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

Mestifonía [meh-stee-foh-NEE-ah] is a four-person ensemble, comprised of voice, guitar, cello and percussion. They create awareness of the cultural significance of Ibero-American music—music from those areas in South and North America that were former territories of Spain and Portugal. Mestifonía helps children experience rhythm, dynamics and world instruments through movement and purposeful listening.

• Watch and listen to a video of Mestifonía on the Mestifonía Lesson Plan Audio playlist.
• During their Class Notes Concert, Mestifonía will play a variety of pieces from their album, much of which you can hear and watch on its website.

MEET THE PERFORMERS

Paula Arguello is a singer, dancer and writer from Colombia. She only eats pizza if it has pineapple on it.
Your voice is an instrument! Think more about the things we do with our bodies to make a good singing sound by watching the Class Notes video How to Sing Well.

- Listen to some vocal music (along with the guitar) by scrolling down to the VOICE section of the Mestifonia Lesson Plan Audio playlist.
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 some guitar music (some of it with the voice) by scrolling down to the GUITAR section of the Mestifonia Lesson Plan Audio playlist.
**CELLO**

The cello is a member of the string family. When a cellist plucks a string or pulls a bow across a string, the string vibrates and a sound is produced.

Cellists use their fingers to shorten or lengthen the length of the string, which makes the pitches or notes go higher and lower. It has the same shape as the violin and viola, but it is too big to hold under your chin, so the player must rest it on the floor on an *end pin*.

Like other string instruments, a cello uses a *bow*. The white stuff on the bow is horsehair. Horsehair is more coarse than human hair, and its tiny, jagged edges pull the cello string to get a better vibration. Cellists put *rosin* on their bows to make the horsehair stickier. Rosin is made from pine sap. When a cellist plucks a string instead of using the bow, we call it *pizzicato*. When a cellist draws a bow across the strings, we call it *arco*.

Since the cello is bigger than the violin and the viola, it can make lower sounds. It is smaller than—and not as low-sounding as—another string instrument: the double bass.

- Watch [this Class Notes video](#) about an incredible young cellist, Nygel Witherspoon.
- Listen to some cello music by scrolling down to the CELLO section of the [Mestifonia Lesson Plan Audio](#) playlist.

**PERCUSSION**

Percussion instruments are anything you shake, tap, or scrape to make a sound. There are literally hundreds of different kinds of percussion instruments! During your Class Notes Concert with Mestifonia, you will see and hear many instruments that come from Latin America. Here is just one that you will see and hear at your Class Notes Concert.

- **CAJÓN**
  The cajón is basically a big plywood box with a sound hole cut into one side. It’s a percussion instrument, originally from Peru. Players sit on the cajón and use their hands to create a variety of sounds by tapping the front panel in different ways and in different places.

- Listen to music that includes Latin American percussion by scrolling down to the PERCUSSION section of the [Mestifonia Lesson Plan Audio](#) playlist.

Listen to and watch Mestifonia on the [Mestifonia Lesson Plan Audio](#) playlist. They will visit your school for a Class Notes Concert.
**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**
  - How dances in different meters feel or sound different.
  - How dances from different places in the world sound similar or different. What sounds the same? What sounds different?

- **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.