

YourClassical Class Notes

the Paper Clips

Supporting Materials Packet



the Paper Clips (Ben Bussey, Lauren Husting, Brooklynne Audette, Chris Allen)
Photo Credit: Travis Anderson

About the Performers:

The Paper Clips are a trombone quartet dedicated to connecting the threads of classical & contemporary music through fun and engaging performances.

Learning Goals:

1. Students will identify the trombone by sight and sound and explain how the instrument makes its sound.
2. Students will understand the trombone is used in different ways by different composers to tell different musical stories.
3. Students will demonstrate understanding of ensemble skills.

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: Trombone
- 3) Music & Literacy: Create a Musical Story
- 4) What are ENSEMBLE SKILLS?



MUSIC FUNDAMENTALS: What is an AUDIENCE?

Age Range: Elementary

Learning Objective: Students will demonstrate active listening and positive audience behavior in a concert setting.

ENGAGE students

- 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?" (*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.*) "There are many kinds of audiences, and the type of concert influences how an audience responds!"
- CREATE. As a classroom, create a chart listing positive and respectful audience behavior. [Use the sample chart in the Visuals section](#) as a starting point.

EXPLORE sounds

- SAY. "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."
- SING. Sing "[We Are The Audience.](#)" (Score found in the Visuals section.)
- WATCH. Watch our Class Notes Video: [What to do at a Concert.](#)

EXTEND learning

Choose one or more activities to extend learning.

- 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!")



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.



Trombone

Age Range: Elementary

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

ENGAGE students

ASK. "What do you know about the trombone? What does it look like? What does it sound like? To which instrument family does it belong?"

EXPLORE sounds

WATCH. "Learn a little about the trombone by watching [this video](#) featuring Minnesota Orchestra trombone player, R. Douglas Wright."

EXPLAIN. "The trombone is part of the brass family. It is used in many *genres*, or styles of music, including jazz! A famous trombone player called Trombone Shorty started playing when he was 4! [See a picture](#) of him playing early on!"

WATCH. [Watch a video](#) of Trombone Shorty playing at the White House. He plays a song that includes call and response. Try to echo his singing when that part comes up!

EXPLAIN. "The trombone is also part of the orchestra. Composer Gustav Mahler featured trombones in this short section of his second symphony. As you watch, see how many other instruments you can name. You might also pretend to play your air trombone along with the players in the video!"

WATCH. [Watch](#) the New York Philharmonic play part of Mahler's 2nd Symphony.

EXTEND learning

Choose one or more activities to extend learning.

REVIEW. Check students' comprehension! Discuss or journal:

- To which instrument family does the trombone belong?
- How do trombone players make a sound on their instrument?
- How do trombone players change the pitch, or notes, that they play?
- How would you describe the sound of the trombone?

LEARN. Continue learning using the Class Notes lesson all about the [Brass Family!](#)



MUSIC & LITERACY: Create a Musical Story

Age Range:	Elementary, with modifications for older learners
Learning Objective:	Students will generate and develop original artistic ideas in response to written and verbal prompts.

ENGAGE students

INQUIRE. “Think of your favorite story. Turn to a friend and whisper your favorite book or story.” *(Pause.)* “Now turn to a different friend and whisper your favorite song or kind of music.” *(Pause.)* “Adding music to a story makes it more exciting. Today we will create our own soundtrack for a story to make it exciting and memorable.”

EXPLORE sounds

- READ. Select a favorite book to read aloud. While reading, pause after key moments and ask students to brainstorm sound effects (body percussion or vocal sounds) that enhance the story. Establish a “start” and “stop” signal to cue students. (i.e: Book: The boy ran away! Sound Effect: Drum on lap quickly for 5 seconds)
- EXPLORE. Gather some classroom instruments or [found objects](#). Read the book again and allow students to explore and improvise sound effects using instruments.
- CREATE. Fine-tune the group’s musical choices by adding “story cards” (see examples from *Goldilocks and the Three Bears* on the next page.) Use words or graphics depending on your students’ literacy level.
- REFINE. Practice and refine your musical story!
- PERFORM. Assign a conductor to start and stop cues. Take turns as the reader/narrator.

EXTEND learning

Choose one or more activities to extend learning.

- WATCH. Listen to storybooks that have been commissioned as musical pieces, such as: [Perfect Square](#), [One-Dog Canoe](#), or the classic [Peter and the Wolf](#).
- LISTEN. Listen to an episode of [YourClassical Storytime](#). Notice how music helps tell the story.
- CREATE. Repeat the lesson with another story, or spend time polishing the performance of the first book, record it, and share it with parents.





Sample Story Cards & Book List

CREATE A MUSICAL STORY

Example One: Text Only

STORY	SOUNDTRACK	STORY	SOUNDTRACK
Once upon a time, Goldilocks went on a walk through the woods.	<u>RHYTHM STICKS</u> : Steady walking beat, 10 counts	She found a house, and the door was open. So she opened the door and went in!	<u>VOICE</u> or <u>RATCHET</u> : Slow, quiet creaking sound

Example Two: Graphic Representation

STORY	SOUNDTRACK	STORY	SOUNDTRACK
	10 times <i>mf</i> 		5 seconds <i>pp</i> 

K-2 Recommended Books

- ✓ *Miss Spider's New Car* by David Kirk
- ✓ *Moo* by David LaRochelle
- ✓ *Snail Trail* by Ruth Brown
- ✓ *Mortimer* by Robert Munsch
- ✓ *We're Going on a Bear Hunt* by Michael Rosen and Helen Oxenbury
- ✓ *Shark in the Park* by Nick Sharrat
- ✓ *Max Found Two Sticks* by Brian Pinkey
- ✓ *Polar Bear, Polar Bear, What Do You Hear?* by Eric Carle
- ✓ *Tin Forest* by Helen Ward
- ✓ *The Snowy Day* by Ezra Jack Keats

3-6 Recommended Books

- ✓ *Skeleton Cat* by Kristyn Crow
- ✓ *The Z was Zapped* by Chris Van Allsburg
- ✓ *Tuesday* by David Wiesner
- ✓ *Be You!* by Peter H. Reynolds
- ✓ *Bee-Bim Bop* by Linda Sue Park
- ✓ *Last Stop on Market Street* by Matt De La Pena
- ✓ *Samad in the Forest* by Mohammed Umar
- ✓ *A Different Pond* by Bao Phi

Tips for Selecting Books

Books with a lot of animal sounds work well for vocalization and vocal development. Action-oriented books work well if you have a lot of classroom percussion instruments available.



What are ENSEMBLE SKILLS?

Age Range: Elementary

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

ENGAGE students

DISCUSS. “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?”

EXPLORE sounds

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 ways musicians give cues so that they play well together.”

(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. Instruct students to watch for eye contact and body movement in [this video](#) featuring a string quartet. (3:30 min.)

PRACTICE. Place students into small groups 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 group refine their cueing technique. Complete the activity by asking each group to perform for the class. Give feedback regarding cueing.

EXTEND learning

Choose one or more performances to watch. Notice and discuss ensemble skills.

- [Lux String Quartet](#) performing music by Gyorgy Ligeti (5 min.)
- [Mill City String Quartet](#) performing music by Samuel Coleridge Taylor (4 min.)
- [Imani Winds](#) performing music by Valerie Coleman (3 min.)
- [Mill City String Quartet](#) performing music by DBR (3:30 min.)