CHIONE WIND QUINTET

CURRICULUM
WELCOME TO CLASS NOTES ARTISTS!

Welcome to Class Notes Artists! We are so excited to bring live music into your school—thank you for hosting a concert. This curriculum includes:

• Learning prompts for before, during, and after the concert experience
• Standards-based, K-6 lesson plans based on themes and ideas from your Class Notes Artists concert

Everything is designed to help you and your students get the most out of the experience. Please share your experience with us!

Katie Condon, Education Specialist, Classical MPR, kcondon@mpr.org

BEFORE THE CONCERT

LEARN WHAT YOU WILL HEAR!

CONCERT PROGRAM

• One Hen, Justin Casinghino (b. 1978)
  Watch and listen to the story of how this piece was created.
• Twilight Crane (Yuzura), Jack Gottlieb (1930-2011)
• Pāka‘a Lanakila! (excerpts) Jon Magnussen

AND ONE OR MORE OF THE FOLLOWING PIECES, BASED ON RUSSIAN FABLES:

• A Treaty of Friendship, Pouya Hamidi
• The Blue Flower, Patrick Arteaga
• The Swan, the Pike and the Crab, Samuel Bayefsky
• The Man Who Ran After His Shadow, Cory Harper-Latkovich
• The New Queen, Yu-Ting Lin

READ SOME STORIES AND FABLES

Almost all of Chione’s pieces feature stories or fables. Reading and understanding the genre will help students integrate musical ideas with literacy standards. Include a wide variety of fables, folktales, and myths from different cultures. If possible, make sure to read One Hen by Katie Smith Milway.

Consider these select literacy standards taken from Common Core when reading and discussing stories and fables with students.

KINDERGARTEN

• With prompts and support, ask and answer questions about key details in a text.
• With prompts and support, retell stories.
FIRST GRADE
• Retell stories and demonstrate understanding of central message.
• Describe characters.
• Identify who is telling the story at various points in the text.

SECOND GRADE
• Ask and answer who, what, where, when, why, and how to demonstrate understanding.
• Acknowledge differences in the points of view of characters, including speaking in a different voice for each character when reading aloud.

THIRD GRADE
• Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

FOURTH GRADE
• Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
• Determine the theme of a story, drama, or poem from details in the text; summarize the text.

FIFTH GRADE
• Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem.)
• Compare and contrast stories in the same genre on the approaches to similar themes and topics.

SIXTH GRADE
• Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

Using this standard in class discussion will require time both before (reading the story) and after the Class Notes Artists concert (reflecting upon the live performance and comparing and contrasting it with the live performance). **One Hen** by Katie Smith Milway works for this exercise, since that piece will be performed in the Chione Class Notes Artists concert.
MEET THE PERFORMERS

Oboist Susan Miranda is the founder of Chione (“key-own”). She also performs in a trio made up of a harpist, oboist, and a mover (dancer). She loves traveling. She and her daughter have a goal of visiting all 417 National Parks. They have made it to 149 so far!

Flutist Bethany Gonella is a performer and teacher. She plays flute, piccolo, and Baroque flute, which is a very old kind of flute. She likes reading and running.

French horn player Allison Akins is an active performer and has toured with famous musicals, including *Mary Poppins*. She is from Kansas City and enjoys Kansas City barbecue.

Clarinetist Weily Shay is a second-generation Taiwanese-American originally from Fairfax, Virginia. She is a co-founder of a new music chamber collective and loves bringing classical music to unusual venues and new audiences. She has a calico cat named Lily, who she loves to serenade (unsuccessfully) with her clarinet.

Bassoonist Alexandra Berndt plays in the South Dakota Symphony Orchestra and teaches a lot of students how to play bassoon. She enjoys cooking and reading and has a tuxedo cat.
MEET THE INSTRUMENTS

FLUTE

The flute is basically a long tube. Flute players blow air (or wind) across the hole in the mouthpiece to create a sound.

There are other holes, covered by keys.

When a flute player presses keys down, it makes the tube longer and the pitch lower. When keys are not pressed, air escapes from the open holes, thus making the tube shorter and the pitch higher. Because it can play high and low, flutes can play melodies. The flute is a member of the woodwind family.

Listen to and watch some flute music.

CLARINET

The clarinet is a long, straight, cylindrical tube. It is usually made of African hardwood and has a bell that flares at the bottom.

At the top of a clarinet, there is a mouthpiece with a single reed attached by a ligature. When a player blows on the reed, it vibrates and creates a sound.

Listen to and watch some clarinet music.
An oboe is a long tube with a conical bore, which makes it slightly different from the clarinet. There is a flared bell at the end.

Instead of a single reed—like the clarinet—an oboe has a double reed, which is made of two small pieces of cane tied tightly together.

Listen to and watch some oboe music.

The bassoon is the biggest instrument in the woodwind family, so that means it makes the lowest sounds. Like the other woodwinds, the body of the instrument is basically a long tube. The tube is so long it folds over so the player can sit and play it. Look for the “U” shape at the bottom—that’s where it folds. The bell is at the top of the instrument.

Like the oboe, the bassoon also has a double reed.

Listen to and watch some bassoon music.
The French horn is the only member of a wind quintet that isn't a woodwind instrument. French horn players use their breath, or wind, to make a sound, but their instrument does not have a reed (the wood part of a woodwind instrument). Instead, French horn players must buzz their lips into a brass mouthpiece. The vibration from their buzzing lips travels through the instrument's coiled brass tube and comes out of the big flared bell and we hear a sound.

Modern French horns have three valves that shorten or lengthen the amount of tube the air travels through, thus affecting the pitch. Long ago, French horns didn't have valves and were more limited in the notes they could play.

Listen to and watch french horn music.
A WIND QUINTET

A wind quintet is a common grouping of instruments in an ensemble, usually made up of the five instruments we just met: flute, clarinet, oboe, bassoon, and French horn.

Each instrument in a wind quintet contributes its own unique sound, or timbre. Musicians in a wind quintet must work together and communicate to make music together.

Listen to and watch a wind quintet.

DISCUSS IN CLASS

• How can we use our bodies to listen?
• How can we show respect to performers and other audience members?
• What does it mean to be an audience?
• Watch a video about concert etiquette.

LEARN THREE IMPORTANT WORDS

In their Class Notes concert, the Chione Wind Quintet will talk about a couple of musical ideas: themes, consonance, and dissonance.

• **Theme**—A theme is a memorable melody, one that also gets attached to a character in a musical story.

• **Consonance**—A combination of musical notes played at the same time that vibrate in a ways that makes them sound peaceful, at home, or all in agreement.

• **Dissonance**—When musical notes played at the same time vibrate in a way that makes them sound like they are clashing or in conflict.
**DURING THE CONCERT**

- **NOTICE**
  - The way the instruments work together. Sometimes one instrument plays a melody and the other instruments adds sounds to go along with it. Sometimes one instrument plays a musical idea and the other instrument answers—almost like a conversation.

- **WONDER**
  - How often do these musicians practice?
  - How did they get their start?

- **THINK ABOUT**
  - How each instrument makes its sound.
  - How the shape of each instrument affects its sound.
  - The different kinds of sounds each instrument can make.
  - The feelings or images that pop into your mind as you listen. Do you think the composers wanted to make you feel a certain way with his or her music?

- **IMAGINE**
  - You are a composer. What sounds would you want each instrument to make?
  - How would you create musical themes to match characters in a story?

**AFTER THE CONCERT**

- **DISCUSS**
  - Your favorite piece of music from the concert. What did you like best, and why?
  - Think about the moral of each story. Talk about the message and what you learned from these stories. How did the music help tell each story?

- **TELL SOMEONE AT HOME**
  - Two things you heard or saw or learned at your Class Notes Artist concert.

- **DESCRIBE**
  - How the music made you feel. Maybe different pieces of music made you feel different feelings.

- **REMEMBER**
  - How each instrument made its sound. Can you explain how each instrument’s sound is produced?

- **CONNECT**
  - Something from the Class Notes Artists concert to something you’ve learned in school. Explain the connection to a partner, a teacher, or someone at home.