



March 13-15, 1997

Families of Instruments

Grade Level: Second Grade Music

Presented by: Pamela Griffith, Serna Elementary School, San Antonio, Texas

Length of Unit: 8 days

I. ABSTRACT

Music is an essential part of a well-rounded education. The arts add joy to children's lives and enlivens their imaginations. This unit will help children recognize, visually and aurally the instruments of the orchestra and the electronic age. The students will be actively involved with the instruments through manipulative, movement, listening, and singing. The unit begins with an inductive lesson, then each family of instruments will be explored through a storybook, a listening selection, and extension activities. The unit culminates with a live experience with an orchestra.

II. OVERVIEW

Content:

1. Expression: Recognize timbre or tone color

Appreciation: Introduction to the orchestra

Review families of instruments

Strings

c. Percussion

Keyboards

Skills Taught:

inductive thinking

2. singing

listening

4. movement and dance

steady beat

6. instrument playing

Goals and Concepts:

To encourage the love of music

To encourage self-expression through the genre of music

3. To encourage a realization of the aesthetic value of music

To encourage discovery of the instruments of the orchestra and the electronic age

5. To encourage aural recognition of the families and individual instruments

To encourage visual recognition of the families and individual instruments

III. BACKGROUND KNOWLEDGE

Ardley, Neil. Eyewitness - Music. New York: Alfred A Knopf, 1989. ISBN 0-394-82259-5

B. Blackwood, Alan. Twentieth Century Music. East Sussex, London : Wayland Publishing, Ltd., 1989. ISBN 0-8347-5773

C. Hirsch, E.D. (ed.) What Your Second Grader Needs to Know. New York: Doubleday Publishing, 1991. ISBN 0-385-41116-2

D. Tatchell, Judy. Understanding Music. London: Usborne Publishing, 1992. ISBN 0-881-10-382-9

IV. RESOURCES

A. Books

Brett, Jan. Berlioz the Bear. New York: G. P. Putnam's Sons, 1991. ISBN 0-399-22248-0

2. Carlson, Nancy. Loudmouth George and the Cornet. Minneapolis: Carolrhoda Books, Inc., 1983. ISBN 0-87614-214-5

3. Griffith, Pamela and Southerland, Heather. Syndi the Synthesizer. unpublished

4. Hayes, Ann. Meet the Orchestra. New York: Gulliver Books, HBJ, 1991.

ISBN 0-15-0526-9

5. Lacapa, Michael. The Flute Player, An Apache Folktale. Flagstaff: Northland Publishing, 1990. ISBN 0-87358-500-3

6 Tuss, Tricia. Miranda. New York: Aladdin Books - Macmillan, 1986. ISBN 0-689-71064-X

7. Waddell, Martin and Barton, Jill. The Happy Hedgehog Band. Cambridge: Candlewick Press, 1991. ISBN 1-56402-272-2

American Heritage Talking Dictionary, Third Edition, (CD Rom) Houghton Mifflin Company (1992)

Barber, David. Bach, Beethoven, And the Boys - Music History As It Ought To Be Taught. Toronto: Sound and Vision (1986) ISBN #0-920151-07-8

Barber, David. If It Ain't Baroque... More Music History As It Ought To Be Taught. Toronto: Sound and Vision (1986) ISBN #0-920151-15-9

Machlis, Joseph. The Enjoyment of Music. New York: W. W. Norton and Company (1977) ISBN #0-393-09118-X

Music Connection, The; Grade 2 Teacher's Edition. Morristown, NJ; Needham, MA: Silver Burdett Ginn (1995) ISBN #0-382-26500-9

Music Connection, The; Grade 3 Teacher's Edition. Morristown, NJ; Needham, MA: Silver Burdett Ginn (1995) ISBN #0-382-26501-7

Music Connection, The; Grade 4 Teacher's Edition. Morristown, NJ; Needham, MA: Silver Burdett Ginn (1995) ISBN #0-382-26502-5

Music Connection, The; Grade K-8 Master Index. Morristown, NJ; Needham, MA: Silver Burdett Ginn (1995) ISBN #0-382-90047-2

Share the Music; Grade 2 Teacher's Edition. New York: Macmillan/McGraw-Hill (1995) ISBN #0-02-295132-6

Audio Recordings

"Bru's Boogie Woogie" by Dave Brubeck

"Electronic Rondo" by Kingsley, (The Music Connection, Silver Burdett Ginn, 1995) CD 4-4:2

3. "Fanfare for the Common Man" by Aaron Copland, (The Music Connection, Silver Burdett Ginn, 1995) CD 8-6:28 and (Share the Music, Macmillan/McGraw-Hill, 1995) CD 5-3:1

"Flight of the Bumblebee" by Rimsky-Korsakov, (The Music Connection, Silver Burdett Ginn, 1995) CD K-6:20

"Get Ready" from Easy Eight by Don Muro

6. "Mr. Gus Goes Goofy" from Razzmatazz & All That Jazz! by Joanne Breva LaDeux and Betty Wilson

"Pulse" by Henry Cowell, (The Music Connection, Silver Burdett Ginn, 1995) CD 3-4:12

8. "Song of the Sea" from Easy Eight by Don Muro

9. Sound Bank (The Music Connection, Silver Burdett Ginn, 1995) CD 2-8 and CD 3-9

Videos

Percussion Instruments. (The Music Connection - Music Magic Video Series, Silver Burdett Ginn, 1995)

Materials

boxes, 5 (must be sturdy)

dental floss, 5 pieces about 12 inches long

3. Instrument Bingo by Cheryl Lavender (Jenson Publications, 1987) with bingo markers

4. paper plates -- class set

pencils -- class set

6. pictures of instruments for inductive lesson (5 sets) (Musical Instruments, Share the Music, Macmillan/McGraw-Hill, 1995)

Brass: French horn Percussion: cymbals trombone gong

trumpet snare drum

tuba timpani

Electronic: electric guitar Keyboard: harpsichord synthesizer piano

Strings: guitar Woodwinds: bassoon

harp clarinet

string bass flute

violin saxophone

7. pictures of the instruments in the song "Mr. Gus Goes Goofy"

from Musical Instruments, (Share the Music, Macmillan/McGraw-Hill, 1995)

prizes for Bingo game -- stickers, pencils, pins, etc.

9. recorders -- class set

rhythm sticks -- class set

11. scarves -- class set

12. synthesizers, 3 or 4

13. Tape/CD player

TV/VCR

15. thin rubber bands, 5

16. thick rubber bands, 5

unpitched percussion instruments, 5 sets

18. yarn, 5 pieces about 12 inches long

LESSONS

A. Lesson One: Inductive Lesson

Objective

Through the Inductive Thinking teaching model, the students determine why the families of instruments are named and to which family the instruments belong.

Materials Needed

song: "Mr. Gus Goes Goofy"

large pictures of instruments named in the song arranged for a bulletin board display (on-going)

c. 5 sets of pictures for inductive lesson (see list on page 6)

5 pencils

e. 5 pieces of plain paper

Tape/CD player

Prior Knowledge for Students

recognition of simple instruments: guitar, trumpet, violin, piano, drum, and flute

b. an understanding of the idea of families of instruments, labeled: string, brass, woodwinds, percussion

Background Knowledge for Teacher

familiarity with the definitions in the vocabulary list for this lesson

Inductive Thinking Teaching Model

Phase 1: Data Collection/Presentation

The teacher provides a data set (instrument picture sets) to be categorized.

Phase 2: Concept Formation

Parameters may be set for classification or the parameters may be left open. Grouping is done by students working alone, in pairs, in small groups (recommended) or as one large group. After grouping, the students should label the group(s) and be able to explain why those labels are logical. Then the teacher may provide the technical or scientific term.

Phase 3: Interpretation of Data

Help students develop an understanding of possible relationships between and among groups that they have formed in Phase 2. The teacher asks questions that focus students' thinking on similarities and differences between the groups. By asking "why" questions, the teacher attempts to develop cause-effect relationships between the groups.

Key Vocabulary

a. brass family - a group of wind instruments made of long, circled tubes. Air is blown into the mouthpiece to produce pitches.

electronic family - a group of instruments that require electricity

c. keyboard family - a group of instruments that have a horizontal row of keys to press.

percussion family - a group of pitched and unpitched instruments that must be hit.

e. string family - a group of instruments made of wood, with strings that vibrate.

woodwind family - a group of instruments made of long tubes, with holes for the fingers, made of wood. Air is blown into the wooden mouthpiece to make music.

Procedures

Discuss the idea of "categories" or "groups" and check for understanding.

b. Divide the class into 5 groups, use the pictures listed in the materials, give one set of instrument pictures to each group.

Instruct the students to classify the pictures looking for similarities and differences. The group should come to consensus on their choices and be able to explain those choices to the class.

d. Have each group share their conclusions.

As a class, group the instruments into the traditional families and discuss why they are organized that way.

f. Introduce the song "Mr. Gus Goes Goofy" by letting the students listen to the song. Follow the bulletin board display.

Allow the students to practice the instrument names in order (they go by quickly!) and try to sing with the recording.

h. Prepare for the next lesson by telling the children that they will learn all about the instruments of the Brass family next time.

Assessment

Teacher observation of:

the product of the work of the groups

the ability of the groups to explain their choices

the ability of the group to logically label the families of instruments.

Lesson Two: Brass

1. Objective

The students will experience the instruments of the brass family through listening, movement and singing.

Materials Needed

book: Meet the Orchestra

b examples of brass instruments playing individually from Sound Bank CD 2-8/CD 3-9

book: Loudmouth George and the Cornet

d. song: "Mr. Gus Goes Goofy"

listening example: "Fanfare for the Common Man," Share the Music CD 5:3-1

f. paper plates - class set

Tape/CD player

Prior Knowledge for Students

a recognition of the trumpet

understanding of the brass family of instruments

Background Knowledge for the Teacher

The history of the brass family dates back to the ancient world. Primitive versions of the instruments were made from animal tusks and horns, and later the shapes were reproduced in metal. Originally, brass

instruments were used for military signals and in religious ceremonies. Their tones were quite strident and thought to be fear-inducing.

b. The cornet is a brass instrument used primarily in military and outdoor bands. It was developed in the early 19th century, from the posthorn. The cornet is very similar to the trumpet, though it is slightly smaller and the entire tube is conical, while the trumpet is mostly cylindrical. The cornet is also more agile than the trumpet, with a rounder, less brilliant tone. Because the cornet is relatively easy to play, it is a mainstay of school and municipal bands.

American composer Aaron Copland (1900-1990) was very interested in creating music in a uniquely American style. His many works include ballet music, chamber music, orchestral pieces, film scores, and an opera. Copland was born in Brooklyn, New York. During his early twenties, he studied with Nadia Boulanger in Paris, for whom he wrote "Symphony for Organ and Orchestra." Some of his more famous pieces include "Rodeo," "Billy the Kid," "Lincoln Portrait," and "Appalachian Spring."

d. A fanfare is a short, expressive piece, usually written for trumpets or other brass instruments. Fanfares are played to honor special people or to announce important events. Aaron Copland wrote "Fanfare for the Common Man" to honor every man and woman. It was written to express Copland's belief that all people have the right to live in dignity and freedom. The piece was honored by being performed at the inauguration of President Ronald Reagan.

5. Key Vocabulary

a. brass family - a group of wind instruments made of long circled tubes. Air is blown into the mouthpiece to make music.

trumpet - the highest-pitched and smallest instrument that changes pitch by pressing valves.

French horn - a medium-pitched, medium-sized instrument in that changes pitch by pressing valves.

trombone - a lower-pitched, larger instrument that changes pitch by the slide moving in and out.

tuba - the lowest-pitched and largest instrument that changes pitch by pressing valves.

tone color - the particular sound that makes an instrument or voice sound different from another instrument or voice.

Procedures

Review orchestral instruments by reading the book Meet the Orchestra.

b. Review names and sounds of individual instruments by identifying the instruments they hear on the Sound Bank:

flute (3-9:23) clarinet (3-9:20) synthesizer (2-8:36)

trombone (2-8:38) guitar (3-9:26) trumpet (2-8:39)

piano (2-8:31) violin (2-8:40) timpani (3-9:37)

Discuss the tone colors within the families.

d. Sing "Mr. Gus Goes Goofy."

Listen to trumpet on Sound Bank recording (CD 2-8:39).

f. Read book Loudmouth George and the Cornet and discuss the events of the story.

Using the pictures from bulletin board display, find the instruments of the brass family.

h. Review why they are called "brass" and how they are alike. Point out the difference in the trombone.

Listen to the other instruments of the brass family from the Sound Bank.

Trombone (CD 2-8:38) French Horn (3-9:25) Tuba (3-9:40)

Stress the trumpet is the highest sounding instrument because it is the smallest; the tuba is the lowest because it is the largest.

Discuss "Fanfare for the Common Man," pointing out the kinds of instruments featured in the music. Brass - trumpets/French horns, Percussion - timpani/cymbals

k. Pass out paper plates to the class.

As you listen to "Fanfare for the Common Man," lead the children in performing slow, expressive movements with the plates.

m. Prepare for the next lesson by telling the children that they will learn about the instruments of the Keyboard family next time.

Assessment

Teacher observation of:

recognition of brass instruments

ability to maintain steady beat

Lesson Three: Keyboard

1. Objective

The students will experience the instruments of the keyboard family through listening, movement, singing and exploration.

Materials Needed

song: "Mr. Gus Goes Goofy"

b. examples of keyboard instruments played individually from Sound Bank CD 2-8/3-9

book: Miranda

d. listening example: "Bru's Boogie Woogie"

Tape/CD player

Prior Knowledge for Students

recognition of the piano

b. understanding of the keyboard family of instruments

Background Knowledge for the Teacher

The organ is the oldest of all the keyboard instruments and could be considered a wind instrument because the sound is made by air being forced through pipes. The organ dates back to the eighth century. Other keyboard instruments, such as the piano and the harpsichord, are really string instruments because some contact made between the keyboard and the strings causes the instrument to sound. Demands and innovation of composers and builders over the course of music history have caused the early keyboard instruments to evolve into the piano, arguably the most common instrument in western art music.

Boogie Woogie is a style of piano playing related to the jazz genre. Common to boogie woogie are repeated rhythmic patterns and chord progressions in the bass line, with improvised melodies in the treble. The roots of boogie woogie are vague, but it possibly originated in Black West Africa, from the word bogi (to dance) or from buga (to beat drums). Boogie Woogie was the basis for early rock-and-roll.

Key Vocabulary

a. keyboard family - a group of instruments that have a horizontal row of keys that are pressed to make music.

piano - an instrument in which small hammers strike strings of varying lengths to make music of different pitches.

c organ - an instrument in which air is forced through pipes of varying lengths to make different pitches.

harpsichord - an instruments in which the strings of varying lengths are plucked.

e. orchestra - a balanced group of instruments consisting of the brass, woodwind, percussion, and string families that perform music together.

Procedures

Sing "Mr. Gus Goes Goofy."

Ask the question, "Are there any keyboard instruments mentioned in the song?" (NO)

c. Explain that, except for the piano, most keyboard instruments are not in the orchestra and the song names only the most common orchestral instruments. (Define orchestra)

Listen to the piano (CD 2-8:31) and the harpsichord (CD 3-9:28) on Sound Bank recording, explaining how the harpsichord is different from the piano (strings are plucked instead of struck). The harpsichord is like the grandfather of the piano. It came first and led the way for the piano that we now hear so often.

e. Read book Miranda and discuss events of the story.

Teach the children the movements to "Bru's Boogie Woogie," talking through the sequence and practicing a few times.

Bru's Boogie Woogie Movement

Formation: Double circle of partners, facing each other.

Beats: 1 - 4 Pat own knees 4 times

5 - 8 Clap own hands 4 times

9 - 12 Clap both hands with partner 4 times

13 -16 Clap own hands 4 times

17-20 4 side steps to the right, clap with 4th step

21-24 4 side steps to the left, clap with 4th step

25-28 Exchange "hand slaps" with partner

(R hand, own hands, L hand, own hands)

29-32 Outside partner moves one step to the right

Repeat

g. Listen to several seconds of the listening selection, having the students pat the beat on their knees to feel the tempo, then add the movement to the music.

Prepare for the next lesson by telling the children that they will learn about the instruments of the Woodwind family next time.

Assessment

Teacher observation of:

recognition of keyboard instruments

ability to maintain steady beat

Lesson Four: Woodwinds

Objective

The students will experience the instruments of the Woodwind family through listening, movement, exploration and singing.

Materials Needed

examples of woodwind instruments playing individually from Sound Bank CD 2-8/3-9

b. book: The Flute Player

c. listening selections: "Song of the Sea" and "Get Ready"

recorders - class set

e. song: "Mr. Gus Goes Goofy"

Tape/CD player

Prior Knowledge for Students

recognition of the flute

b. understanding of the Woodwind family of instruments

Background Knowledge for the Teacher

Sound is produced on woodwind instruments by blowing air across an opening in the tube or by blowing into the tube of the instrument. The air column inside of the tube begins vibrating and sound is produced. By the opening and closing of the holes on the instrument, the length of the column is changed and different pitches are produced. The longer the column is, the lower the pitch; conversely, the shorter the column, the higher the pitch.

Key Vocabulary

a. woodwind family - a group of instruments that are made of long tubes, now or originally made of wood, with holes for the fingers. Air is blown into the wooden mouthpiece to make music. The instruments of the woodwind family are capable of broad extremes in the range of pitches that they can produce.

clarinet - melodic instrument of the woodwind family, consisting of a long black tube with keys to shorten the air column. It has a single reed mouthpiece which produces a pure, clear tone.

c. flute - a woodwind instrument that is a long metal tube, with air blown across a hole at one end of the tube. It has no reed.

d. oboe - a slender, wooden wind instrument with a double reed which produces a tone with a slight buzzing sound.

bassoon - largest and lowest-sounding member of the woodwind family, it has a double reed.

f recorder - early woodwind instrument (from which the clarinet has evolved) that is a simple tube of wood or plastic, with holes to be covered by the fingers to change the length of the air column.

Procedures

Sing "Mr. Gus Goes Goofy." Check for the accuracy of the students. They should be fairly accurate in naming of the instruments from the bulletin board display and be able to sing at both the fast and slow tempo.

Play examples of the instruments of the Woodwind family from the Sound Bank:

clarinet (CD 3-9:20) flute (CD 3-9:23)

oboe (CD 3-9:30) bassoon (CD 3-9:17)

Read book The Flute Player and discuss events of story.

d. Listening--Teacher demonstration of the early wind instrument, the recorder. "Song of the Sea" and "Get Ready"

Pass out recorders to class.

f. Discuss parts of the recorder.(mouthpiece, finger holes, bell)

Show students how to hold the instrument and to play the note "B."

("B" is fingered with the thumb and pointer finger of the left hand covering the top hole on the front of the instrument and the left thumb hole on the back of the instrument.)

Explain that VERY LITTLE AIR IS NEEDED when they blow into the instrument. Encourage a "whisper blow."

Allow students to experiment with the sounds that the recorder will make.

Prepare for the next lesson by telling the children that they will learn about the instruments of the String family next time.

Assessment

Teacher observation of:

recognition of woodwind instruments

ability to sing "Mr. Gus" and name the instruments by sight

Lesson Five: Strings

Objective

The students will experience the instruments of the string family through listening, movement and exploration.

Materials Needed

examples of string instruments playing individually from Sound Bank CD 2-8/3-9

book: Berlioz the Bear

listening selection: "Flight of the Bumblebee" (CD K-6:20)

String Experiment sheet (Appendix A) - 5 copies

pencils - class set

5 sturdy boxes

dental floss, 5 pieces about 12 inches long

Tape/CD player

thin rubber bands, 5

thick rubber bands, 5

yarn, 5 pieces about 12 inches long

scarves--class set

Prior Knowledge for Students

recognition of the violin and the guitar

understanding of the string family of instruments

Background Knowledge for the Teacher

The history of the String family dates back to the middle ages, with the invention of string instruments that were plucked: the lute, the cittern, the pandora, the guitar and with strings that were bowed: the viol. The viol family was the forerunner of the modern string family. Viols came in three sizes which correspond approximately with the modern violin, viola and cello. Viols differed from modern string instruments in that they had 6 strings as opposed to the modern 4-string instruments. The Baroque Era of music history

(1600-1750) saw the evolution of the viol to the modern violin, viola, cello and the addition of a larger instrument, the double bass. These instruments have not changed appreciably in style for over 300 years.

b. Sound is produced on string instruments when the hair of the bow, sticky with resin, is drawn across the strings, causing them to vibrate. The pitch is changed when the length of the strings is shortened by the player's fingers, stopping the string across the fingerboard. This causes the vibration of the string to stop at the point of contact. The vibrating section is shorter and a higher pitch is produced. There are three major kinds of sounds that can be produced on string instruments: legato, where the notes are bowed and are smooth and connected: staccato, where the notes are bowed but are short and detached: and pizzicato, when the strings are plucked to produce the notes.

The composer of "The Flight of the Bumblebee" was Nikolai Rimsky-Korsakov (1844-1908).

Rimsky-Korsakov was one of the "Russian Mighty Five," a group of musicians who met when they were young and shared the dream of a Russian national school of music. Their dream was not realized, but they left a legacy of Russian music that is respected in the world of art music. Some of Rimsky-Korsakov's major works are Cppriccio Espagnol and the Scheherazade suite, though "The Flight of the Bumblebee," from the third act of his little-known opera The Tale of the Tsar Sultan, His Son the Famous and Mighty Prince Guidon Saltonovich and the Beautiful Swan Princess is undoubtedly his most famous piece.

Key Vocabulary

string family - a group of instruments that are made of wood, with strings that vibrate.

violin - the highest-sounding and smallest instrument of the string family, said to be the instrument that most resembles the sound of the human singing voice.

viola - member of the string family that is slight larger and richer sounding than the violin, with a very lyrical tone quality.

cello - rather large, mellow-sounding medium instrument of the string family.

double bass - largest, lowest-sounding string instrument, which can be plucked or bowed. It has a deep, dark, rumbling tone.

Procedures

Listen to string instruments on Sound Bank recording.

violin (CD 2-8:40 or 3-9:41) viola (CD 3-9:42)

cello (CD 3-9:19) double bass (CD 3-9:38)

Read book Berlioz the Bear and discuss events of the story.

c. Pass out scarves to class.

Play recording of "Flight of the Bumblebee" and direct students to move their scarves to show the bumblebee flying as the music directs.

Divide class into 5 groups and provide each group with a sturdy box, tied with one piece of yarn, one thin rubber band, one thick rubber band, and a piece of dental floss. Each group should also receive one String Experiment sheet and a pencil. The students will attempt to get each string to produce sound. On their String Experiment sheet, they will record their findings and answer the questions about their experiment.

Groups will share the results of their experiments.

g. Prepare for the next lesson by telling the children that they will learn about the instruments of the Percussion family next time.

Assessment

Teacher observation of:

recognition of string instruments

ability to work cooperatively in small groups

results of string experiment

listening skills in scarf activity

Lesson Six: Percussion

1. Objective

The students will experience the instruments of the Percussion family through listening, movement and exploration.

Materials Needed

examples of percussion instruments played individually from Sound Bank CD 2-8/3-9

book: The Happy Hedgehog Band

listening selection: "Pulse" (CD 3-4:12)

video: Percussion Instruments

5 sets of unpitched percussion instruments

Tape/CD player

TV/VCR

Prior Knowledge for Students

recognition of the drum

understanding of the percussion family of instruments

Background Information for the Teacher

Percussion instruments have probably been around as long as man has been on the earth. The banging of sticks and rocks together was used for communication purposes as well as for the fun of making music. Percussion instruments, very loosely defined, are those instruments that must be struck to make sound. The instruments are most often struck by hands, mallets, or drumsticks. There are two basic categories of percussion instruments. Pitched instruments are those that can be tuned to a definite pitch, such as the timpani (a tunable drum), the glockenspiel (German for "set of bells"), the xylophone (tuned blocks of wood), and the chimes (tuned metal tubes). Unpitched instruments are those with no definite pitch, such as the tambourine, the snare drum, the triangle, the cymbals, and the gong.

"Pulse" was written by Henry Cowell in 1939. It combines pitched percussion instruments with unpitched. Included among the instruments in this recording are some of Asian origin. Some of the instruments heard in this piece are: brake drums, lengths of pipe, the dubaci, rice bowls, wood blocks, dragon's mouths, tom-toms, drums, cymbals, and a gong.

c. Henry Cowell (1897-1965) was an American composer known for his innovative use of the piano. He used the technique of "prepared piano," altering the sounds the piano produces by placing objects inside of it in his famous composition, "The Banshee." Cowell wrote compositions for orchestra, chamber ensembles, the voice, and the stage. He also authored several books about music.

Key Vocabulary

a. percussion family - a group of pitched and unpitched instruments that must be hit.

cymbals - instrument of the percussion family, made of two metal plates that the player claps together.

c. snare drum - a small drum with two heads. Snares (wires wrapped with strings) are attached across the bottom head of the drum to vibrate when the drum is struck, causing a snapping sound.

d. timpani - large kettle-shaped drums which can be tuned to the notes of the scale.

Procedures

Listen to percussion instruments on Sound Bank recording.

cymbal (CD 3-9:22) snare drum (CD 3-9:35) timpani (CD 3-9:37)

Read book The Happy Hedgehog Band and discuss events of the story.

Play "Pulse," having students pat the steady beat quietly on knees.

Watch "Percussion Instruments" video.

e. Divide the class into 5 groups and assign them to a set of unpitched percussion instruments.

Allow students to freely explore the sounds that the percussion instruments will make.

g. Prepare for the next lesson by telling the children that they will study the instruments of the Electronic family next time.

Assessment

Teacher observation of:

recognition of percussion instruments

ability to maintain steady beat

ability to work cooperatively in small groups

Lesson Seven: Electronic

1. Objective

The students will experience the instruments of the electronic family through listening, movement, singing and exploration.

Materials Needed

a book: Syndi the Synthesizer or other book on electronic music

listening selection: "Electronic Rondo"

c. rhythm sticks - class set

synthesizers - 3 or 4

e. example of electric guitar from Sound Bank CD 2-8:9

Tape/CD player

Prior Knowledge for Students

recognition of the piano

b. understanding of the electronic family of instruments

Background Knowledge for the Teacher

The emergence of electronic music is perhaps the most important musical development of the twentieth century. Synthesizers, the first of which was patented in 1965 by Robert Moog, have drastically changed the business of music. Because a synthesizer can be programmed to imitate the sounds of a seemingly infinite number of other instruments, in some circles it has begun to replace other instruments and instrumentalists. It is commonly used in the recording industry since it is more cost-effective than an entire orchestra. One of the first recordings to bring the sound of the synthesizer to the mainstream music audience was *Switched-on-Bach*, in which several pieces composed by J. S. Bach were played on the synthesizer.

"Electronic Rondo" is written in rondo form, which consists of at least three different sections, labeled A, B, and C. Rondo form requires that these sections be arranged in a prescribed order: A B A C A. The returning of the A section gives this form a circular or "round" feeling, from which the name Rondo is derived.

Key Vocabulary

a. electronic family - a group of instruments that require electricity.

b. rondo form - a musical form consisting of at least three different sections, where the first section "A" returns between each of the contrasting sections (Ex: ABACA).

c. electric guitar - an instrument of the electronic family similar to the acoustic guitar that must be connected to an electrified amplifier to amplify the sound.

synthesizer - a computerized keyboard instrument that can be programmed to imitate many different sounds, including most acoustic instruments.

Procedures

Play some examples of the sounds a synthesizer will make from one of the synthesizers collected for the exploration activity.

Read book Syndi the Synthesizer and discuss events of the story, especially noting the different kinds of

sounds that the synthesizer can make. (Good opportunity to review instruments from the unit by sound only.)

Pass out rhythm sticks to the class.

Direct movement to "Electronic Rondo" with rhythm sticks, showing rondo form.

Movement for "Electronic Rondo"

A-

pat clap

B-

R elbow L elbow

C-

R clap L clap

swaying with arms overhead (Form: A B A C A)

Set up synthesizers around the room and allow the children to explore the sounds that the synthesizer will make.

f. Prepare for the next lesson by telling the children that they review all of the instruments they have learned about by playing Instrument Bingo next time.

Assessment

Teacher observation of:

recognition of electronic instruments

ability to maintain steady beat

ability to work cooperatively in small groups

Lesson Eight: Review and Wrap-Up

Objective

The students will show their knowledge of the families of instruments including the brass, electronic, keyboard, percussion, string, and woodwind families through listening.

Materials Needed

Instrument Bingo - cards and audio tape

b. bingo markers

prizes for winners

d. "Circle What You Hear" evaluation sheet (Appendix B) - class set

pencils - class set

f. evaluation examples - examples from the unit or other listening examples:

song: "Mr. Gus Goes Goofy"

h. Tape/CD player

Prior Knowledge for Students

recognition of simple instruments: guitar, trumpet, violin, piano, drum, and flute

an understanding of the idea of families with relation to labeled instruments: string, brass, woodwind, percussion, electronic, keyboard

Background Knowledge for the Teacher

none needed

Key Vocabulary

none needed

Procedures

Pass out bingo cards and markers.

b. Review instruments by sight and sound by playing Instrument Bingo, following instruction included in the game.

Award prizes to winners of the game.

d. Pass out pencils and "Circle What You Hear" sheets. (Appendix B)

Play examples of each instrument family. The students circle the name of the correct family as they listen to the musical examples.

f. After papers are collected, review listening selections and discuss correct answers.

Discuss favorite things about the instruments studied.

h. Sing "Mr. Gus" one last time!

Assessment

teacher observation of success on Instrument Bingo game

evaluation tool - "Circle What You Hear" (Appendix B)

VI. CULMINATING ACTIVITY

Choose one:

Take a field trip to a symphony concert.

B. Invite a performing group to come to your school to give a concert.

VIII. Appendices

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