

4 Low Pitches

Supporting Materials Packet



4 Low Pitches Melissa Morales, Colleen White, Stacie Traill, Julia Heinen,
Photo Credit: Jenny Cvek

About the Performers:

4 Low Pitches Bass Clarinet Quartet love to spotlight the beauty and flexibility of the bass clarinet. Featuring music of diverse composers and arrangers, these virtuosic performers present an exciting and energetic program. Their enthusiasm for exploring the world of collaboration, community, and the clarinet is infectious.

Learning Goals:

1. Students will identify the bass clarinet by sight and sound and explain how the instrument makes a sound.
2. Students will respond through movement and identify rhythmic patterns in several kinds of dance music.
3. Students will understand that composers can use sound to tell stories through 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: Clarinet
- 3) Dance Party: Music Through the Ages
- 4) Music & Literacy: Create a Musical Story



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 clarinet by sight and sound.
Total Video Time:	10:32
Total Lesson Time:	Approximately 20 minutes

EXPLAIN the clarinet

1. The clarinet is a long, straight, *cylindrical* tube, meaning it is shaped like a cylinder. The clarinet is usually made of African hardwood and has a bell that flares at the bottom. At the top of a clarinet, there is a mouthpiece with a single reed attached by a ligature. When a player blows on the reed, it vibrates and creates a sound. Even though it is a complex instrument, there are three main parts.
2. Look at [these images](#) and think about how these three parts would fit together to make a clarinet. The bell in a clarinet does not have a clapper (or the piece of metal inside) to make it ring. Remember, the cylinder, the bell, and the mouthpiece of a clarinet are all made of wood. The clarinet belongs to the woodwind family because its sound is made when wind (or breath) makes a piece of wood vibrate.
3. Look at the parts of the [clarinet on the diagram](#). Can you draw your own picture of a clarinet? Here is a really good [step-by-step guide to help you draw your own clarinet](#). Can you label at least a few of the parts? Be sure to include the mouthpiece, the keys, and the bell.

EXPLORE the sound of the clarinet

1. [Here is a piece for solo clarinet](#) (video approx. 3 minutes). As you listen, think of three words that describe the sound of the clarinet. Write them down, say them out loud, or tell somebody what you think the clarinet sounds like.
2. The clarinet has a nickname. Sometimes it's called a "licorice stick." Can you think of why it might have this nickname? Look at your picture of a clarinet and then at [this picture](#) if you need a hint.
3. Listen to a famous clarinetist, Anthony McGill, share [some of his thoughts](#) on teaching and performing music (video approx. 1.5 minutes).
4. Listen to McGill again [here, playing Solo de Concours by Andre Messager](#) [may-sah-zhay] (video approx. 6 minutes). The clarinet has a very wide range, meaning it can play very high notes and very low notes. Notice the [melodic contour](#), or the shape of the melody, in this piece.
5. Write down or tell someone three things you learned about the clarinet.



Dance Party: Music through the Ages

Age Range: Elementary, Middle School, High School

Introduction: Music and movement are deeply connected. Throughout history, music from all over the world has been tied to dance. Dancing along with music from various places and time periods helps us to better understand that music. Moving to music of any kind helps us internalize steady beat. Use the playlist below to experience many different kinds of music and movement.

Total Video Time: 32:07

Total Lesson Time: Approximately 35 minutes

PRE-DANCE PARTY DISCUSSION ACTIVITY

Use the following questions to introduce dancing activity:

- What do you think of when you think of dance music?
- Do you think dance styles have changed over time?
- What do you think dancing was like in the year 1700? 1800? 1900? 2000?
- Do you think dance styles might be different in different parts of the world?

DANCE MUSIC PLAYLIST

Dance and move along with the following tunes to experience dance music. Full playlist [here](#).

[Malembe](#) by Siama Matuzungidi (Video approx. 3.5 minutes)

[Mambo from West Side Story](#) by Leonard Bernstein (Video approx. 7 minutes)

[Dances from The Fairy Queen](#) by Henry Purcell (Video approx. 4 minutes)

[Russian Dance from the Nutcracker](#) by Pyotr Tchaikovsky (Video approx. 1 minute)

[Minuet No. 2 in G Major](#) by Ludwig van Beethoven (Video approx. 2.5 minutes)

[Symphony No. 7, Movement IV](#) by Ludwig van Beethoven (Video approx. 9 minutes)

[Conga del Fuego](#) by Arturo Márquez (Video approx. 5 minutes)



MUSIC & LITERACY: Create a Musical Story

Age Range:	Elementary, Grades K-6
Learning Objective:	Students will generate and develop original artistic ideas in response to written and verbal prompts.
Total Lesson Time:	Approximately 30 minutes

INTRODUCE storytelling through discussion

1. Ask students to think of their favorite story, then turn to a friend and whisper their favorite book or story.
2. Say, "Now turn to a different friend and whisper your favorite song or kind of music."
3. Explain that adding music to a story makes it more exciting. Today we will create our own soundtrack for a story to make it exciting and memorable.

CREATE a story "soundtrack"

1. Select a favorite book to read aloud.
2. While reading, pause after key moments and ask students to brainstorm sound effects (body percussion or vocal sounds) that enhance the story.
3. Establish a "start" and "stop" signal to cue students. (i.e: Book: The boy ran away! Sound Effect: Drum on lap quickly for 5 seconds)
4. Gather some classroom instruments or [found objects](#).
5. Read the book again and allow students to explore and improvise sound effects using instruments.
6. Fine-tune the group's musical choices by adding "story cards" (see examples from *Goldilocks and the Three Bears* on the next page.) Use words or graphics depending on your students' literacy level.
7. Practice and refine your musical story!
8. Assign a conductor to start and stop cues. Take turns as the reader/narrator.

EXTEND storytelling through additional activities

1. Listen to storybooks that have been commissioned as musical pieces, such as: [Perfect Square](#), [One-Dog Canoe](#), or the classic [Peter and the Wolf](#).
2. Listen to an episode of [YourClassical Storytime](#). Notice how music helps tell the story.

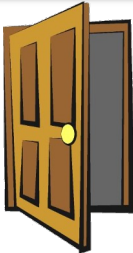
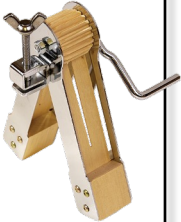
Sample Story Cards & Book List

CREATE A MUSICAL STORY

Example One: Text Only

STORY	SOUNDTRACK	STORY	SOUNDTRACK
Once upon a time, Goldilocks went on a walk through the woods.	<u>RHYTHM STICKS</u> : Steady walking beat, 10 counts	She found a house, and the door was open. So she opened the door and went in!	<u>VOICE or RATCHET</u> : Slow, quiet creaking sound

Example Two: Graphic Representation

STORY	SOUNDTRACK	STORY	SOUNDTRACK
	10 times <i>mf</i> 		5 seconds <i>pp</i> 

K-2 Recommended Books

- ✓ *Miss Spider's New Car* by David Kirk
- ✓ *Moo* by David LaRochelle
- ✓ *Snail Trail* by Ruth Brown
- ✓ *Mortimer* by Robert Munsch
- ✓ *We're Going on a Bear Hunt* by Michael Rosen and Helen Oxenbury
- ✓ *Shark in the Park* by Nick Sharrat
- ✓ *Max Found Two Sticks* by Brian Pinkey
- ✓ *Polar Bear, Polar Bear, What Do You Hear?* by Eric Carle
- ✓ *Tin Forest* by Helen Ward
- ✓ *The Snowy Day* by Ezra Jack Keats

3-6 Recommended Books

- ✓ *Skeleton Cat* by Kristyn Crow
- ✓ *The Z was Zapped* by Chris Van Allsburg
- ✓ *Tuesday* by David Wiesner
- ✓ *Be You!* by Peter H. Reynolds
- ✓ *Bee-Bim Bop* by Linda Sue Park
- ✓ *Last Stop on Market Street* by Matt De La Pena
- ✓ *Samad in the Forest* by Mohammed Umar
- ✓ *A Different Pond* by Bao Phi

Tips for Selecting Books

Books with a lot of animal sounds work well for vocalization and vocal development. Action-oriented books work well if you have a lot of classroom percussion instruments available.