

Class Notes

Artu Duo

Supporting Materials Packet



Artu Duo (Ruth Marshall, Garret Ross)

Photo Credit: Jenny Cvek

About the Performers:

Artu Duo are a professional cello and piano ensemble that plays classical music from all eras. Based in Minnesota, they have toured extensively around the United States. They are also teachers and feel equally at home performing in the concert hall and the classroom! Their Class Notes program will feature music by composers Ludwig van Beethoven, Claude Debussy, and Rebecca Clarke. During their concert, students will use active listening skills and fundamental music vocabulary to identify each composer's individual style (or "thumbprint"). Artu Duo will also emphasize connections between music, moods, emotions, and storytelling.

Learning Goals:

1. Students will identify the cello and the piano by sight and sound and understand how each instrument produces sound.
2. Students will compare and contrast musical elements in works by a variety of composers to help understand each composer's unique style.
3. Students will understand that music can communicate emotions and stories.

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) Instrument Exploration: Piano
- 4) Music and Expression
- 5) Music and Emotions



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](#).



Age Range:	Elementary, Grades K-6
Learning Objective:	Students will demonstrate basic understanding about how the piano works.
Total Lesson Time:	Approximately 30 minutes
Note to Teachers:	We encourage you to customize this lesson to fit your needs, resources, and teaching style. This lesson is designed to be a starting point. For younger learners, keep it simple! You might skip ahead to the hands-on learning. For older students, you can dive deeper into how sound is created. If possible, demonstrate the hammers and pedals in real life.

INTRODUCE the piano

- Raise your hand if you have seen a piano in real life. *(Pause.)*
- Keep your hand up if you have played a piano in real life. *(Pause.)*
- Keep your hand up if you've taken piano lessons. *(Pause.)*
- It looks like almost everyone has seen a piano, and many have played or even taken lessons!
- Today we'll learn a little about how the piano works and have a chance to take turns playing it!

EXPLORE the sounds of the piano

If possible, demonstrate on a real piano. If you don't have access, [download our Piano Visuals](#) to show pictures of the hammers, pedals, and keys.

The piano is one of many keyboard instruments. Keyboard instruments usually have **keys** that look like this.



Sound on a piano is made by pressing the keys. There are tiny hammers covered with soft felt. When you press a key, the **hammer** hits a metal string, and the vibration of that string is what we hear. *(Show students hammers on a real piano or show page 2 of the Piano Visuals.)*

Pianos also have **pedals**. Pressing different pedals changes the strings in different ways that affect the sound. For example, pressing one pedal makes the sound quieter. *(Demonstrate if possible.)* Pressing another pedal makes each note ring out longer. *(Demonstrate if possible.)* Pedals on a piano look like this. *(Show students the pedals on a real piano or show page 3 of the Piano Visuals.)*

(Lesson continues on next page)



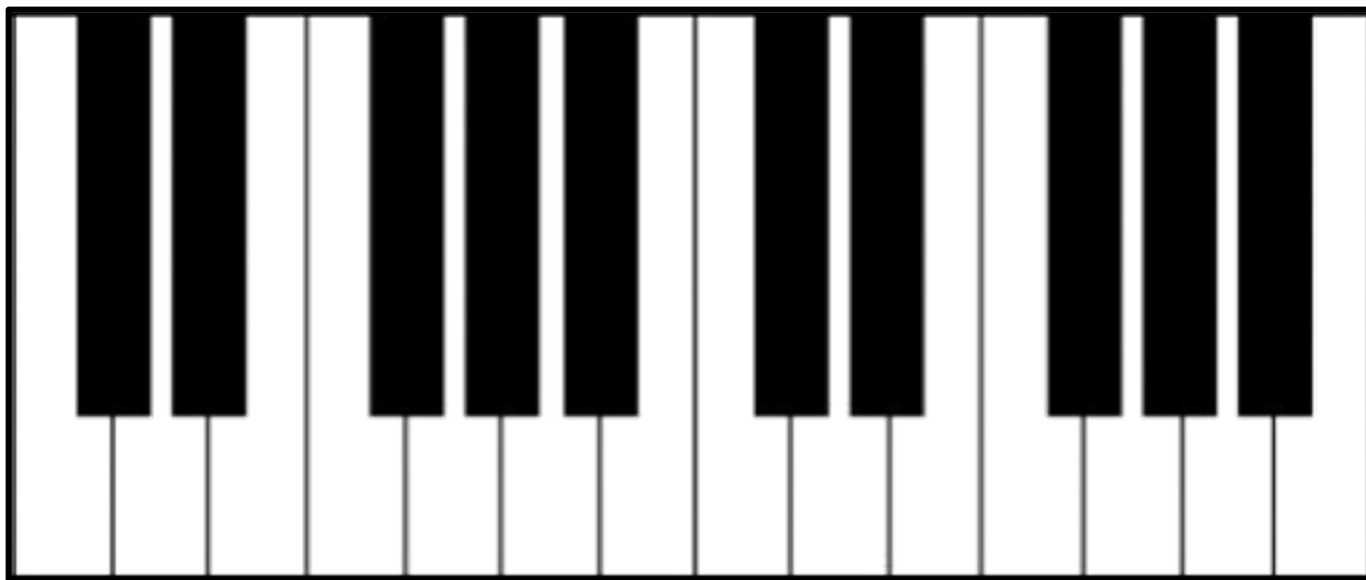
EXPLORE the sounds of the piano, cont.

1. [Look at the picture](#) of the keyboard again. Do you notice a pattern? The black keys alternate between groups of two and groups of three.
2. Print copies of [this worksheet](#) for students. Ask students to circle all groups of two in red. Then, circle all groups of three in blue.
3. If you have access to a piano or keyboard, ask students to hold up their index and middle finger, like a “peace” sign.
4. Taking turns at the piano, ask students to use those two fingers to gently bounce up and down on groups of two black keys. Depending on developmental stage, try each hand alone or both hands together.
5. Use a steady beat chant to regulate playing: “Groups of two, kangaroo!” Use the imagery of a hopping kangaroo. Remind students that kangaroos shouldn’t hop too far off the ground.
6. Students who are not in line for the piano can practice hopping back and forth between the two sets of double black keys on their printed piano.
7. Repeat this activity by adding the ring finger and using the three interior fingers to find groups of three. “Groups of three, hop like a bunny!”
8. Allow students to start creating their own music. An easy way to start is by playing only black keys. “Black Key Music” can be played alone or with others.
 1. One player can start a pattern of sounds using the lower register (“see if you can find the low notes!”) while the other can play a melody using the high notes.
 2. Explain that this music is **improvised**, or that we just make it up as we go, so there are no wrong notes.
 3. Guide and structure exploration by giving a title to each improvisation. “Elephant Music” on the black keys might sound slow and heavy, using low notes in the bottom register. “Hummingbird Music” might be high, light, and fast.
 4. Integrate music vocabulary to help reinforce meaning and terminology.

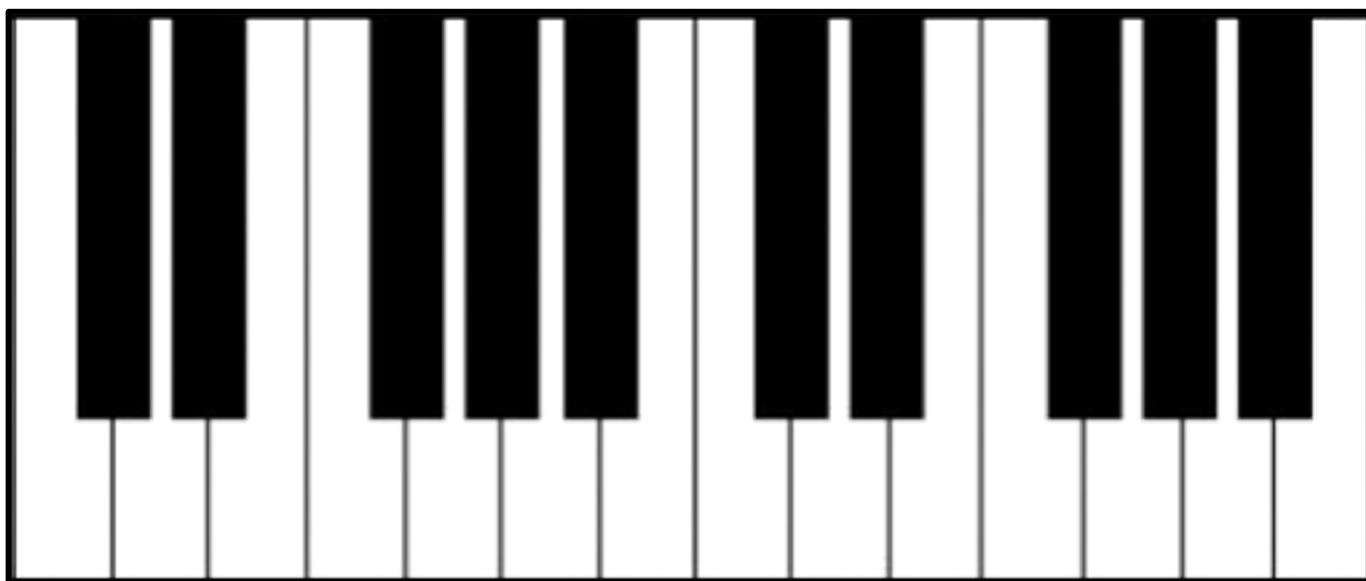
EXTEND learning about keyboard instruments

The organ is another kind of keyboard instrument. Check out [Part One](#), [Part Two](#), and/or [Part Three](#) of Class Notes Video Series: The Organ. After watching, compare and contrast the piano and the organ.

NAME: _____ CLASS: _____



NAME: _____ CLASS: _____





MUSIC & MINDFULNESS: Music and Expression

Age Range:	Elementary, Grades K-5
Learning Objective:	Students will listen to Wolfgang Mozart's <i>Gran Partita</i> and understand the connection between music and emotions.
Total Listening Time:	10:28
Total Lesson Time:	Approximately 20 minutes

INTRODUCE & WATCH video on expression in music

1. Music helps us express ourselves and connect to our emotions. People write music to express themselves. People sing or play instruments to express themselves and connect to their feelings. People listen to music to connect to their emotions and feelings.
2. Watch [Class Notes: Expression in Music - Gran Partita, by Wolfgang Amadeus Mozart](#) (video approx. 4.5 minutes).

REFLECT on expression in music

After watching, think about the questions each student answered in the video. Here are the questions again. Answer them in a discussion with someone else, or journal your answers on a sheet of paper. You can listen to Wolfgang Mozart's music from the video while you reflect (audio embedded on website; audio approximately 6 minutes).

- What do you think Wolfgang Mozart was trying to express in the music you heard?
- How does Wolfgang Mozart's music make you feel?
- What do you want to express through music?

EXTEND learning about expression in music

For older students, [find more activities related to this video here](#).



MUSIC AND MINDFULNESS: Music and Emotions

Age Range:	Elementary, Grades K-6
Learning Objective:	Students will describe emotions experienced when listening to a musical selection.
Total Video Time:	10:54 for "connect" section only; 19:22 including all videos
Total Lesson Time:	Approximately 25 minutes

INTRODUCE emotions through discussion

1. Ask, "How many different feelings, moods, or emotions can we come up with? Let's make a list."
2. Once you have generated a list, go through each word and discuss what kind of music might express that emotion, mood, or feeling.

CONNECT emotions with music

1. Create, print, or project a blank listening chart like the one [attached](#).
2. Listen to a diverse selection of music. (See list below for suggestions.)
3. Think about what emotions you hear and feel. Use vocabulary words to describe each piece. The list of feelings the class brainstormed might help.
4. Draw a picture to go along with each. As you listen and write, consider:
 - Does the emotion or feeling change throughout the piece?
 - What musical techniques did the composer use to create these feelings or emotions?
 - Can you use any music vocabulary words when you describe the emotions or feelings you hear?
 - Does the title of the piece give you any clues?

Repertoire suggestions:

- [Lines](#) by Mary Ellen Childs (video approx. 3.5 minutes)
- [Yearning for the Peace](#) by Tan Dun (video approx. 3.5 minutes)
- [Mercury, the Winged Messenger](#) by Gustav Holst (video approx. 4 minutes)

MORE emotions in music

Choose one or more activities to extend learning.

1. Watch the Class Notes Videos [A Journey Through Musical Emotion](#) (video approx. 4 minutes) and [A Recipe for Emotion in Music](#) (video approx. 4.5 minutes).
2. Invite students to bring their own songs or pieces to listen to together as a class!
 1. Set clear parameters on what music is classroom-appropriate and ask students to submit names of songs (artist included, if possible) for you to put into a playlist.
 2. With each student's musical choice, repeat the "connect" activity above, having students listen, write, and draw their emotional ideas.
 3. After each selection, invite the class to discuss what they felt in response. You may also invite the student who brought that selection to share what the selection means to them.

Printable Listening Grid – Blank

MUSIC AND EMOTIONS

Title	Emotions/ Feelings/Moods	Comments/ Pictures