

YourClassical Class Notes

Juniper Trio

Supporting Materials Packet



Juniper Trio (Hannah Peterson, Benjamin Burgdorf, Erin Brooker-Miller)
Photo Credit: Jenny Cvek

About the Performers:

Juniper Trio is a flute, viola, and harp trio who share the beauty of this instrumentation's unique sound and repertoire. Incorporating instruments from the wind, string, and percussion families, they explore a range of tone colors and sound production techniques. Juniper Trio will cover sound production and extended techniques on each instrument. Other teaching points include musical storytelling and exploration of musical styles.

Learning Goals:

1. Students will identify the flute, viola, violin, and harp by sight and sound (timbre) and understand how each instrument produces sound.
2. Students will be able to identify the musical roles of melody and accompaniment.
3. Students will compare and contrast melody and accompaniment in music from several time periods/cultures.

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: Flute
- 3) Instrument Exploration: Viola
- 4) Instrument Exploration: Harp
- 5) What is MELODY?
- 6) What are ENSEMBLE SKILLS?



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 flute by sight and sound.
Total Video Time: 19:10

INTRODUCE the flute

1. Look at the [picture of a flute](#). Can you describe it? What do you think it looks like?
2. Listen to [Karen from e\(L\)ement](#) as she tells you a little about the flute.

EXPLORE the flute

1. The flute is a member of the woodwind family, but it's not made of wood! Can you explain why the flute is a member of the woodwind family?
2. [Listen to this piece of music](#) featuring flute and harp. As you listen, think of three words that describe the sound of the flute.
3. Instruct students to compare the sound of the flute with the sound of the harp. Have students either write down their thoughts or share them with a classmate.

EXTEND learning about the flute

Choose one or more activities to extend learning.

1. [Make a flute](#) with your class using PVC pipe and power tools.
2. Listen to flutes from different time periods in this [8-minute video](#) featuring Deb Harris of the Concordia Wind Quintet.
3. Expose students to a musical score during [this flute solo](#). Demonstrate following the high and low notes on the screen to trace the melody in the air with their finger.
4. [Listen to pop singer Lizzo](#) play flute with the NY Philharmonic.



Age Range: Elementary, Grades K-6
Learning Objective: Students will listen to and learn about the viola.
Total Video Time: 17:21

INTRODUCE the viola

Look at [this picture](#). Do you think the two instruments are the same? Can you name some similarities? Do you notice any differences?

EXPLORE the sound of the viola

1. The smaller instrument in the picture is the violin. The slightly larger instrument is the viola (vee-OH-lah). The viola is a member of the string family. It looks a lot like the violin. Since it is slightly bigger than the violin, it can play a little lower- but not quite as high.
2. [Watch this 3-minute video](#) about the viola, featuring Kirsti from the Lux String Quartet.
3. Show this 5-minute video, [Capriccio in C minor](#), Op. 55, or this 7-minute video, [Peace](#), both featuring young violinist Steven Baloue.
4. Write down or tell someone three things you learned about the viola.

EXTEND learning about the viola

Choose one or more activities to extend learning.

1. [Watch violinist Valerie](#) talk about the viola. She explains the technique *sul ponticello*. Ask students if they can explain what that means and describe how it sounded.
2. Play a round of "Name That String Instrument." Remind students that the [cello](#) shares the same shape as the violin and viola, but is even bigger, and therefore lower.
3. Choose pieces for solo violin, viola, or cello and ask students to guess which instrument they hear. Ask them to explain their answers. Use [this playlist](#) or create your own.



Age Range:	Elementary, Grades K-6
Learning Objective:	Students will learn to identify the harp by sight and sound.
Total Video Time:	26:32 for younger students; 28:16 for older students

INTRODUCE the harp

Today we're going to learn about an instrument that is sometimes used in movies or TV shows as a sound effect for angels, dreams, or clouds. Does anyone have a guess which instrument we might be talking about? (For younger kids, simply say, "It's a harp!")

EXPLORE the sound of the harp

1. Show students a video with an overview of the harp. For older students, we suggest [this video](#) by Minnesota Orchestra's harp player, Kathy Kienzle. For younger students, [this video](#) featuring Mallory from e(L)ement gives a more simple explanation of the harp.
2. This piece, [Fire Dance](#), uses many harp techniques (video approx. 6 minutes). While listening, encourage students to use scarves or their hands as paintbrushes to create movement to match the music. Students might bounce the scarf/imaginary paint brush on repeated notes or trace the melodic direction of the glissandos. Actively participate to guide and model movement.
3. For younger students, ask them to whisper three things they learned about the harp to a friend. Ask older students to answer the following questions:
 - How many strings does the pedal harp have? (47)
 - What is it called when you pull all the strings from top to bottom or bottom to top? (Glissando)

EXTEND listening to the harp

Come up with a hand signal for students to show every time they hear a *glissando* in any of these pieces:

- [Atomic Peace](#), Alice Coltrane (video approx. 6 minutes)
- [Sprout and the Bean](#), Joanna Newsome (video approx. 4.5 minutes)
- [Danse Sacrée](#), Anneleen Lenaerts (video approx. 11.5 minutes)



MUSIC FUNDAMENTALS: What is MELODY?

Age Range: Elementary, Grades K-5

Learning Objective: Students will learn about melody by distinguishing it from beat and rhythm, and explore melodic contour by vocalizing and drawing their own melodic shapes.

Total Video Time: 9:59

INTRODUCE melody through experimentation

1. Have students find a small percussion instrument, like a shaker, a hand drum, or a found-object homemade instrument. (Homemade percussion instruments like [these mini tin can drums](#) or [this homemade tambourine work well](#).)
2. Ask them, "Can you play "Happy Birthday" with these instruments?"
3. Give them some time to try.
4. Explain, "No, because they can't play what are called 'melodies.' They don't have high notes and they don't have low notes."
5. Explain that music is made up of many different parts. Rhythm and beat are the parts of music that makes us want to move and dance. Melody is the part that we can sing. Melodies can go high and low. Any instrument that can make high and low notes can play a melody.
6. Check comprehension by asking:
 - "Can a violin play a melody?" (Wait for students to respond: yes!)
 - "Can a snare drum play a melody?" (Wait for students to respond: no!)

EXPLORE melody through music-making

1. "Experiment with your voice. See how high your voice can go, then how low." If you have slide whistles or kazoos on hand, students can try it with that too!
2. Using paper, have students draw a variety of lines with different shapes (see samples [here](#)).
3. Instruct, "Now, trace a finger in the air, following the shape of the line, moving from left to right. Try to use your voice to follow that line as well."
4. Give students some time to try that out.
5. If it's working well, say, "Now try it a few different ways:"
 - "Repeat, varying the tempo, or speed.
 - "Repeat a shape two times in a row and notice that it's a pattern.
 - "Do two lines in a row, making a two-part melody."
6. "Have you noticed that the shape of the melody can be really different? We call this contour (con-TOUR.) Here are a few common kinds of melodic contour:"
 - "Stepwise: Notes move up and down in steps, like a staircase.
 - "Leaps: Notes jump around, from low to high.
 - "Ascending: starting lower and moving higher.
 - "Descending: starting higher and moving lower."

EXTEND learning through listening

1. Listen to a few examples of pieces with clear melodies:
 - In "[Lama Bada Yatathama](#)," the melody is passed around between the different instruments, with the clapping providing rhythm.
 - In "[Ngoma ya Tumbuluko](#)," the cello plays the melody with the mbira supporting.
 - In "[Earth](#)," flute plays melody and harp supports.
2. As you listen, have students try to describe the melody. They may use that tracing finger in the air to try to follow the melodic contour!



What are ENSEMBLE SKILLS?

Age Range: Elementary, Grades K-5

Learning Objective: Students will demonstrate ensemble skills through performance. Students will utilize multiple rehearsal strategies to refine performance.

Total Video Time: 18:37

DISCUSS ensemble skills

1. “When musicians play together, how do they start at the same time? How can they be sure to play at the same speed, or *tempo*, so that they can stay together?”
2. Listen to students’ responses. If they answer that this is the job of the conductor, acknowledge that this is correct, but then ask further.
3. “What if it’s a small group that doesn’t have a conductor?”

PRACTICE ensemble skills

1. Remind students that when musicians play together but don’t have a conductor to lead them, they must give signals, or *cues*, so that they start together and stay together through a performance. It’s a way of communication and working together.
2. “Here are four ways musicians give cues so that they play well together.” (Briefly explain and demonstrate each technique for students.)
 - A. Eye Contact
 - B. Head nod and/or body movement
 - C. Sharp in-breath, or inhale
 - D. Constant listening.
3. Instruct students to watch for eye contact and body movement in [this video](#) featuring a string quartet. (3:30 min.)
4. Place students into small groups and ask them to choose a favorite classroom piece to perform. They may choose to sing, play on classroom instruments, or both.
5. Remind them that they must be able to start together on their own.
6. Circulate among the groups during rehearsal time and help each group refine their cueing technique.
7. Ask each group to perform for the class. Give feedback regarding cueing.

OBSERVE ensemble skills

Choose one or more performances to watch. Notice and discuss ensemble skills.

- [Lux String Quartet](#) performing music by Gyorgy Ligeti (5 min.)
- [Mill City String Quartet](#) performing music by Samuel Coleridge Taylor (4 min.)
- [Imani Winds](#) performing music by Valerie Coleman (3 min.)
- [Mill City String Quartet](#) performing music by DBR (3:30 min.)