The OK Factor

Supporting Materials Packet

About the Performers:
New-classical crossover duo, The OK Factor is cellist Olivia Diercks and violinist Karla Colahan. Based in Minneapolis, Olivia and Karla are passionate about composing, performing, teaching, and creating unique musical experiences for their audiences across the Midwest. Learn more about The OK Factor on their [website].

Learning Goals:
1. Students will learn to identify the violin and cello by sight and sound. They will be able to explain the difference between the ranges of the two instruments.
2. Students will experience Swedish folk music as an accompaniment for dance and movement.
3. Students will understand that music is a cultural expression experienced by people in all parts of the world.
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 and respectful audience. If possible, please do this lesson before the concert experience.

- **Lessons Two (Violin) and Three (Cello)** draw from the Class Notes Lesson Library and fit well with the learning objectives of this artist. These lessons work well before or after the concert experience.

- **Lesson Four, 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.
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!)
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.
### 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.

Questions, comments, thoughts, or feedback? We love when teachers share their ideas! Contact Katie Condon at kcondon@mpr.org.
Lesson Two: The Violin!

Age Range: K–6

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

ENGAGE

ASK. “Have you ever heard of a violin? What do you know about the violin? What do you wonder about the violin?”

EXPLAIN & EXPLORE

EXPLAIN. “The violin is the smallest member of the string family. Instruments in the string family make their sound when a string is plucked or pulled by a bow.”

WATCH. Watch violinist Huldah explain her instrument.

LISTEN. This piece of music is for violin and stomping foot! It is performed by a young violinist named Anaïs Feller.

REFLECT. “Tell a neighbor (or write down) three things you noticed about the piece, the performer, or the violin.”

EXTEND

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

CREATE. Make your own box violin! Learn about instrument construction and the violin by creating your own. Here’s a tutorial to help you.

WATCH. Listen to violinist Erika explain how she changes pitch on her instrument.

LEARN. Learn the difference between the Baroque violin and the modern violin.

LISTEN. Listen to “Estonian Lullaby,” performed by Anaïs Feller.
Lesson Three: The Cello!

Age Range: K–6

Learning Objective: Students will be able to identify the cello by sight and sound.

ENGAGE

ASK. “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!”

EXPLAIN & EXPLORE

EXPLAIN. “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.”

WATCH. Listen to Mikaela from Heliopsis describe her instrument!

WATCH. Listen to composer and musician Zoë Keating describe and play her original piece for cello, Escape Artist.

REFLECT. 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

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

WATCH. Continue learning about the cello by watching Class Notes: Technique, Virtuosity, and Soul featuring cellist Nygel Witherspoon.

LEARN. Learn more about composer and musician Zoë Keating.

✓ Follow along with this lesson online!
✓ Visit our Class Notes Lesson Library for more lessons!
✓ Have a question or suggestion? Contact Katie Condon, music education specialist
Lesson Four: 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
- Kwv 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!
✓ Visit our Class Notes Lesson Library for more lessons!
✓ Need help adapting a lesson? Link no longer working? Contact Katie Condon, music education specialist.
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<th>Fact #2</th>
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