

Son de Cuerdas

Supporting Materials Packet



Son de Cuerdas (Ada Lia Tzab Poot, Amos Lucidi, Claudia Aizaga, Denise Hernández)

Photo Credit: Jenny Cvek

About the Performers:

Established in 2023, the Latin American ensemble Son de Cuerdas engage with multicultural communities through bilingual performances across the state of Minnesota. Son de Cuerdas' repertoire explores different musical traditions from various countries in Latin America, including Argentina, Brazil, Cuba, Ecuador, Mexico, Paraguay and Venezuela. The ensemble is available to present bilingual concerts in both Spanish and English.

Audiences will learn how each instrument produces sound and the role each instrument plays within the ensemble. Additionally, each member will present extended techniques on the flute, cello and harp, explaining how these "unusual" sounds are produced and demonstrating how they are incorporated into the repertoire. Son de Cuerdas will also demonstrate musical concepts such as rhythm, dynamics and the relationship between music and emotions.

Learning Goals:

1. Students will identify the harp, piano, cello, and flute by sight and sound and understand how each instrument produces sound.
2. Students will learn experience music from and identify key characteristics of several Latin American musical traditions.
3. Students will understand that music can express various emotions.

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: Harp
- 3) Instrument Exploration: Piano
- 4) Instrument Exploration: Cello
- 5) Instrument Exploration: Flute
- 6) Music & Geography: Around the World
- 7) Music and Emotions



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.



Age Range: Elementary, Grades K-6
Learning Objective: Students will learn to identify the harp by sight and sound.
Total Video Time: 26:32 for younger students; 28:16 for older students

INTRODUCE the harp

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 the sound of the harp

1. Show students a video with an overview of the harp. For older students, we suggest [this video](#) by Minnesota Orchestra's harp player, Kathy Kienzle. For younger students, [this video](#) featuring Mallory from e(L)ement gives a more simple explanation of the harp.
2. This piece, [Fire Dance](#), uses many harp techniques (video approx. 6 minutes). 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.
3. 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)

EXTEND listening to the harp

Come up with a hand signal for students to show every time they hear a *glissando* in any of these pieces:

- [Atomic Peace](#), Alice Coltrane (video approx. 6 minutes)
- [Sprout and the Bean](#), Joanna Newsome (video approx. 4.5 minutes)
- [Danse Sacrée](#), Anneleen Lenaerts (video approx. 11.5 minutes)



Age Range:	Elementary, Grades K-6
Learning Objective:	Students will demonstrate basic understanding about how the piano works.
Note to Teachers:	We encourage you to customize this lesson to fit your needs, resources, and teaching style. This lesson is designed to be a starting point. For younger learners, keep it simple! You might skip ahead to the hands-on learning. For older students, you can dive deeper into how sound is created. If possible, demonstrate the hammers and pedals in real life.

INTRODUCE the piano

- Raise your hand if you have seen a piano in real life. *(Pause.)*
- Keep your hand up if you have played a piano in real life. *(Pause.)*
- Keep your hand up if you've taken piano lessons. *(Pause.)*
- It looks like almost everyone has seen a piano, and many have played or even taken lessons!
- Today we'll learn a little about how the piano works and have a chance to take turns playing it!

EXPLORE the sounds of the piano

If possible, demonstrate on a real piano. If you don't have access, [download our Piano Visuals](#) to show pictures of the hammers, pedals, and keys.

The piano is one of many keyboard instruments. Keyboard instruments usually have **keys** that look like this.



Sound on a piano is made by pressing the keys. There are tiny hammers covered with soft felt. When you press a key, the **hammer** hits a metal string, and the vibration of that string is what we hear. *(Show students hammers on a real piano or show page 2 of the Piano Visuals.)*

Pianos also have **pedals**. Pressing different pedals changes the strings in different ways that affect the sound. For example, pressing one pedal makes the sound quieter. *(Demonstrate if possible.)* Pressing another pedal makes each note ring out longer. *(Demonstrate if possible.)* Pedals on a piano look like this. *(Show students the pedals on a real piano or show page 3 of the Piano Visuals.)*



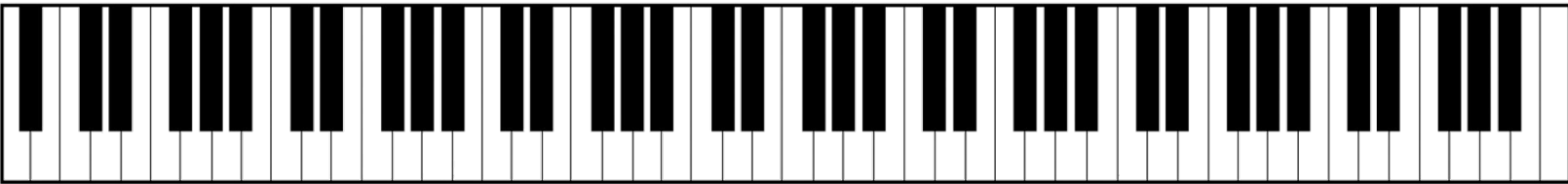
Piano

1. [Look at the picture](#) of the keyboard again. Do you notice a pattern? The black keys alternate between groups of two and groups of three.
2. Print copies of [this worksheet](#) for students. Ask students to circle all groups of two in red. Then, circle all groups of three in blue.
3. If you have access to a piano or keyboard, ask students to hold up their index and middle finger, like a “peace” sign.
4. Taking turns at the piano, ask students to use those two fingers to gently bounce up and down on groups of two black keys. Depending on developmental stage, try each hand alone or both hands together.
5. Use a steady beat chant to regulate playing: “Groups of two, kangaroo!” Use the imagery of a hopping kangaroo. Remind students that kangaroos shouldn’t hop too far off the ground.
6. Students who are not in line for the piano can practice hopping back and forth between the two sets of double black keys on their printed piano.
7. Repeat this activity by adding the ring finger and using the three interior fingers to find groups of three. “Groups of three, hop like a bunny!”
8. Allow students to start creating their own music. An easy way to start is by playing only black keys. “Black Key Music” can be played alone or with others.
 1. One player can start a pattern of sounds using the lower register (“see if you can find the low notes!”) while the other can play a melody using the high notes.
 2. Explain that this music is **improvised**, or that we just make it up as we go, so there are no wrong notes.
 3. Guide and structure exploration by giving a title to each improvisation. “Elephant Music” on the black keys might sound slow and heavy, using low notes in the bottom register. “Hummingbird Music” might be high, light, and fast.
 4. Integrate music vocabulary to help reinforce meaning and terminology.

EXTEND learning about keyboard instruments

The organ is another kind of keyboard instrument. Check out [Part One](#), [Part Two](#), and/or [Part Three](#) of Class Notes Video Series: The Organ. After watching, compare and contrast the piano and the organ.

Keys of a Piano



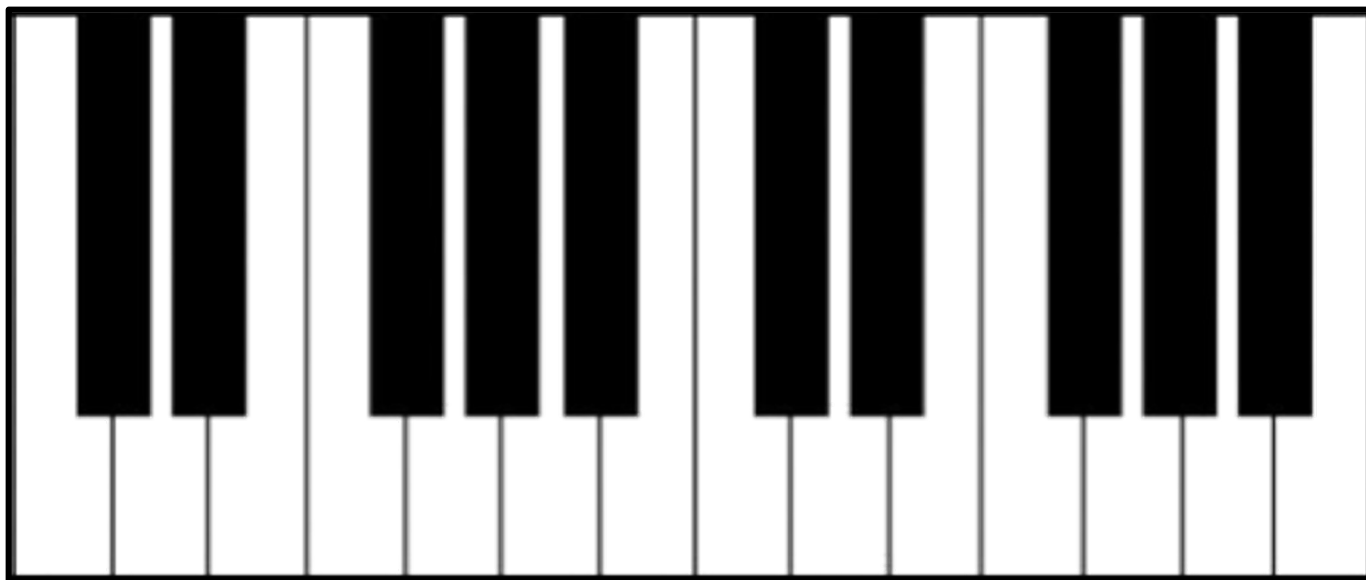
Hammers



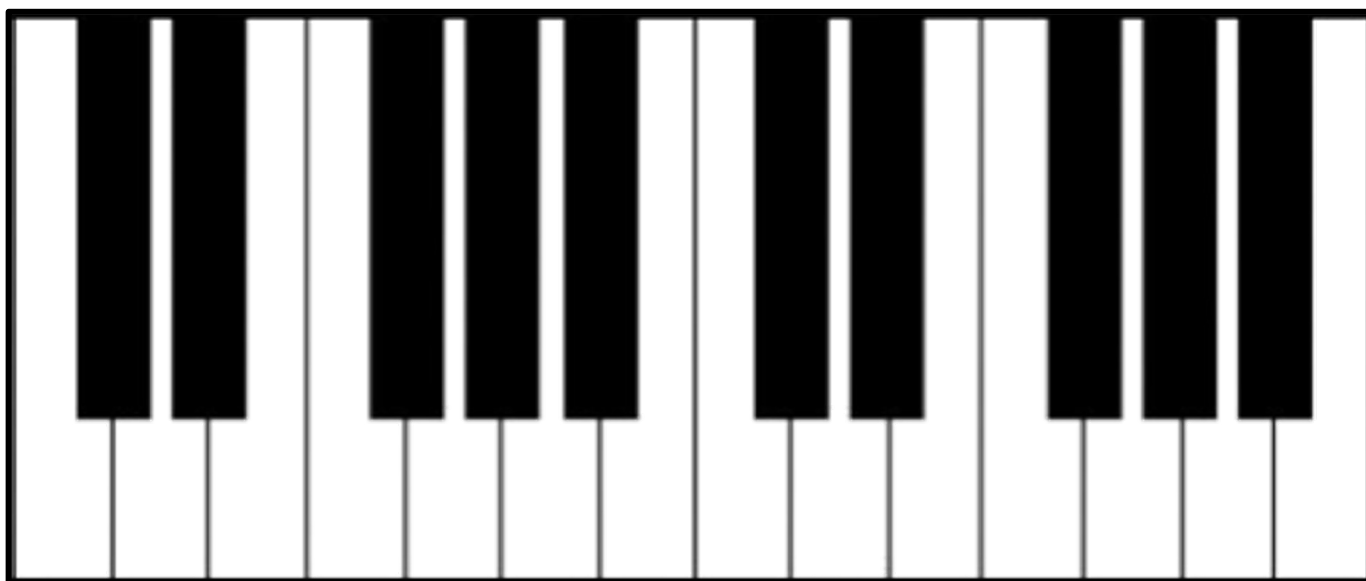
Pedals



NAME: _____ CLASS: _____



NAME: _____ CLASS: _____





Age Range: Elementary, Grades K-6
Learning Objective: Students will learn to identify the cello by sight and sound.
Total Video Time: 14:09

INTRODUCE the cello

"Have you ever heard of an instrument called the cello? Whisper to a neighbor what you think the cello looks like and which instrument family it belongs in. If you don't know, make a prediction!"

EXPLORE the sound of the cello

1. The cello is a member of the string family. Instruments in the string family make their sound when a string is plucked or pulled by a bow. The cello is much larger than the violin and can make really low sounds.
2. [Listen](#) to Mikey from Heliopsis describe their instrument.
3. Listen to composer and musician Zoë Keating describe and play her original piece for cello, [Escape Artist](#).
4. Use the following questions to guide discussion or journaling:
 - In the beginning of the video, the composer explains the title. Can you think of a time you wanted to escape something?
 - Zoë mentions moving between a city and a forest. Where do you want to live? What does it sound like there?
 - Did it surprise you that one person could create so many layers of sound? Can you guess how she does it?

EXTEND learning about the cello

Choose one or more activities to extend learning.

1. Enjoy [this light-hearted video](#) featuring 2CELLOS playing *Pirates of the Caribbean*.
2. Ask students to move gracefully in a circle, like swans gliding around a pond while listening to "[The Swan](#)" from *Carnival of the Animals*.
3. Continue learning about the cello by watching [Class Notes: Technique, Virtuosity, and Soul](#) featuring cellist Nygel Witherspoon.
4. Learn more about composer and musician [Zoë Keating](#).



Age Range:	Elementary, Grades K-6
Learning Objective:	Students will learn to identify the flute by sight and sound.
Total Video Time:	19:10 with all "extend" videos; 6:00 without "extend"
Total Lesson Time:	Approximately 25 minutes

INTRODUCE the flute

1. Look at the [picture of a flute](#). Can you describe it? What do you think it looks like?
2. Listen to [Karen from e\(L\)ement](#) as she tells you a little about the flute (video approx. 3 minutes).

EXPLORE the flute

1. 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?
2. [Listen to this piece of music](#) featuring flute and harp (video approx. 3 minutes). As you listen, think of three words that describe the sound of the flute.
3. 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 about the flute

Choose one or more activities to extend learning.

1. [Make a flute](#) with your class using PVC pipe and power tools.
2. Listen to flutes from different time periods in this [video](#) featuring Deb Harris of the Concordia Wind Quintet (video approx. 8 minutes).
3. Expose students to a musical score during [this flute solo](#) (video approx. 3 minutes). Demonstrate following the high and low notes on the screen to trace the melody in the air with their finger.
4. [Listen to pop singer Lizzo](#) play flute with the NY Philharmonic (video approx. 2.5 minutes).



MUSIC & GEOGRAPHY: Around the World

Age Range:	Elementary, Middle School, Grades 2-8
Learning Objective:	Students will demonstrate an understanding that artistic works are influenced by personal and cultural contexts.
Total Video Time:	37:35 for all examples
Total Lesson Time:	Approximately 10 minutes for each genre

INTRODUCE music around the world with a game

1. Ask students to name a song, and then ask where it's from. Encourage them to research if they don't know.
2. 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.
3. After a few rounds, students will begin to draw the connection that music is a cultural expression, and that music comes from everywhere.

EXPLORE music around the world

1. 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. "Visits" might be spread out over several class periods.
2. Select locations/musical styles from the options below, or others of your own choosing:
 - [Traditional Ojibwe singing](#) - Minnesota/the Dakotas/Canada (Video approx. 11 minutes)
 - [Ragtime](#) - St. Louis, MO (Video approx. 2.5 minutes)
 - [Mariachi](#) - Mexico (Video approx. 3.5 minutes)
 - [Alpine yodeling](#) - Switzerland/Austria (Video approx. 3 minutes)
 - [Raga](#) - India (Video approx. 2 minutes)
 - [Tuvan throat singing](#) - Mongolia (Video approx. 4 minutes)
 - [Kwv Thxaij](#) [kuh tsee-ah] - Southeast Asia (Video approx. 3 minutes)
 - [Taiko](#) [ty-koh] - Japan (Video approx. 8.5 minutes)
3. Once you select your places, mark the locations on a map.
4. Choose a country to "visit." Start by listening to music in that style.
5. 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.
6. Visit as many places as your time frame allows! Use [our completed grids](#) as a starting point for each culture.
7. If you wish, continue "visiting" countries/regions throughout the year. Customize the lesson by visiting a region that you or one of your students has lived in.



MUSIC AND MINDFULNESS: Music and Emotions

Age Range:	Elementary, Grades K-6
Learning Objective:	Students will describe emotions experienced when listening to a musical selection.
Total Video Time:	10:54 for "connect" section only; 19:22 including all videos
Total Lesson Time:	Approximately 25 minutes

INTRODUCE emotions through discussion

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

CONNECT emotions with music

1. Create, print, or project a blank listening chart like the one [attached](#).
2. Listen to a diverse selection of music. (See list below for suggestions.)
3. Think about what emotions you hear and feel. Use vocabulary words to describe each piece. The list of feelings the class brainstormed might help.
4. 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 (video approx. 3.5 minutes)
- [Yearning for the Peace](#) by Tan Dun (video approx. 3.5 minutes)
- [Mercury, the Winged Messenger](#) by Gustav Holst (video approx. 4 minutes)

MORE emotions in music

Choose one or more activities to extend learning.

1. Watch the Class Notes Videos [A Journey Through Musical Emotion](#) (video approx. 4 minutes) and [A Recipe for Emotion in Music](#) (video approx. 4.5 minutes).
2. Invite students to bring their own songs or pieces to listen to together as a class!
 1. 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.
 2. With each student's musical choice, repeat the "connect" activity above, having students listen, write, and draw their emotional ideas.
 3. 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.