

## Unit/Lesson Instructional Plan

**Unit/Lesson Title: Which Musical Instrument Are You?**

**Grade Level: 4**

**Unit/Lesson Author: Joan Perez**

**School: Pearl Zanker Elementary School**

**District: Milpitas Unified School Dist.**

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### **Essential Understanding**

*What is the "Big Idea" of the unit or lesson?*

Students will understand that the different instruments in the orchestra are different in appearance and in the sounds they produce.

### **Skills and Knowledge Students Need and/or Will Develop**

Needed:

Good listening skills

Expose students to classical music by having them listen to classical music./

Students will become familiar with musical instruments.

Students will become familiar with musical terms.

Will develop:

The ability to become familiar with a variety of pieces of classical music, as they listen critically to different music, using adjectives to describe each piece.

The ability to evaluate the different musical instruments in an orchestra and choose which one would best fit them.

The ability to present their work to small groups and class.

**Standards Addressed**

Music Content Standards	Content Standards in Other Subject(s)
<p><b>Grade 3</b>  <i>Listen to, Analyze, and Describe Music</i>            1.4 Identify visually and aurally the four families of orchestral instruments and male and female adult voices.            1.5 Describe the way in which sound is produced on various instruments.  <i>Responding to, Analyzing, and Making Judgments About Works of Music</i>            Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.</p> <p><i>Analyze and Critically Assess</i>            4.1 Select and use specific criteria in making judgments about the quality of a musical performance.</p> <p><i>Derive Meaning</i>            4.3 Describe how specific musical elements communicate particular ideas or moods in music.</p> <p><i>Connections and Applications</i>            5.1 Identify the use of similar elements in music and other art forms (e.g., form, pattern, rhythm).</p> <p><b>Grade 4</b>  <i>Listen to, Analyze, and Describe Music</i>            1.4 Describe music according to its elements, using the terminology of music.            1.5 Classify how a variety of instruments from diverse cultures produce sound (e.g., idiophone, aerophone, chordophone, membranophone).</p> <p>Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.</p> <p><i>Analyze and Critically Assess</i>            4.1 Use specific criteria when judging the relative quality of musical performances.</p> <p><i>Connections and Applications</i>            5.1 Identify and interpret expressive characteristics in works of art and music.</p> <p><b>Grade 5</b>  <i>Listen to, Analyze, and Describe Music</i>            1.4 Analyze the use of music elements in aural examples from various genres and cultures.</p> <p><i>Analyze and Critically Assess</i>            4.1 Identify and analyze differences in tempo and dynamics in contrasting music selections.</p>	<p><b>Language Arts</b>  <b>Grade 4</b>            2.0 Reading Comprehension            Students read and understand grade-level-appropriate material.  <i>Structural Features of Informational Materials</i>            2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.  <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>            2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).</p> <p>Writing            1.0 Writing Strategies            Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).  <i>Organization and Focus</i>            1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.            1.2 Create multiple-paragraph compositions:            Provide an introductory paragraph.            Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph. Include supporting paragraphs with simple facts, details, and explanations.            Conclude with a paragraph that summarizes the points. Use correct indentation.            1.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, posing and answering a question).  <i>Penmanship</i>            1.4 Write fluidly and legibly in cursive or joined italic.  <i>Research and Technology</i>            1.5 Quote or paraphrase information sources, citing them appropriately.            1.7 Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.            1.9 Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive).  <i>Evaluation and Revision</i>            1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.</p> <p><i>Organization and Delivery of Oral Communication</i>            1.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.</p>

**Objectives: (final performance or product)**

*In what way(s) will students demonstrate what they have learned?*

Students will: Write an essay describing the various instruments in an orchestra and explaining which instrument best fits him/her and why.

**Student Pre-Assessment**

*How do you know what the students already know? What pre-assessment activities will help you determine what students already know?*

Pretest on musical instruments.

Teacher observation from class brainstorming on musical instruments and exposure to the orchestra.

KWL chart

**Teacher's Needs Assessment**

*What content knowledge and resources will you need to implement this lesson?*

Knowledge of instruments of the orchestra

Knowledge of musical terms

Curricular knowledge of state standards on writing.

This essay form is based on Step Up to Writing, but it is not necessary.

**Final Student Assessment**

*How will you know that students have achieved the standard?*

Students will write a multi-paragraph essay describing the different instruments of the orchestra and which one is a "best fit" for them.

**Learning Sequence**

*The Lesson Plan: What are the various steps in the unit/lesson implementation?*

*Introduction:*

Expose students to classical music by having them listen to classical music.

Brainstorm the name of musical instruments students know, then group them into categories.

Using the terms as a spelling list, the students will become familiar with musical terms and instruments.

*Instruction:*

Simultaneously students will read and explore the instruments of a musical orchestra using the San Francisco Symphony for Kids web site and the Dallas Symphony Orchestra for Kids, then fill in worksheet with their notes. (Books can also be used if Internet access is not available.)

Discuss words that describe the music (adjectives) and instruments and fill this information in on the worksheet.

As class reads and researches musical instruments also discuss the characteristics of each musical instrument and note this on the worksheet.

Students meet in groups to discuss the instruments and "compare notes".

Students will write a rough draft of their essay.

After peer editing, students will revise their essay and produce a final draft.

### **Vocabulary**

What vocabulary words will students need to know and learn, in order to achieve the standards addressed in the unit/lesson?

- |                |                 |
|----------------|-----------------|
| 1. scale       | 13. mezzo piano |
| 2. melody      | 14. mezzo forte |
| 3. rhythm      | 15. forte       |
| 4. tempo       | 16. fortissimo  |
| 5. adagio      | 17. crescendo   |
| 6. largo       | 18. decrescendo |
| 7. andante     | 19. staccato    |
| 8. allegro     | 20. legato      |
| 9. presto      | 21. accelerando |
| 10. dynamics   | 22. ritardando  |
| 11. pianissimo | 23. pitch       |
| 12. piano      |                 |

See attached sheet for spelling lists with definitions of musical terms.

### Instruments of the Orchestra

#### **Strings**

Violin  
Viola  
Cello  
Double Bass  
Harp

#### **Percussion**

Snare Drum  
Cymbals  
Bass Drum  
Tambourine  
Triangle  
Castanets  
Guiro  
Timpani  
Glockenspiel  
Xylophone  
Chimes

#### **Woodwinds**

Piccolo  
Flute  
Oboe  
English Horn  
Clarinet  
Bass Clarinet  
Bassoon  
Contrabassoon  
Saxophone

#### **Brass**

Trumpet  
Trombone  
Tuba  
French Horn

#### **Keyboards**

Piano  
Harpsichord  
Organ

See attached sheet for spelling list with definitions of musical instruments.  
The following information was from <http://www.sfskids.org> and [www.dsokids.com](http://www.dsokids.com)

### **Equipment, Materials and Resources**

*What equipment, materials, and resources will you need to implement the unit/lesson and the student assessment?*

Computer with access to the Internet and sfskids.org  
Research materials: library books, encyclopedias, etc.

### **Additional Notes**

*What adaptations might you make to the learning sequence, to meet the needs of different students?  
Any other notes or comments you would offer with regard to implementing this unit/lesson?*

This essay form is based on the Step Up to Writing format, but it is not necessary.  
Since few, if any students, may have any exposure or background in music, instruction will need to begin below current grade level.

Possible outline:

Paragraph 1 Introductory Paragraph:

Sentence 1 "Hook" or background information to grab the reader's attention.

Sentence 2 Write about the family of the orchestra of the instrument chosen and name the instrument.

Sentence 3 Name a quality or characteristic of the instrument. (This can be a include the instrument's appearance, how it is played, the sound it produces, how many in the orchestra, where it is on the stage, or other information)

Sentence 4 Name a quality or characteristic of the instrument. (This can be a include the instrument's appearance, how it is played, the sound it produces, how many in the orchestra, where it is on the stage, or other information)

Sentence 5 Name a quality or characteristic of the instrument. (This can be a include the instrument's appearance, how it is played, the sound it produces, how many in the orchestra, where it is on the stage, or other information)

Paragraph 2

Sentence 1 Transition word, followed by main idea sentence telling one reason that the instrument fits the student. (See paragraph 1 sentence 3)

Sentence 2 Sentence explaining the reason, giving a detail or fact.

Sentence 3 Add detail, or fact sentence.

Sentence 4 Add detail, or fact sentence.

Sentence 5 Sentence explaining the reason, giving a detail or fact.

Sentence 6 Add detail, or fact sentence.

Sentence 7 Add detail, or fact sentence.

Paragraph 3

Sentence 1 Transition word, followed by main idea sentence telling one reason that the instrument fits the student. (See paragraph 1 sentence 4)

Sentence 2 Sentence explaining the reason, giving a detail or fact.

Sentence 3 Add detail, or fact sentence.

Sentence 4 Add detail, or fact sentence.

Sentence 5 Sentence explaining the reason, giving a detail or fact.

Sentence 6 Add detail, or fact sentence.

Sentence 7 Add detail, or fact sentence.

**Paragraph 4**

**Sentence 1** Transition word, followed by main idea sentence telling one reason that the instrument fits the student. (See paragraph 1 sentence 5)

**Sentence 2** Sentence explaining the reason, giving a detail or fact.

**Sentence 3** Add detail, or fact sentence.

**Sentence 4** Add detail, or fact sentence.

**Sentence 5** Sentence explaining the reason, giving a detail or fact.

**Sentence 6** Add detail, or fact sentence.

**Sentence 7** Add detail, or fact sentence.

**Paragraph 5** Conclusion paragraph

**Transition word**, and then restate the main idea.

**Review** briefly the reason why the instrument is the best fit.

**Review** briefly the reason why the instrument is the best fit.

**Review** briefly the reason why the instrument is the best fit.

**Closing sentence**