

YourClassical Class Notes  
**e(L)ement**  
Supporting Materials Packet



e(L)ement (Karen Baumgartner, flute; Mallory McHenry, harp)  
Photo Credit: Allison DeFrancesco

**About the Performers:**

e(L)ement is a flute/harp duo specializing in modern works by living composers.

**Learning Goals:**

1. Students will identify the harp and flute by sight and sound.
2. Students will understand that musical elements can represent elements found in nature.
3. Students will identify a variety of emotions experienced when listening to music.

# Preparing for your Class Notes Concert

**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 (Flute) and Three (Harp)** 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, Ensemble Skills** 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](mailto: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!")

- ✓ [Follow along](#) with this lesson online!
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# Visuals: We Are the Audience

## We Are the Audience

K. Condon

Vo. 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.

The musical score is written in 4/4 time and consists of four staves. The first staff (measures 1-4) has lyrics: "We are the aud - i - ence, it's our job to li - i - sten, Let all your". The second staff (measures 5-8) has lyrics: "wi - ggles out be - fore the mu - sic be - e - gins. (WIGGLE!!!) We are the". The third staff (measures 9-12) has lyrics: "aud - i - ence, it's our job to li - i - sten. Feel your bo - dy qui - et down,". The fourth staff (measures 13-16) has lyrics: "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.

# Visuals: We Are The 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.

# Lesson Two: Flute

**Age Range:** K-6

**Learning Objective:** Students will identify the flute by sight and sound.

## ENGAGE



ASK. "Look at the picture of a flute. Can you describe it? What do you think it looks like?"



## EXPLAIN & EXPLORE



LEARN. "Listen to [Karen from e\(L\)ement](#) as she tells you a little about the flute."

ASK. "The flute is a member of the woodwind family, but it's not made of wood! Can you explain why the flute is a member of the woodwind family?"

LISTEN. "[Listen to this piece of music](#) featuring flute and harp. As you listen, think of three words that describe the sound of the flute."

REFLECT. Instruct students to compare the sound of the flute with the sound of the harp. Have students either write down their thoughts or share them with a classmate.

## EXTEND



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

CREATE. [Make a flute](#) with your class using PVC pipe and power tools.

LEARN. Listen to flutes from different time periods in this [8-minute video](#) featuring Deb Harris of the Concordia Wind Quintet.

MOVE. Expose students to a musical score during [this flute solo](#). Demonstrate following the high and low notes on the screen to trace the melody in the air with their finger.

LISTEN. [Listen to pop singer Lizzo](#) play flute with the NY Philharmonic.

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# Lesson Three: Harp

**Age Range:** K-6

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

## ENGAGE



ASK.

“Today we’re going to learn about an instrument that is sometimes used in movies or TV shows as a sound effect for angels, dreams, or clouds. Does anyone have a guess which instrument we might be talking about?” (For younger kids, simply say, “It’s a harp!”)



## EXPLAIN & EXPLORE



LEARN.

Show students a video with an overview of the harp. For older students, we suggest [this video](#) by Minnesota Orchestra’s harp player, Kathy Kienzle. For younger students, [this video](#) featuring Mallory from e(L)ement gives a more simple explanation of the harp.

MOVE.

This piece, [Fire Dance](#), uses many harp techniques. While listening, encourage students to use scarves or their hands as paintbrushes to create movement to match the music. Students might bounce the scarf/imaginary paint brush on repeated notes or trace the melodic direction of the glissandos. Actively participate to guide and model movement.

REVIEW.

For younger students, ask them to whisper three things they learned about the harp to a friend. Ask older students to answer the following questions:

- How many strings does the pedal harp have? (47)
- What is it called when you pull all the strings from top to bottom or bottom to top? (Glissando)
- To which instrument family does the harp belong? (The String Family)

## EXTEND



LISTEN.

Choose one or more of the following videos featuring the harp to watch. Come up with a hand signal for students to show every time they hear a *glissando*. Videos: [Atomic Peace](#), Alice Coltrane; [Sprout and the Bean](#), Joanna Newsome, [Danse Sacrée](#), Anneleen Lenaerts.

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# Lesson Four: Ensemble Skills

**Age Range:** K-6

**Learning Objective:** Students will demonstrate ensemble skills through performance. Students will utilize multiple rehearsal strategies to refine performance.

## **ENGAGE**

ASK. “When musicians play together, how do they start at the same time? How can they be sure to play at the same speed, or *tempo*, so that they can stay together? (Listen to students’ responses. If they answer that this is the job of the conductor, acknowledge that this is correct, but then ask further.) “What if it’s a small group that doesn’t have a conductor?”

## **EXPLAIN & EXPLORE**

EXPLAIN. “When musicians play together but don’t have a conductor to lead them, they must give signals, or *cues*, so that they start together and stay together through a performance. It’s a way of communication and working together.”

SHOW. “Here are four main ways that musicians play together with good ensemble skills.” (Briefly explain and demonstrate each techniques for students.)

1. Eye Contact
2. Head nod and/or body movement
3. Sharp in-breath, or inhale
4. Constant listening

WATCH. “In [this video](#), notice how the musicians use eye contact and body movement. What else do you observe?”

PRACTICE. Group students into quartets and ask them to choose a favorite classroom piece to perform. They may choose to sing, play on classroom instruments, or both. Remind them that they must be able to start together on their own. Circulate among the groups during rehearsal time and help each quartet refine their cueing technique. Complete the activity by asking each group to perform for the class. Give feedback regarding cueing.

## **EXTEND**

Watch, listen, and notice ensemble skills in one or more of the following performances:

- [Lux String Quartet](#) performing music by Gyorgy Ligeti
- [Mill City String Quartet](#) performing music by Samuel Coleridge Taylor
- [Imani Winds](#) performing music by Valerie Coleman
- [Mill City String Quartet](#) performing music by DBR

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