



Great Lakes Chamber Orchestra
Legends & Mysteries - School Outreach Programs

VIDEO GAMES MUSIC

hosted by Harbor Springs Public Schools
February 21, 2025

Curriculum Packet Contents

This packet contains lesson plans, information pages & charts, suggested class discussions, followup activities/projects, and resources for teachers and students.

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*All three of our Video Games Aficianados
are available as guest speakers in your classroom.

Helping Young Students Understand Audience Etiquette and Courtesy

Suggested Classroom Discussions
for those who will be attending the concert in person.

Introduction: There will be an orchestra concert in the Harbor Springs High School auditorium on February 21st played by members of the Great Lakes Chamber Orchestra, based in Petoskey.

- 1 - How many of you have gone to an orchestra concert before? Was it in an auditorium? What did you like about it? Is there anything you did not like about it? The concert we will be attending will be pretty unique, the music they are playing is Video Games Music!!
- 2 - Explain that there are many different kinds of concerts, giving examples that include the setting; for example, formal concerts in auditoriums with people wearing tuxedos and beautiful gowns, choir & band concerts in schools, concerts in churches, outdoor jazz concerts, operas, rock band concerts that fill a football stadium, and orchestra concerts like the one we will see.
- 3 - Ask the students if they think the people in those audiences all have the same rules or expectations about behavior.
- 4 - Make a 2-column list on your whiteboard or large poster paper of your students' perceptions about what is and what is not appropriate for each of the examples you used in #2. Save their comments as a reference for your conversation in #6.
- 5 - Help students understand that, regardless of what kind of concert they are attending, the audience is expected to show respect for both the performers and all of the people who came to see and hear the concert. That includes making adjustments so everyone is able to see and hear the performers. In short, audience members should be considerate and respectful of others during any kind of concert...even a Video Games Music concert.
- 6 - Several days before the concert, ask students to describe the concert behavior they think will be expected during the Video Games Music concert by reviewing their perceptions that you wrote on the white board or poster paper in #4.
- 7 - As you prepare to move your class into the auditorium on the day of the concert, ask your students to show you what they have learned about audience etiquette and which behaviors will be expected that day.
- 8 - Back in your classroom after the performance, ask your students to describe their audience behavior. Reward their success with praise.

Video Games and Their Music

PART 1 - Information about Video Game Categories

The variety of video games categories (or genres) is the major draw for people from all locations and all ages. “From adrenaline-pumping shooters to immersive role-playing adventures, the various categories of video games offer unique thrills and challenges.”

Take a look at the top 10 game categories in 2024:

- #1 *First-Person Shooter* - the adrenaline rush of these games is what draws people in. It’s the quick action, competitive play, and that sweet rush of victory.
- #2 *Action-Adventure* - thrilling action within a captivating storyline leads to puzzles and fight sequences, mixing exciting combat with rich storytelling.
- #3 *Role-Playing Games* - are like digital theater, where players become the main characters, stepping into someone else’s shoes, making choices, and watching their character grow.
- #4 *Battle Royale Games* - feature large-scale, survival-based matches on a huge map where players must strategize and fight to be the last one standing.
- #5 *Simulation Games* - allows players to experience real-world scenarios they may not be able to have in their daily lives; like driving a bus, building a house, or being a city mayor.
- #6 *Sports* - bring the excitement of real-world competition to your screen with realistic graphics, gameplay, and athlete rosters.
- #7 *Puzzle Games* - challenge players’ problem-solving skills through various mechanics and gameplay styles; from simple logic puzzles to intricate narratives requiring critical thinking and creativity.
- #8 *Fighting Games* - pit players against each other in one-on-one combat. The main attraction is the games’ healthy competition and stress-busting aspect.
- #9 *Racing Games* - high-speed racing games provide an adrenaline rush, the thrill of competitive racing against the clock or against each other on meticulously designed tracks.
- #10 *Horror Games* - for people who love being scared in a safe environment, with jump scares, eerie atmospheres and terrifying creatures that create memorable experiences players can’t get anywhere else.

(Information and Statistics source Juego)



Video Games and Their Music

Part 2 - Conversation Starters & Video Games Music

Conversation Starters

- How many of you play video games?
- Do you have a favorite category of games? Multiple categories?
- What is your favorite video game? Multiple favorites?
- Do all of the games you play have music?
- Does the music affect your mood while you are playing the game?
- Does the music influence how you play the game?
- Does the music add to the excitement of the game?
- Do you ever silence the music because it distracts you?
- Do you know the names of the composers who created the music for your favorite games?
- How do you think composers know/decide what style of music to create?
- Does the music reflect or support the overriding theme, story, focus, purpose?
- Has the music on any video inspired you to write music of your own?
- Have any of you ever thought about creating your own video game? How would you get started?

Space to Jot Down Your Thoughts for Post-Concert Discussions

DID YOU KNOW?

Video Games Have Been Around for 9 Decades!

1940s	Scientists and the general public explore the possibility that machines might not only think—but also play.
1950s	Early computer scientists begin using games to test the limits and potentials of their programs.
1960s	As mainframe computers became more widespread in government, business, and university labs, more people begin designing innovative games for them.
1970s	Video games reach mass audiences through coin-operated arcade games and home consoles.
1980s	Video game arcades reach their heyday as home consoles (led by Nintendo) begin to take sway.
1990s	Console wars heat up and computer game makers begin to explore the possibilities of playing on the internet.
2000s	Online play—whether on console or computer—comes to the fore.
2010s	The smart phone puts a game-playing computer in almost every person’s pocket, while online video streaming fuels the growth of E-sports.
2020s	A global pandemic fuels the growth of the video game industry. Millions of people turn to games like <i>Animal Crossing: New Horizons</i> , <i>Among Us</i> , and <i>Fall Guys</i> to play and connect with friends and strangers through the safety of their mobile phones, computers, and consoles.

Video Games Music

the Great Lakes Chamber Orchestra will play for you

Title	Composer(s)	Arranger	Publisher
<i>Super Mario Galaxy Suite</i>	Mahito Yokota, Koji Kondo	Andres Soto	VGOscore.com
<i>The Legend of Zelda 25th Anniversary Medley</i>	Koji Kondo	Andres Soto	VGOscore.com
<i>Suite from Video Games Live:</i> — <i>Halo Theme</i> — <i>Civilization IV</i> — <i>Bounty Hunter Theme</i> — <i>Kingdom Hearts</i>	Marty O'Donnell & Michael Salvatori Christopher Tin Tommy Tallarico, Michael Plowman, Emmanuel Fratianni, Laurie Robinson Yoko Shimomura	Ralph Ford	Microsoft Music Publishing
<i>Call of Saregnar</i>	Tony Manfredonia		Tony Manfredonia

Conversation starters:

- 1 - Who has played these games?
- 2 - What can you tell us about the music in these games or in other games you've played?
- 3 - Has anyone heard of these video games and the composers who created their music?
 - The music for the Moon Studio's Ori series was composed by **Gareth Coker**.
 - The music for *Journey* was composed by **Austin Wintery**, who was nominated for a Grammy Award in the category of Best Score Soundtrack for Visual Media.
 - The music for games by Chrono, Xeno, Shadow Hearts and Inazuma Eleven was composed by **Yasunori Mitsuda**. He has written many video game music scores.
 - The music for *Moss* was composed by **Jason Graves**, using the unique sounds of Celtic harp and woodwind instruments.
 - The music for *Hollow Night* was composed by **Christopher Larkin**.
 - The music for *Oregon Trail* was composed by **Sam Lewis**.

From a Single Idea to Production

In Discussion with Keith Brown
Producer & Host of *GamePlay* on Interlochen Public Radio

How do you turn an exciting idea into a video game? It's like an opera. It requires a lot of different artistic disciplines coming together: costume designers, visual artists, set designers, writers, composers, lyricists, stage managers, actors, musicians and many more...

The idea grows into a storyline and, through much collaboration, begins to come to life. What do the characters look like? What does "the world" of the game look like? What is the goal of the game? In what category does the game fit? Will there be music? If yes, when is the composer drawn into the process?

The creative sequence for gaming is a lot like a film or movie production, often the composer is brought into the process near the very end. Many composers prefer to be involved early on because they need the artistic information: sketches from the visual artists, drafts of different scenes, the setting (is it in New York, or a fantasy world, or a single room, or a forest?), the costumes, dialog, energy, moods. When composers are brought in early on they are able to collaborate with the writers during the creative process. The writers react to the music, the composers react to the script, and sometimes it sparks positive changes in both the script and the music.

Music is essential to the success of most video games, with similarities to how it supports the storyline in Disney or Pixar movies. If we listen for the music's purpose we hear that:

1. It tends to sync with the characters' movements and the pace of the action.
2. Every game has a rhythm to it.
3. Music carefully matches the emotion of the characters—fear, hesitation, excitement, confrontation, love, adventure, conflict, fun.

In addition, the budget dictates the quality of the musical sounds. A low budget might lead to digital voices & instruments rather than human musicians.

When you are ready to have your own video game produced, choose from among the best.

Based on revenue, the top ten video game publishers and developers in the United States are: Sony Interactive Entertainment (California), Microsoft Gaming (Washington), Electronic Arts (California), Epic Games (North Carolina) Take-Two Interactive (New York), Roblox Corporation (California), Oculus (California), Wizards of the Coast (Washington), Scopely (California) and Niantic (California).

Sharing Reactions - Class Discussion

Conversation Starters

- (Begin with the thoughts & ideas you jotted down on Lesson 2b.)
- Raise your hand if this was the first time you heard an orchestra play (whether in-person or viewing the video)?
- How did it feel to be in the audience of a live orchestra concert with the video game clips on the screen behind them?
- Did anyone have an Ah-Ha moment or a Wow moment? Tell us about it...
- Was there an instrument in the orchestra you didn't recognize? Can you describe it?
- What was your favorite music on the concert?
- Does anyone have a Pro or Con suggestion for the orchestra to consider when they plan future live performances for students?*
- Has anyone created/composed your own music?
- Have you ever used Trial & Error to figure out how to play a favorite song on your instrument?
- Would any of you be interested in learning more about composing or arranging music?
- Would any of you be interested in learning more about creating video games?

Space to Jot Down Students' Responses and Interests

*Please send students' suggestions to info@glcorchestra.org

Use Your Imagination!

What Are You Hearing? What Do You See in Your Mind's Eye?

OVERVIEW: *This activity utilizes listening skills, imagination, and collaboration. It works best when the class is divided into groups of 4 or 5. And you might need two class periods to complete it: one for listening & discussion and another for creating a group poster.*

SUPPLIES: Students will need pencil & paper for jotting notes, a sheet of poster board (22" x 28" works well) or roll paper cut to a similar size, and multiple colored markers and/or pencils.

ACTIVITY:

1. Choose a unique all-instrumental piece of music (no voices or narration) that is about 5-10 minutes long, and that grabs the listeners' attention. For example, something loud & bombastic, or quiet & calming, or an energetic dance style, or an irregular rhythm pattern or a mind-numbing repetitive rhythm pattern, or pensive & thought-provoking, or has surprising interruptions. (examples listed below)
2. Have students sit in their small groups.
3. Before playing the piece for the class, ask that there be no talking, that they listen intently, jot down single words or phrases describing what images come to mind as they listen, and what the music represents to them.
4. When the music ends, ask all groups to choose a recording secretary who will write down the major points in their group's discussion. Allow about 10 minutes for groups to share their thoughts and impressions about the music, and to take notice of similarities or differences in their responses.
5. Next, ask students to create a collage poster by drawing images representing their group's thoughts & impressions, using their recording secretary's notes as a reference.
6. Display the posters where you have suitable wall space in your classroom or hallway.

MUSIC EXAMPLES:

Any movement from *The Planets* by Gustav Holst

J.S. Bach's *Tocatta & Fugue* played on guitar by John Williams

The 1st movement of Beethoven's *5th Symphony*

Percy Grainger's band arrangement of *An Irish Tune from County Derry*

Any movement from *The Four Seasons* by Antonio Vivaldi

Pachelbel's *Canon in D* on pipe organ

Fanfare for the Common Man by Aaron Copland

The Typewriter by Leroy Anderson

The 2nd movement from Haydn's "Surprise" Symphony

Create Your Own Video Project

Creating a video game requires resources and ‘tools’ that most of us do not have in our homes, but there are multiple free apps we can use to have some fun while we learn new computer skills and share our success with others. You might enjoy teaming up with classmates & friends. A good place to start is with a Stop Motion App.

The table below describes 5 Stop Motion Animation Apps for beginners. All five of these apps are CUB which stands for Children Under Budget, meaning the apps are FREE! You can find all 5 apps in your APP Store by searching *Stop Motion Apps*.

Name of the App	Difficulty Level	Onion Skinning	Timer	Grid	Brightness Lighting	Frames per second	Rating
Stop Motion Studio	Easy	X	X	X	X	30 frames per second	Best App Overall
<i>Good features:</i> has many features—zoom, manually focus, multiple filters, ear bud remote, and you can get the Pro Version for only \$5.00.							
Onion Can 2	Easy	X	X	X	X	30 frames per second	Fantastic
<i>Good features:</i> can zoom, really easy to use. <i>Not so good:</i> it has ads.							
I Motion	Medium	X	X	X	?	30 frames per second	Okay
<i>Good features:</i> when you connect ear buds to your iPad/Phone it reacts like a remote to take photos, really responsive. <i>Not so good:</i> cannot zoom, and costs \$ to add sound.							
Stop Motion GIFF	Easy	X	?	?	?	50 frames per second	Fantastic for GIFFs
<i>Good features:</i> can preview photos and delete. <i>Not so good:</i> requires pressing the button on iPad/Phone to make a photo but you don't want your camera to jump around.							
Life Lapse	Easy	X	X	X	X	30 frames per second	Okay
<i>Good feature:</i> pretty good app for beginners. <i>Not so good:</i> its name appears on the screen.							

The information about these apps was compiled by *Lights, Camera and LEGO*.

A Cross-Curricular Opportunity

Writing — Composing Music — Stop Motion Animation

Language Arts. Band, Choir, Gen. Music

Visual Arts, Computer Arts

OVERVIEW: *In this project, a team of six students divides into three mini-teams of two students each to cover the multiple disciplines of storywriting, music composition/arranging, and computer skills, with the goal of creating a 1-2 minute “trailer” video which could potentially be posted on the Great Lakes Chamber Orchestra’s website.*

SUPPLIES: Students will need a three-panel cardboard display, multiple colored markers, the #8 “Create Your Own Video Project” page and the #11 “Related Resources for Teachers & Students” page (as will collaborating teachers). Students will also need access to computers to download apps, possibly a piano for creating or arranging music.

SUGGESTED

SEQUENCE:

1. The teams of six begin with “Story Boarding” to brainstorm their theme or story; choose, arrange or compose music to accompany the sequence & actions of the story; and sketch the characters in their story. They should keep their StoryBoard for reference throughout the project.
2. The team of six decides which two people are writing the storyline, which two are choosing the music, and which two are creating the characters. (Hint: Legos are very helpful.)
3. Each team of two creates a sequential outline of how they will complete their portion of the project, and a copy of each of those outlines should be kept with the StoryBoard.
4. Students will need work space, a place to store their supplies between project days, and guidance and/or teacher supervision while choosing the apps best suited for their skill level and their project goals.
5. Collaborating teachers should work out a schedule for project work days and choose a deadline for completion.
6. When the projects are completed, students may submit their “trailer” video for consideration to be posted on the Great Lakes Chamber Orchestra’s website with students’ names and their school.

Parental permission w/signatures will be required before names and photos of students will be posted on the GLCO website.

Video Games Aficianados Living Near Us Tony Manfredonia, Keith Brown, Jason Byma

Tony Manfredonia - is a Northern Michigan-based composer and singer-songwriter who creates music across multiple genres, including: symphonic pop-rock, cinematic storytelling, and video game music. “From sweeping symphonic rock and orchestral pop anthems, to video game soundtracks—including music for Minecraft and Universal Studios—Tony crafts emotionally charged transformative experiences that resonate deeply.” He has released two albums, *Reflections Volume One* and *Anchored*. His orchestra works have been performed by the Pittsburgh Symphony Orchestra, the Great Lakes Chamber Orchestra and the Traverse City Philharmonic. He has also orchestrated pieces for *The Accidentals* and jazz legend *Bob James*. “Whether performing as a singer-songwriter, crafting video game scores, or composing for concert halls, Tony proves that music can unify, inspire and transform — no matter the medium or genre.”

Learn more about him at: manfredoniamusic.com

Keith Brown - is a Baritone soloist, a voice-over artist, an audiobook narrator and has a background as an opera singer. Keith was also the music program host at Interlochen Public Radio who created and produced GAMEPLAY, the video games music program (podcast). He has been praised by Opera News for his “warm bass-baritone” voice. His onstage engagements have taken him from Carnegie Hall to Italy and Newfoundland, in repertoire from Howard Hanson, Richard Strauss, Puccini and Sondheim. Keith is also a former first-place winner of the American Prize in Vocal Performance - Friedrich and Virginia Schorr Memorial Award, and he holds degrees in classical voice from the Cincinnati College-Conservatory of Music. Keith freely shares his knowledge and his experience.

“My aim in all my work is too inspire new generations of artists and listeners.”

Learn more about him at: <https://www.interlochenpublicradio.org/gameplay>

Jason Byma - teaches Media Production at Harbor Springs High School. Students taking the Audio Engineering & Video Editing course gain perspective into the world of audio and visual media, from the planning stages of pre-production through to the final mixing and editing, in a state of the art classroom studio designed specifically for media production. Mr. Byma’s educational background includes a Bachelors degree in Music Education and Percussion Performance from Central Michigan University, and a Masters degree in the Art of Teaching from Marygrove College in Detroit, Michigan . He and his advanced studio members are available to assist with any multi-media questions.

Contact him at: jbyma@harborps.org

Related Resources for Teachers & Students

1. **Pexel** is an online platform that provides a vast library of free stock photos and videos, allowing users to download high-quality images for personal or commercial use without any cost of attribution requirement, essentially acting as a readily accessible source of visual content for designers, bloggers, and anyone needing imagery for their projects; users can also contribute their own photos to the platform.
Key Points: Free access, large library, contributor-based, no attribution (credit given to the photographer or videographer) required.
2. **Powtoon** is a free, user-friendly, web-based platform that does not require design or video creation experience.
Key Points: It allows users to create animated presentations and videos, with a variety of templates and tools to create customized videos, with narrations and music. Users can also write a script, record voiceovers, and add visuals.
3. **CamWow** is a mobile app that allows users to add real-time visual effects to their video camera feed, essentially acting like a “photo booth” feature on smartphones, enabling users to apply filters, overlays, and other fun effects while recording video or taking photos directly on their device.
Key Points: primarily used for adding live effects to video recordings or still images.
4. **Audicity** is a free, open-source app that lets you record, edit, and mix audio. It is used for producing music podcasts and other audio projects.
Key Points: can record live audio, computer playback or convert tapes and records to digital recordings; copy, cut, splice and mix audio; convert audio between formats like WAV, MP3, FLAC and Ogg; use third-party plugins to add effects to your audio.
5. **CapCut** is a free all-in-one video editing tool that is packed with everything necessary to create high-quality, visually appealing videos and graphics.
Key Points: users can trim, split and add clips; choose from a library of pre-made templates; add filters, transitions and overlays; add music to videos; remove or change the background of videos; create smooth slow-motion videos; add keyframe animation to your videos; save projects to the cloud; and collaborate with others on editing projects.
6. **Soundtrap for Education** is a digital audio workstation that allows students and teachers to create music, podcasts, and other sound recordings. It is a collaborative tool that can be used by students of all ages and abilities.
Key Points: students can see changes in real-time; changes are automatically saved; students can use built-in loops and software instruments to create music, record their own vocals, and invite friends to work on projects together.