

YourClassical Class Notes

The OK Factor

Supporting Materials Packet



The OK Factor (Olivia Diercks, Karla Colahan)

Photo Credit: Jenny Cvek

About the Performers:

Playful and unexpected, crossover duo The OK Factor write and perform folk-inspired music influenced by multiple genres and styles, with an artistry that reveals their classical training. Cellist Olivia Diercks and violinist Karla Colahan find great joy in defying expectations and delivering an experience outside of what audiences anticipate from a cello and violin combo. In their Class Notes Concert, The OK Factor present "Harald And His Headphones," an original, story-based program centered around a fictional character named Harald, who has his headphones on, listening to music.

Learning Goals:

1. Students will identify the cello and violin and their ranges by sight and sound.
2. Students will understand that music is a tool for self-expression and can help us understand our feelings.
3. Students will understand that expressive elements in music can tell a story through sound.

Preparing for your Class Notes Concert

Thank you for signing up for a Class Notes Concert, brought to you by YourClassical MPR!

The Class Notes team has created two resources to help prepare for and extend the Class Notes Concerts experience:

1. **Meet the Artist PowerPoint.** Build excitement for the concert by introducing the ensemble in advance. Students will learn key information like instrumentation and style of music.
2. **Supporting Materials Packet.** The lessons in this packet come from the [Class Notes Lesson Library](#). The first lesson is designed to be a starting point for discussing audience behavior prior to the concert. All other lessons align with learning objectives for this artist. Use these before the concert to introduce an important musical concept or after the experience to reinforce learning. Every classroom is different. Teachers should customize all content to fit student needs.

After your Class Notes Concert, please fill out our teacher survey and have your students complete our student survey. Class Notes staff will send a link with instructions after your concert.

PACKET CONTENTS

- 1) What is an AUDIENCE?
- 2) Instrument Exploration: Violin
- 3) Instrument Exploration: Cello
- 4) Music and Emotions
- 5) Create a Musical Story



What is an AUDIENCE?

Age Range:	Elementary, Grades K-3
Learning Objective:	Students will demonstrate active listening and positive audience behavior in a concert setting.
Total Video Time:	5:29

INTRODUCE the concept of audience

1. Ask, "Have you ever been to a concert or performance?" Allow students time to respond.
2. Explain, "There are two main jobs at a concert: the job of the *performer*, and the job of the *audience*."
3. Ask students to share with a classmate about a time they watched a performance. What did the performer do? What did the audience do?

After some time for students to discuss with each other, encourage students to share out their experiences with the class, supporting and validating the variety of experiences.

4. Remind students, "There are many kinds of audiences. The type of concert influences how an audience responds."
5. As a classroom, create a chart listing positive and respectful audience behavior. Use the [sample chart](#) as a starting point.

LEARN about being an audience

1. Explain, "Sometimes an audience will dance and sing along with a performer. Sometimes it's the job of an audience to listen and notice as many sounds as possible. When we need to notice sounds, our own voices and body wiggles can keep us from hearing the performer. So it can be helpful to let out some wiggles and sounds before listening."
2. Learn to sing a song about being in the audience: "We Are The Audience." (Download the score [here](#).)
3. Watch our Class Notes Video: [What to do at a Concert](#).

EXTEND learning about being an audience

Choose one or more activities to extend learning.

1. Practice audience skills by utilizing one of our [Class Notes Virtual Concerts](#). In these lessons, teachers play the role of Concert Host, and students play the role of the audience.
2. Hold your own classroom concert! Assign performers, audience members, and observers. The job of the observers is to notice good audience behavior. (i.e. "I noticed STUDENT was watching the performer and not talking!")



Visuals: What is an AUDIENCE?

We Are the Audience when....

- We **listen to** and **notice** sounds.
- We research in advance: Who is visiting your school? Where are they from? What type of music can you expect?
- We follow directions on where and how to sit so you can see and hear.
- We are curious! What questions would you ask the performer?
- We notice the *timbre*, or unique and special sounds, made by each instrument or voice.
- We make predictions. What do you think will happen next?
- We share your experience with someone at home.
- We show appreciation at the end by clapping.



Visuals: What is an AUDIENCE?

We Are the Audience

K. Condon

Voice

We are the aud - i - ence, it's our job to li - i - sten, Let all your

6

Vo.

wi - ggles out be - fore the mu - sic be - e - gins. (WIGGLE!!!) We are the

11

Vo.

aud - i - ence, it's our job to li - i - sten. Feel your bo - dy qui - et down,

16

Vo.

so sounds can co - ome in.

Suggestion for song usage:

The first time the song is introduced, ask students to watch and listen, and encourage them to keep a steady beat (maybe by rhythmically bouncing one fist on top of another.) Perform just the first half of the song. When you get to the “wiggle” part, ask them to join you. Repeat the first part of the song again- this time they can join you in the singing. After the second wiggle, explain, “This time the song starts the same, but ends differently.” Slow down and get considerably quieter on “Feel your body quiet down...” so that you are at a slow whisper by the end of the song.



Age Range:	Elementary, Grades K-6
Learning Objective:	Students will learn to identify the violin by sight and sound.
Total Video Time:	14:22

INTRODUCE the violin

Have you ever heard of a violin? What do you know about the violin? What do you wonder about the violin?

EXPLORE the sound of the violin

1. The violin is the smallest member of the string family. Instruments in the string family make their sound when a string is plucked or pulled by a bow.
2. [Watch](#) violinist Huldah explain her instrument.
3. This [piece of music](#) is for violin and stomping foot! It is performed by a young violinist named Anaïs Feller.
4. Tell a neighbor (or write down) three things you noticed about the piece, the performer, or the violin.

EXTEND learning about the violin

Choose one or more of the following activities to extend learning.

1. Make your own box violin! Learn about instrument construction and the violin by creating your own. [Here's a tutorial](#) to help you.
2. [Listen](#) to violinist Erika explain how she changes pitch on her instrument.
3. [Learn](#) the difference between the Baroque violin and the modern violin.
4. [Listen](#) to *Estonian Lullaby*, performed by Anaïs Feller.



Age Range:	Elementary, Grades K-6
Learning Objective:	Students will learn to identify the cello by sight and sound.
Total Video Time:	14:09

INTRODUCE the cello

"Have you ever heard of an instrument called the cello? Whisper to a neighbor what you think the cello looks like and which instrument family it belongs in. If you don't know, make a prediction!"

EXPLORE the sound of the cello

1. The cello is a member of the string family. Instruments in the string family make their sound when a string is plucked or pulled by a bow. The cello is much larger than the violin and can make really low sounds.
2. [Listen](#) to Mikey from Heliopsis describe their instrument.
3. Listen to composer and musician Zoë Keating describe and play her original piece for cello, [Escape Artist](#).
4. Use the following questions to guide discussion or journaling:
 - In the beginning of the video, the composer explains the title. Can you think of a time you wanted to escape something?
 - Zoë mentions moving between a city and a forest. Where do you want to live? What does it sound like there?
 - Did it surprise you that one person could create so many layers of sound? Can you guess how she does it?

EXTEND learning about the cello

Choose one or more activities to extend learning.

1. Enjoy [this light-hearted video](#) featuring 2CELLOS playing *Pirates of the Caribbean*.
2. Ask students to move gracefully in a circle, like swans gliding around a pond while listening to "[The Swan](#)" from *Carnival of the Animals*.
3. Continue learning about the cello by watching [Class Notes: Technique, Virtuosity, and Soul](#) featuring cellist Nygel Witherspoon.
4. Learn more about composer and musician [Zoë Keating](#).



MUSIC AND MINDFULNESS: Music and Emotions

Age Range: Elementary, Grades K-6

Learning Objective: Students will describe emotions experienced when listening to a musical selection.

Total Video Time: 10:54

INTRODUCE emotions through discussion

1. "How many different feelings, moods, or emotions can we come up with? Let's make a list."
2. Once you have generated a list, go through each word and discuss what kind of music might express that emotion, mood, or feeling.

CONNECT emotions with music

1. Create, print, or project a blank listening chart like the one [attached](#).
2. Listen to a diverse selection of music. (See list below for suggestions.)
3. Think about what emotions you hear and feel. Use vocabulary words to describe each piece. The list of feelings the class brainstormed might help.
4. Draw a picture to go along with each. As you listen and write, consider:
 - Does the emotion or feeling change throughout the piece?
 - What musical techniques did the composer use to create these feelings or emotions?
 - Can you use any music vocabulary words when you describe the emotions or feelings you hear?
 - Does the title of the piece give you any clues?

Repertoire suggestions:

- "[Lines](#)" by Mary Ellen Childs
- "[Yearning for the Peace](#)" by Tan Dun
- "[Mercury, the Winged Messenger](#)" by Gustav Holst

MORE emotions in music

Choose one or more activities to extend learning.

1. Watch the Class Notes Videos [A Journey Through Musical Emotion](#) and [A Recipe for Emotion in Music](#).
2. Invite students to bring their own songs or pieces to listen to together as a class!
 1. Set clear parameters on what music is classroom-appropriate and ask students to submit names of songs (artist included, if possible) for you to put into a playlist.
 2. With each student's musical choice, repeat the "connect" activity above, having students listen, write, and draw their emotional ideas.
 3. After each selection, invite the class to discuss what they felt in response. You may also invite the student who brought that selection to share what the selection means to them.

Printable Listening Grid - Blank

MUSIC AND EMOTIONS

Title	Emotions/ Feelings/Moods	Comments/ Pictures



Create a Musical Story

Age Range: Elementary, Grades K-6

Learning Objective: Students will generate and develop original artistic ideas in response to written and verbal prompts.

INTRODUCE storytelling through discussion

1. Ask students to think of their favorite story, then turn to a friend and whisper their favorite book or story.
2. Say, "Now turn to a different friend and whisper your favorite song or kind of music."
3. Explain that adding music to a story makes it more exciting. Today we will create our own soundtrack for a story to make it exciting and memorable.

CREATE a story "soundtrack"

1. Select a favorite book to read aloud.
2. While reading, pause after key moments and ask students to brainstorm sound effects (body percussion or vocal sounds) that enhance the story.
3. Establish a "start" and "stop" signal to cue students. (i.e: Book: The boy ran away! Sound Effect: Drum on lap quickly for 5 seconds)
4. Gather some classroom instruments or [found objects](#).
5. Read the book again and allow students to explore and improvise sound effects using instruments.
6. Fine-tune the group's musical choices by adding "story cards" (see examples from *Goldilocks and the Three Bears* on the next page.) Use words or graphics depending on your students' literacy level.
7. Practice and refine your musical story!
8. Assign a conductor to start and stop cues. Take turns as the reader/narrator.

EXTEND storytelling through additional activities

1. Listen to storybooks that have been commissioned as musical pieces, such as: [Perfect Square](#), [One-Dog Canoe](#), or the classic [Peter and the Wolf](#).
2. Listen to an episode of [YourClassical Storytime](#). Notice how music helps tell the story.





Sample Story Cards & Book List

CREATE A MUSICAL STORY

Example One: Text Only

STORY	SOUNDTRACK	STORY	SOUNDTRACK
Once upon a time, Goldilocks went on a walk through the woods.	<u>RHYTHM STICKS</u> : Steady walking beat, 10 counts	She found a house, and the door was open. So she opened the door and went in!	<u>VOICE</u> or <u>RATCHET</u> : Slow, quiet creaking sound

Example Two: Graphic Representation

STORY	SOUNDTRACK	STORY	SOUNDTRACK
	10 times <i>mf</i> 		5 seconds <i>pp</i> 

K-2 Recommended Books

- ✓ *Miss Spider's New Car* by David Kirk
- ✓ *Moo* by David LaRochele
- ✓ *Snail Trail* by Ruth Brown
- ✓ *Mortimer* by Robert Munsch
- ✓ *We're Going on a Bear Hunt* by Michael Rosen and Helen Oxenbury
- ✓ *Shark in the Park* by Nick Sharrat
- ✓ *Max Found Two Sticks* by Brian Pinkey
- ✓ *Polar Bear, Polar Bear, What Do You Hear?* by Eric Carle
- ✓ *Tin Forest* by Helen Ward
- ✓ *The Snowy Day* by Ezra Jack Keats

3-6 Recommended Books

- ✓ *Skeleton Cat* by Kristyn Crow
- ✓ *The Z was Zapped* by Chris Van Allsburg
- ✓ *Tuesday* by David Wiesner
- ✓ *Be You!* by Peter H. Reynolds
- ✓ *Bee-Bim Bop* by Linda Sue Park
- ✓ *Last Stop on Market Street* by Matt De La Pena
- ✓ *Samad in the Forest* by Mohammed Umar
- ✓ *A Different Pond* by Bao Phi

Tips for Selecting Books

Books with a lot of animal sounds work well for vocalization and vocal development. Action-oriented books work well if you have a lot of classroom percussion instruments available.