



# Anthony Kelley

**BORN:** February 28, 1965, in Henderson, North Carolina

## **BIOGRAPHY (in Student Book)**

Anthony Kelley is currently Associate Professor of the Practice of Music at Duke University. He joined the Duke University music faculty in 2000 after serving as Composer-in-Residence with the Richmond Symphony for three years under a grant from Meet the Composer, Inc. One of the main goals of this program was to introduce children to the idea that the word “composer” applies to people living among us today and not only people from hundreds of years ago like Bach and Beethoven.

In addition to his composing, Kelley has spent much of his time introducing younger people to music creation. He likes to focus on helping young composers transfer their musical ideas from their minds into notes on a page. One of the ways that he does this is through teaching in a way that allows for freedom of musical ideas, regardless of the amount of classical music training students have.

## **FUN FACTS ABOUT KELLEY (in Student Book)**

- Anthony Kelley teaches at Duke University.
- He writes movie music! A few of the movies Kelley has written music for include *Kudzu Vine* and *The Doll*.
- He was inspired to pursue music as a career after hearing the second movement of Beethoven’s Symphony No. 5 in high school.
- He grew up in Henderson, an hour north of Raleigh. His first introduction to classical music was a field trip to see the North Carolina Symphony perform in Vance County.

## **FEATURED WORK: *Themes and Fanfares of Unity***

From Anthony Kelley: “Around 1996, I heard the Ahmad Jamal Trio perform a remarkable rendition of Randy Weston’s *High Fly*. The piece started with a cool, marching drum cadence and a rather abstract bass line, and after some introductory, intentionally musically convoluted activity, the group exploded into a lucid, bouncy version of the Weston tune. This performance reminded me of the marvelously American quality of many rhythmic figures in marches...Normally, that term “fanfare” refers to a short, flashy concert opener involving significant brass and percussion. But how might I use the rest of the orchestra? I decided to expand the analogy to American life and music by making each orchestral family take on music of slightly different characters, symbolic of the diverse forces in our society which would, at their best, strive for eventual unity. I tried to keep one element in common—the interval of a half-step, which is the smallest interval in the common Western scale. This half-step, then, may be seen and heard as a symbol that, despite our differences, we’re still not too far from each other in the long run.”

## **FUNDAMENTAL OF MUSIC: Texture**

Texture is the aspect of music that involves tone color, or the way each instrument sounds. Composers choose and combine these individual sounds in music the way an artist chooses colors and combines them in a painting. There may be an instrument playing alone or many parts being played at the same time. These choices influence the mood or feeling of a piece of music. A “thin” texture may be one instrument playing a simple melody. A “thick” texture may be more than two instruments playing complex lines together. The texture usually become thicker or heavier when more instruments play together and when their parts are denser.

## CLASSROOM ACTIVITY #1: Texture Map

### NORTH CAROLINA ESSENTIAL STANDARDS IN MUSIC:

- 4.MR.1.1 Illustrate perceptual skills by moving to, answering questions about, and describing aural examples of music of various styles and cultures.
- 4.MR.1.4 Classify instruments into Western orchestral categories of wind, string, percussion, and brass.
- 5.MR.1.4 Classify classroom, Western orchestral, and world instruments into categories based on how their sounds are produced.

### OBJECTIVE:

While listening to the textural changes in *Themes and Fanfares of Unity* by Anthony Kelley, students will identify the orchestral instruments being used to cause these changes.

### MATERIALS:

- North Carolina Symphony Education Concert video: *Themes and Fanfares of Unity*
- **Orchestra Instrument Family Video**

### PROCESS:

1. Introduce the concept of texture:
  - a. Musical texture are the different layers of sounds in a piece of music.
  - b. Music can have a **thick** texture or **thin** texture depending on how many instruments are playing or how many musical ideas are happening at the same time.
2. Watch and listen to *Themes and Fanfares of Unity*, and have students indicate when they hear texture change in the piece.
3. Review the four instrument families and how they sound with this **video**.
4. Divide class into four groups.
  - a. Assign each group an instrument family.
  - b. Explain that they will actively listen to Kelley's piece again, but this time THEY will represent an instrument family.
  - c. While their family is performing in the piece, they must make up a physical movement that represents their instrument family or show a physical indication that they have heard their instrument family.

**Teacher Tip:** Give students time to come up with their movement. You may need to listen more than once.

## CLASSROOM ACTIVITY #2: Comparing and Contrasting Different Textures

### NORTH CAROLINA ESSENTIAL STANDARDS IN MUSIC:

- 4.CR.1 Understand global, interdisciplinary, and 21st century connections with music.
- 5.MR.1.2 Use music terminology in explaining music, including notation, instruments, voices, and performances.

### OBJECTIVE:

Students will compare and contrast textures between the orchestral piece by Anthony Kelley and other songs by 21st century musicians.

### MATERIALS:

- North Carolina Symphony Education Concert video: *Themes and Fanfares of Unity*
- **Compare & Contrast Sway Presentation**

### PROCESS:

1. Review the concept of texture:
  - a. Musical texture are the different layers of sounds in a piece of music.
  - b. Music can have a **thick** texture or **thin** texture depending on how many instruments are playing or how many musical ideas are happening at the same time.

2. Watch and listen to *Themes and Fanfares of Unity*.
3. Go to **Compare & Contrast Sway Presentation**.
  - a. Listen to the following examples of textures in music, according to 21st-century musicians.
  - b. Have the class identify the texture(s) they hear (thick/thin).
  - c. Compare and contrast these examples and decide which one is the most like Kelley's orchestral piece.

**LESSON EXTENSION:**

1. Both Kelley's piece and the compare/contrast examples are centered around the subject of "Unity."
  - a. How do musicians and composers encourage unity in their music?
  - b. What did you hear in Kelley's piece that created a united feel?

## **CLASSROOM ACTIVITY #3: Composing Different Textures**

**NORTH CAROLINA ESSENTIAL STANDARDS IN MUSIC:**

- 4.ML.3.2 Create compositions and arrangements using a variety of traditional and non-traditional sound sources.
- 5.ML.3.2 Create compositions and arrangements within specified guidelines.
- 5.MR.1.2 Use music terminology in explaining music, including notation, instruments, voices, and performances.

**OBJECTIVE:**

Students will create three different texture examples using Chrome Music Lab.

**MATERIALS:**

- North Carolina Symphony Education Concert video: *Themes and Fanfares of Unity*
- **Chrome Music Lab – Song Maker**

**PROCESS:**

1. Review the concept of texture:
  - a. Texture is how the layers of sound in music interact.
  - b. Music can have a **thick** texture or **thin** texture depending on how many instruments are playing or how many musical ideas are happening at the same time.
2. As the final assessment assignment (classwork) on texture, students are to create two or three examples of texture using Chrome Music Lab – Song Maker.
  - a. **Example 1:** Thin
  - b. **Example 2:** Thick
  - c. \*Example 3: Polyphonic (for advanced students). For this part, students will need to create a thick or thin texture and add a vocal or instrument line on top.
3. Have students open the website **Chrome Music Lab** and go to the "Song Maker" app.
4. Students may turn in assignment using teacher preference (Google/Teams/etc.).

**Teacher Tip:** Have students create a document and add their share links to the document to turn in.

**Teacher Tip:** Create a Flipgrid for students to share one of their examples using musical vocabulary to describe what they created; turn on commenting so class can interact with each other. (They **LOVE** this!)

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