

Makam Baklava

Supporting Materials Packet



Makam Baklava (Tim O’Keefe, Rada Kolarova, Nickolai Kolarov, Lara Akal, Orhan Üçer)
Photo Credit: Jenny Cvek

About the Performers:

Makam Baklava are a Minnesota-based Balkan band, playing truly sweet songs—like their namesake—from the Balkan region. Featuring vocals and instruments such as the saz, the oud, and the cello, Makam Baklava perform Azeri, Bulgarian, Macedonian, and Turkish folk and art songs. The ensemble lives the values of poet Mevlana Celaleddin-i Rumi: "Come join us, whoever you are, you are always welcome here." Makam Baklava are on a mission to expose their fellow Minnesotans to Balkan instruments, rhythms, and songs.

Learning Goals:

1. Students will identify several Balkan instruments by sight and sound, including the saz and the oud.
2. Students will experience makams, or microtonal scales, and understand that melodies are made up of different collections of pitches.
3. Students will experience irregular meters and understand that beats can be organized into different patterns and groups.

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: Cello
- 3) The Voice & Vocal Health: Exploring the Voice
- 4) Music & Geography: Around the World



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 cello by sight and sound.
Total Video Time:	8:21 "explore" section only; 18:53 including all "extend" videos
Total Lesson Time:	Approximately 25 minutes

INTRODUCE the cello

Say to students, "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 (video approx. 1.5 minutes).
3. Listen to composer and musician Zoë Keating describe and play her original piece for cello, [Escape Artist](#) (video approx. 7 minutes).
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* (video approx. 3 minutes).
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](#) (video approx. 2.5 minutes).
3. Continue learning about the cello by watching [Class Notes: Technique, Virtuosity, and Soul](#) featuring cellist Nygel Witherspoon (video approx. 4.5 minutes).
4. Learn more about composer and musician [Zoë Keating](#).



THE VOICE & VOCAL HEALTH

Exploring the Voice

Age Range:	Late Elementary, Middle School, High School
About:	Students will understand that the voice is an instrument and will acquire a basic understanding of how the voice produces sound.
Total Video Time:	4:31 (lesson only); 20:34 (with extensions)

INTRODUCTION

We all have an instrument we carry around with us in our bodies- our voice! In this short video, singer Liz Pearce explains how our voices make different types of sound.

[Click here](#) to play the video. (Video approx. 5 minutes)

EXTEND

1. Answer the following questions to secure and reinforce comprehension of key concepts.
 - Name a few parts of the body that help the voice produce vocal sounds.
 - The voice is essentially a tube. What body part is at the bottom of the tube? What body part is at the top of the tube?
 - What important part of the body is in the middle of the tube?
 - What is one way to change the shape of your vocal sound?
 - What are some ways you can control your vocal sound?
 - What's the weirdest sound you can make with your voice?
2. Remember there are different types of voices. Review them with the Class Notes lesson [What are VOICE TYPES?](#)
3. Watch and listen to a few singers and think about how they are using the instruments of their voice.
 - [Mezzo Soprano Joyce DiDonato sings an aria by Henry Purcell](#)
 - [Tenor Lawrence Brownlee sings a collection of songs.](#)



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.