Which Instrument are You?

Intermediate (3rd - 5th grade)

INTEGRATED SUBJECTS
Language Arts –Music

MUSIC: Music highlighting the families: strings, brass, woodwinds, percussion

MATERIALS: Internet for www.sfskids.org; The Story of the Orchestra, by Robert T. Levine; The Young Persons Guide to the Orchestra and CD, by Benjamin Britten; other books on instruments and orchestras at your grade level; posters of instruments families and orchestra seating chart; actual instruments (or visual representation) and live performances, if possible; chart paper, paper and pencils

NATIONAL MUSIC STANDARDS:
- Listening to, analyzing, and describing music.
- Understanding relationships between music, other arts, and outside disciplines.

STATE STANDARDS: CALIFORNIA
CA: Grade 4 Language Arts Reading Comprehension 2.0, 2.1, 2.2; Writing 1.0-4, 1.5, 1.7, 1.9-10; Oral Communication 1.5

TIME REQUIRED FOR LESSON:
2-3 50-minute periods

Connections to Pathways for Integration:
This lesson is currently in the Third Column - Music content merged with other content areas and Third Row – S.

LESSON OVERVIEW: To accomplish goals, members of families must cooperate, just as members of the orchestra must cooperate to create beautiful music. Similarly, students in a classroom have similar constructs; everyone must do their best for themselves as well as for the good of the whole. This lesson helps students understand that an orchestra, a family and a classroom must work together to accomplish great things.

THE LEARNING SEQUENCE: 1. Expose students to classical music by having them listen to classical music. Brainstorm the name of musical instruments students already know, and group the instruments into categories. 2. Introduce all of the instruments of the symphony with posters and other visuals, and finish categorize according to instrument family. 3. Students will read and explore the instruments of a musical orchestra using the sfskids.org website and fill in worksheet with their notes. (Books listed in materials may also be used if Internet access is not available.) 4. Have class listen to what the families sound like using CDs that highlight each family, and brainstorm ways to describe the sound, what it reminds students of, and how it makes them feel. Discuss why they may feel a certain way. 5. Have the class read and research musical instruments, finding words that describe the characteristics of each musical instrument. 6. Create a word list of adjectives which describe the music, instruments, and the students’ feelings. 7. Students meet in groups to discuss the instruments and “compare notes.” 8. Students will write a rough draft of their essay. 9. After peer editing, students will revise their essay and produce a final draft. 10. To extend the lesson, divide the students into groups of 3-4. Each group will choose a short 1 minute symphonic excerpt to analyze, each group will identify the instruments, reflect on what the piece sounds like, what it reminds them of, how it makes them feel and why. 11. Each group will create a poster/dance/drawing to represent their symphonic piece and present their findings and creations to the class

VOCABULARY: orchestra, conductor, compare and contrast, symphony, instruments, strings (violin, viola, cello and bass), woodwinds (flute, piccolo, clarinet, saxophone, oboe and bassoon), brass (trumpet, trombone, French horn, and tuba), and percussion (timpani, drum, xylophone, and triangle), cooperation, families, dynamics and tempo (loud, soft, fast, slow, - - and appropriate musical terms) similarities and differences

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This lesson was compiled by Bonnie Redfern, based on the work of Joan Perez and Harriette Quilicott.
ASSESSMENT: Students will learn the names of the instruments of the orchestra, the families of each and understand to some degree how each family creates a voice in an orchestra. With this new information, students will write a 4-5 paragraph essay to describe the various instruments in an orchestra and explain which instrument best fits his/her personality, and why.

INCLUSION / EL: EL students are greatly supported in this lesson as there are many opportunities for engagement kinesthetically, aurally and visually. Working cooperatively with another student is always an option, which would serve to demonstrate the point of the lesson. Posting the vocabulary supports all learners.

TEACHER TO TEACHER: If this is your students first introduction to the instruments, spend extra time for their curiosity. Some students need help thinking of adjectives that express the sound of the instrument and feelings. The adjective word bank would be helpful to leave up for general reference of all descriptive writing.
Essay is based on the *Step Up to Writing* format. Since few, if any students may have exposure or background in music, instruction will need to begin below current grade level. Possible outline for descriptive essay:

**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. (Could 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. (Could 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. (Could 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.

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Closing sentence