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

• The Concordia Wind Quintet’s Class Notes Concert is organized around the theme of “Let’s Dance Around the World.” They will talk about how meter and tempo are very important in dance music, and that music from different places sometimes sounds different.

• Concert program:
  › “Ugros” from Old Hungarian Dances, Ferrenc Farkas
  › Menuet, Blas Maria de Colomer
  › Untitled, Russ Peterson
  › “Flamenco” and “Irish Jig” from Five Not So Easy Dances, Russ Peterson
  › La Basque, Marin Marais
  › “Kazu Dancis” from Suite of Old Lettish Dances, Andrejs Jansons
  › Can Can, Jacques Offenbach

MEET THE PERFORMERS

Flutist and professor Deb Harris loves performing and teaching students of all levels from beginner to advanced adults. She also enjoys traveling, cooking, taking photos, and making jewelry.
As far back as he can remember, **Leigh Wakefield** has loved to play the clarinet! His favorite part of playing is making music with friends and sharing it with others. He is an avid Minnesota Twins fan, enjoys time with his family, and can do a great Donald Duck imitation.

**Stephanie Carlson** plays oboe, bassoon, and a little piano. She loves music, cats, French fries, hiking, and the ocean.

**Russell Peterson** plays bassoon and saxophone. He is a performer, teacher, and composer who likes playing classical and jazz and also composes his music.

**Karin Wakefield** is entering her 36th year of teaching and performing on French horn and piano, and she loves that every day is still new and different. She loves to read, cook, and watch bad movies with her daughters when they come to visit.
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 some flute music by scrolling down to the FLUTE section of the Concordia Wind Quintet Lesson Plan Audio playlist.

• CLARINET

The clarinet is a long, straight, cylindrical tube. It is usually made of African hardwood and has a bell that flares at the bottom.

At the top of a clarinet, there is a mouthpiece with a single reed attached by a ligature. When a player blows on the reed, it vibrates and creates a sound.

Listen to some clarinet music by scrolling down to the CLARINET section of the Concordia Wind Quintet Lesson Plan Audio playlist. Or watch this captivating clarinet performance.
• **OBOE**

An oboe is a long tube with a conical bore, which makes it slightly different from the clarinet. There is a flared bell at the end.

Instead of a single reed (like the clarinet) an oboe has a double reed, which is made of two small pieces of cane tied tightly together.

Listen to some oboe music by scrolling down to the OBOE section of the Concordia Wind Quintet Lesson Plan Audio playlist.

• **BASSOON**

The bassoon is the biggest instrument in the woodwind family, so that means it makes the lowest sounds. Like the other woodwinds, the body of the instrument is basically a long tube. The tube is so long it folds over so the player can sit and play it. Look for the “U” shape at the bottom—that’s where it folds. The bell is at the top of the instrument.

Like the oboe, the bassoon also has a double reed.

Listen to some bassoon music by scrolling down to the BASSOON section of the Concordia Wind Quintet Lesson Plan Audio playlist.
• FRENCH HORN

The French horn is the only member of a wind quintet that isn’t a woodwind instrument. French horn players use their breath, or wind, to make a sound, but their instrument does not have a reed (the wood part of a woodwind instrument). Instead, French horn players must buzz their lips into a brass mouthpiece. The vibration from their buzzing lips travels through the instrument’s coiled brass tube and comes out of the big flared bell and we hear a sound.

Modern French horns have three valves that shorten or lengthen the amount of tube the air travels through, thus affecting the pitch. Long ago, French horns didn’t have valves and were more limited in the notes they could play.

Listen to some French horn music by scrolling down to the FRENCH HORN section of the Concordia Wind Quintet Lesson Plan Audio playlist.

• WIND QUINTET

A wind quintet is a common grouping of instruments in an ensemble, usually made up of the five instruments we just met: flute, clarinet, oboe, bassoon, and French horn. Each instrument in a wind quintet contributes its own unique sound, or timbre. Musicians in a wind quintet must work together and communicate to make music together.

Listen to and watch a wind quintet.

Listen to some additional wind quintet music by scrolling down to the WIND QUINTET section of the Concordia Wind Quintet Lesson Plan Audio playlist.
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.

LEARN THREE IMPORTANT WORDS
In their Class Notes Concert, the Concordia Wind Quintet will talk about several musical ideas: timbre, meter and tempo.

› timbre – the unique sound each instrument makes
› meter – the organization of beats into recurring patterns
› tempo – the speed or pace of a certain piece of music

Concordia Wind Quintet will talk about these three ideas in their classroom performance, but spending a little time learning these words beforehand will help reinforce these concepts.

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 shape 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.