

Hello Teachers!

This guide was created to help you make the most of your MPR Class Notes Artists visit.

The goal of the concert experience is to inspire, motivate, and entertain students through live performance.

This curriculum is comprised of a PowerPoint presentation and this Teacher's Guide. The curriculum supports the concert experience by extracting four concepts or ideas directly related to the concert and its contents. Activities and information about these concepts align with Minnesota music standards, and help make music come alive for students. These concepts provide focus and establish learning goals that connect to the concert experience.

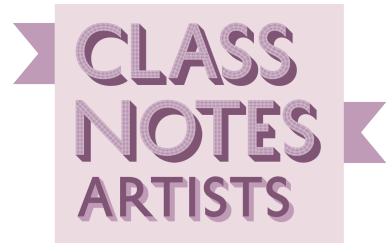
Each concept is explored in three ways: *Learn*, *Listen*, and *Do*. Visuals, audio, and information for the Listen and Learn components are presented in the PowerPoint. Use this in the classroom to present and illustrate ideas. There are three Lesson/Activity plans that correspond with the Do section in this Teacher's Guide.

The core ideas/concepts for Class Notes Artists: Excelsior! Trio are:

1. A **trio** is a musical ensemble with a combination of **three voices or instruments**.
2. The instruments in the Excelsior! Trio are a somewhat **uncommon** combination for a trio: flute, saxophone, and piano.
3. Each of those instruments makes sound in a different way and has its own **unique** sound.
4. The same **melody** can be played by different instruments across a variety of **genres**.

There are also two Class Notes videos available on the Classical MPR website that you can show your students to prepare them for this in-school performance:

- *What to Do at a Concert:*
<http://minnesota.publicradio.org/display/web/2014/09/23/class-notes-what-to-do-at-a-concert>



Curriculum here:

http://minnesota.publicradio.org/radio/services/cms/education/concert_behavior.pdf

- *Freeing Music: Improvisation:*

<http://minnesota.publicradio.org/display/web/2014/09/19/class-notes-freeing-music-improvisation>

Curriculum here:

http://minnesota.publicradio.org/radio/services/cms/education/improvisation_curricula.pdf

The first video covers concertgoing basics; the second touches on the concept of improvisation as it is practiced in early (Baroque) music performance. Though the Excelsior! Trio's performance includes a more contemporary kind improvisation, both the concert and this video share overlapping principles.

We hope you find these that tools enrich the concert experience for your students!

RODRIGO SIDE BY SIDE

LESSON/ACTIVITY PLAN

OBJECTIVE:

1. Students will identify and differentiate the principal melody of Joaquín Rodrigo's *Concierto de Aranjuez* played by a variety of instruments and across a variety of genres.
2. Students will articulate their musical preferences in a structured listening environment.

MATERIALS NEEDED:

1. Access to recorded music and/or videos via Spotify, iTunes, YouTube, or a CD library.
2. Playback equipment.

ACTIVITIES:

1. Play a recording or watch a video of the second movement (Adagio.)

<https://www.youtube.com/watch?v=UNqtCsCqCD8>

Note that in the original version, the melody is a dialogue between two instruments- oboe and classical guitar- while the orchestra plays a soft accompaniment.

2. Explain that many musicians have been inspired by the melody of this piece. Some musicians use the same melody but play it on a different instrument. Or they use the melody in the context of another musical genre. Here are three examples of this melody used by others:

- *Spain*, Chick Corea
<https://www.youtube.com/watch?v=KOFs40ekTV0>
- *Sketches of Spain*, Miles Davis
https://www.youtube.com/watch?v=lvCU_v8ruGE
- *Sketches of Spain*, Buckethead
https://www.youtube.com/watch?v=tFZnAO7_Mzw

3. Create a descriptor card for each version. Listen repeatedly and supplement with research to compare and contrast key aspects of each interpretation of the melody and Rodrigo's original work. Students will use the "Impressions" box to express their own interpretation and opinion of the work. Here's a blank descriptor card, followed by a completed card for each rendition.

TITLE:	
COMPOSER:	
YEAR WRITTEN:	
MELODY PLAYED ON:	
ACCOMPANIMENT:	
GENRE:	
IMPRESSIONS:	

TITLE:	Concierto de Aranjuez
COMPOSER:	Joaquin Rodrigo
YEAR WRITTEN:	1939
MELODY PLAYED ON:	Oboe/classical guitar
ACCOMPANIMENT:	Soft orchestral
GENRE:	Classical
IMPRESSIONS:	

TITLE:	Sketches of Spain
COMPOSER:	Miles Davis/Gil Evans
YEAR WRITTEN:	1959/1960
MELODY PLAYED ON:	Flute/trumpet
ACCOMPANIMENT:	Jazz ensemble
GENRE:	Jazz, fusion
IMPRESSIONS:	

TITLE:	Spain
COMPOSER:	Chick Corea
YEAR WRITTEN:	1971
MELODY PLAYED ON:	Rhodes Synthesizer
ACCOMPANIMENT:	Jazz combo
GENRE:	Jazz
IMPRESSIONS:	

TITLE:	Sketches of Spain
COMPOSER:	Buckethead
YEAR WRITTEN:	2002
MELODY PLAYED ON:	Acoustic guitar, electric guitar
ACCOMPANIMENT:	Electronic sounds
GENRE:	Progressive metal/avant-garde
IMPRESSIONS:	

STANDARDS:

1. K–3. 1. Artistic Foundations. 1. Demonstrate knowledge of the foundations of the arts area. Music. 0.1.1.3.1. Identify the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.
2. K–3. 4. Artistic Process: Respond or Critique. 1. Respond to or critique a variety of creations or performances using the artistic foundations. Music. 0.4.1.3.1. Compare and contrast the characteristics of a variety of theater performances.
3. Grades 4–5. 1. Artistic Foundations. 1. Demonstrate knowledge of the foundations of the arts area. Music. 4.1.1.3.1. Describe the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.
4. Grades 4–5. 4. Artistic Process: Respond or Critique. 1. Respond to or critique a variety of creations and performances using the artistic foundations. Music. 4.4.1.3.1. Justify personal interpretations and reactions to a variety of musical works or performances.

FLUTE/PIANO/SAX LISTENING PARTY

LESSON/ACTIVITY PLAN

OBJECTIVE:

1. Students will identify and differentiate the timbre and tone color of the piccolo, flute, soprano sax, alto sax, tenor sax, and baritone sax.

MATERIALS NEEDED:

1. Access to recorded music and/or videos via Spotify, iTunes, YouTube, or a CD library.
2. Playback equipment.

ACTIVITIES:

1. Listen to and/or watch a selection of works featuring the instruments listed in the objective.
2. Use a scorecard or listening worksheet to structure the listening experience. There are repertoire suggestions at the end of this lesson plan. Ask students to listen to a piece and check off the instruments they hear. Here's a sample scorecard.

TITLE	PICCOLO	FLUTE	SOP. SAX	ALTO SAX	TENOR SAX	BARI. SAX
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						

A completed scorecard might look like this:

TITLE	PICCOLO	FLUTE	SOP. SAX	ALTO SAX	TENOR SAX	BARI. SAX	OTHER	PIANO
1. <i>Superscriptio</i>	X							
2. <i>Concerto for Saxophones and Orchestra, Mvt. 1</i>			X	X	X	X	X	
3. <i>Suite Modale</i>		X						X
4. <i>Movin' On</i>		X						
5. <i>Wings</i>				X				
6. <i>Fuzzy Bird Sonata</i>				X				X
7. <i>Tenor Madness</i>					X		X	
8. <i>Sequenza IXb</i>				X				

PICCOLO:

Zungenspitzentanz, Karl Stockhausen (solo piccolo)

<https://www.youtube.com/watch?v=X4x2IN5gBj4>

Country Band March, Charles Ives (concert band with piccolo solo)

<https://www.youtube.com/watch?v=avowzDI8uR0>

Superscriptio, Brian Ferneyhough (solo piccolo)

<https://www.youtube.com/watch?v=k2wBFWwJBNA>

Parable XII for Solo Piccolo, Vincent Perischetti (solo piccolo)

<https://www.youtube.com/watch?v=PGPxdqXzlhQ>
<https://www.youtube.com/watch?v=PGPxdqXzlhQ>

FLUTE:

Flute Sonata in G Major, Telemann (flute and piano)

<https://www.youtube.com/watch?v=qllutBtgj1c>

Flute Sonata, ii. Cantilena, Francis Poulenc (flute and piano)

<https://www.youtube.com/watch?v=EEqTUtFkkC4>

Suite Modale, Ernest Bloch (flute and piano)

<https://www.youtube.com/watch?v=i9KF0z9ZXRk>

Movin' On, Rhonda Larson (solo flute)

<https://www.youtube.com/watch?v=tZ3j7SaGXbU>

SOPRANO SAXOPHONE:

Song for a Form Carved by Water, Christopher Adler (soprano sax, contrabass)

<https://www.youtube.com/watch?v=ksO3F07KZAc>

ALTO SAXOPHONE:

Sequenza IXb, Luciano Berio (solo alto saxophone)

<https://www.youtube.com/watch?v=3G3nzwKmE6w>

Wings, Joan Tower (solo alto saxophone)

https://www.youtube.com/watch?v=rujr6cD3E_s

Fuzzy Bird Sonata, I. Run, Bird. Takashi Yoshimatsu (solo alto saxophone, piano)

<https://www.youtube.com/watch?v=QImHOYHUuu4>

TENOR SAXOPHONE:

Tenor Madness, Sonny Rollins (tenor saxophone, jazz ensemble)

<https://www.youtube.com/watch?v=S46dhVcYWpY>

BARITONE SAXOPHONE:

Czardas, Vittorio Monti (baritone saxophone, piano)

<https://www.youtube.com/watch?v=LDTwWacoXd4>



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SAXOPHONE QUARTET and ORCHESTRA:

Concerto for Saxophone Quartet and Orchestra, Mvt. I, Philip Glass
(soprano saxophone, alto saxophone, tenor saxophone, baritone saxophone, orchestra)

<https://www.youtube.com/watch?v=MYklrYh7zuw>

NOTES:

1. Differentiating between the four kinds of saxophones is a sophisticated skill that takes time to develop.
2. Please use additional repertoire from your own curriculum to supplement and extend this activity. Feel free to add additional specific instruments to the scorecard.
3. Using video provides a great opportunity for visual identification and makes the task easier. You might try moving to recordings as students get more practice with the activity.

STANDARDS:

1. K–3. 1. Artistic Foundations. 1. Demonstrate knowledge of the foundations of the arts area. Music. 0.1.1.3.1. Identify the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.
2. K–3. 4. Artistic Process: Respond or Critique. 1. Respond to or critique a variety of creations or performances using the artistic foundations. Music. 0.4.1.3.1. Compare and contrast the characteristics of a variety of theater performances.
3. Grades 4–5. 1. Artistic Foundations. 1. Demonstrate knowledge of the foundations of the arts area. Music. 4.1.1.3.1. Describe the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.

MAKE-A-WOODWIND

LESSON/ACTIVITY PLAN

OBJECTIVES:

1. Students will produce sound on a homemade woodwind instrument.
2. Students will understand how the length of the body/resonating tube affects pitch.
3. Students will understand and demonstrate how to produce a sound by blowing across an open hole.

MATERIALS NEEDED:

1. A double reed
2. Masking tape
3. A large box of straws, preferably the non-bendable kind
4. Scissors
5. A series of glass bottles of various sizes

ACTIVITIES:

1. Wet the reed to make it moist for playing.
2. Attach the bottom part of the reed (cork) to a straw with masking tape. Be sure the seal is complete. Though single reeds are traditionally easier to play, the size of an oboe mouthpiece/reed works much better for this activity.
3. Once the mouthpiece is attached to the straw, blow on it to produce a sound. Experiment a little to work on getting consistent sound.
4. Play your “straw oboe” for students. Ask a volunteer to come up and start snipping small sections of the straw off as you continue to blow. They will hear the pitch go up as the length of the straw gets shorter. Use this opportunity to explain that on a real woodwind instrument, the player is constantly lengthening and shortening the tube (and thus changing the pitch) by pressing different combinations of keys.

5. To repeat the exercise, you will need to re-construct your instrument after the straw has been snipped very short.
6. Since reeds are difficult to disinfect, it is recommended that teachers play the straw oboe and students perform the snipping duties.
7. Using the collection of glass bottles, encourage students to experiment blowing air across the open lip of the bottle. Fill with varying amounts of water to change the pitch. Observe how different amounts of water and different sizes of bottles affect the sound. Here's a good [website](#) giving step by step instructions.

Here's another that gives a slightly different activity with [ocarinas](#).

STANDARDS:

1. K–3. 1. Artistic Foundations. 1. Demonstrate knowledge of the foundations of the arts area. Music. 0.1.1.3.1. Identify the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, for and their related concepts.
2. Grades 4–5. 1. Artistic Foundations. 1. Demonstrate knowledge of the foundations of the arts area. Music. 4.1.1.3.1. Identify the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, for and their related concepts.
3. Grades 4–5. 1. Artistic Foundations. 2. Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable. Music. 4.1.2.3.2. Sing and play alone and in a group demonstrating proper posture, breathing, technique, age-appropriate tone quality and expressive intent.



This project is made possible
in part by the Minnesota
Legacy Amendment's Arts and
Cultural Heritage Fund.



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