

YourClassical Class Notes

Helen & Mikey

Supporting Materials Packet



Helen & Mikey (Helen Forsythe, Mikey Marget)
Photo Credit: Nik Linde

About the Performers:

Helen & Mikey are a progressive folk duo. They perform original tunes for cello, banjo, accordion, and vocals. Their musical influences include American Old-time, Scandinavian, and various other folk music traditions.

Learning Goals:

1. Students will understand that songs are made of different elements, including melody and harmony.
2. Students will identify by cello, banjo, and accordion by sight and sound.

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) What is MELODY?
- 3) What is HARMONY?



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.



MUSIC FUNDAMENTALS: What is MELODY?

Age Range: Elementary

Learning Objective: Students will learn about melody by distinguishing it from beat and rhythm, and explore melodic contour by vocalizing and drawing their own melodic shapes.

ENGAGE students

- PLAY.** Start with a quick experiment! Have students find a small percussion instrument, like a shaker, a hand drum, or a found-object homemade instrument. (Homemade percussion instruments like [these mini tin can drums](#) or [this homemade tambourine work well](#).) Ask them, "Can you play 'Happy Birthday' with these instruments?" (*Give them some time to try.*) "No, because they can't play what are called 'melodies.' They don't have high notes and they don't have low notes."
- EXPLAIN.** "Music is made up of many different parts. Rhythm and beat are the parts of music that makes us want to move and dance. Melody is the part that we can sing. Melodies can go high and low. Any instrument that can make high and low notes can play a melody."
- REVIEW.** "Can a violin play a melody?" (*Wait for students to respond: yes!*) "Can a snare drum play a melody?" (*Wait for students to respond: no!*)

EXPLORE sounds

- SING or PLAY.** "Experiment with your voice. See how high your voice can go, then how low." If you have slide whistles or kazoos on hand, students can try it with that too!
- DRAW.** Using paper, have students draw a variety of lines with different shapes (see samples [here](#)).
- SING.** "Now, trace a finger in the air, following the shape of the line, moving from left to right. Try to use your voice to follow that line as well." Give students some time to try that out. If it's working well, say, "Now try it a few different ways:"
- "Repeat, varying the tempo, or speed."
 - "Repeat a shape two times in a row and notice that it's a pattern."
 - "Do two lines in a row, making a two-part melody."

EXTEND learning

Choose one or more activities to extend learning.

- EXPLAIN.** "Have you noticed that the shape of the melody can be really different? We call this contour (con-TOUR.) Here are a few common kinds of melodic contour:"
- "Stepwise: Notes move up and down in steps, like a staircase."
 - "Leaps: Notes jump around, from low to high."
 - "Ascending: starting lower and moving higher."
 - "Descending: starting higher and moving lower."



MUSIC FUNDAMENTALS: What is MELODY?, cont.

LISTEN. Listen to a few examples of pieces with clear melodies:

In "[Lama Bada Yatathama](#)," the melody is passed around between the different instruments, with the clapping providing rhythm.

In "[Ngoma ya Tumbuluko](#)," the cello plays the melody with the mbira supporting.

In "[Earth](#)," flute plays melody and harp supports.

As you listen, have students try to describe the melody. They may use that tracing finger in the air to try to follow the melodic contour!



MUSIC FUNDAMENTALS: What is HARMONY?

Age Range: Elementary, Middle School

Learning Objective: Students will demonstrate understanding of the basic concept of harmony in a musical context. Students will improvise to create simple harmonies using visual prompts.

ENGAGE students

WONDER. "If a melody is a single line of or pitches that can move from high to low (or vice versa), what would it sound like if two melodies were layered on top of each other, or played at the same time?"

EXPLAIN. Remind students that music is made up of many parts. Rhythm and steady beat are the parts of music that make us want to move. Melody is the part that we can sing. Melodies can go high and low.

EXPLORE sounds

DEMONSTRATE. "Melodies are easily represented by lines. Look at the line [in this image](#) and imagine what the melody would sound like. It would start low, then get higher, and lower again, moving like gentle waves. Melodies can have so many different shapes."

PRACTICE MELODY. Guide students to vocalize in response to the shape [in the image](#). First model the melody for students and then ask them to join in on repetitions. Ask a student volunteer to trace along the line to determine the tempo, so that all viewers understand the correlation between the visual and the sound. Reinforce this activity by using the image as a prompt for improvisation on classroom instruments such as a bell set or a keyboard.

EXPLAIN LAYERS. "We can use voices and instruments to add layers to a melody. Look at [this image](#). We see the same melody, but there is a layer with dots underneath."

EXPLORE LAYERS. This time, ask a student or the class to sing that same melody (the black, wiggly line). While students are singing, demonstrate alternating between two pitches (one high, one lower) for the dots. Teacher or student volunteers can trace along with images to ensure the group is moving from left to right at the same [tempo](#).

Try using various instruments/voices to "perform." Use a [slide whistle](#) for the line, and two differently pitched [boomwhackers](#) for the dots, as shown in [this image](#).

LABEL. Point out the [vertical alignment of the two "lines"](#) (noting dots aren't the same as a line, but they move from left to right underneath the line.) "In those spots, shown by beige stripes, we hear two different pitches at once. That's harmony!"

RECAP. "In music, there are many different kinds of harmony. Harmony of all kinds has to do with how different pitches work together at the same time."