#### YourClassical Class Notes

## Liz Pearse

Supporting Materials Packet



**Liz Pearse**Photo Credit: Jenny Cvek

#### About the Performers:

Liz Pearse is a vocalist who explores LOTS of different ways of singing - especially experimental and contemporary genres. She has performed music from the medieval to modern eras, and loves sharing unusual, novel, and otherwise un-heard repertoire with curious audiences.

#### **Learning Goals:**

- 1. Students will understand that their voice is an instrument.
- 2. Students will learn about various parts of the voice and demonstrate control of the voice to create certain sounds.
- 3. Students will acquire tips and strategies to keep their voice healthy.



## **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:

- 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 <u>Class Notes Lesson Library</u>. 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

- What is an AUDIENCE?
- 2) What are VOICE TYPES?
- Virtual Concert: Vocal Music







# 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 <u>sample chart</u> as a starting point.

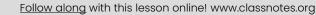
## **LEARN** about being an audience

- 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 <u>here</u>.)
- 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 <u>Class Notes Virtual Concerts</u>. 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!)



✓ Broken link? Need help adapting a lesson? Contact <u>Katie Condon</u>, education specialist







## 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.



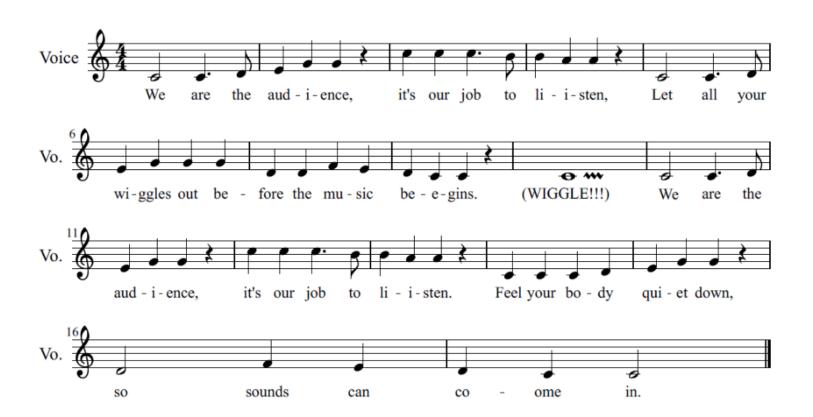




## Visuals: What is an AUDIENCE?

### We Are the Audience

K. Condon



#### 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.







#### MUSIC FUNDAMENTALS:

## What are VOICE TYPES?

**Age Range:** Elementary, Grades K-6

Learning Objective: Students will be able to identify four voice types: soprano, alto, tenor, and bass.

Total Video Time: 22:36

**Total Lesson Time:** Approximately 30 minutes

## **ENGAGE** students through singing

1. Say to students, "On the count of three, let me hear your voice. One, two three."

- 2. Put your hand to your ear to give a clear visual cue, followed by a palm outstretched for a STOP sign.
- 3. Ask, "What did you notice?" (Allow students to share a few observations.)
- 4. Ask, "What if we hear just one person's voice?" (Cue one student with the same start and stop signals.)

#### **LEARN ABOUT** the voice

- 1. Explain that everyone has their own unique voice. No two voices sound exactly the same. But, all voices fall into a *range*. This means some voices can sing very high notes, some sing low notes, and some sing in-between. Today we will learn about four main voice types.
- 2. This song features four voice types. Invite students to notice whose voice is highest, lowest, and in the middle. Show *El Grillo*, performed by the Mirandola Ensemble (video approx. 4 minutes).
- 3. Now we'll meet each voice type, one by one. We'll start with the highest voice the soprano. Show <u>Soprano Demonstration</u> (video approx. 2.5 minutes).
- 4. Next, Alyssa will explain her voice type, alto. Show <u>Alto Demonstration</u> (video approx. 2 minutes).
- 5. Nick sings tenor. Show <u>Tenor Demonstration</u> (video approx. 2 minutes).
- 6. Matthew has the lowest voice type, bass. Show <u>Bass Demonstration</u> (video approx. 2 minutes).
- 7. Ask students, "Can you list the four voice types, in order, from high to low?"

## **EXTEND** learning about the voice

Choose one or more activities to extend learning.

- 1. Listen to the Mirandola Ensemble sing <u>another piece</u> together (video approx. 3.5 minutes).
- 2. <u>Class Notes: How to Sing Well</u> discusses voice types and gives tips on how to sing using good technique (video approx. 7 minutes).
- 3. Check out this curriculum for additional ideas.







#### **VIRTUAL CONCERT:**

## **Vocal Music**

**Age Range:** Elementary, Middle School; Grades K-8

Learning Objective: Students will review the role of an audience while they listen to vocal music featuring

Minnesota-based musicians.

**Total Video Time:** 17:14

**Total Lesson Time:** Approximately 30 minutes

#### **HOW TO USE** Virtual Concerts

Virtual Concerts give students the opportunity to practice being an audience and experience a variety of music. The teacher or students can play the role of Concert Host narrating between each piece of music.

Use the provided Concert Host Script to guide students through a series of videos reenacting a concert. Customize the lesson to fit your needs, resources, and teaching style.

#### **CUSTOMIZE** the experience

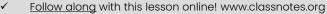
Every classroom is unique. Choose among the following ideas to make the experience fit your teaching style and your students' needs.

- 1. **Discuss the role of the audience.** This virtual concert is designed to prepare students to be an audience. For younger kids, use our <u>Audience Lesson</u> before this concert. For older students, facilitate a discussion on the different kinds of audiences for events such as a rock concert, a hockey game, a piano recital, etc.
- 2. Let the students be the Concert Host. Cut the script into strips and hand them out to different students. Be sure to number the strips first, so you can call kids up at the appropriate time. (Recommended for Grades 4 and up.)
- 3. Make the experience interactive. Pause for reflection after each video using the suggested reflection questions. Invite students to share their thoughts with a neighbor, so everyone gets a chance to talk. Older students can fill out the <a href="Concert Reflection">Concert Reflection</a> Worksheet. (Recommended for all ages.)
- **4. Integrate imaginative play.** Imaginative play increases socials skills and the ability to manage emotions. Here's a suggestion on how to utilize imaginative play: Pretend to take a field trip to the concert- in your very own school! Build excitement for the experience a couple days in advance. On the day of the concert, pretend to get on a bus and drive students to the concert (maybe through the school hallways). Arrive back at the classroom and find seats. Create an exciting atmosphere by turning off the lights. (*Recommended for Grades K-2*)

#### **EXTEND** learning

Choose one or more of the links below to learn more about the artists.

- 1. <u>Watch Siama and Dallas</u> explain more about the role music played in Siama's childhood in the DR Congo.
- 2. Learn this <u>Bucket Passing Activity</u> and sing and play along with Afoutayi's <u>Zamn Telele!</u>!
- 3. Learn more about Gaelynn in her introduction video or watch her virtual concert!



✓ Broken link? Need help adapting a lesson? Contact <u>Katie Condon</u>, education specialist





## **Concert Host Script**

#### **VOCAL MUSIC**

HOST: "Welcome to our virtual concert. Today, practice being an audience while listening to

four musical groups from Minnesota. Here are some jobs we have as audience members: listening, noticing, being curious, and sometimes even participating."

HOST: "Our first song is Ko Yimbe Ko (koh yeem-bee koh), by Siama's Congo Roots. One of the

singers, Siama (see-ah-mah), is from the Democratic Republic of Congo in Africa, and

this song is from his hometown."

VIDEO: <u>Siama's Congo Roots - Ko Yimbe Ko</u> (4 min.)

HOST: "What did you notice? What questions would you ask the performers if they were

here?"

HOST: "Sometimes our job as the audience means participating. In this next song, we get to

join in! Ahmed from Border CrosSing will show us some actions."

VIDEO: Border CrosSing - Alma Llanera Actions [English] (2 min.)

HOST: "Let's join Ahmed and the singers from Border CrosSing in doing actions for the song

Alma Llanera (AHL-mah yah-NEH-rah)."

VIDEO: Border CrosSing - Alma Llanera, by Pedro Gutiérrez (2 min.)

HOST: "Do you remember what country that song is from?" (Venezuela.) "Ahmed taught us

four words in Spanish. Can you remember the meaning of any of the words?" (Amo [ah-moh]= | love, Lloro [yoh-roh]= | cry, Canto [kahn-toh]= | sing, Sueño [swayn-yoh]=

I sleep.)

HOST: "Next, meet Gaelynn Lea! Gaelynn has a disability which requires her to hold her violin

up and down, like a cello. We get to participate in Gaelynn's song, too!"

Watch the video to learn your part of the duet. Pause the video after the first minute and a half and practice. Then, play the video to sing with Gaelynn.

VIDEO: <u>Gaelynn Lea - Bird Song, by Gaelynn Lea</u> (5 min.)

HOST: "Gaelynn said, 'I wrote this song about how- even if you feel tied down by your body or

the situation- your spirit is always free.' How did the music represent freedom?"

HOST: "In our final video, we'll practice another one of our jobs as the audience: noticing

timbre. Each instrument and voice have their own special sound quality, or *timbre*. Notice the different timbres as we watch *Balanse Fofo* (BAH-lahn-say FOH-foh)

performed by Afoutayi (AH-foo-TAH-yee) Dance, Music, and Arts Company."

VIDEO: Afoutayi - Balanse Fofo (3 min.)

HOST: "What did you notice? What instruments did you know and which were new to you?"

HOST: "Thank you for joining in today's virtual concert! We hope you'll share what you learned

with someone at home."

NAME: CLASS:
Ko Yimbi Ko by Siama's Congo Roots What did you notice?
What questions would you ask the performers if they were here?
Alma Llanera by Border CrosSing What country is this song from?
Can you remember the meaning of any of these words: Amo, Llora, Canto, Sueño?
Bird Song by Gaelynn Lea  How did the music in this song represent freedom?
Balance Fefe by Meytoni Dance Music and Auto Commun.
Balanse Fofo by Afoutayi Dance, Music, and Arts Company What did you notice?
What instruments did you know and which were new to you?