

SPRIG OF THAT

LESSON PLANS

CLASS NOTES®

PRESENTED BY CLASSICAL MPR

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AMENDMENT'S ARTS AND CULTURAL HERITAGE FUND.



SPRIG OF THAT

KINDERGARTEN AND FIRST GRADE LESSON

LEARN about the violin, guitar and tabla. Create cue cards for each instrument. (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 violin and the guitar. Ask guiding questions, such as:
 - › Both instruments have strings. Compare the number of strings on each instrument.
 - › Which instrument is bigger? Does size affect sound? How?
 - › How does the violinist usually make a sound on her strings? What does she use? Compare that to the way the guitarist usually makes a sound on his strings.
 - › How does the thickness of each string affect the sound it makes?
 - › Use three words to describe the violin. Use three words to describe the guitar.
- The tabla is a percussion instrument originally from India. Tablas include two drums—one played by each hand. Tabla players use many different combinations of different parts of their hand (palms, fingers, fingertips) to create many different kinds of sounds. Watch [Sprig of That](#) perform in the Classical MPR studios. Notice all the ways that Krissy uses her hands to make different sounds.
- 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 timbres of the violin, guitar and tabla. For an in-depth exploration of timbre and tone color, watch the Class Notes Video [Color in Music: Germaine Tailleferre](#).

LISTEN

- To the violin/fiddle. Scroll down to the VIOLIN/FIDDLE section of the [Sprig of That Lesson Plan Audio](#) playlist.
- To the guitar. Scroll down to the GUITAR section of the [Sprig of That Lesson Plan Audio](#) playlist.
- To the tabla. Scroll down to the TABLA section of the [Sprig of That Lesson Plan Audio](#) playlist.
- To [Sprig of That](#). They will pay a visit to your school for a Class Notes Concert.

PLAY

- Violin or Guitar?
 - › Print copies of the violin and cello cue cards (see PRINT PAGES at the end of this guide).
 - › Ask for a student volunteer to be a “violin and guitar listener.” His or her job is to listen to a clip of music, decide if the music is played by a violin or guitar, and hold up the corresponding card accordingly. Vary the game by placing both cue cards in front of the group or project the images on a smartboard and have all listeners point to the correct card after listening. Use the VIOLIN and GUITAR sections of the [Sprig of That Lesson Plan Audio](#) playlist or curate your own examples.
- Violin, Cello, Both or Neither?
 - › Create additional cue cards, including one of a violin and cello together, and a different instrument or instruments. (See PRINT PAGES at the end of this lesson.)
 - › Ask for an “expert listener” volunteer. This time, the listener must distinguish whether the music is played by violin, cello, both or neither, and then hold up the corresponding cue card. Use audio examples for VIOLIN, CELLO, and VIOLIN and CELLO on the [OK Factor Playlist](#) (scroll down a bit to see each of these), and pepper in selections of your own for “neither.”

DANCE PARTY!

- During their Class Notes Concert, Sprig of That will talk about tempo. A great way to explore tempo in music is through movement and dancing. Listen to a wide variety of music and include music with fast/slow contrasts. Explicitly refer to the tempo as you begin in order to reinforce the concept and vocabulary. Use manipulatives such as scarves, ribbon wands or a parachute to structure, contain and guide movement.
 - › Use the tracks on the [Dance Party Lesson Plan Audio](#) playlist.
 - › Think more about how we dance to certain music by watching the Class Notes Video [Song and Dance in Asturias](#).

LEARNING CHECKLIST

- I can identify a violin, guitar and tabla by sight and sound.
- I can explain how a musician makes a sound on a violin, guitar or tabla.
- I can identify musical opposites of fast and slow through listening and movement.

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SECOND AND THIRD GRADE LESSON

LEARN about the violin, guitar and tabla. Create cue cards for each instrument. (See PRINT PAGES at the end of this guide for pictures to use in your classroom.)

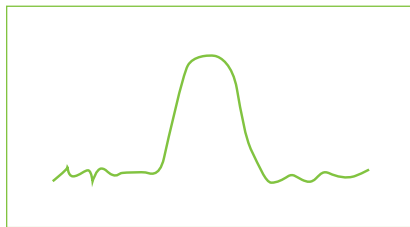
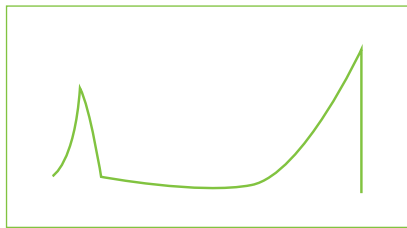
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 - › Both instruments have strings. Compare the number of strings on each instrument.
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- Explain that every instrument has its own unique sound—we call this *timbre* (TAM-ber), or tone color. Explain that we will learn to recognize the special timbres of the violin, guitar and tabla. For an in-depth exploration of timbre and tone color, watch the Class Notes Video [Color in Music: Germaine Tailleferre](#).

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CREATE MELODIES and TAKE TURNS

- During their Class Notes Concert, Sprig of That will talk about taking turns. In an ensemble, sometimes musicians play all together, and sometimes one musician plays a solo while the others play more quietly in the background.
- Watch an excerpt of [Sprig of That](#) and notice together with students when one musician takes a turn playing a solo. When the violin or guitar has a solo, they usually play a *melody*.
- Violins and guitars can play *melodies* because they can make 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, slide whistles or classroom mallet instruments such as glockenspiels to explore a new timbre.



- Once students have created melodies, put them in groups of three. Ask them to take turns improvising a melody while the other two in the group play a repeated pattern (maybe a simple rhythmic ostinato) underneath. Perhaps you noticed that during their performance, Sprig of That used eye contact and subtle body movements to *cue*, or indicate, turn taking. Remind students to try these same techniques.

LEARNING CHECKLIST

- I can identify the violin, guitar and tabla by sight and sound.
- I can explain how a musician makes a sound on a violin, guitar or tabla.
- I can recognize high and low sounds and create melodic patterns.
- I can take turns playing a melody in a small ensemble.

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FOURTH, FIFTH and SIXTH GRADE LESSON

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 - › How does the thickness of each string affect the sound it makes?
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LISTEN

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SOUND PAINTING and telling stories with sound

- During their Class Notes Concert, Sprig of That will talk about the idea of sound painting: sounds can help us create an image in our minds.
- Introduce the ocean drum. If you don't have an ocean drum or the funds to buy one, you can make your own by following [these simple directions](#).
- Demonstrate making many different kinds of sounds with the ocean drum—shaking, rolling, tapping the top membrane with a fingertip, etc.
- Explain that you will use the ocean drum to tell a musical story. You might try slow, quiet sounds, followed by a hard, dramatic shake, and then back to slow and quiet sounds. (Maybe you were thinking of gentle waves disrupted by a big storm that eventually faded in the distance.) Before revealing your “story,” ask students what pictures they heard in their minds.
- Extend to other instruments or combinations of instruments. Ocean drums together with rain sticks and wind chimes can be very effective for weather-related stories.
- Further extend by asking students to notate a sound painting. Make sure to title your composition to either reveal or hide the story behind the sounds. See a completed example below. Integrate other musical concepts or vocabulary as appropriate.

STORM AT SEA
for ocean drum



10 slow counts of gentle rolling 5 HARD SHAKES- **FORTE!!!** 8 slow counts of gentle rolling

LEARNING CHECKLIST

- I can identify a violin, guitar and tabla by sight and sound.
- I can explain how a musician makes a sound on a violin, guitar or tabla.
- I can improvise programmatic music with classroom instruments.

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ADDITIONAL LISTENING EXERCISE

LISTEN, CONNECT & COMPARE

The following exercise works well for any grade level. Adjust and modify the questions and activities to reflect and integrate content from your own classroom.

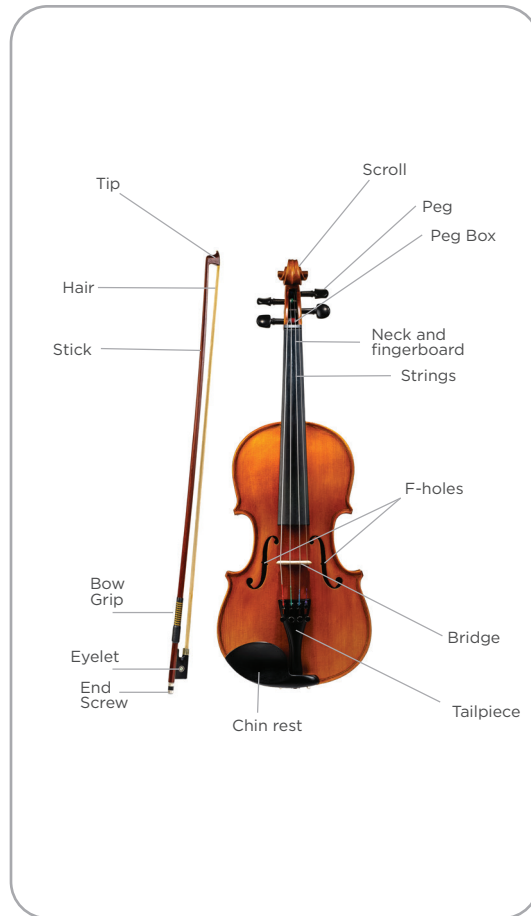
- Listen to and watch *A Moment We Can't Understand* from the [Sprig of That Lesson Plan Audio](#) playlist. Use a listening journal to describe the emotions you feel while listening. Relate those emotions to a personal experience. Afterward, share responses in a group discussion or with a partner.
- Repeat the exercise with *On the Rocks*, also from the [Sprig of That Lesson Plan Audio](#) playlist.
- Notice similarities and differences in the two pieces. Since the instrumentation is the same, students will need to dig a little deeper to look for differences. 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?
 - › How does the guitar player produce sound? Does the violin produce different kinds of sounds? How?
 - › How many ways does the tabla player use her hands? How many different kinds of sounds come from the tabla? (Answer to both: a lot!)
 - › What musical traditions do the composers draw upon? What styles influenced them?
- Use the grid below to structure and organize your observations. Find a full page grid in the PRINT PAGES.

Things I noticed in <i>A Moment We Can't Understand</i>	Things I noticed in <i>On the Rocks</i>	Things I noticed in both pieces

SPRIG OF THAT

PRINT PAGES

VIOLIN CUE CARD



GUITAR CUE CARD



TABLA CUE CARD



LISTENING GRID CUE CARD

Things I noticed in <i>A Moment We Can't Understand</i>	Things I noticed in <i>On the Rocks</i>	Things I noticed in both pieces