Delphia Cello Quartet

About the Performers:
Delphia Cello Quartet is a dynamic, all-female cello quartet specializing in novel arrangements of classical and contemporary repertoire. Learn more about Delphia Cello Quartet here.

Learning Goals:
1. Students will recognize a cello by sight and sound and experience a variety of string techniques that produce different timbres.
2. Students will demonstrate basic understanding and recognition of fundamental music concepts: melody and harmony.
3. Students will learn and demonstrate ensemble skills, including eye contact, active listening, body gestures, and positive collaboration habits.
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.

• **Lesson Two, Cello**, comes from the Class Notes Lesson Library and fits well with the learning objectives of this artist. This lesson works well before or after the concert experience.

• **Lesson Three, Ensemble Skills**, is a hands-on lesson to reinforce learning after the concert experience. If possible, do this lesson after the Class Notes Concert.
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!”)
We Are the Audience

K. Condon

Voice

We are the audience, it's our job to listen, Let all your

Wiggles out before the music begins. (WIGGLE!!!) We are the

audience, it's our job to listen. Feel your body quiet down,

so sounds can come 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.

Questions, comments, thoughts, or feedback? We love when teachers share their ideas! Contact Katie Condon at kcondon@mpr.org.
Visuals: We Are The Audience

<table>
<thead>
<tr>
<th>We Are the Audience when….</th>
</tr>
</thead>
<tbody>
<tr>
<td>• We listen to and notice sounds.</td>
</tr>
<tr>
<td>• We research in advance: Who is visiting your school? Where are they from? What type of music can you expect?</td>
</tr>
<tr>
<td>• We follow directions on where and how to sit so you can see and hear.</td>
</tr>
<tr>
<td>• We are curious! What questions would you ask the performer?</td>
</tr>
<tr>
<td>• We notice the <em>timbre</em>, or unique and special sounds, made by each instrument or voice.</td>
</tr>
<tr>
<td>• We make predictions. What do you think will happen next?</td>
</tr>
<tr>
<td>• We share your experience with someone at home.</td>
</tr>
<tr>
<td>• We show appreciation at the end by clapping.</td>
</tr>
</tbody>
</table>
Lesson Two: The Cello!

Age Range: K–6

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

ENGAGE

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!”

EXPLAIN & EXPLORE

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 Mikaela from Heliopsis describe her 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

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

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.

✓ Follow along with this lesson online!
✓ Visit our Class Notes Lesson Library for more lessons!
✓ Need help adapting a lesson? Link no longer working? Contact Katie Condon, music education specialist
Lesson Three: 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 technique 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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