ZENITH
CONTEMPORARY ENSEMBLE

LESSON PLANS

CLASS NOTES®
PRESENTED BY CLASSICAL MPR
LEARN about the flute and piano.

- Create cue cards for the flute, piano, and piccolo. (See PRINT PAGES at the end of this guide for pictures to use in your classroom.)
- Using these visuals, introduce each instrument and explain how sound is produced. Use the text and pictures from the “Meet the Instruments” section of this curriculum for sample language.
- Spend time noticing features of each instrument. Compare and contrast the piano and the flute. Ask guiding questions, such as:
  - Which instrument is bigger?
  - Which instrument uses wind, or breath, to create a sound?
  - Which instrument has a mouthpiece?
  - Which instrument has foot pedals?
  - Use three words to describe the piano. Use three words to describe the flute.
- Explain that every instrument has its own unique sound — we call this timbre (TAM-ber) or tone color. Explain that we will learn to recognize the special timbre of the flute and piano. For an in-depth exploration of timbre and tone color, watch the Class Notes Video *Color in Music: Germaine Tailleferre*.

LISTEN

- To the flute by itself
- To the piccolo by itself
- To the piano by itself
- To the flute and piano together
- To Zenith Contemporary Ensemble.
  They will pay a visit to your school for a Class Notes Artists concert.
PLAY

• Flute, or Not Flute?
  1. Print two copies of your flute cue card (see PRINT PAGES at the end of this guide) and place a large X through one. It will look like this:

  ![Flute Card with X]

  2. Ask for a student volunteer to be a “flute listener.” His or her job is to listen to a clip of music, decide if the music is played by a flute (or not), and hold up the corresponding card accordingly. Vary the game by placing both cue cards in front of the group and have all listeners point to the correct card after listening. Use the Flute or Not Flute? Playlist on Audio Backpack for listening examples.

• Flute, Piano, Both, or Neither?
  1. Create additional cue cards, including one of a flute and piano together, and a different instrument or instruments. (see PRINT PAGES at the end of this lesson.)
  2. Ask for an “expert listener” volunteer. This time, the listener must distinguish whether the music is played by the piano, the flute, both, or neither, and then hold up the corresponding cue card. Use the Flute, Piano, Both, or Neither? Playlist on Audio Backpack.

• Flute and Piano Dance Party!
  1. Listen to a wide variety of flute and piano music. Include music with loud/soft and fast/slow contrasts. Use manipulatives such as scarves, ribbon wands, or a parachute to structure, contain, and guide movement. Use the Flute & Piano Dance Party Playlist on Audio Backpack.

LEARNING CHECKLIST:

☐ I can identify a flute and a piano by sight and sound.
☐ I can explain how a musician makes a sound on a flute and a piano.
☐ I can move fast and slow to flute and piano music.

KEY WORDS

Flute, piccolo, piano, duo, listen, timbre
LEARN

- Create cue cards for the flute, piano, and piccolo. (See PRINT PAGES at the end of this guide for pictures to use in your classroom.)

- Using these visuals, introduce each instrument and explain how sound is produced. Use the text and pictures from the “Meet the Instruments” section of this curriculum for sample language.

- Spend time noticing features of each instrument. Compare and contrast the piano and the flute. Ask guiding questions, such as:
  - Which instrument is bigger?
  - Which instrument uses wind, or breath, to create a sound?
  - Which instrument has a mouthpiece?
  - Which instrument has foot pedals?
  - Use three words to describe the piano. Use three words to describe the flute.

- Explain that every instrument has its own unique sound — we call this timbre (TAM-ber) or tone color. Explain that we will learn to recognize the special timbre of the flute and piano. For an in-depth exploration of timbre and tone color, watch the Class Notes Video Color in Music: Germaine Tailleferre.

LISTEN

- To the flute by itself
- To the piccolo by itself
- To the piano by itself
- To the flute and piano together
- To Zenith Contemporary Ensemble. They will pay a visit to your school for a Class Notes Artists concert.
PLAY

• Flute, or Not Flute?

1. Print two copies of your flute cue card (see PRINT PAGES at the end of this guide) and place a large X through one. It will look like this:

2. Ask for a student volunteer to be a “flute listener.” His or her job is to listen to a clip of music, decide if the music is played by a flute (or not), and hold up the corresponding card accordingly. Vary the game by placing both cue cards in front of the group and have all listeners point to the correct card after listening. Use the Flute or Not Flute? Playlist on Audio Backpack for listening examples.

• Flute, Piano, Both, or Neither?

1. Create additional cue cards, including one of a flute and piano together, and a different instrument or instruments. (See PRINT PAGES at the end of this lesson.)

2. Ask for an “expert listener” volunteer. This time, the listener must distinguish whether the music is played by the piano, the flute, both, or neither, and then hold up the corresponding cue card. Use the Flute, Piano, Both, or Neither? Playlist on Audio Backpack.

• Flute and Piano/ABA Dance Party!

1. Listen to a wide variety of flute and piano music. Use selections that have contrasting sections. Explain that some music follows a certain pattern — ABA. It means the music starts one way (maybe fast, or loud), then changes (to slow and quiet, for example), then goes back to the original music (loud and fast).

2. Tell students their job is to move and dance in a way that matches the sounds of the music. Listen to several ABA selections that contain flute and piano (and some that use other instruments). Model all movement, giving clear cues. Use manipulatives such as scarves, ribbon wands, or a parachute to structure, contain, and guide movement. For good listening selections, use the Flute & Piano/ABA Dance Party Playlist on Audio Backpack. For a more in-depth discussion of ABA form, watch the Class Notes Video Song and Dance in Asturias.

LEARNING CHECKLIST

☐ I can identify a flute and a piano by sight and sound.
☐ I can explain how a musician makes a sound on a flute and a piano.
☐ I can move to music with others and alone.
☐ I can follow my teacher with movement to start, stop and stay together throughout an established musical form.

KEY WORDS
Flute, piccolo, piano, form, ABA, timbre
LEARN

- Zenith Contemporary Ensemble is a duo, made up of two musicians — one plays flute and one plays piano. Create cue cards for the flute, piano, and piccolo. (See PRINT PAGES at the end of this guide for pictures to use in your classroom.)
- Explain how the flute and piccolo produce sound. If necessary, use the text from the “Meet the Instruments” section of this curriculum for sample language.
- Tell students that every instrument has its own unique sound — we call this timbre (TAM-ber) or tone color. Explain that we will learn to recognize the special timbre of the flute and piano. For an in-depth exploration of timbre and tone color, watch the Class Notes Video. *Color in Music: Germaine Tailleferre.*
- The flute is a member of the woodwind family. Show students pictures of other woodwind instruments, including clarinet, oboe, bassoon, and saxophone. Describe features of woodwind instruments.
- A melody is a series of notes — a tune you could sing. Instruments that can create high and low pitches can play a melody. Flutes and pianos can both play melodies.

LISTEN

- To the **flute** by itself
- To the **piccolo** by itself
- To the **piano** by itself
- To the **flute and piano** together
- To examples of other woodwind instruments, including **clarinet**, **oboe**, **bassoon**, and **saxophone**.
- To **Zenith Contemporary Ensemble**. They will pay a visit to your school for a Class Notes Artists concert.
CREATE

• We know that flutes, pianos, and piccolos can play melodies because they can play high and low notes, and move from high to low, or low to high. We can do that too, using our voices, a slide whistle, or a kazoo.

• Using paper or a board, draw a variety of lines with different shapes (see samples below). Ask students to trace a finger in the air, creating that shape. Model with your own finger, moving from left to right. Then ask students to use their voice to follow that line as well.

• Repeat, varying the tempo. Repeat a shape two times in a row and notice that it’s a pattern. Ask a volunteer to be the “tracer” and pick a tempo.

• Extend to using kazoos or slide whistles to explore a new timbre.

SHARE

• Perform your slide whistle/kazoo melodies for the class.

LEARNING CHECKLIST

☐ I can identify a flute and piano by sight and sound.

☐ I can explain how the piano, flute, piccolo, and other woodwind instruments produce a sound.

☐ I can generate melodic patterns.

KEY WORDS

Flute, piano, piccolo, timbre, woodwind family, melody
LEARN

- Zenith Contemporary Ensemble is a duo, made up of two musicians — one plays flute and one plays piano. Create cue cards for the flute, piano, and piccolo. (See PRINT PAGES at the end of this guide for pictures to use in your classroom.)

- Explain how the flute and piccolo produce sound. If necessary, use the text from the “Meet the Instruments” section of this curriculum for sample language.

- Tell students that every instrument has its own unique sound — we call this timbre (TAM-ber) or tone color. Explain that we will learn to recognize the special timbre of the flute and piano. For an in-depth exploration of timbre and tone color, watch the Class Notes Video Color in Music: Germaine Tailleferre.

- The flute is a member of the woodwind family. Show students pictures of other woodwind instruments, including clarinet, oboe, bassoon, and saxophone. Describe features of woodwind instruments.

- Remember/review: a melody is a series of notes — a tune you could sing. Instruments that can create high and low pitches can play a melody. Flutes and pianos can both play melodies. Melodies and melodic patterns can include long sounds, short sounds, and rests.

LISTEN

- To the flute by itself
- To the piccolo by itself
- To the piano by itself
- To the flute and piano together
- To examples of other woodwind instruments, including clarinet, oboe, bassoon, and saxophone.
- To Zenith Contemporary Ensemble. They will pay a visit to your school for a Class Notes Artists concert.
- To some amazing melodies. Trace your finger in the air to follow the shape of the melody, and notice the long sounds, short sounds, and rests. Here are some good listening examples.
  - A beautiful violin melody playing a transcription of Schumann’s Träumerei.
  - A piano piece that has a melody that jumps all around, very fast. By the composer Béla Bartók.
  - This guitar melody, by Minnesota composer Janika Vandervelde, wiggles back and forth between a few notes, then shoots up and down, with different speeds, with long and short sounds.
  - The melody doesn’t come in right away in this Serenade for Winds by Mozart. But when the melody does come in, it gets traded back and forth among many different woodwind instruments. See if you can tell which instrument is playing.
CREATE

• A Bird/Elephant composition. Provide students with images of a bird and an elephant (or ask them to draw their own) to signify high and low sounds, respectively. Use lines, words, or other symbols to indicate length/duration of sounds. Perform with vocalization or utilizing a classroom instrument, such as a piano or an Orff xylophone. Create and perform a composition collaboratively with the class to model the process, then ask students to make their own. Perform and share!

LEARNING CHECKLIST

☐ I can identify a flute and piano by sight and sound.
☐ I can explain how the piano, flute, piccolo, and other woodwind instruments produce a sound.
☐ I can create a melodic pattern containing long sounds, short sounds, and rests.

KEY WORDS

Melody, flute, piccolo, woodwind family, timbre, rests, composition, transcription
LEARN

- Zenith Contemporary Ensemble is a duo, made up of two musicians — one plays flute and one plays piano. Create cue cards for the flute, piano, and piccolo. (See PRINT PAGES at the end of this guide for pictures to use in your classroom.)

- Explain how the flute and piccolo produce sound. If necessary, use the text from the “Meet the Instruments” section of this curriculum for sample language.

- Tell students that every instrument has its own unique sound — we call this timbre (TAM-ber) or tone color. Explain that we will learn to recognize the special timbre of the flute and piano. For an in-depth exploration of timbre and tone color, watch the Class Notes Video Color in Music: Germaine Tailleferre.

- The flute is a member of the woodwind family. Show students pictures of other woodwind instruments, including clarinet, oboe, bassoon, and saxophone. Describe features of woodwind instruments.

LISTEN, CONNECT, & COMPARE

- Listen to this piece by Gluck. Use a listening journal to describe the emotions you feel while listening. Relate those emotions to a personal experience. Afterward, share responses in a group discussion or with a partner.

- Repeat the exercise with a piece by Pattillo written for flute with beatboxing.

- Notice similarities and differences in the two pieces. Consider questions such as:
  › When do you think each piece was written? Give evidence to support your answer.
  › What style, or genre, is this music? How do you know? What things inside the music (tempo, other instruments, certain rhythms) give you clues? What things outside the music (costumes/clothes, setting) give you clues?
  › How does the flute player produce sound? Do they produce different sounds? How?
  › What musical traditions does the composer draw upon? What styles influenced them?
USE THE GRID BELOW TO STRUCTURE AND ORGANIZE YOUR OBSERVATIONS.

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<thead>
<tr>
<th>THINGS I NOTICED IN THE GLUCK PIECE</th>
<th>THINGS I NOTICED IN THE PATTILLO PIECE</th>
<th>THINGS I NOTICED IN BOTH PIECES</th>
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- Repeat with some additional examples, such as:
  - Piano: Thelonius Monk compared with Billy Joel and Yuja Wang.
  - Flutes from different parts of the world, like Ireland, the Peruvian pan flute, traditional Native American flute music, and the Swedish folk flute.

LEARNING CHECKLIST

- I can identify a flute and piano by sight and sound.
- I can explain how the piano, flute, piccolo, and other woodwind instruments produce a sound.
- I can describe emotions experienced when performing or listening to a musical selection and relate it to a personal experience.

KEY WORDS

Woodwind family, beatbox, timbre
LEARN

• Zenith Contemporary Ensemble is a duo, made up of two musicians — one plays flute and one plays piano. Create cue cards for the flute, piano, and piccolo. (See PRINT PAGES at the end of this guide for pictures to use in your classroom.)

• Explain how the flute and piccolo produce sound. If necessary, use the text from the “Meet the Instruments” section of this curriculum for sample language.

• Tell students that every instrument has its own unique sound — we call this timbre (TAM-ber) or tone color. Explain that we will learn to recognize the special timbre of the flute and piano. For an in-depth exploration of timbre and tone color, watch the Class Notes Video *Color in Music: Germaine Tailleferre*.

• The flute is a member of the woodwind family. Show students pictures of other woodwind instruments, including clarinet, oboe, bassoon, and saxophone. Describe features of woodwind instruments.

LISTEN

• To the flute by itself
• To the piccolo by itself
• To the piano by itself
• To the flute and piano together
• To examples of other woodwind instruments, including clarinet, oboe, bassoon, and saxophone.
• To Zenith Contemporary Ensemble. They will pay a visit to your school for a Class Notes Artists concert.

RESPOND & ANALYZE

• Listen to some or all of the following pieces. Notice specific elements, both visually and by listening. Connect what you see with what you hear. Speculate about the composer’s intentions: what did the composer want the sound to mean? Use a listening grid to structure the exercise. Do one together as a class, then ask students to complete one or more on their own. See partially completed sample below. Full worksheet available in PRINT PAGES.
  › Peter Lynch’s arrangement of *Flight of the Bumblebee* for two flutes
  › *Duo for Two Flutes* by Beethoven
  › *Joueurs de flûte* by Roussel
  › Takahashi’s *Lamento*
  › Vasks’ *Landscape with Birds*
For Lynch’s version of *Flight of the Bumblebee*:

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<tbody>
<tr>
<td>Lots of sixteenth notes</td>
<td>Fast</td>
<td>Bees are flying really fast</td>
</tr>
<tr>
<td>Crescendos and decrescendo symbols</td>
<td>Louder then softer</td>
<td>Bees are flying closer and then farther away — they get loud when they are close, then softer when they are farther away</td>
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<tr>
<td>The melody moves up and down on the staff</td>
<td>The sound moves higher and lower</td>
<td>Bees are flying up and down in the air</td>
</tr>
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**LEARNING CHECKLIST**

- I can identify a flute and piano by sight and sound.
- I can explain how the piano, flute, piccolo, and other woodwind instruments produce a sound.
- I can identify elements in a musical selection to convey its possible intent.

**KEY WORDS**

Crescendo, decrescendo, melody, staff
LEARN & REVIEW

• Zenith Contemporary Ensemble is a duo, made up of two musicians — one plays flute and one plays piano. Create cue cards for the flute, piano, and piccolo. (See PRINT PAGES at the end of this guide for pictures to use in your classroom.)

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EXPERIMENT, IMPROVISE, & CREATE

• We know that flutes, pianos, and piccolos can play melodies because they can play high and low notes, and move from high to low, or low to high. We can do that too, using our voices, a slide whistle, a kazoo, or all sorts of instruments.

• Using paper or a board, draw a variety of lines with different shapes (see samples below). Ask students to trace a finger in the air, creating that shape. Model with your own finger, moving from left to right. Then ask students to use their voice to follow that line as well.

• Repeat, varying the tempo. Repeat a shape two times in a row and notice that it’s a pattern. Ask a volunteer to be the “tracer” and pick a tempo.

• Extend to using kazoos or slide whistles to explore a new timbre.

• Move to the next conceptual level by creating a Bird/Elephant composition (see sample).

Provide students with images of a bird and an elephant (or ask them to draw their own) to signify high and low sounds, respectively. Use lines, words, or other symbols to indicate length/duration of sounds. Perform with vocalization or utilizing a classroom instrument, such as a piano or an Orff xylophone. Create and perform a composition collaboratively with the class to model the process, then ask students to make their own.
• Remember/review that composers use a staff to show high and low notes. Compare your Bird/Elephant composition side by side with a notated melody on the staff, such as:

![Staff with notes]

Using blank staff paper, ask students to transfer their Bird/Elephant compositions to notation on the staff. Students can choose to designate one pitch for the bird and one for the elephant. Maybe they want to toggle back and forth between those two notes, or maybe they want to fill in notes moving from the bird to the elephant (and vice versa). Encourage creativity! Remind them to include the following details:

› Clef symbol
› Time signature
› Bar lines
› Rests, when appropriate
› Dynamics
› Articulation markings

• Perform on any melodic instrument and share with the class.

**LEARNING CHECKLIST**

☐ I can identify a flute and piano by sight and sound.
☐ I can explain how the piano, flute, piccolo, and other woodwind instruments produce a sound.
☐ I can create musical ideas that can be combined into a melody.

**KEY WORDS**

Staff, clef, notation, bar lines, time signature, dynamics, articulation, melody, rests, transcription
ZENITH
CONTEMPORARY ENSEMBLE

PRINT PAGES
FLUTE CUE CARD
PICCOLO CUE CARD
OTHER INSTRUMENTS CUE CARD
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