DREAM SONGS PROJECT

CURRICULUM
WELCOME TO CLASS NOTES ARTISTS!

We are so excited to bring live music into your school—thanks 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!

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BEFORE THE CONCERT

LEARN WHAT YOU WILL HEAR

During their Class Notes Artists concert, The Dream Songs Project will perform music written by living composers from Minnesota. You will hear selections from:

• Nature Stories, by Randy Bauer
• Songs of Cowboys and Hobos, by Daniel Nass
• A Minnesota Timetable, by Christopher Gable

MEET THE PERFORMERS

Alyssa Anderson is a musician and arts administrator. She grew up in New York but now lives in Minneapolis. Her favorite food is tomatoes.

Joseph Spoelstra is a guitarist and music teacher. He started learning the guitar when he was 3 years old! When he’s not playing music, he likes to swim and be outside.
MEET THE INSTRUMENTS

• SOPRANO
  › Soprano is a classical voice type. It has the highest range, which means sopranos sing the highest notes. Listen to the famous soprano Renée Fleming sing a famous aria by Puccini.

• GUITAR
  › Guitars are stringed instruments used all over the world. They usually have six strings. When a string is plucked or strummed, it vibrates, which causes the whole body of the instrument to vibrate, and the sound is amplified, or made louder.
LISTEN TO AND WATCH MUSIC FOR BRASS INSTRUMENTS
• The Dream Songs Project playlist
• Watch a Class Notes Artists video about a wonderful piece for classical guitar, “Asturias,” by Isaac Albéniz
• Recuerdos de la alhambra by Francisco Tárrega, performed on guitar by Ana Vidovic
• “Amazing Grace” performed by soprano Jessye Norman
• “Asturiana” by Manuel de Falla, for soprano and guitar. Notice how the acoustics of the performance space affect the sound of the soprano’s voice.

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.

DURING THE CONCERT
• NOTICE
  › The way the two musicians work together. Notice how sometimes their parts go back and forth, like a conversation.
  › When a singer is involved, the musicians can communicate with music and words. The words that the soprano sings are called the text. Notice how the music notes fit together with the text.
• WONDER
  › How often do these musicians practice?
  › How did they get their start?
• THINK ABOUT
  › How the voice makes a sound.
  › How the guitar makes a sound.
  › The different kinds of sounds the guitar 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 their music?
• IMAGINE
  › You are a composer. What sounds would you want the guitar to make? What would you want the singer to sing?
AFTER THE CONCERT

• DISCUSS
  › Your favorite piece of music from the concert. What did you like best, and why?
  › How did the music bring the text to life? Did the text make the music more exciting?

• 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 the guitar and the voice made their sounds. Can you explain how those sounds are produced? How many different kinds of sounds can they make?

• 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.