



Young Audiences of Massachusetts

Educational Materials

Please forward to teachers

ABOUT THE PERFORMANCE

Gideon Freudmann: *CelloBop*

Grade levels: K-8

Imagine the passion of a Mozart aria or the fury of a Bartok quartet layered with an R&B sensibility. This is the essence of CelloBop, a new musical form melding classical precision with the power of technology. Freudmann's range of tone and percussive variation allows him to conduct a virtual symphony from the body of a single instrument. Using pickup and amplification along with digital looping techniques, Freudmann can literally become his own quartet, his own string or horn section, even his own special effects machine.

Freudmann's innovative use of electronics combined with classical bowing techniques, pizzicato, strumming and finger picking allow him to tap the cello's potential. CelloBop resonates with the universal rhythm of his riveting compositions. Through passion, wit and integrity, Freudmann gets below the surface of his technical prowess to reveal the instrument itself. .

LEARNING GOALS:

1. To introduce students to the cello.
2. To explore music as a means of creating, expressing, and understanding.
3. To discover the joy of musical expression through improvisation.

PRE-ACTIVITY SUMMARY: *Sections of the Orchestra*

What are the instruments in an orchestra? Where do orchestras perform? Divide students into groups, and assign each group a section of the orchestra to study (i.e strings, woodwind, brass, and percussion). Ask each group to make a list of instruments in their assigned section. Have each student select and research one instrument. Have students present their research to the rest of the class.

POST-ACTIVITY SUMMARY: *Visualizing Music*

Discuss **Gideon Freudmann's** performance. Did any musical selections seem familiar or remind students of a particular piece of music? Have students listen to a variety of musical excerpts. As they listen, ask students to write down words the music makes them think of, draw sketches of images, and write a paragraph about what the music expresses to them. Have students share their writing and sketches.

CURRICULUM LINKS:

English Language Arts, Multicultural Studies, Music, Science and Technology

Gideon Freudmann: *CelloBop*

Grade levels: K-12

PRE-ACTIVITY: SECTIONS OF THE ORCHESTRA

LEARNING GOAL:

To familiarize students with the sections of an orchestra.

MATERIALS/PREPARATION:

tape or CD player, tape/CD of an orchestra,
Pictures of instruments

TIME:

Two 45 minute sessions

TIPS FOR THE TEACHER:

* Woodwind Instruments:

piccolo, flute, clarinet, oboe, bassoon, saxophone.

* String Instruments: viola, violin, cello, stringed bass.

* Brass Instruments:

trumpet, trombone, tuba, french horn, saxophone.

* Percussion Instruments:

drums, piano, xylophone, timpani.

See Resources on pg. 4 for websites with the layout of an orchestra

STEP 1:

Discuss orchestras. Create a bubble chart with students' comments and thoughts. What are the instruments in an orchestra? Where does an orchestra perform?

STEP 2:

Explain that an orchestra is divided into sections (string, woodwind, brass, and percussion).

STEP 3:

Divide the class into four groups and assign each group a section of the orchestra. Ask the groups to make a list of instruments in their assigned section.

STEP 4:

Play an orchestral recording for the class. Ask students to listen for the instruments in their sections of the orchestra. Have the students hold up a hand or a picture when they hear their assigned instrument.

STEP 5:

Have each student select and research one instrument from his/her assigned section.

STEP 6:

Ask students to present their research to the rest of the class.

EXTENSIONS:

- 1) **Talk** about playing instruments. What is involved in learning how to play an instrument? (Breathing, Fingering, Posture, Mouthpiece, Bowing, Reeds)
- 2) **Discuss** different styles of music (i.e. classical, popular, jazz, etc.). Which instruments are used in these different styles of music? Are some of the same instruments used in classical as in popular or rock music?



Young Audience of Massachusetts
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<http://www.yamass.org>



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POST-ACTIVITY: VISUALIZING MUSIC

LEARNING GOAL:

To encourage students to experience music through listening and visualization.

MATERIALS/PREPARATION:

tape recorder / CD player, variety of pieces of music

TIME:

45 minutes

GUIDELINES FOR DISCUSSION OF PERFORMANCE

1. What did you notice in the performance? Tell me what you saw / heard / noticed.
2. What questions do you have after viewing the performance? What are you wondering about?
3. How might electronic music be introduced into traditional orchestral music?

STEP 1:

Discuss Gideon Freudmann's performance and how music can express an image or story. Did any musical selections from the program seem familiar? Unfamiliar? What did the music make students think about?

STEP 2:

Play an excerpt from a popular song. Ask students to write down words that they think of while listening to the music. Repeat this activity using classical music. Discuss the words that students wrote down. Did students write down the same words when listening to popular and classical music?

STEP 3:

Repeat the activity. This time, however, have students draw pictures or sketches of images they visualized while listening to the music. Discuss the different images.

STEP 4:

Repeat the activity, but ask students to listen to an entire excerpt and write a short paragraph. Have students share their paragraphs. Discuss how listening to music can be enhanced through visualization.

EXTENSIONS:

- 1) **Have** students write a review of the **Gideon Freudmann's** performance.
- 2) **Review** the musical vocabulary relating to the cello (see vocabulary section).



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RESOURCES:

Berger, Melvin. *The Science of Music*. Thomas A. Crowell, 1989.

Collier, James Lincoln. *Which Musical Instrument Shall I Play?* WW. Norton & Co., 1969.

Rablowsky, John. *Music in America*. Crowell-Collier Press, 1967.

<http://www.classicsforkids.com/>

<http://www.sfskids.org/templates/splash.asp> (layout of orchestra and games)

ABOUT THE PERFORMER:

Gideon Freudmann, creator of CelloBop, performs throughout the US and has been featured at the Montreal International Jazz Festival and the Prague Swing Jazz Festival. He has composed music for film, theatre and dance, and selections from his 12 CDs are frequently heard on NPR. Gideon presents master classes and educational concerts at universities and secondary schools across the country, and is a Parents Gold Choice Award winner. A classical musician by training, Freudmann earned a Bachelor of Fine Arts degree in Cello Performance from the University of Connecticut. Gideon Freudmann's mastery of classical cello combined with his skillful use of electronics introduces students to the cello history and construction, offers a wide variety of musical styles from classical, folk, pop and jazz and salutes the joy of music making. For more information on Gideon Freudmann, please consult his website: www.cellobop.com

ABOUT YOUNG AUDIENCES:

Young Audiences of Massachusetts (YA) is the oldest, largest and most utilized arts-in-education organization in the state and one of the largest in a national network of 33 chapters. For over 45 years, YA has distinguished itself as the vital link between Massachusetts schoolchildren (K-12) and more than 95 of the region's most accomplished actors, dancers, singers, musicians, and storytellers. Its 36 ensembles offer 57 interactive arts programs that represent a range of cultures, historical periods and artistic disciplines. YA is unique in its flexibility to offer interactive performances, tailor-made residencies, workshops, teacher-training, curriculum planning and multi-year projects. All programs include educational materials and satisfy local, state and/or federal arts education standards.



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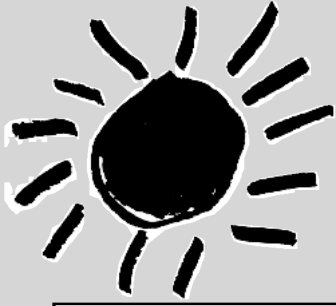
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MASSACHUSETTS CURRICULUM FRAMEWORKS CONNECTIONS

Gideon Freudmann: *CelloBop*

<i>Language Arts 8</i>	...identify the basic facts and main ideas in a text and use them as the basis for interpretation.
<i>Arts-Music 1</i>	Singing...sing, alone and with others, a varied repertoire of music.
<i>Arts-Music 3</i>	Playing Instruments...play instruments, alone and with others, to perform a varied repertoire of music.
<i>Arts-Music 4</i>	Improvisation and Composition...improvise, compose, and arrange music.
<i>Arts-Music 5</i>	Critical Response...describe and analyze their own music and the music of others using appropriate music vocabulary.
<i>Arts-Music 6</i>	Purpose and Meaning in the Arts...describe the purpose for which works of dance, music, theatre, visual arts, and architecture were and are created.
<i>Arts-Music 8</i>	Concepts of Style, Stylistic Influence, and Stylistic Change...demonstrate understanding of styles, influence, change.
<i>Arts-Music 10</i>	Interdisciplinary Connections...apply knowledge of the arts to the study of English language arts, foreign languages, health, history, and social science, mathematics, and science and technology/engineering.



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VOCABULARY:

string family - two types of instruments which use strings, bowed and plucked.

bass cello viola violin

brass family - instruments made of long pieces of coiled tubes or brass or other metals.
Their sound comes from the musician's lips as they make a buzzing noise.

trumpet trombone tuba french horn

percussion family - instruments that use a hammer, mallet or other device, or sounder, to strike the instrument and make the sound

drums piano xylophone timpani

woodwind family - an instrument that you blow into or over

piccolo flute clarinet oboe bassoon

See [<http://library.thinkquest.org/5116/glossary.htm>] for more information on instruments.

reed - a short length of cane (tall grass with a stiff, hollow stem) set into the player's mouthpiece

bow - the wooden stick with horsehair that is pulled across the string.

tremolo - rapid reiteration of the same note played by quickly reversing the bow

staccato - short, quick notes

legato - each note is held until the next note begins

strumming - the right hand plays the strings using fingers or a plectrum, with down or up strokes

finger picking - playing some stringed instrument using the fingertips and/or fingernails

Orchestra - large ensemble of players of musical instruments

composer - a person who writes music

conductor - the leader of the orchestra or chorus who makes sure that everyone is playing the right thing, in the right way, at the right time

electronic music - music created using electronic devices