

# Through the *Telescope*

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## Welcome to the BSO Midweeks!

On behalf of the BSO Assistant Conductor Jonathan Rush, the members of the Baltimore Symphony Orchestra, and the BSO Education Department, we are delighted to welcome you to our 2021-2022 Midweek Concerts. With the BSO's Midweek Concert series as the longest running education initiative at the BSO (running since February 16, 1924), and the first regular educational concert series of any orchestra in the country, we are thrilled to have you join us for these concerts online and in-person!

## About This Guide

On the next pages you will find the Young Listeners' Guide for *Through The Telescope*, written by a highly skilled group of Maryland educators with specialism in Music, Drama, Science, English/Language Arts, and Visual Arts, led by award-winning curriculum writer and editor, Richard McCready.

At the start of the guide is a "Snapshot" of your concert experience. This will give you a sense of what to expect in the concert, along with some thoughts about the various curricular connections, and music we suggest you listen to in the classroom before the performance.

Beyond the Snapshot pages you will find a variety of activities, called "Lenses," to signify the various directions that you can explore in order to prepare for this concert. Each Lens may be used in any order you wish. We have also highlighted the various cross-curricular links that align with each Lens so that you may jump to areas that are of particular interest to you and your students. We hope that your students try at least one activity prior to coming to the concert so they can make the most of their live experience at the Meyerhoff.

Each activity is written to encourage students' natural sense of creativity and exploration. They will be able to read the activity pages or you can read the activities with them. Some of the activities are scientific, some are movement games, some employ and encourage art skills, and some involve storytelling and role-play. You best know your students, their capabilities, and their interests. You should encourage students to try the activities that you feel most appropriate for them and for your classroom. Encourage other teachers in your building to try some of the activities as well.



These guides are designed and intended as a mere starting point for exploration, with the essential piece being the work that is created by the student, for the student. Our ultimate goal is to facilitate a strong connection between the music performed by the BSO and the everyday lives of your students, so that they may continue to take music with them wherever they go.

**Please feel free to share your students' work with us at the BSO—we love to see where the ideas from these activities might take your students and all the inspired, arts-integrated work they will produce in the classroom. If you wish to share any materials with us at the BSO, please send them to [education@bsomusic.org](mailto:education@bsomusic.org).**

We hope you enjoy this guide, your explorations that are yet to come, the concert experience, and sharing your creative work with us.

Warmly,

A handwritten signature in blue ink that reads "Carole Wysocki".

Carole Wysocki  
Director of Education & Lifelong Learning  
Baltimore Symphony Orchestra

A handwritten signature in black ink that reads "Micca Page".

Micca Page  
Education Programs Coordinator  
Baltimore Symphony Orchestra



## *Through the Telescope* Concert Program

Below is the list of pieces that will be performed. Please take some time to listen to these pieces.

- ❖ GUSTAV HOLST: “Mars” from *The Planets*
- ❖ W.A. MOZART: Symphony No. 41, “Jupiter,” I. Allegro vivace
- ❖ GUSTAV HOLST: “Uranus” from *The Planets*
- ❖ JAMES LEE III: *Sukkot Through Orion’s Nebula*
- ❖ ALAN HOVHANESS: Symphony No. 48, “Vision of Andromeda,”  
II. Fugue
- ❖ CLAUDE DEBUSSY: *Clair de Lune*
- ❖ JOHN WILLIAMS: “Adventures on Earth” from *E.T.*



## About the Conductor



Assistant Conductor of the BSO, and winner of the Respighi Prize in Conducting, **Jonathan Taylor Rush** brings passion, unique interpretation, and refreshing energy to the orchestral experience. Mr. Rush is known for bringing the music he conducts to life, as he spends time with every detail in the score and clearly communicates these details to those under his baton. As a conductor, he has served as Music Director of the Buckeye Philharmonic Orchestra, an orchestra on the campus of The Ohio State University. In 2017, he became the conducting fellow for the Baltimore Symphony Youth Orchestra and in 2018, Rush was also named a Project Inclusion Conducting Fellow with the Chicago Sinfonietta, which was followed by an appointment to Assistant Conductor in 2019. As Assistant Conductor of the Chicago Sinfonietta, he worked alongside music professionals and fellow conductors to help, “redefine classical music,” by changing its face, and encouraging diversity in orchestras across the United States. You can read more about Mr. Rush at his website, [www.jonathanrush.com](http://www.jonathanrush.com).





## About the Scientist



**Dr. Michelle Thaller** is an astrophysicist with over two decades of science communication experience. Her research involves the lifecycles of stars, and she has worked at the Jet Propulsion Laboratory, NASA Headquarters and the Goddard Space Flight Center, where she is currently the liaison between the Office of Communication and the Science Directorate. Outside her work at NASA, she has appeared in many television science programs, including *How the Universe Works* and *Space's Deepest Secrets*. Michelle has done two TEDx talks about astronomy and has hosted the podcast *Orbital Path* on public radio.



## About the Composers



**Gustav Holst (1874 - 1934)** was an English composer and teacher. Best known for his orchestral suite *The Planets*, his compositional style was influenced by Richard Wagner and Richard Strauss. Three generations of Holst family members before Gustav had been professional musicians. He had hoped to become a pianist but was prevented by an injury to his arm. After deciding to become a composer instead, he studied at the Royal College of Music. He played the trombone professionally and later became a 'great' teacher by the estimation of his compositional colleague [Ralph Vaughan Williams](#). It was not until the success of *The Planets* that Holst became well-known. He did not enjoy fame and preferred solitude to compose. Besides *The Planets* his music was generally neglected until the 1980s, when recordings became more widely available. [Learn more about Gustav Holst here.](#)



**Wolfgang Amadeus Mozart (1756 -1791)** was one of the best-known composers of the Classical era. Born in Salzburg, Austria he composed over 800 distinct works of music! Known as a child prodigy, his compositions are acknowledged as some of the greatest ever written in the classical repertoire. A pianist and a violinist from the age of 5, his compositions were performed for European royalty, and he eventually became a court musician. Leaving for Vienna, he achieved notoriety and wrote many of his most well-known symphonies and operas. [You can learn more about Wolfgang Amadeus Mozart here.](#)





**Alan Hovhaness (1911 - 2000)** was an American composer of Armenian heritage. He wrote a total of 67 symphonies. Of his total works, he composed over 500! His works have been called 'mystical' and 'nostalgic' by music critics. Born in Somerville, Massachusetts, Hovhaness was interested in music from a very early age. He wrote a [cantata](#) at the age of four, inspired by a song of [Franz Schubert](#). Briefly pursuing astronomy, his fascination with the stars remained with him through his entire life and composition career. He studied composition at Tufts and then at the New England Conservatory of Music. In 1932, he won the Conservatory's Samuel Endicott prize for composition with his *Sunset Symphony*. [You can learn more about Hovhaness here.](#)



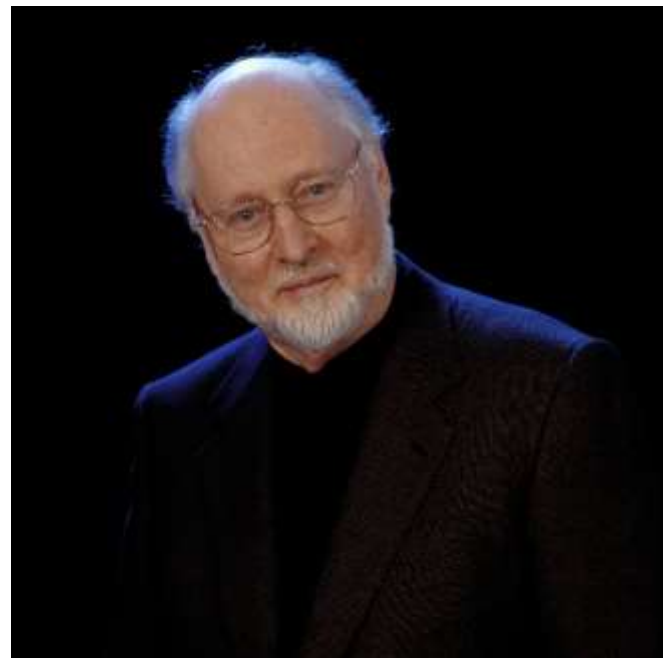
**James Lee III (1975-present)** is a living composer of color originally from St. Joseph, Michigan. Lee graduated with a Doctor of Musical Arts degree from the University of Michigan in 2005. The National Symphony, Baltimore Symphony, Philadelphia Orchestra, Detroit Symphony, Memphis Symphony, Indianapolis Symphony, have performed his works. In 2011, his work *Chuphshah! Harriet's Drive to Canaan* was commissioned by the Baltimore Symphony Orchestra. *Sukkot Through Orion's Nebula* was premiered by Michael Tilson Thomas and the New World Symphony Orchestra in that same year. [You can learn more about James Lee, III here.](#)





**Claude Debussy** (1862-1918) was a French composer, considered to be the first 'impressionist' composer, though he disliked the term. He attended the Conservatoire de Paris at the age of 10, studying the piano, and quickly began composing innovative pieces that irked his more traditional professors. He was 40 years old when his first and only opera, *Pelléas et Mélisande*, achieved renown. His music, considered to be a reaction to the German style of Wagner, consists of musical sketches or tableaux that reject the symphonic structure, and often feature surprising dissonances and complex rhythms. [You can learn more about Claude Debussy here.](#)

**John Williams** (1932-present) is one of America's most accomplished and successful composers of film music. He has served as music director and laureate conductor of one of the country's most treasured musical institutions, the Boston Pops Orchestra. Mr. Williams has composed for more than 100 films. His 40-year artistic partnership with director Steven Spielberg has resulted in many of Hollywood's most successful films, including *Schindler's List*, *E.T.*, *Jaws*, and *Jurassic Park*. He has worked with many legendary directors, including Alfred Hitchcock, William Wyler and Robert Altman. He has appeared on recordings as pianist and conductor with Itzhak Perlman, Joshua Bell, and Jessye Norman. Mr. Williams has received five Academy Awards and 50 Oscar nominations! His most recent nomination was for the movie *Star Wars: The Force Awakens*.





## *Through the Telescope* Snapshot for Teachers and Students

Orbiting the earth at 340 miles above the surface, the Hubble Space Telescope is cruising at 17,000 miles per hour gathering data about the universe and beyond. Lying outside the Earth's atmosphere, the telescope can take pictures more clearly of galaxies and other objects in space giving a clearer view into the cosmos. The heavens above have inspired artists, writers, and musicians for thousands of years. In this concert, we explore how the symphonic repertoire has interpreted space and its relationship to what the Hubble Telescope has uncovered. Its images are responsible for providing unparalleled insight to scientists about what is out there beyond Earth. Mozart is known for his prolific writing of symphonies, concerti, and countless other works of music. His Symphony No. 41 is nicknamed "Jupiter" not after the planet, but the planet's namesake. Jupiter is the Ancient Roman god of the sky and thunder, the king of the gods, believed to be the protecting entity of the empire. The planet, like the god, embodied similar characteristics with its large size and prominent features. The nickname "Jupiter" came later from Johann Baptist Cramer, an English music publisher, who believed the opening chords reminded him of the god Jupiter and his thunderbolts. We know of Jupiter's tumultuous storms with the help of imaging from the Hubble Telescope confirming man's depiction of Jupiter. Can you hear the mighty godly sounds of the opening C major chords? Do you think this is an accurate depiction of our largest planet? We know more about Uranus' rings thanks to Hubble's images of the planet. The inner system of rings consists mostly of narrow, dark rings, while an outer system of two more-distant rings, discovered by the Hubble Space Telescope, are constantly being replenished by the planet's moons. Gustav Holst, an English composer, wrote an entire work between 1914 and 1916 titled *The Planets*, with a movement depicting each planet-- including Uranus. Listen to see if you can hear how this gas planet is depicted by Holst, and what makes this work different than Mozart's depiction of Jupiter. What is similar? Andromeda Galaxy, the Milky Way's closest neighbor, is a spiral galaxy with a mass believed to be larger than the Milky Way. The Hubble Telescope has photographed this galaxy as well, helping scientists to better understand our neighboring galaxy. The second movement of Hovhaness' Symphony No. 48 *Vision of Andromeda* is a fugue, a musical form in which themes are repeated and imitated in succession, with musical lines that seem to intertwine and spin much like a spiral galaxy does. See if you can hear the multiple lines overlapping between instruments and if you can hear the spiraling voices of the orchestra. Debussy wrote *Clair de Lune* to represent the moon in the night sky. The slow, melancholic work, originally for piano, emulates the quiet repose of the night sky, again with open chords and a soaring melody to represent the moon. The Hubble Space Telescope took breathtaking images of details on the surface of our closest celestial object which we all know so well. The extreme detail the telescope can capture gives scientists an even better observational tool into the wonders of the moon's surface. Can you picture a full moon in the night sky when listening to this piece? Of course, a huge unknown answer is if we, on planet Earth, are alone in the universe. Extraterrestrial beings have long been fantasized in writing, movies, and visual art. For the movie *E.T.*, John Williams wrote a fantastic score to accompany the film about an alien lifeform which lands on Earth and its quest to return home. Again, we are given the sense of heroism through the music to highlight the non-human characteristics of the alien and its journey home. Can you feel the power of the music guiding our lovable alien home?



## Lens One: An Alien Point of View



### INTRODUCTION

Have you ever really looked at something? Really examined it? The Hubble Space Telescope lets us see things in ways we never could before. Now imagine what it might be like for an extraterrestrial to view things on our planet for the first time. Let's get ready to take a closer look at things around us!





## ACTIVITY

1. [View “Zoom Art” by Inditle](#)  
Watch as we zoom in from a tiny dot to a very specific point on our blue planet.
2. Create a viewfinder. Traditionally a viewfinder is a tool that artists use to help in selecting a scene. Make one using a piece of 8½” x 11” paper. Cut a small hole in the middle of the paper.
3. Make new discoveries.
  - Start far away from an object.
  - Hold your paper in front of your eyes.
  - Close one eye.
  - Slowly move closer to the object until you are within one inch. How does this change what you see? How does this change your focus?
4. Choose 2 items in the room to draw from this close up perspective.
5. Switch drawings with 2 friends to see if you can find each other’s items.
6. [Now let’s do this with Williams “Adventures on Earth” from E.T.](#)
7. Zoom in on what you hear. Here are some examples of what to listen for:
  - Can you hear different instruments?
  - What instruments have the melody?
  - What instruments are creating the mood of the music?





## Resources

- ❖ “Zoom Art” by Inditle <https://www.youtube.com/watch?v=KvLSWwXM03s>
- ❖ Williams “Adventures on Earth” from E.T.  
<https://www.youtube.com/watch?v=IRdom7v3GgE>



## National Core Arts Standards

- ❖ **Creating**
  - 1: Generate and conceptualize artistic ideas and work.
- ❖ **Responding**
  - 7: Perceive and analyze artistic work.
- ❖ **Connecting**
  - 10: Synthesize and relate knowledge and personal experiences to make art.



## Lens Two: Create a Constellation!



### INTRODUCTION

When you look at the sky, what do you see? For centuries, people around the world have stared at the night sky and have seen constellations. A constellation is a group of stars that forms a particular picture in the sky and has been given a name. Let's create our own constellations!



## ACTIVITY

Connect the starry dots in a picture of the night sky to create and name your own constellation. Then put all your constellations together in the shape of a giant galaxy to display! Right now, astronomers officially recognize 88 constellations: [Here is a link to learn about each constellation in more detail.](#)

4. Now you can turn your constellations into a galaxy! You will need to determine what shape you want your galaxy to be. There are three main shapes for the galaxies in our Universe: spiral, elliptical, and irregular.



Place your constellations in the shape of your galaxy. Decide if you want to group similar constellations together, or form a pattern, or just place them randomly.



Stand back and look at your Galaxy. Imagine that your giant galaxy is just one of the small dots of light in this photo that the Hubble Space Telescope took of one tiny piece of our universe.

You are one of the billions of people on our Earth. Our Earth orbits the Sun in our Solar System. Our Sun is one star among the billions of stars in the Milky Way Galaxy. Our Milky Way Galaxy is one among the billions of galaxies in our Universe. You are unique in the Universe!



An image of “deep space” from the Hubble Space Telescope. Each dot of light, even the tiniest one, is an entire galaxy!





## Resources

- ❖ Find out more about galaxies here: <https://spaceplace.nasa.gov/galaxy/en/>
- ❖ Make a Spiral Galaxy pinwheel: <https://spaceplace.nasa.gov/pinwheel-galaxy/en/>
- ❖ [Find out what different cultures see in another part of the night sky - the moon!](#)
- ❖ <https://www.almanac.com/content/man-moon>



## National Core Arts Standards

- ❖ **Creating**
  - 1: Generate and conceptualize artistic ideas and work.
  - 2: Organize and develop artistic ideas and work.
  - 3: Refine and complete artistic work.
- ❖ **Performing/Presenting/Producing**
  - 5: Develop and refine artistic work for presentation.
- ❖ **Responding**
  - 7: Perceive and analyze artistic work.





## Lens Three: Explode and Implode a Musical Phrase



### INTRODUCTION

Have you ever moved in slow motion or fast forward? Have you ever watched a sports replay in slow motion or fast forward? In this activity, you will choose a phrase of music, and then increase or decrease the speed in order to determine the perspective of that phrase of the piece.



## ACTIVITY

Claude Debussy's *Clair de Lune* gives the listener the impression of moonlight reflecting on water of river. In this exercise, you will listen to the main tune, explode (or augment) the tune to half the speed, and implode (or diminish) the tune to double the speed.

1. First, play a recording of the beginning of *Clair De Lune*, and sing or hum along with the music! Next, sing or hum the tune much more slowly (augment the theme). What does it sound like/ feel like? Finally, sing or hum the tune much faster (diminish the theme). What does it sound like/ feel like?
2. Listen to the main tune and move with the speed of the music (tempo). Now pretend that you are moving in slow motion and augment the theme to half the speed. How does it feel? Finally, move very fast. How does it feel? How do you think your movement alters the feeling of light reflecting on the water?

Try this idea with tunes you hear in Gustav Holst's "Mars", or John Williams' "Adventures on Earth" from E.T.



## Resources

- ❖ [\*Clair de Lune\* by Claude Debussy](#)
- ❖ ["Mars" by Gustav Holst](#)
- ❖ ["Adventures on Earth" from E.T. by John Williams](#)

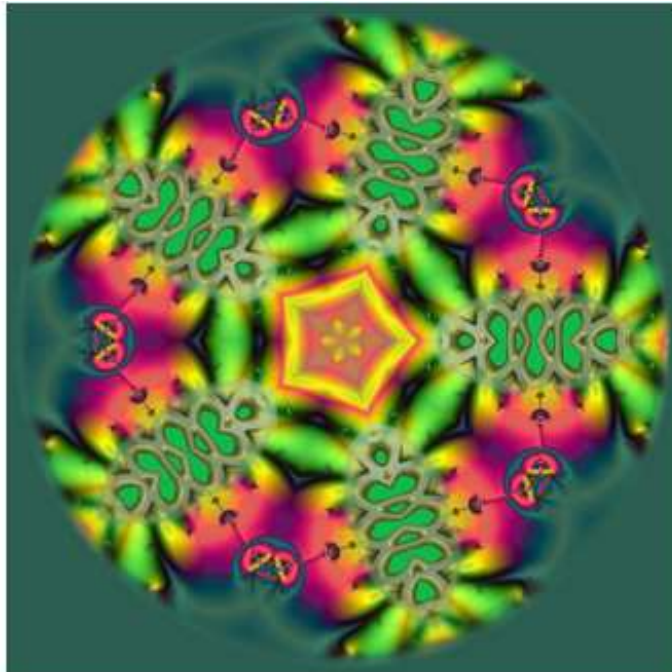


## National Core Arts Standards

- ❖ **Performing/Presenting/Producing**
  - 4: Analyze, interpret, and select artistic work for presentation.
- ❖ **Responding**
  - 8: Interpret intent and meaning in artistic work.
- ❖ **Connecting**
  - 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.



## Lens Four: Kaleidoscope



### INTRODUCTION

The Hubble Space Telescope is one of NASA's greatest achievements! Looking through a telescope helps the human eye to see things far, far away. Mankind has developed different "scopes" through the ages for viewing or observing something. One of these amazing tools is the kaleidoscope. A kaleidoscope is an instrument containing loose bits of colored material (such as glass or plastic) between two flat plates and two plane mirrors placed so that changes of position of the bits of material are reflected in an endless variety of patterns. Let's see how this works firsthand!



## ACTIVITY

1. Make your own kaleidoscope. There are several different sets of directions included in the resources that vary in degree of difficulty and use different materials. You might want to make more than one to see which DIY kaleidoscope works the best. Experiment with how the mirrors of the kaleidoscope are placed and how the kaleidoscope is put together to get differing results. Share your results with others.
2. Compare and contrast what you learn from [this video from the Hubble Space Telescope](#) and what you learned from making your own kaleidoscope.
3. Make this a full STEAM unit such [as this one!](#)





## Resources

Kaleidoscope resources:

- ❖ <https://buggyandbuddy.com/science-for-kids-how-to-make-a-kaleidoscope/>
- ❖ <https://littlebinsforlittlehands.com/how-to-make-a-simple-kaleidoscope-for-kids/>
- ❖ <https://www.instructables.com/id/How-to-make-a-kaleidoscope-1/>
- ❖ <http://www.heddenstainedglass.com/stem-curriculum/>

Hubble Space Telescope:

- ❖ <https://www.youtube.com/watch?v=6F78PscbCqg>



## National Core Arts Standards

- ❖ **Creating**
  - 1: Generate and conceptualize artistic ideas and work.
- ❖ **Connecting**
  - 10: Synthesize and relate knowledge and personal experiences to make art.



## Lens Five: Move the Mars Rover!



### INTRODUCTION

Play a fun movement and improvisation game in which a group of “Programmers” and a “Rover” work together to accomplish a series of interesting and funny tasks in your room!



## ACTIVITY

First, choose one volunteer to be the Mars Rover. If you like, they can even dress up as a fabulous traveling robot on another planet. Is there anything in the room that can transform them?

Then, have the Rover leave the room while their Programmers (everyone else!) decide on a series of simple and fun things they want the Rover to do with up to three objects in the room, such as “move the chair to a corner, sit on it, put a pencil on your head, and wave at the audience.” or “put the red hat on your right hand and turn in a circle, then put the hat on your other hand.”

Once the Programmers have decided on the program, it is time for the Rover to enter “Mars” and take commands from the programmers!

Now comes the fun part! The Programmers let the “Rover” know when it is close to completing the correct task by clapping or making some other kind of positive noise with their voices or instruments -- you decide! The only rule is that there can be NO spoken words or negative feedback. For instance if the Rover moves close to the chair, applaud! If it picks up the chair, clap even louder! When the Rover completes its mission, there is HUGE applause!

How quickly can your Rover and Programmers work together to accomplish the mission?  
Variations:

- Make the Rover out of two or three students who all have to remain connected to each other in some way.
- Blindfold the Rover!
- Have the Programmers sing or play an excerpt from one of the pieces on the concert for positive instead of clapping. The music can get louder or faster when the Rover is closer to completing the mission!
- Play with the ways in which the Rover can move when it enters the room. Can it bounce? Glide? Dance? Here’s a fun video of a new Rover in Development for Mars, the ATHLETE, busting a move!
- <https://www.youtube.com/watch?v=vwFrCpYavt4>



## Resources

- ❖ [You can discover more about ALL the Rovers that have explored planets and other celestial bodies in our Universe here.](#)



## National Core Arts Standards

- ❖ **Creating**
  - 2: Organize and develop artistic ideas and work.
- ❖ **Connecting**
  - 10: Synthesize and relate knowledge and personal experiences to make art



## Lens Six: Music Through a Telescope



### INTRODUCTION

A symphony orchestra is made up of many parts. How do all the parts come together to make the whole? Let's take our telescope and see what it is like to be the conductor, and the musician.

### ACTIVITY

An orchestra is made up of many instruments playing their own parts. Did you know that they can only see their own part? The only person that sees everything is the conductor! How does that work? Let's explore the written part of music.

The orchestra will be playing Mozart's "Jupiter" Symphony. Let's take a look at what the conductor sees.







Flauto.  
Oboi.  
Fagotti.  
Corni in C.  
Trombe in C.  
Timpani in C.G.  
Violino I.  
Violino II.  
Viola.  
Violoncello e Basso.

1 2 3 4 Bassi 5 6 7 8 Bassi  
10 11 12 13 14 15 16

This image shows a page of a musical score for a symphony orchestra. The score is arranged in two systems of staves. The first system includes parts for Flauto, Oboi, Fagotti, Corni in C, Trombe in C, Timpani in C.G., Violino I, Violino II, Viola, and Violoncello e Basso. The second system continues the orchestral parts. The score is written in black ink on a white background, with various musical notations including notes, rests, and dynamic markings. The page is numbered 10 through 16 at the bottom.



Wow! The conductor is reading 10 parts at the same time! How can you tell there are only 2 lines of music on this page? Look at the left-hand side and notice the bracket.



This marks what parts are playing at the same time.

But the musician does not see this! They only get to see what they have to play. Let's look at just the Flute part. (Flauto) This is what they have in front of them.



Find the answers to the following questions in the full score:

1. Can you find just the timpani part? (sixth from the top)
2. What parts play the same rhythm at the same time? (flute, oboe and strings)
3. What section plays when the winds are resting? (Strings)
4. Do you see the falling notes just in the Second Violins and Violas?

Looking at the whole score this way makes it much easier to read, doesn't it?

Now listen to what you see on the page. Can you now see how it really fits what they are playing?

<https://www.youtube.com/watch?v=C6EOb86YdIs>



## Resources

- ❖ Music Symbols: [https://en.wikipedia.org/wiki/List\\_of\\_musical\\_symbols](https://en.wikipedia.org/wiki/List_of_musical_symbols)
- ❖ The Language of Conducting: <https://www.youtube.com/watch?v=xcR1-WhjZys>



## National Core Arts Standards

- ❖ **Responding**
  - 7: Perceive and analyze artistic work.





## Lens Seven: I'm a Nebula



### INTRODUCTION

A nebula is an interstellar cloud of dust. The beautiful colors that can be seen in a nebula come from the star in the middle of the nebula radiating light through the elements floating through the gas and dust within the clouds. Imagine if you were a nebula! What colors would the different parts of your life be?



## ACTIVITY

1. On a piece of black construction paper use chalk pastel to create a self-portrait nebula. Ask yourself important questions like: Who is important to me? How does this person make me feel? What color represents this feeling and this person?
2. Be sure to choose colors that represent the important people, places and things in your life. For example, if you have a happy relationship with your sister maybe you would choose yellow to represent her.
3. Turn your chalk pastel on its side and make cloud shapes starting in the center of your paper. Use a paper towel wrapped around your finger to smear the chalk pastel so it has the look of a cloud-like texture. Add a ring of a new color around the cloud. Again use the paper towel to smear the color. Be sure to use analogous colors - colors that are next to each other on the color wheel so that the colors will mix to make a new color. Make more clouds and have them connect to each other.
4. Now use a white chalk pastel and make white dots on your paper. Place an X on each dot creating a star. Use the paper towel and smear away from the center of the dot. This will make the stars look like they are twinkling. Make some bigger and some smaller. The larger stars will appear closer and the smaller stars will appear further away.
5. Make sure to fill your composition, your paper to the edges. Add some long lines coming out of the middle of your nebula. Smear those with your paper towel to give them a more distant space look. Add a small amount of a color of your choice around the edges of your circles to give your stars a little bit of a 3-dimensional look.
6. Blend and smear until you are happy with your final product. Remember in art there are no wrong answers.





## Resources

- ❖ [Click here to see and learn more about nebulae](#)
- ❖ [Click here to learn more about analogous colors](#)



## National Core Arts Standards

- ❖ **Creating**
  - 1: Generate and conceptualize artistic ideas and work.
  - 2: Organize and develop artistic ideas and work.
- ❖ **Performing/Presenting/Producing**
  - 6: Convey meaning through the presentation of artistic work.
- ❖ **Connecting**
  - 10: Synthesize and relate knowledge and personal experiences to make art.

For additional educational materials and opportunities, subscribe to the [BSO Families Facebook Page!](#) All graphics except where otherwise noted were obtained from [creativecommons.org](https://creativecommons.org).

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Baltimore Symphony Orchestra

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