

FLYING FORMS

CURRICULUM

CLASS NOTES®

PRESENTED BY CLASSICAL MPR

THESE MATERIALS ARE MADE POSSIBLE IN PART BY THE MINNESOTA LEGACY
AMENDMENT'S ARTS AND CULTURAL HERITAGE FUND.



WELCOME TO CLASS NOTES CONCERTS!

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 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

Flying Forms is a Baroque trio, meaning they play music from the Baroque period (1600–1750). They play music written during this time and they play it on instruments from that time.

In their Class Notes Concerts, they will play music from different countries in Europe, including Italy, France, Germany and England.

Here is Flying Forms' Class Notes Concert program:

- › Excerpts from *The Four Seasons*, by Antonio Vivaldi
- › *Sonata representativa* (abridged), by Heinrich I.F. von Biber
- › “The Nightingale in Love,” by Francois Couperin
- › *Pieces de clavecin en concerts*, No. 2 Tambourin, by Jean Phillippe Rameau
- › “Dance for the Fairies,” “Dance for the Green Men” and “Dance for the Haymakers,” all from *The Fairy Queen*, by Henry Purcell

MEET THE PERFORMERS



Marc Levine plays the Baroque violin. He enjoys reading books, thinking up ideas and eating really good chocolate.



Tami Morse plays the harpsichord. She relishes working with her hands, making things grow and spending time with friends.



Tulio Rondón plays the Baroque cello and viola da gamba. He loves long bike rides, traveling around the world and cooking great food.

MEET THE INSTRUMENTS

BAROQUE VIOLIN

The Baroque violin is similar to the modern violin, but the size and shape of some parts are different. Unlike the modern violin, the strings are made of gut, or dried animal intestines!

- › Listen to some Baroque violin by scrolling down to the BAROQUE VIOLIN section of the [Flying Forms Lesson Plan Audio](#) playlist.



[SOURCE](#)

HARPSICHORD

The harpsichord is a keyboard instrument. Unlike a piano, when a key is pressed, it plucks a string inside the instrument.

When the harpsichord was first invented, the idea was to combine elements of the harp and organ.



- › Listen to some harpsichord music by scrolling down to the HARPSICHORD section of the [Flying Forms Lesson Plan Audio](#) playlist.



[SOURCE](#)

BAROQUE CELLO

Like the Baroque violin, the Baroque cello has strings made of gut—you can see a close-up view in the picture to the right.

- › Listen to some Baroque cello by scrolling down to the BAROQUE CELLO section of the [Flying Forms Lesson Plan Audio](#) playlist.



[SOURCE](#)

VIOLA DA GAMBA

The viola da gamba is part of the *viol* family. Instruments in the viol family have between five and seven strings and frets, so they are related to guitars.

Players hold the viola da gamba between their legs like a cello, but there is no end pin.

- › Listen to some gamba music by scrolling down to the VIOLA DA GAMBA section of the [Flying Forms Lesson Plan Audio](#) playlist.

Listen to and watch [Flying Forms](#), who will visit your school for a Class Notes Concert.

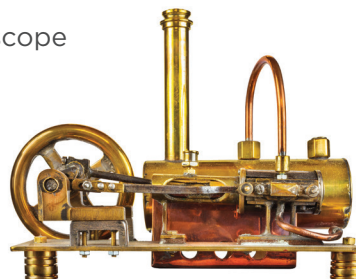


SOURCE

LEARN AN IMPORTANT WORD: *BAROQUE*

Flying Forms plays Baroque music. Baroque means it was written during a certain time period—anytime between about 1600 and 1750. Here are just a few facts about the Baroque period. Do further research on this time period together with students if it aligns with your teaching or with a history unit at your school.

- Pilgrims sailed to North America from England (1620).
- Many famous scientists and artists lived and worked during this time period, including Sir Isaac Newton, William Shakespeare and Galileo Galilei.
- It was a time of creativity and invention. Here are just a few things invented during the Baroque period:
 - › Telescope
 - › Batteries
 - › Steam engine
 - › Pendulum clock and pocket watch
 - › Bacteria was first observed with a microscope



Spend a little time thinking and talking about how life was different—or the same—during the Baroque period. Imagine what music during this time might sound like.

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 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 size 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**
 - › What life was like during the Baroque period. What was happening in the world in 1600, 1650, 1700 or 1750?
 - › How music from different places in the world sounds similar or different. What sounds the same? What sounds different? Flying Forms played music from different countries in Europe. Could you tell if music was from Italy or France? From France or Germany? England or France?
- **TELL SOMEONE AT HOME**
 - › Two things you heard or saw or learned at your Class Notes 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 Concert to something you've learned in school. Explain the connection to a partner, a teacher, or someone at home.