ZENITH
CONTEMPORARY ENSEMBLE

CURRICULUM

CLASS NOTES®
PRESENTED BY CLASSICAL MPR
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

CONCERT PROGRAM

- Tarantella, Op. 33, Laura Netzel (b. 1859, d. 1927)
- 202-456-1111, Laura Kaminsky (b. 1956)
- Beyond the Forest, I. Andantino; III. Delicate and Pointed, Michael Djupstrom (b. 1980)
- Sonata #11, “The Western Sonata”, II. Prairie; III. Hoedown, Christopher Caliendo (b. 1960)

MEET THE PERFORMERS

Flutist Paula Gudmundson is an innovative and passionate performer and educator. She started playing flute because it had the smallest instrument case. She is from Costa Rica and loves to travel.

Pianist Tracy Lipke-Perry is an active recitalist, chamber musician, educator, and researcher. She especially enjoys working with composers. She grew up on a vegetable farm, started playing piano at age 5, and loves to ride her bike.
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.

Paula plays piccolo on one piece.

The piccolo is a smaller version of the flute. Do you think its sound is higher or lower?
First, pianists press **keys** on the keyboard of a piano.

Those keys activate small, felt-covered **hammers** that hit strings.

Those **strings** vibrate to produce sound.

Pianists use **foot pedals** to shift the strings in certain ways to make certain effects.

Listen to and watch some piano music.

**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 flute and piano 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.
  › 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 the flute to make? How about the piano?

AFTER THE CONCERT

• DISCUSS
  › Your favorite piece of music from the concert. What did you like best, and why?

• 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.