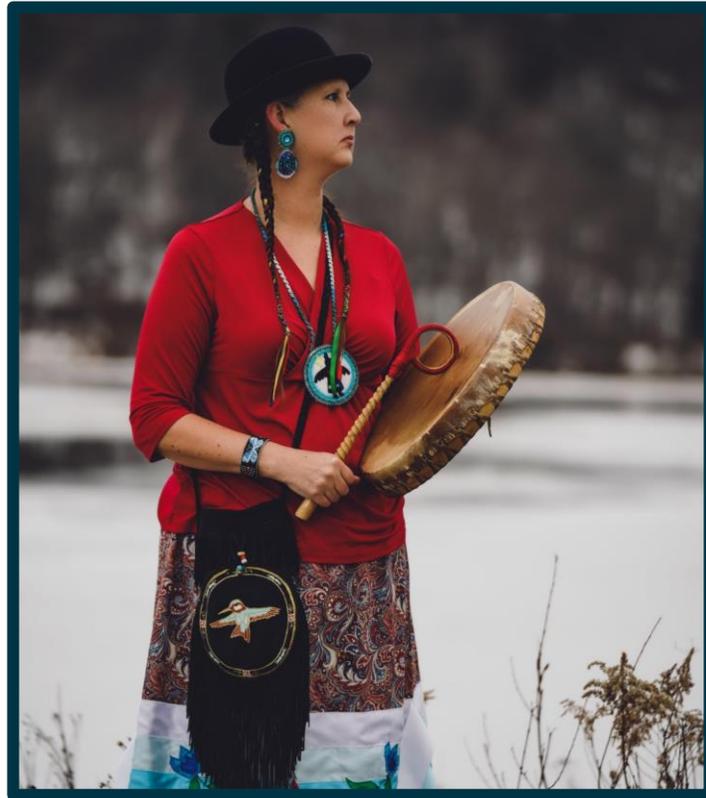


YourClassical Class Notes

# Lyz Jaakola

Supporting Materials Packet



Lyz Jaakola

Photo Credit: Nedahness Rose Greene

## About the Performers:

Lyz Jaakola is an enrolled Ojibwe-Anishinaabe composer with 3 decades of experience teaching music. A singer and hand drummer, Lyz also plays guitar, piano, flute and violin, to demonstrate the fact that Native Americans have and do participate in many American music cultures in addition to traditional musics. Lyz's program includes traditional children's songs, teaching songs, dance songs, and newly composed or arranged pieces.

## Learning Goals:

1. Students will learn about Ojibwe music, instruments, and language.
2. Students will experience, compare, and contrast both traditional and contemporary singing.
3. Students will describe cultural uses of music from different time periods and places.

# Preparing for your Class Notes Concert

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

This packet includes lessons that will prepare for, enhance, and reinforce the concert experience. These lessons are designed to be a starting point. We know every classroom is different, and we trust that teachers will customize lessons to fit their students' 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

- **Lesson One, The Audience** prepares students to be an engaged audience. If possible, please do this lesson before the concert experience.
- **Lesson Two (Meet Lyz)** highlights five facts about the artist and helps build anticipation for the concert! Please share this information before the concert experience.
- **Lesson Three, Around the World** is a hands-on lesson to reinforce learning after the concert experience. If possible, do this lesson after the Class Notes Concert.

Questions, comments, thoughts, or feedback?  
We love when teachers share their ideas!  
Contact Katie Condon at [kcondon@mpr.org](mailto:kcondon@mpr.org).



# Lesson One: The Audience

**Age Range:** K-6

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

## **ENGAGE**

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?"

## **EXPLAIN & EXPLORE**

SAY. "It's the job of an audience to listen to and notice sounds. Our voices or our wiggles can get in the way of hearing and noticing when we're an audience. Before attending a performance, it's helpful to let out our wiggles and sounds!"

SING. Sing "[We Are The Audience](#)." (Score found on next page.)

WATCH. Watch our Class Notes Video: [What to do at a Concert](#).

## **EXTEND**

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

DISCUSS. As a classroom, create a chart listing positive and respectful audience behavior. Use the [sample chart](#) in the Visuals section as a starting point.

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!")

- ✓ [Follow along](#) with this lesson online!
- ✓ Visit our [Class Notes Lesson Library](#) for more lessons!
- ✓ Need help adapting a lesson? Link no longer working? Contact [Katie Condon](#), music education specialist



# Visuals: We Are the 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 - me 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.

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**Your  
Classical  
Class  
Notes**

# Visuals: We Are The 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.

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# Lesson Two: Meet Lyz!

**Note to Teacher:** Use these facts to get your students excited about hosting Lyz Jaakola for a concert.

**Option 1:** Print this page and have students read and discuss facts with a partner. After reading, ask them to write down or share a question they have for Lyz, a prediction about the concert, and/or a connection to any of the facts.

**Option 2:** If class time is limited, simply use a couple minutes at the beginning of class to share the information to build anticipation.



## LYZ JAAKOLA

- ONE. Elizabeth “Lyz” Jaakola is a musician and educator. She is an enrolled member of the Fond du Lac band of Lake Superior Ojibwe near Cloquet, Minnesota.
- TWO. Lyz teaches music and American Indian studies at the Fond du Lac Tribal and Community College.
- THREE. Lyz performs and composes in many styles and genres including traditional Anishinaabe music, jazz, blues and opera.
- FOUR. She has performed as close to home as Duluth, Minnesota, and as far away as Rome for the Rome Opera Festival. Her Native-based compositions have also been heard on the radio and television.
- FIVE. Lyz loves to share the traditions and stories that surround Anishinaabe songs and instruments.

# Lesson Three: Around the World

**Age Range:** K-6

**Learning Objective:** Students will understand that music is a cultural expression and that music comes from everywhere.



## **ENGAGE**



**PLAY.** Play a game: Ask students to name a song, and then ask (or research) where it's from. Repeat several times. If examples seem to all be from a very specific time or place, encourage them to think of a song from someplace else. After a few rounds, students will begin to draw the connection that music is a cultural expression, and that music comes from everywhere.

## **EXPLAIN & EXPLORE**



**EXPLAIN.** Show students a blank map of the world [like this one](#). Explain that you will visit various locations. During each "visit" you will learn about a particular style of music that originated in that area. You may choose to execute this lesson briefly during one class or more thoroughly over several class periods.

**CHOOSE.** Select locations/musical styles from the options below, or others of your own choosing. Once you select your places, mark the locations on a map. The styles, with corresponding location of origin, are:

- *Traditional Ojibwe singing*- Minnesota/the Dakotas/Canada
- *Ragtime*- St. Louis, MO
- *Mariachi*- Mexico
- *Alpine yodeling*- Switzerland/Austria
- *Raga*- India
- *Tuvan throat singing*- Mongolia
- *Kww Thxiaj*- Southeast
- *Taiko*- Japan

**LEARN.** Choose a country to "visit." Start by listening to music in that style. Using the included printable worksheet, fill out a fact grid, so that students learn core characteristics of each style. You may present the material to students or have them do research on their own. Visit as many places as your time frame allows! Use [our completed grids](#) as a starting point for each culture.

## **EXTEND**



Continue "visiting" countries/regions throughout the year. Customize the lesson by visiting a region that you or one of your students has lived in.

- ✓ [Follow along](#) with this lesson online!
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NAME: \_\_\_\_\_ CLASS: \_\_\_\_\_

Genre/Style	
Location	
Description of Music	
Fact #1	
Fact #2	
Fact #3	
Musical Example	



NAME: \_\_\_\_\_ CLASS: \_\_\_\_\_

Genre/Style	
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