

Ninebark Ensemble

Supporting Materials Packet



Ninebark Ensemble (Elizabeth York, Ruth Marshall, Valerie Little)
Photo Credit: Nik Linde

About the Performers:

Ninebark Ensemble shares genuine and thoughtful performances paired with integration of a variety of educational concepts. They approach classic masterpieces and emerging works with intentionality and enthusiasm. They believe chamber music can describe ideas and emotions and hope to communicate that to their audience each time they perform.

Learning Goals:

1. Students will identify, compare, and contrast the violin, viola, and cello.
2. Students will connect musical expression with emotional response.
3. Students will learn about composers, performers, and listeners.
4. Students will experience string trio music by a diverse selection of composers from different time periods.

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: Violin
- 3) Instrument Exploration: Viola
- 4) Instrument Exploration: Cello
- 5) Music and Emotions



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.



Age Range: Elementary

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

ENGAGE students

ASK. "Have you ever heard of a violin? What do you know about the violin? What do you wonder about the violin?"

EXPLORE sounds

EXPLAIN. "The violin is the smallest member of the string family. Instruments in the string family make their sound when a string is plucked or pulled by a bow."

WATCH. [Watch](#) violinist Huldah explain her instrument.

LISTEN. This [piece of music](#) is for violin and stomping foot! It is performed by a young violinist named Anaïs Feller.

REFLECT. "Tell a neighbor (or write down) three things you noticed about the piece, the performer, or the violin."

EXTEND learning

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

CREATE. Make your own box violin! Learn about instrument construction and the violin by creating your own. [Here's a tutorial](#) to help you.

WATCH. [Listen](#) to violinist Erika explain how she changes pitch on her instrument.

LEARN. [Learn](#) the difference between the Baroque violin and the modern violin.

LISTEN. [Listen](#) to *Estonian Lullaby*, performed by Anaïs Feller.



Age Range: Elementary

Learning Objective: Students will listen to and learn about the viola.

ENGAGE students

NOTICE. "Look at [this picture](#). Do you think the two instruments are the same? Can you name some similarities? Do you notice any differences?"

EXPLORE sounds

EXPLAIN. "The smaller instrument in the picture is the violin. The slightly larger instrument is the viola (vee-OH-lah). The viola is a member of the string family. It looks a lot like the violin. Since it is slightly bigger than the violin, it can play a little lower- but not quite as high."

LEARN. [Watch this 3-minute video](#) about the viola, featuring Kirsti from the Lux String Quartet.

LISTEN. Show this 5-minute video, [Capriccio in C minor](#), Op. 55, or this 7-minute video, [Peace](#), both featuring young violinist Steven Baloue.

REFLECT. Write down or tell someone three things you learned about the viola.

EXTEND learning

Choose one or more activities to extend learning.

WATCH. [Watch violist Valerie](#) talk about the viola. She explains the technique *sul ponticello*. Ask students if they can explain what that means and describe how it sounded.

PLAY. Play a round of "Name That String Instrument." Remind students that the [cello](#) shares the same shape as the violin and viola, but is even bigger, and therefore lower. Choose pieces for solo violin, viola, or cello and ask students to guess which instrument they hear. Ask them to explain their answers. Use [this playlist](#) or create your own.



Age Range: Elementary

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

ENGAGE students

ASK. "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 sounds

EXPLAIN. "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."

WATCH. [Listen](#) to Mikey from Heliopsis describe their instrument!

WATCH. Listen to composer and musician Zoë Keating describe and play her original piece for cello, [Escape Artist](#).

REFLECT. 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

Choose one or more activities to extend learning.

WATCH. Enjoy [this light-hearted video](#) featuring 2CELLOS playing *Pirates of the Caribbean*.

MOVE. Ask students to move gracefully in a circle, like swans gliding around a pond while listening to "[The Swan](#)" from *Carnival of the Animals*.

WATCH. Continue learning about the cello by watching [Class Notes: Technique, Virtuosity, and Soul](#) featuring cellist Nygel Witherspoon.

LEARN. Learn more about composer and musician [Zoë Keating](#).



MUSIC AND MINDFULNESS: Music and Emotions

Age Range: Elementary

Learning Objective: Students will describe emotions experienced when listening to a musical selection.

ENGAGE students

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

EXPLORE sounds

PREPARE. Create, print, or project a blank listening chart like the one [attached](#).

CONNECT. Listen to a diverse selection of music. (See list below for suggestions.) Instruct students, "Think about what emotions you hear and feel. Use vocabulary words to describe each piece. The list of feelings the class brainstormed might help. 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
- "[Yearning for the Peace](#)" by Tan Dun
- "[Mercury, the Winged Messenger](#)" by Gustav Holst

EXTEND learning

Choose one or more activities to extend learning.

WATCH. Watch the Class Notes Videos [A Journey Through Musical Emotion](#) and [A Recipe for Emotion in Music](#).

SHARE. Invite students to bring their own songs or pieces to listen to together as a class! 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. With each student's musical choice, repeat the "connect" activity above, having students listen, write, and draw their emotional ideas. 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