOT TALENT VIDEO

This 8-minute video from Britain’s Got Talent is a perfect example of how music can be a force against bullying. Two young boys auditioned singing a rap song written by the youngest one. Their audition opens with the backstory of the young composer’s life; he was living in “the dumps” with his mother for some time, and he would routinely get beaten up at school and made fun of. He tells the world how he used music to overcome his pain and fear, and he asks his bully important questions in his song that all kids (and adults) can learn from. If you want to shorten the time, you can click through and just show the boys’ song. After watching the video, discuss with your students other ways they can overcome bullying. What hobbies do they have? Do they use music and/or poetry like the boy in the video, or is it something else?

DISCUSSION

Have you ever asked those questions yourself?
The boys use music to overcome bullying, what helps you overcome it?

EXPAND

As they listen, have your students write down the questions they hear the boy ask his bullies in his song.
Dr. Seuss Connection, “The Butter Battle Book”

Duration: Varies

Materials: Access to the internet
- Uzu Muzu story
  www.hagginmuseum.org/exhibitions/mckee2012/uzu_muzu_translation.pdf,
- The Butter Battle Book movie adaptation
  www.youtube.com/watch?v=CSFR_cuQsrc

The author of the book “Uzu and Muzu from Kakaruzu,” Ephraim Sidon, is often hailed as the “Dr. Seuss of Israel.” Find some excerpts from the book to read, and ask your students what author the phrases remind them of. If they guess Dr. Seuss, ask what makes the two authors similar. What characteristics do both authors have in their writing? Now, connect Uzu and Muzu to Dr. Seuss’s story “The Butter Battle Book.” Both stories are written for children and have fights about silly things. Uzu and Muzu fight about which way to cross one’s legs, and the Yooks and Zooks fight over how to butter their toast.

All Students

Watch the provided YouTube link to “The Butter Battle.” All students can watch from 1:00-4:30. This shows the background of the conflict between the Yooks and the Zooks, illustrates the wall dividing the two lands, and shows the bullying that happens between both sides. Also, all can watch 9:45-10:18, where the two sides sing a song about the “Other side of the wall.” This shows how the animosity gets out of hand for no reason, and the bullying gets worse and worse.

Disclaimer: You may choose not to show this to young kids.
As the video progresses, the story becomes about weaponry and intimidation, and the production of bombs is included.
OLDER STUDENTS
You may have your students watch the entire episode and discuss how it compares to the Cold War. Dr. Seuss wrote this story as a parody of the war, and there are many connections that can be made. Discuss the nationalism practiced by the Yooks. Discuss the scene with the weapon “so modern and frightfully new, we don’t quite know all the things it can do.” Discuss the ending – in both this story and Uzu Muzu, it’s the children that question the fighting of their parents. With both sides ready to drop bombs, how can that conflict have been avoided earlier on?

During your discussion, have your students fill out the chart on page 29. The chart, once filled out, will compare and contrast Uzu and Muzu with the Yooks and Zooks.

DISCLAIMER: YOU MAY CHOOSE NOT TO SHOW THIS TO YOUNG KIDS.
As the video progresses, the story becomes about weaponry and intimidation, and the production of bombs is included.
FOR YOUNGER STUDENTS
On the day of the concert, have your students say “Uzu Muzu Kakaruzu” really, really fast. The story was named such because these are nonsense syllables in Hebrew, and they sound funny when said quickly. This can be a fun activity to get your students excited for the concert. Remind your students what they will be listening to with a brief synopsis of the story, or review the activities you’ve done in preparation for the concert.
DISCUSSION: ENGLISH LITERATURE CONNECTION (6TH AND UP)
Uzu and Muzu build a wall splitting their house in two when they get in an argument. As generations go by, their families know to hate the “monsters” on the other side of the wall, yet they have no idea why they hate the monsters in the first place. Ask your students to think of similar stories. Romeo and Juliet, for example—their families hate each other, though Romeo and Juliet don’t know why. What happened when their walls were never broken down? They died because of miscommunication! West Side story is also a similar story and can be used for discussion. If your class has read any other stories or watched movies that relate to Uzu and Muzu, those can be discussed as well.

DISCUSSION: “GOOD WALLS MAKE GOOD NEIGHBORS” (6TH AND UP)
Uzu and Muzu build a wall separating their house into two sections. In real life, many people believe that “good walls make good neighbors.” What do you think that phrase means, and how do you think it relates to the world today? Think of other places in the world that have walls separating two disputing parties. Famous examples include: Israel (where Ephraim Sidon is from), Cyprus, Egypt, Kuwait, Malaysia, Saudi Arabia, Slovakia, and the United States. Do you think Ephraim Sidon’s wall was inspired by the real walls in the world, like the one in his home country?

EXPAND
Have your students write a short story (about 1-2 pages) where the solution is to build a wall. Is there an example where good walls really DO make good neighbors, or is that a hard story to come up with?
ACTIVITY #5 (7TH GRADE AND UP)
CLASSROOM CONNECTION ACTIVITIES

NPR INTERVIEW – AVNER DORMAN

Listen to the broadcast and/or read the interview in the link above. Avner Dorman was commissioned by Stockholm, California (Forbes’ Magazine’s #1 Saddest City in the US in 2011) to write Uzu and Muzu from Kakaruzu. It was meant to help heal the community and break down the wall between the north and south city lines. The city was suffering from so much killing and gang violence, and people were losing their homes due to insufficient funds. They chose this work because they believed teaching today’s youth about acceptance and breaking down walls would help them shape a new future for their city, as well as others across the globe.

DISCUSSION
What kind of barriers do you see in Phoenix? In your school? In what other parts of the world could this music be relevant?

EXPAND
Give each of your students a copy of the interview (from the website) to read. Ask them to write 2-3 paragraphs summarizing the article and why it is important to the world today. Ask them to use at least 2 direct quotations from the article in their summary.
One of history’s most famous walls was the Berlin Wall in Germany. Most of the wall has been broken down, but what remains has been decorated with some radical, symbolic artwork. These images illustrate the way people felt when the wall was still standing. Some of these images may be inappropriate for young children, so this activity is recommended for older students.

You can either have your students complete this activity during school hours at the computer lab, or you can ask them to complete the activity at home. Ask them to Google-image search “Berlin Wall Artwork” and create a collage of the four most meaningful images they found (of paintings on the wall). They should then write a short paragraph describing what each image represents and what message it spreads to people today. What can we learn from the past through these images, and how can we go forth from here knowing what happened?
YOU GET TO BE A PART OF THE PERFORMANCE!
Everyone in Symphony Hall has a part to play to make the concert fabulous, and everyone’s part is just as important as the others. Here’s a little more information on your role so you can make sure you play your part well.

YOUR ROLE
The Audience Member

YOUR SET
Symphony Hall!

Symphony Hall is the home of The Phoenix Symphony. Since the doors first opened in 1972, millions of people have crossed its welcoming threshold and enjoyed the wonders of live music in the 2,312 seat auditorium.

Symphony Hall also features an art collection of international significance. The pieces are all gifts from interested and generous residents of Phoenix and include:

- Venetian Light Sculptures: Hand-blown glass chandeliers designed by Robert Weymers of Beverly Hills, CA and created on the Venetian island of Murano.
- Four Tapestries: Each 20 feet long and 8 feet wide. Designed by David Chethlahe Paladin of Prescott, AZ. Woven of Argentine wool by artisans at Teji dos Artisticos in Mexico City, representing a renewal of understanding of the interlocking elements of two cultures.

YOUR CO-STARS
See if you can spot them all!
Other roles include musicians, ushers, volunteers, education staff, etc.
PREPARING FOR YOUR ROLE

- Before the performance, make sure you use the restroom. That way, you won’t have to stand up at all during the performance!
- Do not bring any food, drinks, or gum into the performance hall. You are part of our team to keep the performance hall pretty and show-ready for each performance!
- Go over preparation materials with your teacher so you know what to listen for during the performance.

ACTING OUT YOUR ROLE:

As an audience member, you get to sit back and listen to the beautiful music that the symphony plays. While that may sound fairly simple, there are some important things to remember while playing your part:

- Please enter and leave the performance hall with your group. If you run off away from your group, you will miss your cues and the performance will be put off-time!
- Your role is to actively listen to the music. To be a great listener, try to pick out certain things in the music. What instruments do you hear playing in each section of the piece? Which instruments set the mood of the piece?
- You should also actively watch the musicians on stage. During the concert, see if you can spot the Concert Master. Look to see how each instrument is held and look for techniques the players use to make their instruments sound.
- As an audience member, your biggest responsibility is to keep the performance enjoyable for all the other audience members around you. That means you will stay seated throughout the entire performance, you will not talk during the performance, and you will clap at the appropriate times during the performance.
- Clapping – You may clap to show your appreciation for the music being played by the musicians. It is important that you wait for your CUE to begin clapping. Your cue to clap is when a song ends and the conductor lowers the baton. There may be pauses between movements – you will be tempted to clap, but do not clap until the conductor’s baton is down at his or her side!
The orchestra is made up of all kinds of different people. The orchestra is also more than just musicians! Let’s meet everyone that’s part of an orchestra and learn about their role in making each performance successful.

CONDUCTOR
The conductor keeps everyone together. The conductor uses a BATON to keep the beat steady. He/she rehearses the orchestra before each performance.

MUSICIANS
The musicians are generally split up into FOUR sections: WOODWINDS, BRASS, PERCUSSION, and STRINGS.

More information on each individual instrument can be found on our website: Education and Community/Resources for Educators/Learn About the Orchestra.

- **Woodwinds**: Flute, Clarinet, Oboe, Bassoon, Piccolo, Contrabassoon, Bass Clarinet
- **Brass**: Trumpet, Tuba, Horn, Trombone
- **Percussion**: Timpani, Snare Drum, Vibraphone, Tambourine, Triangle, Piano, and many more.
- **Strings**: Violin, Viola, Cello, Double Bass, Harp

One musician you will learn to recognize is the concert master. The concert master is the First Chair violinist, and he/she is the last musician to come on-stage and the first musician to leave the stage at the end of the performance. The concert master’s primary responsibility is to tune the orchestra before each performance. When you look at the layout of an orchestra, the concert master sits in the first row of violins and is all the way at the end of their row, closest to the audience.
THE PHOENIX SYMPHONY (CONTINUED)

MEET THE ORCHESTRA

EDUCATION AND COMMUNITY ENGAGEMENT TEAM
The Education and Community Engagement team is in charge of organizing all of the concerts that symphony musicians play for education and community programs outside of symphony hall. Valerie (the Education Director) and Emily (the Education Assistant) schedule concerts at schools, hospitals, and homeless shelters. They also organize many of the symphony’s unique educational programs, which are provided for students and teachers across the Valley. You can find more information on all of these programs at The Phoenix Symphony’s website under the “Education and Community Engagement” tab. Part of Emily’s job was to create all these preparation materials and activities for the concert you will be seeing!

CEO
The CEO oversees all aspects of the orchestra. Jim Ward, The Phoenix Symphony’s CEO, checks in with all departments to make sure they are meeting their goals. He works to raise money for the orchestra and keeps the orchestra’s relationships with other organizations strong.

LIBRARIAN
The librarians are very important to the orchestra! They keep the orchestra’s library of music organized, check out the music to each musician just like a regular librarian would in a library, and make sure every instrument has the correct music. They also organize all the bow strokes in the music so that all the musicians move their bows in the same direction (so no one sticks out), and they even fix damaged music so the musicians can read what they are playing.

OTHER ROLES
Other roles in the orchestra include marketing, development, patron services, I.T., ushers, stage technicians, and house managers.
DIAN D’AVANZO – ASSISTANT CONCERTMASTER
My name is Dian, and I am the Assistant Concertmaster for The Phoenix Symphony. What that means is that I sit in the 3rd chair of the first violin section. My job is to play the part of a first violinist, but to be prepared to move up to the 2nd or 1st chair if needed and lead the section. I also lead the PSSE orchestra for some of the education concerts, which I enjoy very much. I have two daughters; Amelia age 15, and Elena age 12. My favorite band this year is Green Day.

PETER ANDEREGG – PRINCIPAL CELLO
My name is Peter, and I am the Acting Principal Cello for The Phoenix Symphony. My job is to help the cello section play with the rest of the orchestra, play solo cello parts, and to tell the cellos which way to move their bows so we can play together. I also play smaller chamber music performances, perform at hospitals and homeless shelters, and work with teachers to bring music into classroom lessons. Since I’m “Acting” Principal, I could be demoted at any time based on the whim of the conductor, so if you liked the cellos at today’s concert, make sure to tell the conductor so I can keep my job! I have a twin sister who plays the violin and a degree in Mathematics from Harvard University.

EMERY HARVISON - TRUMPET
Hi there. My name is Emery, and I am the Assistant Principal Trumpeter for The Phoenix Symphony. I sit directly between the other two trumpeters in the orchestra. I guess I’m like the glue that holds the section together. I stay very busy teaching trumpet at the Salt River Schools and Mesa Community College. In my spare time, I enjoy crafting my own decorations for one of my favorite holidays, Halloween! I have carved and painted over 50 tombstones for my yard. You can see it on Youtube at: Halloween Haunt 2012 Mesa, AZ.
EMILY AXEN – EDUCATION ASSISTANT
My name is Emily Axen, and I am the Education Assistant for The Phoenix Symphony! I spend some of my time in the office working on materials to send out to schools and community centers, and I spend the rest of my time on-site with the musicians. I set up concerts for the musicians at schools, hospitals, and homeless shelters. Before I worked for the symphony, I worked at Walt Disney World! My favorite princess is Rapunzel.

DEBBIE DAMON – PATRON SERVICES MANAGER
My name is Debbie Damon and I am the Patron Services Manager at the orchestra. I spend the week overseeing the Patron Service Representatives as they answer incoming calls from people who are buying tickets to upcoming concerts. I also spend time during the week answering a lot of questions and concerns our patrons have about upcoming concerts through emails that are sent to me and by phone. Then on the weekends when we have concerts I am also at the box office at the hall making sure all the customers that need tickets for that night’s concert get in and seated so they can enjoy their evening with the symphony. I come from a family that loves music. I played the flute for nine years, have three sons and all three of them played the trombone!

JASON LEWIS – TECHNICAL DIRECTOR
My name is Jason Lewis and I am the Technical Director for The Phoenix Symphony. It’s my job to make sure that everyone is in the right place at the right time and see that they have everything that they need to put on a stellar performance. I accomplish this by managing and overseeing the people who take care of our lights, sound, video, staging, and transportation needs. I also take care of many of the instruments that are used by our percussion section. When I’m not at work I like to travel with my wife Michelle and read science fiction novels.
These are some great topics to review with your students on the day of the performance before arriving at Symphony Hall. If you have a long bus ride to Symphony Hall, consider using this activity as a fun way to get your students excited and ready for the show! If you won’t be on the bus long, consider using this activity before you leave your school or the day before the concert. The answers to each question are highlighted in yellow.

**REVIEW TOPIC: THE ORCHESTRA**
- The orchestra is categorized into _____ (four) sections. What are they? (Strings, Woodwinds, Brass, Percussion). Can you yell out at least one instrument from each section? (Strings-violin, viola, cello, bass. Woodwinds-flute, oboe, clarinet, bass clarinet, etc. Brass-trumpet, horn, tuba, trombone. Percussion-snare drum, cymbals, piano, vibraphone, etc.)
- Who is the concert master in the orchestra? (First chair violinist) What makes the concert master special? (Tunes the orchestra, is the last musician on stage and the first to leave the stage)
- What other people are part of the orchestra that you won’t see on stage today? (Education team, marketing, development, CEO, etc.)

**REVIEW TOPIC: YOUR ROLE IN THE SHOW/CONCERT ETIQUETTE**
- What is your role in today’s concert? (Audience member)
- Before you begin your role in the show, remember to use the restroom!
- Part of your role is to actively listen to the orchestra. What kind of things will you listen to today? (the percussionists playing Uzu and Muzu, listening for the four different instrument sections, etc.)
- Another part of your role is to actively watch the orchestra. What kinds of things will you watch for? Will you be able to spot the concert master?
- How can you be courteous to other audience members? (Don’t talk during the performance, stay seated throughout the show, etc.)
- When may you clap to show your appreciation? (Trick question: don’t just say at the end of each song, say “when the conductor’s baton is down at his/her side)
- Uzu and Muzu’s story illustrates the negative effects of fighting and miscommunication. How does that relate to the theme of anti-bullying?
REVIEW TOPIC: UZU AND MUZU STORYLINE

- Uzu and Muzu are brothers that get in a silly argument. What do they fight over? (How to cross one’s legs: right over left, or left over right?)

- Which instrument family will represent Uzu and Muzu in today’s performance? (Percussion)

- Do you remember the name of the author of the original book? (Ephraim Sidon) Or the composer of the piece? (Avner Dorman)

- Uzu and Muzu’s story illustrates the negative effects of fighting and miscommunication. How does that relate to the theme of anti-bullying?
These are some great topics to review with your students on the way back from the performance. If you have a short bus ride home, you may use this to review your students upon returning to your school.

**REVIEW TOPIC: YOUR ROLE IN THE SHOW**
- Were you able to pick out the four sections of the orchestra? What specific sounds did you hear coming from each section?
- After hearing all the different sounds of the orchestra, do you have a new favorite instrument? If you could choose one to play, which would you choose?
- What other people did you see that are part of the orchestra that weren’t on-stage? (Ushers, lighting technicians, patron services, etc.)

**REVIEW TOPIC: THE ORCHESTRA**
- Part of your role was to actively listen to the orchestra. What kind of things did you hear that surprised you? What kind of emotions did you feel while listening to different sections?
- Another part of your role was to actively watch the orchestra. What kinds of things did you see? How did the musicians look while playing their instruments? What did you notice about the conductor?

**REVIEW TOPIC: UZU AND MUZU STORYLINE**
- Uzu and Muzu are brothers that get in a silly argument. What do they fight over? (How to cross one’s legs: right over left, or left over right?)
- How did the music support the story the narrator was reading? How did the music help set the mood when Uzu and Muzu were happy and when they were sad?
- What have you learned from this story that you can use in your everyday life?
- Will you think of Uzu and Muzu the next time you get in a silly argument?
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