

YourClassical Class Notes

Liz Pearce

Supporting Materials Packet



Liz Pearce

Photo Credit: Jenny Cvek

About the Performers:

Liz Pearce is a vocalist who explores LOTS of different ways of singing – especially experimental and contemporary genres. She has performed music from the medieval to modern eras, and loves sharing unusual, novel, and otherwise un-heard repertoire with curious audiences.

Learning Goals:

1. Students will understand that their voice is an instrument.
2. Students will learn about various parts of the voice and demonstrate control of the voice to create certain sounds.
3. Students will acquire tips and strategies to keep their voice healthy.

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) What are VOICE TYPES?
- 3) Virtual Concert: Vocal Music



MUSIC FUNDAMENTALS: What is an AUDIENCE?

Age Range: Elementary, Grades K-3

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

Total Video Time: 5:29

INTRODUCE the concept of audience

1. Ask, "Have you ever been to a concert or performance?" Allow students time to respond.
2. Explain, "There are two main jobs at a concert: the job of the *performer*, and the job of the *audience*."
3. Ask students to share with a classmate about a time they 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.

4. Remind students, "There are many kinds of audiences. The type of concert influences how an audience responds."
5. As a classroom, create a chart listing positive and respectful audience behavior. Use the [sample chart](#) as a starting point.

LEARN about being an audience

1. Explain, "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."
2. Learn to sing a song about being in the audience: "We Are The Audience." (Download the score [here](#).)
3. Watch our Class Notes Video: [What to do at a Concert](#).

EXTEND learning about being an audience

Choose one or more activities to extend learning.

1. 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.
2. 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.



What are VOICE TYPES?

Age Range:	Elementary, Grades K-6
Learning Objective:	Students will be able to identify four voice types: soprano, alto, tenor, and bass.
Total Video Time:	22:36
Total Lesson Time:	Approximately 30 minutes

ENGAGE students through singing

1. Say to students, "On the count of three, let me hear your voice. One, two three."
2. Put your hand to your ear to give a clear visual cue, followed by a palm outstretched for a STOP sign.
3. Ask, "What did you notice?" (*Allow students to share a few observations.*)
4. Ask, "What if we hear just one person's voice?" (*Cue one student with the same start and stop signals.*)

LEARN ABOUT the voice

1. Explain that everyone has their own unique voice. No two voices sound exactly the same. But, all voices fall into a *range*. This means some voices can sing very high notes, some sing low notes, and some sing in-between. Today we will learn about four main voice types.
2. This song features four voice types. Invite students to notice whose voice is highest, lowest, and in the middle. Show [El Grillo](#), performed by the Mirandola Ensemble (video approx. 4 minutes).
3. Now we'll meet each voice type, one by one. We'll start with the highest voice - the soprano. Show [Soprano Demonstration](#) (video approx. 2.5 minutes).
4. Next, Alyssa will explain her voice type, alto. Show [Alto Demonstration](#) (video approx. 2 minutes).
5. Nick sings tenor. Show [Tenor Demonstration](#) (video approx. 2 minutes).
6. Matthew has the lowest voice type, bass. Show [Bass Demonstration](#) (video approx. 2 minutes).
7. Ask students, "Can you list the four voice types, in order, from high to low?"

EXTEND learning about the voice

Choose one or more activities to extend learning.

1. Listen to the Mirandola Ensemble sing [another piece](#) together (video approx. 3.5 minutes).
2. [Class Notes: How to Sing Well](#) discusses voice types and gives tips on how to sing using good technique (video approx. 7 minutes).
3. Check out [this curriculum](#) for additional ideas.



VIRTUAL CONCERT: Vocal Music

Age Range:	Elementary, Middle School; Grades K-8
Learning Objective:	Students will review the role of an audience while they listen to vocal music featuring Minnesota-based musicians.
Total Video Time:	17:14
Total Lesson Time:	Approximately 30 minutes

HOW TO USE Virtual Concerts

Virtual Concerts give students the opportunity to practice being an audience and experience a variety of music. The teacher or students can play the role of Concert Host narrating between each piece of music.

Use the provided Concert Host Script to guide students through a series of videos reenacting a concert. Customize the lesson to fit your needs, resources, and teaching style.

CUSTOMIZE the experience

Every classroom is unique. Choose among the following ideas to make the experience fit your teaching style and your students' needs.

1. **Discuss the role of the audience.** This virtual concert is designed to prepare students to be an audience. For younger kids, use our [Audience Lesson](#) before this concert. For older students, facilitate a discussion on the different kinds of audiences for events such as a rock concert, a hockey game, a piano recital, etc.
2. **Let the students be the Concert Host.** Cut the script into strips and hand them out to different students. Be sure to number the strips first, so you can call kids up at the appropriate time. *(Recommended for Grades 4 and up.)*
3. **Make the experience interactive.** Pause for reflection after each video using the suggested reflection questions. Invite students to share their thoughts with a neighbor, so everyone gets a chance to talk. Older students can fill out the [Concert Reflection Worksheet](#). *(Recommended for all ages.)*
4. **Integrate imaginative play.** Imaginative play increases social skills and the ability to manage emotions. Here's a suggestion on how to utilize imaginative play: Pretend to take a field trip to the concert- in your very own school! Build excitement for the experience a couple days in advance. On the day of the concert, pretend to get on a bus and drive students to the concert (maybe through the school hallways). Arrive back at the classroom and find seats. Create an exciting atmosphere by turning off the lights. *(Recommended for Grades K-2)*

EXTEND learning

Choose one or more of the links below to learn more about the artists.

1. [Watch Siama and Dallas](#) explain more about the role music played in Siama's childhood in the DR Congo.
2. Learn this [Bucket Passing Activity](#) and sing and play along with Afoutayi's [Zamn Telele!](#)
3. Learn more about Gaelynn in her [introduction video](#) or watch her [virtual concert!](#)

Concert Host Script

VOCAL MUSIC

HOST: "Welcome to our virtual concert. Today, practice being an audience while listening to four musical groups from Minnesota. Here are some jobs we have as audience members: listening, noticing, being curious, and sometimes even participating."

HOST: "Our first song is *Ko Yimbe Ko* (koh yeem-bee koh), by Siama's Congo Roots. One of the singers, Siama (see-ah-mah), is from the Democratic Republic of Congo in Africa, and this song is from his hometown."

VIDEO: [Siama's Congo Roots - Ko Yimbe Ko](#) (4 min.)

HOST: "What did you notice? What questions would you ask the performers if they were here?"

HOST: "Sometimes our job as the audience means participating. In this next song, we get to join in! Ahmed from Border CrossSing will show us some actions."

VIDEO: [Border CrossSing - Alma Llanera Actions \[English\]](#) (2 min.)

HOST: "Let's join Ahmed and the singers from Border CrossSing in doing actions for the song *Alma Llanera* (AHL-mah yah-NEH-rah)."

VIDEO: [Border CrossSing - Alma Llanera, by Pedro Gutiérrez](#) (2 min.)

HOST: "Do you remember what country that song is from?" (*Venezuela*.) "Ahmed taught us four words in Spanish. Can you remember the meaning of any of the words?" (*Amo* [ah-moh]= I love, *Lloro* [yoh-roh]= I cry, *Canto* [kahn-toh]= I sing, *Sueño* [swayn-yoh]= I sleep.)

HOST: "Next, meet Gaelynn Lea! Gaelynn has a disability which requires her to hold her violin up and down, like a cello. We get to participate in Gaelynn's song, too!"

Watch the video to learn your part of the duet. Pause the video after the first minute and a half and practice. Then, play the video to sing with Gaelynn.

VIDEO: [Gaelynn Lea - Bird Song, by Gaelynn Lea](#) (5 min.)

HOST: "Gaelynn said, 'I wrote this song about how- even if you feel tied down by your body or the situation- your spirit is always free.' How did the music represent freedom?"

HOST: "In our final video, we'll practice another one of our jobs as the audience: noticing timbre. Each instrument and voice have their own special sound quality, or *timbre*. Notice the different timbres as we watch *Balanse Fofo* (BAH-lahn-say FOH-foh) performed by Afoutayi (AH-foo-TAH-yee) Dance, Music, and Arts Company."

VIDEO: [Afoutayi - Balanse Fofo](#) (3 min.)

HOST: "What did you notice? What instruments did you know and which were new to you?"

HOST: "Thank you for joining in today's virtual concert! We hope you'll share what you learned with someone at home."

NAME: _____

CLASS: _____

Ko Yimbi Ko by Siama's Congo Roots

What did you notice?

What questions would you ask the performers if they were here?

Alma Llanera by Border CrossSing

What country is this song from?

Can you remember the meaning of any of these words: Amo, Llorar, Canto, Sueño?

Bird Song by Gaelynn Lea

How did the music in this song represent freedom?

Balanse Fofu by Afoutayi Dance, Music, and Arts Company

What did you notice?

What instruments did you know and which were new to you?

On the back, write or draw a picture to express your favorite song of the concert.