

YourClassical Class Notes

e(L)ement

Supporting Materials Packet



e(L)ement (Karen Baumgartner, Mallory McHenry)
Photo Credit: Allison DeFrancesco

About the Performers:

Flutist Karen Baumgartner and harpist Mallory McHenry join together to form e(L)ement, an engaging and virtuosic duo specializing in modern works by living composers.

Learning Goals:

1. Students will identify the harp and flute by sight and sound.
2. Students will understand that musical elements can represent elements found in nature.
3. Students will identify a variety of emotions experienced when listening to music.

Preparing for your Class Notes Concert

Thank you for signing up for a Class Notes Concert, brought to you by YourClassical MPR!

The Class Notes team has created two resources to help prepare for and extend the Class Notes Concerts experience:

1. **Meet the Artist PowerPoint.** Build excitement for the concert by introducing the ensemble in advance. Students will learn key information like instrumentation and style of music.
2. **Supporting Materials Packet.** The lessons in this packet come from the [Class Notes Lesson Library](#). The first lesson is designed to be a starting point for discussing audience behavior prior to the concert. All other lessons align with learning objectives for this artist. Use these before the concert to introduce an important musical concept or after the experience to reinforce learning. Every classroom is different. Teachers should customize all content to fit student needs.

After your Class Notes Concert, please fill out our teacher survey and have your students complete our student survey. Class Notes staff will send a link with instructions after your concert.

PACKET CONTENTS

- 1) What is an AUDIENCE?
- 2) Instrument Exploration: Flute
- 3) Instrument Exploration: Harp
- 4) Music and Emotions



MUSIC FUNDAMENTALS: What is an AUDIENCE?

Age Range: Elementary

Learning Objective: Students will demonstrate active listening and positive audience behavior in a concert setting.

ENGAGE students

- ASK.** "Have you ever been to a concert or performance?"
- SAY.** "There are two main jobs at a concert: the job of the *performer*, and the job of the *audience*."
- DISCUSS.** "Share with a classmate about a time you watched a performance. What did the performer do? What did the audience do?" (*After some time for students to discuss with each other, encourage students to share out their experiences with the class, supporting and validating the variety of experiences.*) "There are many kinds of audiences, and the type of concert influences how an audience responds!"
- CREATE.** As a classroom, create a chart listing positive and respectful audience behavior. [Use the sample chart in the Visuals section](#) as a starting point.

EXPLORE sounds

- SAY.** "Sometimes an audience will dance and sing along with a performer. Sometimes it's the job of an audience to listen and notice as many sounds as possible. When we need to notice sounds, our own voices and body wiggles can keep us from hearing the performer. So it can be helpful to let out some wiggles and sounds before listening."
- SING.** Sing "[We Are The Audience.](#)" (Score found in the Visuals section.)
- WATCH.** Watch our Class Notes Video: [What to do at a Concert.](#)

EXTEND learning

Choose one or more activities to extend learning.

- PRACTICE.** Practice audience skills by utilizing one of our [Class Notes Virtual Concerts](#). In these lessons, teachers play the role of Concert Host, and students play the role of the audience.
- PRETEND.** Hold your own classroom concert! Assign performers, audience members, and observers. The job of the observers is to notice good audience behavior. (i.e. "I noticed STUDENT was watching the performer and not talking!")



Visuals: What is an AUDIENCE?

We Are the Audience when....

- We **listen** to and **notice** sounds.
- We research in advance: Who is visiting your school? Where are they from? What type of music can you expect?
- We follow directions on where and how to sit so you can see and hear.
- We are curious! What questions would you ask the performer?
- We notice the *timbre*, or unique and special sounds, made by each instrument or voice.
- We make predictions. What do you think will happen next?
- We share your experience with someone at home.
- We show appreciation at the end by clapping.



Visuals: What is an AUDIENCE?

We Are the Audience

K. Condon

Voice

We are the aud - i - ence, it's our job to li - i - sten, Let all your

6

Vo.

wi - ggles out be - fore the mu - sic be - e - gins. (WIGGLE!!!) We are the

11

Vo.

aud - i - ence, it's our job to li - i - sten. Feel your bo - dy qui - et down,

16

Vo.

so sounds can co - ome in.

Suggestion for song usage:

The first time the song is introduced, ask students to watch and listen, and encourage them to keep a steady beat (maybe by rhythmically bouncing one fist on top of another.) Perform just the first half of the song. When you get to the "wiggle" part, ask them to join you. Repeat the first part of the song again- this time they can join you in the singing. After the second wiggle, explain, "This time the song starts the same, but ends differently." Slow down and get considerably quieter on "Feel your body quiet down..." so that you are at a slow whisper by the end of the song.



Age Range: Elementary

Learning Objective: Students will learn to identify the flute by sight and sound.

ENGAGE students

ASK. "Look at the picture of a flute. Can you describe it? What do you think it looks like?"



EXPLORE sounds

LEARN. "Listen to [Karen from e\(L\)ement](#) as she tells you a little about the flute."

ASK. "The flute is a member of the woodwind family, but it's not made of wood! Can you explain why the flute is a member of the woodwind family?"

LISTEN. "[Listen to this piece of music](#) featuring flute and harp. As you listen, think of three words that describe the sound of the flute."

REFLECT. Instruct students to compare the sound of the flute with the sound of the harp. Have students either write down their thoughts or share them with a classmate.

EXTEND learning

Choose one or more activities to extend learning.

CREATE. [Make a flute](#) with your class using PVC pipe and power tools.

LEARN. Listen to flutes from different time periods in this [8-minute video](#) featuring Deb Harris of the Concordia Wind Quintet.

MOVE. Expose students to a musical score during [this flute solo](#). Demonstrate following the high and low notes on the screen to trace the melody in the air with their finger.

LISTEN. [Listen to pop singer Lizzo](#) play flute with the NY Philharmonic.



Harp

Age Range: Elementary

Learning Objective: Students will learn to identify the harp by sight and sound.

ENGAGE students

ASK. "Today we're going to learn about an instrument that is sometimes used in movies or TV shows as a sound effect for angels, dreams, or clouds. Does anyone have a guess which instrument we might be talking about?" (For younger kids, simply say, "It's a harp!")



EXPLORE sounds

LEARN. Show students a video with an overview of the harp. For older students, we suggest [this video](#) by Minnesota Orchestra's harp player, Kathy Kienzie. For younger students, [this video](#) featuring Mallory from e(L)ement gives a more simple explanation of the harp.

MOVE. This piece, [Fire Dance](#), uses many harp techniques. While listening, encourage students to use scarves or their hands as paintbrushes to create movement to match the music. Students might bounce the scarf/imaginary paint brush on repeated notes or trace the melodic direction of the glissandos. Actively participate to guide and model movement.

REVIEW. For younger students, ask them to whisper three things they learned about the harp to a friend. Ask older students to answer the following questions:

- How many strings does the pedal harp have? (47)
- What is it called when you pull all the strings from top to bottom or bottom to top? (Glissando)
- To which instrument family does the harp belong? (The String Family)

EXTEND learning

Choose one or more of the following videos to extend learning.

LISTEN. Choose one or more of the following videos featuring the harp to watch. Come up with a hand signal for students to show every time they hear a *glissando* in any of these songs. Videos: [Atomic Peace](#), Alice Coltrane; [Sprout and the Bean](#), Joanna Newsome; [Danse Sacrée](#), Anneleen Lenaerts.



MUSIC AND MINDFULNESS: Music and Emotions

Age Range: Elementary

Learning Objective: Students will describe emotions experienced when listening to a musical selection.

ENGAGE students

ASK. "How many different feelings, moods, or emotions can we come up with? Let's make a list." Once you have generated a list, go through each word and discuss what kind of music might express that emotion, mood, or feeling.

EXPLORE sounds

PREPARE. Create, print, or project a blank listening chart like the one [attached](#).

CONNECT. Listen to a diverse selection of music. (See list below for suggestions.) Instruct students, "Think about what emotions you hear and feel. Use vocabulary words to describe each piece. The list of feelings the class brainstormed might help. Draw a picture to go along with each. As you listen and write, consider:

- "Does the emotion or feeling change throughout the piece?"
- "What musical techniques did the composer use to create these feelings or emotions?"
- "Can you use any music vocabulary words when you describe the emotions or feelings you hear?"
- "Does the title of the piece give you any clues?"

Repertoire suggestions:

- "[Lines](#)" by Mary Ellen Childs
- "[Yearning for the Peace](#)" by Tan Dun
- "[Mercury, the Winged Messenger](#)" by Gustav Holst

EXTEND learning

Choose one or more activities to extend learning.

WATCH. Watch the Class Notes Videos [A Journey Through Musical Emotion](#) and [A Recipe for Emotion in Music](#).

SHARE. Invite students to bring their own songs or pieces to listen to together as a class! Set clear parameters on what music is classroom-appropriate and ask students to submit names of songs (artist included, if possible) for you to put into a playlist. With each student's musical choice, repeat the "connect" activity above, having students listen, write, and draw their emotional ideas. After each selection, invite the class to discuss what they felt in response. You may also invite the student who brought that selection to share what the selection means to them.

Printable Listening Grid - Blank

MUSIC AND EMOTIONS

Title	Emotions/ Feelings/Moods	Comments/ Pictures