

ARTU DUO

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!

Katie Condon, Education Specialist, Classical MPR, kcondon@mpr.org

BEFORE THE CONCERT

LEARN WHAT YOU WILL HEAR

- In the year 2020, we celebrate the 250th anniversary of Ludwig van Beethoven’s birth! Artu Duo is honoring this famous composer with an all-Beethoven concert. Even though all the music is composed by one person—Beethoven—you will hear a wide variety of moods, emotions, and sounds in this music. They will play bits and pieces of Beethoven’s most famous melodies as well as parts of the following pieces:
 - › *Sonata for Cello and Piano*, Op. 5, No. 2, Ludwig van Beethoven
 - › *Sonata for Cello and Piano*, Op. 69, Ludwig van Beethoven
 - › *Sonata for Cello and Piano*, Op. 102, No. 2, Ludwig van Beethoven
 - › *Variations on a theme by Mozart*, WoO 46, Ludwig van Beethoven
- Notice that a lot of these titles look the same! We assure you that the music in each piece sounds different. Ever wonder how some classical composers get these titles? Watch the video [A Look Inside the Score](#) to find out a bit more. There are even [lesson plans](#) to go along with the video.

MEET THE PERFORMERS



Ruth Marshall is a professional cellist and cello teacher. She likes to travel, spend time with friends, and cross-country ski.



Garret Ross is a professional pianist. He likes to swim, try new foods, and spend time with his cat, Marzipan.

MEET THE INSTRUMENTS

- 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 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 the tiny, jagged edges pull the cello string to get a better vibration. Cellists put *rosin* on their bows to make the horsehair stickier. When a cellist plucks a string instead of using the bow, we call it *pizzicato*.



[ATtribution](#)



[ATtribution](#)

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

Watch [this Class Notes video](#) about an incredible young cellist.

- PIANO



First, pianists press keys on the keyboard of a piano.



Those keys activate small, felt-covered hammers that hit strings.



Those strings vibrate to produce sound.



Pianists use foot pedals to shift the strings in certain ways to make certain effects.

LISTEN TO AND WATCH ARTU DUO PLAY

- [Here are three Beethoven pieces](#) recorded at Classical MPR's studios.
- Listen to some music for solo piano. Scroll down to the PIANO section of the [Artu Duo Lesson Plan Audio](#) playlist.
- Listen to music for solo cello. Scroll down to the CELLO section of the [Artu Duo Lesson Plan Audio](#) playlist.
- Listen to piano and cello together. Scroll down to the PIANO and cello section of the [Artu Duo 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.](#)

DURING THE CONCERT

- **NOTICE**

- › The way the two musicians in the duo work together. Sometimes one instrument plays a melody and the other instrument 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 the cello makes its sound.
- › The different *kinds* of sounds the cello can make.
- › How the piano makes its sound.
- › The different kinds of sounds the piano 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 the cello and piano to make?

AFTER THE CONCERT

- **DISCUSS**

- › Your favorite piece of music from the concert. What did you like best, and why?

- **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 the cello made its sound. Can you explain how its sound is produced? How many different kinds of sound did it make?
- › What does the bow do? What is the bow made out of?
- › How the piano made its sound. Can you explain how it 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.