

Class Notes

Charles Lazarus

Supporting Materials Packet



Charles Lazarus

Photo Credit: Jenny Cvek

Program Description:

Trumpeter Charles Lazarus is a member of the Minnesota Orchestra and a multi-faceted musician. He has charted a unique course as performer, composer, producer, and band leader. In his Class Notes Concert, Charles Lazarus will perform a variety of original music inspired by dance rhythms from around the world. Time permitting, he will lead an interactive jam session using call and response patterns and basic improvisational techniques.

Learning Goals:

1. Students will understand the connection between active listening and sound production.
2. Students will acquire new strategies for success practice on their instrument.
3. Students will experience and identify call and response and basic improvisational patterns.

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: Trumpet
- 3) Instrument Exploration: The Brass Family
- 4) What is IMPROVISATION?



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.



Trumpet

Age Range: Elementary, Grades K-6

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

Total Video Time: 11:58

INTRODUCE the trumpet

Look at a picture of a [trumpet](#) and ask: "Does anyone have a guess what instrument this is? That's right, it is a trumpet. Have you seen or heard a trumpet before? Can you describe what it sounds like?"

LEARN how the trumpet makes sound

1. Ask students how they think trumpet players make sound on their instruments. It is likely they will say something like "blow on it." If you have a trumpet mouthpiece available, blow through it without buzzing your lips.
2. Explain that in addition to blowing into the mouthpiece, trumpet players (and all musicians who play an instrument in the brass family) must do something else: buzz their lips (demonstrate.) Trumpet players can change the pitch or note by buzzing their lips tightly or loosely (demonstrate.)
3. Encourage students to make a loose fist. First, ask them to blow air through the hole formed by the index finger and thumb. Then, ask them to try buzzing their lips in that same spot. They will hear and feel a difference. Finally, ask them to wash their hands.
4. Trumpet players connect their mouthpieces to the rest of the instrument, and the buzzing travels through the brass tubing and comes out of the *bell*. Refer back to the picture, pointing each part out as you explain. Notice the valves. Trumpet players press valves to play different pitches or notes. Pressing down a valve changes the length of the tube that vibrates, so it changes the pitch too.

WATCH and LISTEN to the trumpet

1. Minnesota Orchestra trumpet player Manny Laureano will tell you about his instrument in [this video](#) (video approx. 8 minutes).
2. Watch and listen to [this short excerpt](#) of Wynton Marsalis playing some very high notes on the trumpet. (video approx. 1.5 minutes)
3. In [this video](#) (video approx. 2 minutes), trumpeter Alison Balsom plays a Baroque trumpet, which is kind of like an ancestor to the modern trumpet. As you watch and listen, compare and contrast the Baroque trumpet to the modern instrument.

REVIEW what you've learned about the trumpet

1. Can you name some different parts of the trumpet?
2. How does a trumpet player make a sound on a trumpet?
3. What can a trumpet payer do to affect or change pitch? Hint: there are two main things they can do to change pitch.



INSTRUMENT EXPLORATION: The Brass Family

Age Range: Elementary, Grades K-6

Learning Objective: Students will learn how to make a sound on a brass instrument and hear recordings of various brass instruments.

Total Video Time: 17:29

INTRODUCE the brass family

"The brass family is one of the four main instrument families in the orchestra. The main instruments in the brass family are the trumpet, the trombone, the French horn, the euphonium, and the tuba."

LISTEN to the brass family

1. Let's start with the trumpet, which is shown in [this picture](#). Let's [listen to the trumpet](#), playing together with a harp.
2. Now we'll look at the [trombone](#). Here is [a trombone solo, featured in a jazz piece](#).
3. Next is the [French horn](#). Listen to the [French horn play this solo](#) from *Star Wars*.
4. Now it's time for a much bigger instrument, the [euphonium](#)! [Listen to the sound of the euphonium here](#).
5. And finally, the biggest member of the brass family, the [tuba](#). Hear the Minnesota Orchestra's Steve Campbell [play the tuba here](#).

PRACTICE skills for playing a brass instrument

1. "Do you know how to make a sound on a brass instrument? You need to blow on it, but you need to do something else, too. You need to buzz your lips inside the mouthpiece!"
2. Only a trained brass teacher can teach students how to properly buzz their lips. The following fun activities help give students an idea about how to start buzzing.
3. Start with kazoos! If you don't have kazoos on hand, make them by covering one end of a toilet paper tube with wax paper and securing it in place with a rubber band. Playing a tune on a kazoo gives students an idea of what buzzing feels like on the mouth and lips. But there is a key difference between making a sound on a kazoo versus a brass instrument. To play a kazoo, the player must hum/sing into the instrument. Brass players do not do this - they use their wind, or breathing.
4. Move from kazoos to zerberts (or raspberries, or whatever term you like to use for creating a seal between your mouth and forearm and blowing.) After the first zerbert, try to do the same thing with just your mouth - in other words, with no arm.
5. Try buzzing lips into various tube-shaped objects, including an actual brass mouthpiece, if you have access to one.
6. Once students have a little experience with buzzing, ask them to try experimenting with different speeds. Notice the difference in sound between fast and slow buzzing.
7. [Watch this tutorial](#) about buzzing to get an idea of what brass players need to do to get some really good buzzing going.



MUSIC FUNDAMENTALS: What is IMPROVISATION?

Age Range:	Elementary, Grades K-6
Learning Objective:	Students will learn or review the term "improvisation" and generate musical ideas using musical ideas using a limited set of rhythms or pitches.
Total Video Time:	5:37 or 6:10, depending on explanation video chosen
Total Lesson Time:	Approximately 25 minutes

DEFINE & DEMONSTRATE improvisation

1. Explain that improvisation is when you make something up on the spot. There are several different ways to improvise. Today we will try one way. The good thing about improvisations is that there is no wrong way to do it.
2. "I can improvise a rhythm by tapping a pattern on my lap."
(*Demonstrate a short, improvised rhythm.*)
3. "I can improvise a melody by singing random notes any way I want."
(*Sing a short, improvised melody.*)
4. "If it's hard to get started, I can pick just a few notes."
(*Choose two notes on a keyboard or mallet instrument and play them in an improvised sequence.*)

CREATE improvised music

1. Using a keyboard or mallet instruments, ask students to take turns playing "black key music" (*music using only the black keys*).
2. Suggest prompts like "elephant music" (*slow and low*) or "hummingbird music" (*fast and high*). Voices can improvise "elephant" and "hummingbird" music too!
3. You might identify a pattern of notes and ask students to create a melody using only a few notes, such as C, E, and G.

EXTEND improvisation

Choose one or more activities to extend learning.

1. Watch the artists from [Heliopsis](#) (video approx. 2.5 minutes) or [Kroehm Duo](#) (video approx. 2 minutes) explain how they improvise.
2. Listen to [There's No Tellin'](#) by Kroehm Duo (video approx. 3.5 minutes). Ask students to show you with a signal (*such as wiggling fingers*) every time they think they hear improvisation.
3. Ask older students to notate their improvisations. Use an ABA grid to structure ideas. Encourage students to consider instrumentation, duration of sound, dynamics and tempo. See the completed grid below as an example.

A	B	A
Tambourine: 10 shakes <i>Allegro and forte</i>	Piano: C-E-G patterns <i>Legato and piano</i>	Tambourine: 10 shakes <i>Allegro and forte</i>